

CV Guarantee: Personal Narrative for College Applications (ELA/12)

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

**Standard:**

Reading (I&L): 11.12-3;4;5  
 Writing: 11.12.3a, d, e; 5; 6  
 Language: 11-12.2  
 Speaking: 11.12.1

**Timeline:**

Duration: 2-3 weeks in fall, **PRECEDING APPLICATION DEADLINES FOR COLLEGES AND UNIVERSITIES**  
 Preceded By: research of requirements; reading of examples  
 Followed By: revision groups; publication; re-revision in spring **PRECEDING APPLICATION DEADLINES FOR SCHOLARSHIPS**

**Key Vocabulary:**

**Foundational**

Allusion  
 Connotation (Connotative)  
 Conveys  
 Emphasis  
 Event sequences  
 Evoke  
 Imagery  
 Implication  
 Metaphor (extended)  
 Simile  
 Tone

**Essential**

Hook  
 Coherence  
 Sensory language  
 Conclusion  
 Description  
 Insight  
 Illustration  
 Audience

**Extension**

Extended metaphor  
 Back-story  
 Flashback

**Knowledge**

**Reasoning**

**Performance Skills**

**Product Examples**

I can identify specific narrative techniques, i.e., flashback, metaphor, extended metaphor, dialogue.

I can identify the qualities of effective narrative writing using varied techniques to address the same prompt.

I can analyze narrative essay samples in order to assess effective techniques.

I can reflect on my personal experiences to choose my narrative approach.

I can tailor my approach for specific audiences.

I can initiate and participate effectively in a range of collaborative discussions with diverse partners in the process of this writing task.

I can write in response to specific prompts.

I can use narrative technique to sequence events to create a coherent whole.

I can revise, edit, and rewrite my responses in order to address purpose and audience in the context of this writing task.

I can use technology, including the Internet, to produce, publish and update my writing product.

UC Personal Insight Responses

Common Application Personal Statement Essay

CVHS Community Scholarship Application Essay

		I can demonstrate command of the conventions of standard English.	
--	--	---	--

**Resources: Personal narrative pieces from authors of note;** UC Personal Insight Response prompt and samples; Common Application Personal Statement Essay prompts and samples; CVHS Community Scholarship Application Essay prompt and samples

**Big Idea:** Write formal arguments to support claims and analysis of substantive topics using valid reasoning and relevant and sufficient evidence **to provide context and maintain ethos as a writer.**

**Standard:**

**Reading:**

11/12.1 cite strong and thorough textual evidence from informational text to support analysis

**Writing:**

11/12.1 write argument to **support claims**;  
 11.12.4 produce clear and coherent writing appropriate to task, **purpose, audience**  
 11.12.5 **planning, revising, editing, rewriting...addressing what is most significant for a specific purpose and audience**

11.12.6 use technology to produce, publish, update in response to feedback

11.12.7 narrow or broaden inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

11/12.8 gather and integrate relevant information from multiple authoritative print and digital sources; following standard format for citation...

**Language:**

11.12.1: demonstrate command of the conventions of standard English

**Timeline:**

Duration: 2-3 weeks

Preceded By: Timed Argument Practice

Followed By: repeat

**Key Vocabulary:**

**Foundational**

Argument  
 Biases  
 Citation (Parenthetical)  
 Claim  
 Counter argument  
 Counterclaim  
 Evidence  
 Reasons  
 SOAPST  
 Source  
 Thesis  
 Warrants  
 Works Cited

**Essential**

Ethos  
 Evidence  
 Logos  
 Opinion  
 Pathos  
 Context

**Extension**

Kairos

Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can identify claim, prompt, warrant and conclusion in sample responses.</p>	<p>I can formulate a stance and express claims.</p> <p>I can paraphrase the prompt and identify the issue.</p> <p>I can explain how the evidence proves my claim and my thesis (warrants) provided sources in a timed situation.</p>	<p>I can write a claim in response to the prompt that is clear, debatable, and defensible.</p> <p>I can craft an argument that supports my claim with warrants (reasons) and evidence (sources).</p> <p>I can weave my evidence into my sentence structure, incorporating quotations smoothly to suit my argument.</p> <p>I can cite my sources to avoid plagiarism in MLA format (parenthetically, then in works cited).</p> <p>I can revise my paper for an academic audience.</p>	<p>Revised and expanded formalized argument submitted via Turnitin</p>

**Resources:**

Connecting Evidence to Claim Organizer; Using Sources Writing into the Day Rubric(s); expository text sets specific to topics; short writing prompts; MLA handbook (OWL@Purdue); Turnitin

**CV Guarantee: Rhetorical Approaches (ELA/12)**

**Big Idea:** Write formal arguments to support claims and analysis of substantive topics using valid reasoning and relevant and sufficient evidence to **balance rhetorical approaches**

**Standard:**

**Reading:**

11/12.1 cite strong and thorough textual evidence from informational text to support analysis

**Writing:**

11/12.1 write argument to **support claims**;  
 11.12.4 produce clear and coherent writing appropriate to task, **purpose, audience**  
 11.12.5 **planning, revising, editing, rewriting...addressing what is most significant for a specific purpose and audience**

11.12.6 use technology to produce, publish, update in response to feedback

11.12.7 narrow or broaden inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

11/12.8 gather and integrate relevant information from multiple authoritative print and digital sources; following standard format for citation...

**Language:**

11.12.1: demonstrate command of the conventions of standard English

**Timeline:**

Duration: 2-3 weeks

Preceded By: Timed Argument Practice

Followed By: repeat

**Key Vocabulary:**

**Foundational**

Argument  
 Biases  
 Citation (Parenthetical)  
 Claim  
 Counter argument  
 Counterclaim  
 Evidence  
 Reasons  
 SOAPST  
 Source  
 Thesis  
 Warrants  
 Works Cited

**Essential**

Ethos  
 Evidence  
 Logos  
 Opinion  
 Pathos  
 Context

**Extension**

Kairos

Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can identify claim, prompt, warrant and conclusion in sample responses.</p> <p>I can identify elements used to establish the context of the author’s argument</p> <p>I can identify logos and pathos in use by a writer, as well as assess the ethos of the author.</p>	<p>I can formulate a stance and express claims.</p> <p>I can paraphrase the prompt and identify the issue.</p> <p>I can explain how the evidence proves my claim and my thesis (warrants) provided sources in a timed situation.</p>	<p>I can write a claim in response to the prompt that is clear, debatable, and defensible.</p> <p>I can provide context for my argument, establishing a connection to the bigger conversation and placing my claim effectively within the issue.</p> <p>I can craft an argument that supports my claim with warrants (reasons) and evidence (sources).</p> <p>I can weave my evidence into my sentence structure, incorporating quotations smoothly to suit my argument.</p> <p>I can cite my sources to avoid plagiarism in MLA format (parenthetically, then in works cited).</p> <p>I can revise my paper for an academic audience.</p>	<p>Revised and expanded formalized argument submitted via Turnitin</p>

**Resources:**

Connecting Evidence to Claim Organizer; Using Sources Writing into the Day Rubric(s); expository text sets specific to topics; short writing prompts; MLA handbook (OWL@Purdue); Turnitin

**Big Idea:**

**Expository Text and Synthesizing Sources—ARGUMENT (timed)**

**Writing short arguments to support claims and analysis of substantive topics using valid reasoning and relevant and sufficient evidence using one source.**

**Standards:**

Reading:

11/12.1 cite strong and thorough textual evidence from informational text to support analysis

Writing:

11/12.1 write argument to support claims;

11.12.4 produce clear and coherent writing appropriate to task, purpose, audience

11/12.8 gather and integrate information; following standard format for citation...

Language:

11.12.1: demonstrate command of the conventions of standard English

**Timeline:**

Duration: ongoing

Preceded By: training in response format; annotation for thought during reading; paragraph structure review; MLA format training.

Followed By: formal essay development from informal response, revision units to expand arguments.

**Key Vocabulary:**

Foundational  
Argument  
Biases  
Claim (Claims)  
Counter argument  
Counterclaim  
Ethos  
Evidence  
Logos  
Opinion  
Pathos  
Reasons  
SOAPST  
Source  
Thesis  
Works Cited

Essential  
Claim  
Warrants  
Evidence  
Citation (Parenthetical)

Extension

**Knowledge**

**Reasoning**

**Performance Skills**

**Product Examples**

I can identify claim, prompt, warrant and conclusion in sample responses.

I can formulate a stance and express claims.

I can paraphrase

I can write a claim in response to the prompt that is clear, debatable, and defensible.

Short argument responses

Revised and expanded formalized

	<p>the prompt and identify the issue.</p> <p>I can explain how the evidence proves my claim and my thesis (warrants) provided sources in a timed situation.</p>	<p>I can craft an argument that supports my claim with warrants (reasons) and evidence (sources).</p> <p>I can weave my evidence into my sentence structure, incorporating quotations smoothly to suit my argument.</p> <p>I can cite my sources to avoid plagiarism in MLA format (parenthetically, then in works cited).</p>	<p>argument in response to current issues</p>
--	---	--	---

**Resources: Connecting Evidence to Claim Organizer; Using Sources Writing into the Day Rubric(s); expository text sets specific to topics; short writing prompts; MLA handbook (OWL@Purdue)**





## CV Guarantee: Managing sources to Support Argument (ELA/12)

### Big Idea: Expository Text and Synthesizing Sources

### ERWC Argument Process: Management Of Sources

#### 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.**

#### Standard:

##### Reading:

11/12.1 cite strong and thorough textual evidence from informational text to support analysis

##### Writing:

11/12.1 write argument to support claims;  
 11.12.4 produce clear and coherent writing appropriate to task, purpose, audience  
 11.12.5 planning, revising, editing, rewriting...addressing what is most significant for a **specific purpose and audience**  
 11.12.6 **use technology to produce, publish**, update in response to feedback  
 11.12.7 narrow or broaden inquiry when appropriate; **synthesize multiple sources** on the subject, demonstrating understanding of the subject under investigation  
 11/12.8 gather and **integrate relevant information** from multiple authoritative print and digital sources; **following standard format for citation...**  
**Language:**  
 11.12.1: **demonstrate command of the conventions of standard English**

#### Timeline:

Duration: 2-3 weeks

Preceded By: Timed Argument Practice

Followed By: repeat

### Key Vocabulary:

#### Foundational

Argument  
 Biases  
 Claim (Claims)  
 Counter argument  
 Counterclaim  
 Ethos  
 Evidence  
 Logos  
 Opinion  
 Pathos

#### Essential

Claim  
 Warrants  
 Evidence  
 Citation (Parenthetical)

#### Extension

Reasons SOAPST Source Thesis Works Cited		
--	--	--

Knowledge	Reasoning	Performance Skills	Product Examples
I can identify claim, prompt, warrant and conclusion in sample responses.	<p>I can formulate a stance and express claims.</p> <p>I can paraphrase the prompt and identify the issue.</p> <p>I can explain how the evidence proves my claim and my thesis (warrants) provided sources in a timed situation.</p>	<p>I can write a claim in response to the prompt that is clear, debatable, and defensible.</p> <p>I can craft an argument that supports my claim with warrants (reasons) and evidence (sources).</p> <p>I can address the opposition in ways that use counterclaim to strengthen my argument.</p> <p>I can weave my evidence into my sentence structure, incorporating quotations smoothly to suit my argument.</p> <p>I can cite my sources to avoid plagiarism in MLA format (parenthetically, then in works cited).</p> <p>I can revise my paper for an academic audience.</p>	Revised and expanded formalized argument submitted via Turnitin

**Resources:**

Connecting Evidence to Claim Organizer; Using Sources Writing into the Day Rubric(s); expository text sets specific to topics; short writing prompts; MLA handbook (OWL@Purdue); Turnitin

Quarter Two:

CV Guarantee: Short Argument Response: Multiple Sources (ELA/12)

**Big Idea:**

**Expository Text and Synthesizing Sources—ARGUMENT (timed)**

**Writing short arguments to support claims and analysis of substantive topics using valid reasoning and relevant and sufficient evidence from multiple sources.**

**Standards:**

Reading:

11/12.1 cite strong and thorough textual evidence from informational text to support analysis

Writing:

11/12.1 write argument to support claims;

11.12.4 produce clear and coherent writing appropriate to task, purpose, audience

11/12.8 gather and integrate information; following standard format for citation...

Language:

11.12.1: demonstrate command of the conventions of standard English

**Timeline:**

Duration: ongoing

Preceded By: training in response format; annotation for thought during reading; paragraph structure review; MLA format training.

Followed By: formal essay development from informal response, revision units to expand arguments.

**Key Vocabulary:**

Foundational  
Argument  
Biases  
Claim (Claims)  
Counter argument  
Counterclaim  
Ethos  
Evidence  
Logos  
Opinion  
Pathos  
Reasons  
SOAPST  
Source  
Thesis  
Works Cited

Essential  
Claim  
Warrants  
Evidence  
Citation (Parenthetical)

Extension

Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can identify claim, prompt, warrant and conclusion in sample responses.</p>	<p>I can formulate a stance and express claims.</p> <p>I can paraphrase the prompt and identify the issue.</p> <p>I can explain how the evidence proves my claim and my thesis (warrants) provided sources in a timed situation.</p>	<p>I can write a claim in response to the prompt that is clear, debatable, and defensible.</p> <p>I can craft an argument that supports my claim with warrants (reasons) and evidence (sources).</p> <p>I can weave my evidence into my sentence structure, incorporating quotations smoothly to suit my argument.</p> <p>I can cite my sources to avoid plagiarism in MLA format (parenthetically, then in works cited).</p>	<p>Short argument responses</p> <p>Revised and expanded formalized argument in response to current issues</p>
<p><b>Resources: Connecting Evidence to Claim Organizer; Using Sources Writing into the Day Rubric(s); expository text sets specific to topics; short writing prompts; MLA handbook (OWL@Purdue)</b></p>			



**Big Idea: Expository Text and Synthesizing Sources**

**ERWC Argument Process Paper 4: Conclusion**

**Write formal arguments to support claims and analysis of substantive topics using valid reasoning and relevant and sufficient evidence**

**Standard:**

**Reading:**

11/12.1 cite strong and thorough textual evidence from informational text to support analysis; **e: provide a concluding statement or section that follows from and supports the argument presented**

**Writing:**

11/12.1 write argument to support claims;  
 11.12.4 produce clear and coherent writing appropriate to task, **purpose, audience**  
 11.12.5 **planning, revising, editing, rewriting...addressing what is most significant for a specific purpose and audience**  
 11.12.6 use technology to produce, publish, update in response to feedback  
 11.12.7 narrow or broaden inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation  
 11/12.8 gather and integrate relevant information from multiple authoritative print and digital sources; following standard format for citation...

**Language:**

11.12.1: demonstrate command of the conventions of standard English

**Timeline:**

Duration: 2-3 weeks

Preceded By: Timed Argument Practice

Followed By: repeat

**Key Vocabulary:**

**Foundational**

Argument  
 Biases  
 Citation (Parenthetical)  
 Claim  
 Context  
 Counter argument  
 Counterclaim  
 Ethos  
 Evidence  
 Evidence  
 Logos  
 Opinion

**Essential**

**High utility verbs for argument**

**Extension**

Kairos

Pathos Reasons SOAPST Source Thesis Warrants Works Cited		
--	--	--

<b>Knowledge</b>	<b>Reasoning</b>	<b>Performance Skills</b>	<b>Product Examples</b>
<p>I can identify claim, prompt, warrant and conclusion in sample responses.</p> <p><b>NEEDS ATTENTION</b></p>	<p>I can formulate a stance and express claims.</p> <p>I can paraphrase the prompt and identify the issue.</p> <p>I can explain how the evidence proves my claim and my thesis (warrants) provided sources in a timed situation.</p>	<p>I can write a claim in response to the prompt that is clear, debatable, and defensible.</p> <p>I can craft an argument that supports my claim with warrants (reasons) and evidence (sources).</p> <p>I can weave my evidence into my sentence structure, incorporating quotations smoothly to suit my argument.</p> <p>I can cite my sources to avoid plagiarism in MLA format (parenthetically, then in works cited).</p> <p>I can revise my paper for an academic audience.</p>	<p>Revised and expanded formalized argument submitted via Turnitin</p>

**Resources:**

Connecting Evidence to Claim Organizer; Using Sources Writing into the Day Rubric(s); expository text sets specific to topics; short writing prompts; MLA handbook (OWL@Purdue); Turnitin



Quarter Three:

CV Guarantee: Longer Argument Reponse: multiple sources, assigned topics  
(ELA/12)

<p><b>Big Idea:</b>  <b>Expository Text and Synthesizing Sources—ARGUMENT (timed)</b>  <b>Writing longer arguments to support claims and analysis of substantive topics using valid reasoning and relevant and sufficient evidence from multiple sources. Assigned topics.</b></p>			
<p><b>Standards:</b>  Reading:  11/12.1 cite strong and thorough textual evidence from informational text to support analysis  Writing:  11/12.1 write argument to support claims;  11.12.4 produce clear and coherent writing appropriate to task, purpose, audience  11/12.8 gather and integrate information; following standard format for citation...  Language:  11.12.1: demonstrate command of the conventions of standard English</p>		<p><b>Timeline:</b>  Duration: ongoing  Preceded By: training in response format; annotation for thought during reading; paragraph structure review; MLA format training.  Followed By: formal essay development from informal response, revision units to expand arguments.</p>	
<p><b>Key Vocabulary:</b></p>			
<p>Foundational  Argument  Biases  Claim (Claims)  Counter argument  Counterclaim  Ethos  Evidence  Logos  Opinion  Pathos  Reasons  SOAPST  Source  Thesis  Works Cited</p>	<p>Essential  Claim  Warrants  Evidence  Citation (Parenthetical)</p>	<p>Extension</p>	
<p><b>Knowledge</b></p>	<p><b>Reasoning</b></p>	<p><b>Performance Skills</b></p>	<p><b>Product Examples</b></p>
<p>I can identify claim, prompt, warrant and</p>		<p>I can write a claim in response to the</p>	<p>Short argument responses</p>

<p>conclusion in sample responses.</p>	<p>I can formulate a stance and express claims.</p> <p>I can paraphrase the prompt and identify the issue.</p> <p>I can explain how the evidence proves my claim and my thesis (warrants) provided sources in a timed situation.</p>	<p>prompt that is clear, debatable, and defensible.</p> <p>I can craft an argument that supports my claim with warrants (reasons) and evidence (sources).</p> <p>I can weave my evidence into my sentence structure, incorporating quotations smoothly to suit my argument.</p> <p>I can cite my sources to avoid plagiarism in MLA format (parenthetically, then in works cited).</p>	<p>Revised and expanded formalized argument in response to current issues</p>
--	--	--	---

**Resources: Connecting Evidence to Claim Organizer; Using Sources Writing into the Day Rubric(s); expository text sets specific to topics; short writing prompts; MLA handbook (OWL@Purdue)**

**Big Idea: Expository Text and Synthesizing Sources**  
**ERWC Argument: Rhetorical Approaches—Claim Warrant Research**  
**Write formal arguments to support claims and analysis of substantive topics using valid reasoning and relevant and sufficient evidence, utilizing research skills to target my argument.**

<p><b>Standards:</b>  <b>Reading:</b>                  11/12.1 cite strong and thorough textual evidence from informational text to support analysis  <b>Writing:</b>                  11/12.1 write argument to <b>support claims</b>;                  11.12.4 produce clear and coherent writing appropriate to task, <b>purpose, audience</b>                  11.12.5 planning, revising, editing, rewriting...<b>addressing what is most significant for a specific purpose and audience</b>                  11.12.6 use technology to produce, publish, update in response to feedback                  11.12.7 <b>narrow or broaden inquiry when appropriate; synthesize multiple sources on the subject</b>, demonstrating understanding of the subject under investigation                  11/12.8 <b>gather and integrate relevant information</b> from multiple authoritative print and digital sources; <b>following standard format for citation...</b>  <b>Language:</b>                  11.12.1: demonstrate command of the conventions of standard English</p>	<p><b>Timeline:</b>                  Duration: 2-3 weeks                  Preceded By: Timed Argument Practice, 3 iterations of process paper                  Followed By: repeat</p>
--	--

**Key Vocabulary:**

<p><b>Foundational</b>                  Argument                  Biases                  Citation (Parenthetical)                  Context                  Ethos                  Evidence                  Logos                  Opinion                  Pathos                  SOAPST                  Source                  Thesis                  Works Cited</p>	<p><b>Essential</b>                  Claim                  Counter argument                  Counterclaim                  Evidence                  Reasons                  Research                  Warrants</p>	<p><b>Extension</b>                  Kairos</p>
---	---	---

Knowledge	Reasoning	Performance Skills	Product Examples
I can identify claim,	I can formulate a stance and express claims.	I can provide contextual	Revised and expanded

<p>prompt, warrant and conclusion in sample responses.</p> <p>I can identify use of rhetorical stances in source material: pathos, logos, kairos, ethos as a writer.</p> <p>I can identify logical fallacies in source material.</p> <p>I can identify logical fallacies in sample (or my own) responses.</p>	<p>I can paraphrase the prompt and identify the issue.</p> <p>I can explain how the preliminary evidence helps drive my claim.</p> <p>I can explain how the preliminary evidence proves my claim and drives my research for additional authoritative, relevant information.</p>	<p>framing for my thesis that clarifies my occasion for writing.</p> <p>I can write a claim in response to the prompt that is clear, debatable, and defensible.</p> <p>I can craft an argument that supports my claim with warrants (reasons) and backs my reasoning with authoritative, relevant evidence (sources).</p> <p>I can utilize the ideas of my opposition in a way that strengthens my points.</p> <p>I can weave my evidence into my sentence structure, incorporating quotations smoothly to suit my argument.</p> <p>I can cite my sources to avoid plagiarism in MLA format</p>	<p>formalized argument submitted via Turnitin</p>
---	---	---	---

		<p>(parenthetically , then in works cited).</p> <p>I can revise my paper for an academic audience.</p>	
<p><b>Resources:</b>  Connecting Evidence to Claim Organizer; Using Sources Writing into the Day  Rubric(s); ERWC expository text sets specific to topics; short writing prompts; MLA handbook (OWL@Purdue); Turnitin</p>			

CV Guarantee: Personal Narrative (ELA/12)

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

<p><b>Standard:</b>                  Reading (I&amp;L): 11.12-3;4;5                  Writing: 11.12.3a, d, e; 5; 6                  Language: 11-12.2                  Speaking: 11.12.1</p>	<p><b>Timeline:</b>                  Duration: 2-3 weeks in fall, <b>PRECEDING APPLICATION DEADLINES FOR COLLEGES AND UNIVERSITIES</b>                  Preceded By: research of requirements; reading of examples                  Followed By: revision groups; publication; re-revision in spring <b>PRECEDING APPLICATION DEADLINES FOR SCHOLARSHIPS</b></p>
--	--

**Key Vocabulary:**

<p><b><u>Foundational</u></b>                  Allusion                  Connotation (Connotative)                  Conveys                  Emphasis                  Event sequences                  Evoke                  Imagery                  Implication                  Metaphor (extended)                  Simile                  Tone</p>	<p><b><u>Essential</u></b>                  Hook                  Coherence                  Sensory language                  Conclusion                  Description                  Insight                  Illustration                  Audience</p>	<p><b><u>Extension</u></b>                  Extended metaphor                  Back-story                  Flashback</p>
--	---	--

Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can identify specific narrative techniques, i.e., flashback, metaphor, extended metaphor, dialogue.</p> <p>I can identify the qualities of effective narrative writing using varied techniques to address the same prompt.</p>	<p>I can analyze narrative essay samples in order to assess effective techniques.</p> <p>I can reflect on my personal experiences to choose my narrative approach.</p> <p>I can tailor my approach for specific audiences.</p>	<p>I can initiate and participate effectively in a range of collaborative discussions with diverse partners in the process of this writing task.</p> <p>I can write in response to specific prompts.</p> <p>I can use narrative technique to sequence events to create a coherent whole.</p> <p>I can revise, edit, and rewrite my responses in order to address purpose and audience in the context of this writing task.</p> <p>I can use technology, including the Internet, to produce, publish and update my writing product.</p> <p>I can demonstrate command of the conventions of standard English.</p>	<p>UC Personal Insight Responses</p> <p>Common Application Personal Statement Essay</p> <p>CVHS Community Scholarship Application Essay</p>

--	--	--	--

**Resources: Personal narrative pieces from authors of note; UC Personal Insight Response prompt and samples; Common Application Personal Statement Essay prompts and samples; CVHS Community Scholarship Application Essay prompt and samples**

CV Guarantee: Longer Argument Response: multiple sources, self-generated topics (ELA/12)

<p><b>Big Idea:</b>  <b>Expository Text and Synthesizing Sources—ARGUMENT (timed)</b>  <b>Writing longer arguments to support claims and analysis of substantive topics using valid reasoning and relevant and sufficient evidence from multiple sources. Self-generated topics.</b></p>			
<p><b>Standards:</b>                  Reading:                  11/12.1 cite strong and thorough textual evidence from informational text to support analysis                  Writing:                  11/12.1 write argument to support claims;                  11.12.4 produce clear and coherent writing appropriate to task, purpose, audience                  11/12.8 gather and integrate information; following standard format for citation...                  Language:                  11.12.1: demonstrate command of the conventions of standard English</p>		<p><b>Timeline:</b>                  Duration: ongoing                  Preceded By: training in response format; annotation for thought during reading; paragraph structure review; MLA format training.                  Followed By: formal essay development from informal response, revision units to expand arguments.</p>	
<p><b>Key Vocabulary:</b></p>			
Foundational Argument Biases Claim (Claims) Counter argument Counterclaim Ethos Evidence Logos Opinion Pathos Reasons SOAPST Source Thesis Works Cited		Essential Claim Warrants Evidence Citation (Parenthetical)	
		Extension	
<p><b>Knowledge</b></p>		<p><b>Reasoning</b></p>	
<p><b>Performance Skills</b></p>		<p><b>Product Examples</b></p>	



<p>I can identify evidence to use in my response when reading text.</p> <p>I can identify claim, prompt, warrant and conclusion in sample responses.</p>	<p>I can formulate a stance and express claims.</p> <p>I can paraphrase the prompt and identify the issue.</p> <p>I can explain how the evidence proves my claim and my thesis (warrants) in response provided sources in a timed situation.</p>	<p>I can write a claim in response to the prompt that is clear, debatable, and defensible.</p> <p>I can craft an argument that supports my claim with warrants (reasons) and evidence (sources).</p> <p>I can weave my evidence into my sentence structure, incorporating quotations smoothly to suit my argument.</p> <p>I can cite my sources to avoid plagiarism in MLA format (parenthetically, then in works cited).</p>	<p>Short argument responses</p> <p>Revised and expanded formalized argument in response to current issues</p>
--	--	---	---

**Resources: Connecting Evidence to Claim Organizer; Using Sources Writing into the Day Rubric(s); expository text sets specific to topics; longer writing prompts; MLA handbook (OWL@Purdue)**