

Grades 9-10: Writing Text Types and Purposes Examples

Standards alignment: W.9-10.1 Building: Lincoln High

Grade(s): 9-10 Quarter taught: 1 2 3 4 Team members: Jennifer Avery, Sasha Imble, Dr. John Hare, Ben Jacobs

Step 1

Standard: W.9-10.1

Directions: Copy and paste from the vertical alignment tool.

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

- a. Introduce precise claims, distinguish the claims from alternate or opposing claims and create an organization that establishes clear relationships among claims, counterclaims, reasons and evidence.
- b. Develop claims and counterclaims fairly, supporting evidence for each. Students should identify the strengths and limitations of both, considering what the audience knows and cares about.
- c. Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
- d. Establish and maintain a formal style and objective tone using correct conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows and supports the argument presented.

Step 2

Learning intentions:

Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.

- We will develop a strong argument over a substantive topic.
- We will develop a claim and also understand the counterclaim.
- We will find strong evidence to support our claim and understand how counterclaims can be built using details and evidence.
- We will understand strengths and limitations in our arguments.
- We will write a cohesive argument essay with a formal and objective tone.
- We will use strong, appropriate transitions that clarify the relationship between claims, evidence, reasons, and counterclaims.
- We will write a strong concluding statement that ties are points together.

Step 3

Learning progressions:

Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.

• *What prior knowledge, vocabulary, and skills are needed?*

1. Prior Knowledge - Review claim and argument as well as relevant versus irrelevant evidence to support a claim.
2. Define analysis, substantive, valid, and sufficient in regards to writing arguments.
3. Show/model connections between:
 - a. Claims and reasons
 - b. Reasons and evidence
 - c. Claims and counterclaims
4. Use argument mentor texts to model writing an argument several times throughout the process to demonstrate the various components.
5. Use secondary argument texts for students to write an argument to support a claim along with an organizational framework (e.g. graphic organizer) to organize evidence and reasons.
6. Model how sections should maintain coherence between claim and evidence as well as claim and counterclaim.
7. Model formal style and objective tone (reinforce appropriateness).
8. Model effective concluding piece, including probable call to action.

Step 4

Who benefited, who did not:

Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking? Share examples or descriptions of what and how you will respond.

- For extended time:
 - Students needing additional supports may be given mini lessons to determine precision in claims: determine what makes an opinion; sort fact and opinion cards.
 - Students needing additional supports may look at transitional words and determine where the words could be used within an opinion piece.
- Additional opportunities:
 - Students needing additional opportunities may be asked to develop more than one counterclaim or reason and be asked to be able to argue additional reasons their claim is more relevant.
 - Students needing additional opportunities may make a more nuanced or complex argument.
 - Students needing additional opportunities may create a more sophisticated or interesting conclusion.

Step 5

Necessary vocabulary:

Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.

- Arguments
- Claims
- Counterclaim
 - Fair representation
- Cohesion
- Analysis
- Substantive
- Valid
- Relevant
- Relationship
- Sufficient
- Evidence
 - Accurate
 - Credible

Step 6

Instruction and rigor:

Directions: Identify the instructional strategies used to move students through learning.

- Knowing that (surface)
- Knowing how (deep)
- Knowing with (transfer)

Consider how checks for understanding and retrieval practices will be embedded.

Step 7

Success criteria:

Directions: Identify the success criteria.

What are the steps or features of the learning intentions?

- I can (include an example or description of proficient work) ...

Step 8

Common assessments:

Directions: Identify what assessments will be used to measure student mastery?

Step 9

District approved resources:

Directions: List or link district-approved resources, activities, and units.

Assessments:

Content:

Strategies:

Standards alignment:
W.9-10.2

Building:
Lincoln High

Grade(s):
9-10

Quarter taught:
1 2 3 4

Team members:
Jennifer Avery, Sasha Imble, Dr. John Hare, Ben Jacobs

Step 1

Standard:
W.9-10.2

Directions: Copy and paste from the vertical alignment tool.

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

- a. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
- 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 sections that follows from and supports the information or explanation presented.

Step 2

Learning intentions:

Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.

- We will develop an informational or explanatory topic after reading and reviewing various information and texts.
- We will choose the strongest details and information to clearly communicate what the topic is about and show its various components.
- We will use strong, appropriate transitions to cohesively link the details and evidence together.
- We will develop and maintain a formal, objective tone in an essay that avoids bias.
- We will develop strong concluding statements that tie all components of our information together.

Step 3

Learning progressions:

Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.

• *What prior knowledge, vocabulary, and skills are needed?*

1. Prior Knowledge - Review how to organize complex ideas with a web or other graphic organizer.
2. Make connections and draw distinctions between or among texts.
3. Familiarize students with different text types.
4. Practice sorting facts, details, and other information into categories of relevancy and strength.
5. Choose best evidence from various texts.
6. Decide the layout of the sections of the text.
7. Choose transitions to link text clearly and cohesively.
8. Decide how to best conclude all information from the text.
9. Reread writing, editing for precise and domain specific vocabulary where applicable.
10. Check piece for objective tone, avoiding loaded or leading words and phrases.

Step 4

Who benefited, who did not:

Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking? Share examples or descriptions of what and how you will respond.

- For extended time:
 - Mini lessons to model possible organization of complex ideas.
 - Activities that help students make connections and draw distinctions with texts.
 - Activities to help students determine the best relevant information or strongest information to include towards to explain or inform topic.
 - Look at transitional words and statements to determine where they could be used to connect information. from various text types.
 - Rubrics
- Additional opportunities:
 - Students can use various text types to pull in strong information such as podcasts, media, and different genres.
 - Students can synthesize details together from multiple sources.

Step 5

Necessary vocabulary:

Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.

- Extended definition
- Relevant
- Sufficient
- Concrete detail
- Domain specific vocabulary
- Cohesion

Step 6

Instruction and rigor:

Directions: Identify the instructional strategies used to move students through learning.

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Assessments:

Content:

Strategies:

Standards alignment: W.9-10.3 Building: Lincoln High

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Step 1

Standard: W.9-10.3

Directions: Copy and paste from the vertical alignment tool.

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

- a. Engage the reader by setting out a problem, situation or observation, establishing one or multiple points 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.

Step 2

Learning intentions:

Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.

- We will identify a problem, observation, or situation to develop through a story arc.
- We will determine the point(s) of view from which to reveal the narrative.
- We will build a progression or sequence of experiences or events.
- We will develop narratives through conscious use of a range of narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines where needed.
- We will create a coherent whole through intentional careful sequencing of events in the narrative.
- We will prioritize vividness in the narrative by applying precise words and phrases as well as telling details.
- We will develop effective conclusions that logically follow from and reflect on the experience, observation, or resolution of the narrative.

Step 3

Learning progressions:

Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.

• *What prior knowledge, vocabulary, and skills are needed?*

1. Prior Knowledge - Review plot structure of narratives
2. Identify a problem, situation, or experience worth narrating in a chosen sequence to its resolution
3. Understand differences in point of view, noting the special characteristics of each.
4. Choose the best point(s) of view from which to narrate the story.
5. Map out the most effective way to sequence the narrative development
6. Practice application of effective dialogue and experiment with pacing for desired effects
7. Prioritize description throughout to make narrative vivid for the reader
8. Review coherence of the narrative, both locally and globally
9. Choose precision in words, phrases, and details, paying attention to sensory language
10. Decide how to best conclude narrative, ensuring that it follows logically and reflects on experience, observation, or resolution of narrative.

Step 4

Who benefited, who did not:

Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking? Share examples or descriptions of what and how you will respond.

- For extended time:
 - Revisit elements of plot structure
 - Read short narratives, identifying the problem/situation and tracing its development through to the conclusion
 - Practice in small groups identifying a problem/situation and building/charting its development through a story arc
 - Review particular characteristics of different points of view
 - Activities that center growing the text through description, such as challenges to incorporate sensory details and imagery
 - Activities to help students determine what gaps they need to address and bridge in building the narrative
 - Activities focusing on connotation and strength of precise words and phrases
 - Rubrics
- Additional opportunities:
 - Students can use various text types to pull in strong information such as podcasts, media, and different genres.
 - Students can synthesize details together from multiple sources.

Step 5

Necessary vocabulary:

Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.

- Extended definition
- Relevant
- Sufficient
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