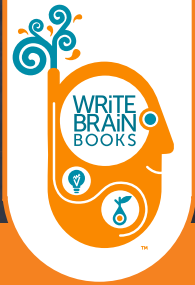


# WRITE BRAIN BOOKS CCSS ALIGNMENT



## HIGH SCHOOL - GRADES 11 & 12

### INTRODUCTION: USING THE WRITE BRAIN CCSS ALIGNMENT

This CCSS grade-specific alignment is an excellent tool for the Common Core classroom. The standards listed for every WRiTE BRAiN lesson represent the learning goals already built into those specific portions of the curriculum, as well as learning objectives (denoted by a double asterisk) that teachers may flexibly choose to highlight at their discretion. These learning objectives/standards are suggestive, and are included when the lesson is conducive to addressing them (\*\*).

The main purpose of this alignment is to provide educators with a resource that helps them get the most out of every WRiTE BRAiN session. Our curriculum aligns intuitively with the CCSS, yet teachers know best as to when their students are ready to advance, and when they need more time to review and reinforce what they've learned. That's why we provide all the standards of learning that can be met in each lesson, reviewed, or perhaps noted and reserved for another class time.

### REGARDING GRAMMAR, PUNCTUATION, AND SPELLING:

We provide a "Basic Punctuation & Grammar Guide" and various language/vocabulary-expanding worksheets in the back of all our curriculum guides. However, we recommend that teachers supplement the WRiTE BRAiN experience with their own, more comprehensive and focused grammar lessons. Where grammar, punctuation, and spelling standards are listed for the WRiTE BRAiN lesson, teachers may select and emphasize certain grammar conventions. Likewise, some days may provide more time and opportunities to focus on spelling than other days. Having grade-appropriate dictionaries and thesauruses available throughout the writing process is suggested but not always stated explicitly in our lessons. \*\*\* (SEE BOTTOM FOR COMPLETE LIST OF LANGUAGE STANDARDS.)

### WRiTE BRAiN WRITING AND READING:

Writing reinforces reading and reading reinforces writing. In this alignment, "Reading" standards are often listed in a writing-intensive lesson (and vice versa). This is because students often learn something about writing that changes and enhances their reading comprehension.

## PART ONE: GROUP AUTHORIZING

### Lesson #1: The Art of Authoring a Children's Picture Book

#### CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

#### CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks,

demonstrating a command of formal English when indicated or appropriate.

#### CCSS.ELA-LITERACY.RL.11-12.1

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

#### CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

#### CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the



characters are introduced and developed).\*\*

**CCSS.ELA-LITERACY.RL.11-12.5**

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.\*\*

**CCSS.ELA-LITERACY.RL.11-12.6**

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).\*\*

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**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**CCSS.ELA-LITERACY.L.11-12.4.A**

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.11-12.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**CCSS.ELA-LITERACY.L.11-12.4.D**

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CCSS.ELA-LITERACY.L.11-12.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*

**CCSS.ELA-LITERACY.L.11-12.5.A**

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.\*\*

**CCSS.ELA-LITERACY.L.11-12.5.B**

Analyze nuances in the meaning of words with similar denotations.\*\*

**CCSS.ELA-LITERACY.L.11-12.6**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

**Lesson #2: "Every Picture Tells YOUR Story!"**

**CCSS.ELA-LITERACY.W.11-12.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.11-12.3.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.

**CCSS.ELA-LITERACY.W.11-12.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.C**

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).

**CCSS.ELA-LITERACY.W.11-12.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.E**

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CCSS.ELA-LITERACY.W.11-12.4**

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

**CCSS.ELA-LITERACY.W.11-12.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**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.

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**CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.11-12.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.11-12.1.B**

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.



### CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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### CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

### CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).\*\*

### CCSS.ELA-LITERACY.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).\*\*

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### CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.11-12.3

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

### CCSS.ELA-LITERACY.L.11-12.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

### CCSS.ELA-LITERACY.L.11-12.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

## **Lesson #3: The Deeper Draft**

### CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.11-12.3.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.

### CCSS.ELA-LITERACY.W.11-12.3.B

Use narrative techniques, such as dialogue, pacing,

description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

### CCSS.ELA-LITERACY.W.11-12.3.C

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).

### CCSS.ELA-LITERACY.W.11-12.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

### CCSS.ELA-LITERACY.W.11-12.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### CCSS.ELA-LITERACY.W.11-12.4

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

### CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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### CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

### CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

### CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

### CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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### CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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### CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.11-12.3

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

### CCSS.ELA-LITERACY.L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

### CCSS.ELA-LITERACY.L.11-12.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

### CCSS.ELA-LITERACY.L.11-12.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

### CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*

### CCSS.ELA-LITERACY.L.11-12.5.B

Analyze nuances in the meaning of words with similar denotations.\*\*

### CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

## **The School-To-Home Connection (Optional)**

### 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.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.11-12.3.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.

### CCSS.ELA-LITERACY.W.11-12.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

### CCSS.ELA-LITERACY.W.11-12.3.C

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).

### CCSS.ELA-LITERACY.W.11-12.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

### CCSS.ELA-LITERACY.W.11-12.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### CCSS.ELA-LITERACY.W.11-12.4

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

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### CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

### CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

### CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

### CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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### CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.11-12.3

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

### CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

## **Lesson #4: Group Book Selection**

### CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics,

texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.11-12.1.B**

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-LITERACY.SL.11-12.1.D**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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**CCSS.ELA-LITERACY.RL.11-12.2**

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.3**

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

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**Lesson #5: Students Commit to Collaborate**

**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.11-12.2.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.

**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.D**

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage

the complexity of the topic.

**CCSS.ELA-LITERACY.W.11-12.4**

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

**CCSS.ELA-LITERACY.W.11-12.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.11-12.1.B**

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-LITERACY.SL.11-12.1.D**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CCSS.ELA-LITERACY.SL.11-12.6**

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.RL.11-12.1**

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

**CCSS.ELA-LITERACY.RL.11-12.2**

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.3**

Apply knowledge of language to understand how language functions in different contexts, to make effective



choices for meaning or style, and to comprehend more fully when reading or listening.

**CCSS.ELA-LITERACY.L.11-12.6**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

**Lesson #6: Lonely Illustrator Seeks Author**

**CCSS.ELA-LITERACY.W.11-12.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.11-12.3.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.

**CCSS.ELA-LITERACY.W.11-12.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.4**

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

**CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.11-12.1.B**

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-LITERACY.SL.11-12.1.D**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CCSS.ELA-LITERACY.SL.11-12.4**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**CCSS.ELA-LITERACY.SL.11-12.6**

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**CCSS.ELA-LITERACY.RI.11-12.1**

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

**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**CCSS.ELA-LITERACY.L.11-12.6**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

**Lesson #7: Pliable Plotlines**

**CCSS.ELA-LITERACY.W.11-12.1**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.\*\*

**CCSS.ELA-LITERACY.W.11-12.1.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.\*\*

**CCSS.ELA-LITERACY.W.11-12.1.C**

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.\*\*

**CCSS.ELA-LITERACY.W.11-12.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.11-12.3.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.

**CCSS.ELA-LITERACY.W.11-12.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to

develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.C**

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).

**CCSS.ELA-LITERACY.W.11-12.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.E**

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CCSS.ELA-LITERACY.W.11-12.4**

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

**CCSS.ELA-LITERACY.W.11-12.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**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.

**CCSS.ELA-LITERACY.W.11-12.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**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.

**CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.11-12.1.B**

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-LITERACY.SL.11-12.1.D**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue;

resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CCSS.ELA-LITERACY.SL.11-12.2**

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**CCSS.ELA-LITERACY.SL.11-12.3**

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**CCSS.ELA-LITERACY.SL.11-12.4**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**CCSS.ELA-LITERACY.RL.11-12.3**

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**CCSS.ELA-LITERACY.L.11-12.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.11-12.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**CCSS.ELA-LITERACY.L.11-12.6**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

**Lesson #8: Mapping & Planning - Storyline Structure**

**CCSS.ELA-LITERACY.W.11-12.3**

Write narratives to develop real or imagined

experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.11-12.3.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.

**CCSS.ELA-LITERACY.W.11-12.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.C**

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).

**CCSS.ELA-LITERACY.W.11-12.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.E**

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CCSS.ELA-LITERACY.W.11-12.4**

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

**CCSS.ELA-LITERACY.W.11-12.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**CCSS.ELA-LITERACY.W.11-12.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**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.

**CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.11-12.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.11-12.1.B**

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish

individual roles as needed.

**CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-LITERACY.SL.11-12.1.D**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CCSS.ELA-LITERACY.SL.11-12.3**

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.\*\*

**CCSS.ELA-LITERACY.SL.11-12.4**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.\*\*

**CCSS.ELA-LITERACY.SL.11-12.6**

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**CCSS.ELA-LITERACY.RL.11-12.2**

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**CCSS.ELA-LITERACY.RL.11-12.3**

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**CCSS.ELA-LITERACY.RL.11-12.4**

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.3**

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully





when reading or listening.

**CCSS.ELA-LITERACY.L.11-12.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.11-12.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**CCSS.ELA-LITERACY.L.11-12.4.D**

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CCSS.ELA-LITERACY.L.11-12.6**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

**Lesson #9: Creative Vocabulary & Preliminary Character Development**

**CCSS.ELA-LITERACY.W.11-12.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.11-12.3.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.

**CCSS.ELA-LITERACY.W.11-12.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.C**

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).

**CCSS.ELA-LITERACY.W.11-12.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.4**

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

**CCSS.ELA-LITERACY.W.11-12.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.11-12.1.B**

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-LITERACY.SL.11-12.1.D**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CCSS.ELA-LITERACY.SL.11-12.3**

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**CCSS.ELA-LITERACY.RL.11-12.3**

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).\*\*

**CCSS.ELA-LITERACY.RL.11-12.4**

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)\*\*

**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**CCSS.ELA-LITERACY.L.11-12.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.11-12.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology,



or its standard usage.

**CCSS.ELA-LITERACY.L.11-12.5.B**

Analyze nuances in the meaning of words with similar denotations. \*\*

**CCSS.ELA-LITERACY.L.11-12.6**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

## Lesson #10: Character Development

**CCSS.ELA-LITERACY.W.11-12.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.11-12.3.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.

**CCSS.ELA-LITERACY.W.11-12.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.C**

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).

**CCSS.ELA-LITERACY.W.11-12.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.E**

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CCSS.ELA-LITERACY.W.11-12.4**

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

**CCSS.ELA-LITERACY.W.11-12.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.11-12.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation

by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.11-12.1.B**

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-LITERACY.SL.11-12.1.D**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CCSS.ELA-LITERACY.SL.11-12.6**

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**CCSS.ELA-LITERACY.RL.11-12.3**

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**CCSS.ELA-LITERACY.L.11-12.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**CCSS.ELA-LITERACY.L.11-12.5.B**

Analyze nuances in the meaning of words with similar denotations. \*\*

**CCSS.ELA-LITERACY.L.11-12.6**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

## Lesson #11: Identifying Themes

**CCSS.ELA-LITERACY.W.11-12.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.11-12.3.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.

**CCSS.ELA-LITERACY.W.11-12.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.C**

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).

**CCSS.ELA-LITERACY.W.11-12.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.4**

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

**CCSS.ELA-LITERACY.W.11-12.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**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.

**CCSS.ELA-LITERACY.W.11-12.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.11-12.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.11-12.1.B**

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-LITERACY.SL.11-12.1.D**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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**CCSS.ELA-LITERACY.RL.11-12.1**

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

**CCSS.ELA-LITERACY.RL.11-12.2**

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**CCSS.ELA-LITERACY.RL.11-12.3**

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**CCSS.ELA-LITERACY.L.11-12.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.11-12.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**CCSS.ELA-LITERACY.L.11-12.4.D**

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CCSS.ELA-LITERACY.L.11-12.6**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career

readiness level; demonstrate independence in gathering vocabulary

## Lesson #12: Building Big Ideas with Small Images

### CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.11-12.3.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.

### CCSS.ELA-LITERACY.W.11-12.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

### CCSS.ELA-LITERACY.W.11-12.3.C

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).

### CCSS.ELA-LITERACY.W.11-12.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

### CCSS.ELA-LITERACY.W.11-12.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### CCSS.ELA-LITERACY.W.11-12.4

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

### CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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### CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

### CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

### CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

### CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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### CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

### CCSS.ELA-LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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### CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.11-12.3

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

## Lesson #13: Story-Stretching & Hidden Moments

### CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.11-12.3.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.

### CCSS.ELA-LITERACY.W.11-12.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

### CCSS.ELA-LITERACY.W.11-12.3.C

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).

### CCSS.ELA-LITERACY.W.11-12.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

### CCSS.ELA-LITERACY.W.11-12.3.E

Provide a conclusion that follows from and reflects



on what is experienced, observed, or resolved over the course of the narrative.

**CCSS.ELA-LITERACY.W.11-12.4**

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

**CCSS.ELA-LITERACY.W.11-12.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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**CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.11-12.1.B**

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-LITERACY.SL.11-12.1.D**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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**CCSS.ELA-LITERACY.RL.11-12.3**

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**CCSS.ELA-LITERACY.RL.11-12.4**

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)\*\*

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**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.3**

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

or listening.

## Lesson #14: Deliberate Dialogue

**CCSS.ELA-LITERACY.W.11-12.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.11-12.3.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.

**CCSS.ELA-LITERACY.W.11-12.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.C**

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).

**CCSS.ELA-LITERACY.W.11-12.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.4**

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

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**CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.\*\*

**CCSS.ELA-LITERACY.SL.11-12.6**

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.1.A**

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.\*\*

**CCSS.ELA-LITERACY.L.11-12.2**



Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.\*\*

**CCSS.ELA-LITERACY.L.11-12.3**

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

**CCSS.ELA-LITERACY.L.11-12.5.A**

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.\*\*

**Lesson #15: Leads and Conclusions**

**CCSS.ELA-LITERACY.W.11-12.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.11-12.3.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.

**CCSS.ELA-LITERACY.W.11-12.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.C**

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).

**CCSS.ELA-LITERACY.W.11-12.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.E**

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CCSS.ELA-LITERACY.W.11-12.4**

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

**CCSS.ELA-LITERACY.W.11-12.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**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.11-12.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.11-12.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.11-12.1.B**

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-LITERACY.RL.11-12.3**

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**CCSS.ELA-LITERACY.L.11-12.6**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

**Lesson #16: Setting Snapshots - Painting Place with Words**

**CCSS.ELA-LITERACY.W.11-12.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.11-12.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.D**

Use precise words and phrases, telling details, and



sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.4**

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

**CCSS.ELA-LITERACY.W.11-12.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**CCSS.ELA-LITERACY.W.11-12.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.W.11-12.9.A**

Apply grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).\*\*

**CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.11-12.1.B**

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-LITERACY.SL.11-12.1.D**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CCSS.ELA-LITERACY.RL.11-12.1**

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

**CCSS.ELA-LITERACY.RL.11-12.3**

Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**CCSS.ELA-LITERACY.RL.11-12.4**

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and

tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**CCSS.ELA-LITERACY.RL.11-12.9**

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.\*\*

**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**CCSS.ELA-LITERACY.L.11-12.4.A**

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.\*\*

**CCSS.ELA-LITERACY.L.11-12.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*

**CCSS.ELA-LITERACY.L.11-12.5.A**

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.\*\*

**CCSS.ELA-LITERACY.L.11-12.5.B**

Analyze nuances in the meaning of words with similar denotations.\*\*

**CCSS.ELA-LITERACY.L.11-12.6**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

## Lesson #17: Character Portraits

**CCSS.ELA-LITERACY.W.11-12.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.11-12.3.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.

**CCSS.ELA-LITERACY.W.11-12.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.4**

Produce clear and coherent writing in which the



development, organization, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.11-12.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**CCSS.ELA-LITERACY.W.11-12.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.W.11-12.9.A**

Apply grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).\*\*

**CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.11-12.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.11-12.1.B**

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-LITERACY.SL.11-12.1.D**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CCSS.ELA-LITERACY.RL.11-12.1**

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

**CCSS.ELA-LITERACY.RL.11-12.3**

Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**CCSS.ELA-LITERACY.RL.11-12.4**

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)\*\*

**CCSS.ELA-LITERACY.RL.11-12.6**

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).\*\*

**CCSS.ELA-LITERACY.RL.11-12.9**

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.\*\*

**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**CCSS.ELA-LITERACY.L.11-12.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.11-12.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**CCSS.ELA-LITERACY.L.11-12.5.B**

Analyze nuances in the meaning of words with similar denotations.\*\*

**CCSS.ELA-LITERACY.L.11-12.6**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

**Lesson #18: Write it, Tweet it, Post it!**

**CCSS.ELA-LITERACY.W.11-12.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.11-12.3.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.

**CCSS.ELA-LITERACY.W.11-12.3.B**

Use narrative techniques, such as dialogue, pacing,





description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.C**

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).

**CCSS.ELA-LITERACY.W.11-12.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.4**

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

**CCSS.ELA-LITERACY.W.11-12.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**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.

**CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.11-12.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.11-12.1.B**

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-LITERACY.SL.11-12.1.D**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CCSS.ELA-LITERACY.SL.11-12.5**

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence

and to add interest.\*\*

**CCSS.ELA-LITERACY.SL.11-12.6**

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**CCSS.ELA-LITERACY.RL.11-12.3**

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**CCSS.ELA-LITERACY.RL.11-12.6**

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).\*\*

**CCSS.ELA-LITERACY.RL.11-12.9**

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.\*\*

**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**CCSS.ELA-LITERACY.L.11-12.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*

**CCSS.ELA-LITERACY.L.11-12.5.A**

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.\*\*

**CCSS.ELA-LITERACY.L.11-12.5.B**

Analyze nuances in the meaning of words with similar denotations.\*\*

**Lesson #19: A Responsibility to Artistry**

**CCSS.ELA-LITERACY.W.11-12.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.11-12.3.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.

**CCSS.ELA-LITERACY.W.11-12.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.



**CCSS.ELA-LITERACY.W.11-12.3.C**

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).

**CCSS.ELA-LITERACY.W.11-12.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.E**

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CCSS.ELA-LITERACY.W.11-12.4**

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

**CCSS.ELA-LITERACY.W.11-12.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**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.

**CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.11-12.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.11-12.1.B**

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-LITERACY.SL.11-12.1.D**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CCSS.ELA-LITERACY.SL.11-12.2**

Integrate multiple sources of information presented in diverse

formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**CCSS.ELA-LITERACY.RL.11-12.2**

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**CCSS.ELA-LITERACY.RL.11-12.3**

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure:

**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**Lesson #20: Ready to Write**

**CCSS.ELA-LITERACY.W.11-12.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.11-12.3.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.

**CCSS.ELA-LITERACY.W.11-12.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.C**

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).

**CCSS.ELA-LITERACY.W.11-12.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.E**

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.



#### CCSS.ELA-LITERACY.W.11-12.4

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

#### CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

#### 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.

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#### CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

#### CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

#### CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

#### CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

#### CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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#### CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

#### CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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#### CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.11-12.3

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

### **Lesson #21: Spelling & Punctuation Pause**

#### CCSS.ELA-LITERACY.W.11-12.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

#### CCSS.ELA-LITERACY.W.11-12.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

#### CCSS.ELA-LITERACY.W.11-12.4

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

#### CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

#### CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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#### CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

#### CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

#### CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding



to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-LITERACY.SL.11-12.1.D**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CCSS.ELA-LITERACY.SL.11-12.2**

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.1.A**

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.\*\*

**CCSS.ELA-LITERACY.L.11-12.1.B**

Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

**CCSS.ELA-LITERACY.L.11-12.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.11-12.2.A**

Observe hyphenation conventions.

**CCSS.ELA-LITERACY.L.11-12.2.B**

Spell correctly.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**CCSS.ELA-LITERACY.L.11-12.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**Lesson #22: "Know Your Audience - Who's Reading Our Storybook?"**

**CCSS.ELA-LITERACY.W.11-12.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.11-12.3.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.

**CCSS.ELA-LITERACY.W.11-12.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.C**

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).

**CCSS.ELA-LITERACY.W.11-12.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.E**

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CCSS.ELA-LITERACY.W.11-12.4**

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

**CCSS.ELA-LITERACY.W.11-12.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**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.

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**CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.11-12.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.11-12.1.B**

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-LITERACY.SL.11-12.1.D**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all



sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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**CCSS.ELA-LITERACY.RL.11-12.1**

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

**CCSS.ELA-LITERACY.RL.11-12.2**

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**CCSS.ELA-LITERACY.RL.11-12.3**

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**CCSS.ELA-LITERACY.RL.11-12.4**

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)\*\*

**CCSS.ELA-LITERACY.RL.11-12.6**

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).\*\*

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**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.11-12.3**

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

## **Lesson #23: Peer Editing: Analysis & Critique**

**CCSS.ELA-LITERACY.W.11-12.4**

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

**CCSS.ELA-LITERACY.W.11-12.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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**CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.11-12.1.B**

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-LITERACY.SL.11-12.1.D**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CCSS.ELA-LITERACY.SL.11-12.6**

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.RL.11-12.1**

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

**CCSS.ELA-LITERACY.RL.11-12.2**

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**CCSS.ELA-LITERACY.RL.11-12.3**

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**CCSS.ELA-LITERACY.RL.11-12.4**

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**CCSS.ELA-LITERACY.RL.11-12.5**

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.

**CCSS.ELA-LITERACY.RL.11-12.6**

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).\*\*

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**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**Lesson #24: Titles – Dedications – Group Bios**

**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.11-12.2.C**

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.\*\*

**CCSS.ELA-LITERACY.W.11-12.2.D**

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**CCSS.ELA-LITERACY.W.11-12.4**

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

**CCSS.ELA-LITERACY.W.11-12.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**CCSS.ELA-LITERACY.W.11-12.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.11-12.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.11-12.1.B**

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-LITERACY.SL.11-12.1.D**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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**CCSS.ELA-LITERACY.RL.11-12.1**

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

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**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**Lesson #25: Presentations!**

**CCSS.ELA-LITERACY.SL.11-12.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.11-12.1.B**

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CCSS.ELA-LITERACY.SL.11-12.5**

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**CCSS.ELA-LITERACY.SL.11-12.6**

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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### CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.11-12.3

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

## Lesson #26: Ready To Publish

### 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.11-12.10

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.

### CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

### CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

### CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### CCSS.ELA-LITERACY.L.11-12.2.A

Observe hyphenation conventions.

### CCSS.ELA-LITERACY.L.11-12.2.B

Spell correctly.

## Lesson #27: Relax & Reflect

### CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.11-12.3.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.

### CCSS.ELA-LITERACY.W.11-12.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events,

setting, and/or characters.

### CCSS.ELA-LITERACY.W.11-12.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### CCSS.ELA-LITERACY.W.11-12.4

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

### CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.11-12.3

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

## Lesson #28: Expository Definition Essays

### 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.11-12.2.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.

### 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.C

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.

### CCSS.ELA-LITERACY.W.11-12.2.D

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

### CCSS.ELA-LITERACY.W.11-12.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

### 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.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.\*\*

### CCSS.ELA-LITERACY.W.11-12.3.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.\*\*

**CCSS.ELA-LITERACY.W.11-12.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.\*\*

**CCSS.ELA-LITERACY.W.11-12.4**

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

**CCSS.ELA-LITERACY.W.11-12.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**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.11-12.7**

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.11-12.8**

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.11-12.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**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.

**CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.11-12.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.11-12.1.B**

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-LITERACY.SL.11-12.1.D**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CCSS.ELA-LITERACY.SL.11-12.2**

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.\*\*

**CCSS.ELA-LITERACY.SL.11-12.4**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.\*\*

**CCSS.ELA-LITERACY.SL.11-12.5**

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.\*\*

**CCSS.ELA-LITERACY.SL.11-12.6**

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**CCSS.ELA-LITERACY.RL.11-12.1**

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

**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.1.B**

Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

**CCSS.ELA-LITERACY.L.11-12.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.11-12.2.A**





Observe hyphenation conventions.

**CCSS.ELA-LITERACY.L.11-12.2.B**

Spell correctly.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**CCSS.ELA-LITERACY.L.11-12.3.A**

Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.\*\*

**CCSS.ELA-LITERACY.L.11-12.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.11-12.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**CCSS.ELA-LITERACY.L.11-12.4.D**

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CCSS.ELA-LITERACY.L.11-12.6**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

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## **PART TWO: INDIVIDUAL AUTHORSHIP**

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### **Lesson #1: "Take It to the Mat!"**

**CCSS.ELA-LITERACY.W.11-12.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.11-12.3.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.

**CCSS.ELA-LITERACY.W.11-12.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.C**

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).

**CCSS.ELA-LITERACY.W.11-12.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.E**

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CCSS.ELA-LITERACY.W.11-12.4**

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

**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.

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**CCSS.ELA-LITERACY.SL.11-12.6**

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**CCSS.ELA-LITERACY.L.11-12.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**CCSS.ELA-LITERACY.L.11-12.6**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

### **Lesson #2: Partnering With an Illustrator**

**CCSS.ELA-LITERACY.W.11-12.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**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.11-12.7**

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.11-12.8**

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.11-12.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.RL.11-12.2**

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**CCSS.ELA-LITERACY.L.11-12.6**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

**Lesson #3: Point of View - Picking Your Perspective**

**CCSS.ELA-LITERACY.W.11-12.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.4**

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

**CCSS.ELA-LITERACY.W.11-12.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**CCSS.ELA-LITERACY.W.11-12.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-LITERACY.SL.11-12.1.D**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CCSS.ELA-LITERACY.SL.11-12.2**

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**CCSS.ELA-LITERACY.SL.11-12.6**

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**CCSS.ELA-LITERACY.RL.11-12.1**

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

**CCSS.ELA-LITERACY.RL.11-12.6**

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**The School-To-Home Connection (Optional)**

**CCSS.ELA-LITERACY.W.11-12.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.11-12.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.4**

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

**CCSS.ELA-LITERACY.W.11-12.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**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.

**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.

**CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-LITERACY.SL.11-12.2**

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**CCSS.ELA-LITERACY.SL.11-12.4**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**CCSS.ELA-LITERACY.SL.11-12.5**

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence

and to add interest.

**CCSS.ELA-LITERACY.SL.11-12.6**

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**CCSS.ELA-LITERACY.RL.11-12.2**

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.3**

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

## **Lesson #4: Presenting Different Perspectives**

**CCSS.ELA-LITERACY.W.11-12.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.4**

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

**CCSS.ELA-LITERACY.W.11-12.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**CCSS.ELA-LITERACY.W.11-12.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-LITERACY.SL.11-12.1.D**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made



on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CCSS.ELA-LITERACY.SL.11-12.2**

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**CCSS.ELA-LITERACY.SL.11-12.6**

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.RL.11-12.1**

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

**CCSS.ELA-LITERACY.RL.11-12.6**

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).\*\*

**CCSS.ELA-LITERACY.RL.11-12.7**

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)\*\*

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**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.3**

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

## **Lesson #5: Ideas, Graphically Organized**

**CCSS.ELA-LITERACY.W.11-12.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.11-12.3.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.

**CCSS.ELA-LITERACY.W.11-12.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.C**

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).

**CCSS.ELA-LITERACY.W.11-12.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.E**

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CCSS.ELA-LITERACY.W.11-12.4**

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

**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.

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**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**CCSS.ELA-LITERACY.L.11-12.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

## **Lesson #6: The First Draft**

**CCSS.ELA-LITERACY.W.11-12.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.11-12.3.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.

**CCSS.ELA-LITERACY.W.11-12.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.C**

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).

**CCSS.ELA-LITERACY.W.11-12.3.D**



Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.E**

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.\*\*

**CCSS.ELA-LITERACY.W.11-12.4**

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

**CCSS.ELA-LITERACY.W.11-12.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**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.

**CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.11-12.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.11-12.1.B**

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-LITERACY.SL.11-12.1.D**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CCSS.ELA-LITERACY.RL.11-12.2**

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of

the text.

**CCSS.ELA-LITERACY.RL.11-12.3**

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**CCSS.ELA-LITERACY.L.11-12.3.A**

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.\*\*

## Lesson #7: Recognize & Research

**CCSS.ELA-LITERACY.W.11-12.2.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.

**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.C**

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.

**CCSS.ELA-LITERACY.W.11-12.2.D**

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**CCSS.ELA-LITERACY.W.11-12.2.E**

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**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.

**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.11-12.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.RL.11-12.2**

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**CCSS.ELA-LITERACY.RI.11-12.7**

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**CCSS.ELA-LITERACY.L.11-12.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.11-12.4.A**

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.11-12.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**CCSS.ELA-LITERACY.L.11-12.6**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

**Lesson #8: Engaged Sharing & Active Listening**

**CCSS.ELA-LITERACY.W.11-12.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

audience.

**CCSS.ELA-LITERACY.W.11-12.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.11-12.1.B**

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-LITERACY.SL.11-12.1.D**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CCSS.ELA-LITERACY.SL.11-12.2**

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**CCSS.ELA-LITERACY.RL.11-12.1**

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

**CCSS.ELA-LITERACY.RL.11-12.2**

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**CCSS.ELA-LITERACY.RL.11-12.3**

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**CCSS.ELA-LITERACY.RL.11-12.4**

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on



meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)\*\*

**CCSS.ELA-LITERACY.RL.11-12.5**

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.

**CCSS.ELA-LITERACY.RL.11-12.6**

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**Lesson #9: The Last Pass**

**CCSS.ELA-LITERACY.W.11-12.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.4**

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

**CCSS.ELA-LITERACY.W.11-12.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**CCSS.ELA-LITERACY.W.11-12.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.11-12.2.A**

Observe hyphenation conventions.

**CCSS.ELA-LITERACY.L.11-12.2.B**

Spell correctly.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**CCSS.ELA-LITERACY.L.11-12.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**Lesson #10: From the Pencil to the Pages!**

**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.1.A**

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**CCSS.ELA-LITERACY.L.11-12.1.B**

Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

**CCSS.ELA-LITERACY.L.11-12.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.11-12.2.A**

Observe hyphenation conventions.

**CCSS.ELA-LITERACY.L.11-12.2.B**

Spell correctly.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**Lesson #11: Book Builder Upload**

**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.11-12.10**

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.

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**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.11-12.2.A**

Observe hyphenation conventions.

**CCSS.ELA-LITERACY.L.11-12.2.B**



Spell correctly.

## Lesson #12: "Official Author" Presentations

### CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

### 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.

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### CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.11-12.3

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

## Lesson #13: Becoming Flexible Thinkers - Pointing to Perspective

### CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

### CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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### CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

### CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

### CCSS.ELA-LITERACY.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).\*\*

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### CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.11-12.3

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

## Lesson #14: Relax & Reflect

### CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.11-12.3.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.

### CCSS.ELA-LITERACY.W.11-12.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

### CCSS.ELA-LITERACY.W.11-12.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### CCSS.ELA-LITERACY.W.11-12.4

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

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### CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

## Lesson #15: College & Career

### CCSS.ELA-LITERACY.W.11-12.1

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

### CCSS.ELA-LITERACY.W.11-12.1.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.

### CCSS.ELA-LITERACY.W.11-12.1.B

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.

**CCSS.ELA-LITERACY.W.11-12.1.C**

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.

**CCSS.ELA-LITERACY.W.11-12.1.D**

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**CCSS.ELA-LITERACY.W.11-12.1.E**

Provide a concluding statement or section that follows from and supports the argument presented.

**CCSS.ELA-LITERACY.W.11-12.4**

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

**CCSS.ELA-LITERACY.W.11-12.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**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.11-12.7**

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.11-12.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**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.

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**CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.1.A**

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.\*\*

**CCSS.ELA-LITERACY.L.11-12.1.B**

Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.\*\*

**CCSS.ELA-LITERACY.L.11-12.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.11-12.2.A**

Observe hyphenation conventions.

**CCSS.ELA-LITERACY.L.11-12.2.B**

Spell correctly.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**CCSS.ELA-LITERACY.L.11-12.3.A**

Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.\*\*

**CCSS.ELA-LITERACY.L.11-12.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**CCSS.ELA-LITERACY.L.11-12.6**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

## **Lesson #16: College Essay / Personal Statement**

**CCSS.ELA-LITERACY.W.11-12.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.11-12.3.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.

**CCSS.ELA-LITERACY.W.11-12.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.C**

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).

**CCSS.ELA-LITERACY.W.11-12.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the



experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.11-12.3.E**

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CCSS.ELA-LITERACY.W.11-12.4**

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

**CCSS.ELA-LITERACY.W.11-12.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**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.11-12.7**

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.11-12.8**

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.11-12.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.\*\*

**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.

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**CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.11-12.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or

challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-LITERACY.SL.11-12.1.D**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CCSS.ELA-LITERACY.SL.11-12.6**

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.RL.11-12.1**

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

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**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.1.A**

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.\*\*

**CCSS.ELA-LITERACY.L.11-12.1.B**

Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.\*\*

**CCSS.ELA-LITERACY.L.11-12.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.11-12.2.A**

Observe hyphenation conventions.

**CCSS.ELA-LITERACY.L.11-12.2.B**

Spell correctly.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**CCSS.ELA-LITERACY.L.11-12.3.A**

Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.\*\*

**CCSS.ELA-LITERACY.L.11-12.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.11-12.4.A**

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.11-12.4.C**

Consult general and specialized reference materials



(e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**CCSS.ELA-LITERACY.L.11-12.6**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

**Lesson #17: Excellent Intro**

**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.11-12.2.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.C**

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.\*\*

**CCSS.ELA-LITERACY.W.11-12.2.D**

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**CCSS.ELA-LITERACY.W.11-12.2.E**

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**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.11-12.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.11-12.4**

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

**CCSS.ELA-LITERACY.W.11-12.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**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.11-12.10**

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.

**CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.11-12.1.D**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CCSS.ELA-LITERACY.SL.11-12.4**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**CCSS.ELA-LITERACY.SL.11-12.5**

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.\*\*

**CCSS.ELA-LITERACY.SL.11-12.6**

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**CCSS.ELA-LITERACY.RL.11-12.1**

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

**CCSS.ELA-LITERACY.RL.11-12.2**

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**CCSS.ELA-LITERACY.RL.11-12.3**

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).\*\*

**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.1.A**

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.\*\*

**CCSS.ELA-LITERACY.L.11-12.1.B**



Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.\*\*

**CCSS.ELA-LITERACY.L.11-12.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.11-12.2.A**

Observe hyphenation conventions.

**CCSS.ELA-LITERACY.L.11-12.2.B**

Spell correctly.

**CCSS.ELA-LITERACY.L.11-12.3**

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

**CCSS.ELA-LITERACY.L.11-12.3.A**

Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.\*\*

**CCSS.ELA-LITERACY.L.11-12.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**CCSS.ELA-LITERACY.L.11-12.6**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

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## **COLLEGE AND CAREER READINESS STANDARDS ADDRESSED**

**CCSS.ELA-LITERACY.CCRA.W.1**

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

**CCSS.ELA-LITERACY.CCRA.W.2**

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

**CCSS.ELA-LITERACY.CCRA.W.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**CCSS.ELA-LITERACY.CCRA.W.4**

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

**CCSS.ELA-LITERACY.CCRA.W.5**

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

**CCSS.ELA-LITERACY.CCRA.W.6**

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

**CCSS.ELA-LITERACY.CCRA.W.7**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**CCSS.ELA-LITERACY.CCRA.W.8**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**CCSS.ELA-LITERACY.CCRA.W.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.CCRA.W.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.

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**CCSS.ELA-LITERACY.CCRA.SL.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.

**CCSS.ELA-LITERACY.CCRA.SL.2**

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.CCRA.SL.3**

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**CCSS.ELA-LITERACY.CCRA.SL.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.

**CCSS.ELA-LITERACY.CCRA.SL.5**

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**CCSS.ELA-LITERACY.CCRA.SL.6**

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

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**CCSS.ELA-LITERACY.CCRA.R.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.

**CCSS.ELA-LITERACY.CCRA.R.2**

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

**CCSS.ELA-LITERACY.CCRA.R.3**

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**CCSS.ELA-LITERACY.CCRA.R.4**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices



shape meaning or tone.

**CCSS.ELA-LITERACY.CCRA.R.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.

**CCSS.ELA-LITERACY.CCRA.R.6**

Assess how point of view or purpose shapes the content and style of a text.

**CCSS.ELA-LITERACY.CCRA.R.7**

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

**CCSS.ELA-LITERACY.CCRA.R.8**

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**CCSS.ELA-LITERACY.CCRA.R.9**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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**CCSS.ELA-LITERACY.CCRA.L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.CCRA.L.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.CCRA.L.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.

**CCSS.ELA-LITERACY.CCRA.L.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**CCSS.ELA-LITERACY.CCRA.L.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-LITERACY.CCRA.L.6**

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

**\*\*\*COMPLETE LIST OF LANGUAGE STANDARDS - GRADES 11-12**

**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.11-12.1.A**

Apply the understanding that usage is a matter of convention,

can change over time, and is sometimes contested.

**CCSS.ELA-LITERACY.L.11-12.1.B**

Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.

**CCSS.ELA-LITERACY.L.11-12.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.11-12.2.A**

Observe hyphenation conventions.

**CCSS.ELA-LITERACY.L.11-12.2.B**

Spell correctly.

Knowledge of Language:

**CCSS.ELA-LITERACY.L.11-12.3**

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

**CCSS.ELA-LITERACY.L.11-12.3.A**

Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use:

**CCSS.ELA-LITERACY.L.11-12.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.11-12.4.A**

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.11-12.4.B**

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

**CCSS.ELA-LITERACY.L.11-12.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**CCSS.ELA-LITERACY.L.11-12.4.D**

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CCSS.ELA-LITERACY.L.11-12.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-LITERACY.L.11-12.5.A**

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

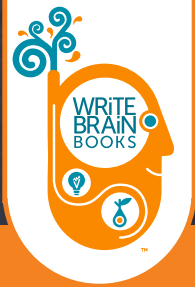
**CCSS.ELA-LITERACY.L.11-12.5.B**

Analyze nuances in the meaning of words with similar denotations.

**CCSS.ELA-LITERACY.L.11-12.6**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

# WRITE BRAIN BOOKS CCSS ALIGNMENT



## HIGH SCHOOL - GRADES 9 & 10

### INTRODUCTION: USING THE WRITE BRAIN CCSS ALIGNMENT

This CCSS grade-specific alignment is an excellent tool for the Common Core classroom. The standards listed for every WRiTE BRAiN lesson represent the learning goals already built into those specific portions of the curriculum, as well as learning objectives (denoted by a double asterisk) that teachers may flexibly choose to highlight at their discretion. These learning objectives/standards are suggestive, and are included when the lesson is conducive to addressing them (\*\*).

The main purpose of this alignment is to provide educators with a resource that helps them get the most out of every WRiTE BRAiN session. Our curriculum aligns intuitively with the CCSS, yet teachers know best as to when their students are ready to advance, and when they need more time to review and reinforce what they've learned. That's why we provide all the standards of learning that can be met in each lesson, reviewed, or perhaps noted and reserved for another class time.

### REGARDING GRAMMAR, PUNCTUATION, AND SPELLING:

We provide a "Basic Punctuation & Grammar Guide" and various language/vocabulary-expanding worksheets in the back of all our curriculum guides. However, we recommend that teachers supplement the WRiTE BRAiN experience with their own, more comprehensive and focused grammar lessons. Where grammar, punctuation, and spelling standards are listed for the WRiTE BRAiN lesson, teachers may select and emphasize certain grammar conventions. Likewise, some days may provide more time and opportunities to focus on spelling than other days. Having grade-appropriate dictionaries and thesauruses available throughout the writing process is suggested but not always stated explicitly in our lessons. \*\*\* (SEE BOTTOM FOR COMPLETE LIST OF LANGUAGE STANDARDS.)

### WRiTE BRAiN WRITING AND READING:

Writing reinforces reading and reading reinforces writing. In this alignment, "Reading" standards are often listed in a writing-intensive lesson (and vice versa). This is because students often learn something about writing that changes and enhances their reading comprehension.

## PART ONE: GROUP AUTHORIZING

### Lesson #1: The Art of Authoring a Children's Picture Book

#### CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### CCSS.ELA-LITERACY.W.9-10.9.A

Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").\*\*

#### CCSS.ELA-LITERACY.SL.9-10.1.C

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.

#### CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

#### CCSS.ELA-LITERACY.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.

#### CCSS.ELA-LITERACY.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.

#### CCSS.ELA-LITERACY.RL.9-10.6



Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.\*\*

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**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.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.

**CCSS.ELA-LITERACY.L.9-10.4.A**

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.9-10.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

**CCSS.ELA-LITERACY.L.9-10.4.D**

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CCSS.ELA-LITERACY.L.9-10.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*

**CCSS.ELA-LITERACY.L.9-10.5.A**

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.\*\*

**CCSS.ELA-LITERACY.L.9-10.5.B**

Analyze nuances in the meaning of words with similar denotations.\*\*

**CCSS.ELA-LITERACY.L.9-10.6**

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

**Lesson #2: "Every Picture Tells YOUR Story!"**

**CCSS.ELA-LITERACY.W.9-10.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.9-10.3.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.

**CCSS.ELA-LITERACY.W.9-10.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.3.C**

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

**CCSS.ELA-LITERACY.W.9-10.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.3.E**

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CCSS.ELA-LITERACY.W.9-10.4**

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

**CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

**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.

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**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.SL.9-10.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.9-10.1.B**

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**CCSS.ELA-LITERACY.SL.9-10.1.C**

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.

**CCSS.ELA-LITERACY.SL.9-10.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.\*\*

**CCSS.ELA-LITERACY.RL.9-10.6**

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.\*\*

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**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.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.

**CCSS.ELA-LITERACY.L.9-10.4.A**

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.9-10.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

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**Lesson #3: The Deeper Draft**

**CCSS.ELA-LITERACY.W.9-10.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.9-10.3.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.

**CCSS.ELA-LITERACY.W.9-10.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.3.C**

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

**CCSS.ELA-LITERACY.W.9-10.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.3.E**

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CCSS.ELA-LITERACY.W.9-10.4**

Produce clear and coherent writing in which the development,

organization, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

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**CCSS.ELA-LITERACY.SL.9-10.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.9-10.1.C**

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.

**CCSS.ELA-LITERACY.SL.9-10.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.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.

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**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.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.

**CCSS.ELA-LITERACY.L.9-10.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.9-10.4.A**

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.9-10.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

**CCSS.ELA-LITERACY.L.9-10.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*



### CCSS.ELA-LITERACY.L.9-10.5.B

Analyze nuances in the meaning of words with similar denotations.\*\*

### CCSS.ELA-LITERACY.L.9-10.6

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

## **The School-To-Home Connection (Optional)**

### 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.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.9-10.3.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.

### CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

### CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

### CCSS.ELA-LITERACY.W.9-10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### CCSS.ELA-LITERACY.W.9-10.4

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

### CCSS.ELA-LITERACY.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.

### CCSS.ELA-LITERACY.SL.9-10.1.C

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.

### CCSS.ELA-LITERACY.SL.9-10.1.D

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.

### CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.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.

### CCSS.ELA-LITERACY.L.9-10.6

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

## **Lesson #4: Group Book Selection**

### CCSS.ELA-LITERACY.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.

### CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

### CCSS.ELA-LITERACY.SL.9-10.1.C

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.

### CCSS.ELA-LITERACY.SL.9-10.1.D

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.

### CCSS.ELA-LITERACY.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.



### CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.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.

## **Lesson #5: Students Commit to Collaborate**

### 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.9-10.2.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.

#### 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.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

### CCSS.ELA-LITERACY.W.9-10.4

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

### CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.\*\*

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### CCSS.ELA-LITERACY.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.

#### CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

#### CCSS.ELA-LITERACY.SL.9-10.1.C

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.

#### CCSS.ELA-LITERACY.SL.9-10.1.D

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.

### CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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### CCSS.ELA-LITERACY.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.\*\*

### CCSS.ELA-LITERACY.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.\*\*

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### CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.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.

### CCSS.ELA-LITERACY.L.9-10.6

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

## **Lesson #6: Lonely Illustrator Seeks Author**

### CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### CCSS.ELA-LITERACY.W.9-10.3.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.

#### CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

### CCSS.ELA-LITERACY.W.9-10.4

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

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### CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.SL.9-10.1.B**

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**CCSS.ELA-LITERACY.SL.9-10.1.C**

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.

**CCSS.ELA-LITERACY.SL.9-10.1.D**

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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.SL.9-10.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.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 the text.

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**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.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.

**CCSS.ELA-LITERACY.L.9-10.6**

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

**Lesson #7: Pliable Plotlines**

**CCSS.ELA-LITERACY.W.9-10.1**

Write arguments to support claims in an analysis of

substantive topics or texts, using valid reasoning and relevant and sufficient evidence.\*\*

**CCSS.ELA-LITERACY.W.9-10.1.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.\*\*

**CCSS.ELA-LITERACY.W.9-10.1.C**

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.\*\*

**CCSS.ELA-LITERACY.W.9-10.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.9-10.3.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.

**CCSS.ELA-LITERACY.W.9-10.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.3.C**

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

**CCSS.ELA-LITERACY.W.9-10.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.3.E**

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CCSS.ELA-LITERACY.W.9-10.4**

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

**CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

**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.9-10.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**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.

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### CCSS.ELA-LITERACY.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.

### CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

### CCSS.ELA-LITERACY.SL.9-10.1.C

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.

### CCSS.ELA-LITERACY.SL.9-10.1.D

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.

### CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

### CCSS.ELA-LITERACY.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.

### CCSS.ELA-LITERACY.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.

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### CCSS.ELA-LITERACY.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.\*\*

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### CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.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.

### CCSS.ELA-LITERACY.L.9-10.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and

content, choosing flexibly from a range of strategies.

### CCSS.ELA-LITERACY.L.9-10.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

### CCSS.ELA-LITERACY.L.9-10.6

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

## Lesson #8: Mapping & Planning - Storyline Structure

### CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.9-10.3.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.

### CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

### CCSS.ELA-LITERACY.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

### CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

### CCSS.ELA-LITERACY.W.9-10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### CCSS.ELA-LITERACY.W.9-10.4

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

### CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

### CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### 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.

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time and place; how it sets a formal or informal tone).

### CCSS.ELA-LITERACY.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.

#### CCSS.ELA-LITERACY.SL.9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

#### CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

#### CCSS.ELA-LITERACY.SL.9-10.1.C

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.

#### CCSS.ELA-LITERACY.SL.9-10.1.D

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.

#### CCSS.ELA-LITERACY.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.\*\*

#### CCSS.ELA-LITERACY.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.\*\*

#### CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### CCSS.ELA-LITERACY.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.

#### CCSS.ELA-LITERACY.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.

#### CCSS.ELA-LITERACY.RL.9-10.4

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

### CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.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.

#### CCSS.ELA-LITERACY.L.9-10.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

#### CCSS.ELA-LITERACY.L.9-10.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

#### CCSS.ELA-LITERACY.L.9-10.6

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

## **Lesson #9: Creative Vocabulary & Preliminary Character Development**

### CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### CCSS.ELA-LITERACY.W.9-10.3.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.

#### CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

#### CCSS.ELA-LITERACY.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

#### CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

#### CCSS.ELA-LITERACY.W.9-10.4

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

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



a specific purpose and audience.

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**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.SL.9-10.1.B**

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**CCSS.ELA-LITERACY.SL.9-10.1.C**

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.

**CCSS.ELA-LITERACY.SL.9-10.1.D**

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.

**CCSS.ELA-LITERACY.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.

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**CCSS.ELA-LITERACY.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.\*\*

**CCSS.ELA-LITERACY.RL.9-10.4**

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).\*\*

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**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.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.

**CCSS.ELA-LITERACY.L.9-10.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.9-10.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

**CCSS.ELA-LITERACY.L.9-10.5.B**

Analyze nuances in the meaning of words with similar denotations.\*\*

**CCSS.ELA-LITERACY.L.9-10.6**

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

## Lesson #10: Character Development

**CCSS.ELA-LITERACY.W.9-10.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.9-10.3.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.

**CCSS.ELA-LITERACY.W.9-10.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.3.C**

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

**CCSS.ELA-LITERACY.W.9-10.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.3.E**

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CCSS.ELA-LITERACY.W.9-10.4**

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

**CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

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**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.SL.9-10.1.A**



Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.9-10.1.B**

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**CCSS.ELA-LITERACY.SL.9-10.1.C**

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.

**CCSS.ELA-LITERACY.SL.9-10.1.D**

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.

**CCSS.ELA-LITERACY.SL.9-10.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.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.

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**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.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.

**CCSS.ELA-LITERACY.L.9-10.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

**CCSS.ELA-LITERACY.L.9-10.5.B**

Analyze nuances in the meaning of words with similar denotations.\*\*

**CCSS.ELA-LITERACY.L.9-10.6**

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

## Lesson #11: Identifying Themes

**CCSS.ELA-LITERACY.W.9-10.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.9-10.3.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.

**CCSS.ELA-LITERACY.W.9-10.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.3.E**

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CCSS.ELA-LITERACY.W.9-10.4**

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

**CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

**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.9-10.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.W.9-10.9.A**

Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").\*\*

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**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.SL.9-10.1.A**

Come to discussions prepared, having read and



researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.9-10.1.B**

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**CCSS.ELA-LITERACY.SL.9-10.1.C**

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.

**CCSS.ELA-LITERACY.SL.9-10.1.D**

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.

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**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

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**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.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.

**CCSS.ELA-LITERACY.L.9-10.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.9-10.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

**CCSS.ELA-LITERACY.L.9-10.4.D**

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or

in a dictionary).

**CCSS.ELA-LITERACY.L.9-10.6**

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

## Lesson #12: Building Big Ideas with Small Images

**CCSS.ELA-LITERACY.W.9-10.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.9-10.3.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.

**CCSS.ELA-LITERACY.W.9-10.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.3.C**

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

**CCSS.ELA-LITERACY.W.9-10.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.3.E**

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CCSS.ELA-LITERACY.W.9-10.4**

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

**CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

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**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.SL.9-10.1.B**

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**CCSS.ELA-LITERACY.SL.9-10.1.C**

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.

**CCSS.ELA-LITERACY.SL.9-10.1.D**

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.

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**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.RL.9-10.4**

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).\*\*

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**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.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.

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**Lesson #13: Story-Stretching & Hidden Moments**

**CCSS.ELA-LITERACY.W.9-10.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.9-10.3.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.

**CCSS.ELA-LITERACY.W.9-10.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.3.C**

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

**CCSS.ELA-LITERACY.W.9-10.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.3.E**

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the

narrative.

**CCSS.ELA-LITERACY.W.9-10.4**

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

**CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

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**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.SL.9-10.1.B**

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**CCSS.ELA-LITERACY.SL.9-10.1.C**

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.

**CCSS.ELA-LITERACY.SL.9-10.1.D**

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.

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**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.RL.9-10.4**

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).\*\*

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**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.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.



## Lesson #14: Deliberate Dialogue

### CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.9-10.3.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.

### CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

### CCSS.ELA-LITERACY.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

### CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

### CCSS.ELA-LITERACY.W.9-10.4

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

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### CCSS.ELA-LITERACY.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.

### CCSS.ELA-LITERACY.SL.9-10.1.C

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.\*\*

### CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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### CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.9-10.1.B

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.\*\*

### CCSS.ELA-LITERACY.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### CCSS.ELA-LITERACY.L.9-10.5.A

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.\*\*

## Lesson #15: Leads and Conclusions

### CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.9-10.3.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.

### CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

### CCSS.ELA-LITERACY.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

### CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

### CCSS.ELA-LITERACY.W.9-10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### CCSS.ELA-LITERACY.W.9-10.4

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

### CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

### 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.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### CCSS.ELA-LITERACY.W.9-10.9.A

Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").\*\*

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### CCSS.ELA-LITERACY.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.



### CCSS.ELA-LITERACY.SL.9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

### CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

### CCSS.ELA-LITERACY.SL.9-10.1.C

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.

### CCSS.ELA-LITERACY.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.

### CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.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.

### CCSS.ELA-LITERACY.L.9-10.6

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

## **Lesson #16: Setting Snapshots – Painting Place with Words**

### CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

### CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

### CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

audience.

### CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

### CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### CCSS.ELA-LITERACY.W.9-10.9.A

Apply grades 9-10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).\*\*

### CCSS.ELA-LITERACY.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.

### CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

### CCSS.ELA-LITERACY.SL.9-10.1.C

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.

### CCSS.ELA-LITERACY.SL.9-10.1.D

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.

### CCSS.ELA-LITERACY.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.

### CCSS.ELA-LITERACY.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.

### CCSS.ELA-LITERACY.RL.9-10.4

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).

### CCSS.ELA-LITERACY.RL.9-10.9

Analyze how an author draws on and transforms

source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).\*\*

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#### **CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### **CCSS.ELA-LITERACY.L.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.

#### **CCSS.ELA-LITERACY.L.9-10.4.A**

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.\*\*

#### **CCSS.ELA-LITERACY.L.9-10.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*

#### **CCSS.ELA-LITERACY.L.9-10.5.B**

Analyze nuances in the meaning of words with similar denotations.\*\*

#### **CCSS.ELA-LITERACY.L.9-10.6**

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

### **Lesson #17: Character Portraits**

#### **CCSS.ELA-LITERACY.W.9-10.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### **CCSS.ELA-LITERACY.W.9-10.3.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.

#### **CCSS.ELA-LITERACY.W.9-10.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

#### **CCSS.ELA-LITERACY.W.9-10.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

#### **CCSS.ELA-LITERACY.W.9-10.4**

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

#### **CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

#### **CCSS.ELA-LITERACY.W.9-10.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### **CCSS.ELA-LITERACY.W.9-10.9.A**

Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").\*\*

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#### **CCSS.ELA-LITERACY.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.

#### **CCSS.ELA-LITERACY.SL.9-10.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

#### **CCSS.ELA-LITERACY.SL.9-10.1.B**

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

#### **CCSS.ELA-LITERACY.SL.9-10.1.C**

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.

#### **CCSS.ELA-LITERACY.SL.9-10.1.D**

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.

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#### **CCSS.ELA-LITERACY.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.

#### **CCSS.ELA-LITERACY.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.

#### **CCSS.ELA-LITERACY.RL.9-10.4**

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).

#### **CCSS.ELA-LITERACY.RL.9-10.6**

Analyze a particular point of view or cultural



experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**CCSS.ELA-LITERACY.RL.9-10.9**

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).\*\*

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**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.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.

**CCSS.ELA-LITERACY.L.9-10.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.9-10.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

**CCSS.ELA-LITERACY.L.9-10.5.B**

Analyze nuances in the meaning of words with similar denotations.\*\*

**CCSS.ELA-LITERACY.L.9-10.6**

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

**Lesson #18: Write it, Tweet it, Post it!**

**CCSS.ELA-LITERACY.W.9-10.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.9-10.3.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.

**CCSS.ELA-LITERACY.W.9-10.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.3.C**

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

**CCSS.ELA-LITERACY.W.9-10.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.4**

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

**CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

**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.

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**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.SL.9-10.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.9-10.1.B**

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**CCSS.ELA-LITERACY.SL.9-10.1.C**

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.

**CCSS.ELA-LITERACY.SL.9-10.1.D**

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.

**CCSS.ELA-LITERACY.SL.9-10.5**

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.\*\*

**CCSS.ELA-LITERACY.SL.9-10.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.RL.9-10.6**

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.\*\*

**CCSS.ELA-LITERACY.RL.9-10.9**

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).\*\*

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**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.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.

**CCSS.ELA-LITERACY.L.9-10.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*

**CCSS.ELA-LITERACY.L.9-10.5.B**

Analyze nuances in the meaning of words with similar denotations.\*\*

## **Lesson #19: A Responsibility to Artistry**

**CCSS.ELA-LITERACY.W.9-10.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.9-10.3.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.

**CCSS.ELA-LITERACY.W.9-10.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.3.C**

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

**CCSS.ELA-LITERACY.W.9-10.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.3.E**

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CCSS.ELA-LITERACY.W.9-10.4**

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

**CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

**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.

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**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.SL.9-10.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.9-10.1.B**

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**CCSS.ELA-LITERACY.SL.9-10.1.C**

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.

**CCSS.ELA-LITERACY.SL.9-10.1.D**

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.

**CCSS.ELA-LITERACY.SL.9-10.2**

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

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**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.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.

**Lesson #20: Ready to Write**

**CCSS.ELA-LITERACY.W.9-10.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.9-10.3.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.

**CCSS.ELA-LITERACY.W.9-10.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.3.C**

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

**CCSS.ELA-LITERACY.W.9-10.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.3.E**

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CCSS.ELA-LITERACY.W.9-10.4**

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

**CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

**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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.SL.9-10.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation

by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.9-10.1.B**

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**CCSS.ELA-LITERACY.SL.9-10.1.C**

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.

**CCSS.ELA-LITERACY.SL.9-10.1.D**

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.

**CCSS.ELA-LITERACY.SL.9-10.2**

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.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.

**Lesson #21: Spelling & Punctuation Pause**

**CCSS.ELA-LITERACY.W.9-10.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.4**

Produce clear and coherent writing in which the



development, organization, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

**CCSS.ELA-LITERACY.W.9-10.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.SL.9-10.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.9-10.1.B**

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**CCSS.ELA-LITERACY.SL.9-10.1.C**

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.

**CCSS.ELA-LITERACY.SL.9-10.1.D**

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.

**CCSS.ELA-LITERACY.SL.9-10.2**

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.9-10.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.9-10.2.A**

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

**CCSS.ELA-LITERACY.L.9-10.2.C**

Spell correctly.

**CCSS.ELA-LITERACY.L.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.

**Lesson #22: "Know Your Audience - Who's Reading Our Storybook?"**

**CCSS.ELA-LITERACY.W.9-10.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.9-10.3.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.

**CCSS.ELA-LITERACY.W.9-10.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.3.C**

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

**CCSS.ELA-LITERACY.W.9-10.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.3.E**

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CCSS.ELA-LITERACY.W.9-10.4**

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

**CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

**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.

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**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.SL.9-10.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-





reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.9-10.1.B**

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**CCSS.ELA-LITERACY.SL.9-10.1.C**

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.

**CCSS.ELA-LITERACY.SL.9-10.1.D**

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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.RL.9-10.4**

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).

**CCSS.ELA-LITERACY.RL.9-10.6**

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.\*\*

**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.9-10.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.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.

## Lesson #23: Peer Editing: Analysis & Critique

**CCSS.ELA-LITERACY.W.9-10.4**

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

**CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.SL.9-10.1.B**

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**CCSS.ELA-LITERACY.SL.9-10.1.C**

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.

**CCSS.ELA-LITERACY.SL.9-10.1.D**

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.

**CCSS.ELA-LITERACY.SL.9-10.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.RL.9-10.4**

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).

**CCSS.ELA-LITERACY.RL.9-10.5**

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.

**CCSS.ELA-LITERACY.RL.9-10.6**

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

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**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.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.

**Lesson #24: Titles – Dedications – Group Bios**

**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.9-10.2.C**

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.\*\*

**CCSS.ELA-LITERACY.W.9-10.2.D**

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**CCSS.ELA-LITERACY.W.9-10.4**

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

**CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

**CCSS.ELA-LITERACY.W.9-10.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.SL.9-10.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.9-10.1.B**

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**CCSS.ELA-LITERACY.SL.9-10.1.C**

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.

**CCSS.ELA-LITERACY.SL.9-10.1.D**

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.

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**CCSS.ELA-LITERACY.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.

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**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.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.

**Lesson #25: Presentations!**

**CCSS.ELA-LITERACY.SL.9-10.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.9-10.1.B**

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**CCSS.ELA-LITERACY.SL.9-10.5**

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**CCSS.ELA-LITERACY.SL.9-10.6**



Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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#### CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.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.

### Lesson #26: Ready To Publish

#### 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.9-10.10

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.

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#### CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

#### CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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#### CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### CCSS.ELA-LITERACY.L.9-10.2.C

Spell correctly.

### Lesson #27: Relax & Reflect

#### CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### CCSS.ELA-LITERACY.W.9-10.3.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.

#### CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

#### CCSS.ELA-LITERACY.W.9-10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

#### CCSS.ELA-LITERACY.W.9-10.4

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

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#### CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.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.

### Lesson #28: Expository Definition Essays

#### 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.9-10.2.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.

#### 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.C

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

#### CCSS.ELA-LITERACY.W.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

#### CCSS.ELA-LITERACY.W.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

#### 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.9-10.3

Write narratives to develop real or imagined



experiences or events using effective technique, well-chosen details, and well-structured event sequences.\*\*

**CCSS.ELA-LITERACY.W.9-10.3.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.\*\*

**CCSS.ELA-LITERACY.W.9-10.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.\*\*

**CCSS.ELA-LITERACY.W.9-10.4**

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

**CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

**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.9-10.7**

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.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.9-10.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**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.

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**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.SL.9-10.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on

the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.9-10.1.B**

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**CCSS.ELA-LITERACY.SL.9-10.1.C**

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.

**CCSS.ELA-LITERACY.SL.9-10.1.D**

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.

**CCSS.ELA-LITERACY.SL.9-10.2**

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.\*\*

**CCSS.ELA-LITERACY.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.\*\*

**CCSS.ELA-LITERACY.SL.9-10.5**

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.\*\*

**CCSS.ELA-LITERACY.SL.9-10.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.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.

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**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.9-10.1.B**

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.\*\*

**CCSS.ELA-LITERACY.L.9-10.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.9-10.2.C**

Spell correctly.



### CCSS.ELA-LITERACY.L.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.

### CCSS.ELA-LITERACY.L.9-10.3.A

Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.\*\*

### CCSS.ELA-LITERACY.L.9-10.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

### CCSS.ELA-LITERACY.L.9-10.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

### CCSS.ELA-LITERACY.L.9-10.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### CCSS.ELA-LITERACY.L.9-10.6

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

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## **PART TWO: INDIVIDUAL AUTHORSHIP**

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### **Lesson #1: "Take It to the Mat!"**

#### CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### CCSS.ELA-LITERACY.W.9-10.3.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.

#### CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

#### CCSS.ELA-LITERACY.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

#### CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

#### CCSS.ELA-LITERACY.W.9-10.3.E

Provide a conclusion that follows from and reflects on what

is experienced, observed, or resolved over the course of the narrative.

#### CCSS.ELA-LITERACY.W.9-10.4

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

#### 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.

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#### CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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#### CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.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.

#### CCSS.ELA-LITERACY.L.9-10.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

#### CCSS.ELA-LITERACY.L.9-10.6

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

### **Lesson #2: Partnering With an Illustrator**

#### CCSS.ELA-LITERACY.W.9-10.4

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

#### 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.9-10.7

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.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.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### CCSS.ELA-LITERACY.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.

### CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.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.

### CCSS.ELA-LITERACY.L.9-10.6

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

## **Lesson #3: Point of View - Picking Your Perspective**

### CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

### CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

### CCSS.ELA-LITERACY.W.9-10.4

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

### CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

### CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support

analysis, reflection, and research.

### CCSS.ELA-LITERACY.SL.9-10.1.C

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.

### CCSS.ELA-LITERACY.SL.9-10.1.D

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.

### CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

### CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### CCSS.ELA-LITERACY.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.

### CCSS.ELA-LITERACY.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

### CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.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.

## **The School-To-Home Connection (Optional)**

### CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

### CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task,



purpose, and audience.

**CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

**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.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.SL.9-10.1.C**

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.

**CCSS.ELA-LITERACY.SL.9-10.2**

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.SL.9-10.5**

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**CCSS.ELA-LITERACY.SL.9-10.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.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.

**Lesson #4: Presenting Different Perspectives**

**CCSS.ELA-LITERACY.W.9-10.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.4**

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

**CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

**CCSS.ELA-LITERACY.W.9-10.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.SL.9-10.1.C**

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.

**CCSS.ELA-LITERACY.SL.9-10.1.D**

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.

**CCSS.ELA-LITERACY.SL.9-10.2**

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**CCSS.ELA-LITERACY.SL.9-10.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**CCSS.ELA-LITERACY.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.



### CCSS.ELA-LITERACY.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

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### CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.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.

## **Lesson #5: Ideas, Graphically Organized**

### CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.9-10.3.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.

### CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

### CCSS.ELA-LITERACY.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

### CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

### CCSS.ELA-LITERACY.W.9-10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### CCSS.ELA-LITERACY.W.9-10.4

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

### 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.

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### CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.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.

### CCSS.ELA-LITERACY.L.9-10.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

## **Lesson #6: The First Draft**

### CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.9-10.3.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.

### CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

### CCSS.ELA-LITERACY.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

### CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

### CCSS.ELA-LITERACY.W.9-10.4

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

### CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

### 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.

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### CCSS.ELA-LITERACY.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.

### CCSS.ELA-LITERACY.SL.9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

### CCSS.ELA-LITERACY.SL.9-10.1.B





Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**CCSS.ELA-LITERACY.SL.9-10.1.C**

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.

**CCSS.ELA-LITERACY.SL.9-10.1.D**

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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.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.

**Lesson #7: Recognize & Research**

**CCSS.ELA-LITERACY.W.9-10.2.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.

**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.C**

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**CCSS.ELA-LITERACY.W.9-10.2.D**

Use precise language and domain-specific vocabulary to manage the complexity 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.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.9-10.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.RI.9-10.7**

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).\*\*

**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.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.

**CCSS.ELA-LITERACY.L.9-10.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.9-10.4.A**

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.9-10.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

**CCSS.ELA-LITERACY.L.9-10.6**

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



phrase important to comprehension or expression.

## Lesson #8: Engaged Sharing & Active Listening

### CCSS.ELA-LITERACY.W.9-10.4

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

### CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

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### CCSS.ELA-LITERACY.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.

### CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

### CCSS.ELA-LITERACY.SL.9-10.1.C

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.

### CCSS.ELA-LITERACY.SL.9-10.1.D

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.

### CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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### CCSS.ELA-LITERACY.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.

### CCSS.ELA-LITERACY.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.

### CCSS.ELA-LITERACY.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.

### CCSS.ELA-LITERACY.RL.9-10.4

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).

### CCSS.ELA-LITERACY.RL.9-10.5

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.

### CCSS.ELA-LITERACY.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

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### CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.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.

## Lesson #9: The Last Pass

### CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

### CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

### CCSS.ELA-LITERACY.W.9-10.4

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

### CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

### CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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### CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### CCSS.ELA-LITERACY.L.9-10.2.C

Spell correctly.

### CCSS.ELA-LITERACY.L.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.

**CCSS.ELA-LITERACY.L.9-10.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

**Lesson #10: From the Pencil to the Pages!**

**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.9-10.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.9-10.2.C**

Spell correctly.

**CCSS.ELA-LITERACY.L.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.

**Lesson #11: Book Builder Upload**

**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.9-10.10**

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.

**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.9-10.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.9-10.2.C**

Spell correctly.

**Lesson #12: "Official Author" Presentations**

**CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

**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.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.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.

**Lesson #13: Becoming Flexible Thinkers - Pointing to Perspective**

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.SL.9-10.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.RL.9-10.6**

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.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.

**Lesson #14: Relax & Reflect**

### CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### CCSS.ELA-LITERACY.W.9-10.3.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.

#### CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

#### CCSS.ELA-LITERACY.W.9-10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### CCSS.ELA-LITERACY.W.9-10.4

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

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### CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.9-10.6

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

## **Lesson #15: College & Career**

### CCSS.ELA-LITERACY.W.9-10.1

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

#### CCSS.ELA-LITERACY.W.9-10.1.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.

#### CCSS.ELA-LITERACY.W.9-10.1.B

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.

#### CCSS.ELA-LITERACY.W.9-10.1.C

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.

#### CCSS.ELA-LITERACY.W.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

### CCSS.ELA-LITERACY.W.9-10.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

### CCSS.ELA-LITERACY.W.9-10.4

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

### CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

### 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.9-10.7

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.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### 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.

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### CCSS.ELA-LITERACY.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.

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### CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.9-10.1.B

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.\*\*

#### CCSS.ELA-LITERACY.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### CCSS.ELA-LITERACY.L.9-10.2.A

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.\*\*

#### CCSS.ELA-LITERACY.L.9-10.2.B



Use a colon to introduce a list or quotation.\*\*

**CCSS.ELA-LITERACY.L.9-10.2.C**

Spell correctly.

**CCSS.ELA-LITERACY.L.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.

**CCSS.ELA-LITERACY.L.9-10.3.A**

Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.\*\*

**CCSS.ELA-LITERACY.L.9-10.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

**CCSS.ELA-LITERACY.L.9-10.6**

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

## **Lesson #16: College Essay / Personal Statement**

**CCSS.ELA-LITERACY.W.9-10.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.9-10.3.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.

**CCSS.ELA-LITERACY.W.9-10.3.B**

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.3.C**

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

**CCSS.ELA-LITERACY.W.9-10.3.D**

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-LITERACY.W.9-10.3.E**

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CCSS.ELA-LITERACY.W.9-10.4**

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

**CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

**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.9-10.7**

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.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.9-10.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.\*\*

**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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.SL.9-10.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.9-10.1.C**

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.

**CCSS.ELA-LITERACY.SL.9-10.1.D**

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.

**CCSS.ELA-LITERACY.SL.9-10.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



### CCSS.ELA-LITERACY.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.

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### CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.9-10.1.B

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.\*\*

#### CCSS.ELA-LITERACY.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### CCSS.ELA-LITERACY.L.9-10.2.A

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

#### CCSS.ELA-LITERACY.L.9-10.2.B

Use a colon to introduce a list or quotation.

#### CCSS.ELA-LITERACY.L.9-10.2.C

Spell correctly.

#### CCSS.ELA-LITERACY.L.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.

#### CCSS.ELA-LITERACY.L.9-10.3.A

Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.\*\*

#### CCSS.ELA-LITERACY.L.9-10.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

#### CCSS.ELA-LITERACY.L.9-10.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

#### CCSS.ELA-LITERACY.L.9-10.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

#### CCSS.ELA-LITERACY.L.9-10.6

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

## **Lesson #17: Excellent 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.9-10.2.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.C

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

#### CCSS.ELA-LITERACY.W.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

#### CCSS.ELA-LITERACY.W.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

#### 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.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### CCSS.ELA-LITERACY.W.9-10.4

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

#### CCSS.ELA-LITERACY.W.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 a specific purpose and audience.

#### 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.9-10.10

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.

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### CCSS.ELA-LITERACY.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.

#### CCSS.ELA-LITERACY.SL.9-10.1.D

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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.SL.9-10.5**

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**CCSS.ELA-LITERACY.SL.9-10.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.RL.9-10.4**

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).\*\*

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**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.9-10.1.B**

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.\*\*

**CCSS.ELA-LITERACY.L.9-10.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.9-10.2.B**

Use a colon to introduce a list or quotation.

**CCSS.ELA-LITERACY.L.9-10.2.C**

Spell correctly.

**CCSS.ELA-LITERACY.L.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.

**CCSS.ELA-LITERACY.L.9-10.3.A**

Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for

Writers) appropriate for the discipline and writing type.\*\*

**CCSS.ELA-LITERACY.L.9-10.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

**CCSS.ELA-LITERACY.L.9-10.6**

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

## COLLEGE AND CAREER READINESS

**CCSS.ELA-LITERACY.CCRA.W.1**

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

**CCSS.ELA-LITERACY.CCRA.W.2**

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

**CCSS.ELA-LITERACY.CCRA.W.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**CCSS.ELA-LITERACY.CCRA.W.4**

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

**CCSS.ELA-LITERACY.CCRA.W.5**

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

**CCSS.ELA-LITERACY.CCRA.W.6**

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

**CCSS.ELA-LITERACY.CCRA.W.7**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**CCSS.ELA-LITERACY.CCRA.W.8**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**CCSS.ELA-LITERACY.CCRA.W.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.CCRA.W.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.



#### CCSS.ELA-LITERACY.CCRA.SL.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.

#### CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

#### CCSS.ELA-LITERACY.CCRA.SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### CCSS.ELA-LITERACY.CCRA.SL.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.

#### CCSS.ELA-LITERACY.CCRA.SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

#### CCSS.ELA-LITERACY.CCRA.SL.6

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

#### CCSS.ELA-LITERACY.CCRA.R.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.

#### CCSS.ELA-LITERACY.CCRA.R.2

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

#### CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### CCSS.ELA-LITERACY.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### CCSS.ELA-LITERACY.CCRA.R.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.

#### CCSS.ELA-LITERACY.CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

#### CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<sup>1</sup>

#### CCSS.ELA-LITERACY.CCRA.R.8

Delineate and evaluate the argument and specific claims in

a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

#### CCSS.ELA-LITERACY.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### CCSS.ELA-LITERACY.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

#### CCSS.ELA-LITERACY.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### CCSS.ELA-LITERACY.CCRA.L.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:

#### CCSS.ELA-LITERACY.CCRA.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

#### CCSS.ELA-LITERACY.CCRA.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### CCSS.ELA-LITERACY.CCRA.L.6

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

## **COLLEGE AND CAREER READINESS STANDARDS ADDRESSED**

#### CCSS.ELA-LITERACY.CCRA.W.1

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

#### CCSS.ELA-LITERACY.CCRA.W.2

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

#### CCSS.ELA-LITERACY.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

#### CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are





appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.CCRA.W.5**

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

**CCSS.ELA-LITERACY.CCRA.W.6**

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

**CCSS.ELA-LITERACY.CCRA.W.7**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**CCSS.ELA-LITERACY.CCRA.W.8**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**CCSS.ELA-LITERACY.CCRA.W.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.CCRA.W.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.

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**CCSS.ELA-LITERACY.CCRA.SL.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.

**CCSS.ELA-LITERACY.CCRA.SL.2**

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.CCRA.SL.3**

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**CCSS.ELA-LITERACY.CCRA.SL.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.

**CCSS.ELA-LITERACY.CCRA.SL.5**

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**CCSS.ELA-LITERACY.CCRA.SL.6**

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

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**CCSS.ELA-LITERACY.CCRA.R.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.

**CCSS.ELA-LITERACY.CCRA.R.2**

Determine central ideas or themes of a text and analyze their

development; summarize the key supporting details and ideas.

**CCSS.ELA-LITERACY.CCRA.R.3**

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**CCSS.ELA-LITERACY.CCRA.R.4**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CCSS.ELA-LITERACY.CCRA.R.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.

**CCSS.ELA-LITERACY.CCRA.R.6**

Assess how point of view or purpose shapes the content and style of a text.

**CCSS.ELA-LITERACY.CCRA.R.7**

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

**CCSS.ELA-LITERACY.CCRA.R.8**

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**CCSS.ELA-LITERACY.CCRA.R.9**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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**CCSS.ELA-LITERACY.CCRA.L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.CCRA.L.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.CCRA.L.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.

**CCSS.ELA-LITERACY.CCRA.L.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**CCSS.ELA-LITERACY.CCRA.L.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-LITERACY.CCRA.L.6**

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



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## \*\*\*COMPLETE LIST OF LANGUAGE STANDARDS - GRADES 9-10

### CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.9-10.1.A

Use parallel structure.\*

#### CCSS.ELA-LITERACY.L.9-10.1.B

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

#### CCSS.ELA-LITERACY.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### CCSS.ELA-LITERACY.L.9-10.2.A

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

#### CCSS.ELA-LITERACY.L.9-10.2.B

Use a colon to introduce a list or quotation.

#### CCSS.ELA-LITERACY.L.9-10.2.C

Spell correctly.

#### CCSS.ELA-LITERACY.L.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.

#### CCSS.ELA-LITERACY.L.9-10.3.A

Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

#### CCSS.ELA-LITERACY.L.9-10.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

#### CCSS.ELA-LITERACY.L.9-10.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

#### CCSS.ELA-LITERACY.L.9-10.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

#### CCSS.ELA-LITERACY.L.9-10.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

#### CCSS.ELA-LITERACY.L.9-10.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### CCSS.ELA-LITERACY.L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### CCSS.ELA-LITERACY.L.9-10.5.A

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

#### CCSS.ELA-LITERACY.L.9-10.5.B

Analyze nuances in the meaning of words with similar denotations.

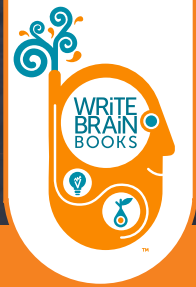
#### CCSS.ELA-LITERACY.L.9-10.6

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

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# WRITE BRAIN BOOKS CCSS ALIGNMENT



## MIDDLE SCHOOL - GRADE 8

### INTRODUCTION: USING THE WRITE BRAIN CCSS ALIGNMENT

This CCSS grade-specific alignment is an excellent tool for the Common Core classroom. The standards listed for every WRiTE BRAiN lesson represent the learning goals already built into those specific portions of the curriculum, as well as learning objectives (denoted by a double asterisk) that teachers may flexibly choose to highlight at their discretion. These learning objectives/standards are suggestive, and are included when the lesson is conducive to addressing them (\*\*).

The main purpose of this alignment is to provide educators with a resource that helps them get the most out of every WRiTE BRAiN session. Our curriculum aligns intuitively with the CCSS, yet teachers know best as to when their students are ready to advance, and when they need more time to review and reinforce what they've learned. That's why we provide all the standards of learning that can be met in each lesson, reviewed, or perhaps noted and reserved for another class time.

### REGARDING GRAMMAR, PUNCTUATION, AND SPELLING:

We provide a "Basic Punctuation & Grammar Guide" and various language/vocabulary-expanding worksheets in the back of all our curriculum guides. However, we recommend that teachers supplement the WRiTE BRAiN experience with their own, more comprehensive and focused grammar lessons. Where grammar, punctuation, and spelling standards are listed for the WRiTE BRAiN lesson, teachers may select and emphasize certain grammar conventions. Likewise, some days may provide more time and opportunities to focus on spelling than other days. Having grade-appropriate dictionaries and thesauruses available throughout the writing process is suggested but not always stated explicitly in our lessons. \*\*\* (SEE BOTTOM FOR COMPLETE LIST OF LANGUAGE STANDARDS.)

### WRiTE BRAiN WRITING AND READING:

Writing reinforces reading and reading reinforces writing. In this alignment, "Reading" standards are often listed in a writing-intensive lesson (and vice versa). This is because students often learn something about writing that changes and enhances their reading comprehension.

## PART ONE: GROUP AUTHORING

### Lesson #1: Becoming a Children's Book Author

#### CCSS.ELA-LITERACY.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### CCSS.ELA-LITERACY.W.8.9.A

Apply grade 8 Reading standards 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").\*\*

#### CCSS.ELA-LITERACY.SL.8.1.C

Pose questions that connect the ideas of several speakers

and respond to others' questions and comments with relevant evidence, observations, and ideas.

#### CCSS.ELA-LITERACY.SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

#### CCSS.ELA-LITERACY.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

#### CCSS.ELA-LITERACY.RL.8.1

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

#### CCSS.ELA-LITERACY.RL.8.2

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.

**CCSS.ELA-LITERACY.RL.8.6**

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.\*\*

**CCSS.ELA-LITERACY.RL.8.9**

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.\*\*

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**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.8.4.A**

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.8.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**CCSS.ELA-LITERACY.L.8.5.B**

Use the relationship between particular words to better understand each of the words.

**CCSS.ELA-LITERACY.L.8.6**

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 or expression.

## **Lesson #2: Every Picture Tells YOUR Story**

**CCSS.ELA-LITERACY.W.8.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.8.3.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.

**CCSS.ELA-LITERACY.W.8.3.B**

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.8.3.C**

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.\*\*

**CCSS.ELA-LITERACY.W.8.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.8.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CCSS.ELA-LITERACY.W.8.4**

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

**CCSS.ELA-LITERACY.W.8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.8.10**

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

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**CCSS.ELA-LITERACY.SL.8.1**

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

**CCSS.ELA-LITERACY.SL.8.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.SL.8.1.B**

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.8.1.C**

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**CCSS.ELA-LITERACY.SL.8.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.RL.8.2**

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.

**CCSS.ELA-LITERACY.RL.8.3**

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.\*\*

**CCSS.ELA-LITERACY.RL.8.6**

Analyze how differences in the points of view of the



characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.\*\*

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#### CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### CCSS.ELA-LITERACY.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.\*\*

#### CCSS.ELA-LITERACY.L.8.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

#### CCSS.ELA-LITERACY.L.8.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

### **Lesson #3: Expanded Expression**

#### CCSS.ELA-LITERACY.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

#### CCSS.ELA-LITERACY.W.8.3.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.

#### CCSS.ELA-LITERACY.W.8.3.B

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

#### CCSS.ELA-LITERACY.W.8.3.C

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.\*\*

#### CCSS.ELA-LITERACY.W.8.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

#### CCSS.ELA-LITERACY.W.8.3.E

Provide a conclusion that follows from and reflects on the narrated experiences or events.

#### CCSS.ELA-LITERACY.W.8.4

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

#### CCSS.ELA-LITERACY.W.8.5

With some guidance and support from peers and adults,

develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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#### CCSS.ELA-LITERACY.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

#### CCSS.ELA-LITERACY.SL.8.1.C

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

#### CCSS.ELA-LITERACY.SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

#### CCSS.ELA-LITERACY.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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#### CCSS.ELA-LITERACY.RL.8.3

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

#### CCSS.ELA-LITERACY.RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.\*\*

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#### CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### CCSS.ELA-LITERACY.L.8.3.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).

#### CCSS.ELA-LITERACY.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

#### CCSS.ELA-LITERACY.L.8.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

#### CCSS.ELA-LITERACY.L.8.5



Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*

**CCSS.ELA-LITERACY.L.8.5.C**

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).\*\*

**CCSS.ELA-LITERACY.L.8.6**

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 or expression.

## The School-To-Home Connection (Optional)

**CCSS.ELA-LITERACY.W.8.2**

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.\*\*

**CCSS.ELA-LITERACY.W.8.2.B**

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.\*\*

**CCSS.ELA-LITERACY.W.8.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.8.3.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.

**CCSS.ELA-LITERACY.W.8.3.B**

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.8.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.8.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CCSS.ELA-LITERACY.W.8.4**

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

**CCSS.ELA-LITERACY.SL.8.1**

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

**CCSS.ELA-LITERACY.SL.8.1.C**

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**CCSS.ELA-LITERACY.SL.8.1.D**

Acknowledge new information expressed by others, and,

when warranted, qualify or justify their own views in light of the evidence presented.

**CCSS.ELA-LITERACY.SL.8.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.8.6**

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 or expression.

## Lesson #4: Group Book Selection: "Who is Our Artist?"

**CCSS.ELA-LITERACY.SL.8.1**

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

**CCSS.ELA-LITERACY.SL.8.1.B**

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.8.1.C**

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**CCSS.ELA-LITERACY.SL.8.1.D**

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CCSS.ELA-LITERACY.RL.8.2**

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.

**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.



## Lesson #5: Students Commit to Collaborate

### CCSS.ELA-LITERACY.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### CCSS.ELA-LITERACY.W.8.2.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.

### CCSS.ELA-LITERACY.W.8.2.B

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

### CCSS.ELA-LITERACY.W.8.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

### CCSS.ELA-LITERACY.W.8.4

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

### CCSS.ELA-LITERACY.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.\*\*

### CCSS.ELA-LITERACY.SL.8.1

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

### CCSS.ELA-LITERACY.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

### CCSS.ELA-LITERACY.SL.8.1.C

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

### CCSS.ELA-LITERACY.SL.8.1.D

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

### CCSS.ELA-LITERACY.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.\*\*

### CCSS.ELA-LITERACY.RL.8.2

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.\*\*

### CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.8.6

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 or expression.

## Lesson #6: Lonely Illustrator Seeks Author

### CCSS.ELA-LITERACY.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.8.3.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.

### CCSS.ELA-LITERACY.W.8.3.B

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

### CCSS.ELA-LITERACY.W.8.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

### CCSS.ELA-LITERACY.W.8.4

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

### CCSS.ELA-LITERACY.SL.8.1

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

### CCSS.ELA-LITERACY.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

### CCSS.ELA-LITERACY.SL.8.1.C

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

### CCSS.ELA-LITERACY.SL.8.1.D

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own



views in light of the evidence presented.

**CCSS.ELA-LITERACY.SL.8.4**

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**CCSS.ELA-LITERACY.SL.8.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.RI.8.1**

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

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**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.8.6**

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 or expression.

## Lesson #7: Pliable Plotlines

**CCSS.ELA-LITERACY.W.8.1**

Write arguments to support claims with clear reasons and relevant evidence

**CCSS.ELA-LITERACY.W.8.1.A**

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

**CCSS.ELA-LITERACY.W.8.1.C**

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

**CCSS.ELA-LITERACY.W.8.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.8.3.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.

**CCSS.ELA-LITERACY.W.8.3.B**

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.8.3.C**

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.

**CCSS.ELA-LITERACY.W.8.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.8.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CCSS.ELA-LITERACY.W.8.4**

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

**CCSS.ELA-LITERACY.W.8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.8.7**

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.

**CCSS.ELA-LITERACY.W.8.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.W.8.10**

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

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**CCSS.ELA-LITERACY.SL.8.1**

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

**CCSS.ELA-LITERACY.SL.8.1.B**

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.8.1.C**

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**CCSS.ELA-LITERACY.SL.8.1.D**

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CCSS.ELA-LITERACY.SL.8.2**

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**CCSS.ELA-LITERACY.SL.8.3**

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and





sufficiency of the evidence and identifying when irrelevant evidence is introduced.\*\*

**CCSS.ELA-LITERACY.SL.8.4**

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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**CCSS.ELA-LITERACY.RL.8.3**

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.\*\*

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**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.8.4**

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.8.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**CCSS.ELA-LITERACY.L.8.6**

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 or expression.

**Lesson #8: Creative Vocabulary**

**CCSS.ELA-LITERACY.W.8.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.8.3.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.

**CCSS.ELA-LITERACY.W.8.3.B**

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.8.3.C**

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.

**CCSS.ELA-LITERACY.W.8.3.D**

Use precise words and phrases, relevant descriptive details,

and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.8.4**

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

**CCSS.ELA-LITERACY.W.8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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**CCSS.ELA-LITERACY.SL.8.1**

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

**CCSS.ELA-LITERACY.SL.8.1.B**

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.8.1.C**

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**CCSS.ELA-LITERACY.SL.8.1.D**

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CCSS.ELA-LITERACY.SL.8.3**

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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**CCSS.ELA-LITERACY.RL.8.3**

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.\*\*

**CCSS.ELA-LITERACY.RL.8.4**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.\*\*

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**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.8.4**

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading

and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.8.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**CCSS.ELA-LITERACY.L.8.5.B**

Use the relationship between particular words to better understand each of the words.

**CCSS.ELA-LITERACY.L.8.5.C**

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).\*\*

**CCSS.ELA-LITERACY.L.8.6**

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 or expression.

## Lesson #9: Developing Characters

**CCSS.ELA-LITERACY.W.8.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.8.3.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.

**CCSS.ELA-LITERACY.W.8.3.B**

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.8.3.C**

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.

**CCSS.ELA-LITERACY.W.8.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.8.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CCSS.ELA-LITERACY.W.8.4**

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

**CCSS.ELA-LITERACY.W.8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.SL.8.1**

Engage effectively in a range of collaborative discussions

(one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.8.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.SL.8.1.B**

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.8.1.C**

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**CCSS.ELA-LITERACY.SL.8.1.D**

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CCSS.ELA-LITERACY.SL.8.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**CCSS.ELA-LITERACY.RL.8.3**

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

**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.8.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**CCSS.ELA-LITERACY.L.8.5.B**

Use the relationship between particular words to better understand each of the words.

**CCSS.ELA-LITERACY.L.8.5.C**

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).\*\*

**CCSS.ELA-LITERACY.L.8.6**

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 or expression.

## Lesson #10: Mapping & Planning – Structure The Storyline

### CCSS.ELA-LITERACY.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

#### CCSS.ELA-LITERACY.W.8.3.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.

#### CCSS.ELA-LITERACY.W.8.3.B

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

#### CCSS.ELA-LITERACY.W.8.3.C

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.

#### CCSS.ELA-LITERACY.W.8.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

#### CCSS.ELA-LITERACY.W.8.3.E

Provide a conclusion that follows from and reflects on the narrated experiences or events.

### CCSS.ELA-LITERACY.W.8.4

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

### CCSS.ELA-LITERACY.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

### CCSS.ELA-LITERACY.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### CCSS.ELA-LITERACY.W.8.10

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

### CCSS.ELA-LITERACY.SL.8.1

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

#### CCSS.ELA-LITERACY.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

#### CCSS.ELA-LITERACY.SL.8.1.B

Follow rules for collegial discussions and decision-making,

track progress toward specific goals and deadlines, and define individual roles as needed.

### CCSS.ELA-LITERACY.SL.8.1.C

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

#### CCSS.ELA-LITERACY.SL.8.1.D

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

### CCSS.ELA-LITERACY.SL.8.3

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.\*\*

### CCSS.ELA-LITERACY.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.\*\*

### CCSS.ELA-LITERACY.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### CCSS.ELA-LITERACY.RL.8.2

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.

### CCSS.ELA-LITERACY.RL.8.3

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

### CCSS.ELA-LITERACY.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

### CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

### CCSS.ELA-LITERACY.L.8.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

### CCSS.ELA-LITERACY.L.8.6



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 or expression.

## Lesson #11: Identifying Themes

### CCSS.ELA-LITERACY.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

#### CCSS.ELA-LITERACY.W.8.3.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.

#### CCSS.ELA-LITERACY.W.8.3.B

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

#### CCSS.ELA-LITERACY.W.8.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

#### CCSS.ELA-LITERACY.W.8.3.E

Provide a conclusion that follows from and reflects on the narrated experiences or events.

#### CCSS.ELA-LITERACY.W.8.4

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

#### CCSS.ELA-LITERACY.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

#### CCSS.ELA-LITERACY.W.8.7

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.\*\*

#### CCSS.ELA-LITERACY.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### CCSS.ELA-LITERACY.W.8.9.A

Apply grade 8 Reading standards 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”).

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### CCSS.ELA-LITERACY.SL.8.1

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

#### CCSS.ELA-LITERACY.SL.8.1.A

Come to discussions prepared, having read or researched

material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

#### CCSS.ELA-LITERACY.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

#### CCSS.ELA-LITERACY.SL.8.1.C

Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

#### CCSS.ELA-LITERACY.SL.8.1.D

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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### CCSS.ELA-LITERACY.RL.8.1

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

#### CCSS.ELA-LITERACY.RL.8.2

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.

#### CCSS.ELA-LITERACY.RL.8.3

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

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### CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### CCSS.ELA-LITERACY.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

#### CCSS.ELA-LITERACY.L.8.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

#### CCSS.ELA-LITERACY.L.8.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### CCSS.ELA-LITERACY.L.8.6

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 or expression.

## Lesson #12: Hidden Moments – Stretching Story Points

### CCSS.ELA-LITERACY.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.8.3.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.

### CCSS.ELA-LITERACY.W.8.3.B

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

### CCSS.ELA-LITERACY.W.8.3.C

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.\*\*

### CCSS.ELA-LITERACY.W.8.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

### CCSS.ELA-LITERACY.W.8.3.E

Provide a conclusion that follows from and reflects on the narrated experiences or events.

### CCSS.ELA-LITERACY.W.8.4

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

### CCSS.ELA-LITERACY.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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### CCSS.ELA-LITERACY.SL.8.1

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

### CCSS.ELA-LITERACY.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

### CCSS.ELA-LITERACY.SL.8.1.C

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

### CCSS.ELA-LITERACY.SL.8.1.D

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

### CCSS.ELA-LITERACY.RL.8.3

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

### CCSS.ELA-LITERACY.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.\*\*

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### CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## Lesson #13: Deliberate Dialogue

### CCSS.ELA-LITERACY.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.8.3.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.

### CCSS.ELA-LITERACY.W.8.3.B

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

### CCSS.ELA-LITERACY.W.8.3.C

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.

### CCSS.ELA-LITERACY.W.8.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

### CCSS.ELA-LITERACY.W.8.4

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

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### CCSS.ELA-LITERACY.SL.8.1

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

### CCSS.ELA-LITERACY.SL.8.1.C

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

### CCSS.ELA-LITERACY.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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#### CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.8.1.B

Form and use verbs in the active and passive voice.\*\*

#### CCSS.ELA-LITERACY.L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### CCSS.ELA-LITERACY.L.8.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*

#### CCSS.ELA-LITERACY.L.8.5.A

Interpret figures of speech (e.g. verbal irony, puns) in context.\*\*

### Lesson #14: Leads and Conclusions

#### CCSS.ELA-LITERACY.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

#### CCSS.ELA-LITERACY.W.8.3.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.

#### CCSS.ELA-LITERACY.W.8.3.B

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

#### CCSS.ELA-LITERACY.W.8.3.C

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.

#### CCSS.ELA-LITERACY.W.8.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

#### CCSS.ELA-LITERACY.W.8.3.E

Provide a conclusion that follows from and reflects on the narrated experiences or events.

#### CCSS.ELA-LITERACY.W.8.4

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

#### CCSS.ELA-LITERACY.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

#### CCSS.ELA-LITERACY.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information

and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge:

#### CCSS.ELA-LITERACY.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### CCSS.ELA-LITERACY.W.8.9.A

Apply grade 8 Reading standards 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”).\*\*

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#### CCSS.ELA-LITERACY.SL.8.1

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

#### CCSS.ELA-LITERACY.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

#### CCSS.ELA-LITERACY.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

#### CCSS.ELA-LITERACY.SL.8.1.C

Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

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#### CCSS.ELA-LITERACY.RL.8.3

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

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#### CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### CCSS.ELA-LITERACY.L.8.6

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 or expression.

### Lesson #15: Words Paint Places

#### CCSS.ELA-LITERACY.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique,

relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.8.3.B**

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.8.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.8.4**

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

**CCSS.ELA-LITERACY.W.8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.8.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.W.8.9.A**

Apply grade 8 Reading standards 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”).\*\*

**CCSS.ELA-LITERACY.SL.8.1**

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

**CCSS.ELA-LITERACY.SL.8.1.B**

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.8.1.C**

Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

**CCSS.ELA-LITERACY.SL.8.1.D**

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CCSS.ELA-LITERACY.RL.8.1**

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

**CCSS.ELA-LITERACY.RL.8.3**

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

**CCSS.ELA-LITERACY.RL.8.4**

Determine the meaning of words and phrases as they are

used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**CCSS.ELA-LITERACY.RL.8.9**

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.\*\*

**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.8.4.A**

Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.\*\*

**CCSS.ELA-LITERACY.L.8.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*

**CCSS.ELA-LITERACY.L.8.5.B**

Use the relationship between particular words to better understand each of the words.\*\*

**CCSS.ELA-LITERACY.L.8.6**

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 or expression.

## Lesson #16: Character Portraits

**CCSS.ELA-LITERACY.W.8.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.8.3.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.

**CCSS.ELA-LITERACY.W.8.3.B**

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.8.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.8.4**

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

**CCSS.ELA-LITERACY.W.8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and



audience have been addressed.

**CCSS.ELA-LITERACY.W.8.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.W.8.9.A**

Apply grade 8 Reading standards 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”).\*\*

**CCSS.ELA-LITERACY.SL.8.1**

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

**CCSS.ELA-LITERACY.SL.8.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.SL.8.1.B**

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.8.1.C**

Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

**CCSS.ELA-LITERACY.SL.8.1.D**

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CCSS.ELA-LITERACY.RL.8.1**

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

**CCSS.ELA-LITERACY.RL.8.3**

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

**CCSS.ELA-LITERACY.RL.8.4**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**CCSS.ELA-LITERACY.RL.8.6**

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.\*\*

**CCSS.ELA-LITERACY.RL.8.9**

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.\*\*

**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.8.4**

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.8.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**CCSS.ELA-LITERACY.L.8.5.C**

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).\*\*

**CCSS.ELA-LITERACY.L.8.6**

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 or expression.

## Lesson #17: Personalities & Profiles

**CCSS.ELA-LITERACY.W.8.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.8.3.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.

**CCSS.ELA-LITERACY.W.8.3.B**

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.8.3.C**

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.

**CCSS.ELA-LITERACY.W.8.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.8.4**

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

**CCSS.ELA-LITERACY.W.8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by





planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.8.10**

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

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**CCSS.ELA-LITERACY.SL.8.1**

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

**CCSS.ELA-LITERACY.SL.8.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.SL.8.1.B**

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.8.1.C**

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**CCSS.ELA-LITERACY.SL.8.1.D**

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CCSS.ELA-LITERACY.SL.8.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.RL.8.3**

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

**CCSS.ELA-LITERACY.RL.8.6**

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**CCSS.ELA-LITERACY.RL.8.9**

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.\*\*

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**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.8.3.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).\*\*

**CCSS.ELA-LITERACY.L.8.5.C**

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).\*\*

**Lesson #18: Ready to Write**

**CCSS.ELA-LITERACY.W.8.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.8.3.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.

**CCSS.ELA-LITERACY.W.8.3.B**

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.8.3.C**

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.

**CCSS.ELA-LITERACY.W.8.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.8.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CCSS.ELA-LITERACY.W.8.4**

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

**CCSS.ELA-LITERACY.W.8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.8.10**

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

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**CCSS.ELA-LITERACY.SL.8.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-



led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.8.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.SL.8.1.B**

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.8.1.C**

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**CCSS.ELA-LITERACY.SL.8.1.D**

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CCSS.ELA-LITERACY.SL.8.2**

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**CCSS.ELA-LITERACY.RL.8.2**

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.

**CCSS.ELA-LITERACY.RL.8.3**

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

**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.8.3.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).

**Lesson #19: The Mighty Thesaurus**

**CCSS.ELA-LITERACY.W.8.3.B**

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.8.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey

experiences and events.

**CCSS.ELA-LITERACY.W.8.4**

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

**CCSS.ELA-LITERACY.W.8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)

**CCSS.ELA-LITERACY.W.8.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.SL.8.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on

**CCSS.ELA-LITERACY.SL.8.1.D**

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CCSS.ELA-LITERACY.SL.8.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**CCSS.ELA-LITERACY.RL.8.4**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.8.3.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).

**CCSS.ELA-LITERACY.L.8.4**

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.8.4.A**

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.8.4.C**



Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**CCSS.ELA-LITERACY.L.8.4.D**

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CCSS.ELA-LITERACY.L.8.5.C**

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

**CCSS.ELA-LITERACY.L.8.6**

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 or expression.

## **Lesson #20: Keep it Simple, Make it Special**

**CCSS.ELA-LITERACY.W.8.3.B**

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.8.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.8.4**

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

**CCSS.ELA-LITERACY.W.8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.8.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**CCSS.ELA-LITERACY.SL.8.1**

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

**CCSS.ELA-LITERACY.SL.8.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.SL.8.1.C**

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**CCSS.ELA-LITERACY.SL.8.1.D**

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of

the evidence presented.

**CCSS.ELA-LITERACY.SL.8.2**

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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**CCSS.ELA-LITERACY.RL.8.1**

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

**CCSS.ELA-LITERACY.RL.8.2**

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.

**CCSS.ELA-LITERACY.RL.8.3**

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

**CCSS.ELA-LITERACY.RL.8.6**

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

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**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.8.3.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).\*\*

## **Lesson #21: Spelling & Punctuation Pause**

**CCSS.ELA-LITERACY.W.8.3.B**

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.8.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.8.4**

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

**CCSS.ELA-LITERACY.W.8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new



approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.8.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**CCSS.ELA-LITERACY.SL.8.1**

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

**CCSS.ELA-LITERACY.SL.8.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.SL.8.1.B**

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.8.1.C**

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**CCSS.ELA-LITERACY.SL.8.1.D**

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CCSS.ELA-LITERACY.SL.8.2**

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.8.2.A**

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**CCSS.ELA-LITERACY.L.8.2.C**

Spell correctly.

**CCSS.ELA-LITERACY.L.8.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Lesson #22: "Know Your Audience. Who's Reading Our Storybook?"**

**CCSS.ELA-LITERACY.W.8.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.8.3.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.

**CCSS.ELA-LITERACY.W.8.3.B**

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.8.3.C**

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.

**CCSS.ELA-LITERACY.W.8.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.8.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CCSS.ELA-LITERACY.W.8.4**

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

**CCSS.ELA-LITERACY.W.8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.8.10**

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

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**CCSS.ELA-LITERACY.SL.8.1**

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

**CCSS.ELA-LITERACY.SL.8.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.SL.8.1.B**

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.8.1.C**

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**CCSS.ELA-LITERACY.SL.8.1.D**

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.



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**CCSS.ELA-LITERACY.RL.8.1**

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

**CCSS.ELA-LITERACY.RL.8.2**

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.

**CCSS.ELA-LITERACY.RL.8.3**

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

**CCSS.ELA-LITERACY.RL.8.4**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**CCSS.ELA-LITERACY.RL.8.6**

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

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**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.8.2.A**

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.\*\*

**CCSS.ELA-LITERACY.L.8.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.8.3.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).

**Lesson #23: First Feedback**

**CCSS.ELA-LITERACY.W.8.4**

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

**CCSS.ELA-LITERACY.W.8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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**CCSS.ELA-LITERACY.SL.8.1**

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

**CCSS.ELA-LITERACY.SL.8.1.B**

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.8.1.C**

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**CCSS.ELA-LITERACY.SL.8.1.D**

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CCSS.ELA-LITERACY.SL.8.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.RL.8.1**

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

**CCSS.ELA-LITERACY.RL.8.2**

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.

**CCSS.ELA-LITERACY.RL.8.3**

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

**CCSS.ELA-LITERACY.RL.8.4**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**CCSS.ELA-LITERACY.RL.8.5**

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

**CCSS.ELA-LITERACY.RL.8.6**

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

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**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.3**

Use knowledge of language and its conventions



when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.8.3.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).

**Lesson #24: Titles & Dedications**

**CCSS.ELA-LITERACY.W.8.4**

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

**CCSS.ELA-LITERACY.W.8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.8.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**CCSS.ELA-LITERACY.SL.8.1**

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

**CCSS.ELA-LITERACY.SL.8.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.SL.8.1.B**

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.8.1.C**

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**CCSS.ELA-LITERACY.SL.8.1.D**

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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**CCSS.ELA-LITERACY.RL.8.1**

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

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**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.8.3.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).

**Lesson #25: Who Are We? - Crafting Our Bio**

**CCSS.ELA-LITERACY.W.8.2**

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**CCSS.ELA-LITERACY.W.8.2.C**

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**CCSS.ELA-LITERACY.W.8.2.D**

Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CCSS.ELA-LITERACY.W.8.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**CCSS.ELA-LITERACY.W.8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.8.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**CCSS.ELA-LITERACY.SL.8.1**

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

**CCSS.ELA-LITERACY.SL.8.1.B**

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Lesson #26: From Work to Workbook**

**CCSS.ELA-LITERACY.SL.8.1.B**

Follow rules for collegial discussions and decision-making, track progress toward specific goals and

deadlines, and define individual roles as needed.

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#### CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### CCSS.ELA-LITERACY.L.8.2.A

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

#### CCSS.ELA-LITERACY.L.8.2.C

Spell correctly.

#### CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### **Lesson #27: Prepare & Present!**

#### CCSS.ELA-LITERACY.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

#### CCSS.ELA-LITERACY.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

#### CCSS.ELA-LITERACY.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.\*\*

#### CCSS.ELA-LITERACY.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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#### CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### **Lesson #28: United Upload**

#### CCSS.ELA-LITERACY.W.8.6

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

#### CCSS.ELA-LITERACY.W.8.10

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

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#### CCSS.ELA-LITERACY.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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#### CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### CCSS.ELA-LITERACY.L.8.2.A

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

#### CCSS.ELA-LITERACY.L.8.2.C

Spell correctly.

### **Lesson #29: Relax & Reflect!**

#### CCSS.ELA-LITERACY.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

#### CCSS.ELA-LITERACY.W.8.3.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.\*\*

#### CCSS.ELA-LITERACY.W.8.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

#### CCSS.ELA-LITERACY.W.8.3.E

Provide a conclusion that follows from and reflects on the narrated experiences or events.

#### CCSS.ELA-LITERACY.W.8.4

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

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#### CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### **Lesson #30: Expository Writing from Experience**

#### CCSS.ELA-LITERACY.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant



content.

**CCSS.ELA-LITERACY.W.8.2.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.\*\*

**CCSS.ELA-LITERACY.W.8.2.B**

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**CCSS.ELA-LITERACY.W.8.2.C**

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**CCSS.ELA-LITERACY.W.8.2.D**

Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CCSS.ELA-LITERACY.W.8.2.E**

Establish and maintain a formal style.

**CCSS.ELA-LITERACY.W.8.2.F**

Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CCSS.ELA-LITERACY.W.8.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.\*\*

**CCSS.ELA-LITERACY.W.8.3.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.\*\*

**CCSS.ELA-LITERACY.W.8.4**

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

**CCSS.ELA-LITERACY.W.8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.8.6**

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

**CCSS.ELA-LITERACY.W.8.7**

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.\*\*

**CCSS.ELA-LITERACY.W.8.8**

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.\*\*

**CCSS.ELA-LITERACY.W.8.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.\*\*

**CCSS.ELA-LITERACY.W.8.10**

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

**CCSS.ELA-LITERACY.SL.8.1**

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

**CCSS.ELA-LITERACY.SL.8.1.B**

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.8.1.C**

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**CCSS.ELA-LITERACY.SL.8.1.D**

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CCSS.ELA-LITERACY.SL.8.2**

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**CCSS.ELA-LITERACY.SL.8.5**

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.\*\*

**CCSS.ELA-LITERACY.SL.8.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**CCSS.ELA-LITERACY.RL.8.1**

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

**CCSS.ELA-LITERACY.RL.8.2**

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.

**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.8.2.C**

Spell correctly.





### CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.8.6

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 or expression.

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## **PART TWO: INDIVIDUAL AUTHORSHIP**

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### **Lesson #1: "Take It to the Mat!"**

#### CCSS.ELA-LITERACY.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

#### CCSS.ELA-LITERACY.W.8.3.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.

#### CCSS.ELA-LITERACY.W.8.3.B

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

#### CCSS.ELA-LITERACY.W.8.3.C

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.

#### CCSS.ELA-LITERACY.W.8.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

#### CCSS.ELA-LITERACY.W.8.3.E

Provide a conclusion that follows from and reflects on the narrated experiences or events.

#### CCSS.ELA-LITERACY.W.8.4

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

#### CCSS.ELA-LITERACY.W.8.10

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

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#### CCSS.ELA-LITERACY.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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#### CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### CCSS.ELA-LITERACY.L.8.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

#### CCSS.ELA-LITERACY.L.8.6

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 or expression.

### **The School-To-Home Connection (Optional)**

#### CCSS.ELA-LITERACY.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.\*\*

#### CCSS.ELA-LITERACY.W.8.3.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.

#### CCSS.ELA-LITERACY.W.8.3.B

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

#### CCSS.ELA-LITERACY.W.8.3.C

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.

#### CCSS.ELA-LITERACY.W.8.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

#### CCSS.ELA-LITERACY.W.8.4

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

#### CCSS.ELA-LITERACY.W.8.7

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.\*\*

#### CCSS.ELA-LITERACY.W.8.10

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



### CCSS.ELA-LITERACY.SL.8.1

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

#### CCSS.ELA-LITERACY.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

#### CCSS.ELA-LITERACY.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

#### CCSS.ELA-LITERACY.SL.8.1.C

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

#### CCSS.ELA-LITERACY.SL.8.1.D

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

### CCSS.ELA-LITERACY.SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

### CCSS.ELA-LITERACY.SL.8.3

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

### CCSS.ELA-LITERACY.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

### CCSS.ELA-LITERACY.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

### CCSS.ELA-LITERACY.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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### CCSS.ELA-LITERACY.RL.8.2

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.

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### CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.8.6

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 or expression.

## **Lesson #2: Past vs. Present - Get inTENSE!**

### CCSS.ELA-LITERACY.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

#### CCSS.ELA-LITERACY.W.8.3.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.

#### CCSS.ELA-LITERACY.W.8.3.B

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

#### CCSS.ELA-LITERACY.W.8.3.C

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.

#### CCSS.ELA-LITERACY.W.8.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

#### CCSS.ELA-LITERACY.W.8.3.E

Provide a conclusion that follows from and reflects on the narrated experiences or events.

### CCSS.ELA-LITERACY.W.8.4

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

### CCSS.ELA-LITERACY.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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### CCSS.ELA-LITERACY.SL.8.1

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

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### CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions



when writing, speaking, reading, or listening.

### Lesson #3: Point of View - Picking Your Perspective

#### CCSS.ELA-LITERACY.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

#### CCSS.ELA-LITERACY.W.8.3.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.

#### CCSS.ELA-LITERACY.W.8.3.B

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

#### CCSS.ELA-LITERACY.W.8.3.C

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.

#### CCSS.ELA-LITERACY.W.8.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

#### CCSS.ELA-LITERACY.W.8.3.E

Provide a conclusion that follows from and reflects on the narrated experiences or events.

#### CCSS.ELA-LITERACY.W.8.4

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

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#### CCSS.ELA-LITERACY.RL.8.3

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

#### CCSS.ELA-LITERACY.RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

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#### CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### CCSS.ELA-LITERACY.L.8.3.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).\*\*

#### CCSS.ELA-LITERACY.L.8.6

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 or expression.

### The School-To-Home Connection (Optional)

#### CCSS.ELA-LITERACY.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

#### CCSS.ELA-LITERACY.W.8.3.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.

#### CCSS.ELA-LITERACY.W.8.3.B

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

#### CCSS.ELA-LITERACY.W.8.3.C

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.

#### CCSS.ELA-LITERACY.W.8.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

#### CCSS.ELA-LITERACY.W.8.3.E

Provide a conclusion that follows from and reflects on the narrated experiences or events.

#### CCSS.ELA-LITERACY.W.8.4

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

#### CCSS.ELA-LITERACY.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

#### CCSS.ELA-LITERACY.W.8.7

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.

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#### CCSS.ELA-LITERACY.SL.8.1

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

#### CCSS.ELA-LITERACY.SL.8.1.C

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with



relevant evidence, observations, and ideas.

**CCSS.ELA-LITERACY.SL.8.1.D**

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CCSS.ELA-LITERACY.SL.8.5**

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.\*\*

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**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.8.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*

**CCSS.ELA-LITERACY.L.8.5.A**

Interpret figures of speech (e.g. verbal irony, puns) in context.\*\*

**CCSS.ELA-LITERACY.L.8.5.C**

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).\*\*

**Lesson #4: Presenting Different Perspectives**

**CCSS.ELA-LITERACY.W.8.3.B**

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.8.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.8.4**

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

**CCSS.ELA-LITERACY.W.8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.8.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**CCSS.ELA-LITERACY.SL.8.1.C**

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**CCSS.ELA-LITERACY.SL.8.1.D**

Acknowledge new information expressed by others, and,

when warranted, qualify or justify their own views in light of the evidence presented.

**CCSS.ELA-LITERACY.SL.8.2**

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**CCSS.ELA-LITERACY.SL.8.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.RL.8.1**

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

**CCSS.ELA-LITERACY.RL.8.6**

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

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**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Lesson #5: Meet Your Illustrator**

**CCSS.ELA-LITERACY.W.8.4**

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

**CCSS.ELA-LITERACY.W.8.6**

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

**CCSS.ELA-LITERACY.W.8.7**

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.

**CCSS.ELA-LITERACY.W.8.8**

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.

**CCSS.ELA-LITERACY.W.8.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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### CCSS.ELA-LITERACY.RL.8.2

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.

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### CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.8.6

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 or expression.

## The School-To-Home Connection (Optional)

### CCSS.ELA-LITERACY.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.8.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

### CCSS.ELA-LITERACY.W.8.4

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

### CCSS.ELA-LITERACY.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

### CCSS.ELA-LITERACY.W.8.7

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.

### CCSS.ELA-LITERACY.W.8.10

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

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### CCSS.ELA-LITERACY.SL.8.1

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

### CCSS.ELA-LITERACY.SL.8.1.C

Pose questions that connect the ideas of several speakers and

respond to others' questions and comments with relevant evidence, observations, and ideas.

### CCSS.ELA-LITERACY.SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

### CCSS.ELA-LITERACY.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.\*\*

### CCSS.ELA-LITERACY.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

### CCSS.ELA-LITERACY.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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### CCSS.ELA-LITERACY.RL.8.2

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.

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### CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## Lesson #6: Worksheet Workout!

### CCSS.ELA-LITERACY.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.8.3.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.

### CCSS.ELA-LITERACY.W.8.3.B

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

### CCSS.ELA-LITERACY.W.8.3.C

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.

### CCSS.ELA-LITERACY.W.8.3.D

Use precise words and phrases, relevant descriptive



details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.8.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CCSS.ELA-LITERACY.W.8.4**

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

**CCSS.ELA-LITERACY.W.8.10**

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

**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.8.3.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).\*\*

**CCSS.ELA-LITERACY.L.8.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**Lesson #7: The First Draft**

**CCSS.ELA-LITERACY.W.8.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.8.3.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.

**CCSS.ELA-LITERACY.W.8.3.B**

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.8.3.C**

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.

**CCSS.ELA-LITERACY.W.8.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.8.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CCSS.ELA-LITERACY.W.8.4**

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

**CCSS.ELA-LITERACY.W.8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.8.10**

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

**CCSS.ELA-LITERACY.SL.8.1**

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

**CCSS.ELA-LITERACY.SL.8.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.SL.8.1.B**

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.8.1.C**

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**CCSS.ELA-LITERACY.SL.8.1.D**

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CCSS.ELA-LITERACY.RL.8.2**

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.

**CCSS.ELA-LITERACY.RL.8.3**

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

**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.8.3.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).\*\*

## Lesson #8: Recognize & Research

### CCSS.ELA-LITERACY.W.8.2.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.\*\*

### CCSS.ELA-LITERACY.W.8.2.B

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.\*\*

### CCSS.ELA-LITERACY.W.8.2.C

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

### CCSS.ELA-LITERACY.W.8.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

### CCSS.ELA-LITERACY.W.8.7

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.

### CCSS.ELA-LITERACY.W.8.8

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.

### CCSS.ELA-LITERACY.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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### CCSS.ELA-LITERACY.RL.8.2

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.

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### CCSS.ELA-LITERACY.RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.\*\*

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### CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing,

speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

### CCSS.ELA-LITERACY.L.8.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

### CCSS.ELA-LITERACY.L.8.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

### CCSS.ELA-LITERACY.L.8.6

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 or expression.

## Lesson #9: Engaged Sharing & Active Listening

### CCSS.ELA-LITERACY.W.8.4

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

### CCSS.ELA-LITERACY.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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### CCSS.ELA-LITERACY.SL.8.1

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

### CCSS.ELA-LITERACY.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

### CCSS.ELA-LITERACY.SL.8.1.C

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

### CCSS.ELA-LITERACY.SL.8.1.D

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

### CCSS.ELA-LITERACY.SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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### CCSS.ELA-LITERACY.RL.8.1



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

**CCSS.ELA-LITERACY.RL.8.2**

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.

**CCSS.ELA-LITERACY.RL.8.3**

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

**CCSS.ELA-LITERACY.RL.8.4**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**CCSS.ELA-LITERACY.RL.8.5**

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

**CCSS.ELA-LITERACY.RL.8.6**

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

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**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Lesson #10: My Last Pass**

**CCSS.ELA-LITERACY.W.8.3.B**

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.8.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.8.4**

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

**CCSS.ELA-LITERACY.W.8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.8.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.8.2.A**

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**CCSS.ELA-LITERACY.L.8.2.C**

Spell correctly.

**CCSS.ELA-LITERACY.L.8.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.8.3.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).

**CCSS.ELA-LITERACY.L.8.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**Lesson #11: From the Pencil to the Pages!**

**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.8.2.A**

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**CCSS.ELA-LITERACY.L.8.2.C**

Spell correctly.

**CCSS.ELA-LITERACY.L.8.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Lesson #12: Book Builder Upload**

**CCSS.ELA-LITERACY.W.8.6**

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

**CCSS.ELA-LITERACY.W.8.10**

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

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**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of



standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.8.2.A**

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**CCSS.ELA-LITERACY.L.8.2.C**

Spell correctly.

**Lesson #13: Published Authors Present**

**CCSS.ELA-LITERACY.W.8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.\*\*

**CCSS.ELA-LITERACY.W.8.6**

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

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**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Lesson #14: Relax & Reflect!**

**CCSS.ELA-LITERACY.W.8.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.8.3.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.

**CCSS.ELA-LITERACY.W.8.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.8.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CCSS.ELA-LITERACY.W.8.4**

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

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**CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.8.6**

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 or expression.

**Lesson #15: Pointing to Perspectives - Flexible Thinking**

**CCSS.ELA-LITERACY.W.8.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.8.3.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.

**CCSS.ELA-LITERACY.W.8.3.B**

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.8.3.C**

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.

**CCSS.ELA-LITERACY.W.8.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.8.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CCSS.ELA-LITERACY.W.8.4**

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

**CCSS.ELA-LITERACY.W.8.10**

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

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**CCSS.ELA-LITERACY.SL.8.1**

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

**CCSS.ELA-LITERACY.SL.8.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.RL.8.2**

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.



### CCSS.ELA-LITERACY.RL.8.3

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

### CCSS.ELA-LITERACY.RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

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### CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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## COLLEGE AND CAREER READINESS STANDARDS ADDRESSED

### CCSS.ELA-LITERACY.CCRA.W.1

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

### CCSS.ELA-LITERACY.CCRA.W.2

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

### CCSS.ELA-LITERACY.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### CCSS.ELA-LITERACY.CCRA.W.4

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

### CCSS.ELA-LITERACY.CCRA.W.5

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

### CCSS.ELA-LITERACY.CCRA.W.6

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

### CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

### CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

### CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### CCSS.ELA-LITERACY.CCRA.W.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.

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### CCSS.ELA-LITERACY.CCRA.SL.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.

### CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### CCSS.ELA-LITERACY.CCRA.SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### CCSS.ELA-LITERACY.CCRA.SL.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.

### CCSS.ELA-LITERACY.CCRA.SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### CCSS.ELA-LITERACY.CCRA.SL.6

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

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### CCSS.ELA-LITERACY.CCRA.R.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.

### CCSS.ELA-LITERACY.CCRA.R.2

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

### CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### CCSS.ELA-LITERACY.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

### CCSS.ELA-LITERACY.CCRA.R.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.

### CCSS.ELA-LITERACY.CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

### CCSS.ELA-LITERACY.CCRA.R.7

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



### CCSS.ELA-LITERACY.CCRA.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

### CCSS.ELA-LITERACY.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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### CCSS.ELA-LITERACY.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### CCSS.ELA-LITERACY.CCRA.L.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.

### CCSS.ELA-LITERACY.CCRA.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

### CCSS.ELA-LITERACY.CCRA.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### CCSS.ELA-LITERACY.CCRA.L.6

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

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## **\*\*\*COMPLETE LIST OF LANGUAGE STANDARDS - GRADE 8**

### CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.8.1.A

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

### CCSS.ELA-LITERACY.L.8.1.B

Form and use verbs in the active and passive voice.

### CCSS.ELA-LITERACY.L.8.1.C

Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

### CCSS.ELA-LITERACY.L.8.1.D

Recognize and correct inappropriate shifts in verb voice and mood.

### CCSS.ELA-LITERACY.L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### CCSS.ELA-LITERACY.L.8.2.A

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

### CCSS.ELA-LITERACY.L.8.2.B

Use an ellipsis to indicate an omission.

### CCSS.ELA-LITERACY.L.8.2.C

Spell correctly.

### CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.8.3.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).

### CCSS.ELA-LITERACY.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

### CCSS.ELA-LITERACY.L.8.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

### CCSS.ELA-LITERACY.L.8.4.B

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

### CCSS.ELA-LITERACY.L.8.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

### CCSS.ELA-LITERACY.L.8.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### CCSS.ELA-LITERACY.L.8.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### CCSS.ELA-LITERACY.L.8.5.A

Interpret figures of speech (e.g. verbal irony, puns) in context.

### CCSS.ELA-LITERACY.L.8.5.B

Use the relationship between particular words to better understand each of the words.

### CCSS.ELA-LITERACY.L.8.5.C

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

### CCSS.ELA-LITERACY.L.8.6

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 or expression.



# WRITE BRAIN BOOKS CCSS ALIGNMENT



## MIDDLE SCHOOL - GRADE 7

### INTRODUCTION: USING THE WRITE BRAIN CCSS ALIGNMENT

This CCSS grade-specific alignment is an excellent tool for the Common Core classroom. The standards listed for every WRiTE BRAiN lesson represent the learning goals already built into those specific portions of the curriculum, as well as learning objectives (denoted by a double asterisk) that teachers may flexibly choose to highlight at their discretion. These learning objectives/standards are suggestive, and are included when the lesson is conducive to addressing them (\*\*).

The main purpose of this alignment is to provide educators with a resource that helps them get the most out of every WRiTE BRAiN session. Our curriculum aligns intuitively with the CCSS, yet teachers know best as to when their students are ready to advance, and when they need more time to review and reinforce what they've learned. That's why we provide all the standards of learning that can be met in each lesson, reviewed, or perhaps noted and reserved for another class time.

### REGARDING GRAMMAR, PUNCTUATION, AND SPELLING:

We provide a "Basic Punctuation & Grammar Guide" and various language/vocabulary-expanding worksheets in the back of all our curriculum guides. However, we recommend that teachers supplement the WRiTE BRAiN experience with their own, more comprehensive and focused grammar lessons. Where grammar, punctuation, and spelling standards are listed for the WRiTE BRAiN lesson, teachers may select and emphasize certain grammar conventions. Likewise, some days may provide more time and opportunities to focus on spelling than other days. Having grade-appropriate dictionaries and thesauruses available throughout the writing process is suggested but not always stated explicitly in our lessons. \*\*\* (SEE BOTTOM FOR COMPLETE LIST OF LANGUAGE STANDARDS.)

### WRiTE BRAiN WRITING AND READING:

Writing reinforces reading and reading reinforces writing. In this alignment, "Reading" standards are often listed in a writing-intensive lesson (and vice versa). This is because students often learn something about writing that changes and enhances their reading comprehension.

## PART ONE: GROUP AUTHORIZING

### Lesson #1: *Becoming a Children's Book Author*

#### CCSS.ELA-LITERACY.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### CCSS.ELA-LITERACY.W.7.9.A

Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").\*\*

#### CCSS.ELA-LITERACY.SL.7.1.C

Pose questions that elicit elaboration and respond to others'

questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

#### CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

#### CCSS.ELA-LITERACY.SL.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

#### CCSS.ELA-LITERACY.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### CCSS.ELA-LITERACY.RL.7.2

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.

**CCSS.ELA-LITERACY.RL.7.3**

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**CCSS.ELA-LITERACY.RL.7.4**

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.\*\*

**CCSS.ELA-LITERACY.RL.7.6**

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.\*\*

**CCSS.ELA-LITERACY.RL.7.9**

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.\*\*

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**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.7.3.A**

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*

**CCSS.ELA-LITERACY.L.7.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.7.4.A**

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.7.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.\*\*

**CCSS.ELA-LITERACY.L.7.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*

**CCSS.ELA-LITERACY.L.7.5.A**

Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.\*\*

**CCSS.ELA-LITERACY.L.7.5.B**

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.\*\*

**CCSS.ELA-LITERACY.L.7.6**

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 or expression.

## Lesson #2: Every Picture Tells YOUR Story

**CCSS.ELA-LITERACY.W.7.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.7.3.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.

**CCSS.ELA-LITERACY.W.7.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.7.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.\*\*

**CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.7.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CCSS.ELA-LITERACY.W.7.4**

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

**CCSS.ELA-LITERACY.W.7.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.7.10**

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

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**CCSS.ELA-LITERACY.SL.7.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.7.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.SL.7.1.B**

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.7.1.C**

Pose questions that elicit elaboration and respond



to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**CCSS.ELA-LITERACY.SL.7.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.RL.7.2**

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.

**CCSS.ELA-LITERACY.RL.7.3**

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).\*\*

**CCSS.ELA-LITERACY.RL.7.6**

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.\*\*

**CCSS.ELA-LITERACY.RL.7.7**

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).\*\*

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**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.7.3.A**

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*\*

**CCSS.ELA-LITERACY.L.7.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.\*\*

**CCSS.ELA-LITERACY.L.7.6**

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 or expression.

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### **Lesson #3: Expanded Expression**

**CCSS.ELA-LITERACY.W.7.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.7.3.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.

**CCSS.ELA-LITERACY.W.7.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.7.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.\*\*

**CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.7.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CCSS.ELA-LITERACY.W.7.4**

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

**CCSS.ELA-LITERACY.W.7.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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**CCSS.ELA-LITERACY.SL.7.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.SL.7.1.C**

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**CCSS.ELA-LITERACY.SL.7.2**

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**CCSS.ELA-LITERACY.SL.7.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.RL.7.3**

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**CCSS.ELA-LITERACY.RL.7.4**

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.\*\*

**CCSS.ELA-LITERACY.RL.7.6**

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.\*\*

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### CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.7.3.A

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*\*

### CCSS.ELA-LITERACY.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

### CCSS.ELA-LITERACY.L.7.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

### CCSS.ELA-LITERACY.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*

### CCSS.ELA-LITERACY.L.7.5.C

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).\*\*

### CCSS.ELA-LITERACY.L.7.6

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 or expression.

## **The School-To-Home Connection (Optional)**

### CCSS.ELA-LITERACY.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.\*\*

### CCSS.ELA-LITERACY.W.7.2.B

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.\*\*

### CCSS.ELA-LITERACY.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.7.3.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.

### CCSS.ELA-LITERACY.W.7.3.B

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

### CCSS.ELA-LITERACY.W.7.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

### CCSS.ELA-LITERACY.W.7.3.E

Provide a conclusion that follows from and reflects on the narrated experiences or events.\*\*

### CCSS.ELA-LITERACY.W.7.4

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

### CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### CCSS.ELA-LITERACY.SL.7.1.C

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

### CCSS.ELA-LITERACY.SL.7.1.D

Acknowledge new information expressed by others and, when warranted, modify their own views.

### CCSS.ELA-LITERACY.SL.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.7.3.A

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*\*

### CCSS.ELA-LITERACY.L.7.6

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 or expression.

## **Lesson #4: Group Book Selection: "Who is Our Artist?"**

### CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### CCSS.ELA-LITERACY.SL.7.1.B

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

### CCSS.ELA-LITERACY.SL.7.1.C

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

### CCSS.ELA-LITERACY.SL.7.1.D

Acknowledge new information expressed by others and, when warranted, modify their own views.



### CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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### CCSS.ELA-LITERACY.RL.7.2

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.

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### CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.7.3.A

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*\*

## **Lesson #5: Students Commit to Collaborate**

### CCSS.ELA-LITERACY.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.\*\*

### CCSS.ELA-LITERACY.W.7.2.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.\*\*

### CCSS.ELA-LITERACY.W.7.2.B

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

### CCSS.ELA-LITERACY.W.7.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

### CCSS.ELA-LITERACY.W.7.4

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

### CCSS.ELA-LITERACY.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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### CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### CCSS.ELA-LITERACY.SL.7.1.B

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

### CCSS.ELA-LITERACY.SL.7.1.C

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

### CCSS.ELA-LITERACY.SL.7.1.D

Acknowledge new information expressed by others and, when warranted, modify their own views.

### CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.\*\*

### CCSS.ELA-LITERACY.SL.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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### CCSS.ELA-LITERACY.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.\*\*

### CCSS.ELA-LITERACY.RL.7.2

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.\*\*

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### CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.7.3.A

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*\*

### CCSS.ELA-LITERACY.L.7.6

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 or expression.

## **Lesson #6: Lonely Illustrator Seeks Author**

### CCSS.ELA-LITERACY.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.7.3.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.

### CCSS.ELA-LITERACY.W.7.3.B



Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.7.4**

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

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**CCSS.ELA-LITERACY.SL.7.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.7.1.B**

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.7.1.C**

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**CCSS.ELA-LITERACY.SL.7.1.D**

Acknowledge new information expressed by others and, when warranted, modify their own views.

**CCSS.ELA-LITERACY.SL.7.4**

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**CCSS.ELA-LITERACY.SL.7.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.RI.7.1**

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.7.6**

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 or expression.

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## Lesson #7: Pliable Plotlines

**CCSS.ELA-LITERACY.W.7.1**

Write arguments to support claims with clear reasons and relevant evidence.\*\*

**CCSS.ELA-LITERACY.W.7.1.A**

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.\*\*

**CCSS.ELA-LITERACY.W.7.1.C**

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.\*\*

**CCSS.ELA-LITERACY.W.7.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.7.3.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.

**CCSS.ELA-LITERACY.W.7.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.7.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.7.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CCSS.ELA-LITERACY.W.7.4**

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

**CCSS.ELA-LITERACY.W.7.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.7.7**

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**CCSS.ELA-LITERACY.W.7.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.W.7.10**

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

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**CCSS.ELA-LITERACY.SL.7.1**

Engage effectively in a range of collaborative

discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.7.1.B**

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.7.1.C**

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**CCSS.ELA-LITERACY.SL.7.1.D**

Acknowledge new information expressed by others and, when warranted, modify their own views.

**CCSS.ELA-LITERACY.SL.7.2**

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**CCSS.ELA-LITERACY.SL.7.3**

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.\*\*

**CCSS.ELA-LITERACY.SL.7.4**

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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**CCSS.ELA-LITERACY.RL.7.3**

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).\*\*

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**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.7.3.A**

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*\*

**CCSS.ELA-LITERACY.L.7.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.7.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**CCSS.ELA-LITERACY.L.7.6**

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 or expression.

## Lesson #8: Creative Vocabulary

**CCSS.ELA-LITERACY.W.7.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.7.3.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.

**CCSS.ELA-LITERACY.W.7.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.7.4**

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

**CCSS.ELA-LITERACY.W.7.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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**CCSS.ELA-LITERACY.SL.7.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.7.1.B**

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.7.1.C**

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**CCSS.ELA-LITERACY.SL.7.1.D**

Acknowledge new information expressed by others and, when warranted, modify their own views.

**CCSS.ELA-LITERACY.SL.7.2**

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**CCSS.ELA-LITERACY.SL.7.3**

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

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**CCSS.ELA-LITERACY.RL.7.3**

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**CCSS.ELA-LITERACY.RL.7.6**

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.\*\*

**CCSS.ELA-LITERACY.RL.7.7**

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).\*\*

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**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.7.3.A**

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*\*

**CCSS.ELA-LITERACY.L.7.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.7.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**CCSS.ELA-LITERACY.L.7.5.C**

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).\*\*

**CCSS.ELA-LITERACY.L.7.6**

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 or expression.

## Lesson #9: Developing Characters

**CCSS.ELA-LITERACY.W.7.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.7.3.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.

**CCSS.ELA-LITERACY.W.7.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.7.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.7.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CCSS.ELA-LITERACY.W.7.4**

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

**CCSS.ELA-LITERACY.W.7.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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**CCSS.ELA-LITERACY.SL.7.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.7.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.SL.7.1.B**

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.7.1.C**

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**CCSS.ELA-LITERACY.SL.7.1.D**

Acknowledge new information expressed by others and, when warranted, modify their own views.

**CCSS.ELA-LITERACY.SL.7.3**

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**CCSS.ELA-LITERACY.SL.7.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.RL.7.3**

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**CCSS.ELA-LITERACY.RL.7.6**

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

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**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.7.3.A**

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*\*

**CCSS.ELA-LITERACY.L.7.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**CCSS.ELA-LITERACY.L.7.5.C**

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).\*\*

**CCSS.ELA-LITERACY.L.7.6**

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 or expression.

## **Lesson #10: Mapping & Planning – Structure The Storyline**

**CCSS.ELA-LITERACY.W.7.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.7.3.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.

**CCSS.ELA-LITERACY.W.7.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.7.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.7.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CCSS.ELA-LITERACY.W.7.4**

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

**CCSS.ELA-LITERACY.W.7.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.7.9**

Draw evidence from literary or informational texts to support

analysis, reflection, and research.

**CCSS.ELA-LITERACY.W.7.10**

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

**CCSS.ELA-LITERACY.SL.7.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.7.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.SL.7.1.B**

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.7.1.C**

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**CCSS.ELA-LITERACY.SL.7.1.D**

Acknowledge new information expressed by others and, when warranted, modify their own views.

**CCSS.ELA-LITERACY.SL.7.2**

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**CCSS.ELA-LITERACY.SL.7.3**

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.\*\*

**CCSS.ELA-LITERACY.SL.7.4**

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.\*\*

**CCSS.ELA-LITERACY.SL.7.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**CCSS.ELA-LITERACY.RL.7.2**

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.

**CCSS.ELA-LITERACY.RL.7.3**

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**CCSS.ELA-LITERACY.RL.7.4**

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.

**CCSS.ELA-LITERACY.RL.7.6**

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

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**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.7.3.A**

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*\*

**CCSS.ELA-LITERACY.L.7.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.7.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**CCSS.ELA-LITERACY.L.7.6**

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 or expression.

## **Lesson #11: Identifying Themes**

**CCSS.ELA-LITERACY.W.7.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.7.3.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.

**CCSS.ELA-LITERACY.W.7.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.7.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing:

**CCSS.ELA-LITERACY.W.7.4**

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

**CCSS.ELA-LITERACY.W.7.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.7.7**

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.\*\*

**CCSS.ELA-LITERACY.W.7.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.W.7.9.A**

Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).\*\*

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**CCSS.ELA-LITERACY.SL.7.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.7.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.SL.7.1.B**

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.7.1.C**

Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**CCSS.ELA-LITERACY.SL.7.1.D**

Acknowledge new information expressed by others and, when warranted, modify their own views.

**CCSS.ELA-LITERACY.SL.7.2**

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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**CCSS.ELA-LITERACY.RL.7.1**

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RL.7.2**

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.

**CCSS.ELA-LITERACY.RL.7.3**

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).



revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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### **CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### **CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### **CCSS.ELA-LITERACY.L.7.3.A**

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*

### **CCSS.ELA-LITERACY.L.7.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

### **CCSS.ELA-LITERACY.L.7.4.D**

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### **CCSS.ELA-LITERACY.L.7.6**

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 or expression.

## **Lesson #12: Hidden Moments - Stretching Story Points**

### **CCSS.ELA-LITERACY.W.7.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### **CCSS.ELA-LITERACY.W.7.3.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.

### **CCSS.ELA-LITERACY.W.7.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

### **CCSS.ELA-LITERACY.W.7.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.\*\*

### **CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

### **CCSS.ELA-LITERACY.W.7.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

### **CCSS.ELA-LITERACY.W.7.4**

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

### **CCSS.ELA-LITERACY.W.7.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning,

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### **CCSS.ELA-LITERACY.SL.7.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### **CCSS.ELA-LITERACY.SL.7.1.B**

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

### **CCSS.ELA-LITERACY.SL.7.1.C**

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

### **CCSS.ELA-LITERACY.SL.7.1.D**

Acknowledge new information expressed by others and, when warranted, modify their own views.

### **CCSS.ELA-LITERACY.SL.7.2**

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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### **CCSS.ELA-LITERACY.RL.7.3**

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

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### **CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### **CCSS.ELA-LITERACY.L.7.1.A**

Explain the function of phrases and clauses in general and their function in specific sentences.

### **CCSS.ELA-LITERACY.L.7.1.B**

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

### **CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### **CCSS.ELA-LITERACY.L.7.3.A**

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## **Lesson #13: Deliberate Dialogue**

### **CCSS.ELA-LITERACY.W.7.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### **CCSS.ELA-LITERACY.W.7.3.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.

**CCSS.ELA-LITERACY.W.7.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.7.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.7.4**

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

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**CCSS.ELA-LITERACY.SL.7.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.7.1.C**

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**CCSS.ELA-LITERACY.SL.7.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.1.B**

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.\*\*

**CCSS.ELA-LITERACY.L.7.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.7.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*

## **Lesson #14: Leads and Conclusions**

**CCSS.ELA-LITERACY.W.7.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.7.3.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.

**CCSS.ELA-LITERACY.W.7.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.7.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.7.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CCSS.ELA-LITERACY.W.7.4**

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

**CCSS.ELA-LITERACY.W.7.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.7.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.W.7.9.A**

Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").\*\*

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**CCSS.ELA-LITERACY.SL.7.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.7.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.SL.7.1.B**

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.7.1.C**

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

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**CCSS.ELA-LITERACY.RL.7.3**

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).



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### CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.7.3.A

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*\*

### CCSS.ELA-LITERACY.L.7.6

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 or expression.

## Lesson #15: Words Paint Places

### CCSS.ELA-LITERACY.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.7.3.B

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

### CCSS.ELA-LITERACY.W.7.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

### CCSS.ELA-LITERACY.W.7.4

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

### CCSS.ELA-LITERACY.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

### CCSS.ELA-LITERACY.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### CCSS.ELA-LITERACY.W.7.9.A

Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).\*\*

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### CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

### CCSS.ELA-LITERACY.SL.7.1.B

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

### CCSS.ELA-LITERACY.SL.7.1.C

Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

### CCSS.ELA-LITERACY.SL.7.1.D

Acknowledge new information expressed by others and, when warranted, modify their own views.

### CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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### CCSS.ELA-LITERACY.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### CCSS.ELA-LITERACY.RL.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

### CCSS.ELA-LITERACY.RL.7.4

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.

### CCSS.ELA-LITERACY.RL.7.9

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.\*\*

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### CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.7.3.A

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*\*

### CCSS.ELA-LITERACY.L.7.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.\*\*

### CCSS.ELA-LITERACY.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*

### CCSS.ELA-LITERACY.L.7.5.A

Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.\*\*

## Lesson #16: Character Portraits

### CCSS.ELA-LITERACY.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured





event sequences.

**CCSS.ELA-LITERACY.W.7.3.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.

**CCSS.ELA-LITERACY.W.7.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.7.4**

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

**CCSS.ELA-LITERACY.W.7.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.7.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.W.7.9.A**

Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).\*\*

**CCSS.ELA-LITERACY.SL.7.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.7.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.SL.7.1.B**

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.7.1.C**

Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**CCSS.ELA-LITERACY.SL.7.1.D**

Acknowledge new information expressed by others and, when warranted, modify their own views.

**CCSS.ELA-LITERACY.SL.7.2**

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**CCSS.ELA-LITERACY.RL.7.1**

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RL.7.3**

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**CCSS.ELA-LITERACY.RL.7.4**

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.

**CCSS.ELA-LITERACY.RL.7.9**

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.\*\*

**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.7.3.A**

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*\*

**CCSS.ELA-LITERACY.L.7.4.A**

Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.7.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*

**CCSS.ELA-LITERACY.L.7.5.A**

Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.\*\*

**CCSS.ELA-LITERACY.L.7.5.C**

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).\*\*

## Lesson #17: Personalities & Profiles

**CCSS.ELA-LITERACY.W.7.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.7.3.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.

**CCSS.ELA-LITERACY.W.7.3.B**

Use narrative techniques, such as dialogue, pacing,

and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.7.4**

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

**CCSS.ELA-LITERACY.W.7.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.7.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.\*\*

**CCSS.ELA-LITERACY.W.7.10**

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

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**CCSS.ELA-LITERACY.SL.7.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.7.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.SL.7.1.B**

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.7.1.C**

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**CCSS.ELA-LITERACY.SL.7.1.D**

Acknowledge new information expressed by others and, when warranted, modify their own views.

**CCSS.ELA-LITERACY.SL.7.2**

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**CCSS.ELA-LITERACY.SL.7.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.RL.7.3**

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**CCSS.ELA-LITERACY.RL.7.6**

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**CCSS.ELA-LITERACY.RL.7.9**

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.\*\*

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**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.1.B**

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.\*\*

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.7.3.A**

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*\*

**CCSS.ELA-LITERACY.L.7.5.C**

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).\*\*

## Lesson #18: Ready to Write

**CCSS.ELA-LITERACY.W.7.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.7.3.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.

**CCSS.ELA-LITERACY.W.7.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.7.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.7.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CCSS.ELA-LITERACY.W.7.4**

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



### CCSS.ELA-LITERACY.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

### CCSS.ELA-LITERACY.W.7.10

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

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### CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### CCSS.ELA-LITERACY.SL.7.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

### CCSS.ELA-LITERACY.SL.7.1.B

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

### CCSS.ELA-LITERACY.SL.7.1.C

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

### CCSS.ELA-LITERACY.SL.7.1.D

Acknowledge new information expressed by others and, when warranted, modify their own views.

### CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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### CCSS.ELA-LITERACY.RL.7.2

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.

### CCSS.ELA-LITERACY.RL.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

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### CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.7.1.B

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

### CCSS.ELA-LITERACY.L.7.3

Use knowledge of language and its conventions when writing,

speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.7.3.A

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*\*

## Lesson #19: The Mighty Thesaurus

### CCSS.ELA-LITERACY.W.7.3.B

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

### CCSS.ELA-LITERACY.W.7.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

### CCSS.ELA-LITERACY.W.7.4

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

### CCSS.ELA-LITERACY.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

### CCSS.ELA-LITERACY.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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### CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### CCSS.ELA-LITERACY.SL.7.1.D

Acknowledge new information expressed by others and, when warranted, modify their own views.

### CCSS.ELA-LITERACY.SL.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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### CCSS.ELA-LITERACY.RL.7.4

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.

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### CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.7.3.A



Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*\*

**CCSS.ELA-LITERACY.L.7.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.7.4.A**

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.7.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**CCSS.ELA-LITERACY.L.7.4.D**

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CCSS.ELA-LITERACY.L.7.5.C**

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).\*\*

**CCSS.ELA-LITERACY.L.7.6**

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 or expression.

## **Lesson #20: Keep it Simple, Make it Special**

**CCSS.ELA-LITERACY.W.7.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.7.4**

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

**CCSS.ELA-LITERACY.W.7.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.7.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.SL.7.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.7.1.A**

Come to discussions prepared, having read or researched

material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.SL.7.1.C**

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**CCSS.ELA-LITERACY.SL.7.1.D**

Acknowledge new information expressed by others and, when warranted, modify their own views.

**CCSS.ELA-LITERACY.SL.7.2**

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**CCSS.ELA-LITERACY.RL.7.1**

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RL.7.2**

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.

**CCSS.ELA-LITERACY.RL.7.3**

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**CCSS.ELA-LITERACY.RL.7.6**

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.7.3.A**

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## **Lesson #21: Spelling & Punctuation Pause**

**CCSS.ELA-LITERACY.W.7.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.7.4**

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

**CCSS.ELA-LITERACY.W.7.5**

With some guidance and support from peers and



adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.7.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.\*\*

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**CCSS.ELA-LITERACY.SL.7.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.7.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.SL.7.1.B**

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.7.1.C**

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**CCSS.ELA-LITERACY.SL.7.1.D**

Acknowledge new information expressed by others and, when warranted, modify their own views.

**CCSS.ELA-LITERACY.SL.7.2**

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.1.C**

Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*\*

**CCSS.ELA-LITERACY.L.7.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.7.2.A**

Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

**CCSS.ELA-LITERACY.L.7.2.B**

Spell correctly.

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.7.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its

precise meaning or its part of speech.

## Lesson #22: "Know Your Audience. Who's Reading Our Storybook?"

**CCSS.ELA-LITERACY.W.7.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.7.3.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.

**CCSS.ELA-LITERACY.W.7.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.7.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.7.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CCSS.ELA-LITERACY.W.7.4**

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

**CCSS.ELA-LITERACY.W.7.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.7.10**

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

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**CCSS.ELA-LITERACY.SL.7.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.7.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.SL.7.1.B**

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.7.1.C**



Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**CCSS.ELA-LITERACY.SL.7.1.D**

Acknowledge new information expressed by others and, when warranted, modify their own views.

**CCSS.ELA-LITERACY.SL.7.2**

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**CCSS.ELA-LITERACY.RL.7.1**

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RL.7.2**

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.

**CCSS.ELA-LITERACY.RL.7.3**

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**CCSS.ELA-LITERACY.RL.7.4**

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.

**CCSS.ELA-LITERACY.RL.7.6**

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.1.B**

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.\*\*

**CCSS.ELA-LITERACY.L.7.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.7.2.A**

Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).\*\*

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.7.3.A**

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**Lesson #23: First Feedback**

**CCSS.ELA-LITERACY.W.7.4**

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

**CCSS.ELA-LITERACY.W.7.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.SL.7.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.7.1.B**

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.7.1.C**

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**CCSS.ELA-LITERACY.SL.7.1.D**

Acknowledge new information expressed by others and, when warranted, modify their own views.

**CCSS.ELA-LITERACY.SL.7.2**

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**CCSS.ELA-LITERACY.SL.7.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**CCSS.ELA-LITERACY.RL.7.1**

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RL.7.2**

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.

**CCSS.ELA-LITERACY.RL.7.3**

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure:

**CCSS.ELA-LITERACY.RL.7.4**

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.

**CCSS.ELA-LITERACY.RL.7.6**

Analyze how an author develops and contrasts the



points of view of different characters or narrators in a text.

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#### CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### CCSS.ELA-LITERACY.L.7.3.A

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### **Lesson #24: Titles & Dedications**

#### CCSS.ELA-LITERACY.W.7.4

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

#### CCSS.ELA-LITERACY.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

#### CCSS.ELA-LITERACY.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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#### CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

#### CCSS.ELA-LITERACY.SL.7.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

#### CCSS.ELA-LITERACY.SL.7.1.B

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

#### CCSS.ELA-LITERACY.SL.7.1.C

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

#### CCSS.ELA-LITERACY.SL.7.1.D

Acknowledge new information expressed by others and, when warranted, modify their own views.

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#### CCSS.ELA-LITERACY.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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#### CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### CCSS.ELA-LITERACY.L.7.3.A

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### **Lesson #25: Who Are We? - Crafting Our Bio**

#### CCSS.ELA-LITERACY.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

#### CCSS.ELA-LITERACY.W.7.2.C

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

#### CCSS.ELA-LITERACY.W.7.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

#### CCSS.ELA-LITERACY.W.7.4

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

#### CCSS.ELA-LITERACY.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

#### CCSS.ELA-LITERACY.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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#### CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

#### CCSS.ELA-LITERACY.SL.7.1.B

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

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#### CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### CCSS.ELA-LITERACY.L.7.3.A

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness



and redundancy.

## Lesson #26: From Work to Workbook

### CCSS.ELA-LITERACY.SL.7.1.B

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

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### CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### CCSS.ELA-LITERACY.L.7.2.A

Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

### CCSS.ELA-LITERACY.L.7.2.B

Spell correctly.

### CCSS.ELA-LITERACY.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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## Lesson #27: Prepare & Present!

### CCSS.ELA-LITERACY.SL.7.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

### CCSS.ELA-LITERACY.SL.7.1.B

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

### CCSS.ELA-LITERACY.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.\*\*

### CCSS.ELA-LITERACY.SL.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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### CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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## Lesson #28: United Upload

### CCSS.ELA-LITERACY.W.7.6

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.

### CCSS.ELA-LITERACY.W.7.10

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

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### CCSS.ELA-LITERACY.SL.7.1.B

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

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### CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### CCSS.ELA-LITERACY.L.7.2.A

Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

### CCSS.ELA-LITERACY.L.7.2.B

Spell correctly.

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## Lesson #29: Relax & Reflect!

### CCSS.ELA-LITERACY.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.7.3.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.\*\*

### CCSS.ELA-LITERACY.W.7.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

### CCSS.ELA-LITERACY.W.7.3.E

Provide a conclusion that follows from and reflects on the narrated experiences or events.

### CCSS.ELA-LITERACY.W.7.4

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

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### CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.





### CCSS.ELA-LITERACY.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### CCSS.ELA-LITERACY.L.7.3.A

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*\*

## **Lesson #30: Expository Writing from Experience**

### CCSS.ELA-LITERACY.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

#### CCSS.ELA-LITERACY.W.7.2.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.\*\*

#### CCSS.ELA-LITERACY.W.7.2.B

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

#### CCSS.ELA-LITERACY.W.7.2.C

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

#### CCSS.ELA-LITERACY.W.7.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

#### CCSS.ELA-LITERACY.W.7.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented.

### CCSS.ELA-LITERACY.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.\*\*

#### CCSS.ELA-LITERACY.W.7.3.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.\*\*

#### CCSS.ELA-LITERACY.W.7.4

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

#### CCSS.ELA-LITERACY.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

#### CCSS.ELA-LITERACY.W.7.6

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.\*\*

#### CCSS.ELA-LITERACY.W.7.7

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.\*\*

### CCSS.ELA-LITERACY.W.7.8

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.\*\*

#### CCSS.ELA-LITERACY.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.\*\*

#### CCSS.ELA-LITERACY.W.7.9.A

Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).\*\*

#### CCSS.ELA-LITERACY.W.7.10

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

### CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

#### CCSS.ELA-LITERACY.SL.7.1.B

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

#### CCSS.ELA-LITERACY.SL.7.1.C

Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

#### CCSS.ELA-LITERACY.SL.7.1.D

Acknowledge new information expressed by others and, when warranted, modify their own views.

#### CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

#### CCSS.ELA-LITERACY.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.\*\*

#### CCSS.ELA-LITERACY.SL.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### CCSS.ELA-LITERACY.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### CCSS.ELA-LITERACY.RL.7.2

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.

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#### CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### CCSS.ELA-LITERACY.L.7.2.A

Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

#### CCSS.ELA-LITERACY.L.7.2.B

Spell correctly.

#### CCSS.ELA-LITERACY.L.7.6

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 or expression.

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## **PART TWO: INDIVIDUAL AUTHORSHIP**

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### **Lesson #1: "Take It to the Mat!"**

#### CCSS.ELA-LITERACY.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

#### CCSS.ELA-LITERACY.W.7.3.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.

#### CCSS.ELA-LITERACY.W.7.3.B

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

#### CCSS.ELA-LITERACY.W.7.3.C

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

#### CCSS.ELA-LITERACY.W.7.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

#### CCSS.ELA-LITERACY.W.7.3.E

Provide a conclusion that follows from and reflects on the narrated experiences or events.

#### CCSS.ELA-LITERACY.W.7.4

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

#### CCSS.ELA-LITERACY.W.7.10

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

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#### CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

#### CCSS.ELA-LITERACY.SL.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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#### CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### CCSS.ELA-LITERACY.L.7.3.A

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*\*

#### CCSS.ELA-LITERACY.L.7.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

#### CCSS.ELA-LITERACY.L.7.6

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 or expression.

### **The School-To-Home Connection (Optional)**

#### CCSS.ELA-LITERACY.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.\*\*

#### CCSS.ELA-LITERACY.W.7.3.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.

#### CCSS.ELA-LITERACY.W.7.3.B

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

#### CCSS.ELA-LITERACY.W.7.3.C

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

#### CCSS.ELA-LITERACY.W.7.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action



and convey experiences and events.

**CCSS.ELA-LITERACY.W.7.4**

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

**CCSS.ELA-LITERACY.W.7.7**

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.\*\*

**CCSS.ELA-LITERACY.W.7.10**

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

**CCSS.ELA-LITERACY.SL.7.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.7.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.SL.7.1.B**

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.7.1.C**

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**CCSS.ELA-LITERACY.SL.7.1.D**

Acknowledge new information expressed by others and, when warranted, modify their own views.

**CCSS.ELA-LITERACY.SL.7.2**

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**CCSS.ELA-LITERACY.SL.7.3**

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**CCSS.ELA-LITERACY.SL.7.4**

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**CCSS.ELA-LITERACY.SL.7.5**

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

**CCSS.ELA-LITERACY.SL.7.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**CCSS.ELA-LITERACY.RL.7.2**

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.

**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.7.6**

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 or expression.

**Lesson #2: Past vs. Present - Get inTENSE!**

**CCSS.ELA-LITERACY.W.7.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.7.3.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.

**CCSS.ELA-LITERACY.W.7.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.7.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.7.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CCSS.ELA-LITERACY.W.7.4**

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

**CCSS.ELA-LITERACY.W.7.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.SL.7.1**



Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Lesson #3: Point of View - Picking Your Perspective**

**CCSS.ELA-LITERACY.W.7.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.7.3.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.

**CCSS.ELA-LITERACY.W.7.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.7.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.7.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CCSS.ELA-LITERACY.W.7.4**

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

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**CCSS.ELA-LITERACY.RL.7.3**

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**CCSS.ELA-LITERACY.RL.7.6**

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.\*\*

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**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.1.A**

Explain the function of phrases and clauses in general and their function in specific sentences.\*\*

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.7.3.A**

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*\*

**CCSS.ELA-LITERACY.L.7.6**

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 or expression.

**The School-To-Home Connection (Optional)**

**CCSS.ELA-LITERACY.W.7.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.7.3.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.

**CCSS.ELA-LITERACY.W.7.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.7.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.7.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CCSS.ELA-LITERACY.W.7.4**

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

**CCSS.ELA-LITERACY.W.7.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.7.7**

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.\*\*

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**CCSS.ELA-LITERACY.SL.7.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with



diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.7.1.C**

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**CCSS.ELA-LITERACY.SL.7.1.D**

Acknowledge new information expressed by others and, when warranted, modify their own views.

**CCSS.ELA-LITERACY.SL.7.2**

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**CCSS.ELA-LITERACY.SL.7.5**

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.\*\*

**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.7.3.A**

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*\*

**CCSS.ELA-LITERACY.L.7.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*

**CCSS.ELA-LITERACY.L.7.5.A**

Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.\*\*

**CCSS.ELA-LITERACY.L.7.5.C**

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).\*\*

## Lesson #4: Presenting Different Perspectives

**CCSS.ELA-LITERACY.W.7.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.7.4**

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

**CCSS.ELA-LITERACY.W.7.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.7.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.SL.7.1.C**

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**CCSS.ELA-LITERACY.SL.7.1.D**

Acknowledge new information expressed by others and, when warranted, modify their own views.

**CCSS.ELA-LITERACY.SL.7.2**

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**CCSS.ELA-LITERACY.SL.7.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**CCSS.ELA-LITERACY.RL.7.1**

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RL.7.6**

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## Lesson #5: Meet Your Illustrator

**CCSS.ELA-LITERACY.W.7.4**

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

**CCSS.ELA-LITERACY.W.7.6**

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.\*\*

**CCSS.ELA-LITERACY.W.7.7**

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**CCSS.ELA-LITERACY.W.7.8**

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.

**CCSS.ELA-LITERACY.W.7.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**CCSS.ELA-LITERACY.RL.7.2**

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.

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**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.7.6**

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 or expression.

**The School-To-Home Connection (Optional)**

**CCSS.ELA-LITERACY.W.7.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.7.4**

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

**CCSS.ELA-LITERACY.W.7.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.7.7**

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**CCSS.ELA-LITERACY.W.7.10**

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

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**CCSS.ELA-LITERACY.SL.7.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.7.1.C**

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**CCSS.ELA-LITERACY.SL.7.2**

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**CCSS.ELA-LITERACY.SL.7.4**

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.\*\*

**CCSS.ELA-LITERACY.SL.7.5**

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

**CCSS.ELA-LITERACY.SL.7.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.RL.7.2**

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.\*\*

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**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Lesson #6: Worksheet Workout!**

**CCSS.ELA-LITERACY.W.7.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.7.3.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.

**CCSS.ELA-LITERACY.W.7.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.7.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from

one time frame or setting to another.

**CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.7.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing:

**CCSS.ELA-LITERACY.W.7.4**

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

**CCSS.ELA-LITERACY.W.7.10**

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

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**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.1.B**

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.\*\*

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.7.3.A**

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*\*

**CCSS.ELA-LITERACY.L.7.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

## **Lesson #7: The First Draft**

**CCSS.ELA-LITERACY.W.7.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.7.3.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.

**CCSS.ELA-LITERACY.W.7.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.7.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey

experiences and events.

**CCSS.ELA-LITERACY.W.7.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CCSS.ELA-LITERACY.W.7.4**

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

**CCSS.ELA-LITERACY.W.7.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.7.10**

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

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**CCSS.ELA-LITERACY.SL.7.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.7.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.SL.7.1.B**

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.7.1.C**

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**CCSS.ELA-LITERACY.SL.7.1.D**

Acknowledge new information expressed by others and, when warranted, modify their own views.

**CCSS.ELA-LITERACY.SL.7.2**

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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**CCSS.ELA-LITERACY.RL.7.2**

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.

**CCSS.ELA-LITERACY.RL.7.3**

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

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**CCSS.ELA-LITERACY.L.7.1**



Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.1.B**

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.7.3.A**

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*\*

## Lesson #8: Recognize & Research

**CCSS.ELA-LITERACY.W.7.2.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.\*\*

**CCSS.ELA-LITERACY.W.7.2.B**

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.\*\*

**CCSS.ELA-LITERACY.W.7.2.C**

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

**CCSS.ELA-LITERACY.W.7.2.D**

Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CCSS.ELA-LITERACY.W.7.7**

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**CCSS.ELA-LITERACY.W.7.8**

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.

**CCSS.ELA-LITERACY.W.7.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.RL.7.2**

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.

**CCSS.ELA-LITERACY.RI.7.7**

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).\*\*

**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.7.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.7.4.A**

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.7.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**CCSS.ELA-LITERACY.L.7.6**

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 or expression.

## Lesson #9: Engaged Sharing & Active Listening

**CCSS.ELA-LITERACY.W.7.4**

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

**CCSS.ELA-LITERACY.W.7.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.SL.7.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.7.1.B**

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.7.1.C**

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**CCSS.ELA-LITERACY.SL.7.1.D**

Acknowledge new information expressed by others and, when warranted, modify their own views.

**CCSS.ELA-LITERACY.SL.7.2**

Analyze the main ideas and supporting details





presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**CCSS.ELA-LITERACY.SL.7.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**CCSS.ELA-LITERACY.RL.7.1**

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RL.7.2**

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.

**CCSS.ELA-LITERACY.RL.7.3**

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure:

**CCSS.ELA-LITERACY.RL.7.4**

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.

**CCSS.ELA-LITERACY.RL.7.6**

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.7.3.A**

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**Lesson #10: My Last Pass**

**CCSS.ELA-LITERACY.W.7.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.7.4**

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

**CCSS.ELA-LITERACY.W.7.5**

With some guidance and support from peers and adults,

develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.W.7.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.\*\*

**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.1.C**

Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*\*

**CCSS.ELA-LITERACY.L.7.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.7.2.A**

Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

**CCSS.ELA-LITERACY.L.7.2.B**

Spell correctly.

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.7.3.A**

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**CCSS.ELA-LITERACY.L.7.4.C**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**Lesson #11: From the Pencil to the Pages!**

**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.7.2.A**

Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

**CCSS.ELA-LITERACY.L.7.2.B**

Spell correctly.

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Lesson #12: Book Builder Upload**

**CCSS.ELA-LITERACY.W.7.6**

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.

**CCSS.ELA-LITERACY.W.7.10**

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

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**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.7.2.A**

Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

**CCSS.ELA-LITERACY.L.7.2.B**

Spell correctly.

**Lesson #13: Published Authors Present**

**CCSS.ELA-LITERACY.SL.7.5**

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.\*\*

**CCSS.ELA-LITERACY.SL.7.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.W.7.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.7.3.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.\*\*

**CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.7.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing:

**CCSS.ELA-LITERACY.W.7.4**

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

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**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.7.3.A**

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*\*

**Lesson #15: Pointing to Perspectives - Flexible Thinking**

**CCSS.ELA-LITERACY.W.7.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.7.3.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.

**CCSS.ELA-LITERACY.W.7.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.7.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**CCSS.ELA-LITERACY.W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.7.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CCSS.ELA-LITERACY.W.7.4**

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

**CCSS.ELA-LITERACY.W.7.10**

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

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**CCSS.ELA-LITERACY.SL.7.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.7.6**



Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.RL.7.2**

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.

**CCSS.ELA-LITERACY.RL.7.3**

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**CCSS.ELA-LITERACY.RL.7.6**

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.\*\*

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**CCSS.ELA-LITERACY.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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**COLLEGE AND CAREER READINESS  
STANDARDS ADDRESSED**

**CCSS.ELA-LITERACY.CCRA.W.1**

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

**CCSS.ELA-LITERACY.CCRA.W.2**

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

**CCSS.ELA-LITERACY.CCRA.W.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**CCSS.ELA-LITERACY.CCRA.W.4**

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

**CCSS.ELA-LITERACY.CCRA.W.5**

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

**CCSS.ELA-LITERACY.CCRA.W.6**

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

**CCSS.ELA-LITERACY.CCRA.W.7**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**CCSS.ELA-LITERACY.CCRA.W.8**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source,

and integrate the information while avoiding plagiarism.

**CCSS.ELA-LITERACY.CCRA.W.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.CCRA.W.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.

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**CCSS.ELA-LITERACY.CCRA.SL.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.

**CCSS.ELA-LITERACY.CCRA.SL.2**

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.CCRA.SL.3**

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**CCSS.ELA-LITERACY.CCRA.SL.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.

**CCSS.ELA-LITERACY.CCRA.SL.5**

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**CCSS.ELA-LITERACY.CCRA.SL.6**

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

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**CCSS.ELA-LITERACY.CCRA.R.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.

**CCSS.ELA-LITERACY.CCRA.R.2**

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

**CCSS.ELA-LITERACY.CCRA.R.3**

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**CCSS.ELA-LITERACY.CCRA.R.4**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CCSS.ELA-LITERACY.CCRA.R.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.



### CCSS.ELA-LITERACY.CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

### CCSS.ELA-LITERACY.CCRA.R.7

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

### CCSS.ELA-LITERACY.CCRA.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

### CCSS.ELA-LITERACY.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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### CCSS.ELA-LITERACY.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### CCSS.ELA-LITERACY.CCRA.L.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.

### CCSS.ELA-LITERACY.CCRA.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

### CCSS.ELA-LITERACY.CCRA.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### CCSS.ELA-LITERACY.CCRA.L.6

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

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## \*\*\*COMPLETE LIST OF LANGUAGE STANDARDS - GRADE 7

### CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.7.1.A

Explain the function of phrases and clauses in general and their function in specific sentences.

### CCSS.ELA-LITERACY.L.7.1.B

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among

ideas.

### CCSS.ELA-LITERACY.L.7.1.C

Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

### CCSS.ELA-LITERACY.L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### CCSS.ELA-LITERACY.L.7.2.A

Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

### CCSS.ELA-LITERACY.L.7.2.B

Spell correctly.

### CCSS.ELA-LITERACY.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.7.3.A

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### CCSS.ELA-LITERACY.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

### CCSS.ELA-LITERACY.L.7.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

### CCSS.ELA-LITERACY.L.7.4.B

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

### CCSS.ELA-LITERACY.L.7.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

### CCSS.ELA-LITERACY.L.7.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### CCSS.ELA-LITERACY.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### CCSS.ELA-LITERACY.L.7.5.A

Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

### CCSS.ELA-LITERACY.L.7.5.B

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

### CCSS.ELA-LITERACY.L.7.5.C

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

### CCSS.ELA-LITERACY.L.7.6

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 or expression.



# WRITE BRAIN BOOKS CCSS ALIGNMENT



## MIDDLE SCHOOL - GRADE 6

### INTRODUCTION: USING THE WRITE BRAIN CCSS ALIGNMENT

This CCSS grade-specific alignment is an excellent tool for the Common Core classroom. The standards listed for every WRITE BRAiN lesson represent the learning goals already built into those specific portions of the curriculum, as well as learning objectives (denoted by a double asterisk) that teachers may flexibly choose to highlight at their discretion. These learning objectives/standards are suggestive, and are included when the lesson is conducive to addressing them (\*\*).

The main purpose of this alignment is to provide educators with a resource that helps them get the most out of every WRITE BRAiN session. Our curriculum aligns intuitively with the CCSS, yet teachers know best as to when their students are ready to advance, and when they need more time to review and reinforce what they've learned. That's why we provide all the standards of learning that can be met in each lesson, reviewed, or perhaps noted and reserved for another class time.

### REGARDING GRAMMAR, PUNCTUATION, AND SPELLING:

We provide a "Basic Punctuation & Grammar Guide" and various language/vocabulary-expanding worksheets in the back of all our curriculum guides. However, we recommend that teachers supplement the WRITE BRAiN experience with their own, more comprehensive and focused grammar lessons. Where grammar, punctuation, and spelling standards are listed for the WRITE BRAiN lesson, teachers may select and emphasize certain grammar conventions. Likewise, some days may provide more time and opportunities to focus on spelling than other days. Having grade-appropriate dictionaries and thesauruses available throughout the writing process is suggested but not always stated explicitly in our lessons. \*\*\* (SEE BOTTOM FOR COMPLETE LIST OF LANGUAGE STANDARDS.)

### WRITE BRAiN WRITING AND READING:

Writing reinforces reading and reading reinforces writing. In this alignment, "Reading" standards are often listed in a writing-intensive lesson (and vice versa). This is because students often learn something about writing that changes and enhances their reading comprehension.

## PART ONE: GROUP AUTHORIZING

### Lesson #1: Becoming a Children's Book Author

#### CCSS.ELA-LITERACY.W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### CCSS.ELA-LITERACY.W.6.9.A

Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").\*\*

#### CCSS.ELA-LITERACY.SL.6.1.C

Pose and respond to specific questions with elaboration and

detail by making comments that contribute to the topic, text, or issue under discussion.

#### CCSS.ELA-LITERACY.SL.6.1.D

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

#### CCSS.ELA-LITERACY.SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

#### CCSS.ELA-LITERACY.RL.6.1

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

#### CCSS.ELA-LITERACY.RL.6.2

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.

**CCSS.ELA-LITERACY.RL.6.3**

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**CCSS.ELA-LITERACY.RL.6.4**

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.\*\*

**CCSS.ELA-LITERACY.RL.6.5**

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.

**CCSS.ELA-LITERACY.RL.6.6**

Explain how an author develops the point of view of the narrator or speaker in a text.\*\*

**CCSS.ELA-LITERACY.RL.6.7**

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.\*\*

**CCSS.ELA-LITERACY.RL.6.9**

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.\*\*

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**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.6.4.A**

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.6.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.\*\*

**CCSS.ELA-LITERACY.L.6.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*

**CCSS.ELA-LITERACY.L.6.6**

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 or expression.

## Lesson #2: Every Picture Tells YOUR Story

**CCSS.ELA-LITERACY.W.6.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.6.3.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.

**CCSS.ELA-LITERACY.W.6.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.6.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.\*\*

**CCSS.ELA-LITERACY.W.6.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**CCSS.ELA-LITERACY.W.6.4**

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

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**CCSS.ELA-LITERACY.SL.6.1**

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

**CCSS.ELA-LITERACY.SL.6.1.A**

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

**CCSS.ELA-LITERACY.SL.6.1.B**

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.6.1.C**

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

**CCSS.ELA-LITERACY.SL.6.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.RL.6.2**

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.

**CCSS.ELA-LITERACY.RL.6.3**

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**CCSS.ELA-LITERACY.RL.6.6**

Explain how an author develops the point of view of the narrator or speaker in a text.\*\*

**CCSS.ELA-LITERACY.RL.6.7**

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.\*\*

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**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.3.A**

Vary sentence patterns for meaning, reader/listener interest, and style.\*\*

**CCSS.ELA-LITERACY.L.6.3.B**

Maintain consistency in style and tone.\*\*

**CCSS.ELA-LITERACY.L.6.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**CCSS.ELA-LITERACY.L.6.6**

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 or expression.

### **Lesson #3: Expanded Expression**

**CCSS.ELA-LITERACY.W.6.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.6.3.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.

**CCSS.ELA-LITERACY.W.6.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.6.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.\*\*

**CCSS.ELA-LITERACY.W.6.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.3.E**

Provide a conclusion that follows from the narrated

experiences or events.

**CCSS.ELA-LITERACY.W.6.4**

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

**CCSS.ELA-LITERACY.W.6.5**

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

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**CCSS.ELA-LITERACY.SL.6.1.A**

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

**CCSS.ELA-LITERACY.SL.6.1.C**

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

**CCSS.ELA-LITERACY.SL.6.2**

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**CCSS.ELA-LITERACY.SL.6.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.RL.6.3**

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**CCSS.ELA-LITERACY.RL.6.4**

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.\*\*

**CCSS.ELA-LITERACY.RL.6.5**

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.\*\*

**CCSS.ELA-LITERACY.RL.6.6**

Explain how an author develops the point of view of the narrator or speaker in a text.\*\*

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**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6



reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.6.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**CCSS.ELA-LITERACY.L.6.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*

**CCSS.ELA-LITERACY.L.6.5.A**

Interpret figures of speech (e.g., personification) in context.\*\*

**CCSS.ELA-LITERACY.L.6.5.C**

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).\*\*

**CCSS.ELA-LITERACY.L.6.6**

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 or expression.

**The School-To-Home Connection (Optional)**

**CCSS.ELA-LITERACY.W.6.2**

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.\*\*

**CCSS.ELA-LITERACY.W.6.2.B**

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.\*\*

**CCSS.ELA-LITERACY.W.6.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.6.3.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.

**CCSS.ELA-LITERACY.W.6.4**

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

**CCSS.ELA-LITERACY.SL.6.1**

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

**CCSS.ELA-LITERACY.SL.6.1.C**

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

**CCSS.ELA-LITERACY.SL.6.1.D**

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

**CCSS.ELA-LITERACY.SL.6.2**

Interpret information presented in diverse media and formats

(e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**CCSS.ELA-LITERACY.SL.6.5**

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.\*\*

**CCSS.ELA-LITERACY.SL.6.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.3.A**

Vary sentence patterns for meaning, reader/listener interest, and style.\*\*

**CCSS.ELA-LITERACY.L.6.6**

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 or expression.

**Lesson #4: Group Book Selection: "Who is Our Artist?"**

**CCSS.ELA-LITERACY.SL.6.1**

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

**CCSS.ELA-LITERACY.SL.6.1.B**

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.6.2**

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**CCSS.ELA-LITERACY.RL.6.5**

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.

**CCSS.ELA-LITERACY.RL.6.7**

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.\*\*

**CCSS.ELA-LITERACY.L.6.1**



Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
**CCSS.ELA-LITERACY.L.6.3**  
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## Lesson #5: Students Commit to Collaborate

**CCSS.ELA-LITERACY.W.6.2**  
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.\*\*

**CCSS.ELA-LITERACY.W.6.2.B**  
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**CCSS.ELA-LITERACY.W.6.4**  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.6.9**  
Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.W.6.9.A**  
Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).\*\*

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**CCSS.ELA-LITERACY.SL.6.1**  
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.6.1.B**  
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.6.1.C**  
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**CCSS.ELA-LITERACY.SL.6.1.D**  
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CCSS.ELA-LITERACY.SL.6.6**  
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.RL.6.1**  
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.\*\*

**CCSS.ELA-LITERACY.RL.6.2**  
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.\*\*

**CCSS.ELA-LITERACY.RL.6.9**  
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.\*\*

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**CCSS.ELA-LITERACY.L.6.1**  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.1.E**  
Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.\*\*

**CCSS.ELA-LITERACY.L.6.3**  
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.6**  
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 or expression.

## Lesson #6: Lonely Illustrator Seeks Author

**CCSS.ELA-LITERACY.W.6.3**  
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.6.3.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.

**CCSS.ELA-LITERACY.W.6.3.B**  
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.6.3.D**  
Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.4**  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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**CCSS.ELA-LITERACY.SL.6.1**  
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.6.1.B**  
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.6.1.C**  
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**CCSS.ELA-LITERACY.SL.6.1.D**  
Review the key ideas expressed and demonstrate

understanding of multiple perspectives through reflection and paraphrasing.

**CCSS.ELA-LITERACY.SL.6.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.RI.6.1**

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

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**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.1.E**

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*\*

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.3.A**

Vary sentence patterns for meaning, reader/listener interest, and style.\*\*

**CCSS.ELA-LITERACY.L.6.6**

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 or expression.

## **Lesson #7: Pliable Plotlines**

**CCSS.ELA-LITERACY.W.6.1**

Write arguments to support claims with clear reasons and relevant evidence.\*\*

**CCSS.ELA-LITERACY.W.6.1.A**

Introduce claim(s) and organize the reasons and evidence clearly.\*\*

**CCSS.ELA-LITERACY.W.6.1.C**

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.\*\*

**CCSS.ELA-LITERACY.W.6.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.6.3.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.

**CCSS.ELA-LITERACY.W.6.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.6.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**CCSS.ELA-LITERACY.W.6.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**CCSS.ELA-LITERACY.W.6.4**

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

**CCSS.ELA-LITERACY.W.6.5**

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

**CCSS.ELA-LITERACY.W.6.6**

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.\*\*

**CCSS.ELA-LITERACY.W.6.7**

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**CCSS.ELA-LITERACY.W.6.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**CCSS.ELA-LITERACY.SL.6.1**

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

**CCSS.ELA-LITERACY.SL.6.1.B**

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.6.1.C**

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

**CCSS.ELA-LITERACY.SL.6.1.D**

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

**CCSS.ELA-LITERACY.SL.6.2**

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**CCSS.ELA-LITERACY.SL.6.3**

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.\*\*

**CCSS.ELA-LITERACY.SL.6.4**

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

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### CCSS.ELA-LITERACY.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

### CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.6.3.A

Vary sentence patterns for meaning, reader/listener interest, and style.\*\*

### CCSS.ELA-LITERACY.L.6.3.B

Maintain consistency in style and tone.\*\*

### CCSS.ELA-LITERACY.L.6.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

### CCSS.ELA-LITERACY.L.6.6

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 or expression.

## **Lesson #8: Creative Vocabulary**

### CCSS.ELA-LITERACY.W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.6.3.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.

### CCSS.ELA-LITERACY.W.6.3.B

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

### CCSS.ELA-LITERACY.W.6.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

### CCSS.ELA-LITERACY.W.6.4

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

### CCSS.ELA-LITERACY.W.6.5

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

### CCSS.ELA-LITERACY.W.6.9.A

Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").\*\*

### CCSS.ELA-LITERACY.SL.6.1

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

### CCSS.ELA-LITERACY.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

### CCSS.ELA-LITERACY.SL.6.1.C

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

### CCSS.ELA-LITERACY.SL.6.1.D

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

### CCSS.ELA-LITERACY.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

### CCSS.ELA-LITERACY.SL.6.3

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

### CCSS.ELA-LITERACY.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

### CCSS.ELA-LITERACY.RL.6.4

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.

### CCSS.ELA-LITERACY.RL.6.5

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.

### CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.6.3.A

Vary sentence patterns for meaning, reader/listener interest, and style.\*\*

### CCSS.ELA-LITERACY.L.6.3.B

Maintain consistency in style and tone.\*\*

### CCSS.ELA-LITERACY.L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.



### CCSS.ELA-LITERACY.L.6.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

### CCSS.ELA-LITERACY.L.6.5.C

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).\*\*

### CCSS.ELA-LITERACY.L.6.6

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 or expression.

## Lesson #9: Developing Characters

### CCSS.ELA-LITERACY.W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

#### CCSS.ELA-LITERACY.W.6.3.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.

#### CCSS.ELA-LITERACY.W.6.3.B

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

#### CCSS.ELA-LITERACY.W.6.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

#### CCSS.ELA-LITERACY.W.6.3.E

Provide a conclusion that follows from the narrated experiences or events.

### CCSS.ELA-LITERACY.W.6.4

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

### CCSS.ELA-LITERACY.W.6.5

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

### CCSS.ELA-LITERACY.SL.6.1

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

#### CCSS.ELA-LITERACY.SL.6.1.A

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

#### CCSS.ELA-LITERACY.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

#### CCSS.ELA-LITERACY.SL.6.1.C

Pose and respond to specific questions with elaboration and

detail by making comments that contribute to the topic, text, or issue under discussion.

### CCSS.ELA-LITERACY.SL.6.1.D

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

### CCSS.ELA-LITERACY.SL.6.3

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

### CCSS.ELA-LITERACY.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

### CCSS.ELA-LITERACY.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.\*\*

### CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.6.3.B

Maintain consistency in style and tone.\*\*

### CCSS.ELA-LITERACY.L.6.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

### CCSS.ELA-LITERACY.L.6.5.C

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).\*\*

## Lesson #10: Mapping & Planning - Structure The Storyline

### CCSS.ELA-LITERACY.W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

#### CCSS.ELA-LITERACY.W.6.3.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.

#### CCSS.ELA-LITERACY.W.6.3.B

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

#### CCSS.ELA-LITERACY.W.6.3.C

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

### CCSS.ELA-LITERACY.W.6.3.D



Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**CCSS.ELA-LITERACY.W.6.4**

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

**CCSS.ELA-LITERACY.W.6.5**

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

**CCSS.ELA-LITERACY.W.6.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**CCSS.ELA-LITERACY.SL.6.1**

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

**CCSS.ELA-LITERACY.SL.6.1.A**

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

**CCSS.ELA-LITERACY.SL.6.1.B**

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.6.1.C**

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

**CCSS.ELA-LITERACY.SL.6.1.D**

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

**CCSS.ELA-LITERACY.SL.6.2**

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**CCSS.ELA-LITERACY.SL.6.3**

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.\*\*

**CCSS.ELA-LITERACY.SL.6.4**

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

**CCSS.ELA-LITERACY.SL.6.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**CCSS.ELA-LITERACY.RL.6.2**

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.

**CCSS.ELA-LITERACY.RL.6.3**

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**CCSS.ELA-LITERACY.RL.6.4**

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.

**CCSS.ELA-LITERACY.RL.6.5**

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.

**CCSS.ELA-LITERACY.RL.6.6**

Explain how an author develops the point of view of the narrator or speaker in a text.

**CCSS.ELA-LITERACY.RL.6.7**

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.\*\*

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**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.3.A**

Vary sentence patterns for meaning, reader/listener interest, and style.\*\*

**CCSS.ELA-LITERACY.L.6.3.B**

Maintain consistency in style and tone.\*\*

**CCSS.ELA-LITERACY.L.6.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.6.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**CCSS.ELA-LITERACY.L.6.6**

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 or expression.

## Lesson #11: Identifying Themes

**CCSS.ELA-LITERACY.W.6.3**

Write narratives to develop real or imagined experiences or events using effective technique,



relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.6.3.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.

**CCSS.ELA-LITERACY.W.6.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.6.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**CCSS.ELA-LITERACY.W.6.4**

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

**CCSS.ELA-LITERACY.W.6.5**

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

**CCSS.ELA-LITERACY.W.6.7**

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**CCSS.ELA-LITERACY.W.6.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.W.6.9.A**

Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).\*\*

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**CCSS.ELA-LITERACY.SL.6.1**

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

**CCSS.ELA-LITERACY.SL.6.1.A**

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

**CCSS.ELA-LITERACY.SL.6.1.B**

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.6.1.C**

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

**CCSS.ELA-LITERACY.SL.6.1.D**

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

**CCSS.ELA-LITERACY.SL.6.2**

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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**CCSS.ELA-LITERACY.RL.6.1**

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

**CCSS.ELA-LITERACY.RL.6.2**

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.

**CCSS.ELA-LITERACY.RL.6.3**

Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.3.A**

Vary sentence patterns for meaning, reader/listener interest, and style.\*

**CCSS.ELA-LITERACY.L.6.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**CCSS.ELA-LITERACY.L.6.4.D**

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CCSS.ELA-LITERACY.L.6.6**

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 or expression.

## Lesson #12: Hidden Moments - Stretching Story Points

**CCSS.ELA-LITERACY.W.6.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.6.3.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.

**CCSS.ELA-LITERACY.W.6.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.6.3.C**

Use a variety of transition words, phrases, and



clauses to convey sequence and signal shifts from one time frame or setting to another.\*\*

**CCSS.ELA-LITERACY.W.6.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**CCSS.ELA-LITERACY.W.6.4**

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

**CCSS.ELA-LITERACY.W.6.5**

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

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**CCSS.ELA-LITERACY.SL.6.1**

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

**CCSS.ELA-LITERACY.SL.6.1.B**

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.6.1.C**

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

**CCSS.ELA-LITERACY.SL.6.1.D**

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

**CCSS.ELA-LITERACY.SL.6.2**

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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**CCSS.ELA-LITERACY.RL.6.3**

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**CCSS.ELA-LITERACY.RL.6.4**

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.\*\*

**CCSS.ELA-LITERACY.RL.6.5**

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.

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**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.3.A**

Vary sentence patterns for meaning, reader/listener interest, and style.

**CCSS.ELA-LITERACY.L.6.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**CCSS.ELA-LITERACY.L.6.6**

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 or expression.

## Lesson #13: Deliberate Dialogue

**CCSS.ELA-LITERACY.W.6.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.6.3.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.

**CCSS.ELA-LITERACY.W.6.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.6.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**CCSS.ELA-LITERACY.W.6.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.4**

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

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**CCSS.ELA-LITERACY.SL.6.1**

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

**CCSS.ELA-LITERACY.SL.6.1.C**

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

**CCSS.ELA-LITERACY.SL.6.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



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**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.1.A**

Ensure that pronouns are in the proper case (subjective, objective, possessive).\*\*

**CCSS.ELA-LITERACY.L.6.1.B**

Use intensive pronouns (e.g., myself, ourselves).\*\*

**CCSS.ELA-LITERACY.L.6.1.C**

Recognize and correct inappropriate shifts in pronoun number and person.\*\*

**CCSS.ELA-LITERACY.L.6.1.D**

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*\*

**CCSS.ELA-LITERACY.L.6.1.E**

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.3.A**

Vary sentence patterns for meaning, reader/listener interest, and style.\*\*

**CCSS.ELA-LITERACY.L.6.3.B**

Maintain consistency in style and tone.\*\*

**CCSS.ELA-LITERACY.L.6.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*

**CCSS.ELA-LITERACY.L.6.5.A**

Interpret figures of speech (e.g., personification) in context.\*\*

## Lesson #14: Leads and Conclusions

**CCSS.ELA-LITERACY.W.6.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.6.3.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.

**CCSS.ELA-LITERACY.W.6.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.6.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**CCSS.ELA-LITERACY.W.6.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**CCSS.ELA-LITERACY.W.6.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

audience.

**CCSS.ELA-LITERACY.W.6.5**

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

**CCSS.ELA-LITERACY.W.6.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.W.6.9.A**

Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").\*\*

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**CCSS.ELA-LITERACY.SL.6.1**

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

**CCSS.ELA-LITERACY.SL.6.1.A**

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

**CCSS.ELA-LITERACY.SL.6.1.B**

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.6.1.C**

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

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**CCSS.ELA-LITERACY.RL.6.3**

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**CCSS.ELA-LITERACY.RL.6.4**

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.\*\*

**CCSS.ELA-LITERACY.RL.6.5**

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.

**CCSS.ELA-LITERACY.RL.6.7**

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

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**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of





standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.1.E**

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*\*

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.3.A**

Vary sentence patterns for meaning, reader/listener interest, and style.

**CCSS.ELA-LITERACY.L.6.3.B**

Maintain consistency in style and tone.

**CCSS.ELA-LITERACY.L.6.6**

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 or expression.

## Lesson #15: Words Paint Places

**CCSS.ELA-LITERACY.W.6.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.6.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.6.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.4**

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

**CCSS.ELA-LITERACY.W.6.5**

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

**CCSS.ELA-LITERACY.W.6.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.W.6.9.A**

Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").\*\*

**CCSS.ELA-LITERACY.SL.6.1**

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

**CCSS.ELA-LITERACY.SL.6.1.B**

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.6.1.C**

Pose and respond to specific questions with elaboration and

detail by making comments that contribute to the topic, text, or issue under discussion.

**CCSS.ELA-LITERACY.SL.6.2**

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**CCSS.ELA-LITERACY.RL.6.1**

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

**CCSS.ELA-LITERACY.RL.6.5**

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.

**CCSS.ELA-LITERACY.RL.6.7**

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

**CCSS.ELA-LITERACY.RL.6.9**

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.\*\*

**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*

**CCSS.ELA-LITERACY.L.6.5.A**

Interpret figures of speech (e.g., personification) in context.\*\*

## Lesson #16: Character Portraits

**CCSS.ELA-LITERACY.W.6.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.6.3.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.

**CCSS.ELA-LITERACY.W.6.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.6.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.4**

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

### CCSS.ELA-LITERACY.W.6.5

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

### CCSS.ELA-LITERACY.W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### CCSS.ELA-LITERACY.W.6.9.A

Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).\*\*

### CCSS.ELA-LITERACY.SL.6.1

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

### CCSS.ELA-LITERACY.SL.6.1.A

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

### CCSS.ELA-LITERACY.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

### CCSS.ELA-LITERACY.SL.6.1.C

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

### CCSS.ELA-LITERACY.SL.6.1.D

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

### CCSS.ELA-LITERACY.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

### CCSS.ELA-LITERACY.RL.6.1

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

### CCSS.ELA-LITERACY.RL.6.4

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.\*\*

### CCSS.ELA-LITERACY.RL.6.5

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.

### CCSS.ELA-LITERACY.RL.6.9

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.\*\*

### CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.6.3.A

Vary sentence patterns for meaning, reader/listener interest, and style.\*\*

### CCSS.ELA-LITERACY.L.6.3.B

Maintain consistency in style and tone.\*\*

### CCSS.ELA-LITERACY.L.6.5.C

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).\*\*

## Lesson #17: Personalities & Profiles

### CCSS.ELA-LITERACY.W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.6.3.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.

### CCSS.ELA-LITERACY.W.6.3.B

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

### CCSS.ELA-LITERACY.W.6.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

### CCSS.ELA-LITERACY.W.6.4

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

### CCSS.ELA-LITERACY.W.6.5

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

### CCSS.ELA-LITERACY.SL.6.1

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

### CCSS.ELA-LITERACY.SL.6.1.A

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

### CCSS.ELA-LITERACY.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

### CCSS.ELA-LITERACY.SL.6.1.C

Pose and respond to specific questions with



elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**CCSS.ELA-LITERACY.SL.6.1.D**

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

**CCSS.ELA-LITERACY.SL.6.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.RL.6.5**

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.

**CCSS.ELA-LITERACY.RL.6.6**

Explain how an author develops the point of view of the narrator or speaker in a text.

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**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.1.E**

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.3.A**

Vary sentence patterns for meaning, reader/listener interest, and style.\*\*

**CCSS.ELA-LITERACY.L.6.3.B**

Maintain consistency in style and tone.\*\*

**CCSS.ELA-LITERACY.L.6.5.C**

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).\*\*

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## Lesson #18: Ready to Write

**CCSS.ELA-LITERACY.W.6.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.6.3.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.

**CCSS.ELA-LITERACY.W.6.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.6.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**CCSS.ELA-LITERACY.W.6.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**CCSS.ELA-LITERACY.W.6.4**

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

**CCSS.ELA-LITERACY.W.6.5**

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

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**CCSS.ELA-LITERACY.SL.6.1**

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

**CCSS.ELA-LITERACY.SL.6.1.A**

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

**CCSS.ELA-LITERACY.SL.6.1.B**

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.6.1.C**

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

**CCSS.ELA-LITERACY.SL.6.1.D**

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

**CCSS.ELA-LITERACY.SL.6.2**

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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**CCSS.ELA-LITERACY.RL.6.2**

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.

**CCSS.ELA-LITERACY.RL.6.3**

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**CCSS.ELA-LITERACY.RL.6.4**

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.

**CCSS.ELA-LITERACY.RL.6.5**

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.

**CCSS.ELA-LITERACY.RL.6.6**

Explain how an author develops the point of view of the narrator or speaker in a text.

**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.3.A**

Vary sentence patterns for meaning, reader/listener interest, and style.\*\*

**CCSS.ELA-LITERACY.L.6.3.B**

Maintain consistency in style and tone.\*\*

## Lesson #19: The Mighty Thesaurus

**CCSS.ELA-LITERACY.W.6.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.6.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.5**

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

**CCSS.ELA-LITERACY.W.6.7**

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**CCSS.ELA-LITERACY.W.6.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.SL.6.1**

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

**CCSS.ELA-LITERACY.SL.6.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**CCSS.ELA-LITERACY.RL.6.4**

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

**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.6.4.A**

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.6.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**CCSS.ELA-LITERACY.L.6.4.D**

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CCSS.ELA-LITERACY.L.6.5.C**

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).\*\*

**CCSS.ELA-LITERACY.L.6.6**

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 or expression.

## Lesson #20: Keep it Simple, Make it Special

**CCSS.ELA-LITERACY.W.6.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.6.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.4**

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

**CCSS.ELA-LITERACY.W.6.5**

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

**CCSS.ELA-LITERACY.W.6.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.SL.6.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-



led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.6.1.A**

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

**CCSS.ELA-LITERACY.SL.6.1.C**

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

**CCSS.ELA-LITERACY.SL.6.1.D**

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

**CCSS.ELA-LITERACY.SL.6.2**

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**CCSS.ELA-LITERACY.RL.6.1**

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

**CCSS.ELA-LITERACY.RL.6.2**

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.

**CCSS.ELA-LITERACY.RL.6.3**

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**CCSS.ELA-LITERACY.RL.6.5**

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.

**CCSS.ELA-LITERACY.RL.6.6**

Explain how an author develops the point of view of the narrator or speaker in a text.

**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.3.A**

Vary sentence patterns for meaning, reader/listener interest, and style.

**CCSS.ELA-LITERACY.L.6.3.B**

Maintain consistency in style and tone.

**Lesson #21: Spelling & Punctuation Pause**

**CCSS.ELA-LITERACY.W.6.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.6.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.4**

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

**CCSS.ELA-LITERACY.W.6.5**

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

**CCSS.ELA-LITERACY.W.6.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.SL.6.1**

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

**CCSS.ELA-LITERACY.SL.6.1.A**

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

**CCSS.ELA-LITERACY.SL.6.1.B**

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.6.1.C**

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

**CCSS.ELA-LITERACY.SL.6.2**

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**CCSS.ELA-LITERACY.RL.6.1**

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

**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.1.E**

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*

**CCSS.ELA-LITERACY.L.6.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.6.2.A**

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*



**CCSS.ELA-LITERACY.L.6.2.B**

Spell correctly.

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.3.A**

Vary sentence patterns for meaning, reader/listener interest, and style.\*\*

**CCSS.ELA-LITERACY.L.6.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**Lesson #22: “Know Your Audience. Who’s Reading Our Storybook?”**

**CCSS.ELA-LITERACY.W.6.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.6.3.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.

**CCSS.ELA-LITERACY.W.6.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.6.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**CCSS.ELA-LITERACY.W.6.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**CCSS.ELA-LITERACY.W.6.4**

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

**CCSS.ELA-LITERACY.W.6.5**

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

**CCSS.ELA-LITERACY.SL.6.1**

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

**CCSS.ELA-LITERACY.SL.6.1.A**

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

**CCSS.ELA-LITERACY.SL.6.1.B**

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.6.1.C**

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

**CCSS.ELA-LITERACY.SL.6.1.D**

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

**CCSS.ELA-LITERACY.RL.6.1**

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

**CCSS.ELA-LITERACY.RL.6.2**

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.

**CCSS.ELA-LITERACY.RL.6.3**

Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**CCSS.ELA-LITERACY.RL.6.4**

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.

**CCSS.ELA-LITERACY.RL.6.5**

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.

**CCSS.ELA-LITERACY.RL.6.6**

Explain how an author develops the point of view of the narrator or speaker in a text.

**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.1.A**

Ensure that pronouns are in the proper case (subjective, objective, possessive).\*\*

**CCSS.ELA-LITERACY.L.6.1.C**

Recognize and correct inappropriate shifts in pronoun number and person.\*\*

**CCSS.ELA-LITERACY.L.6.1.D**

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*\*

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.3.A**

Vary sentence patterns for meaning, reader/listener interest, and style.

**CCSS.ELA-LITERACY.L.6.3.B**

Maintain consistency in style and tone.

## Lesson #23: First Feedback

### CCSS.ELA-LITERACY.W.6.4

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

### CCSS.ELA-LITERACY.W.6.5

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

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### CCSS.ELA-LITERACY.SL.6.1

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

### CCSS.ELA-LITERACY.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

### CCSS.ELA-LITERACY.SL.6.1.C

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

### CCSS.ELA-LITERACY.SL.6.1.D

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

### CCSS.ELA-LITERACY.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

### CCSS.ELA-LITERACY.SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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### CCSS.ELA-LITERACY.RL.6.1

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

### CCSS.ELA-LITERACY.RL.6.2

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.

### CCSS.ELA-LITERACY.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

### CCSS.ELA-LITERACY.RL.6.5

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.

### CCSS.ELA-LITERACY.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

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### CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.6.1.E

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*\*

### CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## Lesson #24: Titles & Dedications

### CCSS.ELA-LITERACY.W.6.4

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

### CCSS.ELA-LITERACY.W.6.5

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

### CCSS.ELA-LITERACY.W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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### CCSS.ELA-LITERACY.SL.6.1

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

### CCSS.ELA-LITERACY.SL.6.1.A

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

### CCSS.ELA-LITERACY.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

### CCSS.ELA-LITERACY.SL.6.1.C

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

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### CCSS.ELA-LITERACY.RL.6.1

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

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### CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.



## Lesson #25: Who Are We? – Crafting Our Bio

### CCSS.ELA-LITERACY.W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### CCSS.ELA-LITERACY.W.6.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

### CCSS.ELA-LITERACY.W.6.4

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

### CCSS.ELA-LITERACY.W.6.5

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

### CCSS.ELA-LITERACY.W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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### CCSS.ELA-LITERACY.SL.6.1

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

### CCSS.ELA-LITERACY.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

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### CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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## Lesson #26: From Work to Workbook

### CCSS.ELA-LITERACY.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

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### CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### CCSS.ELA-LITERACY.L.6.2.A

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*

### CCSS.ELA-LITERACY.L.6.2.B

Spell correctly.

### CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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## Lesson #27: Prepare & Present!

### CCSS.ELA-LITERACY.SL.6.1.A

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

### CCSS.ELA-LITERACY.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

### CCSS.ELA-LITERACY.SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.\*\*

### CCSS.ELA-LITERACY.SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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### CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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## Lesson #28: United Upload

### CCSS.ELA-LITERACY.W.6.6

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.

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### CCSS.ELA-LITERACY.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

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### CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### CCSS.ELA-LITERACY.L.6.2.A

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*

### CCSS.ELA-LITERACY.L.6.2.B

Spell correctly.





## Lesson #29: Relax & Reflect!

### CCSS.ELA-LITERACY.W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.6.3.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.\*\*

### CCSS.ELA-LITERACY.W.6.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

### CCSS.ELA-LITERACY.W.6.3.E

Provide a conclusion that follows from the narrated experiences or events.

### CCSS.ELA-LITERACY.W.6.4

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

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### CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## Lesson #30: Expository Writing from Experience

### CCSS.ELA-LITERACY.W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### CCSS.ELA-LITERACY.W.6.2.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.\*\*

### CCSS.ELA-LITERACY.W.6.2.B

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

### CCSS.ELA-LITERACY.W.6.2.F

Provide a concluding statement or section that follows from the information or explanation presented.

### CCSS.ELA-LITERACY.W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.\*\*

### CCSS.ELA-LITERACY.W.6.3.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.\*\*

### CCSS.ELA-LITERACY.W.6.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

### CCSS.ELA-LITERACY.W.6.4

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

### CCSS.ELA-LITERACY.W.6.5

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

### CCSS.ELA-LITERACY.W.6.6

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.\*\*

### CCSS.ELA-LITERACY.W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.\*\*

### CCSS.ELA-LITERACY.W.6.8

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.\*\*

### CCSS.ELA-LITERACY.W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.\*\*

### CCSS.ELA-LITERACY.W.6.9.A

Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).\*\*

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### CCSS.ELA-LITERACY.SL.6.1

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

### CCSS.ELA-LITERACY.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

### CCSS.ELA-LITERACY.SL.6.1.C

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

### CCSS.ELA-LITERACY.SL.6.1.D

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

### CCSS.ELA-LITERACY.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

### CCSS.ELA-LITERACY.SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.\*\*



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**CCSS.ELA-LITERACY.RL.6.1**

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

**CCSS.ELA-LITERACY.RL.6.2**

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.

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**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.6.2.A**

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*

**CCSS.ELA-LITERACY.L.6.2.B**

Spell correctly.

**CCSS.ELA-LITERACY.L.6.6**

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 or expression.

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## PART TWO: INDIVIDUAL AUTHORSHIP

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### Lesson #1: "Take It to the Mat!"

**CCSS.ELA-LITERACY.W.6.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.6.3.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.

**CCSS.ELA-LITERACY.W.6.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.6.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**CCSS.ELA-LITERACY.W.6.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**CCSS.ELA-LITERACY.W.6.4**

Produce clear and coherent writing in which the development,

organization, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.6.10**

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

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**CCSS.ELA-LITERACY.SL.6.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.3.A**

Vary sentence patterns for meaning, reader/listener interest, and style.\*\*

**CCSS.ELA-LITERACY.L.6.3.B**

Maintain consistency in style and tone.\*\*

**CCSS.ELA-LITERACY.L.6.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**CCSS.ELA-LITERACY.L.6.6**

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 or expression.

### The School-To-Home Connection (Optional)

**CCSS.ELA-LITERACY.W.6.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.\*\*

**CCSS.ELA-LITERACY.W.6.3.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.

**CCSS.ELA-LITERACY.W.6.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.6.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.7**

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.\*\*

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**CCSS.ELA-LITERACY.SL.6.1**

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

**CCSS.ELA-LITERACY.SL.6.1.A**

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

**CCSS.ELA-LITERACY.SL.6.1.C**

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

**CCSS.ELA-LITERACY.SL.6.1.D**

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

**CCSS.ELA-LITERACY.SL.6.2**

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**CCSS.ELA-LITERACY.SL.6.4**

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

**CCSS.ELA-LITERACY.SL.6.5**

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.\*\*

**CCSS.ELA-LITERACY.SL.6.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**CCSS.ELA-LITERACY.RL.6.2**

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.

**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.6**

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 or expression.

**Lesson #2: Past vs. Present; Get inTENSE!**

**CCSS.ELA-LITERACY.W.6.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.6.3.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.

**CCSS.ELA-LITERACY.W.6.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.6.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**CCSS.ELA-LITERACY.W.6.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.4**

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

**CCSS.ELA-LITERACY.W.6.5**

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

**CCSS.ELA-LITERACY.SL.6.1**

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

**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.3.A**

Vary sentence patterns for meaning, reader/listener interest, and style.

**CCSS.ELA-LITERACY.L.6.3.B**

Maintain consistency in style and tone.

**CCSS.ELA-LITERACY.L.6.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**Lesson #3: Point of View - Picking Your Perspective**

**CCSS.ELA-LITERACY.W.6.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.6.3.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.

**CCSS.ELA-LITERACY.W.6.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.6.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**CCSS.ELA-LITERACY.W.6.4**

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

**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.3.A**

Vary sentence patterns for meaning, reader/listener interest, and style.\*\*

**CCSS.ELA-LITERACY.L.6.3.B**

Maintain consistency in style and tone.\*\*

**CCSS.ELA-LITERACY.L.6.6**

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 or expression.

The School-To-Home Connection (Optional)

**CCSS.ELA-LITERACY.W.6.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.6.3.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.

**CCSS.ELA-LITERACY.W.6.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.6.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**CCSS.ELA-LITERACY.W.6.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**CCSS.ELA-LITERACY.W.6.4**

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

**CCSS.ELA-LITERACY.W.6.5**

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

**CCSS.ELA-LITERACY.W.6.7**

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.\*\*

**CCSS.ELA-LITERACY.SL.6.1**

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

**CCSS.ELA-LITERACY.SL.6.1.C**

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

**CCSS.ELA-LITERACY.SL.6.2**

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**CCSS.ELA-LITERACY.SL.6.5**

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.\*\*

**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.5.C**

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).\*\*

**Lesson #4: Presenting Different Perspectives**

**CCSS.ELA-LITERACY.W.6.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.6.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.4**

Produce clear and coherent writing in which the development, organization, and style are



appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.6.5**

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

**CCSS.ELA-LITERACY.W.6.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**CCSS.ELA-LITERACY.SL.6.1.C**

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

**CCSS.ELA-LITERACY.SL.6.1.D**

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

**CCSS.ELA-LITERACY.SL.6.2**

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**CCSS.ELA-LITERACY.SL.6.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.RL.6.1**

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

**CCSS.ELA-LITERACY.RL.6.6**

Explain how an author develops the point of view of the narrator or speaker in a text.

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**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.1.A**

Ensure that pronouns are in the proper case (subjective, objective, possessive).\*\*

**CCSS.ELA-LITERACY.L.6.1.B**

Use intensive pronouns (e.g., myself, ourselves).\*\*

**CCSS.ELA-LITERACY.L.6.1.C**

Recognize and correct inappropriate shifts in pronoun number and person.\*\*

**CCSS.ELA-LITERACY.L.6.1.D**

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*\*

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.3.B**

Maintain consistency in style and tone.

**CCSS.ELA-LITERACY.L.6.6**

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 or expression.

## Lesson #5: Meet Your Illustrator

**CCSS.ELA-LITERACY.W.6.4**

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

**CCSS.ELA-LITERACY.W.6.6**

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.\*\*

**CCSS.ELA-LITERACY.W.6.7**

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**CCSS.ELA-LITERACY.W.6.8**

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.

**CCSS.ELA-LITERACY.W.6.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**CCSS.ELA-LITERACY.RL.6.2**

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.

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**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.6**

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 or expression.

The School-To-Home Connection (Optional)

**CCSS.ELA-LITERACY.W.6.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.6.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.4**



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

**CCSS.ELA-LITERACY.W.6.5**

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

**CCSS.ELA-LITERACY.W.6.7**

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**CCSS.ELA-LITERACY.W.6.10**

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

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**CCSS.ELA-LITERACY.SL.6.1**

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

**CCSS.ELA-LITERACY.SL.6.1.C**

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

**CCSS.ELA-LITERACY.SL.6.1.D**

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

**CCSS.ELA-LITERACY.SL.6.2**

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**CCSS.ELA-LITERACY.SL.6.4**

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

**CCSS.ELA-LITERACY.SL.6.5**

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**CCSS.ELA-LITERACY.SL.6.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.RL.6.5**

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.\*\*

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**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard

English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Lesson #6: Worksheet Workout!**

**CCSS.ELA-LITERACY.W.6.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.6.3.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.

**CCSS.ELA-LITERACY.W.6.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.6.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.\*\*

**CCSS.ELA-LITERACY.W.6.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**CCSS.ELA-LITERACY.W.6.4**

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

**CCSS.ELA-LITERACY.W.6.10**

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

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**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.3.A**

Vary sentence patterns for meaning, reader/listener interest, and style.\*\*

**CCSS.ELA-LITERACY.L.6.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**Lesson #7: The First Draft**

**CCSS.ELA-LITERACY.W.6.3**

Write narratives to develop real or imagined experiences or events using effective technique,

relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.6.3.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.

**CCSS.ELA-LITERACY.W.6.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.6.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**CCSS.ELA-LITERACY.W.6.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**CCSS.ELA-LITERACY.W.6.4**

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

**CCSS.ELA-LITERACY.W.6.5**

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

**CCSS.ELA-LITERACY.W.6.10**

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

**CCSS.ELA-LITERACY.SL.6.1**

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

**CCSS.ELA-LITERACY.SL.6.1.A**

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

**CCSS.ELA-LITERACY.SL.6.1.B**

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.6.1.C**

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

**CCSS.ELA-LITERACY.SL.6.1.D**

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

**CCSS.ELA-LITERACY.SL.6.2**

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**CCSS.ELA-LITERACY.RL.6.2**

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.

**CCSS.ELA-LITERACY.RL.6.3**

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.1.E**

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*\*

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.3.A**

Vary sentence patterns for meaning, reader/listener interest, and style.\*\*

**CCSS.ELA-LITERACY.L.6.3.B**

Maintain consistency in style and tone.\*\*

**CCSS.ELA-LITERACY.L.6.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

## Lesson #8: Recognize & Research

**CCSS.ELA-LITERACY.W.6.2.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.\*\*

**CCSS.ELA-LITERACY.W.6.2.B**

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.\*\*

**CCSS.ELA-LITERACY.W.6.2.D**

Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CCSS.ELA-LITERACY.W.6.4**

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

**CCSS.ELA-LITERACY.W.6.7**

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**CCSS.ELA-LITERACY.W.6.8**

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.

**CCSS.ELA-LITERACY.W.6.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**CCSS.ELA-LITERACY.RL.6.1**

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

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**CCSS.ELA-LITERACY.RI.6.7**

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

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**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.6.4.A**

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.6.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**CCSS.ELA-LITERACY.L.6.6**

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 or expression.

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## **Lesson #9: Engaged Sharing & Active Listening**

**CCSS.ELA-LITERACY.W.6.4**

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

**CCSS.ELA-LITERACY.W.6.5**

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

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**CCSS.ELA-LITERACY.SL.6.1**

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

**CCSS.ELA-LITERACY.SL.6.1.B**

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.6.1.C**

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

**CCSS.ELA-LITERACY.SL.6.1.D**

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

**CCSS.ELA-LITERACY.SL.6.2**

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**CCSS.ELA-LITERACY.SL.6.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**CCSS.ELA-LITERACY.RL.6.1**

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

**CCSS.ELA-LITERACY.RL.6.2**

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.

**CCSS.ELA-LITERACY.RL.6.3**

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**CCSS.ELA-LITERACY.RL.6.5**

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.

**CCSS.ELA-LITERACY.RL.6.6**

Explain how an author develops the point of view of the narrator or speaker in a text.

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**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.1.E**

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*\*

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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## **Lesson #10: My Last Pass**





#### CCSS.ELA-LITERACY.W.6.4

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

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#### CCSS.ELA-LITERACY.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

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#### CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### CCSS.ELA-LITERACY.L.6.2.A

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*

#### CCSS.ELA-LITERACY.L.6.2.B

Spell correctly.

#### CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### **Lesson #11: From the Pencil to the Pages!**

#### CCSS.ELA-LITERACY.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

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#### CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### CCSS.ELA-LITERACY.L.6.2.A

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*

#### CCSS.ELA-LITERACY.L.6.2.B

Spell correctly.

#### CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### **Lesson #12: Book Builder Upload**

#### CCSS.ELA-LITERACY.W.6.6

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.

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#### CCSS.ELA-LITERACY.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.\*\*

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#### CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### CCSS.ELA-LITERACY.L.6.2.A

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

#### CCSS.ELA-LITERACY.L.6.2.B

Spell correctly.

### **Lesson #13: Published Authors Present**

#### CCSS.ELA-LITERACY.SL.6.1.A

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

#### CCSS.ELA-LITERACY.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

#### CCSS.ELA-LITERACY.SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.\*\*

#### CCSS.ELA-LITERACY.SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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#### CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### **Lesson #14: Relax & Reflect!**

#### CCSS.ELA-LITERACY.W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

#### CCSS.ELA-LITERACY.W.6.3.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.\*\*

#### CCSS.ELA-LITERACY.W.6.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.



### CCSS.ELA-LITERACY.W.6.3.E

Provide a conclusion that follows from the narrated experiences or events.

### CCSS.ELA-LITERACY.W.6.4

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

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### CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## **Lesson #15: Pointing to Perspectives - Flexible Thinking**

### CCSS.ELA-LITERACY.W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.6.3.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.

### CCSS.ELA-LITERACY.W.6.3.B

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

### CCSS.ELA-LITERACY.W.6.3.C

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

### CCSS.ELA-LITERACY.W.6.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

### CCSS.ELA-LITERACY.W.6.3.E

Provide a conclusion that follows from the narrated experiences or events.

### CCSS.ELA-LITERACY.W.6.4

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

### CCSS.ELA-LITERACY.W.6.10

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

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### CCSS.ELA-LITERACY.SL.6.1

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

### CCSS.ELA-LITERACY.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

### CCSS.ELA-LITERACY.SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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### CCSS.ELA-LITERACY.RL.6.2

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.

### CCSS.ELA-LITERACY.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

### CCSS.ELA-LITERACY.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.\*\*

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### CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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## COLLEGE AND CAREER READINESS STANDARDS ADDRESSED

### CCSS.ELA-LITERACY.CCRA.W.1

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

### CCSS.ELA-LITERACY.CCRA.W.2

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

### CCSS.ELA-LITERACY.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### CCSS.ELA-LITERACY.CCRA.W.4

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

### CCSS.ELA-LITERACY.CCRA.W.5

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

### CCSS.ELA-LITERACY.CCRA.W.6

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

### CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained



research projects based on focused questions, demonstrating understanding of the subject under investigation.

**CCSS.ELA-LITERACY.CCRA.W.8**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**CCSS.ELA-LITERACY.CCRA.W.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.CCRA.W.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.

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**CCSS.ELA-LITERACY.CCRA.SL.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.

**CCSS.ELA-LITERACY.CCRA.SL.2**

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.CCRA.SL.3**

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**CCSS.ELA-LITERACY.CCRA.SL.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.

**CCSS.ELA-LITERACY.CCRA.SL.5**

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**CCSS.ELA-LITERACY.CCRA.SL.6**

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

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**CCSS.ELA-LITERACY.CCRA.R.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.

**CCSS.ELA-LITERACY.CCRA.R.2**

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

**CCSS.ELA-LITERACY.CCRA.R.3**

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**CCSS.ELA-LITERACY.CCRA.R.4**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CCSS.ELA-LITERACY.CCRA.R.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.

**CCSS.ELA-LITERACY.CCRA.R.6**

Assess how point of view or purpose shapes the content and style of a text.

**CCSS.ELA-LITERACY.CCRA.R.7**

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

**CCSS.ELA-LITERACY.CCRA.R.8**

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**CCSS.ELA-LITERACY.CCRA.R.9**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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**CCSS.ELA-LITERACY.CCRA.L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.CCRA.L.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.CCRA.L.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.

**CCSS.ELA-LITERACY.CCRA.L.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**CCSS.ELA-LITERACY.CCRA.L.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-LITERACY.CCRA.L.6**

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

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**\*\*\*COMPLETE LIST OF LANGUAGE STANDARDS - GRADE 6**

**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.1.A**

Ensure that pronouns are in the proper case (subjective, objective, possessive).

**CCSS.ELA-LITERACY.L.6.1.B**



Use intensive pronouns (e.g., myself, ourselves).

**CCSS.ELA-LITERACY.L.6.1.C**

Recognize and correct inappropriate shifts in pronoun number and person.\*

**CCSS.ELA-LITERACY.L.6.1.D**

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*

**CCSS.ELA-LITERACY.L.6.1.E**

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*

**CCSS.ELA-LITERACY.L.6.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.6.2.A**

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*

**CCSS.ELA-LITERACY.L.6.2.B**

Spell correctly.

Knowledge of Language:

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.3.A**

Vary sentence patterns for meaning, reader/listener interest, and style.\*

**CCSS.ELA-LITERACY.L.6.3.B**

Maintain consistency in style and tone.\*

**CCSS.ELA-LITERACY.L.6.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.6.4.A**

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.6.4.B**

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

**CCSS.ELA-LITERACY.L.6.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**CCSS.ELA-LITERACY.L.6.4.D**

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CCSS.ELA-LITERACY.L.6.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-LITERACY.L.6.5.A**

Interpret figures of speech (e.g., personification) in context.

**CCSS.ELA-LITERACY.L.6.5.B**

Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

**CCSS.ELA-LITERACY.L.6.5.C**

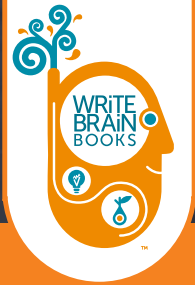
Distinguish among the connotations (associations) of words

with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

**CCSS.ELA-LITERACY.L.6.6**

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 or expression.

# WRITE BRAIN BOOKS CCSS ALIGNMENT



## ELEMENTARY - GRADE 5

### INTRODUCTION: USING THE WRITE BRAIN CCSS ALIGNMENT

This CCSS grade-specific alignment is an excellent tool for the Common Core classroom. The standards listed for every WRITE BRAIN lesson represent the learning goals already built into those specific portions of the curriculum, as well as learning objectives (denoted by a double asterisk) that teachers may flexibly choose to highlight at their discretion. These learning objectives/standards are suggestive, and are included when the lesson is conducive to addressing them (\*\*).

The main purpose of this alignment is to provide educators with a resource that helps them get the most out of every WRITE BRAIN session. Our curriculum aligns intuitively with the CCSS, yet teachers know best as to when their students are ready to advance, and when they need more time to review and reinforce what they've learned. That's why we provide all the standards of learning that can be met in each lesson, reviewed, or perhaps noted and reserved for another class time.

### REGARDING GRAMMAR, PUNCTUATION, AND SPELLING:

We provide a "Basic Punctuation & Grammar Guide" and various language/vocabulary-expanding worksheets in the back of all our curriculum guides. However, we recommend that teachers supplement the WRITE BRAIN experience with their own, more comprehensive and focused grammar lessons. Where grammar, punctuation, and spelling standards are listed for the WRITE BRAIN lesson, teachers may select and emphasize certain grammar conventions. Likewise, some days may provide more time and opportunities to focus on spelling than other days. Having grade-appropriate dictionaries and thesauruses available throughout the writing process is suggested but not always stated explicitly in our lessons. \*\*\* (SEE BOTTOM FOR COMPLETE LIST OF LANGUAGE STANDARDS.)

### WRITE BRAIN WRITING AND READING:

Writing reinforces reading and reading reinforces writing. In this alignment, "Reading" standards are often listed in a writing-intensive lesson (and vice versa). This is because students often learn something about writing that changes and enhances their reading comprehension.

## PART ONE: GROUP AUTHORING

### Introduction: Why Do You Love That Book?

#### CCSS.ELA-LITERACY.W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

#### CCSS.ELA-LITERACY.SL.5.4

Report on a topic or text or present an opinion, sequencing

ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.\*\*

#### CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### Lesson #1: Every Picture Tells YOUR Story

#### CCSS.ELA-LITERACY.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive



details, and clear event sequences.

**CCSS.ELA-LITERACY.W.5.3.A**

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**CCSS.ELA-LITERACY.W.5.3.B**

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**CCSS.ELA-LITERACY.W.5.3.C**

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.\*\*

**CCSS.ELA-LITERACY.W.5.3.D**

Use concrete words and phrases and sensory details to convey experiences and events precisely.

**CCSS.ELA-LITERACY.W.5.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**CCSS.ELA-LITERACY.W.5.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.5.5**

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

**CCSS.ELA-LITERACY.W.5.10**

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

**CCSS.ELA-LITERACY.SL.5.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.5.1.A**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CCSS.ELA-LITERACY.SL.5.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.5.1.C**

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**CCSS.ELA-LITERACY.SL.5.1.D**

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**CCSS.ELA-LITERACY.SL.5.2**

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.\*\*

**CCSS.ELA-LITERACY.SL.5.4**

Report on a topic or text or present an opinion, sequencing

ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**CCSS.ELA-LITERACY.SL.5.6**

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.\*\*

**CCSS.ELA-LITERACY.RL.5.3**

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).\*\*

**CCSS.ELA-LITERACY.RL.5.7**

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).\*\*

**CCSS.ELA-LITERACY.RL.5.9**

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.\*\*

**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.1.C**

Use verb tense to convey various times, sequences, states, and conditions.\*\*

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.5.3.A**

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**CCSS.ELA-LITERACY.L.5.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.\*\*

## Lesson #2: The Deeper Draft

**CCSS.ELA-LITERACY.W.5.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-LITERACY.W.5.3.A**

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**CCSS.ELA-LITERACY.W.5.3.B**

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**CCSS.ELA-LITERACY.W.5.3.C**

Use a variety of transitional words, phrases, and



clauses to manage the sequence of events.\*\*

**CCSS.ELA-LITERACY.W.5.3.D**

Use concrete words and phrases and sensory details to convey experiences and events precisely.

**CCSS.ELA-LITERACY.W.5.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**CCSS.ELA-LITERACY.W.5.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.5.5**

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

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**CCSS.ELA-LITERACY.SL.5.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.5.1.C**

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**CCSS.ELA-LITERACY.SL.5.1.D**

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**CCSS.ELA-LITERACY.SL.5.2**

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.5.4**

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.\*\*

**CCSS.ELA-LITERACY.SL.5.6**

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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**CCSS.ELA-LITERACY.RL.5.3**

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**CCSS.ELA-LITERACY.RL.5.6**

Describe how a narrator's or speaker's point of view influences how events are described.

**CCSS.ELA-LITERACY.RL.5.7**

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.5.3.A**

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**CCSS.ELA-LITERACY.L.5.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**CCSS.ELA-LITERACY.L.5.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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## Lesson #3: Point of View - Picking Your Perspective

**CCSS.ELA-LITERACY.W.5.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-LITERACY.W.5.3.A**

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**CCSS.ELA-LITERACY.W.5.3.B**

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**CCSS.ELA-LITERACY.W.5.3.C**

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.\*\*

**CCSS.ELA-LITERACY.W.5.3.D**

Use concrete words and phrases and sensory details to convey experiences and events precisely.

**CCSS.ELA-LITERACY.W.5.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**CCSS.ELA-LITERACY.W.5.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.5.5**

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

**CCSS.ELA-LITERACY.W.5.7**

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**CCSS.ELA-LITERACY.W.5.10**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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**CCSS.ELA-LITERACY.SL.5.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.5.1.A**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CCSS.ELA-LITERACY.SL.5.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.5.1.C**

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**CCSS.ELA-LITERACY.SL.5.1.D**

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**CCSS.ELA-LITERACY.SL.5.2**

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.5.4**

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**CCSS.ELA-LITERACY.SL.5.6**

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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**CCSS.ELA-LITERACY.RL.5.6**

Describe how a narrator's or speaker's point of view influences how events are described.

**CCSS.ELA-LITERACY.RL.5.9**

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

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**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.5.3.A**

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**CCSS.ELA-LITERACY.L.5.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**CCSS.ELA-LITERACY.L.5.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

The School-To-Home Connection (Optional)

**CCSS.ELA-LITERACY.W.5.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-LITERACY.W.5.3.B**

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**CCSS.ELA-LITERACY.W.5.3.C**

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.\*\*

**CCSS.ELA-LITERACY.W.5.3.D**

Use concrete words and phrases and sensory details to convey experiences and events precisely.

**CCSS.ELA-LITERACY.W.5.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.5.10**

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

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**CCSS.ELA-LITERACY.SL.5.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.5.1.A**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CCSS.ELA-LITERACY.SL.5.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.5.1.C**

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.\*\*

**CCSS.ELA-LITERACY.SL.5.1.D**

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**CCSS.ELA-LITERACY.SL.5.2**

Summarize a written text read aloud or information



presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.5.3**

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**CCSS.ELA-LITERACY.SL.5.4**

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.\*\*

**CCSS.ELA-LITERACY.SL.5.5**

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.\*\*

**CCSS.ELA-LITERACY.SL.5.6**

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**CCSS.ELA-LITERACY.RL.5.6**

Describe how a narrator's or speaker's point of view influences how events are described.\*\*

**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.5.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.\*\*

**CCSS.ELA-LITERACY.L.5.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Lesson #4: Presenting Different Perspectives**

**CCSS.ELA-LITERACY.W.5.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.5.5**

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

**CCSS.ELA-LITERACY.W.5.10**

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

**CCSS.ELA-LITERACY.SL.5.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.5.1.A**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CCSS.ELA-LITERACY.SL.5.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.5.2**

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.5.6**

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**CCSS.ELA-LITERACY.RF.5.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RF.5.4.A**

Read grade-level text with purpose and understanding.

**CCSS.ELA-LITERACY.RF.5.4.B**

Read grade-level prose orally with accuracy, appropriate rate, and expression on successive readings.

**CCSS.ELA-LITERACY.RL.5.3**

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**CCSS.ELA-LITERACY.RL.5.6**

Describe how a narrator's or speaker's point of view influences how events are described.

**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.5.3.B

Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.\*\*

### CCSS.ELA-LITERACY.L.5.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

### CCSS.ELA-LITERACY.L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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## Lesson #5: Group Book Selection - "Who is My Artist?"

### CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

### CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

### CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

### CCSS.ELA-LITERACY.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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### CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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## Lesson #6: When Collaboration Causes Conflict

### CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse

partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

### CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

### CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

### CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

### CCSS.ELA-LITERACY.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### CCSS.ELA-LITERACY.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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### CCSS.ELA-LITERACY.RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

### CCSS.ELA-LITERACY.RF.5.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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### CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.5.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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## Lesson #7: Book Walking and Story Talking

### CCSS.ELA-LITERACY.W.5.8

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

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### CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts,

building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.5.1.A**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CCSS.ELA-LITERACY.SL.5.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.5.1.C**

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**CCSS.ELA-LITERACY.SL.5.1.D**

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**CCSS.ELA-LITERACY.SL.5.2**

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.5.3**

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**CCSS.ELA-LITERACY.SL.5.6**

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**CCSS.ELA-LITERACY.RF.5.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RL.5.3**

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**CCSS.ELA-LITERACY.RL.5.6**

Describe how a narrator's or speaker's point of view influences how events are described.

**CCSS.ELA-LITERACY.RL.5.7**

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).\*\*

**CCSS.ELA-LITERACY.RL.5.9**

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.\*\*

**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.5.3.A**

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**CCSS.ELA-LITERACY.L.5.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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## Lesson #8: Character Development & Creative Vocabulary

**CCSS.ELA-LITERACY.W.5.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.5.5**

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

**CCSS.ELA-LITERACY.W.5.10**

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

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**CCSS.ELA-LITERACY.SL.5.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.5.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.5.1.C**

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**CCSS.ELA-LITERACY.SL.5.1.D**

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**CCSS.ELA-LITERACY.SL.5.4**

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**CCSS.ELA-LITERACY.SL.5.6**

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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**CCSS.ELA-LITERACY.RL.5.7**

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).



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### CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.5.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

### CCSS.ELA-LITERACY.L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).\*\*

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## Lesson #9: Character Arc

### CCSS.ELA-LITERACY.5.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.\* e. Use correlative conjunctions (e.g., either/or, neither/nor).

### CCSS.ELA-LITERACY.5.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.\* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.

### CCSS.ELA-LITERACY.5.L.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

### CCSS.ELA-LITERACY.5.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common

idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

### CCSS.ELA-LITERACY.5.L.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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### CCSS.ELA-LITERACY.5.W.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

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### CCSS.ELA-LITERACY.5.SL.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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### CCSS.ELA-LITERACY.5.SL.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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## Lesson #10: Storyline Planning - Make a Map of it!

### CCSS.ELA-LITERACY.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### CCSS.ELA-LITERACY.W.5.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

### CCSS.ELA-LITERACY.W.5.3.D

Use concrete words and phrases and sensory



details to convey experiences and events precisely.

**CCSS.ELA-LITERACY.W.5.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**CCSS.ELA-LITERACY.W.5.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.5.5**

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

**CCSS.ELA-LITERACY.W.5.10**

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

**CCSS.ELA-LITERACY.SL.5.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.5.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.5.1.C**

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**CCSS.ELA-LITERACY.SL.5.1.D**

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**CCSS.ELA-LITERACY.RL.5.7**

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).\*\*

**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.5.3.A**

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**CCSS.ELA-LITERACY.L.5.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation

and determine or clarify the precise meaning of key words and phrases.

**Lesson #11: Big Idea**

**CCSS.ELA-LITERACY.5.L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.\* e. Use correlative conjunctions (e.g., either/or, neither/nor).

**CCSS.ELA-LITERACY.5.L.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation to separate items in a series.\* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.

**CCSS.ELA-LITERACY.5.L.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

**CCSS.ELA-LITERACY.5.L.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**CCSS.ELA-LITERACY.5.L.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**CCSS.ELA-LITERACY.5.RL.1**

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.5.RL.2**

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in



a poem reflects upon a topic; summarize the text.

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### CCSS.ELA-LITERACY.5.W.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

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### CCSS.ELA-LITERACY.5.SL.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

### CCSS.ELA-LITERACY.5.SL.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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## **Lesson #12: Setting Snapshots - Painting Place with Words**

### CCSS.ELA-LITERACY.W.5.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

### CCSS.ELA-LITERACY.W.5.5

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

### CCSS.ELA-LITERACY.W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### CCSS.ELA-LITERACY.W.5.9.A

Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more settings in a story, drawing on specific details in the text").\*\*

### CCSS.ELA-LITERACY.W.5.10

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

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### CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

### CCSS.ELA-LITERACY.SL.5.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

### CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

### CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

### CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

### CCSS.ELA-LITERACY.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.\*\*

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### CCSS.ELA-LITERACY.RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.\*\*

### CCSS.ELA-LITERACY.RL.5.3

Compare and contrast two or more settings in a story, drawing on specific details in the text (e.g., how characters interact).\*\*

### CCSS.ELA-LITERACY.RL.5.9

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.\*\*

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### CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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## **Lesson #13: Deliberate Dialogue**

### CCSS.ELA-LITERACY.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### CCSS.ELA-LITERACY.W.5.3.B

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

### CCSS.ELA-LITERACY.W.5.3.C

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

### CCSS.ELA-LITERACY.W.5.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

### CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

### CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

### CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

### CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

### CCSS.ELA-LITERACY.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

### CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.5.1.B

Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.\*\*

### CCSS.ELA-LITERACY.L.5.1.C

Use verb tense to convey various times, sequences, states, and conditions.\*\*

### CCSS.ELA-LITERACY.L.5.1.D

Recognize and correct inappropriate shifts in verb tense.\*\*

### CCSS.ELA-LITERACY.L.5.2.C

Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).\*\*

### CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.5.3.A

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.\*\*

### CCSS.ELA-LITERACY.L.5.3.B

Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.\*\*

### CCSS.ELA-LITERACY.L.5.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*

### CCSS.ELA-LITERACY.L.5.5.A

Interpret figurative language, including similes and metaphors, in context.\*\*

### CCSS.ELA-LITERACY.L.5.5.B

Recognize and explain the meaning of common idioms, adages, and proverbs.\*\*

## Lesson #14: Leads and Conclusions

### CCSS.ELA-LITERACY.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### CCSS.ELA-LITERACY.W.5.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

### CCSS.ELA-LITERACY.W.5.3.B

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

### CCSS.ELA-LITERACY.W.5.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

### CCSS.ELA-LITERACY.W.5.3.E

Provide a conclusion that follows from the narrated experiences or events.

### CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

### CCSS.ELA-LITERACY.W.5.5

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

### CCSS.ELA-LITERACY.W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### CCSS.ELA-LITERACY.W.5.10

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

### CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

### CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

### CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.



### CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

### CCSS.ELA-LITERACY.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

### CCSS.ELA-LITERACY.RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

### CCSS.ELA-LITERACY.RF.5.4.A

Read grade-level text with purpose and understanding.

### CCSS.ELA-LITERACY.RF.5.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.\*\*

### CCSS.ELA-LITERACY.RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.\*\*

### CCSS.ELA-LITERACY.RL.5.5

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.\*\*

### CCSS.ELA-LITERACY.RL.5.6

Describe how a narrator's or speaker's point of view influences how events are described.\*\*

### CCSS.ELA-LITERACY.RL.5.7

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.\*\*

### CCSS.ELA-LITERACY.RL.5.9

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.\*\*

### CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.5.3.A

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

### CCSS.ELA-LITERACY.L.5.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.\*\*

### CCSS.ELA-LITERACY.L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).\*\*

## Lesson #15: Ready, Set, Write!

### CCSS.ELA-LITERACY.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### CCSS.ELA-LITERACY.W.5.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

### CCSS.ELA-LITERACY.W.5.3.B

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

### CCSS.ELA-LITERACY.W.5.3.C

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.\*\*

### CCSS.ELA-LITERACY.W.5.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

### CCSS.ELA-LITERACY.W.5.3.E

Provide a conclusion that follows from the narrated experiences or events.

### CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

### CCSS.ELA-LITERACY.W.5.5

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

### CCSS.ELA-LITERACY.W.5.10

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

### CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

### CCSS.ELA-LITERACY.SL.5.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

### CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

### CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

### CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw



conclusions in light of information and knowledge gained from the discussions.

**CCSS.ELA-LITERACY.SL.5.2**

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.5.5**

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**CCSS.ELA-LITERACY.SL.5.6**

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**CCSS.ELA-LITERACY.RF.5.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RL.5.1**

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.RL.5.6**

Describe how a narrator's or speaker's point of view influences how events are described.

**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.\*\*

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.5.3.A**

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**CCSS.ELA-LITERACY.L.5.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.\*\*

**Lesson #16: The Mighty Thesaurus - Words Unlimited!**

**CCSS.ELA-LITERACY.W.5.3.D**

Use concrete words and phrases and sensory details to convey experiences and events precisely.

**CCSS.ELA-LITERACY.W.5.5**

With guidance and support from peers and adults, develop

and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CCSS.ELA-LITERACY.SL.5.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.5.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.5.1.C**

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**CCSS.ELA-LITERACY.RF.5.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RL.5.1**

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.RL.5.4**

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.\*\*

**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.2.E**

Spell grade-appropriate words correctly, consulting references as needed.

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.5.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.\*\*

**CCSS.ELA-LITERACY.L.5.4.A**

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.5.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**CCSS.ELA-LITERACY.L.5.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*

**CCSS.ELA-LITERACY.L.5.5.A**



Interpret figurative language, including similes and metaphors, in context.\*\*

**CCSS.ELA-LITERACY.L.5.5.C**

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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**Lesson #17: Story Stretching - Making More of Moments**

**CCSS.ELA-LITERACY.W.5.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-LITERACY.W.5.3.A**

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**CCSS.ELA-LITERACY.W.5.3.B**

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**CCSS.ELA-LITERACY.W.5.3.D**

Use concrete words and phrases and sensory details to convey experiences and events precisely.

**CCSS.ELA-LITERACY.W.5.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**CCSS.ELA-LITERACY.W.5.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.5.5**

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

**CCSS.ELA-LITERACY.W.5.10**

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

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**CCSS.ELA-LITERACY.SL.5.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.5.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.5.1.C**

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**CCSS.ELA-LITERACY.SL.5.1.D**

Review the key ideas expressed and draw conclusions in light

of information and knowledge gained from the discussions.

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**CCSS.ELA-LITERACY.RF.5.4**

Read with sufficient accuracy and fluency to support comprehension.

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**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.5.3.A**

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**CCSS.ELA-LITERACY.L.5.3.B**

Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

**CCSS.ELA-LITERACY.L.5.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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**Lesson #18: First Draft Read & Review!**

**CCSS.ELA-LITERACY.W.5.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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**CCSS.ELA-LITERACY.SL.5.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.5.1.A**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CCSS.ELA-LITERACY.SL.5.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.5.1.C**

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

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**CCSS.ELA-LITERACY.RF.5.4**

Read with sufficient accuracy and fluency to support comprehension.

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**CCSS.ELA-LITERACY.RL.5.1**

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.RL.5.5**

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**CCSS.ELA-LITERACY.RL.5.7**

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).\*\*

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**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.5.3.A**

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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**Lesson #19: The Punctuation Pass**

**CCSS.ELA-LITERACY.W.5.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.5.5**

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

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**CCSS.ELA-LITERACY.SL.5.1.D**

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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**CCSS.ELA-LITERACY.RF.5.4**

Read with sufficient accuracy and fluency to support comprehension.

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**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.1.A**

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.\*\*

**CCSS.ELA-LITERACY.L.5.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.5.2.A**

Use punctuation to separate items in a series.\*\*

**CCSS.ELA-LITERACY.L.5.2.B**

Use a comma to separate an introductory element from the rest of the sentence.\*\*

**CCSS.ELA-LITERACY.L.5.2.C**

Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).\*\*

**CCSS.ELA-LITERACY.L.5.2.D**

Use underlining, quotation marks, or italics to indicate titles of works.\*\*

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.5.3.A**

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**CCSS.ELA-LITERACY.L.5.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**CCSS.ELA-LITERACY.L.5.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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**Lesson #20: Spelling Sparks**

**CCSS.ELA-LITERACY.W.5.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.5.5**

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

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**CCSS.ELA-LITERACY.RF.5.4**

Read with sufficient accuracy and fluency to support comprehension.

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**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.1.D**

Recognize and correct inappropriate shifts in verb tense.\*\*

**CCSS.ELA-LITERACY.L.5.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.5.2.E**

Spell grade-appropriate words correctly, consulting references as needed.

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.5.3.B**

Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.\*\*

**CCSS.ELA-LITERACY.L.5.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.5.4.A**

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.\*\*

**CCSS.ELA-LITERACY.L.5.4.B**

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).\*\*

**CCSS.ELA-LITERACY.L.5.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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## Lesson #21: What's Our Title?

**CCSS.ELA-LITERACY.W.5.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.5.5**

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

**CCSS.ELA-LITERACY.W.5.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**CCSS.ELA-LITERACY.SL.5.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.5.1.C**

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**CCSS.ELA-LITERACY.SL.5.1.D**

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**CCSS.ELA-LITERACY.SL.5.2**

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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**CCSS.ELA-LITERACY.RF.5.4**

Read with sufficient accuracy and fluency to support comprehension.

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**CCSS.ELA-LITERACY.RL.5.1**

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.RL.5.2**

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.\*\*

**CCSS.ELA-LITERACY.RL.5.4**

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.\*\*

**CCSS.ELA-LITERACY.RL.5.5**

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.\*\*

**CCSS.ELA-LITERACY.RL.5.7**

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).\*\*

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**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.2.D**

Use underlining, quotation marks, or italics to indicate titles of works.\*\*

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## Lesson #22: For Whom & By Whom - In Color!

**CCSS.ELA-LITERACY.W.5.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.5.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by

planning, revising, editing, rewriting, or trying a new approach.  
**CCSS.ELA-LITERACY.W.5.9**  
Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**CCSS.ELA-LITERACY.SL.5.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.5.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.5.1.C**

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**CCSS.ELA-LITERACY.SL.5.1.D**

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**CCSS.ELA-LITERACY.SL.5.2**

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.5.6**

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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**CCSS.ELA-LITERACY.RF.5.4**

Read with sufficient accuracy and fluency to support comprehension.

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**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.5.2.A**

Use punctuation to separate items in a series.\*\*

**CCSS.ELA-LITERACY.L.5.2.E**

Spell grade-appropriate words correctly, consulting references as needed.

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.5.3.A**

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.\*\*

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**Lesson #23: Presentations!**

**CCSS.ELA-LITERACY.SL.5.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.5.1.A**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CCSS.ELA-LITERACY.SL.5.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.5.4**

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.\*\*

**CCSS.ELA-LITERACY.SL.5.5**

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.\*\*

**CCSS.ELA-LITERACY.SL.5.6**

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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**CCSS.ELA-LITERACY.RF.5.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RF.5.4.B**

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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**Lesson #24: Writers as Readers**

**CCSS.ELA-LITERACY.5.L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.\* e. Use correlative conjunctions (e.g., either/or, neither/nor).

**CCSS.ELA-LITERACY.5.L.2**

Demonstrate command of the conventions of

standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.\* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.

#### **CCSS.ELA-LITERACY.5.L.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

#### **CCSS.ELA-LITERACY.5.L.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

#### **CCSS.ELA-LITERACY.5.L.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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#### **CCSS.ELA-LITERACY.5.RL.1**

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

#### **CCSS.ELA-LITERACY.5.RL.5**

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

#### **CCSS.ELA-LITERACY.5.RL.6**

Describe how a narrator's or speaker's point of view influences how events are describe

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#### **CCSS.ELA-LITERACY.5.W.10**

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

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#### **CCSS.ELA-LITERACY.5.SL.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly

draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

#### **CCSS.ELA-LITERACY.5.SL.6**

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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### **Lesson #25: Group Book Upload!**

#### **CCSS.ELA-LITERACY.W.5.6**

With some guidance and support from adults, 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 two pages in a single sitting.

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#### **CCSS.ELA-LITERACY.SL.5.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

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#### **CCSS.ELA-LITERACY.RL.5.7**

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).\*\*

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#### **CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### **CCSS.ELA-LITERACY.L.5.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **CCSS.ELA-LITERACY.L.5.2.E**

Spell grade-appropriate words correctly, consulting references as needed.

#### **CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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### **Lesson #26: Relax & Reflect!**

#### **CCSS.ELA-LITERACY.W.5.1**

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

#### **CCSS.ELA-LITERACY.W.5.1.A**

Introduce a topic or text clearly, state an opinion,



and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

**CCSS.ELA-LITERACY.W.5.1.D**

Provide a concluding statement or section related to the opinion presented.\*\*

**CCSS.ELA-LITERACY.W.5.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-LITERACY.W.5.3.A**

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.\*\*

**CCSS.ELA-LITERACY.W.5.3.B**

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.\*\*

**CCSS.ELA-LITERACY.W.5.3.C**

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.\*\*

**CCSS.ELA-LITERACY.W.5.3.D**

Use concrete words and phrases and sensory details to convey experiences and events precisely.

**CCSS.ELA-LITERACY.W.5.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.5.8**

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**CCSS.ELA-LITERACY.W.5.10**

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

**CCSS.ELA-LITERACY.SL.5.6**

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.5.3.A**

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.\*\*

## PART TWO: INDIVIDUAL AUTHORSHIP

### Lesson #1: "WRITE IT & READ IT!"

**CCSS.ELA-LITERACY.W.5.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-LITERACY.W.5.3.A**

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**CCSS.ELA-LITERACY.W.5.3.B**

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**CCSS.ELA-LITERACY.W.5.3.C**

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

**CCSS.ELA-LITERACY.W.5.3.D**

Use concrete words and phrases and sensory details to convey experiences and events precisely.

**CCSS.ELA-LITERACY.W.5.3.E**

Provide a conclusion that follows from the narrated experiences or events.\*\*

**CCSS.ELA-LITERACY.W.5.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.5.10**

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

**CCSS.ELA-LITERACY.SL.5.5**

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**CCSS.ELA-LITERACY.SL.5.6**

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**CCSS.ELA-LITERACY.RL.5.2**

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**CCSS.ELA-LITERACY.RL.5.7**

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**CCSS.ELA-LITERACY.RL.5.9**

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their

approaches to similar themes and topics.\*\*

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**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.5.3.A**

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.\*\*

**CCSS.ELA-LITERACY.L.5.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.\*\*

The School-To-Home Connection (Optional)

**CCSS.ELA-LITERACY.W.5.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-LITERACY.W.5.3.A**

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**CCSS.ELA-LITERACY.W.5.3.B**

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**CCSS.ELA-LITERACY.W.5.3.C**

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.\*\*

**CCSS.ELA-LITERACY.W.5.3.D**

Use concrete words and phrases and sensory details to convey experiences and events precisely.

**CCSS.ELA-LITERACY.W.5.3.E**

Provide a conclusion that follows from the narrated experiences or events.\*\*

**CCSS.ELA-LITERACY.W.5.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.5.5**

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

**CCSS.ELA-LITERACY.W.5.10**

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

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**CCSS.ELA-LITERACY.SL.5.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse

partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.5.1.C**

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**CCSS.ELA-LITERACY.SL.5.1.D**

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**CCSS.ELA-LITERACY.SL.5.2**

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.5.3**

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.\*\*

**CCSS.ELA-LITERACY.SL.5.4**

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**CCSS.ELA-LITERACY.SL.5.5**

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**CCSS.ELA-LITERACY.SL.5.6**

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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**CCSS.ELA-LITERACY.RL.5.2**

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**CCSS.ELA-LITERACY.RL.5.6**

Describe how a narrator's or speaker's point of view influences how events are described.

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**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.5.3.A**

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.\*\*

**CCSS.ELA-LITERACY.L.5.3.B**

Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.\*\*

**CCSS.ELA-LITERACY.L.5.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.\*\*

**CCSS.ELA-LITERACY.L.5.5**



Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*

**CCSS.ELA-LITERACY.L.5.5.A**

Interpret figurative language, including similes and metaphors, in context.\*\*

**CCSS.ELA-LITERACY.L.5.5.B**

Recognize and explain the meaning of common idioms, adages, and proverbs.\*\*

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## Lesson #2: Partnering with an Illustrator

**CCSS.ELA-LITERACY.W.5.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**CCSS.ELA-LITERACY.RL.5.2**

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

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**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.5.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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## Lesson #3: Expository Writing from Experience

**CCSS.ELA-LITERACY.W.5.1**

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.\*\*

**CCSS.ELA-LITERACY.W.5.1.A**

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

**CCSS.ELA-LITERACY.W.5.1.B**

Provide logically ordered reasons that are supported by facts and details.

**CCSS.ELA-LITERACY.W.5.1.C**

Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).\*\*

**CCSS.ELA-LITERACY.W.5.1.D**

Provide a concluding statement or section related to the opinion presented.

**CCSS.ELA-LITERACY.W.5.2**

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.\*\*

**CCSS.ELA-LITERACY.W.5.2.B**

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**CCSS.ELA-LITERACY.W.5.2.D**

Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CCSS.ELA-LITERACY.W.5.2.E**

Provide a concluding statement or section related to the information or explanation presented.

**CCSS.ELA-LITERACY.W.5.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.5.5**

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

**CCSS.ELA-LITERACY.W.5.8**

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.\*\*

**CCSS.ELA-LITERACY.W.5.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.W.5.10**

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

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**CCSS.ELA-LITERACY.SL.5.4**

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.\*\*

**CCSS.ELA-LITERACY.SL.5.6**

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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**CCSS.ELA-LITERACY.RI.5.5**

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.\*\*

**CCSS.ELA-LITERACY.RI.5.8**

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.5.3.A**

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**CCSS.ELA-LITERACY.L.5.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).\*\*

**Lesson #4: Worksheet Workout!**

**CCSS.ELA-LITERACY.W.5.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-LITERACY.W.5.3.A**

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**CCSS.ELA-LITERACY.W.5.3.B**

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**CCSS.ELA-LITERACY.W.5.3.C**

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

**CCSS.ELA-LITERACY.W.5.3.D**

Use concrete words and phrases and sensory details to convey experiences and events precisely.

**CCSS.ELA-LITERACY.W.5.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**CCSS.ELA-LITERACY.W.5.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.5.5**

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

**CCSS.ELA-LITERACY.W.5.10**

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

**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard

English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.5.3.A**

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**CCSS.ELA-LITERACY.L.5.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**Lesson #5: Recognize & Research**

**CCSS.ELA-LITERACY.W.5.2**

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**CCSS.ELA-LITERACY.W.5.2.A**

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.\*\*

**CCSS.ELA-LITERACY.W.5.2.B**

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**CCSS.ELA-LITERACY.W.5.2.D**

Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CCSS.ELA-LITERACY.W.5.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.5.5**

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

**CCSS.ELA-LITERACY.W.5.7**

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**CCSS.ELA-LITERACY.W.5.8**

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**CCSS.ELA-LITERACY.W.5.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.W.5.10**

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

#### CCSS.ELA-LITERACY.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### CCSS.ELA-LITERACY.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.\*\*

#### CCSS.ELA-LITERACY.SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.\*\*

#### CCSS.ELA-LITERACY.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

#### CCSS.ELA-LITERACY.RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

#### CCSS.ELA-LITERACY.RF.5.4.A

Read grade-level text with purpose and understanding.

#### CCSS.ELA-LITERACY.RF.5.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### CCSS.ELA-LITERACY.RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

#### CCSS.ELA-LITERACY.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.\*\*

#### CCSS.ELA-LITERACY.RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.\*\*

#### CCSS.ELA-LITERACY.RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

#### CCSS.ELA-LITERACY.RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

#### CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### CCSS.ELA-LITERACY.L.5.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

#### CCSS.ELA-LITERACY.L.5.4.A

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

#### CCSS.ELA-LITERACY.L.5.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

#### CCSS.ELA-LITERACY.L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

### Lesson #6: My First Draft

#### CCSS.ELA-LITERACY.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

#### CCSS.ELA-LITERACY.W.5.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

#### CCSS.ELA-LITERACY.W.5.3.B

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

#### CCSS.ELA-LITERACY.W.5.3.C

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

#### CCSS.ELA-LITERACY.W.5.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

#### CCSS.ELA-LITERACY.W.5.3.E

Provide a conclusion that follows from the narrated experiences or events.

#### CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

#### CCSS.ELA-LITERACY.W.5.5

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

#### CCSS.ELA-LITERACY.W.5.10

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

#### CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts,



building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.5.1.A**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CCSS.ELA-LITERACY.SL.5.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.5.1.C**

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**CCSS.ELA-LITERACY.SL.5.1.D**

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**CCSS.ELA-LITERACY.SL.5.2**

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.RL.5.2**

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**CCSS.ELA-LITERACY.RL.5.3**

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.1.D**

Recognize and correct inappropriate shifts in verb tense.\*\*

**CCSS.ELA-LITERACY.L.5.2.E**

Spell grade-appropriate words correctly, consulting references as needed.

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.5.3.A**

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.\*\*

**CCSS.ELA-LITERACY.L.5.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**Lesson #7: Engaged Sharing & Active Listening**

**CCSS.ELA-LITERACY.W.5.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.5.5**

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

**CCSS.ELA-LITERACY.SL.5.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.5.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.5.1.C**

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**CCSS.ELA-LITERACY.SL.5.1.D**

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**CCSS.ELA-LITERACY.SL.5.2**

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.5.6**

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**CCSS.ELA-LITERACY.RF.5.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RL.5.1**

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.RL.5.2**

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**CCSS.ELA-LITERACY.RL.5.3**

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**CCSS.ELA-LITERACY.RL.5.5**

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**CCSS.ELA-LITERACY.RL.5.6**

Describe how a narrator's or speaker's point of view



influences how events are described.

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**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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**Lesson #8: The Last Pass**

**CCSS.ELA-LITERACY.W.5.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.5.5**

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

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**CCSS.ELA-LITERACY.SL.5.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

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**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.5.2.A**

Use punctuation to separate items in a series.

**CCSS.ELA-LITERACY.L.5.2.E**

Spell grade-appropriate words correctly, consulting references as needed.

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.5.3.A**

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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**Lesson #9: From the Pencil to the Pages!**

**CCSS.ELA-LITERACY.SL.5.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.5.1.D**

Review the key ideas expressed and draw conclusions in light

of information and knowledge gained from the discussions.

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**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.5.2.E**

Spell grade-appropriate words correctly, consulting references as needed.

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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**Lesson #10: "Official Author" Presentations**

**CCSS.ELA-LITERACY.SL.5.1.A**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CCSS.ELA-LITERACY.SL.5.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.5.5**

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.\*\*

**CCSS.ELA-LITERACY.SL.5.6**

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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**Lesson #11: Becoming Flexible Thinkers - Pointing to Perspective**

**CCSS.ELA-LITERACY.W.5.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-LITERACY.W.5.3.A**

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.



**CCSS.ELA-LITERACY.W.5.3.B**

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**CCSS.ELA-LITERACY.W.5.3.C**

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

**CCSS.ELA-LITERACY.W.5.3.D**

Use concrete words and phrases and sensory details to convey experiences and events precisely.

**CCSS.ELA-LITERACY.W.5.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**CCSS.ELA-LITERACY.W.5.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.5.10**

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

**CCSS.ELA-LITERACY.SL.5.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.5.2**

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.5.6**

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**CCSS.ELA-LITERACY.RF.5.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RL.5.2**

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**CCSS.ELA-LITERACY.RL.5.3**

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**CCSS.ELA-LITERACY.RL.5.5**

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.\*\*

**CCSS.ELA-LITERACY.RL.5.6**

Describe how a narrator's or speaker's point of view influences

how events are described.

**CCSS.ELA-LITERACY.RL.5.9**

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.\*\*

**CCSS.ELA-LITERACY.L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Poetry Pop In: Concrete Poems**

**CCSS.ELA-LITERACY.5.L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.\* e. Use correlative conjunctions (e.g., either/or, neither/nor).

**CCSS.ELA-LITERACY.5.L.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.\* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.

**CCSS.ELA-LITERACY.5.L.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

**CCSS.ELA-LITERACY.5.L.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**CCSS.ELA-LITERACY.5.L.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).



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#### **CCSS.ELA-LITERACY.5.RF.4**

Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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#### **CCSS.ELA-LITERACY.5.RL.5**

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

#### **CCSS.ELA-LITERACY.5.RL.7**

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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#### **CCSS.ELA-LITERACY.5.W.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

#### **CCSS.ELA-LITERACY.5.W.5**

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

#### **CCSS.ELA-LITERACY.5.W.10**

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

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#### **CCSS.ELA-LITERACY.5.SL.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

#### **CCSS.ELA-LITERACY.5.SL.6**

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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## **Poetry Pop In: Acrostic Poems**

#### **CCSS.ELA-LITERACY.5.L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.\* e. Use correlative conjunctions (e.g., either/or, neither/nor).

#### **CCSS.ELA-LITERACY.5.L.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.\* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.

#### **CCSS.ELA-LITERACY.5.L.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

#### **CCSS.ELA-LITERACY.5.L.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

#### **CCSS.ELA-LITERACY.5.L.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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#### **CCSS.ELA-LITERACY.5.RF.4**

Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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#### **CCSS.ELA-LITERACY.5.RL.5**

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

#### **CCSS.ELA-LITERACY.5.RL.7**



Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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#### **CCSS.ELA-LITERACY.5.W.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

#### **CCSS.ELA-LITERACY.5.W.5**

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

#### **CCSS.ELA-LITERACY.5.W.10**

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

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#### **CCSS.ELA-LITERACY.5.SL.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

#### **CCSS.ELA-LITERACY.5.SL.6**

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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### **Poetry Pop In: Rhyming Poems**

#### **CCSS.ELA-LITERACY.5.L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.\* e. Use correlative conjunctions (e.g., either/or, neither/nor).

#### **CCSS.ELA-LITERACY.5.L.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.\* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is

that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.

#### **CCSS.ELA-LITERACY.5.L.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

#### **CCSS.ELA-LITERACY.5.L.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

#### **CCSS.ELA-LITERACY.5.L.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

#### **CCSS.ELA-LITERACY.5.RF.4**

Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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#### **CCSS.ELA-LITERACY.5.RL.5**

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

#### **CCSS.ELA-LITERACY.5.RL.7**

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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#### **CCSS.ELA-LITERACY.5.W.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

#### **CCSS.ELA-LITERACY.5.W.5**

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

#### **CCSS.ELA-LITERACY.5.W.10**

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





### CCSS.ELA-LITERACY.5.SL.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

### CCSS.ELA-LITERACY.5.SL.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## Poetry Pop In: Sensory Poems

### CCSS.ELA-LITERACY.5.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.\* e. Use correlative conjunctions (e.g., either/or, neither/nor).

### CCSS.ELA-LITERACY.5.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.\* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.

### CCSS.ELA-LITERACY.5.L.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

### CCSS.ELA-LITERACY.5.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

### CCSS.ELA-LITERACY.5.L.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships

(e.g., however, although, nevertheless, similarly, moreover, in addition).

### CCSS.ELA-LITERACY.5.RF.4

Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### CCSS.ELA-LITERACY.5.RL.5

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

### CCSS.ELA-LITERACY.5.RL.7

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

### CCSS.ELA-LITERACY.5.W.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

### CCSS.ELA-LITERACY.5.W.5

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

### CCSS.ELA-LITERACY.5.W.10

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

### CCSS.ELA-LITERACY.5.SL.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

### CCSS.ELA-LITERACY.5.SL.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.



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## Activity: Hold a Young Author's Event!

### CCSS.ELA-LITERACY.SL.5.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

### CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

### CCSS.ELA-LITERACY.SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

### CCSS.ELA-LITERACY.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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### CCSS.ELA-LITERACY.RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

### CCSS.ELA-LITERACY.RF.5.4.B

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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### CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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## COLLEGE AND CAREER READINESS STANDARDS ADDRESSED

### CCSS.ELA-LITERACY.CCRA.W.1

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

### CCSS.ELA-LITERACY.CCRA.W.2

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

### CCSS.ELA-LITERACY.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### CCSS.ELA-LITERACY.CCRA.W.4

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

### CCSS.ELA-LITERACY.CCRA.W.5

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

### CCSS.ELA-LITERACY.CCRA.W.6

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

### CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

### CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

### CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### CCSS.ELA-LITERACY.CCRA.W.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.

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### CCSS.ELA-LITERACY.CCRA.SL.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.

### CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### CCSS.ELA-LITERACY.CCRA.SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### CCSS.ELA-LITERACY.CCRA.SL.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.

### CCSS.ELA-LITERACY.CCRA.SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### CCSS.ELA-LITERACY.CCRA.SL.6

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

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### CCSS.ELA-LITERACY.CCRA.R.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.

### CCSS.ELA-LITERACY.CCRA.R.2

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



### CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### CCSS.ELA-LITERACY.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

### CCSS.ELA-LITERACY.CCRA.R.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.

### CCSS.ELA-LITERACY.CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

### CCSS.ELA-LITERACY.CCRA.R.7

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

### CCSS.ELA-LITERACY.CCRA.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

### CCSS.ELA-LITERACY.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### CCSS.ELA-LITERACY.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### CCSS.ELA-LITERACY.CCRA.L.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.

### CCSS.ELA-LITERACY.CCRA.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

### CCSS.ELA-LITERACY.CCRA.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### CCSS.ELA-LITERACY.CCRA.L.6

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

## \*\*\*COMPLETE LIST OF LANGUAGE STANDARDS - GRADE 5

### CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.5.1.A

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

### CCSS.ELA-LITERACY.L.5.1.B

Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

### CCSS.ELA-LITERACY.L.5.1.C

Use verb tense to convey various times, sequences, states, and conditions.

### CCSS.ELA-LITERACY.L.5.1.D

Recognize and correct inappropriate shifts in verb tense.

### CCSS.ELA-LITERACY.L.5.1.E

Use correlative conjunctions (e.g., either/or, neither/nor).

### CCSS.ELA-LITERACY.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### CCSS.ELA-LITERACY.L.5.2.A

Use punctuation to separate items in a series.

### CCSS.ELA-LITERACY.L.5.2.B

Use a comma to separate an introductory element from the rest of the sentence.

### CCSS.ELA-LITERACY.L.5.2.C

Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

### CCSS.ELA-LITERACY.L.5.2.D

Use underlining, quotation marks, or italics to indicate titles of works.

### CCSS.ELA-LITERACY.L.5.2.E

Spell grade-appropriate words correctly, consulting references as needed.

### CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.5.3.A

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

### CCSS.ELA-LITERACY.L.5.3.B

Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

### CCSS.ELA-LITERACY.L.5.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

### CCSS.ELA-LITERACY.L.5.4.A

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.5.4.B**

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

**CCSS.ELA-LITERACY.L.5.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**CCSS.ELA-LITERACY.L.5.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-LITERACY.L.5.5.A**

Interpret figurative language, including similes and metaphors, in context.

**CCSS.ELA-LITERACY.L.5.5.B**

Recognize and explain the meaning of common idioms, adages, and proverbs.

**CCSS.ELA-LITERACY.L.5.5.C**

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**CCSS.ELA-LITERACY.L.5.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

# WRITE BRAIN BOOKS CCSS ALIGNMENT



## ELEMENTARY - GRADE 4

### INTRODUCTION: USING THE WRITE BRAIN CCSS ALIGNMENT

This CCSS grade-specific alignment is an excellent tool for the Common Core classroom. The standards listed for every WRITE BRAIN lesson represent the learning goals already built into those specific portions of the curriculum, as well as learning objectives (denoted by a double asterisk) that teachers may flexibly choose to highlight at their discretion. These learning objectives/standards are suggestive, and are included when the lesson is conducive to addressing them (\*\*).

The main purpose of this alignment is to provide educators with a resource that helps them get the most out of every WRITE BRAIN session. Our curriculum aligns intuitively with the CCSS, yet teachers know best as to when their students are ready to advance, and when they need more time to review and reinforce what they've learned. That's why we provide all the standards of learning that can be met in each lesson, reviewed, or perhaps noted and reserved for another class time.

### REGARDING GRAMMAR, PUNCTUATION, AND SPELLING:

We provide a "Basic Punctuation & Grammar Guide" and various language/vocabulary-expanding worksheets in the back of all our curriculum guides. However, we recommend that teachers supplement the WRITE BRAIN experience with their own, more comprehensive and focused grammar lessons. Where grammar, punctuation, and spelling standards are listed for the WRITE BRAIN lesson, teachers may select and emphasize certain grammar conventions. Likewise, some days may provide more time and opportunities to focus on spelling than other days. Having grade-appropriate dictionaries and thesauruses available throughout the writing process is suggested but not always stated explicitly in our lessons. \*\*\* (SEE BOTTOM FOR COMPLETE LIST OF LANGUAGE STANDARDS.)

### WRITE BRAIN WRITING AND READING:

Writing reinforces reading and reading reinforces writing. In this alignment, "Reading" standards are often listed in a writing-intensive lesson (and vice versa). This is because students often learn something about writing that changes and enhances their reading comprehension.

## PART ONE: GROUP AUTHORIZING

### Introduction: Why Do You Love That Book?

#### CCSS.ELA-LITERACY.W.4.1.B

Provide reasons that are supported by facts and details.

#### CCSS.ELA-LITERACY.W.4.1.C

Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).\*\*

#### CCSS.ELA-LITERACY.W.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions

(one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

#### CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.\*\*

#### CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### CCSS.ELA-LITERACY.L.4.3.A

Choose words and phrases to convey ideas precisely.



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## Lesson #1: Every Picture Tells YOUR Story

### CCSS.ELA-LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### CCSS.ELA-LITERACY.W.4.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

### CCSS.ELA-LITERACY.W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.\*\*

### CCSS.ELA-LITERACY.W.4.3.C

Use a variety of transitional words and phrases to manage the sequence of events.\*\*

### CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

### CCSS.ELA-LITERACY.W.4.3.E

Provide a conclusion that follows from the narrated experiences or events.

### CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

### CCSS.ELA-LITERACY.W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### CCSS.ELA-LITERACY.W.4.10

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

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### CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

### CCSS.ELA-LITERACY.SL.4.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

### CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

### CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

### CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

### CCSS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.\*\*

### CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### CCSS.ELA-LITERACY.SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.\*\*

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### CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

### CCSS.ELA-LITERACY.RL.4.9

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.\*\*

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### CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.4.1.A

Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).\*\*

### CCSS.ELA-LITERACY.L.4.1.F

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*\*

### CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.4.3.A

Choose words and phrases to convey ideas precisely.\*\*

### CCSS.ELA-LITERACY.L.4.3.C

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

### CCSS.ELA-LITERACY.L.4.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.\*\*

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## Lesson #2: The Deeper Draft

### CCSS.ELA-LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.



#### CCSS.ELA-LITERACY.W.4.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

#### CCSS.ELA-LITERACY.W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

#### CCSS.ELA-LITERACY.W.4.3.C

Use a variety of transitional words and phrases to manage the sequence of events.\*\*

#### CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

#### CCSS.ELA-LITERACY.W.4.3.E

Provide a conclusion that follows from the narrated experiences or events.

#### CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

#### CCSS.ELA-LITERACY.W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

#### CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

#### CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

#### CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

#### CCSS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.\*\*

#### CCSS.ELA-LITERACY.SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

#### CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

#### CCSS.ELA-LITERACY.RL.4.6

Compare and contrast the point of view from which different stories are narrated, including the difference between first-

and third-person narrations.

#### CCSS.ELA-LITERACY.RL.4.7

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

#### CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.4.1.A

Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).\*\*

#### CCSS.ELA-LITERACY.L.4.1.D

Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).\*\*

#### CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### CCSS.ELA-LITERACY.L.4.3.A

Choose words and phrases to convey ideas precisely.

#### CCSS.ELA-LITERACY.L.4.3.C

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

#### CCSS.ELA-LITERACY.L.4.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

### **Lesson #3: Point of View - Picking Your Perspective**

#### CCSS.ELA-LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

#### CCSS.ELA-LITERACY.W.4.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

#### CCSS.ELA-LITERACY.W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

#### CCSS.ELA-LITERACY.W.4.3.C

Use a variety of transitional words and phrases to manage the sequence of events.\*\*

#### CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

#### CCSS.ELA-LITERACY.W.4.3.E

Provide a conclusion that follows from the narrated experiences or events.

#### CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

#### CCSS.ELA-LITERACY.W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

#### CCSS.ELA-LITERACY.W.4.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

#### CCSS.ELA-LITERACY.W.4.10

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

#### CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

#### CCSS.ELA-LITERACY.SL.4.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

#### CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

#### CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

#### CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

#### CCSS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

#### CCSS.ELA-LITERACY.SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

#### CCSS.ELA-LITERACY.RL.4.6

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

#### CCSS.ELA-LITERACY.RL.4.9

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

#### CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.4.1.F

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*\*

#### CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### CCSS.ELA-LITERACY.L.4.3.A

Choose words and phrases to convey ideas precisely.\*\*

#### CCSS.ELA-LITERACY.L.4.3.C

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

#### CCSS.ELA-LITERACY.L.4.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

#### CCSS.ELA-LITERACY.L.4.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

### The School-To-Home Connection (Optional)

#### CCSS.ELA-LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

#### CCSS.ELA-LITERACY.W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

#### CCSS.ELA-LITERACY.W.4.3.C

Use a variety of transitional words and phrases to manage the sequence of events.\*\*

#### CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

#### CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

#### CCSS.ELA-LITERACY.W.4.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

#### CCSS.ELA-LITERACY.W.4.8

Recall relevant information from experiences or



gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.\*\*

#### **CCSS.ELA-LITERACY.W.4.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.\*\*

#### **CCSS.ELA-LITERACY.W.4.10**

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

#### **CCSS.ELA-LITERACY.SL.4.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

#### **CCSS.ELA-LITERACY.SL.4.1.A**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

#### **CCSS.ELA-LITERACY.SL.4.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

#### **CCSS.ELA-LITERACY.SL.4.1.C**

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

#### **CCSS.ELA-LITERACY.SL.4.1.D**

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

#### **CCSS.ELA-LITERACY.SL.4.2**

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### **CCSS.ELA-LITERACY.SL.4.3**

Identify the reasons and evidence a speaker provides to support particular points.

#### **CCSS.ELA-LITERACY.SL.4.4**

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

#### **CCSS.ELA-LITERACY.SL.4.5**

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.\*\*

#### **CCSS.ELA-LITERACY.SL.4.6**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

#### **CCSS.ELA-LITERACY.RL.4.6**

Compare and contrast the point of view from which different

stories are narrated, including the difference between first- and third-person narrations.\*\*

#### **CCSS.ELA-LITERACY.RL.4.7**

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.\*\*

#### **CCSS.ELA-LITERACY.L.4.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### **CCSS.ELA-LITERACY.L.4.1.A**

Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).\*\*

#### **CCSS.ELA-LITERACY.L.4.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### **CCSS.ELA-LITERACY.L.4.3.A**

Choose words and phrases to convey ideas precisely.

#### **CCSS.ELA-LITERACY.L.4.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.\*\*

#### **CCSS.ELA-LITERACY.L.4.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

## **Lesson #4: Presenting Different Perspectives**

#### **CCSS.ELA-LITERACY.W.4.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

#### **CCSS.ELA-LITERACY.W.4.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

#### **CCSS.ELA-LITERACY.W.4.10**

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

#### **CCSS.ELA-LITERACY.SL.4.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.4.1.A**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CCSS.ELA-LITERACY.SL.4.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.4.2**

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.\*\*

**CCSS.ELA-LITERACY.SL.4.6**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**CCSS.ELA-LITERACY.RF.4.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RF.4.4.A**

Read grade-level text with purpose and understanding.

**CCSS.ELA-LITERACY.RF.4.4.B**

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**CCSS.ELA-LITERACY.RL.4.3**

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**CCSS.ELA-LITERACY.RL.4.6**

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**CCSS.ELA-LITERACY.L.4.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.4.1.A**

Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

**CCSS.ELA-LITERACY.L.4.1.G**

Correctly use frequently confused words (e.g., to, too, two; there, their).\*\*

**CCSS.ELA-LITERACY.L.4.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.4.3.A**

Choose words and phrases to convey ideas precisely.

**CCSS.ELA-LITERACY.L.4.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**CCSS.ELA-LITERACY.L.4.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**Lesson #5: Group Book Selection - “Who is My Artist?”**

**CCSS.ELA-LITERACY.SL.4.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.4.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.4.1.C**

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**CCSS.ELA-LITERACY.SL.4.6**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**CCSS.ELA-LITERACY.L.4.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.4.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**Lesson #6: When Collaboration Causes Conflict**

**CCSS.ELA-LITERACY.SL.4.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.4.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.4.1.C**

Pose and respond to specific questions to clarify or

follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**CCSS.ELA-LITERACY.SL.4.1.D**

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.SL.4.4**

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**CCSS.ELA-LITERACY.SL.4.6**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**CCSS.ELA-LITERACY.RF.4.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RF.4.4.C**

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CCSS.ELA-LITERACY.L.4.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.4.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.4.3.C**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**CCSS.ELA-LITERACY.L.4.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**Lesson #7: Book Walking and Story Talking**

**CCSS.ELA-LITERACY.W.4.8**

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**CCSS.ELA-LITERACY.SL.4.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.4.1.A**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CCSS.ELA-LITERACY.SL.4.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.4.1.C**

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**CCSS.ELA-LITERACY.SL.4.1.D**

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.SL.4.2**

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.4.3**

Identify the reasons and evidence a speaker provides to support particular points.

**CCSS.ELA-LITERACY.SL.4.6**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**CCSS.ELA-LITERACY.RF.4.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RL.4.3**

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**CCSS.ELA-LITERACY.RL.4.6**

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**CCSS.ELA-LITERACY.RL.4.7**

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.\*\*

**CCSS.ELA-LITERACY.RL.4.9**

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.\*\*

**CCSS.ELA-LITERACY.L.4.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.4.3.A

Choose words and phrases to convey ideas precisely.

### CCSS.ELA-LITERACY.L.4.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

## Lesson #8: Character Development & Creative Vocabulary

### CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

### CCSS.ELA-LITERACY.W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### CCSS.ELA-LITERACY.W.4.10

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

### CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

### CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

### CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

### CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

### CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### CCSS.ELA-LITERACY.SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

### CCSS.ELA-LITERACY.RL.4.7

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

### CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.4.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

### CCSS.ELA-LITERACY.L.4.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).\*\*

## Lesson #9: Character Arc

### CCSS.ELA-LITERACY.4.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* g. Correctly use frequently confused words (e.g., to, too, two; there, their).\*

### CCSS.ELA-LITERACY.4.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.

### CCSS.ELA-LITERACY.4.L.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.\* b. Choose punctuation for effect.\* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations



where informal discourse is appropriate (e.g., small-group discussion).

**CCSS.ELA-LITERACY.4.L.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)

**CCSS.ELA-LITERACY.4.RL.3**

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**CCSS.ELA-LITERACY.4.W.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events.

**CCSS.ELA-LITERACY.4.SL.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.4.SL.3**

Identify the reasons and evidence a speaker provides to support particular points.

**CCSS.ELA-LITERACY.4.SL.4**

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**CCSS.ELA-LITERACY.4.SL.6**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation

**Lesson #10: Storyline Planning - Make a Map of it!**

**CCSS.ELA-LITERACY.W.4.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-LITERACY.W.4.3.A**

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**CCSS.ELA-LITERACY.W.4.3.B**

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**CCSS.ELA-LITERACY.W.4.3.C**

Use a variety of transitional words and phrases to manage the sequence of events.\*\*

**CCSS.ELA-LITERACY.W.4.3.D**

Use concrete words and phrases and sensory details to convey experiences and events precisely.

**CCSS.ELA-LITERACY.W.4.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**CCSS.ELA-LITERACY.W.4.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.4.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CCSS.ELA-LITERACY.W.4.10**

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

**CCSS.ELA-LITERACY.SL.4.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.4.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.4.1.C**

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**CCSS.ELA-LITERACY.SL.4.1.D**

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.



### CCSS.ELA-LITERACY.RL.4.7

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.\*\*

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### CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.4.1.F

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

#### CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### CCSS.ELA-LITERACY.L.4.3.A

Choose words and phrases to convey ideas precisely.

#### CCSS.ELA-LITERACY.L.4.3.B

Choose punctuation for effect.\*

#### CCSS.ELA-LITERACY.L.4.3.C

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

#### CCSS.ELA-LITERACY.L.4.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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## Lesson #11: Big Idea

### CCSS.ELA-LITERACY.4.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* g. Correctly use frequently confused words (e.g., to, too, two; there, their).\*

### CCSS.ELA-LITERACY.4.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.

### CCSS.ELA-LITERACY.4.L.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and

phrases to convey ideas precisely.\* b. Choose punctuation for effect.\* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

### CCSS.ELA-LITERACY.4.L.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)

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### CCSS.ELA-LITERACY.4.RL.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

### CCSS.ELA-LITERACY.4.RL.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

### CCSS.ELA-LITERACY.4.RL.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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### CCSS.ELA-LITERACY.4.W.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events.

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### CCSS.ELA-LITERACY.4.SL.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

### CCSS.ELA-LITERACY.4.SL.3

Identify the reasons and evidence a speaker provides to support particular points.

### CCSS.ELA-LITERACY.4.SL.4

Report on a topic or text, tell a story, or recount an

experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**CCSS.ELA-LITERACY.4.SL.6**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation

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**Lesson #12: Setting Snapshots - Painting Place with Words**

**CCSS.ELA-LITERACY.W.4.3.D**

Use concrete words and phrases and sensory details to convey experiences and events precisely.

**CCSS.ELA-LITERACY.W.4.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.4.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CCSS.ELA-LITERACY.W.4.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.W.4.9.A**

Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).\*\*

**CCSS.ELA-LITERACY.W.4.10**

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

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**CCSS.ELA-LITERACY.SL.4.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.4.1.A**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CCSS.ELA-LITERACY.SL.4.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.4.1.C**

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**CCSS.ELA-LITERACY.SL.4.1.D**

Review the key ideas expressed and explain their own ideas

and understanding in light of the discussion.

**CCSS.ELA-LITERACY.SL.4.2**

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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**CCSS.ELA-LITERACY.RL.4.1**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.\*\*

**CCSS.ELA-LITERACY.RL.4.9**

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.\*\*

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**CCSS.ELA-LITERACY.L.4.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.4.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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**Lesson #13: Deliberate Dialogue**

**CCSS.ELA-LITERACY.W.4.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-LITERACY.W.4.3.B**

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**CCSS.ELA-LITERACY.W.4.3.C**

Use a variety of transitional words and phrases to manage the sequence of events.

**CCSS.ELA-LITERACY.W.4.3.D**

Use concrete words and phrases and sensory details to convey experiences and events precisely.

**CCSS.ELA-LITERACY.W.4.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.4.10**

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

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**CCSS.ELA-LITERACY.SL.4.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.



**CCSS.ELA-LITERACY.SL.4.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.4.1.C**

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**CCSS.ELA-LITERACY.SL.4.6**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

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**CCSS.ELA-LITERACY.L.4.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.4.1.B**

Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

**CCSS.ELA-LITERACY.L.4.1.D**

Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).\*\*

**CCSS.ELA-LITERACY.L.4.2.B**

Use commas and quotation marks to mark direct speech and quotations from a text.

**CCSS.ELA-LITERACY.L.4.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.4.3.B**

Choose punctuation for effect.\*\*

**CCSS.ELA-LITERACY.L.4.3.C**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

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## **Lesson #14: Leads and Conclusions**

**CCSS.ELA-LITERACY.W.4.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-LITERACY.W.4.3.A**

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**CCSS.ELA-LITERACY.W.4.3.B**

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**CCSS.ELA-LITERACY.W.4.3.C**

Use a variety of transitional words and phrases to manage the sequence of events.

**CCSS.ELA-LITERACY.W.4.3.D**

Use concrete words and phrases and sensory details to convey experiences and events precisely.

**CCSS.ELA-LITERACY.W.4.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**CCSS.ELA-LITERACY.W.4.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.4.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CCSS.ELA-LITERACY.W.4.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.W.4.10**

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

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**CCSS.ELA-LITERACY.SL.4.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.4.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.4.1.C**

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**CCSS.ELA-LITERACY.SL.4.1.D**

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.SL.4.6**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

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**CCSS.ELA-LITERACY.RF.4.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RF.4.4.A**

Read grade-level text with purpose and understanding.

**CCSS.ELA-LITERACY.RF.4.4.C**

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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**CCSS.ELA-LITERACY.RL.4.1**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.\*\*



**CCSS.ELA-LITERACY.RL.4.5**

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.\*\*

**CCSS.ELA-LITERACY.RL.4.6**

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.\*\*

**CCSS.ELA-LITERACY.RL.4.7**

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.\*\*

**CCSS.ELA-LITERACY.RL.4.9**

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.\*\*

**CCSS.ELA-LITERACY.L.4.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.4.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.4.3.A**

Choose words and phrases to convey ideas precisely.

**CCSS.ELA-LITERACY.L.4.3.C**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**CCSS.ELA-LITERACY.L.4.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.\*\*

**CCSS.ELA-LITERACY.L.4.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).\*\*

**Lesson #15: Ready, Set, Write!**

**CCSS.ELA-LITERACY.W.4.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-LITERACY.W.4.3.A**

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**CCSS.ELA-LITERACY.W.4.3.B**

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**CCSS.ELA-LITERACY.W.4.3.C**

Use a variety of transitional words and phrases to manage the sequence of events.\*\*

**CCSS.ELA-LITERACY.W.4.3.D**

Use concrete words and phrases and sensory details to convey experiences and events precisely.

**CCSS.ELA-LITERACY.W.4.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**CCSS.ELA-LITERACY.W.4.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.4.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CCSS.ELA-LITERACY.W.4.10**

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

**CCSS.ELA-LITERACY.SL.4.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.4.1.A**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CCSS.ELA-LITERACY.SL.4.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.4.1.C**

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**CCSS.ELA-LITERACY.SL.4.1.D**

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.SL.4.2**

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.4.5**

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**CCSS.ELA-LITERACY.SL.4.6**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

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#### CCSS.ELA-LITERACY.RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

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#### CCSS.ELA-LITERACY.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

#### CCSS.ELA-LITERACY.RL.4.6

Compare and contrast the point of view from which different stories are narrated, including the difference

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#### CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.\*\*

#### CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### CCSS.ELA-LITERACY.L.4.3.A

Choose words and phrases to convey ideas precisely.

#### CCSS.ELA-LITERACY.L.4.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.\*\*

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### **Lesson #16: The Mighty Thesaurus - Words Unlimited!**

#### CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

#### CCSS.ELA-LITERACY.W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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#### CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

#### CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

#### CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

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#### CCSS.ELA-LITERACY.RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

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#### CCSS.ELA-LITERACY.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

#### CCSS.ELA-LITERACY.RL.4.4

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).\*\*

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#### CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed.

#### CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### CCSS.ELA-LITERACY.L.4.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.\*\*

#### CCSS.ELA-LITERACY.L.4.4.A

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

#### CCSS.ELA-LITERACY.L.4.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

#### CCSS.ELA-LITERACY.L.4.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*

#### CCSS.ELA-LITERACY.L.4.5.A

Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.\*\*

#### CCSS.ELA-LITERACY.L.4.5.C

Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

#### CCSS.ELA-LITERACY.L.4.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are



basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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## Lesson #17: Story Stretching - Making More of Moments

### CCSS.ELA-LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

#### CCSS.ELA-LITERACY.W.4.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

#### CCSS.ELA-LITERACY.W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

#### CCSS.ELA-LITERACY.W.4.3.C

Use a variety of transitional words and phrases to manage the sequence of events.

#### CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

### CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

#### CCSS.ELA-LITERACY.W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

#### CCSS.ELA-LITERACY.W.4.10

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

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### CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

#### CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

#### CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

#### CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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### CCSS.ELA-LITERACY.RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

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### CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### CCSS.ELA-LITERACY.L.4.3.A

Choose words and phrases to convey ideas precisely.

#### CCSS.ELA-LITERACY.L.4.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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## Lesson #18: First Draft Read & Review!

### CCSS.ELA-LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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### CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

#### CCSS.ELA-LITERACY.SL.4.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

#### CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

#### CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

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### CCSS.ELA-LITERACY.RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

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**CCSS.ELA-LITERACY.RL.4.1**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.RL.4.5**

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

**CCSS.ELA-LITERACY.RL.4.7**

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

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**CCSS.ELA-LITERACY.L.4.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.4.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.4.3.A**

Choose words and phrases to convey ideas precisely.

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**Lesson #19: The Punctuation Pass**

**CCSS.ELA-LITERACY.W.4.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.4.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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**CCSS.ELA-LITERACY.SL.4.1.D**

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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**CCSS.ELA-LITERACY.RF.4.4**

Read with sufficient accuracy and fluency to support comprehension.

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**CCSS.ELA-LITERACY.L.4.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.4.1.F**

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*\*

**CCSS.ELA-LITERACY.L.4.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.4.2.A**

Use correct capitalization.

**CCSS.ELA-LITERACY.L.4.2.B**

Use commas and quotation marks to mark direct speech and quotations from a text.

**CCSS.ELA-LITERACY.L.4.2.C**

Use a comma before a coordinating conjunction in a compound sentence.

**CCSS.ELA-LITERACY.L.4.2.D**

Spell grade-appropriate words correctly, consulting references as needed.

**CCSS.ELA-LITERACY.L.4.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.4.3.A**

Choose words and phrases to convey ideas precisely.

**CCSS.ELA-LITERACY.L.4.3.B**

Choose punctuation for effect.

**CCSS.ELA-LITERACY.L.4.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**CCSS.ELA-LITERACY.L.4.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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**Lesson #20: Spelling Sparks**

**CCSS.ELA-LITERACY.W.4.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.4.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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**CCSS.ELA-LITERACY.RF.4.4**

Read with sufficient accuracy and fluency to support comprehension.

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**CCSS.ELA-LITERACY.L.4.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.4.1.G**

Correctly use frequently confused words (e.g., to, too, two; there, their).\*\*

**CCSS.ELA-LITERACY.L.4.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.4.2.A**

Use correct capitalization.

**CCSS.ELA-LITERACY.L.4.2.B**

Use commas and quotation marks to mark direct speech and quotations from a text.

**CCSS.ELA-LITERACY.L.4.2.C**

Use a comma before a coordinating conjunction in a compound sentence.

**CCSS.ELA-LITERACY.L.4.2.D**

Spell grade-appropriate words correctly, consulting references as needed.

**CCSS.ELA-LITERACY.L.4.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.4.3.A**

Choose words and phrases to convey ideas precisely.\*\*

**CCSS.ELA-LITERACY.L.4.3.C**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).\*\*

**CCSS.ELA-LITERACY.L.4.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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## **Lesson #21: What's Our Title?**

**CCSS.ELA-LITERACY.W.4.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.4.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CCSS.ELA-LITERACY.W.4.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**CCSS.ELA-LITERACY.SL.4.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.4.1.C**

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**CCSS.ELA-LITERACY.SL.4.1.D**

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.SL.4.2**

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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**CCSS.ELA-LITERACY.RF.4.4**

Read with sufficient accuracy and fluency to support comprehension.

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**CCSS.ELA-LITERACY.RL.4.1**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.RL.4.2**

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**CCSS.ELA-LITERACY.RL.4.3**

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).\*\*

**CCSS.ELA-LITERACY.RL.4.7**

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

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**CCSS.ELA-LITERACY.L.4.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.4.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.4.2.A**

Use correct capitalization.

**CCSS.ELA-LITERACY.L.4.2.B**

Use commas and quotation marks to mark direct speech and quotations from a text.

**CCSS.ELA-LITERACY.L.4.2.D**

Spell grade-appropriate words correctly, consulting references as needed.

**CCSS.ELA-LITERACY.L.4.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.4.3.A**

Choose words and phrases to convey ideas precisely.

**CCSS.ELA-LITERACY.L.4.3.B**

Choose punctuation for effect.

**CCSS.ELA-LITERACY.L.4.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**CCSS.ELA-LITERACY.L.4.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*



**CCSS.ELA-LITERACY.L.4.5.A**

Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.\*\*

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**Lesson #22: For Whom & By Whom - In Color!**

**CCSS.ELA-LITERACY.W.4.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.4.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CCSS.ELA-LITERACY.W.4.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**CCSS.ELA-LITERACY.SL.4.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.4.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.4.1.C**

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**CCSS.ELA-LITERACY.SL.4.1.D**

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.SL.4.2**

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.4.6**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

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**CCSS.ELA-LITERACY.RF.4.4**

Read with sufficient accuracy and fluency to support comprehension.

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**CCSS.ELA-LITERACY.L.4.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.4.2**

Demonstrate command of the conventions of standard

English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.4.2.A**

Use correct capitalization.

**CCSS.ELA-LITERACY.L.4.2.B**

Use commas and quotation marks to mark direct speech and quotations from a text.

**CCSS.ELA-LITERACY.L.4.2.C**

Use a comma before a coordinating conjunction in a compound sentence.

**CCSS.ELA-LITERACY.L.4.2.D**

Spell grade-appropriate words correctly, consulting references as needed.

**CCSS.ELA-LITERACY.L.4.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.4.3.A**

Choose words and phrases to convey ideas precisely.

**CCSS.ELA-LITERACY.L.4.3.C**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).\*\*

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**Lesson #23: Presentations!**

**CCSS.ELA-LITERACY.SL.4.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.4.1.A**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CCSS.ELA-LITERACY.SL.4.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.4.4**

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**CCSS.ELA-LITERACY.SL.4.5**

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**CCSS.ELA-LITERACY.SL.4.6**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

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**CCSS.ELA-LITERACY.RF.4.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RF.4.4.A**

Read grade-level text with purpose and understanding.

**CCSS.ELA-LITERACY.RF.4.4.B**

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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**CCSS.ELA-LITERACY.L.4.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.4.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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**CCSS.ELA-LITERACY.W.4.6**

With some guidance and support from adults, 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 one page in a single sitting.

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**CCSS.ELA-LITERACY.SL.4.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

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**CCSS.ELA-LITERACY.RL.4.7**

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.\*\*

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**CCSS.ELA-LITERACY.L.4.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.4.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.4.2.A**

Use correct capitalization.

**CCSS.ELA-LITERACY.L.4.2.B**

Use commas and quotation marks to mark direct speech and quotations from a text.

**CCSS.ELA-LITERACY.L.4.2.C**

Use a comma before a coordinating conjunction in a compound sentence.

**CCSS.ELA-LITERACY.L.4.2.D**

Spell grade-appropriate words correctly, consulting references as needed.

**CCSS.ELA-LITERACY.L.4.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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**Lesson #24: Writers as Readers**

**CCSS.ELA-LITERACY.4.L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* g. Correctly use frequently confused words (e.g., to, too, two; there, their).\*

**CCSS.ELA-LITERACY.4.L.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.

**CCSS.ELA-LITERACY.4.L.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.\* b. Choose punctuation for effect.\* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**CCSS.ELA-LITERACY.4.L.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)

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**CCSS.ELA-LITERACY.4.RL.1**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.4.RL.3**

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**CCSS.ELA-LITERACY.4.RL.10**

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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**CCSS.ELA-LITERACY.4.W.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research. a.

Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

#### **CCSS.ELA-LITERACY.4.W.10**

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

#### **CCSS.ELA-LITERACY.4.SL.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

#### **CCSS.ELA-LITERACY.4.SL.3**

Identify the reasons and evidence a speaker provides to support particular points.

#### **CCSS.ELA-LITERACY.4.SL.4**

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

#### **CCSS.ELA-LITERACY.4.SL.6**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

### **Lesson #25: Group Book Upload!**

#### **CCSS.ELA-LITERACY.W.4.6**

With some guidance and support from adults, 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 one page in a single sitting.

#### **CCSS.ELA-LITERACY.SL.4.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

#### **CCSS.ELA-LITERACY.RL.4.7**

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.\*\*

#### **CCSS.ELA-LITERACY.L.4.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### **CCSS.ELA-LITERACY.L.4.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **CCSS.ELA-LITERACY.L.4.2.A**

Use correct capitalization.

#### **CCSS.ELA-LITERACY.L.4.2.B**

Use commas and quotation marks to mark direct speech and quotations from a text.

#### **CCSS.ELA-LITERACY.L.4.2.C**

Use a comma before a coordinating conjunction in a compound sentence.

#### **CCSS.ELA-LITERACY.L.4.2.D**

Spell grade-appropriate words correctly, consulting references as needed.

#### **CCSS.ELA-LITERACY.L.4.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### **Lesson #26: Relax & Reflect!**

#### **CCSS.ELA-LITERACY.W.4.1**

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

#### **CCSS.ELA-LITERACY.W.4.1.A**

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.

#### **CCSS.ELA-LITERACY.W.4.1.B**

Provide reasons that are supported by facts and details.

#### **CCSS.ELA-LITERACY.W.4.1.C**

Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).\*\*

#### **CCSS.ELA-LITERACY.W.4.1.D**

Provide a concluding statement or section related to the opinion presented.\*\*

#### **CCSS.ELA-LITERACY.W.4.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

#### **CCSS.ELA-LITERACY.W.4.3.A**

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.\*\*

#### **CCSS.ELA-LITERACY.W.4.3.B**

Use dialogue and description to develop





experiences and events or show the responses of characters to situations.\*\*

**CCSS.ELA-LITERACY.W.4.3.C**

Use a variety of transitional words and phrases to manage the sequence of events.\*\*

**CCSS.ELA-LITERACY.W.4.3.D**

Use concrete words and phrases and sensory details to convey experiences and events precisely.

**CCSS.ELA-LITERACY.W.4.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.4.8**

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**CCSS.ELA-LITERACY.W.4.10**

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

**CCSS.ELA-LITERACY.SL.4.6**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**CCSS.ELA-LITERACY.L.4.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.4.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.4.3.A**

Choose words and phrases to convey ideas precisely.

**PART TWO: INDIVIDUAL AUTHORSHIP**

**Lesson #1: "WRITE IT & READ IT!"**

**CCSS.ELA-LITERACY.W.4.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-LITERACY.W.4.3.A**

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**CCSS.ELA-LITERACY.W.4.3.B**

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**CCSS.ELA-LITERACY.W.4.3.C**

Use a variety of transitional words and phrases to manage the sequence of events.

**CCSS.ELA-LITERACY.W.4.3.D**

Use concrete words and phrases and sensory details to convey experiences and events precisely.

**CCSS.ELA-LITERACY.W.4.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**CCSS.ELA-LITERACY.W.4.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.4.10**

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

**CCSS.ELA-LITERACY.SL.4.5**

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**CCSS.ELA-LITERACY.SL.4.6**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**CCSS.ELA-LITERACY.RL.4.2**

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**CCSS.ELA-LITERACY.RL.4.7**

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

**CCSS.ELA-LITERACY.RL.4.9**

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.\*\*

**CCSS.ELA-LITERACY.L.4.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.4.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.4.3.A**

Choose words and phrases to convey ideas precisely.

**CCSS.ELA-LITERACY.L.4.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.



#### CCSS.ELA-LITERACY.L.4.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### CCSS.ELA-LITERACY.L.4.5.A

Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

#### CCSS.ELA-LITERACY.L.4.5.B

Recognize and explain the meaning of common idioms, adages, and proverbs.

#### CCSS.ELA-LITERACY.L.4.5.C

Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

### The School-To-Home Connection (Optional)

#### CCSS.ELA-LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

#### CCSS.ELA-LITERACY.W.4.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

#### CCSS.ELA-LITERACY.W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

#### CCSS.ELA-LITERACY.W.4.3.C

Use a variety of transitional words and phrases to manage the sequence of events.

#### CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

#### CCSS.ELA-LITERACY.W.4.3.E

Provide a conclusion that follows from the narrated experiences or events.

#### CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

#### CCSS.ELA-LITERACY.W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

#### CCSS.ELA-LITERACY.W.4.10

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

#### CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

#### CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the

discussion and link to the remarks of others.

#### CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

#### CCSS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### CCSS.ELA-LITERACY.SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

#### CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

#### CCSS.ELA-LITERACY.SL.4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

#### CCSS.ELA-LITERACY.SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

#### CCSS.ELA-LITERACY.RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

#### CCSS.ELA-LITERACY.RL.4.6

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

#### CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### CCSS.ELA-LITERACY.L.4.3.A

Choose words and phrases to convey ideas precisely.

#### CCSS.ELA-LITERACY.L.4.3.C

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).\*\*

#### CCSS.ELA-LITERACY.L.4.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

#### CCSS.ELA-LITERACY.L.4.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.\*\*

#### CCSS.ELA-LITERACY.L.4.5.A

Explain the meaning of simple similes and



metaphors (e.g., as pretty as a picture) in context.\*\*

**CCSS.ELA-LITERACY.L.4.5.B**

Recognize and explain the meaning of common idioms, adages, and proverbs.\*\*

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## Lesson #2: Partnering with an Illustrator

**CCSS.ELA-LITERACY.W.4.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**CCSS.ELA-LITERACY.RL.4.2**

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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**CCSS.ELA-LITERACY.L.4.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.4.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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## Lesson #3: Expository Writing from Experience

**CCSS.ELA-LITERACY.W.4.1**

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.\*\*

**CCSS.ELA-LITERACY.W.4.1.A**

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

**CCSS.ELA-LITERACY.W.4.1.B**

Provide reasons that are supported by facts and details.

**CCSS.ELA-LITERACY.W.4.1.C**

Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).\*\*

**CCSS.ELA-LITERACY.W.4.1.D**

Provide a concluding statement or section related to the opinion presented.

**CCSS.ELA-LITERACY.W.4.2**

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.\*\*

**CCSS.ELA-LITERACY.W.4.2.B**

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**CCSS.ELA-LITERACY.W.4.2.C**

Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).\*\*

**CCSS.ELA-LITERACY.W.4.2.D**

Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CCSS.ELA-LITERACY.W.4.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.4.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CCSS.ELA-LITERACY.W.4.8**

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.\*\*

**CCSS.ELA-LITERACY.W.4.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.W.4.10**

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

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**CCSS.ELA-LITERACY.SL.4.4**

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.\*\*

**CCSS.ELA-LITERACY.SL.4.6**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

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**CCSS.ELA-LITERACY.RI.4.5**

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.\*\*

**CCSS.ELA-LITERACY.RI.4.8**

Explain how an author uses reasons and evidence to support particular points in a text.

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**CCSS.ELA-LITERACY.L.4.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.4.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.4.3.A**

Choose words and phrases to convey ideas precisely.

**CCSS.ELA-LITERACY.L.4.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are



basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).\*\*

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## Lesson #4: Worksheet Workout!

### CCSS.ELA-LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### CCSS.ELA-LITERACY.W.4.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

### CCSS.ELA-LITERACY.W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

### CCSS.ELA-LITERACY.W.4.3.C

Use a variety of transitional words and phrases to manage the sequence of events.

### CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

### CCSS.ELA-LITERACY.W.4.3.E

Provide a conclusion that follows from the narrated experiences or events.

### CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

### CCSS.ELA-LITERACY.W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### CCSS.ELA-LITERACY.W.4.10

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

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### CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.4.3.A

Choose words and phrases to convey ideas precisely.

### CCSS.ELA-LITERACY.L.4.3.C

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal

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## Lesson #5: Recognize & Research

### CCSS.ELA-LITERACY.W.4.2

Write informative/explanatory texts to examine a topic and

convey ideas and information clearly.

### CCSS.ELA-LITERACY.W.4.2.A

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

### CCSS.ELA-LITERACY.W.4.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

### CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

### CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

### CCSS.ELA-LITERACY.W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### CCSS.ELA-LITERACY.W.4.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

### CCSS.ELA-LITERACY.W.4.8

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

### CCSS.ELA-LITERACY.W.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### CCSS.ELA-LITERACY.W.4.10

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

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### CCSS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.\*\*

### CCSS.ELA-LITERACY.SL.4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.\*\*

### CCSS.ELA-LITERACY.SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

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#### CCSS.ELA-LITERACY.RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

#### CCSS.ELA-LITERACY.RF.4.4.A

Read grade-level text with purpose and understanding.

#### CCSS.ELA-LITERACY.RF.4.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### CCSS.ELA-LITERACY.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

#### CCSS.ELA-LITERACY.RI.4.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.\*\*

#### CCSS.ELA-LITERACY.RI.4.6

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.\*\*

#### CCSS.ELA-LITERACY.RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

#### CCSS.ELA-LITERACY.RI.4.9

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

#### CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### CCSS.ELA-LITERACY.L.4.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

#### CCSS.ELA-LITERACY.L.4.4.A

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

#### CCSS.ELA-LITERACY.L.4.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

#### CCSS.ELA-LITERACY.L.4.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

## Lesson #6: My First Draft

#### CCSS.ELA-LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

#### CCSS.ELA-LITERACY.W.4.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

#### CCSS.ELA-LITERACY.W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

#### CCSS.ELA-LITERACY.W.4.3.C

Use a variety of transitional words and phrases to manage the sequence of events.

#### CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

#### CCSS.ELA-LITERACY.W.4.3.E

Provide a conclusion that follows from the narrated experiences or events.

#### CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

#### CCSS.ELA-LITERACY.W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

#### CCSS.ELA-LITERACY.W.4.10

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

#### CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

#### CCSS.ELA-LITERACY.SL.4.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

#### CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

#### CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

#### CCSS.ELA-LITERACY.SL.4.1.D



Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.SL.4.2**

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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**CCSS.ELA-LITERACY.RL.4.2**

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**CCSS.ELA-LITERACY.RL.4.3**

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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**CCSS.ELA-LITERACY.L.4.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.4.1.F**

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**CCSS.ELA-LITERACY.L.4.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.4.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.4.3.A**

Choose words and phrases to convey ideas precisely.

**CCSS.ELA-LITERACY.L.4.3.B**

Choose punctuation for effect.\*\*

**CCSS.ELA-LITERACY.L.4.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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## **Lesson #7: Engaged Sharing & Active Listening**

**CCSS.ELA-LITERACY.W.4.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.4.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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**CCSS.ELA-LITERACY.SL.4.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse

partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.4.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.4.1.C**

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**CCSS.ELA-LITERACY.SL.4.1.D**

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.SL.4.2**

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.4.6**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

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**CCSS.ELA-LITERACY.RF.4.4**

Read with sufficient accuracy and fluency to support comprehension.

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**CCSS.ELA-LITERACY.RL.4.1**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.RL.4.2**

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**CCSS.ELA-LITERACY.RL.4.3**

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**CCSS.ELA-LITERACY.RL.4.5**

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

**CCSS.ELA-LITERACY.RL.4.6**

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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**CCSS.ELA-LITERACY.L.4.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.4.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.



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## Lesson #8: The Last Pass

### CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

### CCSS.ELA-LITERACY.W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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### CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

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### CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### CCSS.ELA-LITERACY.L.4.2.A

Use correct capitalization.

### CCSS.ELA-LITERACY.L.4.2.B

Use commas and quotation marks to mark direct speech and quotations from a text.

### CCSS.ELA-LITERACY.L.4.2.C

Use a comma before a coordinating conjunction in a compound sentence.

### CCSS.ELA-LITERACY.L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed.

### CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.4.3.A

Choose words and phrases to convey ideas precisely.

### CCSS.ELA-LITERACY.L.4.3.B

Choose punctuation for effect.

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## Lesson #9: From the Pencil to the Pages!

### CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

### CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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### CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### CCSS.ELA-LITERACY.L.4.2.A

Use correct capitalization.

### CCSS.ELA-LITERACY.L.4.2.B

Use commas and quotation marks to mark direct speech and quotations from a text.

### CCSS.ELA-LITERACY.L.4.2.C

Use a comma before a coordinating conjunction in a compound sentence.

### CCSS.ELA-LITERACY.L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed.

### CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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## Lesson #10: "Official Author" Presentations

### CCSS.ELA-LITERACY.SL.4.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

### CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

### CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.\*\*

### CCSS.ELA-LITERACY.SL.4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.\*\*

### CCSS.ELA-LITERACY.SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

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### CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.



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## Lesson #11: Becoming Flexible Thinkers - Pointing to Perspective

### CCSS.ELA-LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### CCSS.ELA-LITERACY.W.4.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

### CCSS.ELA-LITERACY.W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

### CCSS.ELA-LITERACY.W.4.3.C

Use a variety of transitional words and phrases to manage the sequence of events.

### CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

### CCSS.ELA-LITERACY.W.4.3.E

Provide a conclusion that follows from the narrated experiences or events.

### CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

### CCSS.ELA-LITERACY.W.4.10

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

### CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

### CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

### CCSS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### CCSS.ELA-LITERACY.SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

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### CCSS.ELA-LITERACY.RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

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### CCSS.ELA-LITERACY.RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

### CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

### CCSS.ELA-LITERACY.RL.4.6

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.\*\*

### CCSS.ELA-LITERACY.RL.4.9

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.\*\*

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### CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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## Poetry Pop In: Concrete Poems

### CCSS.ELA-LITERACY.4.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* g. Correctly use frequently confused words (e.g., to, too, two; there, their).\*

### CCSS.ELA-LITERACY.4.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.

### CCSS.ELA-LITERACY.4.L.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.\* b. Choose punctuation for effect.\* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

### CCSS.ELA-LITERACY.4.L.6





Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)

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#### **CCSS.ELA-LITERACY.4.RF.4**

Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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#### **CCSS.ELA-LITERACY.4.RL.1**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

#### **CCSS.ELA-LITERACY.4.RL.5**

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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#### **CCSS.ELA-LITERACY.4.W.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

#### **CCSS.ELA-LITERACY.4.W.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

#### **CCSS.ELA-LITERACY.4.W.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

#### **CCSS.ELA-LITERACY.4.W.10**

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

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#### **CCSS.ELA-LITERACY.4.SL.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and

expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

#### **CCSS.ELA-LITERACY.4.SL.3**

Identify the reasons and evidence a speaker provides to support particular points.

#### **CCSS.ELA-LITERACY.4.SL.4**

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

#### **CCSS.ELA-LITERACY.4.SL.6**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation

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## **Poetry Pop In: Acrostic Poems**

#### **CCSS.ELA-LITERACY.4.L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* g. Correctly use frequently confused words (e.g., to, too, two; there, their).\*

#### **CCSS.ELA-LITERACY.4.L.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.

#### **CCSS.ELA-LITERACY.4.L.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.\* b. Choose punctuation for effect.\* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

#### **CCSS.ELA-LITERACY.4.L.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states



of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)

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#### **CCSS.ELA-LITERACY.4.RF.4**

Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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#### **CCSS.ELA-LITERACY.4.RL.1**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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#### **CCSS.ELA-LITERACY.4.W.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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#### **CCSS.ELA-LITERACY.4.RL.5**

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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#### **CCSS.ELA-LITERACY.4.W.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

#### **CCSS.ELA-LITERACY.4.W.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

#### **CCSS.ELA-LITERACY.4.W.10**

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

#### **CCSS.ELA-LITERACY.4.SL.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

#### **CCSS.ELA-LITERACY.4.SL.3**

Identify the reasons and evidence a speaker provides to support particular points.

#### **CCSS.ELA-LITERACY.4.SL.4**

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

#### **CCSS.ELA-LITERACY.4.SL.6**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation

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### **Poetry Pop In: Rhyming Poems**

#### **CCSS.ELA-LITERACY.4.L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* g. Correctly use frequently confused words (e.g., to, too, two; there, their).\*

#### **CCSS.ELA-LITERACY.4.L.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.

#### **CCSS.ELA-LITERACY.4.L.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.\* b. Choose punctuation for effect.\* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal



discourse is appropriate (e.g., small-group discussion).

**CCSS.ELA-LITERACY.4.L.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)

**CCSS.ELA-LITERACY.4.RF.4**

Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CCSS.ELA-LITERACY.4.RL.1**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.4.W.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.4.RL.5**

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

**CCSS.ELA-LITERACY.4.W.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CCSS.ELA-LITERACY.4.W.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

**CCSS.ELA-LITERACY.4.W.10**

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

purposes, and audiences.

**CCSS.ELA-LITERACY.4.SL.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.4.SL.3**

Identify the reasons and evidence a speaker provides to support particular points.

**CCSS.ELA-LITERACY.4.SL.4**

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**CCSS.ELA-LITERACY.4.SL.6**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation

**Poetry Pop In: Sensory Poems**

**CCSS.ELA-LITERACY.4.L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* g. Correctly use frequently confused words (e.g., to, too, two; there, their).\*

**CCSS.ELA-LITERACY.4.L.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.

**CCSS.ELA-LITERACY.4.L.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.\* b. Choose punctuation for effect.\* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where



informal discourse is appropriate (e.g., small-group discussion).

**CCSS.ELA-LITERACY.4.L.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)

**CCSS.ELA-LITERACY.4.RF.4**

Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CCSS.ELA-LITERACY.4.RL.1**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.4.W.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.4.RL.5**

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

**CCSS.ELA-LITERACY.4.W.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CCSS.ELA-LITERACY.4.W.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

**CCSS.ELA-LITERACY.4.W.10**

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

purposes, and audiences.

**CCSS.ELA-LITERACY.4.SL.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.4.SL.3**

Identify the reasons and evidence a speaker provides to support particular points.

**CCSS.ELA-LITERACY.4.SL.4**

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**CCSS.ELA-LITERACY.4.SL.6**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation

**ACTIVITY: HOLD A YOUNG AUTHOR’S EVENT!**

**CCSS.ELA-LITERACY.SL.4.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.4.4**

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**CCSS.ELA-LITERACY.RF.4.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RF.4.4.A**

Read grade-level text with purpose and understanding.

**CCSS.ELA-LITERACY.RF.4.4.B**

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**CCSS.ELA-LITERACY.L.4.1**

Demonstrate command of the conventions of



standard English grammar and usage when writing or speaking.  
**CCSS.ELA-LITERACY.L.4.3**  
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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## **COLLEGE AND CAREER READINESS STANDARDS ADDRESSED**

### **CCSS.ELA-LITERACY.CCRA.W.1**

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

### **CCSS.ELA-LITERACY.CCRA.W.2**

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

### **CCSS.ELA-LITERACY.CCRA.W.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### **CCSS.ELA-LITERACY.CCRA.W.4**

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

### **CCSS.ELA-LITERACY.CCRA.W.5**

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

### **CCSS.ELA-LITERACY.CCRA.W.6**

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

### **CCSS.ELA-LITERACY.CCRA.W.7**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

### **CCSS.ELA-LITERACY.CCRA.W.8**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

### **CCSS.ELA-LITERACY.CCRA.W.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **CCSS.ELA-LITERACY.CCRA.W.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.

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### **CCSS.ELA-LITERACY.CCRA.SL.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.

### **CCSS.ELA-LITERACY.CCRA.SL.2**

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### **CCSS.ELA-LITERACY.CCRA.SL.3**

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **CCSS.ELA-LITERACY.CCRA.SL.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.

### **CCSS.ELA-LITERACY.CCRA.SL.5**

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### **CCSS.ELA-LITERACY.CCRA.SL.6**

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

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### **CCSS.ELA-LITERACY.CCRA.R.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.

### **CCSS.ELA-LITERACY.CCRA.R.2**

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

### **CCSS.ELA-LITERACY.CCRA.R.3**

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### **CCSS.ELA-LITERACY.CCRA.R.4**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

### **CCSS.ELA-LITERACY.CCRA.R.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.

### **CCSS.ELA-LITERACY.CCRA.R.6**

Assess how point of view or purpose shapes the content and style of a text.

### **CCSS.ELA-LITERACY.CCRA.R.7**

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

### **CCSS.ELA-LITERACY.CCRA.R.8**

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

### **CCSS.ELA-LITERACY.CCRA.R.9**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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### **CCSS.ELA-LITERACY.CCRA.L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### **CCSS.ELA-LITERACY.CCRA.L.2**

Demonstrate command of the conventions of



standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.CCRA.L.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.

**CCSS.ELA-LITERACY.CCRA.L.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**CCSS.ELA-LITERACY.CCRA.L.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-LITERACY.CCRA.L.6**

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

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**\*\*\*COMPLETE LIST OF LANGUAGE STANDARDS - GRADE 4**

**CCSS.ELA-LITERACY.L.4.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.4.1.A**

Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

**CCSS.ELA-LITERACY.L.4.1.B**

Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

**CCSS.ELA-LITERACY.L.4.1.C**

Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

**CCSS.ELA-LITERACY.L.4.1.D**

Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

**CCSS.ELA-LITERACY.L.4.1.E**

Form and use prepositional phrases.

**CCSS.ELA-LITERACY.L.4.1.F**

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**CCSS.ELA-LITERACY.L.4.1.G**

Correctly use frequently confused words (e.g., to, too, two; there, their).

**CCSS.ELA-LITERACY.L.4.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.4.2.A**

Use correct capitalization.

**CCSS.ELA-LITERACY.L.4.2.B**

Use commas and quotation marks to mark direct speech and quotations from a text.

**CCSS.ELA-LITERACY.L.4.2.C**

Use a comma before a coordinating conjunction in a compound sentence.

**CCSS.ELA-LITERACY.L.4.2.D**

Spell grade-appropriate words correctly, consulting references as needed.

**CCSS.ELA-LITERACY.L.4.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.4.3.A**

Choose words and phrases to convey ideas precisely.

**CCSS.ELA-LITERACY.L.4.3.B**

Choose punctuation for effect.

**CCSS.ELA-LITERACY.L.4.3.C**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**CCSS.ELA-LITERACY.L.4.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.4.4.A**

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.4.4.B**

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

**CCSS.ELA-LITERACY.L.4.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**CCSS.ELA-LITERACY.L.4.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-LITERACY.L.4.5.A**

Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

**CCSS.ELA-LITERACY.L.4.5.B**

Recognize and explain the meaning of common idioms, adages, and proverbs.

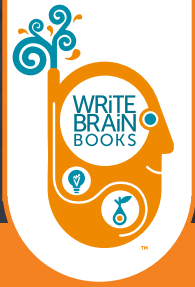
**CCSS.ELA-LITERACY.L.4.5.C**

Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**CCSS.ELA-LITERACY.L.4.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

# WRITE BRAIN BOOKS CCSS ALIGNMENT



## ELEMENTARY - GRADE 3

### INTRODUCTION: USING THE WRITE BRAIN CCSS ALIGNMENT

This CCSS grade-specific alignment is an excellent tool for the Common Core classroom. The standards listed for every WRITE BRAiN lesson represent the learning goals already built into those specific portions of the curriculum, as well as learning objectives (denoted by a double asterisk) that teachers may flexibly choose to highlight at their discretion. These learning objectives/standards are suggestive, and are included when the lesson is conducive to addressing them (\*\*).

The main purpose of this alignment is to provide educators with a resource that helps them get the most out of every WRITE BRAiN session. Our curriculum aligns intuitively with the CCSS, yet teachers know best as to when their students are ready to advance, and when they need more time to review and reinforce what they've learned. That's why we provide all the standards of learning that can be met in each lesson, reviewed, or perhaps noted and reserved for another class time.

### REGARDING GRAMMAR, PUNCTUATION, AND SPELLING:

We provide a "Basic Punctuation & Grammar Guide" and various language/vocabulary-expanding worksheets in the back of all our curriculum guides. However, we recommend that teachers supplement the WRITE BRAiN experience with their own, more comprehensive and focused grammar lessons. Where grammar, punctuation, and spelling standards are listed for the WRITE BRAiN lesson, teachers may select and emphasize certain grammar conventions. Likewise, some days may provide more time and opportunities to focus on spelling than other days. Having grade-appropriate dictionaries and thesauruses available throughout the writing process is suggested but not always stated explicitly in our lessons. \*\*\* (SEE BOTTOM FOR COMPLETE LIST OF LANGUAGE STANDARDS.)

### WRITE BRAiN WRITING AND READING:

Writing reinforces reading and reading reinforces writing. In this alignment, "Reading" standards are often listed in a writing-intensive lesson (and vice versa). This is because students often learn something about writing that changes and enhances their reading comprehension.

## PART ONE: GROUP AUTHORIZING

### Introduction: Why Do You Love That Book?

#### CCSS.ELA-LITERACY.W.3.1.B

Provide reasons that support the opinion.

#### CCSS.ELA-LITERACY.W.3.1.C

Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.\*\*

#### CCSS.ELA-LITERACY.SL.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

#### CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

#### CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

#### CCSS.ELA-LITERACY.SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

#### CCSS.ELA-LITERACY.SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

#### CCSS.ELA-LITERACY.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.



### CCSS.ELA-LITERACY.RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

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## **Lesson #1: Every Picture Tells YOUR Story**

### CCSS.ELA-LITERACY.W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

#### CCSS.ELA-LITERACY.W.3.3.A

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

#### CCSS.ELA-LITERACY.W.3.3.B

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

#### CCSS.ELA-LITERACY.W.3.3.C

Use temporal words and phrases to signal event order.

#### CCSS.ELA-LITERACY.W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

#### CCSS.ELA-LITERACY.W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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### CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

#### CCSS.ELA-LITERACY.SL.3.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

#### CCSS.ELA-LITERACY.SL.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

#### CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

#### CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

#### CCSS.ELA-LITERACY.SL.3.2

Determine the main ideas and supporting details of

a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.\*\*

### CCSS.ELA-LITERACY.SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### CCSS.ELA-LITERACY.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

### CCSS.ELA-LITERACY.SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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### CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

### CCSS.ELA-LITERACY.RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

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### CCSS.ELA-LITERACY.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.3.2.G

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.\*\*

#### CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### CCSS.ELA-LITERACY.L.3.3.A

Choose words and phrases for effect.\*\*

#### CCSS.ELA-LITERACY.L.3.3.B

Recognize and observe differences between the conventions of spoken and written standard English.

#### CCSS.ELA-LITERACY.L.3.5.B

Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).\*\*

#### CCSS.ELA-LITERACY.L.3.6

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).\*\*



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## Lesson #2: The Deeper Draft

### CCSS.ELA-LITERACY.W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### CCSS.ELA-LITERACY.W.3.3.A

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

### CCSS.ELA-LITERACY.W.3.3.B

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

### CCSS.ELA-LITERACY.W.3.3.C

Use temporal words and phrases to signal event order.\*\*

### CCSS.ELA-LITERACY.W.3.3.D

Provide a sense of closure.

### CCSS.ELA-LITERACY.W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

### CCSS.ELA-LITERACY.W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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### CCSS.ELA-LITERACY.SL.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

### CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

### CCSS.ELA-LITERACY.SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### CCSS.ELA-LITERACY.SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### CCSS.ELA-LITERACY.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.\*\*

### CCSS.ELA-LITERACY.SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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### CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

### CCSS.ELA-LITERACY.RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

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### CCSS.ELA-LITERACY.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.3.1.A

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.\*\*

### CCSS.ELA-LITERACY.L.3.1.B

Form and use regular and irregular plural nouns.\*\*

### CCSS.ELA-LITERACY.L.3.1.D

Form and use regular and irregular verbs.\*\*

### CCSS.ELA-LITERACY.L.3.1.E

Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.\*\*

### CCSS.ELA-LITERACY.L.3.1.F

Ensure subject-verb and pronoun-antecedent agreement.\*\*

### CCSS.ELA-LITERACY.L.3.1.G

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.\*\*

### CCSS.ELA-LITERACY.L.3.1.I

Produce simple, compound, and complex sentences.

### CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.3.3.A

Choose words and phrases for effect.

### CCSS.ELA-LITERACY.L.3.3.B

Recognize and observe differences between the conventions of spoken and written standard English.

### CCSS.ELA-LITERACY.L.3.4.D

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.\*\*

### CCSS.ELA-LITERACY.L.3.5.B

Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).\*\*

### CCSS.ELA-LITERACY.L.3.6

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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## Lesson #3: Point of View - Picking Your Perspective

### CCSS.ELA-LITERACY.W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### CCSS.ELA-LITERACY.W.3.3.A

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

### CCSS.ELA-LITERACY.W.3.3.B

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

### CCSS.ELA-LITERACY.W.3.3.C

Use temporal words and phrases to signal event order.\*\*

### CCSS.ELA-LITERACY.W.3.3.D

Provide a sense of closure.

### CCSS.ELA-LITERACY.W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

### CCSS.ELA-LITERACY.W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### CCSS.ELA-LITERACY.W.3.10

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

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### CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

### CCSS.ELA-LITERACY.SL.3.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

### CCSS.ELA-LITERACY.SL.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

### CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

### CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of

the discussion.

### CCSS.ELA-LITERACY.SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### CCSS.ELA-LITERACY.SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### CCSS.ELA-LITERACY.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

### CCSS.ELA-LITERACY.SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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### CCSS.ELA-LITERACY.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

### CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

### CCSS.ELA-LITERACY.RL.3.6

Distinguish their own point of view from that of the narrator or those of the characters.

### CCSS.ELA-LITERACY.RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

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### CCSS.ELA-LITERACY.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.3.1.A

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.\*\*

### CCSS.ELA-LITERACY.L.3.1.B

Form and use regular and irregular plural nouns.\*\*

### CCSS.ELA-LITERACY.L.3.1.D

Form and use regular and irregular verbs.\*\*

### CCSS.ELA-LITERACY.L.3.1.E

Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.\*\*

### CCSS.ELA-LITERACY.L.3.1.F

Ensure subject-verb and pronoun-antecedent agreement.\*\*

### CCSS.ELA-LITERACY.L.3.1.G

Form and use comparative and superlative adjectives and adverbs, and choose between them

depending on what is to be modified.\*\*

**CCSS.ELA-LITERACY.L.3.1.I**

Produce simple, compound, and complex sentences.

**CCSS.ELA-LITERACY.L.3.2.D**

Form and use possessives.\*\*

**CCSS.ELA-LITERACY.L.3.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.3.3.A**

Choose words and phrases for effect.

**CCSS.ELA-LITERACY.L.3.3.B**

Recognize and observe differences between the conventions of spoken and written standard English.\*\*

**CCSS.ELA-LITERACY.L.3.4.D**

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.\*\*

**CCSS.ELA-LITERACY.L.3.5.B**

Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).\*\*

**CCSS.ELA-LITERACY.L.3.6**

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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## The School-To-Home Connection (Optional)

**CCSS.ELA-LITERACY.W.3.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-LITERACY.W.3.3.B**

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**CCSS.ELA-LITERACY.W.3.3.C**

Use temporal words and phrases to signal event order.\*\*

**CCSS.ELA-LITERACY.W.3.4**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**CCSS.ELA-LITERACY.W.3.10**

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

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**CCSS.ELA-LITERACY.SL.3.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts,

building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.3.1.A**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CCSS.ELA-LITERACY.SL.3.1.B**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.3.1.C**

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.\*\*

**CCSS.ELA-LITERACY.SL.3.1.D**

Explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.SL.3.2**

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.\*\*

**CCSS.ELA-LITERACY.SL.3.3**

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**CCSS.ELA-LITERACY.SL.3.4**

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**CCSS.ELA-LITERACY.SL.3.5**

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.\*\*

**CCSS.ELA-LITERACY.SL.3.6**

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**CCSS.ELA-LITERACY.RL.3.3**

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.\*\*

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**CCSS.ELA-LITERACY.L.3.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.3.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.3.2.G**

Consult reference materials, including

beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.3.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.3.3.B**

Recognize and observe differences between the conventions of spoken and written standard English.\*\*

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**Lesson #4: Presenting Different Perspectives**

**CCSS.ELA-LITERACY.W.3.4**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**CCSS.ELA-LITERACY.W.3.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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**CCSS.ELA-LITERACY.SL.3.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.3.1.A**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CCSS.ELA-LITERACY.SL.3.1.B**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.3.1.C**

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.3.1.D**

Explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.SL.3.3**

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**CCSS.ELA-LITERACY.RF.3.4**

Read with sufficient accuracy and fluency to support

comprehension.

**CCSS.ELA-LITERACY.RF.3.4.A**

Read grade-level text with purpose and understanding.

**CCSS.ELA-LITERACY.RF.3.4.B**

Read grade-level prose orally with accuracy, appropriate rate, and expression on successive readings.

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**CCSS.ELA-LITERACY.RL.3.6**

Distinguish their own point of view from that of the narrator or those of the characters.

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**CCSS.ELA-LITERACY.L.3.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.3.1.A**

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.\*\*

**CCSS.ELA-LITERACY.L.3.1.B**

Form and use regular and irregular plural nouns.\*\*

**CCSS.ELA-LITERACY.L.3.1.D**

Form and use regular and irregular verbs.\*\*

**CCSS.ELA-LITERACY.L.3.1.E**

Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.\*\*

**CCSS.ELA-LITERACY.L.3.1.F**

Ensure subject-verb and pronoun-antecedent agreement.\*\*

**CCSS.ELA-LITERACY.L.3.1.I**

Produce simple, compound, and complex sentences.

**CCSS.ELA-LITERACY.L.3.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.3.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.3.3.A**

Choose words and phrases for effect.\*\*

**CCSS.ELA-LITERACY.L.3.3.B**

Recognize and observe differences between the conventions of spoken and written standard English.\*\*

**CCSS.ELA-LITERACY.L.3.4.D**

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.\*\*

**CCSS.ELA-LITERACY.L.3.6**

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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## Lesson #5: Group Book Selection - "Who is My Artist?"

### CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

### CCSS.ELA-LITERACY.SL.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

### CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

### CCSS.ELA-LITERACY.SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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### CCSS.ELA-LITERACY.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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## Lesson #6: When Collaboration Causes Conflict

### CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

### CCSS.ELA-LITERACY.SL.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

### CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

### CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

### CCSS.ELA-LITERACY.SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse

media and formats, including visually, quantitatively, and orally.

### CCSS.ELA-LITERACY.SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Presentation of Knowledge and Ideas:

### CCSS.ELA-LITERACY.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

### CCSS.ELA-LITERACY.SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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### CCSS.ELA-LITERACY.RF.3.4

Read with sufficient accuracy and fluency to support comprehension.

### CCSS.ELA-LITERACY.RF.3.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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### CCSS.ELA-LITERACY.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.3.4.D

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

### CCSS.ELA-LITERACY.L.3.6

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).\*\*

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## Lesson #7: Book Walking and Story Talking

### CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

### CCSS.ELA-LITERACY.SL.3.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

### CCSS.ELA-LITERACY.SL.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.3.1.C**

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.3.1.D**

Explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.SL.3.2**

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.3.3**

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Presentation of Knowledge and Ideas:

**CCSS.ELA-LITERACY.SL.3.6**

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

**CCSS.ELA-LITERACY.RF.3.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RL.3.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**CCSS.ELA-LITERACY.RL.3.3**

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

**CCSS.ELA-LITERACY.RL.3.7**

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).\*\*

**CCSS.ELA-LITERACY.L.3.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.3.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.3.6**

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial

and temporal relationships (e.g., After dinner that night we went looking for them).

**Lesson #8: Character Development & Creative Vocabulary**

**CCSS.ELA-LITERACY.W.3.4**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**CCSS.ELA-LITERACY.W.3.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CCSS.ELA-LITERACY.W.3.10**

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

**CCSS.ELA-LITERACY.SL.3.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.3.1.B**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.3.1.C**

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.3.1.D**

Explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.SL.3.4**

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**CCSS.ELA-LITERACY.SL.3.5**

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**CCSS.ELA-LITERACY.SL.3.6**

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### CCSS.ELA-LITERACY.RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

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### CCSS.ELA-LITERACY.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.3.4.C

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

### CCSS.ELA-LITERACY.L.3.6

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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## Lesson #9: Character Arc

### CCSS.ELA-LITERACY.3.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.\* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.

### CCSS.ELA-LITERACY.3.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

### CCSS.ELA-LITERACY.3.L.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.\* b. Recognize and observe differences between the conventions of spoken and written standard English

### CCSS.ELA-LITERACY.3.L.6

Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them)

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### CCSS.ELA-LITERACY.3.RL.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

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### CCSS.ELA-LITERACY.3.W.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

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### CCSS.ELA-LITERACY.3.SL.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

### CCSS.ELA-LITERACY.3.SL.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### CCSS.ELA-LITERACY.3.SL.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

### CCSS.ELA-LITERACY.3.SL.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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## Lesson #10: Storyline Planning - Make a Map of it!

### CCSS.ELA-LITERACY.W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### CCSS.ELA-LITERACY.W.3.3.A

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

### CCSS.ELA-LITERACY.W.3.3.B

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

### CCSS.ELA-LITERACY.W.3.3.C

Use temporal words and phrases to signal event order.

### CCSS.ELA-LITERACY.W.3.3.D

Provide a sense of closure.

### CCSS.ELA-LITERACY.W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

### CCSS.ELA-LITERACY.W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### CCSS.ELA-LITERACY.W.3.10

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

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### CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

### CCSS.ELA-LITERACY.SL.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

### CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

### CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

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### CCSS.ELA-LITERACY.RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

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### CCSS.ELA-LITERACY.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.3.1.1

Produce simple, compound, and complex sentences, as needed to check and correct spellings.

### CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.3.3.A

Choose words and phrases for effect.\*\*

### CCSS.ELA-LITERACY.L.3.3.B

Recognize and observe differences between the conventions of spoken and written standard English.\*\*

### CCSS.ELA-LITERACY.L.3.4.D

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.\*\*

### CCSS.ELA-LITERACY.L.3.6

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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## Lesson #11: Big Idea

### CCSS.ELA-LITERACY.3.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.\* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.

### CCSS.ELA-LITERACY.3.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).



f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings  
**CCSS.ELA-LITERACY.3.L.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.\* b. Recognize and observe differences between the conventions of spoken and written standard English  
**CCSS.ELA-LITERACY.3.L.6**

Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them)

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**CCSS.ELA-LITERACY.3.RL.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**CCSS.ELA-LITERACY.3.RL.2**

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**CCSS.ELA-LITERACY.3.RL.3**

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

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**CCSS.ELA-LITERACY.3.W.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

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**CCSS.ELA-LITERACY.3.SL.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under

discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.  
**CCSS.ELA-LITERACY.3.SL.3**

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  
**CCSS.ELA-LITERACY.3.SL.4**

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**CCSS.ELA-LITERACY.3.SL.6**

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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## Lesson #12: Setting Snapshots - Painting Place with Words

**CCSS.ELA-LITERACY.W.3.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-LITERACY.W.3.4**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**CCSS.ELA-LITERACY.W.3.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CCSS.ELA-LITERACY.W.3.8**

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**CCSS.ELA-LITERACY.W.3.10**

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

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**CCSS.ELA-LITERACY.SL.3.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.3.1.A**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CCSS.ELA-LITERACY.SL.3.1.B**

Follow agreed-upon rules for discussions (e.g.,



gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.3.1.C**

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.3.1.D**

Explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.SL.3.2**

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.RL.3.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**CCSS.ELA-LITERACY.L.3.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.3.1.A**

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.\*\*

**CCSS.ELA-LITERACY.L.3.1.G**

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.\*\*

**CCSS.ELA-LITERACY.L.3.1.I**

Produce simple, compound, and complex sentences.

**CCSS.ELA-LITERACY.L.3.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.3.3.A**

Choose words and phrases for effect.

**CCSS.ELA-LITERACY.L.3.3.B**

Recognize and observe differences between the conventions of spoken and written standard English.

**CCSS.ELA-LITERACY.L.3.4.D**

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**CCSS.ELA-LITERACY.L.3.5**

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.\*\*

**CCSS.ELA-LITERACY.L.3.5.A**

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**CCSS.ELA-LITERACY.L.3.5.B**

Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).\*\*

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## Lesson #13: Deliberate Dialogue

**CCSS.ELA-LITERACY.W.3.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-LITERACY.W.3.3.A**

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

**CCSS.ELA-LITERACY.W.3.3.B**

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**CCSS.ELA-LITERACY.W.3.3.C**

Use temporal words and phrases to signal event order.\*\*

**CCSS.ELA-LITERACY.W.3.4**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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**CCSS.ELA-LITERACY.SL.3.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.3.1.A**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CCSS.ELA-LITERACY.SL.3.1.B**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.3.1.C**

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.3.4**

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**CCSS.ELA-LITERACY.SL.3.5**

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.\*\*

**CCSS.ELA-LITERACY.SL.3.6**

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**CCSS.ELA-LITERACY.RL.3.3**

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

**CCSS.ELA-LITERACY.RL.3.7**

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

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**CCSS.ELA-LITERACY.L.3.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.3.1.B**

Form and use regular and irregular plural nouns.\*\*

**CCSS.ELA-LITERACY.L.3.1.D**

Form and use regular and irregular verbs.\*\*

**CCSS.ELA-LITERACY.L.3.1.E**

Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.\*\*

**CCSS.ELA-LITERACY.L.3.1.I**

Produce simple, compound, and complex sentences.

**CCSS.ELA-LITERACY.L.3.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.\*\*

**CCSS.ELA-LITERACY.L.3.2.C**

Use commas and quotation marks in dialogue.

**CCSS.ELA-LITERACY.L.3.2.D**

Form and use possessives.\*\*

**CCSS.ELA-LITERACY.L.3.2.G**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.3.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.3.3.A**

Choose words and phrases for effect.\*\*

**CCSS.ELA-LITERACY.L.3.3.B**

Recognize and observe differences between the conventions of spoken and written standard English.

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## **Lesson #14: Leads and Conclusions**

**CCSS.ELA-LITERACY.W.3.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-LITERACY.W.3.3.A**

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

**CCSS.ELA-LITERACY.W.3.3.B**

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**CCSS.ELA-LITERACY.W.3.3.C**

Use temporal words and phrases to signal event order.

**CCSS.ELA-LITERACY.W.3.3.D**

Provide a sense of closure.

**CCSS.ELA-LITERACY.W.3.4**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**CCSS.ELA-LITERACY.W.3.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CCSS.ELA-LITERACY.W.3.8**

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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**CCSS.ELA-LITERACY.SL.3.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.3.1.B**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.3.1.C**

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.3.1.D**

Explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.SL.3.3**

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**CCSS.ELA-LITERACY.SL.3.6**

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**CCSS.ELA-LITERACY.RF.3.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RF.3.4.A**

Read grade-level text with purpose and understanding.

**CCSS.ELA-LITERACY.RF.3.4.B**

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**CCSS.ELA-LITERACY.RF.3.4.C**

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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**CCSS.ELA-LITERACY.RL.3.3**

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

**CCSS.ELA-LITERACY.RL.3.5**

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**CCSS.ELA-LITERACY.RL.3.7**

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).\*\*

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**CCSS.ELA-LITERACY.L.3.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.3.1.A**

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.\*\*

**CCSS.ELA-LITERACY.L.3.1.B**

Form and use regular and irregular plural nouns.\*\*

**CCSS.ELA-LITERACY.L.3.1.D**

Form and use regular and irregular verbs.\*\*

**CCSS.ELA-LITERACY.L.3.1.E**

Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.\*\*

**CCSS.ELA-LITERACY.L.3.1.F**

Ensure subject-verb and pronoun-antecedent agreement.\*\*

**CCSS.ELA-LITERACY.L.3.1.G**

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.\*\*

**CCSS.ELA-LITERACY.L.3.1.I**

Produce simple, compound, and complex sentences.

**CCSS.ELA-LITERACY.L.3.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.3.3.A**

Choose words and phrases for effect.\*\*

**CCSS.ELA-LITERACY.L.3.6**

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).\*\*

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## Lesson #15: Ready, Set, Write!

**CCSS.ELA-LITERACY.W.3.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-LITERACY.W.3.3.A**

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

**CCSS.ELA-LITERACY.W.3.3.B**

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**CCSS.ELA-LITERACY.W.3.3.C**

Use temporal words and phrases to signal event order.

**CCSS.ELA-LITERACY.W.3.3.D**

Provide a sense of closure.

**CCSS.ELA-LITERACY.W.3.4**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**CCSS.ELA-LITERACY.W.3.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CCSS.ELA-LITERACY.W.3.10**

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

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**CCSS.ELA-LITERACY.SL.3.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.3.1.B**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.3.1.C**

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.3.1.D**

Explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.SL.3.2**

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.3.3**

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**CCSS.ELA-LITERACY.SL.3.6**

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**CCSS.ELA-LITERACY.RF.3.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RL.3.3**

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

**CCSS.ELA-LITERACY.RL.3.5**

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**CCSS.ELA-LITERACY.RL.3.6**

Distinguish their own point of view from that of the narrator or those of the characters.

**CCSS.ELA-LITERACY.RL.3.7**

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

**CCSS.ELA-LITERACY.L.3.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.3.1.I**

Produce simple, compound, and complex sentences.

**CCSS.ELA-LITERACY.L.3.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.3.3.A**

Choose words and phrases for effect.\*\*

**CCSS.ELA-LITERACY.L.3.3.B**

Recognize and observe differences between the conventions of spoken and written standard English.\*\*

**CCSS.ELA-LITERACY.L.3.4.D**

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.\*\*

**Lesson #16: The Mighty Thesaurus - Words Unlimited!**

**CCSS.ELA-LITERACY.W.3.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CCSS.ELA-LITERACY.SL.3.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.3.1.C**

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.3.1.D**

Explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.RF.3.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RF.3.4.A**

Read grade-level text with purpose and understanding.

**CCSS.ELA-LITERACY.RL.3.3**

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

**CCSS.ELA-LITERACY.RL.3.4**

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.\*\*

**CCSS.ELA-LITERACY.L.3.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.3.1.A**

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

**CCSS.ELA-LITERACY.L.3.1.G**

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.\*\*

**CCSS.ELA-LITERACY.L.3.2.G**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.3.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.3.3.A**

Choose words and phrases for effect.

**CCSS.ELA-LITERACY.L.3.4**

Determine or clarify the meaning of unknown



and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.\*\*

**CCSS.ELA-LITERACY.L.3.4.D**

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**CCSS.ELA-LITERACY.L.3.5**

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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**Lesson #17: Story Stretching - Making More of Moments**

**CCSS.ELA-LITERACY.W.3.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-LITERACY.W.3.3.A**

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

**CCSS.ELA-LITERACY.W.3.3.B**

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**CCSS.ELA-LITERACY.W.3.4**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**CCSS.ELA-LITERACY.W.3.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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**CCSS.ELA-LITERACY.SL.3.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.3.1.B**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.3.1.C**

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.3.1.D**

Explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.SL.3.3**

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**CCSS.ELA-LITERACY.SL.3.6**

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**CCSS.ELA-LITERACY.RF.3.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RF.3.4.A**

Read grade-level text with purpose and understanding.

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**CCSS.ELA-LITERACY.RL.3.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.\*\*

**CCSS.ELA-LITERACY.RL.3.3**

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

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**CCSS.ELA-LITERACY.L.3.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.3.1.A**

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

**CCSS.ELA-LITERACY.L.3.1.I**

Produce simple, compound, and complex sentences.

**CCSS.ELA-LITERACY.L.3.2.G**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.3.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.3.3.A**

Choose words and phrases for effect.\*\*

**CCSS.ELA-LITERACY.L.3.4.D**

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

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**Lesson #18: First Draft Read & Review!**

**CCSS.ELA-LITERACY.W.3.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-LITERACY.W.3.4**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and

purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**CCSS.ELA-LITERACY.W.3.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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**CCSS.ELA-LITERACY.SL.3.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.3.1.A**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.\*\*

**CCSS.ELA-LITERACY.SL.3.1.B**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.3.1.C**

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.3.1.D**

Explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.SL.3.2**

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.3.3**

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Presentation of Knowledge and Ideas:

**CCSS.ELA-LITERACY.SL.3.6**

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**CCSS.ELA-LITERACY.RF.3.4**

Read with sufficient accuracy and fluency to support comprehension.

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**CCSS.ELA-LITERACY.RL.3.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**CCSS.ELA-LITERACY.RL.3.5**

Refer to parts of stories, dramas, and poems when

writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**CCSS.ELA-LITERACY.RL.3.7**

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

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**CCSS.ELA-LITERACY.L.3.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.3.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.3.4.D**

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

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## Lesson #19: The Punctuation Pass

**CCSS.ELA-LITERACY.W.3.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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**CCSS.ELA-LITERACY.SL.3.1.C**

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

---

**CCSS.ELA-LITERACY.RF.3.4**

Read with sufficient accuracy and fluency to support comprehension.

---

**CCSS.ELA-LITERACY.L.3.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.3.1.A**

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.\*\*

**CCSS.ELA-LITERACY.L.3.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.3.2.A**

Capitalize appropriate words in titles.

**CCSS.ELA-LITERACY.L.3.2.C**

Use commas and quotation marks in dialogue.

**CCSS.ELA-LITERACY.L.3.2.D**

Form and use possessives.

**CCSS.ELA-LITERACY.L.3.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.3.4.D**

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**CCSS.ELA-LITERACY.L.3.6**

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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## Lesson #20: Spelling Sparks

**CCSS.ELA-LITERACY.W.3.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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**CCSS.ELA-LITERACY.RF.3.3.D**

Read grade-appropriate irregularly spelled words.

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**CCSS.ELA-LITERACY.L.3.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.3.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.3.2.A**

Capitalize appropriate words in titles.

**CCSS.ELA-LITERACY.L.3.2.E**

Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).\*\*

**CCSS.ELA-LITERACY.L.3.2.F**

Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.\*\*

**CCSS.ELA-LITERACY.L.3.2.G**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.3.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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## Lesson #21: What's Our Title?

**CCSS.ELA-LITERACY.W.3.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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**CCSS.ELA-LITERACY.SL.3.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.3.1.B**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.3.1.C**

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.3.1.D**

Explain their own ideas and understanding in light of the discussion.

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**CCSS.ELA-LITERACY.RF.3.4**

Read with sufficient accuracy and fluency to support comprehension.

---

**CCSS.ELA-LITERACY.RL.3.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**CCSS.ELA-LITERACY.RL.3.4**

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.\*\*

**CCSS.ELA-LITERACY.RL.3.6**

Distinguish their own point of view from that of the narrator or those of the characters.\*\*

**CCSS.ELA-LITERACY.RL.3.7**

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).\*\*

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**CCSS.ELA-LITERACY.L.3.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.3.3**

Use knowledge of language and its



conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.3.3.A**

Choose words and phrases for effect.\*\*

**CCSS.ELA-LITERACY.L.3.5**

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.\*\*

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**Lesson #22: For Whom & By Whom - In Color!**

**CCSS.ELA-LITERACY.W.3.2**

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**CCSS.ELA-LITERACY.W.3.2.B**

Develop the topic with facts, definitions, and details.

**CCSS.ELA-LITERACY.W.3.2.C**

Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.\*\*

**CCSS.ELA-LITERACY.W.3.4**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**CCSS.ELA-LITERACY.W.3.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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**CCSS.ELA-LITERACY.SL.3.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.3.1.B**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.3.1.C**

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.3.1.D**

Explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.SL.3.2**

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.3.3**

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**CCSS.ELA-LITERACY.SL.3.4**

Report on a topic or text, tell a story, or recount

an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**CCSS.ELA-LITERACY.SL.3.6**

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**CCSS.ELA-LITERACY.RF.3.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RF.3.4.A**

Read grade-level text with purpose and understanding.

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**CCSS.ELA-LITERACY.RL.3.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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**CCSS.ELA-LITERACY.L.3.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.3.2.D**

Form and use possessives.\*\*

**CCSS.ELA-LITERACY.L.3.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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**CCSS.ELA-LITERACY.L.3.3.A**

Choose words and phrases for effect.\*\*

**CCSS.ELA-LITERACY.L.3.3.B**

Recognize and observe differences between the conventions of spoken and written standard English.\*\*

**CCSS.ELA-LITERACY.L.3.4.D**

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**CCSS.ELA-LITERACY.L.3.5.B**

Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).\*\*

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**Lesson #23: Presentations!**

**CCSS.ELA-LITERACY.SL.3.1.A**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CCSS.ELA-LITERACY.SL.3.1.B**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening



to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.3.4**

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**CCSS.ELA-LITERACY.SL.3.6**

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**CCSS.ELA-LITERACY.RF.3.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RF.3.4.A**

Read grade-level text with purpose and understanding.

**CCSS.ELA-LITERACY.RF.3.4.B**

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**CCSS.ELA-LITERACY.RF.3.4.C**

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.\*\*

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**CCSS.ELA-LITERACY.L.3.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.3.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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## **Lesson #24: Writers as Readers**

**CCSS.ELA-LITERACY.3.L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.\* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.

**CCSS.ELA-LITERACY.3.L.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation

marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

**CCSS.ELA-LITERACY.3.L.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.\* b. Recognize and observe differences between the conventions of spoken and written standard English

**CCSS.ELA-LITERACY.3.L.6**

Acquire and use accurately grade-appropriate conversational, general academic, and domainspecific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them)

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**CCSS.ELA-LITERACY.3.RL.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**CCSS.ELA-LITERACY.3.RL.3**

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**CCSS.ELA-LITERACY.3.RL.5**

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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**CCSS.ELA-LITERACY.3.W.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CCSS.ELA-LITERACY.3.W.10**

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

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**CCSS.ELA-LITERACY.3.SL.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known



about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.3.SL.3**

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**CCSS.ELA-LITERACY.3.SL.4**

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**CCSS.ELA-LITERACY.3.SL.6**

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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## **Lesson #25: Group Book Upload!**

**CCSS.ELA-LITERACY.W.3.6**

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**CCSS.ELA-LITERACY.W.3.10**

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

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**CCSS.ELA-LITERACY.L.3.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.3.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.3.2.A**

Capitalize appropriate words in titles.

**CCSS.ELA-LITERACY.L.3.2.C**

Use commas and quotation marks in dialogue.

**CCSS.ELA-LITERACY.L.3.2.G**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.3.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.3.4.D**

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

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## **Lesson #26: Relax & Reflect!**

**CCSS.ELA-LITERACY.W.3.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-LITERACY.W.3.3.A**

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

**CCSS.ELA-LITERACY.W.3.3.B**

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**CCSS.ELA-LITERACY.W.3.3.C**

Use temporal words and phrases to signal event order.

**CCSS.ELA-LITERACY.W.3.3.D**

Provide a sense of closure.

**CCSS.ELA-LITERACY.W.3.4**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**CCSS.ELA-LITERACY.W.3.8**

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.\*\*

**CCSS.ELA-LITERACY.W.3.10**

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

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**CCSS.ELA-LITERACY.SL.3.3**

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**CCSS.ELA-LITERACY.SL.3.4**

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

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**CCSS.ELA-LITERACY.L.3.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.3.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.3.2.G**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.3.3**

Use knowledge of language and its

conventions when writing, speaking, reading, or listening.

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## PART TWO: INDIVIDUAL AUTHORSHIP

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### Lesson #1: "WRITe IT & READ IT!"

#### CCSS.ELA-LITERACY.W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

#### CCSS.ELA-LITERACY.W.3.3.A

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

#### CCSS.ELA-LITERACY.W.3.3.B

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

#### CCSS.ELA-LITERACY.W.3.3.C

Use temporal words and phrases to signal event order.

#### CCSS.ELA-LITERACY.W.3.3.D

Provide a sense of closure.

#### CCSS.ELA-LITERACY.W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

#### CCSS.ELA-LITERACY.W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

#### CCSS.ELA-LITERACY.W.3.10

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

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#### CCSS.ELA-LITERACY.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.\*\*

#### CCSS.ELA-LITERACY.SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.\*\*

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#### CCSS.ELA-LITERACY.RF.3.4

Read with sufficient accuracy and fluency to support comprehension.

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#### CCSS.ELA-LITERACY.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.3.1.I

Produce simple, compound, and complex sentences.\*\*

#### CCSS.ELA-LITERACY.L.3.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### CCSS.ELA-LITERACY.L.3.2.G

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

#### CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### CCSS.ELA-LITERACY.L.3.3.A

Choose words and phrases for effect.\*\*

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### The School-To-Home Connection (Optional)

#### CCSS.ELA-LITERACY.W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

#### CCSS.ELA-LITERACY.W.3.3.A

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

#### CCSS.ELA-LITERACY.W.3.3.B

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

#### CCSS.ELA-LITERACY.W.3.3.C

Use temporal words and phrases to signal event order.

#### CCSS.ELA-LITERACY.W.3.3.D

Provide a sense of closure.

#### CCSS.ELA-LITERACY.W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

#### CCSS.ELA-LITERACY.W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.\*\*

#### CCSS.ELA-LITERACY.W.3.7

Conduct short research projects that build knowledge about a topic.\*\*

#### CCSS.ELA-LITERACY.W.3.8

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.\*\*

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**CCSS.ELA-LITERACY.SL.3.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.3.1.B**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.3.1.C**

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.3.1.D**

Explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.SL.3.2**

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.3.3**

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**CCSS.ELA-LITERACY.SL.3.4**

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.\*\*

**CCSS.ELA-LITERACY.SL.3.5**

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.\*\*

**CCSS.ELA-LITERACY.SL.3.6**

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**CCSS.ELA-LITERACY.RF.3.4**

Read with sufficient accuracy and fluency to support comprehension.

---

**CCSS.ELA-LITERACY.RL.3.3**

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.\*\*

**CCSS.ELA-LITERACY.RL.3.6**

Distinguish their own point of view from that of the narrator or those of the characters.\*\*

**CCSS.ELA-LITERACY.RL.3.7**

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

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**CCSS.ELA-LITERACY.L.3.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.3.3.B**

Recognize and observe differences between the conventions of spoken and written standard English.

**CCSS.ELA-LITERACY.L.3.4.A**

Use sentence-level context as a clue to the meaning of a word or phrase.\*\*

**CCSS.ELA-LITERACY.L.3.5.B**

Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).\*\*

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**Lesson #2: Partnering with an Illustrator**

**CCSS.ELA-LITERACY.SL.3.2**

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.3.6**

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.\*\*

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**CCSS.ELA-LITERACY.RF.3.4**

Read with sufficient accuracy and fluency to support comprehension.

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**CCSS.ELA-LITERACY.RL.3.7**

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).\*\*

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**CCSS.ELA-LITERACY.L.3.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.3.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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## Lesson #3: Expository Writing from Experience

### CCSS.ELA-LITERACY.W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

### CCSS.ELA-LITERACY.W.3.1.A

Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

### CCSS.ELA-LITERACY.W.3.1.B

Provide reasons that support the opinion.

### CCSS.ELA-LITERACY.W.3.1.C

Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

### CCSS.ELA-LITERACY.W.3.1.D

Provide a concluding statement or section.

### CCSS.ELA-LITERACY.W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

### CCSS.ELA-LITERACY.W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### CCSS.ELA-LITERACY.W.3.8

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.\*\*

### CCSS.ELA-LITERACY.W.3.10

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

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### CCSS.ELA-LITERACY.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.\*\*

### CCSS.ELA-LITERACY.SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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### CCSS.ELA-LITERACY.RI.3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.\*\*

### CCSS.ELA-LITERACY.RI.3.8

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

### CCSS.ELA-LITERACY.RI.3.9

Compare and contrast the most important points and key details presented in two texts on the same topic.\*\*

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### CCSS.ELA-LITERACY.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.3.1.G

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.\*\*

### CCSS.ELA-LITERACY.L.3.1.I

Produce simple, compound, and complex sentences.\*\*

### CCSS.ELA-LITERACY.L.3.2.G

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. Knowledge of Language.

### CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.3.3.A

Choose words and phrases for effect.\*\*

### CCSS.ELA-LITERACY.L.3.5.B

Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

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## Lesson #4: Worksheet Workout!

### CCSS.ELA-LITERACY.W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### CCSS.ELA-LITERACY.W.3.3.A

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

### CCSS.ELA-LITERACY.W.3.3.B

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

### CCSS.ELA-LITERACY.W.3.3.C

Use temporal words and phrases to signal event order.

### CCSS.ELA-LITERACY.W.3.3.D

Provide a sense of closure.

### CCSS.ELA-LITERACY.W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

### CCSS.ELA-LITERACY.W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### CCSS.ELA-LITERACY.W.3.10

Write routinely over extended time frames (time for research, reflection, and revision)



and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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**CCSS.ELA-LITERACY.L.3.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.3.2.G**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.3.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.3.3.A**

Choose words and phrases for effect.

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**Lesson #5: Recognize & Research**

**CCSS.ELA-LITERACY.W.3.2**

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**CCSS.ELA-LITERACY.W.3.2.A**

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

**CCSS.ELA-LITERACY.W.3.2.B**

Develop the topic with facts, definitions, and details.

**CCSS.ELA-LITERACY.W.3.2.C**

Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

**CCSS.ELA-LITERACY.W.3.2.D**

Provide a concluding statement or section.

**CCSS.ELA-LITERACY.W.3.4**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**CCSS.ELA-LITERACY.W.3.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CCSS.ELA-LITERACY.W.3.7**

Conduct short research projects that build knowledge about a topic.

**CCSS.ELA-LITERACY.W.3.8**

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**CCSS.ELA-LITERACY.W.3.10**

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

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**CCSS.ELA-LITERACY.SL.3.2**

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.3.4**

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**CCSS.ELA-LITERACY.SL.3.5**

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**CCSS.ELA-LITERACY.SL.3.6**

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**CCSS.ELA-LITERACY.RF.3.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RF.3.4.A**

Read grade-level text with purpose and understanding.

**CCSS.ELA-LITERACY.RF.3.4.C**

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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**CCSS.ELA-LITERACY.RI.3.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**CCSS.ELA-LITERACY.RI.3.2**

Determine the main idea of a text; recount the key details and explain how they support the main idea.

**CCSS.ELA-LITERACY.RI.3.6**

Distinguish their own point of view from that of the author of a text.\*\*

**CCSS.ELA-LITERACY.RI.3.7**

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**CCSS.ELA-LITERACY.RI.3.8**

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).\*\*

**CCSS.ELA-LITERACY.RI.3.9**

Compare and contrast the most important points and key details presented in two texts on the same topic.

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**CCSS.ELA-LITERACY.L.3.1**



Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.3.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.3.4**

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.3.4.A**

Use sentence-level context as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.3.4.D**

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**CCSS.ELA-LITERACY.L.3.6**

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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## Lesson #6: My First Draft

**CCSS.ELA-LITERACY.W.3.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-LITERACY.W.3.3.A**

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

**CCSS.ELA-LITERACY.W.3.3.B**

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**CCSS.ELA-LITERACY.W.3.3.C**

Use temporal words and phrases to signal event order.

**CCSS.ELA-LITERACY.W.3.3.D**

Provide a sense of closure.

**CCSS.ELA-LITERACY.W.3.4**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**CCSS.ELA-LITERACY.W.3.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CCSS.ELA-LITERACY.W.3.10**

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

**CCSS.ELA-LITERACY.SL.3.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.3.1.A**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CCSS.ELA-LITERACY.SL.3.1.B**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.3.1.C**

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.3.1.D**

Explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.SL.3.2**

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.3.3**

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**CCSS.ELA-LITERACY.SL.3.6**

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**CCSS.ELA-LITERACY.RL.3.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**CCSS.ELA-LITERACY.RL.3.3**

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

**CCSS.ELA-LITERACY.RL.3.5**

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**CCSS.ELA-LITERACY.RL.3.6**

Distinguish their own point of view from that of the narrator or those of the characters.

**CCSS.ELA-LITERACY.RL.3.7**

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)





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**CCSS.ELA-LITERACY.L.3.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.3.1.I**

Produce simple, compound, and complex sentences.

**CCSS.ELA-LITERACY.L.3.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.3.2.G**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.3.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.3.3.A**

Choose words and phrases for effect.

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## **Lesson #7: Engaged Sharing & Active Listening**

**CCSS.ELA-LITERACY.W.3.4**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**CCSS.ELA-LITERACY.W.3.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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**CCSS.ELA-LITERACY.SL.3.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.3.1.B**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.3.1.C**

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.3.1.D**

Explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.SL.3.2**

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.3.3**

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Presentation of Knowledge and Ideas:

**CCSS.ELA-LITERACY.SL.3.4**

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**CCSS.ELA-LITERACY.SL.3.6**

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**CCSS.ELA-LITERACY.RF.3.4**

Read with sufficient accuracy and fluency to support comprehension.

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**CCSS.ELA-LITERACY.RL.3.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**CCSS.ELA-LITERACY.RL.3.3**

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

**CCSS.ELA-LITERACY.RL.3.5**

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**CCSS.ELA-LITERACY.RL.3.6**

Distinguish their own point of view from that of the narrator or those of the characters.

**CCSS.ELA-LITERACY.RL.3.7**

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

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**CCSS.ELA-LITERACY.L.3.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.3.2.G**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.3.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.



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## Lesson #8: The Last Pass

### CCSS.ELA-LITERACY.W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

### CCSS.ELA-LITERACY.W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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### CCSS.ELA-LITERACY.SL.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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### CCSS.ELA-LITERACY.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.3.1.I

Produce simple, compound, and complex sentences.

### CCSS.ELA-LITERACY.L.3.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### CCSS.ELA-LITERACY.L.3.2.A

Capitalize appropriate words in titles.

### CCSS.ELA-LITERACY.L.3.2.C

Use commas and quotation marks in dialogue.

### CCSS.ELA-LITERACY.L.3.2.D

Form and use possessives.

### CCSS.ELA-LITERACY.L.3.2.G

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.3.3.A

Choose words and phrases for effect.

### CCSS.ELA-LITERACY.L.3.3.B

Recognize and observe differences between the conventions of spoken and written standard English.

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## Lesson #9: From the Pencil to the Pages!

### CCSS.ELA-LITERACY.SL.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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### CCSS.ELA-LITERACY.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.3.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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## Lesson #10: "Official Author" Presentations

### CCSS.ELA-LITERACY.SL.3.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

### CCSS.ELA-LITERACY.SL.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

### CCSS.ELA-LITERACY.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

### CCSS.ELA-LITERACY.SL.3.5

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.\*\*

### CCSS.ELA-LITERACY.SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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### CCSS.ELA-LITERACY.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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## Lesson #11: Becoming Flexible Thinkers - Pointing to Perspective

### CCSS.ELA-LITERACY.W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### CCSS.ELA-LITERACY.W.3.3.A



Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

**CCSS.ELA-LITERACY.W.3.3.B**

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**CCSS.ELA-LITERACY.W.3.3.C**

Use temporal words and phrases to signal event order.

**CCSS.ELA-LITERACY.W.3.3.D**

Provide a sense of closure.

**CCSS.ELA-LITERACY.W.3.4**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose

**CCSS.ELA-LITERACY.W.3.10**

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

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**CCSS.ELA-LITERACY.SL.3.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.3.1.B**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.3.1.C**

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.3.1.D**

Explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.SL.3.2**

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.3.3**

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**CCSS.ELA-LITERACY.SL.3.4**

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**CCSS.ELA-LITERACY.SL.3.6**

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**CCSS.ELA-LITERACY.RL.3.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**CCSS.ELA-LITERACY.RL.3.3**

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**CCSS.ELA-LITERACY.RL.3.6**

Distinguish their own point of view from that of the narrator or those of the characters.

**CCSS.ELA-LITERACY.RL.3.7**

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

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**CCSS.ELA-LITERACY.L.3.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.3.2.G**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.3.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.3.4.A**

Use sentence-level context as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.3.4.D**

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**CCSS.ELA-LITERACY.L.3.6**

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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## Poetry Pop In: Concrete Poems

**CCSS.ELA-LITERACY.3.L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.\* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is



to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.

#### CCSS.ELA-LITERACY.3.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

#### CCSS.ELA-LITERACY.3.L.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.\* b. Recognize and observe differences between the conventions of spoken and written standard English

#### CCSS.ELA-LITERACY.3.L.6

Acquire and use accurately grade-appropriate conversational, general academic, and domainspecific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them)

#### CCSS.ELA-LITERACY.3.RF.4

Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### CCSS.ELA-LITERACY.3.RL.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

#### CCSS.ELA-LITERACY.3.RL.5

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

#### CCSS.ELA-LITERACY.3.RL.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

#### CCSS.ELA-LITERACY.3.W.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

#### CCSS.ELA-LITERACY.3.W.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

#### CCSS.ELA-LITERACY.3.W.10

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

#### CCSS.ELA-LITERACY.3.SL.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

#### CCSS.ELA-LITERACY.3.SL.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

#### CCSS.ELA-LITERACY.3.SL.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

#### CCSS.ELA-LITERACY.3.SL.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### Poetry Pop In: Acrostic Poems

#### CCSS.ELA-LITERACY.3.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g.,



childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.\* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.

**CCSS.ELA-LITERACY.3.L.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

**CCSS.ELA-LITERACY.3.L.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.\* b. Recognize and observe differences between the conventions of spoken and written standard English

**CCSS.ELA-LITERACY.3.L.6**

Acquire and use accurately grade-appropriate conversational, general academic, and domainspecific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them)

**CCSS.ELA-LITERACY.3.RF.4**

Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CCSS.ELA-LITERACY.3.RL.3**

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**CCSS.ELA-LITERACY.3.RL.5**

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**CCSS.ELA-LITERACY.3.RL.7**

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**CCSS.ELA-LITERACY.3.W.4**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**CCSS.ELA-LITERACY.3.W.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CCSS.ELA-LITERACY.3.W.10**

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

**CCSS.ELA-LITERACY.3.SL.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.3.SL.3**

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**CCSS.ELA-LITERACY.3.SL.4**

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**CCSS.ELA-LITERACY.3.SL.6**

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Poetry Pop In: Rhyming Poems**

**CCSS.ELA-LITERACY.3.L.1**

Demonstrate command of the conventions of standard

English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.\* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.

**CCSS.ELA-LITERACY.3.L.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

**CCSS.ELA-LITERACY.3.L.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.\* b. Recognize and observe differences between the conventions of spoken and written standard English

**CCSS.ELA-LITERACY.3.L.6**

Acquire and use accurately grade-appropriate conversational, general academic, and domainspecific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them)

**CCSS.ELA-LITERACY.3.RF.4**

Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CCSS.ELA-LITERACY.3.RL.3**

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**CCSS.ELA-LITERACY.3.RL.5**

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as

chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**CCSS.ELA-LITERACY.3.RL.7**

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**CCSS.ELA-LITERACY.3.W.4**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**CCSS.ELA-LITERACY.3.W.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CCSS.ELA-LITERACY.3.W.10**

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

**CCSS.ELA-LITERACY.3.SL.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.3.SL.3**

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**CCSS.ELA-LITERACY.3.SL.4**

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**CCSS.ELA-LITERACY.3.SL.6**

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Poetry Pop In: Sensory Poems**

**CCSS.ELA-LITERACY.3.L.1**



Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.\* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.

**CCSS.ELA-LITERACY.3.L.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

**CCSS.ELA-LITERACY.3.L.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.\* b. Recognize and observe differences between the conventions of spoken and written standard English

**CCSS.ELA-LITERACY.3.L.6**

Acquire and use accurately grade-appropriate conversational, general academic, and domainspecific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them)

**CCSS.ELA-LITERACY.3.RF.4**

Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CCSS.ELA-LITERACY.3.RL.3**

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**CCSS.ELA-LITERACY.3.RL.5**

Refer to parts of stories, dramas, and poems when

writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**CCSS.ELA-LITERACY.3.RL.7**

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**CCSS.ELA-LITERACY.3.W.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CCSS.ELA-LITERACY.3.W.4**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**CCSS.ELA-LITERACY.3.W.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CCSS.ELA-LITERACY.3.W.10**

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

**CCSS.ELA-LITERACY.3.SL.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.3.SL.3**

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**CCSS.ELA-LITERACY.3.SL.4**

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**CCSS.ELA-LITERACY.3.SL.6**

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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## Activity: Hold a Young Author's Event!

### CCSS.ELA-LITERACY.SL.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

### CCSS.ELA-LITERACY.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

### CCSS.ELA-LITERACY.SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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### CCSS.ELA-LITERACY.RF.3.4

Read with sufficient accuracy and fluency to support comprehension.

### CCSS.ELA-LITERACY.RF.3.4.A

Read grade-level text with purpose and understanding.

### CCSS.ELA-LITERACY.RF.3.4.B

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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### CCSS.ELA-LITERACY.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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## COLLEGE AND CAREER READINESS STANDARDS ADDRESSED

### CCSS.ELA-LITERACY.CCRA.W.1

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

### CCSS.ELA-LITERACY.CCRA.W.2

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

### CCSS.ELA-LITERACY.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the

development, organization, and style are appropriate to task, purpose, and audience.

### CCSS.ELA-LITERACY.CCRA.W.5

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

### CCSS.ELA-LITERACY.CCRA.W.6

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

### CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

### CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

### CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### CCSS.ELA-LITERACY.CCRA.W.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.

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### CCSS.ELA-LITERACY.CCRA.SL.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.

### CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### CCSS.ELA-LITERACY.CCRA.SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### CCSS.ELA-LITERACY.CCRA.SL.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.

### CCSS.ELA-LITERACY.CCRA.SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### CCSS.ELA-LITERACY.CCRA.SL.6

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

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### CCSS.ELA-LITERACY.CCRA.R.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.

**CCSS.ELA-LITERACY.CCRA.R.2**

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

**CCSS.ELA-LITERACY.CCRA.R.3**

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**CCSS.ELA-LITERACY.CCRA.R.4**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CCSS.ELA-LITERACY.CCRA.R.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.

**CCSS.ELA-LITERACY.CCRA.R.6**

Assess how point of view or purpose shapes the content and style of a text.

**CCSS.ELA-LITERACY.CCRA.R.7**

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

**CCSS.ELA-LITERACY.CCRA.R.8**

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**CCSS.ELA-LITERACY.CCRA.R.9**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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**CCSS.ELA-LITERACY.CCRA.L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.CCRA.L.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.CCRA.L.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.

**CCSS.ELA-LITERACY.CCRA.L.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**CCSS.ELA-LITERACY.CCRA.L.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-LITERACY.CCRA.L.6**

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

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**\*\*\*COMPLETE LIST OF LANGUAGE STANDARDS - GRADE 3**

**CCSS.ELA-LITERACY.L.3.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.3.1.A**

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

**CCSS.ELA-LITERACY.L.3.1.B**

Form and use regular and irregular plural nouns.

**CCSS.ELA-LITERACY.L.3.1.C**

Use abstract nouns (e.g., childhood).

**CCSS.ELA-LITERACY.L.3.1.D**

Form and use regular and irregular verbs.

**CCSS.ELA-LITERACY.L.3.1.E**

Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

**CCSS.ELA-LITERACY.L.3.1.F**

Ensure subject-verb and pronoun-antecedent agreement.

**CCSS.ELA-LITERACY.L.3.1.G**

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

**CCSS.ELA-LITERACY.L.3.1.H**

Use coordinating and subordinating conjunctions.

**CCSS.ELA-LITERACY.L.3.1.I**

Produce simple, compound, and complex sentences.

**CCSS.ELA-LITERACY.L.3.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.3.2.A**

Capitalize appropriate words in titles.

**CCSS.ELA-LITERACY.L.3.2.B**

Use commas in addresses.

**CCSS.ELA-LITERACY.L.3.2.C**

Use commas and quotation marks in dialogue.

**CCSS.ELA-LITERACY.L.3.2.D**

Form and use possessives.

**CCSS.ELA-LITERACY.L.3.2.E**

Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

**CCSS.ELA-LITERACY.L.3.2.F**

Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**CCSS.ELA-LITERACY.L.3.2.G**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.3.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.3.3.A**

Choose words and phrases for effect.

**CCSS.ELA-LITERACY.L.3.3.B**

Recognize and observe differences between the conventions of spoken and written standard English.

**CCSS.ELA-LITERACY.L.3.4**

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.3.4.A**

Use sentence-level context as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.3.4.B**

Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

**CCSS.ELA-LITERACY.L.3.4.C**

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

**CCSS.ELA-LITERACY.L.3.4.D**

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**CCSS.ELA-LITERACY.L.3.5**

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**CCSS.ELA-LITERACY.L.3.5.A**

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**CCSS.ELA-LITERACY.L.3.5.B**

Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

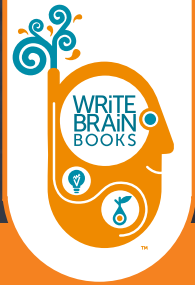
**CCSS.ELA-LITERACY.L.3.5.C**

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

**CCSS.ELA-LITERACY.L.3.6**

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

# WRITE BRAIN BOOKS CCSS ALIGNMENT



## ELEMENTARY - GRADE 2

### INTRODUCTION: USING THE WRITE BRAIN CCSS ALIGNMENT

This CCSS grade-specific alignment is an excellent tool for the Common Core classroom. The standards listed for every WRiTE BRAiN lesson represent the learning goals already built into those specific portions of the curriculum, as well as learning objectives (denoted by a double asterisk) that teachers may flexibly choose to highlight at their discretion. These learning objectives/standards are suggestive, and are included when the lesson is conducive to addressing them (\*\*).

The main purpose of this alignment is to provide educators with a resource that helps them get the most out of every WRiTE BRAiN session. Our curriculum aligns intuitively with the CCSS, yet teachers know best as to when their students are ready to advance, and when they need more time to review and reinforce what they've learned. That's why we provide all the standards of learning that can be met in each lesson, reviewed, or perhaps noted and reserved for another class time.

### REGARDING GRAMMAR, PUNCTUATION, AND SPELLING:

We provide a "Basic Punctuation & Grammar Guide" and various language/vocabulary-expanding worksheets in the back of all our curriculum guides. However, we recommend that teachers supplement the WRiTE BRAiN experience with their own, more comprehensive and focused grammar lessons. Where grammar, punctuation, and spelling standards are listed for the WRiTE BRAiN lesson, teachers may select and emphasize certain grammar conventions. Likewise, some days may provide more time and opportunities to focus on spelling than other days. Having grade-appropriate dictionaries and thesauruses available throughout the writing process is suggested but not always stated explicitly in our lessons. \*\*\* (SEE BOTTOM FOR COMPLETE LIST OF LANGUAGE STANDARDS.)

### WRiTE BRAiN WRITING AND READING:

Writing reinforces reading and reading reinforces writing. In this alignment, "Reading" standards are often listed in a writing-intensive lesson (and vice versa). This is because students often learn something about writing that changes and enhances their reading comprehension.

## PART ONE: GROUP AUTHORIZING

### Introduction: Why Do You Love That Book?

#### CCSS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

#### CCSS.ELA-LITERACY.SL.2.1.B

Build on others' talk in conversations by linking their comments to the remarks of others.

#### CCSS.ELA-LITERACY.SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional

information, or deepen understanding of a topic or issue.

#### CCSS.ELA-LITERACY.SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

#### CCSS.ELA-LITERACY.L.2.1.E

Use adjectives and adverbs, and choose between them depending on what is to be modified.

#### CCSS.ELA-LITERACY.L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### CCSS.ELA-LITERACY.L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids



are happy that makes me happy).

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## Lesson #1: Every Picture Tells YOUR Story

### CCSS.ELA-LITERACY.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### CCSS.ELA-LITERACY.W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

### CCSS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

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### CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

### CCSS.ELA-LITERACY.SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

### CCSS.ELA-LITERACY.SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### CCSS.ELA-LITERACY.SL.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

### CCSS.ELA-LITERACY.SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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### CCSS.ELA-LITERACY.RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

### CCSS.ELA-LITERACY.RL.2.6

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

### CCSS.ELA-LITERACY.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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### CCSS.ELA-LITERACY.L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.2.1.E

Use adjectives and adverbs, and choose between them depending on what is to be modified.

### CCSS.ELA-LITERACY.L.2.1.F

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

### CCSS.ELA-LITERACY.L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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## Lesson #2: The Deeper Draft

### CCSS.ELA-LITERACY.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### CCSS.ELA-LITERACY.W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

### CCSS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

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### CCSS.ELA-LITERACY.SL.2.1.A

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

### CCSS.ELA-LITERACY.SL.2.1.B

Build on others' talk in conversations by linking their comments to the remarks of others.

### CCSS.ELA-LITERACY.SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

### CCSS.ELA-LITERACY.SL.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

### CCSS.ELA-LITERACY.SL.2.6

Produce complete sentences when appropriate

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to task and situation in order to provide requested detail or clarification.

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**CCSS.ELA-LITERACY.RL.2.1**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.\*\*

**CCSS.ELA-LITERACY.RL.2.5**

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**CCSS.ELA-LITERACY.RL.2.6**

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**CCSS.ELA-LITERACY.RL.2.7**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.1.E**

Use adjectives and adverbs, and choose between them depending on what is to be modified.

**CCSS.ELA-LITERACY.L.2.1.F**

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).\*\*

**CCSS.ELA-LITERACY.L.2.2.E**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.2.5.A**

Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).\*\*

**CCSS.ELA-LITERACY.L.2.5.B**

Distinguish shades of meaning among closely related adjectives (e.g., thin, slender, skinny, scrawny).\*\*

**CCSS.ELA-LITERACY.L.2.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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**Lesson #3: Point of View - Picking Your Perspective**

**CCSS.ELA-LITERACY.W.2.3**

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**CCSS.ELA-LITERACY.W.2.5**

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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**CCSS.ELA-LITERACY.SL.2.1**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.2.1.B**

Build on others' talk in conversations by linking their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.2.1.C**

Ask for clarification and further explanation as needed about the topics and texts under discussion.

**CCSS.ELA-LITERACY.SL.2.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CCSS.ELA-LITERACY.SL.2.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**CCSS.ELA-LITERACY.SL.2.4**

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**CCSS.ELA-LITERACY.SL.2.6**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**CCSS.ELA-LITERACY.RL.2.3**

Describe how characters in a story respond to major events and challenges.

**CCSS.ELA-LITERACY.RL.2.6**

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**CCSS.ELA-LITERACY.RL.2.7**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**CCSS.ELA-LITERACY.RL.2.9**

Compare and contrast two or more versions

of the same story (e.g., Cinderella stories) by different authors.

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**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.1.E**

Use adjectives and adverbs, and choose between them depending on what is to be modified.

**CCSS.ELA-LITERACY.L.2.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.\*\*

**CCSS.ELA-LITERACY.L.2.2.E**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.2.4.E**

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.\*\*

**CCSS.ELA-LITERACY.L.2.5.A**

Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).\*\*

**CCSS.ELA-LITERACY.L.2.5.B**

Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

**CCSS.ELA-LITERACY.L.2.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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## The School-To-Home Connection (Optional)

**CCSS.ELA-LITERACY.W.2.8**

Recall information from experiences or gather information from provided sources to answer a question.

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**CCSS.ELA-LITERACY.SL.2.1**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.2.1.B**

Build on others' talk in conversations by linking their

comments to the remarks of others.\*\*

**CCSS.ELA-LITERACY.SL.2.1.C**

Ask for clarification and further explanation as needed about the topics and texts under discussion.

**CCSS.ELA-LITERACY.SL.2.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CCSS.ELA-LITERACY.SL.2.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**CCSS.ELA-LITERACY.SL.2.4**

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**CCSS.ELA-LITERACY.SL.2.5**

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.\*\*

**CCSS.ELA-LITERACY.SL.2.6**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**CCSS.ELA-LITERACY.RL.2.1**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.\*\*

**CCSS.ELA-LITERACY.RL.2.7**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.\*\*

**CCSS.ELA-LITERACY.L.2.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.\*\*

**CCSS.ELA-LITERACY.L.2.2.E**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.\*\*

**CCSS.ELA-LITERACY.L.2.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).\*\*

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## Lesson #4: Presenting Different Perspectives

### CCSS.ELA-LITERACY.W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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### CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

#### CCSS.ELA-LITERACY.SL.2.1.A

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

#### CCSS.ELA-LITERACY.SL.2.1.C

Ask for clarification and further explanation as needed about the topics and texts under discussion.

#### CCSS.ELA-LITERACY.SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

#### CCSS.ELA-LITERACY.SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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### CCSS.ELA-LITERACY.RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

#### CCSS.ELA-LITERACY.RF.2.4.A

Read grade-level text with purpose and understanding.

#### CCSS.ELA-LITERACY.RF.2.4.B

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

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### CCSS.ELA-LITERACY.RL.2.6

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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### CCSS.ELA-LITERACY.L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.2.1.E

Use adjectives and adverbs, and choose between them depending on what is to be modified.\*\*

#### CCSS.ELA-LITERACY.L.2.1.F

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

### CCSS.ELA-LITERACY.L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### CCSS.ELA-LITERACY.L.2.2.C

Use an apostrophe to form contractions and frequently occurring possessives.\*\*

#### CCSS.ELA-LITERACY.L.2.2.E

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### CCSS.ELA-LITERACY.L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### CCSS.ELA-LITERACY.L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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## Lesson #5: Group Book Selection - "Who is My Artist?"

### CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

#### CCSS.ELA-LITERACY.SL.2.1.A

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

#### CCSS.ELA-LITERACY.SL.2.1.B

Build on others' talk in conversations by linking their comments to the remarks of others.

#### CCSS.ELA-LITERACY.SL.2.1.C

Ask for clarification and further explanation as needed about the topics and texts under discussion.

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### CCSS.ELA-LITERACY.L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### CCSS.ELA-LITERACY.L.2.3.A

Compare formal and informal uses of English.

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## Lesson #6: When Collaboration Causes Conflict

### CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with

peers and adults in small and larger groups.

**CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.2.1.B**

Build on others' talk in conversations by linking their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.2.1.C**

Ask for clarification and further explanation as needed about the topics and texts under discussion.

**CCSS.ELA-LITERACY.SL.2.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CCSS.ELA-LITERACY.SL.2.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**CCSS.ELA-LITERACY.SL.2.4**

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**CCSS.ELA-LITERACY.SL.2.6**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**CCSS.ELA-LITERACY.RF.2.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RF.2.4.C**

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CCSS.ELA-LITERACY.RI.2.6**

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.1.A**

Use collective nouns (e.g., group).

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.2.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**Lesson #7: Book Walking and Story Talking**

**CCSS.ELA-LITERACY.W.2.7**

Participate in shared research and writing projects.

**CCSS.ELA-LITERACY.W.2.8**

Recall information from experiences or gather information from provided sources to answer a question.

**CCSS.ELA-LITERACY.SL.2.1**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.2.1.B**

Build on others' talk in conversations by linking their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.2.1.C**

Ask for clarification and further explanation as needed about the topics and texts under discussion.

**CCSS.ELA-LITERACY.SL.2.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CCSS.ELA-LITERACY.SL.2.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**CCSS.ELA-LITERACY.SL.2.6**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**CCSS.ELA-LITERACY.RF.2.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RL.2.3**

Describe how characters in a story respond to major events and challenges.

**CCSS.ELA-LITERACY.RL.2.5**

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**CCSS.ELA-LITERACY.RL.2.6**

Acknowledge differences in the points of view of characters, including by speaking



in a different voice for each character when reading dialogue aloud.

**CCSS.ELA-LITERACY.RL.2.7**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.2.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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## **Lesson #8: Character Development & Creative Vocabulary**

**CCSS.ELA-LITERACY.W.2.5**

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**CCSS.ELA-LITERACY.W.2.7**

Participate in shared research and writing projects.

**CCSS.ELA-LITERACY.W.2.8**

Recall information from experiences or gather information from provided sources to answer a question.

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**CCSS.ELA-LITERACY.SL.2.1**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.2.1.B**

Build on others' talk in conversations by linking their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.2.1.C**

Ask for clarification and further explanation as needed about the topics and texts under discussion.

**CCSS.ELA-LITERACY.SL.2.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CCSS.ELA-LITERACY.SL.2.3**

Ask and answer questions about what a speaker says

in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**CCSS.ELA-LITERACY.SL.2.6**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**CCSS.ELA-LITERACY.RL.2.7**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.2.3.A**

Compare formal and informal uses of English

**CCSS.ELA-LITERACY.L.2.4.E**

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**CCSS.ELA-LITERACY.L.2.5**

Demonstrate understanding of word relationships and nuances in word meanings.

**CCSS.ELA-LITERACY.L.2.5.A**

Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).\*\*

**CCSS.ELA-LITERACY.L.2.5.B**

Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

**CCSS.ELA-LITERACY.L.2.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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## **Lesson #9: Character Arc**

**CCSS.ELA-LITERACY.2.L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form

and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

#### CCSS.ELA-LITERACY.2.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

#### CCSS.ELA-LITERACY.2.L.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.

#### CCSS.ELA-LITERACY.2.L.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

#### CCSS.ELA-LITERACY.2.RF.3

Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.

#### CCSS.ELA-LITERACY.2.RL.3

Describe how characters in a story respond to major events and challenges

#### CCSS.ELA-LITERACY.2.RL.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

#### CCSS.ELA-LITERACY.2.W.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

#### CCSS.ELA-LITERACY.2.SL.1

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

#### CCSS.ELA-LITERACY.2.SL.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

#### CCSS.ELA-LITERACY.2.SL.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

#### CCSS.ELA-LITERACY.2.SL.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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## Lesson #10: Storyline Planning - Make a Map of it!

#### CCSS.ELA-LITERACY.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

#### CCSS.ELA-LITERACY.W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

#### CCSS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

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#### CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

#### CCSS.ELA-LITERACY.SL.2.1.A

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

#### CCSS.ELA-LITERACY.SL.2.1.B

Build on others' talk in conversations by linking their comments to the remarks of others.

#### CCSS.ELA-LITERACY.SL.2.1.C

Ask for clarification and further explanation as needed about the topics and texts under discussion.

#### CCSS.ELA-LITERACY.SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

#### CCSS.ELA-LITERACY.SL.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**CCSS.ELA-LITERACY.SL.2.6**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**CCSS.ELA-LITERACY.RF.2.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RL.2.1**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**CCSS.ELA-LITERACY.RL.2.3**

Describe how characters in a story respond to major events and challenges.

**CCSS.ELA-LITERACY.RL.2.5**

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**CCSS.ELA-LITERACY.RL.2.6**

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.\*\*

**CCSS.ELA-LITERACY.RL.2.7**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.1.F**

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

**CCSS.ELA-LITERACY.L.2.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.2.2.E**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.2.4.E**

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**CCSS.ELA-LITERACY.L.2.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts,

including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**Lesson #11: Big Idea**

**CCSS.ELA-LITERACY.2.L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

**CCSS.ELA-LITERACY.2.L.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.2.L.2**

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.

**CCSS.ELA-LITERACY.2.L.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**CCSS.ELA-LITERACY.2.RF.3**

Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.

**CCSS.ELA-LITERACY.2.RL.2**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**CCSS.ELA-LITERACY.2.RL.2**

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.



**CCSS.ELA-LITERACY.2.RL.3**

Describe how characters in a story respond to major events and challenges

**CCSS.ELA-LITERACY.2.RL.7**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**CCSS.ELA-LITERACY.2.W.5**

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**CCSS.ELA-LITERACY.2.SL.1**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**CCSS.ELA-LITERACY.2.SL.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CCSS.ELA-LITERACY.2.SL.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**CCSS.ELA-LITERACY.2.SL.6**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Lesson #12: Setting Snapshots - Painting Place with Words**

**CCSS.ELA-LITERACY.SL.2.1**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.2.1.B**

Build on others’ talk in conversations by linking their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.2.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CCSS.ELA-LITERACY.SL.2.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional

information, or deepen understanding of a topic or issue.\*\*

**CCSS.ELA-LITERACY.RL.2.1**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**CCSS.ELA-LITERACY.RL.2.7**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**CCSS.ELA-LITERACY.RI.2.1**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.2.E**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.2.4.E**

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**CCSS.ELA-LITERACY.L.2.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**Lesson #13: Deliberate Dialogue**

**CCSS.ELA-LITERACY.W.2.3**

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**CCSS.ELA-LITERACY.W.2.5**

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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**CCSS.ELA-LITERACY.SL.2.1**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.2.1.B**

Build on others' talk in conversations by linking their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.2.4**

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**CCSS.ELA-LITERACY.SL.2.6**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.1.D**

Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

**CCSS.ELA-LITERACY.L.2.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.\*\*

**CCSS.ELA-LITERACY.L.2.2.A**

Capitalize holidays, product names, and geographic names.\*\*

**CCSS.ELA-LITERACY.L.2.2.E**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.\*\*

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.2.3.A**

Compare formal and informal uses of English.\*\*

**CCSS.ELA-LITERACY.L.2.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).\*\*

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**Lesson #14: Leads and Conclusions**

**CCSS.ELA-LITERACY.W.2.3**

Write narratives in which they recount a well-elaborated event or short sequence of events, include

details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**CCSS.ELA-LITERACY.W.2.5**

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**CCSS.ELA-LITERACY.W.2.7**

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**CCSS.ELA-LITERACY.W.2.8**

Recall information from experiences or gather information from provided sources to answer a question.

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**CCSS.ELA-LITERACY.SL.2.1**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.2.1.B**

Build on others' talk in conversations by linking their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.2.1.C**

Ask for clarification and further explanation as needed about the topics and texts under discussion.

**CCSS.ELA-LITERACY.SL.2.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CCSS.ELA-LITERACY.SL.2.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**CCSS.ELA-LITERACY.SL.2.4**

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**CCSS.ELA-LITERACY.SL.2.6**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**CCSS.ELA-LITERACY.RF.2.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RF.2.4.A**

Read grade-level text with purpose and understanding.

**CCSS.ELA-LITERACY.RF.2.4.B**

Read grade-level text orally with accuracy,



appropriate rate, and expression on successive readings.

**CCSS.ELA-LITERACY.RF.2.4.C**

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.\*\*

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**CCSS.ELA-LITERACY.RL.2.1**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.\*\*

**CCSS.ELA-LITERACY.RL.2.3**

Describe how characters in a story respond to major events and challenges.

**CCSS.ELA-LITERACY.RL.2.5**

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**CCSS.ELA-LITERACY.RL.2.6**

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**CCSS.ELA-LITERACY.RL.2.7**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.1.F**

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

**CCSS.ELA-LITERACY.L.2.2.E**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.\*\*

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.2.4.E**

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**CCSS.ELA-LITERACY.L.2.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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**Lesson #15: Ready, Set, Write!**

**CCSS.ELA-LITERACY.W.2.3**

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**CCSS.ELA-LITERACY.W.2.5**

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**CCSS.ELA-LITERACY.W.2.7**

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

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**CCSS.ELA-LITERACY.SL.2.1**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.2.1.B**

Build on others' talk in conversations by linking their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.2.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**CCSS.ELA-LITERACY.SL.2.4**

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**CCSS.ELA-LITERACY.SL.2.6**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**CCSS.ELA-LITERACY.RF.2.4**

Read with sufficient accuracy and fluency to support comprehension.

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**CCSS.ELA-LITERACY.RL.2.3**

Describe how characters in a story respond to major events and challenges.

**CCSS.ELA-LITERACY.RL.2.5**

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**CCSS.ELA-LITERACY.RL.2.6**

Acknowledge differences in the points of view of characters, including by speaking in a different

voice for each character when reading dialogue aloud.

**CCSS.ELA-LITERACY.RL.2.7**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.1.F**

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

**CCSS.ELA-LITERACY.L.2.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.\*\*

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.2.4.E**

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.\*\*

**CCSS.ELA-LITERACY.L.2.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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**Lesson #16: The Mighty Thesaurus - Words Unlimited!**

**CCSS.ELA-LITERACY.W.2.5**

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**CCSS.ELA-LITERACY.W.2.8**

Recall information or gather information from provided sources to answer a question.

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**CCSS.ELA-LITERACY.SL.2.1**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.2.1.B**

Build on others' talk in conversations by linking their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.2.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.1.E**

Use adjectives and adverbs, and choose between them depending on what is to be modified.

**CCSS.ELA-LITERACY.L.2.2.E**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.2.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.\*\*

**CCSS.ELA-LITERACY.L.2.4.A**

Use sentence-level context as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.2.4.E**

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**CCSS.ELA-LITERACY.L.2.5**

Demonstrate understanding of word relationships and nuances in word meanings.

**CCSS.ELA-LITERACY.L.2.5.A**

Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).\*\*

**CCSS.ELA-LITERACY.L.2.5.B**

Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

**CCSS.ELA-LITERACY.L.2.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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**Lesson #17: Story Stretching - Making More of Moments**

**CCSS.ELA-LITERACY.W.2.3**

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**CCSS.ELA-LITERACY.W.2.5**

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**CCSS.ELA-LITERACY.W.2.7**

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**CCSS.ELA-LITERACY.W.2.8**

Recall information from experiences or gather information from provided sources to answer a question.

**CCSS.ELA-LITERACY.SL.2.1**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.2.1.B**

Build on others' talk in conversations by linking their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.2.1.C**

Ask for clarification and further explanation as needed about the topics and texts under discussion.

**CCSS.ELA-LITERACY.SL.2.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CCSS.ELA-LITERACY.SL.2.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**CCSS.ELA-LITERACY.SL.2.4**

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**CCSS.ELA-LITERACY.SL.2.6**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**CCSS.ELA-LITERACY.RF.2.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RL.2.1**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.\*\*

**CCSS.ELA-LITERACY.RL.2.3**

Describe how characters in a story respond to major events and challenges.

**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.1.E**

Use adjectives and adverbs, and choose between them depending on what is to be modified.

**CCSS.ELA-LITERACY.L.2.1.F**

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

**CCSS.ELA-LITERACY.L.2.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.2.2.E**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.2.4.E**

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**CCSS.ELA-LITERACY.L.2.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**Lesson #18: First Draft Read & Review!**

**CCSS.ELA-LITERACY.W.2.3**

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**CCSS.ELA-LITERACY.W.2.5**

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**CCSS.ELA-LITERACY.W.2.7**

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**CCSS.ELA-LITERACY.SL.2.1**

Participate in collaborative conversations with diverse partners about grade 2 topics and



texts with peers and adults in small and larger groups.

**CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.2.1.B**

Build on others' talk in conversations by linking their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.2.1.C**

Ask for clarification and further explanation as needed about the topics and texts under discussion.

**CCSS.ELA-LITERACY.SL.2.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CCSS.ELA-LITERACY.SL.2.6**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**CCSS.ELA-LITERACY.RF.2.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RL.2.1**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**CCSS.ELA-LITERACY.RL.2.3**

Describe how characters in a story respond to major events and challenges.

**CCSS.ELA-LITERACY.RL.2.5**

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**CCSS.ELA-LITERACY.RL.2.6**

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.\*\*

**CCSS.ELA-LITERACY.RL.2.7**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.1.E**

Use adjectives and adverbs, and choose between them depending on what is to be modified.

**CCSS.ELA-LITERACY.L.2.1.F**

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie;

The little boy watched the movie; The action movie was watched by the little boy).

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.2.4.E**

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**CCSS.ELA-LITERACY.L.2.5.B**

Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

**CCSS.ELA-LITERACY.L.2.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**Lesson #19: The Punctuation Pass**

**CCSS.ELA-LITERACY.W.2.5**

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**CCSS.ELA-LITERACY.W.2.7**

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**CCSS.ELA-LITERACY.SL.2.1**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.2.1.B**

Build on others' talk in conversations by linking their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.2.1.C**

Ask for clarification and further explanation as needed about the topics and texts under discussion.

**CCSS.ELA-LITERACY.SL.2.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**CCSS.ELA-LITERACY.SL.2.6**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.



**CCSS.ELA-LITERACY.RF.2.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RF.2.4.A**

Read grade-level text with purpose and understanding.

**CCSS.ELA-LITERACY.RF.2.4.B**

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

**CCSS.ELA-LITERACY.RF.2.4.C**

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.2.2.A**

Capitalize holidays, product names, and geographic names.\*\*

**CCSS.ELA-LITERACY.L.2.2.C**

Use an apostrophe to form contractions and frequently occurring possessives.

**CCSS.ELA-LITERACY.L.2.2.E**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.2.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

**CCSS.ELA-LITERACY.L.2.4.A**

Use sentence-level context as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.2.4.E**

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**Lesson #20: Spelling Sparks**

**CCSS.ELA-LITERACY.W.2.5**

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**CCSS.ELA-LITERACY.SL.2.1**

Participate in collaborative conversations with diverse

partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.2.1.C**

Ask for clarification and further explanation as needed about the topics and texts under discussion.

**CCSS.ELA-LITERACY.SL.2.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**CCSS.ELA-LITERACY.RF.2.3**

Know and apply grade-level phonics and word analysis skills in decoding words.\*\*

**CCSS.ELA-LITERACY.RF.2.3.A**

Distinguish long and short vowels when reading regularly spelled one-syllable words.\*\*

**CCSS.ELA-LITERACY.RF.2.3.B**

Know spelling-sound correspondences for additional common vowel teams.\*\*

**CCSS.ELA-LITERACY.RF.2.3.C**

Decode regularly spelled two-syllable words with long vowels.\*\*

**CCSS.ELA-LITERACY.RF.2.3.D**

Decode words with common prefixes and suffixes.\*\*

**CCSS.ELA-LITERACY.RF.2.3.E**

Identify words with inconsistent but common spelling-sound correspondences.\*\*

**CCSS.ELA-LITERACY.RF.2.3.F**

Recognize and read grade-appropriate irregularly spelled words.

**CCSS.ELA-LITERACY.RF.2.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.2.2.A**

Capitalize holidays, product names, and geographic names.

**CCSS.ELA-LITERACY.L.2.2.C**

Use an apostrophe to form contractions and frequently occurring possessives.

**CCSS.ELA-LITERACY.L.2.2.D**



Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil).\*\*

**CCSS.ELA-LITERACY.L.2.2.E**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.2.3.A**

Compare formal and informal uses of English\*\*

**CCSS.ELA-LITERACY.L.2.4.D**

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).\*\*

**CCSS.ELA-LITERACY.L.2.4.E**

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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## Lesson #21: What's Our Title?

**CCSS.ELA-LITERACY.W.2.8**

Recall information from experiences or gather information from provided sources to answer a question.

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**CCSS.ELA-LITERACY.SL.2.1**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.2.1.B**

Build on others' talk in conversations by linking their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.2.1.C**

Ask for clarification and further explanation as needed about the topics and texts under discussion.

**CCSS.ELA-LITERACY.SL.2.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CCSS.ELA-LITERACY.SL.2.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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**CCSS.ELA-LITERACY.RF.2.4**

Read with sufficient accuracy and fluency to support

comprehension.

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**CCSS.ELA-LITERACY.RL.2.1**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.\*\*

**CCSS.ELA-LITERACY.RL.2.2**

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.\*\*

**CCSS.ELA-LITERACY.RL.2.7**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.2.2.A**

Capitalize holidays, product names, and geographic names.

**CCSS.ELA-LITERACY.L.2.2.C**

Use an apostrophe to form contractions and frequently occurring possessives.

**CCSS.ELA-LITERACY.L.2.2.E**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.2.4.E**

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**CCSS.ELA-LITERACY.L.2.5**

Demonstrate understanding of word relationships and nuances in word meanings.

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## Lesson #22: For Whom & By Whom - In Color!

**CCSS.ELA-LITERACY.W.2.5**

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**CCSS.ELA-LITERACY.W.2.8**

Recall information from experiences or gather information from provided sources to answer a question.

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**CCSS.ELA-LITERACY.SL.2.1**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.2.1.B**

Build on others' talk in conversations by linking their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.2.1.C**

Ask for clarification and further explanation as needed about the topics and texts under discussion.

**CCSS.ELA-LITERACY.SL.2.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CCSS.ELA-LITERACY.SL.2.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**CCSS.ELA-LITERACY.SL.2.6**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**CCSS.ELA-LITERACY.RF.2.4**

Read with sufficient accuracy and fluency to support comprehension.

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**CCSS.ELA-LITERACY.RI.2.6**

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

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**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.2.2.A**

Capitalize holidays, product names, and geographic names.

**CCSS.ELA-LITERACY.L.2.2.E**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when

writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.2.4.E**

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**CCSS.ELA-LITERACY.L.2.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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**Lesson #23: Presentations!**

**CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.2.4**

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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**CCSS.ELA-LITERACY.RF.2.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RF.2.4.A**

Read grade-level text with purpose and understanding.

**CCSS.ELA-LITERACY.RF.2.4.B**

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

**CCSS.ELA-LITERACY.RF.2.4.C**

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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**Lesson #24: Presentations!**

**CCSS.ELA-LITERACY.2.L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular



verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

**CCSS.ELA-LITERACY.2.L.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.2.L.2**

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.

**CCSS.ELA-LITERACY.2.L.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**CCSS.ELA-LITERACY.2.RF.3**

Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.

**CCSS.ELA-LITERACY.2.RL.1**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**CCSS.ELA-LITERACY.2.RL.6**

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**CCSS.ELA-LITERACY.2.RL.7**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**CCSS.ELA-LITERACY.2.RL.10**

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CCSS.ELA-LITERACY.2.W.5**

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**CCSS.ELA-LITERACY.2.SL.1**

Participate in collaborative conversations with diverse

partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**CCSS.ELA-LITERACY.2.SL.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CCSS.ELA-LITERACY.2.SL.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**CCSS.ELA-LITERACY.2.SL.6**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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## Lesson #25: Group Book Upload!

**CCSS.ELA-LITERACY.W.2.6**

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**CCSS.ELA-LITERACY.W.2.7**

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

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**CCSS.ELA-LITERACY.SL.2.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.2.E**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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## Lesson #26: Relax & Reflect!

### CCSS.ELA-LITERACY.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### CCSS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

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### CCSS.ELA-LITERACY.SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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### CCSS.ELA-LITERACY.L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### CCSS.ELA-LITERACY.L.2.2.E

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### CCSS.ELA-LITERACY.L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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## PART TWO: INDIVIDUAL AUTHORSHIP

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### Lesson #1: "WRITE IT & READ IT!"

### CCSS.ELA-LITERACY.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### CCSS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

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### CCSS.ELA-LITERACY.SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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### CCSS.ELA-LITERACY.RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

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### CCSS.ELA-LITERACY.RL.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

### CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

### CCSS.ELA-LITERACY.RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

### CCSS.ELA-LITERACY.RL.2.6

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

### CCSS.ELA-LITERACY.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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### CCSS.ELA-LITERACY.L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.2.1.E

Use adjectives and adverbs, and choose between them depending on what is to be modified.

### CCSS.ELA-LITERACY.L.2.1.F

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

### CCSS.ELA-LITERACY.L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### CCSS.ELA-LITERACY.L.2.2.E

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.\*\*



### CCSS.ELA-LITERACY.L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.2.4.E

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

### CCSS.ELA-LITERACY.L.2.5.B

Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

### CCSS.ELA-LITERACY.L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

## **The School-To-Home Connection (Optional)**

### CCSS.ELA-LITERACY.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.\*\*

### CCSS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.\*\*

### CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

### CCSS.ELA-LITERACY.SL.2.1.A

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

### CCSS.ELA-LITERACY.SL.2.1.B

Build on others' talk in conversations by linking their comments to the remarks of others.

### CCSS.ELA-LITERACY.SL.2.1.C

Ask for clarification and further explanation as needed about the topics and texts under discussion.

### CCSS.ELA-LITERACY.SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

### CCSS.ELA-LITERACY.SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### CCSS.ELA-LITERACY.SL.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

### CCSS.ELA-LITERACY.SL.2.5

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.\*\*

### CCSS.ELA-LITERACY.SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

### CCSS.ELA-LITERACY.L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### CCSS.ELA-LITERACY.L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

## **Lesson #2: Partnering with an Illustrator**

### CCSS.ELA-LITERACY.RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

### CCSS.ELA-LITERACY.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

### CCSS.ELA-LITERACY.RI.2.6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

### CCSS.ELA-LITERACY.L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### CCSS.ELA-LITERACY.L.2.4.E

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

## **Lesson #3: Expository Writing from Experience**



**CCSS.ELA-LITERACY.W.2.1**

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

**CCSS.ELA-LITERACY.W.2.2**

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**CCSS.ELA-LITERACY.W.2.3**

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**CCSS.ELA-LITERACY.W.2.5**

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**CCSS.ELA-LITERACY.W.2.8**

Recall information from experiences or gather information from provided sources to answer a question.

**CCSS.ELA-LITERACY.SL.2.4**

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**CCSS.ELA-LITERACY.SL.2.6**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**CCSS.ELA-LITERACY.RF.2.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RI.2.1**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**CCSS.ELA-LITERACY.RI.2.8**

Describe how reasons support specific points the author makes in a text.

**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.2**

Demonstrate command of the conventions of standard

English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.2.2.E**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.2.4.E**

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**CCSS.ELA-LITERACY.L.2.5.A**

Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).\*\*

**CCSS.ELA-LITERACY.L.2.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**Lesson #4: Worksheet Workout!**

**CCSS.ELA-LITERACY.W.2.3**

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**CCSS.ELA-LITERACY.W.2.5**

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**CCSS.ELA-LITERACY.W.2.8**

Recall information from experiences or gather information from provided sources to answer a question.

**CCSS.ELA-LITERACY.SL.2.6**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**CCSS.ELA-LITERACY.RI.2.1**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**CCSS.ELA-LITERACY.RI.2.3**

Describe how characters in a story respond to major events and challenges.

**CCSS.ELA-LITERACY.RI.2.5**

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.





**CCSS.ELA-LITERACY.RL.2.7**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.1.E**

Use adjectives and adverbs, and choose between them depending on what is to be modified.

**CCSS.ELA-LITERACY.L.2.1.F**

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

**CCSS.ELA-LITERACY.L.2.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.2.2.E**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.2.4.E**

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**CCSS.ELA-LITERACY.L.2.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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**Lesson #5: Recognize & Research**

**CCSS.ELA-LITERACY.W.2.6**

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**CCSS.ELA-LITERACY.W.2.8**

Recall information from experiences or gather information from provided sources to answer a question.

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**CCSS.ELA-LITERACY.SL.2.1**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with

care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.2.1.B**

Build on others' talk in conversations by linking their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.2.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CCSS.ELA-LITERACY.SL.2.4**

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**CCSS.ELA-LITERACY.SL.2.6**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**CCSS.ELA-LITERACY.RF.2.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RF.2.4.A**

Read grade-level text with purpose and understanding.

**CCSS.ELA-LITERACY.RF.2.4.B**

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

**CCSS.ELA-LITERACY.RF.2.4.C**

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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**CCSS.ELA-LITERACY.RI.2.1**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**CCSS.ELA-LITERACY.RI.2.2**

Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

**CCSS.ELA-LITERACY.RI.2.3**

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.\*\*

**CCSS.ELA-LITERACY.RI.2.4**

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

**CCSS.ELA-LITERACY.RI.2.5**

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

**CCSS.ELA-LITERACY.RI.2.7**

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.\*\*

**CCSS.ELA-LITERACY.RI.2.9**

Compare and contrast the most important points presented by two texts on the same topic.\*\*



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**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.2.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

**CCSS.ELA-LITERACY.L.2.4.E**

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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**Lesson #6: My First Draft**

**CCSS.ELA-LITERACY.W.2.3**

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**CCSS.ELA-LITERACY.W.2.5**

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**CCSS.ELA-LITERACY.W.2.8**

Recall information from experiences or gather information from provided sources to answer a question.

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**CCSS.ELA-LITERACY.SL.2.1**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.2.1.B**

Build on others' talk in conversations by linking their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.2.1.C**

Ask for clarification and further explanation as needed about the topics and texts under discussion.

**CCSS.ELA-LITERACY.SL.2.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CCSS.ELA-LITERACY.SL.2.3**

Ask and answer questions about what a speaker says

in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**CCSS.ELA-LITERACY.SL.2.6**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**CCSS.ELA-LITERACY.RF.2.4**

Read with sufficient accuracy and fluency to support comprehension.

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**CCSS.ELA-LITERACY.RL.2.1**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**CCSS.ELA-LITERACY.RL.2.3**

Describe how characters in a story respond to major events and challenges.

**CCSS.ELA-LITERACY.RL.2.5**

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**CCSS.ELA-LITERACY.RL.2.6**

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**CCSS.ELA-LITERACY.RL.2.7**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.1.E**

Use adjectives and adverbs, and choose between them depending on what is to be modified.

**CCSS.ELA-LITERACY.L.2.1.F**

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

**CCSS.ELA-LITERACY.L.2.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.2.2.E**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.2.3.A**



Compare formal and informal uses of English\*\*

**CCSS.ELA-LITERACY.L.2.4.E**

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**CCSS.ELA-LITERACY.L.2.5**

Demonstrate understanding of word relationships and nuances in word meanings.\*\*

**CCSS.ELA-LITERACY.L.2.5.A**

Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).\*\*

**CCSS.ELA-LITERACY.L.2.5.B**

Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

**CCSS.ELA-LITERACY.L.2.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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## **Lesson #7: Engaged Sharing & Active Listening**

**CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.2.1.B**

Build on others' talk in conversations by linking their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.2.1.C**

Ask for clarification and further explanation as needed about the topics and texts under discussion.

**CCSS.ELA-LITERACY.SL.2.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CCSS.ELA-LITERACY.SL.2.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**CCSS.ELA-LITERACY.SL.2.6**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**CCSS.ELA-LITERACY.RF.2.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RF.2.4.A**

Read grade-level text with purpose and understanding.

**CCSS.ELA-LITERACY.RF.2.4.B**

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

**CCSS.ELA-LITERACY.RF.2.4.C**

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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**CCSS.ELA-LITERACY.RL.2.1**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**CCSS.ELA-LITERACY.RL.2.3**

Describe how characters in a story respond to major events and challenges.

**CCSS.ELA-LITERACY.RL.2.5**

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**CCSS.ELA-LITERACY.RL.2.7**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.2.4.A**

Use sentence-level context as a clue to the meaning of a word or phrase.

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## **Lesson #8: The Last Pass**

**CCSS.ELA-LITERACY.W.2.5**

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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**CCSS.ELA-LITERACY.SL.2.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**CCSS.ELA-LITERACY.SL.2.6**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**CCSS.ELA-LITERACY.RF.2.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RF.2.4.A**

Read grade-level text with purpose and understanding.

**CCSS.ELA-LITERACY.RF.2.4.B**

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

**CCSS.ELA-LITERACY.RF.2.4.C**

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.2.2.A**

Capitalize holidays, product names, and geographic names.

**CCSS.ELA-LITERACY.L.2.2.C**

Use an apostrophe to form contractions and frequently occurring possessives.

**CCSS.ELA-LITERACY.L.2.2.E**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.2.4.E**

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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**Lesson #9: From the Pencil to the Pages!**

**CCSS.ELA-LITERACY.W.2.8**

Recall information from experiences or gather information from provided sources to answer a question.

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**CCSS.ELA-LITERACY.SL.2.1**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.2.1.B**

Build on others' talk in conversations by linking their

comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.2.1.C**

Ask for clarification and further explanation as needed about the topics and texts under discussion.

**CCSS.ELA-LITERACY.SL.2.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CCSS.ELA-LITERACY.SL.2.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.2.2.A**

Capitalize holidays, product names, and geographic names.

**CCSS.ELA-LITERACY.L.2.2.E**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.2.4.E**

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**CCSS.ELA-LITERACY.W.2.8**

Recall information from experiences or gather information from provided sources to answer a question.

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**Lesson #10: "Official Author" Presentations**

**CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.2.4**

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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**CCSS.ELA-LITERACY.RF.2.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RF.2.4.A**

Read grade-level text with purpose and understanding.

**CCSS.ELA-LITERACY.RF.2.4.B**

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

**CCSS.ELA-LITERACY.RF.2.4.C**

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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**Lesson #11: Becoming Flexible Thinkers -  
Pointing to Perspective**

**CCSS.ELA-LITERACY.W.2.3**

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**CCSS.ELA-LITERACY.W.2.5**

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**CCSS.ELA-LITERACY.W.2.8**

Recall information from experiences or gather information from provided sources to answer a question.

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**CCSS.ELA-LITERACY.SL.2.1**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.2.1.B**

Build on others' talk in conversations by linking their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.2.1.C**

Ask for clarification and further explanation as needed about the topics and texts under discussion.

**CCSS.ELA-LITERACY.SL.2.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CCSS.ELA-LITERACY.SL.2.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**CCSS.ELA-LITERACY.SL.2.4**

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**CCSS.ELA-LITERACY.SL.2.6**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**CCSS.ELA-LITERACY.RF.2.4**

Read with sufficient accuracy and fluency to support comprehension.

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**CCSS.ELA-LITERACY.RL.2.1**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**CCSS.ELA-LITERACY.RL.2.3**

Describe how characters in a story respond to major events and challenges.

**CCSS.ELA-LITERACY.RL.2.6**

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**CCSS.ELA-LITERACY.RL.2.7**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**CCSS.ELA-LITERACY.RL.2.9**

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors.\*\*

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**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.2.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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## Poetry Pop In: Concrete Poems

### CCSS.ELA-LITERACY.2.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

### CCSS.ELA-LITERACY.2.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage-badger; boy-boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### CCSS.ELA-LITERACY.2.L.2

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.

### CCSS.ELA-LITERACY.2.L.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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### CCSS.ELA-LITERACY.2.RF.3

Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.

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### CCSS.ELA-LITERACY.2.RL.2

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

### CCSS.ELA-LITERACY.2.RL.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

### CCSS.ELA-LITERACY.2.RL.10

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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### CCSS.ELA-LITERACY.2.W.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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### CCSS.ELA-LITERACY.2.SL.1

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

### CCSS.ELA-LITERACY.2.SL.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

### CCSS.ELA-LITERACY.2.SL.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### CCSS.ELA-LITERACY.2.SL.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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## Poetry Pop In: Acrostic Poems

### CCSS.ELA-LITERACY.2.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).



**CCSS.ELA-LITERACY.2.L.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage-badger; boy-boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.2.L.2**

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.

**CCSS.ELA-LITERACY.2.L.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**CCSS.ELA-LITERACY.2.RF.3**

Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.

**CCSS.ELA-LITERACY.2.RL.4**

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**CCSS.ELA-LITERACY.2.RL.7**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**CCSS.ELA-LITERACY.2.RL.10**

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CCSS.ELA-LITERACY.2.W.5**

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**CCSS.ELA-LITERACY.2.SL.1**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**CCSS.ELA-LITERACY.2.SL.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CCSS.ELA-LITERACY.2.SL.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**CCSS.ELA-LITERACY.2.SL.6**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Poetry Pop In: Rhyming Poems**

**CCSS.ELA-LITERACY.2.L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

**CCSS.ELA-LITERACY.2.L.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage-badger; boy-boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.2.L.2**

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.

**CCSS.ELA-LITERACY.2.L.6**

Use words and phrases acquired through conversations, reading and being read to, and

responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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### **CCSS.ELA-LITERACY.2.RF.3**

Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.

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### **CCSS.ELA-LITERACY.2.RL.4**

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

### **CCSS.ELA-LITERACY.2.RL.7**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

### **CCSS.ELA-LITERACY.2.RL.10**

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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### **CCSS.ELA-LITERACY.2.W.5**

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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### **CCSS.ELA-LITERACY.2.SL.1**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

### **CCSS.ELA-LITERACY.2.SL.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

### **CCSS.ELA-LITERACY.2.SL.3**

Ask and answer questions about what a speaker says

in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### **2.SL.6**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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## **Poetry Pop In: Sensory Poems**

### **CCSS.ELA-LITERACY.2.L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

### **CCSS.ELA-LITERACY.2.L.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage-badge; boy-boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### **CCSS.ELA-LITERACY.2.L.2**

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.

### **CCSS.ELA-LITERACY.2.L.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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### **CCSS.ELA-LITERACY.2.RF.3**

Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.



facts and relevant, descriptive details, speaking audibly in coherent sentences.

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#### CCSS.ELA-LITERACY.2.RL.4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

#### CCSS.ELA-LITERACY.2.RL.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

#### CCSS.ELA-LITERACY.2.RL.10

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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#### CCSS.ELA-LITERACY.2.W.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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#### CCSS.ELA-LITERACY.2.SL.1

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

#### CCSS.ELA-LITERACY.2.SL.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

#### CCSS.ELA-LITERACY.2.SL.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

#### CCSS.ELA-LITERACY.2.SL.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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### **ACTIVITY: HOLD A YOUNG AUTHOR'S EVENT!**

#### CCSS.ELA-LITERACY.SL.2.1.A

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

#### CCSS.ELA-LITERACY.SL.2.4

Tell a story or recount an experience with appropriate

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#### CCSS.ELA-LITERACY.RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

#### CCSS.ELA-LITERACY.RF.2.4.A

Read grade-level text with purpose and understanding.

#### CCSS.ELA-LITERACY.RF.2.4.B

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

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#### CCSS.ELA-LITERACY.L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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### **COLLEGE AND CAREER READINESS STANDARDS ADDRESSED**

#### CCSS.ELA-LITERACY.CCRA.W.1

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

#### CCSS.ELA-LITERACY.CCRA.W.2

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

#### CCSS.ELA-LITERACY.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

#### CCSS.ELA-LITERACY.CCRA.W.4

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

#### CCSS.ELA-LITERACY.CCRA.W.5

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

#### CCSS.ELA-LITERACY.CCRA.W.6

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

#### CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

#### CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the



information while avoiding plagiarism.

**CCSS.ELA-LITERACY.CCRA.W.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.CCRA.W.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.

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**CCSS.ELA-LITERACY.CCRA.SL.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.

**CCSS.ELA-LITERACY.CCRA.SL.2**

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.CCRA.SL.3**

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**CCSS.ELA-LITERACY.CCRA.SL.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.

**CCSS.ELA-LITERACY.CCRA.SL.5**

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**CCSS.ELA-LITERACY.CCRA.SL.6**

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

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**CCSS.ELA-LITERACY.CCRA.R.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.

**CCSS.ELA-LITERACY.CCRA.R.2**

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

**CCSS.ELA-LITERACY.CCRA.R.3**

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**CCSS.ELA-LITERACY.CCRA.R.4**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CCSS.ELA-LITERACY.CCRA.R.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.

**CCSS.ELA-LITERACY.CCRA.R.6**

Assess how point of view or purpose shapes the content and style of a text.

**CCSS.ELA-LITERACY.CCRA.R.7**

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

**CCSS.ELA-LITERACY.CCRA.R.8**

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**CCSS.ELA-LITERACY.CCRA.R.9**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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**CCSS.ELA-LITERACY.CCRA.L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.CCRA.L.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.CCRA.L.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.

**CCSS.ELA-LITERACY.CCRA.L.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**CCSS.ELA-LITERACY.CCRA.L.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-LITERACY.CCRA.L.6**

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

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**\*\*\*COMPLETE LIST OF LANGUAGE STANDARDS - GRADE 2**

**CCSS.ELA-LITERACY.L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



**CCSS.ELA-LITERACY.L.2.1.A**

Use collective nouns (e.g., group).

**CCSS.ELA-LITERACY.L.2.1.B**

Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

**CCSS.ELA-LITERACY.L.2.1.C**

Use reflexive pronouns (e.g., myself, ourselves).

**CCSS.ELA-LITERACY.L.2.1.D**

Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

**CCSS.ELA-LITERACY.L.2.1.E**

Use adjectives and adverbs, and choose between them depending on what is to be modified.

**CCSS.ELA-LITERACY.L.2.1.F**

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

**CCSS.ELA-LITERACY.L.2.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.2.2.A**

Capitalize holidays, product names, and geographic names.

**CCSS.ELA-LITERACY.L.2.2.B**

Use commas in greetings and closings of letters.

**CCSS.ELA-LITERACY.L.2.2.C**

Use an apostrophe to form contractions and frequently occurring possessives.

**CCSS.ELA-LITERACY.L.2.2.D**

Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil).

**CCSS.ELA-LITERACY.L.2.2.E**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.2.3.A**

Compare formal and informal uses of English

**CCSS.ELA-LITERACY.L.2.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

**CCSS.ELA-LITERACY.L.2.4.A**

Use sentence-level context as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.2.4.B**

Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

**CCSS.ELA-LITERACY.L.2.4.C**

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

**CCSS.ELA-LITERACY.L.2.4.D**

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse,

lighthouse, housefly; bookshelf, notebook, bookmark).

**CCSS.ELA-LITERACY.L.2.4.E**

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**CCSS.ELA-LITERACY.L.2.5**

Demonstrate understanding of word relationships and nuances in word meanings.

**CCSS.ELA-LITERACY.L.2.5.A**

Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

**CCSS.ELA-LITERACY.L.2.5.B**

Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

**CCSS.ELA-LITERACY.L.2.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).