**Instructional Design**

**9th Grade Nonfiction Reading**

**Paul J. Miller**

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**Rationale**

Technology is an amazing tool. We live in a day in age when information is quickly accessible. However, when my 9th graders arrive to me as adept fact checkers, they still lack the analyzation skills necessary for the real world. Being able to quickly fact check is, at times, important. This skill is one that I allow and even recommend within my classroom. If we have a question that can require a quick answer, I will allow them to look it up quickly and share their results with the class. However, the word that is concerning in the previous example is the word ‘quickly’.

By the time most students arrive in high school, they are used to finding information quickly without having to think independently. Almost all of the information they find has been researched by someone else. The students also find it a daunting task, and hardly ever, fact-check the information they find. They want the answer as fast as they can ascertain it, with as minimal effort as possible. This is a major problem. These students do not want to work for an answer. They do not want to validate an answer. And they surely do not want to analyze the text from which they found the answer.

Despite a high percentage of students who can read; their critical reading skills have been decreasing. In fact, “Even though about three out of four students in eighth grade and twelfth grade develop basic reading skills appropriate to their grade level, only about three in one hundred perform at advanced levels” (Unrau, 2004, p. 249). When asked to explain why or how an author crafted an informational text, I feel as though they think I am asking them to reinvent the wheel. These are skills that the students are almost completely lacking. However, the Common Core State Standards want students to be able to thoroughly complete research tasks. The PARCC (Partnership for Assessment of Readiness for College and Careers) assessment, which is tied with the 9th grade curriculum, has a portion entitled “Research Simulation”. In the research simulation section, the students are asked to “exercise the career- and college-readiness skills of observation, deduction, and proper use and evaluation of evidence across text types” (Grade 9). It is important to note that the students will not only have to look at multiple texts, they may also have to observe multiple text types. Students are also asked to “analyze an informational topic presented through several articles or multimedia stimuli, the first text being an anchor text that introduces the topic. Students will engage with the texts by answering a series of questions and synthesizing information from multiple sources in order to write two analytic essays” (Grade 9). When I first explained to my students what they would be doing on the PARCC Research Simulation section, I saw nothing but fear on their faces.

This instructional design will help the students understand how to approach tasks like this. A good analogy for the type of learning the students will be doing is a maze. When students are reading a text, they are attempting to identify the most important information; they are solving a problem or a maze. However the teacher “won’t lead [the] students through the maze. Rather [they] will support [the] students in their own maze journey, their own meaning construction, as they work toward the goal of understanding. Discussions are where students do much of the work making sense of the text” (Unrau, 2004, p. 257). This unit will also help them understand and contextualize, the purpose for why PARCC and I have asked them to complete this task. The unit will help them to feel more comfortable with this type of work and will help them to understand where they stand amongst their peers. If they are comfortable doing this type of work, they will have a higher likelihood of success on the PARCC assessment.

This instructional design will also help students become more comfortable with the Reading Standards for Informational Texts and Writing Standards (See Appendix A).

The model I will be using is the Jigsaw Model. The Jigsaw Model is going to be used so that the students can initially have a support system as they work on this unit. They will be required to answer the questions alone on the PARCC assessment but it will be beneficial for them to see where they are at, compared to other students. I also think it will be beneficial for them to understand how others think. When the students are able to collaborate, they will be “able to experience different leadership roles, learn the skills necessary in building collaborative cultures in the classroom, and acquire the communication skills needed to work effectively with other group members” (Lasley, 1997, p. 78). I can help all I can but their peers will be able to better identify what types of problems they are having and how they are going to approach these problems. This assistance will help them become more comfortable when they are told that they must do this work independently.

The Jigsaw model will also help them understand the application of a unit like this to the real world. In the workforce, people are asked to read and discuss material. At times, they lean on each other cooperatively more than they work competitively. This type of support system is important to many different types of businesses. When students are working collaboratively, “students are engaged in more than one type of learning. They learn not only content, but also important information about themselves in relationship to their peers (Lasley, 1997, p. 306). I also believe that doing this type of work will make them more comfortable with approaching the PARCC Research Simulation section. They will be able to ease into the topics and discuss them with like-minded peers. They will be able to ascertain information cooperatively rather than independently which can sometimes be uncomfortable. They will then be able to smoothly transition from reading and engaging in the text cooperatively to being able to read and comprehend independently.

**Unit Outcomes**

**Reading Standards for Informational Texts**

**Key Ideas and Details**

* Students will use the SOAPSTone acronym to explain and support their answers for: Subject, Occasion, Audience, Purpose, Speaker and Tone. Each answer will require textual evidence as support.
* Students will understand a central idea of a text by using the information they have learned by completing the SOAPSTone.

**Craft and Structure**

* Students will analyze the text, the jargon or technical speak, and determine its impact on the text as a whole. Students can use their Tone response to assist this analyzation.
* Students will analyze “an author’s ideas or claims” and “an author’s point of view or purpose” in order to better understand the texts which they are reading. (Grade 9)

**Integration of Knowledge and Ideas**

* Students will “analyze various accounts of a subject in different mediums [to] determin[e] which details are emphasized in each account” (Grade 9).
* Students will identify and evaluate claims made in each of the documents.

**Writing Standards**

* Students will analyze a document and write about it while supporting claims they have made or claims they are required to analyze and support.
* Students will “examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of the content (Grade 9)

**Pretest**

For their pretest, I will ask them the following five questions to identify how they think when they approach reading a text. This will obviously informal so I might do this through Kahoot which is a website where they can use an electronic device to answer the question.

1. When an author writes a text, they need to be aware of their,
2. Language
3. Voice
4. Purpose
5. All of the above
6. When reading informational text, a reader must,
7. read quickly to ascertain as much information as possible.
8. not worry about information as much as style.
9. read slowly paying particular attention to information that supports the main idea.
10. read slowly paying particular attention to vocabulary and how it helps the information.
11. When reading multiple reports on the same subject, a reader must,
12. analyze to find the similarities and differences and identify how the author developed the same information.
13. analyze to find the similarities only and how the author presented the same information similarily.
14. analyze to find the differences only and how the author presented the same information differently.
15. analyze to find out the author’s bias and how the author lied about the information they presented.
16. Reading multiple texts on the same subject can be difficult because:
17. The authors most likely presented the information the same exact way.
18. The authors have different opinions on the same subject and therefore have different viewpoints on the same topic.
19. The authors normally all hate the subject they are writing about so their opinions will be hard to detect.
20. The authors most likely wrote to try to persuade the reader that their viewpoint is the best.
21. When analyzing research one must,
22. Not consider the bias an author might have.
23. Worry only about the information.
24. Be concerned with both the information and the bias an author may have.
25. Not worry about the information but only the way in which the author presents it.

Another way I will pretest their knowledge is through the grading of their Weekly Articles. The Weekly Article assignment is an assignment which I must credit to Kelly Gallagher, a high school teacher, and published author. He has been an inspiration to me along with Dave Stuart Jr. who also creates and implements Weekly Articles, or as they call them “Articles of the Week”. I feel this explanation is necessary to understand how I will be using this assignment to pre-assess my students. My students will be using some of the same strategies that they have learned and practiced throughout the year to explicate the articles they will be working on in groups.

I will be using the information I have gained throughout the year to group the students appropriately. For an assignment like this, I like to heterogeneously group them so that all students can see the different levels of learning. I will sometimes homogenously group my high flyers because we do not have an honors track at our school. This gives me a chance to give them more challenging texts to decipher. Each student will have a role in the lesson so it is important that they learn some of these skills early on in the school year. Unfortunately, I do not like to unpack the type of text the students will be reading because this unit is a form of test prep and currently the state does not let us know what type of material the students will see.

**Lesson Plan (1st Day)**

**Unit Objective:**

Students will follow along as I model how I annotate a text that I am reading. They will use this understanding to better understand what they should be doing when they are reading a text. (This is something that has been modeled before so it should not warrant any questions)

**Time Period Objectives:**

1. Students will preview the text.
2. I will read and explain what I would annotate for the first few paragraphs.
3. I will then have a volunteer read a paragraph and then will ask a student in the class what they would have annotated.
4. I will then have the students finish annotating the text independently and will monitor them doing so as I walk around.
5. Students will then explain why they highlighted certain parts or why they wrote certain questions in the margin.
6. As a class, we will try to answer some of the student’s questions that they came up with while they were reading.
7. Students will compare the two articles by discussing the different text features that they noticed.
8. Students will explain similarities and differences by referencing specific information.

**Materials:**

1. Copies of the text, *Two Articles About the Vaccination Debate*, which was put together by Kelly Gallagher. [Link to Article](http://static1.squarespace.com/static/52eec360e4b0c81c80749630/t/54d95f56e4b0f7abf28de0b3/1423531862013/AoW+1415_23+Vaccinations.pdf)
2. Highlighters for students who may not have them.
3. Pencil or pen for students who may not have them.

**Procedure:**

**Before the Lesson**

At this point in the school year, students will have completed roughly 10-15 Weekly Articles which ask them to do similar tasks. They will be using some of the same skills to analyze a text which has two articles in it.

**Engagement**

After students have received their text, the first thing they are supposed to do is survey it. I will give them less than a minute and ask them to tell me what their initial thoughts are. **(2-3 minutes)**

**Activity**

I will read aloud the first three paragraphs of the first article. After each paragraph, I will stop and talk about what I think should be highlighted and why. I will also ask questions aloud as I am reading. For instance, in the first paragraph, the author mentions that the measles outbreak in California has climbed to over 100, I will speak out loud asking “I wonder how many people normally get measles?” I will also explain to them that I would have highlighted the sentence that mentions how the outbreak has been linked to unvaccinated individuals. This seems important because it is part of the topic which is stated in the title. I will then do the same thing for the second and third paragraph. I will then have a student read the last five paragraphs of the article. We will stop after each paragraph and talk about what should be highlighted and what types of questions we have come up with. I will know the sentences that I would like them to have highlighted. I will also have some questions in case they are struggling to come up with them. **(10-15 minutes)**

**Key Questions for Lesson:**

1. Why did we highlight some of the information that we highlighted?
2. What information is most important in regards to the topic? Why?
3. What types of questions did we come up with?
4. Was there anything we didn’t understand? Why or why not? **(5-10 minutes)**

**Assessment:**

1. Students will approach the second article independently. This single day is similar to what they will be doing throughout this unit; they will be guided, then they will work with someone else, and then they will attempt the work independently. I will try to ask students whom I know may struggle for some of their answers to see how they did. I will also walk around the classroom and make informal observations about the work that they are doing. I will generalize some statements about the work that they should be doing while they are reading a text like they read. If there is time we will talk about the Response Questions which are at the end of the two articles. They will be planning and writing a paragraph response to the question as well as the personal response. **(10-15 minutes)**

**Lesson Plan (2nd Day)**

**Unit Objective:** Students will learn how to become masters of their text so they can share this information with others.

**Time Period Objectives:**

1. Students read an article independently, practicing the skills they went over yesterday.
2. Students will share the information they found relevant with students who read the same article.
3. Students will report back to their ‘home’ group and share this information with them.
4. The ‘home’ group will discuss similarities and differences between their articles.

**Materials:**

1. Students need to have two groups set up. I will decide both groups. The class room will need to have stations set up.
2. Text provided by the teacher. These are the three texts they will be using over the next three days. [*What is ISIS*, MTV News](http://static1.squarespace.com/static/52eec360e4b0c81c80749630/t/53fa4569e4b097b8f5870cd8/1408910697805/AoW+1415_02+ISIS.pdf), [*What is ISIS*, The Week](http://www.theweek.co.uk/world-news/isis/59001/isis-who-are-they-and-can-they-be-stopped), [*What is ISIS’ Appeal to Young People?* CNN](http://www.cnn.com/2015/02/25/middleeast/isis-kids-propaganda/)
3. Highlighters or pens, provided by teacher if need be.
4. Model text, the text we completed in class yesterday.

**Procedure:**

**Engagement**

I want this to be based very closely to the PARCC Research Simulation section however, I want them to be comfortable with the type of work that they will be doing. I will start by talking with the class about how prepared they are with the work they have been doing with their Weekly Articles. We will talk about some of their success; how much more comfortable they have become with reading and analyzing text since the beginning of the school year. At the beginning of class, I will pass out all three different documents to the ‘home’ groups. I will carefully give these to students because the students with the same document will get together in their ‘breakout’ groups. The documents will have a 1, 2, and 3 written on them. As I pass them out, I will instruct the student if they are a 1, 2, or 3. The first activity is the students reading the document. I will be walking around monitoring the students making sure they are using the annotation skills they have learned. If they are not using those skills, I will talk with them quietly and remind them that they need to be practicing the skills. **(10-15 minutes)**

**Activity**

After the students have read the article, I will have them relocate to their ‘breakout’ groups. Most of my classes are around 15 students so I will have roughly 5 groups of 3 students in the ‘home’ groups and 3 groups of 5 students in the ‘breakout’ groups. I will have a leader and a notetaker. These two students will be in charge of making sure each person shares something they learned or thought was important or highlighted from the article. This part of the class period should take **5-10 minutes**. The leader is the one who calls on people and keeps the conversation going. They are also in charge of making sure one person does not share too much. After the group has discussed the article, they will respond to the following question: “What do you think is the most important piece of information? Why?” The leader should once again make sure that every student participates and they are also in charge of watching the clock. This part of the lesson should be limited to **7 minutes.** When that discussion is over and the notetaker has finalized the notes, the leader then asks for the group to attempt to make a connection to the article. This is a little more challenging for the students. I tell them it is alright for them to allow a few moments for the class members to think. The leader will then allow **7-10 minutes** for each student to share. The notetaker is in charge of writing down and keeping track of all of the information shared. At the end of their discussing, the notetaker will remind all students in the group about what notes they have taken so that when they go back to their ‘home’ groups, they will have appropriate information to share about their article. For the last **10 minutes** of class, the students should return to their ‘home’ groups and share the information they have gathered. This will continue into tomorrow.

**Key Questions for the Lesson:**

In what ways did my learning differ from that of my peers? In what ways was my learning similar to my peers? What information have I become an expert on? How did I become an expert on that information?

**Closure:**

As a class we will discuss just the information that they read about. I will now ask them who had prior knowledge that they were able to bring to the lesson today. If a student raises their hand, I will ask them to share their prior knowledge and they will try to let me know where they gained that information from. **(5 minutes)**

**Assessment:**

I will have the students turn in their notes. I will scan these at night and write quick comments/recommendations on them to remind the students what they should be doing and why they should be doing that.

**Lesson Plan (3rd Day)**

**Unit Objective:** Students will become experts on a topic by discussing in depth information they have gained by reading three articles.

**Time Period Objectives:**

1. Students will watch a video which explains how young people can be attracted to ISIS.
2. Students will read the other two articles they were handed yesterday, noting information they find relevant.
3. Students will finish the conversation they started from yesterday in regards to the other two articles that their ‘home’ group read.
4. Students will recall information from their ‘breakout’ groups and help their ‘home’ groupmates understand the “new” articles they read today.

**Materials:**

1. Text provided by the teacher. These are the three texts they will be using over the next three days. [*What is ISIS*, MTV News](http://static1.squarespace.com/static/52eec360e4b0c81c80749630/t/53fa4569e4b097b8f5870cd8/1408910697805/AoW+1415_02+ISIS.pdf), [*What is ISIS*, The Week](http://www.theweek.co.uk/world-news/isis/59001/isis-who-are-they-and-can-they-be-stopped), [*What is ISIS’ Appeal to Young People?* CNN](http://www.cnn.com/2015/02/25/middleeast/isis-kids-propaganda/)
2. Highlighters or pens, provided by teacher if need be.
3. Model text, the text we completed in class two days ago.

**Procedure:**

**Engagement**

We will begin class by watching the [video](http://www.cnn.com/2015/02/25/middleeast/isis-kids-propaganda/) from the CNN story which 1/3 of them have read. After watching the video we will discuss why they think ISIS can have an appeal to young people.

**Activity**

Students will read the two articles they did not read yesterday. They will annotate these articles as they read. **(10-15 minutes)** I will monitor the students as they read, once again making sure they are doing what they have been taught to do. After students have read the two articles, they will talk with their home groups and continue sharing the information they gained at their ‘breakout’ groups. **(10-15 minutes)** As they share this information, I will help to make sure the “experts” of each article are sharing the information they should be sharing.

**Key Questions:**

Why do we annotate a text?

**Closure:** We will review and discuss what we have learned about ISIS. **(5 minutes)**

**Assessment:**

We will informally discuss some challenges we had with reading the material. We will discuss ways to help quell those challenges. **(5 minutes)**

**Lesson Plan (4th Day)**

**Unit Objective:** Students will use the knowledge they have gained to read and analyze three articles for the purpose of assessment.

**Materials:**

1. Three articles on Cuba and the United states: [Cuba Embargo Lift](http://time.com/3642109/us-cuba-embargo/), [History of United States and Cuba Relations](http://www.state.gov/1997-2001-NOPDFS/regions/wha/cuba/policy.html), [Cuba After Castro’s Revolution](http://www.newrepublic.com/article/120589/cuba-visit-1963-after-fidel-castros-revolution)
2. Highlighters or pencils as needed.

**Procedure:**

**Engagement:**

Students will discuss what strategies they used the past couple days that were successful. Students will set goals for understanding of each article. **(5 minutes)**

**Activity:** This part of the lesson is the culmination of a lot of work we have been doing throughout the year. They will be using knowledge that they gained before this unit and knowledge gained from this unit to read and answer questions based on the articles. **(35-40 minutes)**

**Closure:** I will let the students know when there is ten minutes left. I will collect their material so that I can pass it out to them tomorrow. Unfortunately, I cannot completely model the PARCC as they will have 90 minutes to complete the Research Simulation part.

**Post-Test**

**(There are parts of this I am going to make more challenging to make them think. I also want them to feel as though the PARCC is easier than some of the work we are doing in class so they are comfortable as they take it)**

1a) What is the theme of the first article, *What Life in Cuba Was Like After Castro's Revolution*?

1b) Copy a piece of textual evidence which supports the theme you wrote about above.

2a) What is the theme of the second article, *Lifting the Embargo Means Cuba Can No Longer Play Victim*?

2b) Copy a piece of textual evidence which supports the theme you wrote about above.

3a) What is the theme of the third article, *U.S.- CUBA RELATIONS*?

3b) Copy a piece of textual evidence which supports the theme you wrote about above.

4a) Which paragraph in *Lifting the Embargo Means Cuba Can No Longer Play Victim* helps the reader understand the word ‘Embargo’?

1. Paragraph 1
2. Paragraph 2
3. Paragraph 3
4. Paragraph 5

4b) Which sentence best helps the reader understand the term ‘Embargo’?

1. We call for lifting the **embargo** on Iraq
2. The Group of Experts has issued reports which allege widespread breaches of the **embargo** by states or individuals.
3. It is because new proposals to lift the sanctions on Iraqi civilians will automatically tighten the **embargo** on weapons bound for Baghdad.
4. Why, for example, should we be obliged to respect its resolutions enforcing the **embargo** on Iraq?

|  |
| --- |
| The compensations for working in Cuba do, after all, outweigh the frustrations. My own work permit allowed me to practice as a correspondent in Havana, the airport and the nearby beaches. If I wanted to go anywhere else, and in the end I traveled the length of the island, I was supposed to apply for permission to the press department of the ministry of foreign relations, which handed out impressive-looking letters of authorization from the ministry of the interior. I never had any trouble getting these authorizations, nor did anyone at any time ask to look at them or at any other of my credentials. The press department was helpful, even to the extent of arranging appointments with some of the people I had asked to see. Feeling discourteous rather than a law-breaker, I would sometimes sneak out of Havana in a friend’s car without asking permission. Once when I was caught out by the ministry through my own indiscretion, I was scolded by a peeved official but it all ended amiably enough. |

5a) What is the purpose of the above text?

1. To help the reader understand that Cuba is a terrible place to live.
2. To illustrate that if you break the rules in Cuba you do not necessarily meet a rough punishment.
3. To show how controlling the government is.
4. To emphasize the main difference between the United States and Cuba.

5b) Which of the following paragraphs in the article has a similar message?

1. Paragraph 4
2. Paragraph 5
3. Paragraph 7
4. All of the above

6a) Write an analytical essay in which you compare the strengths and weaknesses of each articles evidence to support their overall theme.

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Appendix A

Reading Standards for Informational Text 6–12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

|  | Grades 9–10 Students | Grades 11–12 Students |
| --- | --- | --- |
| **Key Ideas and Details** | 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 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. |
| 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | 2. Determine two or more 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 provide a complex analysis; provide an objective summary of the text. |
| 3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | 3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| **Craft and Structure** | 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). **(See grade 9–10 Language standards 4–6 for additional expectations.) CA** | 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). **(See grade 11–12 Language standards 4–6 for additional expectations.) CA** |
| 5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  **a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. CA** | 5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  **a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA** |
| 6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. | 6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. |

Reading Standards for Informational Text 6–12

**RI**

|  | Grades 9–10 Students | | Grades 11–12 Students | |
| --- | --- | --- | --- | --- |
| **Integration of Knowledge and Ideas** | | 7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. | | 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. |
| 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | | 8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist,* presidential addresses). |
| 9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. | | 9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. |
| **Range of Reading and Level of Text Complexity** | | 10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. | | 10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. |

Writing Standards 6–12

**RI**

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are* *expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Writing Standards 6–12

**W**

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

|  | Grades 9–10 Students | Grades 11–12 Students |
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| **Text Types and Purposes** | 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  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.  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.  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.  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.  e. Provide a concluding statement or section that follows from and supports the argument presented. | 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  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.  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.  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.  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.  e. Provide a concluding statement or section that follows from and supports the argument presented.  **f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA** |

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|  | Grades 9–10 Students | Grades 11–12 Students |
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| **Text Types and Purposes (*continued*)** | 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.  a. Introduce a topic **or thesis statement**; 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. **CA**  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.  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.  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.  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.  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). | 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.  a. Introduce a topic **or thesis statement**; 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. **CA**  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.  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.  d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  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.  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). |

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|  | Grades 9–10 Students | | Grades 11–12 Students | |
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| **Text Types and Purposes (*continued*)** | 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  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.  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | | 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  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.  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  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).  d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | |
| **Production and Distribution of Writing** | 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.) | | 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.) | |
| 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) | |
| 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. | | 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. | |
| **W** | Grades 9–10 Students | Grades 11–12 Students | |
| **Research to Build and Present Knowledge** | 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. | 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. | |
| 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 **including footnotes and endnotes. CA** | 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 **including footnotes and endnotes. CA** | |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  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]”).  b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  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”).  b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses]”). | |
| **Range of Writing** | 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. | 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. | |