

Essential Writing Standards:

CCS 9/10-1 Argumentative Writing: Skills to teach and assess

1. Write a strong claim and be able to recognize a strong claim from a weak one.
2. Come up with strong and substantial support for the claim using text-based evidence whenever possible.
3. Counterclaim: identify and address the strongest counterclaims
4. Rebuttal: create a powerful rebuttal to reestablish your position as superior.
5. Transitional phrases: use appropriate and effective transitions to guide the reader through your argument.

Teaching and Skill Building

- Notes to define vocabulary
- Talk through a very simple argument using the notes
- Make a list of transitions appropriate for each phase of the argument
- Use models to show exemplary examples.

Assessments

Formative

Each Monday students will write an argument sometimes with and sometimes without a text.

Write a complete argumentative essay

Summative

Write a complete argumentative essay on demand

CCS 9/10-2 Expository Writing: Skills to teach and assess

1. Introduction paragraph:
 - a. Author and title
 - b. Brief, focused summary, claim
2. Support:
 - a. Evidence with quotes
 - b. Context-tag-quote-analysis: (what's happening in the book when the quote is said, author or character who says the quote, the exact quote punctuated correctly, why the quote is important/proves your point)
3. Transitions
4. Academic vocabulary
5. Formal Tone- no 1st or 2nd person pronouns
6. Conclusion

Teaching and Skill Building

- Text based questions during and after reading that require quotes in the responses.
- First Paragraph: Prewrite and draft together. Second Paragraph: Prewrite and partly draft together.
- Prewrite first essay together and show a model of introduction and body paragraphs.
- Show student samples and compare to the rubric.
- Introduce the Elements of Fiction and then identify for each story. Include the vocabulary from the Elements list in the questions and require use in student responses.

Assessment

Formative

One Paragraph: *The Monkey's Paw* and *The Gift of the Magi*

Four paragraph Essay: *The Tell Tale Heart* and *The Most Dangerous Game*

Summative

Four Paragraph Essay On Demand: *A Sound of Thunder* or *The Interlopers*

CCS Writing 9/10-3 Personal Narrative: Skills to teach and assess

1. Create a problem, situation, or observation and establish a narrator and characters.
2. Use narrative techniques like dialogue, pacing, flashback, a pause in time, and exploding a moment or character to develop the story.
3. Sequence events effectively to create a smooth narrative.
4. Use descriptive details to describe the setting and characters.
5. The conclusion creates a meaningful and reflective experience for readers.

Teaching and skill building

- Show models and have students annotate the entire piece twice for different purposes: 1- what is happening in the text 2- what is the author doing to cause the effects
- Mini-lessons: use short pieces to develop in stages. Make a list of achievements/memories. Take an item from the list and turn it into a statement. Now turn the statement into a paragraph. Then teach a technique like dialogue, description, etc. Now go back and add some figurative language (simile, metaphor, personification). Reflect now at how the paragraph improved with each step.
- Explain the importance of the story teaching a lesson or insight about life.

Assessment

Formative

Practice to learn description strategies

3 mini narratives

Summative

Final Narrative Essay