



The  
Mysterious  
Writers  
Society

Common  
Core  
Standards &  
Benchmarks

**[www.mysteriouswriterssociety.com](http://www.mysteriouswriterssociety.com)**

Poetry	6th Grade	7th Grade	8th Grade
<b>Reading Poetry</b>			
<b>Understanding Metaphor</b>	<p><a href="#">CCSS.ELA-LITERACY.RL.6.1</a> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.6.2</a> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.6.4</a> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.6.5</a> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.6.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><a href="#">CCSS.ELA-LITERACY.RL.7.1</a> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.7.2</a> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.7.4</a> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.7.5</a> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.7.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><a href="#">CCSS.ELA-LITERACY.RL.8.1</a> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.8.2</a> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.8.4</a> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.8.5</a> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.8.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p>
<b>Writing Poetry</b>			
<p><b>List Poems</b></p> <p><b>Haiku</b></p> <p><b>Simile Poems</b></p> <p><b>Two Voice Poems</b></p> <p><b>Rhyme Scheme Poems</b></p> <p><b>Concrete Poems</b></p> <p><b>Spoken Word Poetry</b></p>	<p><a href="#">CCSS.ELA-Standard 10</a>: Range, Quality, &amp; Complexity » Range of Text Types for 6-12 - Literature: Poetry - Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics</p> <p><a href="#">CCSS.ELA-LITERACY.L.6.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><a href="#">CCSS.ELA-LITERACY.L.6.3.A</a> Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p><a href="#">CCSS.ELA-LITERACY.L.6.3.B</a> Maintain consistency in style and tone.</p> <p><a href="#">CCSS.ELA-LITERACY.L.6.5</a> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><a href="#">CCSS.ELA-LITERACY.L.6.6</a> 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 or expression.</p>	<p><a href="#">CCSS.ELA-Standard 10</a>: Range, Quality, &amp; Complexity » Range of Text Types for 6-12 - Literature: Poetry - Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics</p> <p><a href="#">CCSS.ELA-LITERACY.L.7.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><a href="#">CCSS.ELA-LITERACY.L.7.3.A</a> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p><a href="#">CCSS.ELA-LITERACY.L.7.5</a> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><a href="#">CCSS.ELA-LITERACY.L.7.6</a> 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 or expression.</p>	<p><a href="#">CCSS.ELA-Standard 10</a>: Range, Quality, &amp; Complexity » Range of Text Types for 6-12 - Literature: Poetry - Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics</p> <p><a href="#">CCSS.ELA-LITERACY.L.8.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><a href="#">CCSS.ELA-LITERACY.L.8.3.A</a> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p><a href="#">CCSS.ELA-LITERACY.L.8.5</a> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><a href="#">CCSS.ELA-LITERACY.L.8.6</a> 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 or expression.</p>

**HIGH SCHOOL**

**UNIT:  
POETRY**

Poetry	9th-10th Grades	11th-12th Grades
<b>Reading Poetry</b>		
<b>Understanding Metaphor</b> <b>Imagery</b> <b>Mood</b> <b>Figurative Language</b>	<p><a href="#">CCSS.ELA-LITERACY.RL.9-10.1</a> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.9-10.2</a> 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.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.9-10.4</a> Determine the meaning of words and phrases as they are used in the 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).</p> <p><a href="#">CCSS.ELA-LITERACY.RL.9-10.5</a> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.9-10.10</a> By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently</p>	<p><a href="#">CCSS.ELA-LITERACY.RL.11-12.1</a> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.11-12.2</a> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.11-12.4</a> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p><a href="#">CCSS.ELA-LITERACY.RL.11-12.5</a> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.11-12.10</a> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>
<b>Writing Poetry</b>		
<b>List Poems</b> <b>Haiku</b> <b>Simile Poems</b> <b>Two Voice Poems</b> <b>Rhyme Scheme Poems</b> <b>Concrete Poems</b> <b>Spoken Word Poetry</b>	<p><a href="#">CCSS.ELA-Standard 10</a>: Range, Quality, &amp; Complexity » Range of Text Types for 6-12 - Literature: Poetry - Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics.</p> <p><a href="#">CCSS.ELA-LITERACY.L.9-10.3</a> 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.</p> <p><a href="#">CCSS.ELA-LITERACY.L.9-10.3.A</a> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p><a href="#">CCSS.ELA-LITERACY.L.9-10.5</a> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><a href="#">CCSS.ELA-LITERACY.L.9-10.6</a> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><a href="#">CCSS.ELA-Standard 10</a>: Range, Quality, &amp; Complexity » Range of Text Types for 6-12 - Literature: Poetry - Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics.</p> <p><a href="#">CCSS.ELA-LITERACY.L.11-12.3</a> 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.</p> <p><a href="#">CCSS.ELA-LITERACY.L.11-12.3.A</a> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p><a href="#">CCSS.ELA-LITERACY.L.11-12.5</a> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><a href="#">CCSS.ELA-LITERACY.L.11-12.6</a> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

Journalism	6th Grade	7th Grade	8th Grade
<b>Opinion Writing</b>			
<b>The Art of Persuasion</b>	<p><a href="#">CCSS.ELA-LITERACY.W.6.1</a> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><a href="#">CCSS.ELA-LITERACY.W.6.1.A</a> Introduce claim(s) and organize the reasons and evidence clearly.</p>	<p><a href="#">CCSS.ELA-LITERACY.W.7.1</a> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><a href="#">CCSS.ELA-LITERACY.W.7.1.A</a> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p>	<p><a href="#">CCSS.ELA-LITERACY.W.8.1</a> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><a href="#">CCSS.ELA-LITERACY.W.8.1.A</a> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>
<b>Doing Research</b>	<p><a href="#">CCSS.ELA-LITERACY.W.6.1.B</a> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p><a href="#">CCSS.ELA-LITERACY.W.6.6</a> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p><a href="#">CCSS.ELA-LITERACY.W.6.7</a> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><a href="#">CCSS.ELA-LITERACY.W.6.8</a> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><a href="#">CCSS.ELA-LITERACY.W.6.9.B</a> Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p>	<p><a href="#">CCSS.ELA-LITERACY.W.7.1.B</a> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><a href="#">CCSS.ELA-LITERACY.W.7.6</a> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p><a href="#">CCSS.ELA-LITERACY.W.7.7</a> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research.</p> <p><a href="#">CCSS.ELA-LITERACY.W.7.8</a> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><a href="#">CCSS.ELA-LITERACY.W.7.9.B</a> Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").</p>	<p><a href="#">CCSS.ELA-LITERACY.W.8.1.B</a> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><a href="#">CCSS.ELA-LITERACY.W.8.6</a> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others</p> <p><a href="#">CCSS.ELA-LITERACY.W.8.7</a> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><a href="#">CCSS.ELA-LITERACY.W.8.8</a> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><a href="#">CCSS.ELA-LITERACY.W.8.9.B</a> Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p>

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<p><b>Writing Your Essays</b></p>	<p><a href="#">CCSS.ELA-LITERACY.W.6.1.C</a> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p><a href="#">CCSS.ELA-LITERACY.W.6.1.E</a> Provide a concluding statement or section that follows from the argument presented.</p> <p><a href="#">CCSS.ELA-LITERACY.W.6.2</a> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><a href="#">CCSS.ELA-LITERACY.W.6.2.A</a> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><a href="#">CCSS.ELA-LITERACY.W.6.2.B</a> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><a href="#">CCSS.ELA-LITERACY.W.6.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><a href="#">CCSS.ELA-LITERACY.W.6.8</a> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><a href="#">CCSS.ELA-LITERACY.W.6.2.F</a> Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p><a href="#">CCSS.ELA-LITERACY.W.7.1.C</a> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p><a href="#">CCSS.ELA-LITERACY.W.7.1.E</a> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><a href="#">CCSS.ELA-LITERACY.W.7.2</a> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><a href="#">CCSS.ELA-LITERACY.W.7.2.A</a> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><a href="#">CCSS.ELA-LITERACY.W.7.2.B</a> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><a href="#">CCSS.ELA-LITERACY.W.7.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><a href="#">CCSS.ELA-LITERACY.W.7.8</a> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><a href="#">CCSS.ELA-LITERACY.W.7.2.F</a> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><a href="#">CCSS.ELA-LITERACY.W.8.1.C</a> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><a href="#">CCSS.ELA-LITERACY.W.8.1.E</a> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><a href="#">CCSS.ELA-LITERACY.W.8.2</a> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><a href="#">CCSS.ELA-LITERACY.W.8.2.A</a> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><a href="#">CCSS.ELA-LITERACY.W.8.2.B</a> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><a href="#">CCSS.ELA-LITERACY.W.8.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><a href="#">CCSS.ELA-LITERACY.W.8.8</a> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><a href="#">CCSS.ELA-LITERACY.W.8.2.F</a> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<p><b>Transitions &amp; Advanced Vocab</b></p>	<p><a href="#">CCSS.ELA-LITERACY.W.6.1.D</a> Establish and maintain a formal style.</p> <p><a href="#">CCSS.ELA-LITERACY.W.6.2.C</a> Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p><a href="#">CCSS.ELA-LITERACY.W.6.2.D</a> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><a href="#">CCSS.ELA-LITERACY.W.7.1.D</a> Establish and maintain a formal style.</p> <p><a href="#">CCSS.ELA-LITERACY.W.7.2.C</a> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><a href="#">CCSS.ELA-LITERACY.W.7.2.D</a> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><a href="#">CCSS.ELA-LITERACY.W.8.1.D</a> Establish and maintain a formal style.</p> <p><a href="#">CCSS.ELA-LITERACY.W.8.2.C</a> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><a href="#">CCSS.ELA-LITERACY.W.8.2.D</a> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
<p><b>Citations &amp; Bibliography</b></p>	<p><a href="#">CCSS.ELA-LITERACY.W.6.1.B</a> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p><a href="#">CCSS.ELA-LITERACY.W.6.8</a> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p><a href="#">CCSS.ELA-LITERACY.W.7.1.B</a> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><a href="#">CCSS.ELA-LITERACY.W.7.8</a> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><a href="#">CCSS.ELA-LITERACY.W.8.1.B</a> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><a href="#">CCSS.ELA-LITERACY.W.8.8</a> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>

Journalism	6th Grade	7th Grade	8th Grade
<b>Graphic Designing Your Article</b>	<p><a href="#">CCSS.ELA-LITERACY.W.6.2.A</a> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p><a href="#">CCSS.ELA-LITERACY.W.7.2.A</a> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p><a href="#">CCSS.ELA-LITERACY.W.8.2.A</a> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>
<b>Research Writing</b>			
<b>Research Writing - Intro</b>	<p><a href="#">CCSS.ELA-LITERACY.W.6.2</a> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><a href="#">CCSS.ELA-LITERACY.W.6.9.B</a> Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p> <p><a href="#">CCSS.ELA-LITERACY.W.6.2.B</a> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><a href="#">CCSS.ELA-LITERACY.W.6.2.F</a> Provide a concluding statement or section that follows from the information or explanation presented.</p> <p><a href="#">CCSS.ELA-LITERACY.W.6.7</a> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p><a href="#">CCSS.ELA-LITERACY.W.7.2</a> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><a href="#">CCSS.ELA-LITERACY.W.7.9.B</a> Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").</p> <p><a href="#">CCSS.ELA-LITERACY.W.7.2.B</a> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><a href="#">CCSS.ELA-LITERACY.W.7.2.F</a> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><a href="#">CCSS.ELA-LITERACY.W.7.7</a> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p><a href="#">CCSS.ELA-LITERACY.W.8.2</a> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><a href="#">CCSS.ELA-LITERACY.W.8.9.A</a> Apply <i>grade 8 Reading standards</i> to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</p> <p><a href="#">CCSS.ELA-LITERACY.W.8.2.B</a> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><a href="#">CCSS.ELA-LITERACY.W.8.2.F</a> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><a href="#">CCSS.ELA-LITERACY.W.8.7</a> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
<b>Eye-witness Account Surveys Interviews</b>	<p>All standards from "Research Writing - Intro" and the following <a href="#">CCSS.ELA-LITERACY.W.6.6</a> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p><a href="#">CCSS.ELA-LITERACY.W.6.8</a> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources</p> <p><a href="#">CCSS.ELA-LITERACY.W.6.10</a> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>All standards from "Research Writing - Intro" and the following <a href="#">CCSS.ELA-LITERACY.W.7.6</a> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p><a href="#">CCSS.ELA-LITERACY.W.7.8</a> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><a href="#">CCSS.ELA-LITERACY.W.7.10</a> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>All standards from "Research Writing - Intro" and the following <a href="#">CCSS.ELA-LITERACY.W.8.6</a> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p><a href="#">CCSS.ELA-LITERACY.W.8.8</a> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><a href="#">CCSS.ELA-LITERACY.W.8.10</a> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Journalism	9th-10th Grades	11th-12th Grades
<b>Opinion Writing</b>		
<b>The Art of Persuasion</b>	<p><a href="#">CCSS.ELA-LITERACY.W.9-10.1</a> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><a href="#">CCSS.ELA-LITERACY.W.9-10.1.A</a> 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.</p>	<p><a href="#">CCSS.ELA-LITERACY.W.11-12.1</a> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.1.A</a> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p>
<b>Doing Research</b>	<p><a href="#">CCSS.ELA-LITERACY.W.9-10.1.B</a> 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.</p> <p><a href="#">CCSS.ELA-LITERACY.W.9-10.6</a> 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.</p> <p><a href="#">CCSS.ELA-LITERACY.W.9-10.7</a> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><a href="#">CCSS.ELA-LITERACY.W.9-10.8</a> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><a href="#">CCSS.ELA-LITERACY.W.9-10.9.B</a> Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., "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").</p>	<p><a href="#">CCSS.ELA-LITERACY.W.11-12.1.B</a> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.6</a> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.7</a> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.8</a> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.9.B</a> Apply <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]").</p>

## Research Writing

### Research Writing - Intro

#### [CCSS.ELA-LITERACY.W.9-10.2](#)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

#### [CCSS.ELA-LITERACY.W.9-10.9.B](#)

Apply *grades 9-10 Reading standards* to literary nonfiction (e.g., "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").

#### [CCSS.ELA-LITERACY.W.9-10.2.B](#)

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

#### [CCSS.ELA-LITERACY.W.9-10.2.F](#)

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

#### [CCSS.ELA-LITERACY.W.9-10.7](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

#### [CCSS.ELA-LITERACY.W.11-12.2](#)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

#### [CCSS.ELA-LITERACY.W.11-12.9.B](#)

Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

#### [CCSS.ELA-LITERACY.W.11-12.2.B](#)

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic

#### [CCSS.ELA-LITERACY.W.11-12.2.F](#)

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

#### [CCSS.ELA-LITERACY.W.11-12.7](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### Eye-witness Account Surveys Interviews

All standards from "Research Writing - Intro" and the following

#### [CCSS.ELA-LITERACY.W.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

#### [CCSS.ELA-LITERACY.W.9-10.8](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

#### [CCSS.ELA-LITERACY.W.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.

All standards from "Research Writing - Intro" and the following

#### [CCSS.ELA-LITERACY.W.11-12.6](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

#### [CCSS.ELA-LITERACY.W.11-12.8](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

#### [CCSS.ELA-LITERACY.W.11-12.10](#)

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

HIGH  
SCHOOL

UNIT:  
JOURNALISM



Journalism	9th-10th Grades	11th-12th Grades
<p><b>Writing Your Essays</b></p>	<p><a href="#">CCSS.ELA-LITERACY.W.9-10.1.C</a> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><a href="#">CCSS.ELA-LITERACY.W.9-10.1.E</a> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><a href="#">CCSS.ELA-LITERACY.W.9-10.2</a> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><a href="#">CCSS.ELA-LITERACY.W.9-10.2.A</a> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><a href="#">CCSS.ELA-LITERACY.W.9-10.2.B</a> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic</p> <p><a href="#">CCSS.ELA-LITERACY.W.9-10.8</a> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><a href="#">CCSS.ELA-LITERACY.W.9-10.2.F</a> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p><a href="#">CCSS.ELA-LITERACY.W.11-12.1.C</a> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.1.E</a> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.2</a> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.2.A</a> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.2.B</a> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.8</a> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.2.F</a> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<p><b>Transitions &amp; Advanced Vocab</b></p>	<p><a href="#">CCSS.ELA-LITERACY.W.9-10.1.D</a> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><a href="#">CCSS.ELA-LITERACY.W.9-10.2.C</a> Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><a href="#">CCSS.ELA-LITERACY.W.9-10.2.D</a> Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<p><a href="#">CCSS.ELA-LITERACY.W.11-12.1.D</a> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.2.C</a> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.2.D</a> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>
<p><b>Citations &amp; Bibliography</b></p>	<p><a href="#">CCSS.ELA-LITERACY.W.9-10.1.B</a> 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.</p> <p><a href="#">CCSS.ELA-LITERACY.W.9-10.8</a> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p><a href="#">CCSS.ELA-LITERACY.W.11-12.1.B</a> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.8</a> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
<p><b>Graphic Designing Your Article</b></p>	<p><a href="#">CCSS.ELA-LITERACY.W.9-10.2.A</a> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p><a href="#">CCSS.ELA-LITERACY.W.11-12.2.A</a> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>

MIDDLE SCHOOL

UNIT:  
Novel Writing

Narrative (Novel Writing)	6th Grade	7th Grade	8th Grade
<p><b>Planning Characters &amp; Plot</b>  <b>Planning Act 1</b>  <b>Planning Act 2</b>  <b>Planning Act 3</b></p>	<p><a href="#">CCSS.ELA-LITERACY.W.6.3.A</a>  Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  <a href="#">CCSS.ELA-LITERACY.W.6.3.E</a>  Provide a conclusion that follows from the narrated experiences or events.  <a href="#">CCSS.ELA-LITERACY.W.6.4</a>  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <a href="#">CCSS.ELA-LITERACY.W.6.6</a>  Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.  <a href="#">CCSS.ELA-LITERACY.W.6.10</a>  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><a href="#">CCSS.ELA-LITERACY.W.7.3.A</a>  Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  <a href="#">CCSS.ELA-LITERACY.W.7.3.E</a>  Provide a conclusion that follows from and reflects on the narrated experiences or events.  <a href="#">CCSS.ELA-LITERACY.W.7.4</a>  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <a href="#">CCSS.ELA-LITERACY.W.7.6</a>  Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.  <a href="#">CCSS.ELA-LITERACY.W.7.10</a>  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><a href="#">CCSS.ELA-LITERACY.W.8.3.A</a>  Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  <a href="#">CCSS.ELA-LITERACY.W.8.3.E</a>  Provide a conclusion that follows from and reflects on the narrated experiences or events  <a href="#">CCSS.ELA-LITERACY.W.8.4</a>  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <a href="#">CCSS.ELA-LITERACY.W.8.6</a>  Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.  <a href="#">CCSS.ELA-LITERACY.W.8.10</a>  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p><b>Writing Chapter 1 &amp; Write in the Active Voice</b></p>	<p>All previous narrative standards plus the following  <a href="#">CCSS.ELA-LITERACY.W.6.3</a>  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  <a href="#">CCSS.ELA-LITERACY.W.6.3.C</a>  Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p>All previous narrative standards plus the following  <a href="#">CCSS.ELA-LITERACY.W.7.3</a>  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  <a href="#">CCSS.ELA-LITERACY.W.7.3.C</a>  Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p>All previous narrative standards plus the following  <a href="#">CCSS.ELA-LITERACY.W.8.3</a>  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  <a href="#">CCSS.ELA-LITERACY.W.8.3.C</a>  Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p>
<p><b>Tense, Exposition, &amp; Dialogue</b>  <b>Dialogue Hacks</b>  <b>Action Scenes</b>  <b>The Five Senses</b></p>	<p>All previous narrative standards plus the following  <a href="#">CCSS.ELA-LITERACY.W.6.3.B</a>  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  <a href="#">CCSS.ELA-LITERACY.W.6.3.D</a>  Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p>All previous narrative standards plus the following  <a href="#">CCSS.ELA-LITERACY.W.7.3.B</a>  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  <a href="#">CCSS.ELA-LITERACY.W.7.3.D</a>  Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p>All previous narrative standards plus the following  <a href="#">CCSS.ELA-LITERACY.W.8.3.B</a>  Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  <a href="#">CCSS.ELA-LITERACY.W.8.3.D</a>  Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>

**HIGH SCHOOL**

**UNIT:**  
Novel Writing

Narrative (Novel Writing)	9th-10th Grades	11th-12th Grades
<p><b>Planning Characters &amp; Plot</b>  <b>Planning Act 1</b>  <b>Planning Act 2</b>  <b>Planning Act 3</b></p>	<p><a href="#">CCSS.ELA-LITERACY.W.9-10.3.A</a>  Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events</p> <p><a href="#">CCSS.ELA-LITERACY.W.9-10.3.E</a>  Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><a href="#">CCSS.ELA-LITERACY.W.9-10.4</a>  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><a href="#">CCSS.ELA-LITERACY.W.9-10.6</a>  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.</p> <p><a href="#">CCSS.ELA-LITERACY.W.9-10.10</a>  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.</p>	<p><a href="#">CCSS.ELA-LITERACY.W.11-12.3.A</a>  Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.3.E</a>  Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.4</a>  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.6</a>  Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.10</a>  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.</p>
<p><b>Writing Chapter 1 &amp; Write in the Active Voice</b></p>	<p>All previous narrative standards plus the following  <a href="#">CCSS.ELA-LITERACY.W.9-10.3</a>  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <p><a href="#">CCSS.ELA-LITERACY.W.9-10.3.C</a>  Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>	<p>All previous narrative standards plus the following  <a href="#">CCSS.ELA-LITERACY.W.11-12.3</a>  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.3.C</a>  Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p>
<p><b>Tense, Exposition, &amp; Dialogue</b>  <b>Dialogue Hacks</b>  <b>Action Scenes</b>  <b>The Five Senses</b></p>	<p>All previous narrative standards plus the following  <a href="#">CCSS.ELA-LITERACY.W.9-10.3.B</a>  Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters</p> <p><a href="#">CCSS.ELA-LITERACY.W.9-10.3.D</a>  Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>All previous narrative standards plus the following  <a href="#">CCSS.ELA-LITERACY.W.11-12.3.B</a>  Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.3.D</a>  Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>