

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grades 9-10

<p>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.</p>	<p>Essential Components W.9-10.1.a-f a. Establish a clear and thorough thesis to present an argument. b. 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. c. 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. d. 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. 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 argument presented.</p>	<p>Academic Vocabulary/Language -<u>ABTATO, PETS, TOO</u> (or comparable organizational structures for writing arguments with developed intros, bodies, and conclusions) -analyze/analysis -anticipates -argument -cite -claim/counterclaim -clarify -clauses -cohesion -credible -demonstrate -distinguish -establish -evidence -formal style -inference -logos/pathos/ethos -maintain -phrases -precise -reasons -relevant -substantive -sufficient -textual evidence -thesis statement -thorough -valid -warrant</p>
<p>CCR Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>		
<p>ULTIMATE LEARNING TARGET TYPE: PRODUCT</p>	<p><u>BROAD LEARNING TARGET:</u> The student can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><u>Underpinning Knowledge Learning Targets:</u> The student can define, identify, and use thesis statement, argument, claim, warrant, and counterclaim. The student can recognize and use strategies and techniques for introducing, organizing, and concluding arguments. The student can recognize and use strategies and techniques for introducing precise claims, distinguishing them from opposing counterclaims, while establishing clear relationships among claims, counterclaims, reasons, and evidence through use of words, phrases, and clauses. The student can recognize and use strategies and techniques for developing claims and counterclaims, supplying them with evidence, and pointing out strengths and limitations for audience needs.</p>	
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>	<p><u>Underpinning Reasoning Learning Targets:</u> The student can analyze the accurateness and credibility of sources and evaluate the validity, relevance, and sufficiency of reasons and evidence. The student can distinguish between formal and informal writing styles and use formal style in argument writing. The student can distinguish between logos, pathos, and ethos; and use logical reasoning for argument writing. The student can analyze a substantive topic/text through argument writing.</p> <p><u>Underpinning Product Learning Targets:</u> The student can craft thesis statements, introductions, bodies, and conclusions for argument writing. The student can use correct MLA format for in-text citations and works cited pages.</p>	

Question Ideas

Argumentation/Analysis: After researching ___ (informational texts) on ___ (content), write a/an ___ (essay or substitute) that argues your position on ___ (content). Support your position with evidence from your research.

[Insert question] After reading ___ (literature or informational texts) write a/an ___ (essay or substitute) that addresses the question and support your position with evidence from the text.

Argumentation/Comparison: After researching ___ (informational texts) on ___ (content), write a/an ___ (essay or substitute) that compares ___ (content) and argues ___ (content). Support your position with evidence from the texts.

[Insert question] After reading ___ (literature or informational texts) write a/an ___ (essay or substitute) that compares ___ (content) and argues ___ (content). Support your position with evidence from the texts.

Argumentation/Evaluation: After researching ___ (informational texts) on ___ (content), write a/an ___ (essay or substitute) that discusses ___ (content) and evaluates ___ (content). Support your position with evidence from your research.

[Insert question] After reading ___ (literature or informational texts), write a/an ___ (essay or substitute) that discusses ___ (content) and evaluates ___ (content). Be sure to support your position with evidence from the texts.

Argumentation/Problem-Solution: After researching ___ (informational texts) on ___ (content), write a/an ___ (essay or substitute) that identifies a problem ___ (content) and argues for a solution. Support your position with evidence from your research.

[Insert question] After reading ___ (literature or informational texts) on ___ (content), write a/an ___ (essay or substitute) that identifies a problem ___ (content) and argues for a solution ___ (content). Support your position with evidence from the text(s).

Argumentation/Cause-Effect: After researching ___ (informational texts) on ___ (content), write a/an ___ (essay or substitute) that argues the causes of ___ (content) and explains the effects ___ (content). What ___ (conclusions or implications) can you draw? Support your discussion with evidence from the texts.

[Insert question] After reading ___ (literature or informational texts) on ___ (content), write a/an ___ (essay or substitute) that argues the causes of ___ (content) and explains the effects ___ (content). What ___ (conclusions or implications) can you draw? Support your discussion with evidence from the texts.

Ohio's Learning Standards Appendices Support

[Appendix C Samples of Student Writing](#): Examples of Grades 9-10 argument writings with annotations can be found on pages 57-59 and 65-67.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Toulmin Model--A Strategy for Structuring Arguments [The Toulmin Model](#) provides students a structure for organizing their academic arguments. At the most basic level, students start with an overall thesis to lead into their evidence (Data), and then provide their explanation of the evidence (Warrant). The "lews" portions can be repeated depending on the amount of evidence to be included in the argument. More advanced students can also add Backing, Qualifiers, and Rebuttal to further develop their arguments. A Toulmin Debate can be connected to future career aspirations by choosing a topic pertaining to the career fields. For instance, a debate can occur between students on selecting the best equipment or tools for purchase, choosing organic versus non-organic farming, or using ornamental design versus solid crafting.

Color-Code the Documents Each element of an essay is color-coded (e.g., introduction=red, thesis=green, etc.) to help identify focus and structure. [This website](#) allows the teacher to set up color codes with the essay element, and students can highlight the element, as they understand it. This also can be done on electronic files by either using different color fonts or the highlighting tool. This could especially be used for matching entries on the works cited page with their corresponding citing in the text. Survey Monkey or other online sites can be used to help conduct field research or run simple polls.

Writers' Workshop Writer's workshops generally feature two aspects: an instructional experience and an opportunity for practice for a specific writing skill. These workshops can be structured many different ways. Some educators prefer to deliver via direct instruction to an entire class; whereas, others may prefer a station rotation setting where students participate in an inquiry-based learning experience. [Edutopia's "Creating A Writers' Workshop in a Secondary Classroom"](#) features different options for teachers to customize their workshops. Using stations to implement writers' workshop begins with the development of stations where students will concentrate on specific writing skills based on formative assessments. Students use peer or teacher reviews to revise or develop writing content and construction.

Thesis Generator Ashford University's [thesis statement development tool](#) helps students develop a guiding statement for their writing. Several variations of a thesis statement are provided, and students must decide which is best for their audience and purpose.

Standardized Test Sample Question Stems

Write a multi-paragraph response in which you make and support a claim about whether cultural artifacts should be returned to their regions of origin. Your response must be based on ideas and information that can be found in the passages. Manage your time carefully so that you can: review the sources; plan your response; write a thorough response; and revise and edit your response. Be sure to: include a claim; acknowledge and distinguish claim from alternate or opposing claims; use evidence from multiple sources; and avoid overly relying on one source.

W.8.1 (Prior Grade Standard)

Write arguments to support claims with clear reasons and relevant evidence.

a. Establish a clear thesis statement to present an argument. b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.1 (Future Grade Standard)

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

a. Establish a clear and thorough thesis to present a complex argument. b. 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. c. 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. d. 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 counter claims. 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 argument presented.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grades 9-10

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.**

Essential Components W.9-10.2.a-g

- a. Establish a clear and thorough thesis to present information.
- b. 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 to aid comprehension, if needed.
- c. 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.
- d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationship among complex ideas and concepts.
- e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- g. 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).

Essential Understanding

-MLA Formatting for in-text citations and works cited pages

Academic

Vocabulary/Language

- [ABTATO, PETS, TOC](#) (or comparable organizational structures for writing informative/explanatory text with developed intros, bodies, and conclusions)
- analyze/analysis -articulate
- cite -clarify -cohesion
- complex ideas -concepts
- concrete -conventions
- convey -credible
- demonstrate -develop
- discipline -distinctions
- domain-specific/tier three vocab
- establish -examine
- formal/informal styles
- informative/explanatory text
- maintain -norms -multimedia
- organizational strategies (definition, classification, comparison/contrast, cause/effect)
- objective tone -preview
- precise -relevant
- sufficient -thesis
- topic -transitions

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

**ULTIMATE LEARNING
TARGET TYPE:
PRODUCT**

BROAD LEARNING TARGET:

The student can 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.

Underpinning Knowledge Learning Targets:

The student can define, identify, and use thesis statements, varied cohesive and appropriate transitions, precise language, and domain-specific vocabulary to manage the complexity of the topic and clarify relationships among complex ideas and concepts.

The student can recognize and use strategies and techniques for introducing (including previewing), organizing (definition, classification, comparison/contrast, cause/effect, etc.), and concluding informative/explanatory texts that clearly and accurately examine and convey complex ideas, concepts, and information.

Underpinning Reasoning Learning Targets:

The student can analyze the credibility and accuracy of sources and relevant content in those sources for inclusion in informative/explanatory writings.

The student can distinguish between formal & informal writing styles and objective and subjective tone; and use formal style and objective tone in informational/explanatory writing.

The student can examine complex ideas, concepts, and information through informative/explanatory writing by selecting sufficient and relevant facts, extended definitions, concrete details, quotations, or other examples appropriate to audience.

Underpinning Product Learning Targets:

The student can craft thesis statements, introductions, bodies, and conclusions for informative/explanatory writing.

The student can include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension of informative/explanatory texts.

The student can use correct MLA format formatting papers, in-text citations, and works cited pages.

CCS ELA 6-12 PAGE:
<https://tinyurl.com/CCSEnglish6-12>
([CAREER CONNECTIONS](#))

Question Ideas

Definition: After researching ___ (informational texts) on ___ (content), write a ___ (report or substitute) that defines ___ (term or concept) and explains ___ (content). Support your discussion with evidence from your research.

Description: After researching ___ (informational texts) on ___ (content), write a ___ (report or substitute) that describes ___ (content). Support your discussion with evidence from the your research.

Procedural/Sequential: After researching ___ (informational texts) on ___ (content), write a ___ (report or substitute) that relates how ___ (content). Support your discussion with evidence from your research.

After researching ___ (informational texts) on ___ (content), developing a hypothesis, and conducting an experiment examining ___ (content), write a laboratory report that explains your procedures and results and confirms or rejects your hypothesis. What conclusion(s) can you draw?

Synthesis: After researching ___ (informational texts) on ___ (content), write a ___ (report or substitute) that explains ___ (content). What conclusions or implications can you draw? Cite at least ___ (#) sources, pointing out key elements from each source.

Analysis: After researching ___ (informational texts) on ___ (content), write a ___ (report or substitute) that analyzes ___ (content), providing evidence to clarify your analysis. What ___ (conclusions or implications) can you draw?

Comparison: After researching ___ (informational texts) on ___ (content), write a ___ (report or substitute) that compares ___ (content).

Cause/Effect: After researching ___ (informational texts) on ___ (content), write a ___ (report or substitute) that examines causes of ___ (content) and explains effects ___ (content). What conclusions or implications can you draw? Support your discussion with evidence from your research.

Ohio's Learning Standards Appendices Support

[*Appendix C Samples of Student Writing:*](#) Examples of Grades 9-10 Informative/Explanatory writings with annotations can be found on pages 60-64 and 68-69.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Model Texts/Mentor Texts A model text is a piece of writing to use as a guide or example for student writers. When students have a model text to follow and analyze, they learn more about expectations regarding writing. Models offer students a way to learn proper writing skills and answer potential questions without having to experience direct instruction from an educator. A model text can also be a mentor text – one that guides student writers and can be referred back to as an example for organization, style, or construction. Start with a short mentor text that clearly models an engaging and creative format. Students will use this as a template and will write their own text on a different topic. Then, provide scaffolding and support as students develop their own essay using the template and their chosen topic. The need for teachers to write along with the students is a key part of this strategy so that their thought processes are evident for the learners. Students can write a variety of texts, from short informative pieces to longer, more researched writing by following the template and writing model of the teacher. These guiding texts can be posted in the classroom or on a shared digital space making them easy for students to access whether at school or at home.

PIE Using [this PIE strategy](#) where PIE stands for Point, Illustration/Information, and Elaboration, students will learn how to construct writing that states a main idea, uses textual evidence to support, and provides an explanation of how the textual evidence connects to the main idea. Students will first learn to make a point or establish a topic sentence for their writing. Once they have written their topic sentence, students will illustrate and provide information through evidence from a text which supports their point or main idea. Then students can use analysis, elaboration, connection, or explanation to provide meaning to the information that supports the thesis or topic sentence.

Quote Sandwich [Quote Sandwich](#) helps students write a coherent paragraph consisting of a topic sentence, author credibility, context of the quote, quote, and an explanation and connection between the quote and topic. Provide students with a short text, and then ask them to read, and write a short summary paragraph, which includes the main idea of the text as well as a quote from the text that supports the main idea. Students can work as a team or alone to use the quote sandwich graphic to write their paragraph. Students can share their work electronically so that examples can serve as models for their peers. When writing a longer piece, students can use the strategy as a guide for their prewriting and outlining of content.

Writing Leads or Hooks [Writing hooks.pdf](#) provides examples of effective attention-grabbing introductions.

Standardized Test Sample Question Stems

You have been asked to write an informational article for your school's blog about the relationship between parental involvement and student achievement. Use information from the passage set in your essay.

W.8.2 (Prior Grade Standard)

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Establish a clear thesis statement to present information. b. 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 to aid comprehension, if needed. c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.11-12.2 (Future Grade Standard)

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. Establish a clear and thorough thesis to present and explain information. b. 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 to aid comprehension, if needed. c. 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. d. 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. e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. 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).

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grades 9-10

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.

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

Essential Components W.9-10.3.a-e

- 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.

*Extended Understanding

-Extend a short narrative into a novella or novel

Academic Vocabulary/Language

- analyze
- characters/characterization
- clauses -coherent
- convey -detail
- develop -elaborate
- elements of plot (exposition, rising action, climax, falling action, denouement, resolution, conflict, protagonist/antagonist, etc.)
- elements of prose (diction, syntax, imagery, figurative language, style, theme, tone, etc.)
- engage -establish -event
- illustrate -interact -narrative
- narrative techniques (dialogue, pacing, description, flashback, foreshadow, framing device, multiple plot lines, reflection, shift, time frame, point of view, etc.)
- narrator -orient
- phrases -point of view
- precise -progression
- reflection -relevant
- sensory language
- sequence -setting
- signal -unfold -vivid

ULTIMATE LEARNING TARGET TYPE: PRODUCT

BROAD LEARNING TARGET:

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

Underpinning Knowledge Learning Targets:

The student can define, identify, and use elements of prose (style, theme, tone . . .), elements of plot (conflict, climax, protagonist . . .), and narrative techniques (dialogue, pacing, description, reflection, multiple plot lines, . . .) to develop experiences, events, and characters.

The student can define, identify, and use a variety of transitional words, phrases, and clauses to connect sequences of events, shifts in time, changes in settings, and relationships among experiences and events.

The student can define, identify, and use precise, grade-level appropriate vocabulary, sensory language, and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters.

Underpinning Reasoning Learning Targets:

The student can engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, introducing a narrator and/or characters, and creating a smooth progression of experiences or events.

The student can provide a conclusion that follows from and reflects on the narrated experiences or events.

CCS ELA 6-12 PAGE:

<https://tinyurl.com/CCSEnglish6-12>

(CAREER CONNECTIONS)

Question Ideas

How would you sequence the progression of the _____ event in your narrative?

How will you introduce your character? How will your character/narrator evolve with the elaboration of the narrative?

What are the three main events that will happen in your narrative? What ideas, characters, experiences will connect them?

In your narrative, who is speaking? What point of view will you use? What is the setting?

Narrative/Description: After researching _____ (informational texts) on _____ (content), write a _____ (narrative or substitute) that describes _____ (content).

L2 Use _____ (stylistic devices) to develop a narrative. **L3** Use _____ (techniques) to convey multiple storylines.

[Insert question] After reading _____ (literature or informational texts), write a _____ (narrative or substitute) from the perspective of _____ (content). **L2** Use _____ (stylistic devices) to develop a narrative effect in your work. **L3** Use _____ (techniques) to convey multiple storylines.

Narrative/Procedural-Sequential: After researching _____ (informational texts) on _____ (content), write a _____ (narrative or substitute) that relates _____ (content) and the events that _____ (content). **L2** Use _____ (stylistic devices) to develop your work. **L3** Use _____ (techniques) to convey multiple storylines.

[Insert question] After reading _____ (literature or informational texts) about _____ (content), write a _____ (narrative or substitute) that relates _____ (content). **L2** Use _____ (stylistic devices) to develop your work.

Ohio's Learning Standards Appendices Support

[Appendix C Samples of Student Writing](#): An example of a Grade 8 Narrative writing with annotations can be found on pages 52-56. There are no examples included for Grades 9-10.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

The Narrative Discussion In the blog posts linked below, educators discuss their approaches to and opinions of narrative writing. Teachers can use these posts to approach narrative writing, which, in recent years, has taken a backseat to argumentative and explanatory writing. [In this Edutopia post](#), an author and educator discuss how to implement narrative writing despite the emphasis on writing from text and using evidence to support. It includes video instructions on how to create a text document with electronic resources linked. [This post](#) from Two Writing Teachers discusses the importance of generating writing ideas, and states that students should keep a list of topics and experiences that they have on a day-to-day basis to practice a “writer’s life.”

Visual Modeling Students benefit from a variety of models including visual samples. In this [sample](#) lesson from ReadWriteThink, artwork is a tool for sparking narrative ideas. Students, especially visual learners, can use this website to inspire ideas for a written narrative based on a piece of artwork. While the targeted grade level is 6-8, it can be adapted for students in grades 9-10. Film is also a great medium for visual modeling.

Write an Effective Conclusion [Webster University's website](#) has a collection of examples and strategies for writing an effective conclusion such as a summary, circle conclusion, or a call to action.

Standardized Test Sample Question Stems

Write a narrative story that describes the major events in the passage from the point of view of the stranger, emphasizing his thoughts and feelings about Mr. Skimpole, Miss Summerson, and Richard.

W.8.3 (Prior Grade Standard)

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 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. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.11-12.3 (Future Grade Standard)

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.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grades 9-10

<p>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Essential Understanding -Identify and understand writing task, purpose, and audience -Produce clear and coherent writing through development, organization, and style -Match development, organization, and style of writing to task, purpose, and audience</p>	<p>Academic Vocabulary/Language -analyze -appropriate -clear -coherent -determine -development (analysis, synthesis, summary, evaluative) -organization (causation, narration, sequential, descriptive, comparison) -purpose (to inform, argue, defend, etc.) -style (formal, informal, diction, syntax, mood, tone, figurative language, patterns, repetitions . . .) -task -writing types (argument, informational/expository, narrative)</p>
<p>CCR Anchor: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>*Extended Understanding -Produce clear and coherent writing that addresses multiple tasks, purposes, and/or audiences</p>	

<p>ULTIMATE LEARNING TARGET TYPE: PRODUCT</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>Underpinning Knowledge Learning Targets:</u> The student can identify and understand varied writing tasks, purposes, and audiences. The student can identify and understand varied methods of writing development, organization, and style.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can determine the writing task, purpose, and audience. The student can match varied methods of development, organization, and style of writing to varied tasks, purposes, and audiences.</p>
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>	

Question Ideas

Underline all of the tasks listed in the essay prompt. How many tasks are there? What is the best organizational structure to use in an essay that addresses this prompt?

Is the prompt calling for analysis, synthesis, or evaluation?

Who will be the audience for this piece of writing? How will you adjust your style to accommodate the audience?

The purpose of this writing is to defend a position. What writing type will you use: informational/explanatory, narrative, or argument?

How will you use word choice (diction) to impact the audience?

Read through your draft of the argument paper. Have you chosen the right organizational pattern to maximize the effect on an audience of eighth graders?

What would you change if you were to rewrite the narrative for an audience of third graders?

After reading the prompt, list the purpose for the writing called for in the prompt.

Ohio's Learning Standards Appendices Support

[Appendix C Samples of Student Writing](#): Examples of Grades 9-10 writings with annotations can be found on pages 57-69.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

The Hourglass Method The [hourglass](#) is a writing structure that can be used to help students better organize their pre-writing, and ensure that they have broken down a writing prompt effectively. It is also helpful for writers to ensure that they have adhered to the writing task and to make sure their writing is cohesive. The hourglass can be used for any type of writing. Students begin by writing an introduction outline, which will be general in nature. The purpose is to create a structure that can be mirrored at the end of the outline, or the hourglass structure. In the middle, the students will write specifically about the topic, so the outline in the middle of the hourglass will include references to exact answers and explanations for the general information. The bottom half of the hourglass, or the end of the outline should mirror the top half. In other words, the writer will need to make sure that he/she has directly addressed the questions or general problems introduced, and reached a conclusion with goal for future research.

This I Believe Essay Students write an essay on a topic about which they are passionate. Teachers should model and provide examples for the students, and allow them to explore different topics that illicit a strong emotional response. [These essays](#) allow writing that is a bit more creative, yet is informative by design. These can also be utilized as college essays for students pursuing post-secondary options.

W.8.4 (Prior Grade Standard)

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

W.11-12.4 (Future Grade Standard)

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

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grades 9-10

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.

Essential Component

-Demonstrate command of grade-level language standards (L.9-10.1-3)

Essential Understanding

- Use planning templates and revising & editing techniques to develop and strengthen writing
- Rewrite or try a new approach to develop and strengthen writing
- Understand and analyze how syntax, paragraphing, sectioning (intros, bodies, and conclusions), grammar, style, diction, language, organizational structures, etc. contribute to the development and strength of writing
- Identify and understand writing task, purpose, and audience
- Plan, revise, edit, rewrite, or try a new approach to strengthen focus on what is most significant for a specific purpose and audience

Academic

Vocabulary/Language

- analyze
- approach
- audience
- develop
- diction
- editing
- organizational structure (chronological, comparison, cause/effect, problem/solution, etc.)
- planning
- purpose
- revising
- rewriting
- sentence (telegraphic, short, medium, long, simple, complex, compound, compound-complex, cumulative, periodic)
- strengthen
- syntax (parallelism, chiasmus, zeugma, repetitive structure, phrases, clause, inverted/natural structure, etc.)
- style

CCR Anchor: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

ULTIMATE LEARNING TARGET TYPE: REASONING

BROAD LEARNING TARGETS:

The student can develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach.

The student can address what is most significant for a specific purpose and audience in his/her writing.

Underpinning Knowledge Learning Targets:

The student can understand how to use planning templates, revising & editing techniques, and rewrites & new approaches to develop and strengthen writing.

Underpinning Reasoning Learning Targets:

The student can analyze how syntax, paragraphing, sectioning (intros, bodies, and conclusions), grammar, style, diction, language, organizational structures, etc. contribute to the development and strength of writing.

The student can determine the writing purpose and audience and what is most significant to that purpose and audience.

Underpinning Skill Targets:

The student can demonstrate command of grade-level language standards (L.9-10.1-3).

CCS ELA 6-12 PAGE:

<https://tinyurl.com/CCSEnglish6-12>

[\(CAREER CONNECTIONS\)](#)

Question Ideas

Use the editing sheet to help you edit for grammar, mechanics, usage, and spelling. When you can put a check beside all 15 items, you are ready to rewrite your draft into a final copy. Practice any areas where you made several errors on [Quill](#) or [No Red Ink](#).

Use the editing sheet to help you edit for theme, style, and organization. When you can put a check beside all 10 items, you are ready to rewrite your draft into a final copy.

Edit/revise by using the [STAR](#) or [CUPS & ARMS](#) technique.

Use the graphic organizer to outline your essay. Begin writing your essay when your plan is complete.

Analyze the introduction. Does it grab attention? Give background? Give the thesis? Give the organizational pattern for the paper? If you answered no to any of these, revise your introduction.

What is the purpose for your essay? How well does your essay address what is most significant to convey that purpose?

Who is the audience for this essay? What does this audience expect? How well does your essay address what is most significant for that audience?

How does the sentence, paragraph, chapter, or section fit into the overall structure of _____? If it doesn't follow, consider revising it?

Analyze the text structure and explain why you chose to write it this way.

How would leaving out this sentence, paragraph, chapter, or section change the development of ideas in the text?

What types of sentences did you use? How do they help with idea development? If they do not help, consider revising or editing them.

Describe the syntax of your writing. How do your syntactical choices affect the overall text structure? Does your syntax need elevated?

Use the ABTATO, PETs, TOO strategy to plan and organize your essay.

Highlight your paper using color coding, e.g. yellow for claims, pink for supports, etc. Note any missing elements and add them. Note any extra sentences and delete them.

Ohio's Learning Standards Appendices Support

[Appendix C](#) *Samples of Student Writing*: Examples of Grades 9-10 writings with annotations can be found on pages 57-69.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Digital Writing Portfolio [Digital writing portfolios](#) are a collection of student writing that represent their learning and growth as a writer. They are helpful for student reflection and development. Teachers can work with students to create an electronic portfolio for their writing using a shared platform such as Evernote, Google, or Livebinder. Students will use this not only for their writing, but also to post media that has motivated or inspired them. Using the portfolio, students can set goals for their writing -such as "I will begin to use stronger verbs" -and can track their progress. Students can easily share their work with teachers and other stakeholders. At the end of the course, an online "open house" can be held where the students will highlight their growth as a writer.

Bullet Style Journals Bullet style journals would be a good alternative to the Digital Writing Portfolio when supporting diverse learners. Teachers can adapt this method of staying organized to allow students with limited English Proficiency or writing deficits to write shorter pieces of writing. [This video](#) introduces bullet journals, and [this video](#) introduces it specifically for students with ADHD.

Quill The [Quill](#) website has interactive writing and grammar activities that are both provide diagnostic results that can be used formatively for instruction

INFOhio Citation Guide The [Citation Guide](#) has resources such as printable citation handouts, activities, and videos to help students with citing information, avoiding plagiarism, and evaluating resources.

W.8.5 (Prior Grade Standard)

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.

W.11-12.5 (Future Grade Standard)

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.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grades 9-10

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.

Essential Understanding

- Understand how to access and use technology, including the Internet, Google suite, e-mail, and social & academic media sites for research, communication, presentation, and collaboration
- Understand how to access and use word processing, communication, collaboration, and presentation software/online sites for sharing, integrating, formatting, producing, editing, and publishing writing
- Know how to link, download, save, upload, share, and attach varied formats of files and sources
- Cite sources in-text and on works cited pages using MLA formatting

Academic

Vocabulary/Language

- academic media
- access
- capacity
- cite
- collaborate
- communication
- download/upload/attach/share
- e-mail
- formatting
- Google (docs/forms/sheets/slides/classroom)
- Internet
- link/hyperlink
- MLA Format
- produce
- publish
- research
- social media
- technology
- word processing

CCR Anchor: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

ULTIMATE LEARNING TARGET TYPE: SKILL

BROAD LEARNING TARGETS:

The student can use technology, including the Internet, to produce, publish, and update individual or shared writing products.

The student can use technology, including the Internet, to link to and display information flexibly and dynamically.

Underpinning Knowledge Learning Targets:

The student can understand how to access and use the Internet, varied word processing, presentation, and communication software, & social/academic media sites for interacting/collaborating/sharing with others, presenting relationships/creating links between information and ideas, and formatting/producing/editing/ publishing/presenting writing.

The student can understand and use MLA formatting for page set-up, in-text citations, and works cited pages.

Underpinning Skill Learning Targets:

The student can download, save, upload, share, attach, and link varied formats of files and sources.

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([CAREER CONNECTIONS](#))

Question Ideas

Prepare an MLA-formatted annotated bibliography with the electronic sources you plan to use in your paper.

Using the editing notes your teacher made electronically using Comments/Track Changes in MS Word/ Google, update your essay for publication.

WRITE A FIVE TO SEVEN PAGE RESEARCH PAPER WITH AT LEAST **FOUR** SOURCES **AND** PRODUCE A FIVE-MINUTE MULTIMEDIA PRESENTATION ON ONE OF THE FOLLOWING TOPICS (A OR B):

A. Explore the **Feminist Movement** from the 1960s to now. Include important people, organizations, and events. Include Feminist literature (Sylvia Plath, Anne Sexton, Sonia Sanchez, Adrienne Rich) and Feminist art (*Black Venus* by Niki De Saint Phalle, *The Dinner Party* by Judy Chicago, *Tree of Life* by Ana Mendieta, *Untitled #276* by Cindy Sherman, and *Your Body is a Battleground* by Barbara Kruger). Decide what is the most important event, work of literature, or piece of art in the movement's history and explain why it is the most important to humanity.

B. Explore global **Literary Movements** in the Information Age: Postmodernism (Vaclav Havel), Magic Realism (Gabriel Garcia Marquez), Social Conscience Literature (Gary Snyder, Wislawa Szymborska, Salman Rushdie), Docufiction (Winston Groom's *Forrest Gump*), Hint Fiction (Hannah Craig), and Science Fiction (Ray Bradbury). Describe each movement, its originators, and sample authors/works. Decide which is the most important literary movement of the time period (c. 1950-present) and explain why it is the most important to humanity.

Create a HyperDoc that has links to both videos and articles explaining content for your topic.

Use the class Facebook page/Google Classroom to give two thoughts concerning today's learning target. Then, add a link to a source that can be used to address the question of the day.

With your partner, produce a three-page paper on the topic, updating your draft using research from the Internet on a shared Google doc.

Ohio's Learning Standards Appendices Support

[Appendix C](#) *Samples of Student Writing*: Examples of Grades 9-10 writings with annotations can be found on pages 57-69.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Self-Guided Writing Self-guided writing requires students to explore writing topics or approaches at their own pace. This benefits learners by allowing them to customize their learning experience to improve their writing. Teachers can use HyperDocs, interactive text documents or presentation slides that allow students to engage in an individualized learning experience, to facilitate the writing assignment. Using these documents can create a self-guided writing activity for students to create their own writing. For example, [the presentations from University of New England](#) will guide students through the writing of a specific type of essay. Ask students to read one of the guided-writing presentations and then reflect on what they like or do not like about this approach. Then, ask students to use the presentation to write an essay on a specific topic relevant to the class. As they write, they should think more about the lesson from the HyperDoc, and when finished, they can add their comments and ideas to improve the presentations for better outcomes.

W.8.6 (Prior Grade Standard)

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.

W.11-12.6 (Future Grade Standard)

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.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grades 9-10

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.

CCR Anchor: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Essential Understanding

- Identify, research, and integrate information from several sources to answer a research question or solve a problem
- Conduct short and more sustained research projects for teacher-given and self-generated questions
- Generate original research questions and additional related, narrowed or broadened questions based upon analysis of research
- Synthesize multiple sources on a subject
- Demonstrate understanding of a subject through research projects

Academic

Vocabulary/Language

- analyze
- appropriate
- conduct
- demonstrate
- exploration
- generate
- inquiry
- integrate
- investigate
- issue
- media
- more sustained
- refocus
- research question
- self-generated
- solve a problem
- sustained
- synthesize

ULTIMATE LEARNING TARGET TYPE: REASONING

BROAD LEARNING TARGETS:

The student can conduct short and more sustained research projects to answer a teacher-given or self-generated question, narrowing or broadening the inquiry when appropriate.

The student can synthesize multiple sources on the same subject, demonstrating understanding of that subject.

Underpinning Knowledge Learning Targets:

The student can identify information pertinent to an inquiry gained through researching several sources.

Underpinning Reasoning Learning Targets:

The student can determine when to narrow or broaden inquiry for research projects.

The student can generate original research questions for short and more sustained research projects.

Underpinning Skill Learning Targets:

The student can demonstrate proficient use of research skills.

The student can integrate information pertinent to an inquiry gained through researching several sources.

The student can craft inquiry questions.

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<https://tinyurl.com/CCSEnglish6-12>

(CAREER CONNECTIONS)

Question Ideas

What information on the question is presented in each of the sources? What additional question could be asked to broaden your research? What additional question could be asked to narrow your research?

Experience each source of information on the topic. Explain what is added to your knowledge of the topic from each source. What do you still need to know? Write an additional question to address what you still need to know on the topic.

After summarizing the article, generate a research question that will address one of the topics in the article. Then conduct more research to find the answer. Synthesize the information from multiple sources.

After researching _____ (informational texts and media), write a one-page report that describes ____ (topic or issue).

After reading/experiencing three digital/print sources on _____, write a three-page report that synthesizes your findings and is supported by textual citations.

Using several sources, answer this question: What connections can be made between *Julius Caesar* and The Enlightenment? If you have difficulty finding enough resources when you research, refocus the question in a different direction and try again.

Write an informative piece that addresses the question, “What is Shakespeare’s contribution to the English language?” and support your position with evidence from at least two of the three sources.

Ohio’s Learning Standards Appendices Support

[Appendix C](#) *Samples of Student Writing*: Examples of Grades 9-10 writings with annotations can be found on pages 57-69.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Stages of Inquiry The first stages of inquiry include generating questions that lead to deeper searches and understanding of a topic. Inquiry also includes collecting relevant and useful information. This strategy can be helpful at various stages of the research process. Provide students with an article about a specific topic or ask them to find one with a partner based on interest. Direct them to collect key words from the title, subheadings, or illustrations. Once they have “grabbed” their key words, they can begin to create questions about the text using those words. Ask them to generate at least four questions that will help them read for understanding. Once they have done this, ask them to partner with another student and compare and contrast questions, as well as share their ideas. Using their top four questions, create an evidence collector by folding a paper into fourths. Students will write one question in each square and then use the evidence collector as they read. Once they have finished reading the text, the evidence collector will be helpful as an organizational tool for writing. Students who need modifications can create a visual blitz. In small teams, students create a video or Prezi with keywords and visual designs (created in an illustration program or drawn and uploaded). When they present this to the class, the class responds with talking points, examples from the text, or other shout outs during the presentation of the production.

Genius Hour [Genius Hours](#) allow students to research and learn more about a topic of interest. It is a form of personalized learning and can lead to authentic learning. Students should follow the [inquiry model](#), and receive frequent feedback from peers and teachers. Using this process, students can explore, question, synthesize, and evaluate the topic they have chosen to learn more about. The best Genius Hours result in a change in the student’s environment, either at the school or community level.

W.8.7 (Prior Grade Standard)

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.

W.11-12.7 (Future Grade Standard)

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.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grades 9-10

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.

Essential Understanding

- Identify and gather relevant information from authoritative print and digital sources
- Use advanced searches and meta search engines effectively
- Assess the usefulness of sources
- Integrate quoted and paraphrased information from sources selectively to maintain flow, without plagiarizing
- Use MLA formatting for page set-up, in-text citations, and works cited

Academic

Vocabulary/Language

- advanced searches
- assess
- authoritative
- bibliographic information
- cite
- digital sources
- gather
- integrate
- MLA formatting
- paraphrase
- plagiarism
- print sources
- quote
- relevant
- selective

CCR Anchor: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

ULTIMATE LEARNING TARGET TYPE: REASONING

BROAD LEARNING TARGETS:

The student can gather relevant information from authoritative print and digital sources, using advanced searches effectively.

The student can assess the usefulness of sources in answering research questions.

The student can integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism.

The student can cite bibliographic source information for in-text citations and on works cited pages using MLA format.

Underpinning Knowledge Learning Targets:

The student can identify and define authoritative sources, advanced searches, and plagiarism.

Underpinning Reasoning Learning Targets:

The student can assess the relevance of information from authoritative print and digital sources.

CCS ELA 6-12 PAGE:

<https://tinyurl.com/CCSEnglish6-12>

([CAREER CONNECTIONS](#))

Question Ideas

Read the three sources. Assess their credibility. Assess their accuracy. Decide if any of the three sources should/should not be used.

Read the three sources. Assess their relevance and usefulness to the question being asked. Decide if any of the three sources should/should not be used.

What data or conclusions from the sources will you use in your paper? For each, add an MLA-formatted in-text citation to your paper. Make sure the citations do not interrupt the flow/style of your paper.

Which of the following is an example of a quotation that is plagiarized? Rewrite it to avoid plagiarism and enhance flow.

Read the five sources. Choose the three most authoritative ones. Integrate the information from those three into a five-paragraph essay. Be sure to cite the sources selectively to maintain the style and flow of your essay.

Conduct an advanced search for your topic. Be sure to use meta and specialized search engines.

Determine the credibility/authoritativeness of a source by reviewing who wrote it, when it was written, and why it was written.

Use PETs (Point, Explanation, Text) to create body paragraphs with in-text citations.

Ohio's Learning Standards Appendices Support

[Appendix C](#) *Samples of Student Writing*: Examples of Grades 9-10 writings with annotations can be found on pages 57-69.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

A CRAB Method Use the *A CRAB Method* to determine the usefulness of a source: *Authority, Currency, Relevance, Accuracy and Bias*.

Evaluating Resources Students need to learn how use the internet, scholarly databases, and effective search terms to complete their research. They also must be able to discern the credibility and usefulness of a source, paying particular attention to the impact of a source's author and origin, potential bias, and timeliness. Strategies such as the [CRAAP test](#) (currency, relevance, authority, accuracy, and purpose) are useful in achieving this goal. Students can use this mnemonic device to evaluate a site or other resources.

Purdue OWL [Avoiding Plagiarism](#): This is a resource on Avoiding Plagiarism available to assist students in avoiding plagiarism in their own writing.

Summarizing and Paraphrasing This [resource](#) gives students and teachers ideas for summarizing and paraphrasing resources for research.

W.8.8 (Prior Grade Standard)

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.

W.11-12.8 (Future Grade Standard)

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.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grades 9-10

<p>W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Essential Components W.9-10.9.a-b 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., “Analyze how an author alludes to 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”).</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -allude/allusion -analyze/analysis -delineate -draw -evidence -informational texts -literary texts -reasoning -reflection -research -transform
<p>CCR Anchor: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Essential Understanding</p> <ul style="list-style-type: none"> -Analyze literary and informational texts -Draw evidence from literary and informational texts for analysis, reflection, and research <p>*Extended Understanding</p> <ul style="list-style-type: none"> -Close reading 	

<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u></p> <p>The student can draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>Underpinning Knowledge Learning Targets:</u></p> <p>The student can identify evidence in literary and informational texts that supports analysis, reflection, and research.</p>
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>	<p><u>Underpinning Reasoning Learning Targets:</u></p> <p>The student can analyze literary and informational texts.</p> <p>The student can engage in analysis, reflection, and research.</p>

Question Ideas

What evidence can you draw from the passage to support your analysis?

What evidence can you draw from the passage to support your reflection?

What evidence can you draw from the passage to support your research?

What evidence will you use from *Maus II* to answer this analytical prompt: Write an essay in which you analyze Vladek Spiegelman’s complex character as it develops through such literary techniques as structure, imagery, and irony.

What evidence will you use from *Animal Farm* to answer this reflective prompt: Write an essay in which you decide and reflect upon the three most important lessons learned from *Animal Farm*.

You have been asked to write an argumentative essay for your school's blog in which you support or oppose the use of an artist’s music in advertising. Use information from the “Should Musicians Change Their Tune?” passage set in your essay. Be sure to use evidence from multiple sources.

Ohio’s Learning Standards Appendices Support

[Appendix C](#) *Samples of Student Writing*: Examples of Grades 9-10 writings with annotations can be found on pages 57-69.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

INFOhio’s ISearch [ISearch from INFOhio](#) Searches all databases provided by INFOhio for students at no cost: EBSCO’s Explora, Academic Search Premier, Points of View Reference Center and more. Full text articles, transcripts, scholarly journals, and videos. Use [the ISearch Guide for teachers](#) for strategies, lessons, and best practices for finding and using valid information.

The National Archives The [National Archives Introduction to Research](#) website has examples of primary documents as well as activities for users to learn more about the archives and its contents.

W.8.9 (Prior Grade Standard)

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

- a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as the Bible and *The Epic of Gilgamesh*, including describing how the material is rendered new”).
- b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

W.11-12.9 (Future Grade Standard)

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 diverse texts from the same period treat similar themes and/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]”).

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grades 9-10

<p>W.9-10.10</p>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><u>Essential Understanding</u> -Produce varied writing pieces (paragraphs, essays, reports, arguments, narratives, informational/explanatory texts, etc.) for a range of tasks, a variety of purposes, and diverse audiences.</p> <p><u>*Extended Understanding</u> -Evaluate your own writing</p>	<p><u>Academic Vocabulary/Language</u></p> <ul style="list-style-type: none"> -audience -extended -purpose -range -reflection -research -revision -routinely -tasks -time frame -writing process
<p>CCR Anchor: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>			
<p>ULTIMATE LEARNING TARGET TYPE: SKILL</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can write routinely for a range of tasks, purposes, and audiences over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).</p> <p><u>Underpinning Knowledge Learning Targets:</u> The student can identify tasks, purposes, and audience for shorter and extended time frame writings.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can reflect on and revise his/her own writing.</p> <p><u>Underpinning Skill Learning Targets:</u> The student can research proficiently.</p> <p><u>Underpinning Product Learning Targets:</u> The student can produce writings appropriate for shorter and extended time frames in a variety of text types.</p>		
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>			

Question Ideas

Over the next three weeks, you will compose a research paper on _____. Complete each of the following tasks: Choose topic; Conduct research and compile research notes; Produce an annotated bibliography of your accurate, credible, and relevant sources; Make an outline of your paper; Write a draft of your paper; Have a peer edit your paper; Have a conference with the teacher concerning ways to revise your paper; Compose your final draft using MLA format with sources cited in the text and on the works cited page.

Answer this prompt in ten minutes: Explain **how** each of the following pairs of characters from *Othello* act as foils or parallels.

Answer this prompt in one class period: A recurring theme in literature is the classic war between a passion and responsibility. For instance, a personal cause, a love, a desire for revenge, a determination to redress a wrong, or some other emotion or drive may conflict with moral duty. In *Frankenstein*, show clearly the nature of the conflict, its effects upon the character, and its significance to the work. Use [ABTATO](#), [PETs](#), [TOO](#) to organize your paper. Prepare the essay for a college audience.

Select a line, paragraph, or a moment or scene in our novels that you find especially memorable. Identify the line or the passage, explain its relationship to the work in which it is found, and analyze the reasons for its effectiveness. You have 30 minutes to complete this assignment.

What steps are involved in the writing process?

Ohio's Learning Standards Appendices Support

[Appendix C Samples of Student Writing](#): Examples of a Grades 9-10 writings with annotations can be found on pages 57-69.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Self-Regulated Strategy Development Teachers use [a six-stage approach](#) to teaching students to write various types of essays. For each type – argumentative, narrative, research, etc. – the student learns in steps a strategy that will help them not only learn how to write for the purpose, but also how to write for the purpose across curricular areas. The explicit teaching of the strategies, such as RAFT, are key to the transfer of the student learning to other subject areas to help them become independent and proficient writers.

Writing Across the Curriculum [This PDF](#) from Michigan's Department of Education outlines how writing can be relevant and purposeful in a variety of subject areas. The National Writing Project website has a [collection of resources](#) from academic publications offer teachers a variety of examples and strategies of how to integrate writing into all areas of the curriculum.

Eleven Effective Elements for Writing [This report](#) from the Carnegie Corporation of New York explains eleven effective elements for writing instruction in grades 4-11. Strategies for the elements are provided.

W.8.10 (Prior Grade Standard)

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.

W.11-12.10 (Future Grade Standard)

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.