TEACHER’S EDITION

COLLEGE AND CAREER READINESS:

Writing

Level 10

Common Core State Standards Edition
# Table of Contents

Alignment of *College and Career Readiness: Writing, Level 10* and the Common Core State Standards ......................................................... v
Standards-based scoring rubric for Grade 10 ........................................ xiii

**PART I: Personal Writing** *conveying what students have experienced, imagined, thought, and felt* ........................................... 1
  Assignment 1: The “Significant Experience” Essay ............................. 3
  Mini lesson 1: Journal Writing ...................................................... 21
  Assignment 2: The “Significant Person” Essay ................................ 30
  Assignment 3: Fictional Narrative .................................................. 53

**PART II: Informative Writing**
*showing what students know about a subject* .................................. 69
  Assignment 1: Interview or Personal Profile .................................... 71
  Assignment 2: Book or Article Report .......................................... 89
  Assignment 3: Literary Analysis—Fiction ...................................... 110
  Mini lesson 1: The Reading Check Essay: Summary ...................... 127
  Assignment 4: Literary Analysis—Nonfiction ............................... 133
  Mini lesson 2: The Reading Check Essay: Interpretation ............... 161
PART III: Persuasive Writing [asserting and defending claims] .......... 169
   Assignment 1: The initial argument ............................................. 172
   Assignment 2: The Refutation ..................................................... 196
     Mini lesson 1: The Test or Exam Essay (Support, refute, or qualify the thesis that...) ............................................................ 217
   Assignment 3: The academic thesis-proof essay ......................... 230
     Mini lesson 2: The Test or Exam Essay (Develop a thesis and support) .............................................................................. 253

PART IV: The Research Projects .................................................. 267
   Assignment 1: Research Project—Non-ELA ................................. 268
   Assignment 1: Research Project—English Language or Literature Topic .................................................................................. 295

APPENDIX 1: Samples of MLA and Turabian Citation and Documentation .................................................................................. 317

APPENDIX 2: A Side-by-Side Comparison of the Grade 9 and Grade 10 Rubrics ........................................................................ 323

APPENDIX 3: Common questions about the interpretation and use of the rubric as an instructional and evaluation tool ......................... 342
ALIGNMENT OF
College and Career Readiness: Writing, Level 10 and the Common Core State Standards

Although the idea of College and Career Readiness is not new—consider how many decades schools have offered college preparatory programs and courses that help their students earn advanced college credit—developing a consensus on what precise skills and knowledge constitute preparedness for college or readiness to enter the work force has been a challenge. The most recent effort, The Common Core State Standards Initiative, has offered a clear and rigorous summary of what this “readiness” means in the twenty-first century.

This series is designed specifically to help you help your students rise to the challenge and develop the knowledge and skills so crucial to their future academic and professional success.

About the structure and organization of these books:

On the Common Core State Standards Initiative website (http://www.corestandards.org), the standards are presented in a discrete and linear manner. While some of the standards do specify discrete skills or bodies of knowledge, others describe more overarching attitudes and behaviors that form the context in which the skills and knowledge are learned and the reasons for learning them.

For example, beginning in Grade 3, Writing Standard 10 at every grade level describes what the Standards Initiative calls Range of Writing:

**W.[INSERT GRADE LEVEL].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.**

1 All quotations of the Standards come from the Common Core State Standards Initiative website (http://www.corestandards.org) © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.
Clearly, this standard cannot be addressed in a single lesson or even in a single series of lessons. It is, instead, a key organizing principle. No one chapter or lesson in these books will allow your students to “attain” this standard, but following the scheme of this book over an entire year’s instruction will.

Elsewhere on the Common Core Standards site is a more detailed description of what the Initiative means by range and content of student writing:

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college—and career—ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Again, this description includes both discrete bodies of knowledge (“asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt”) and more general habits and attitudes (“know how to combine elements of different kinds of writing,” “have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline, as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts,” and so on).

To illustrate how both the organizing principles and the individual lessons are designed to ensure attention to all of the Common Core State Writing Standards—and should you need to list specific standards being addressed in your daily, weekly, or grading period lesson plans—we have recreated this book’s table of contents, indicating both the individual and the global standards addressed in each section, chapter, and lesson.

You’ll notice that the writing instruction and assignments in these books do not appear in the same order as the standards they are designed to address.
are presented. This conscious decision reflects our understanding that the standards describe goals, the result or product of a student's education. They are cumulative rather than sequential. While no one sequence has been established as the most effective, these College and Career Readiness: Writing books are designed to reflect something of a passage from easiest to most difficult. You, of course, in planning your district's, school's, or classroom's curricula are free to use the instruction and assignments in any order you choose so as to best meet your students' needs.

**TABLE OF CONTENTS in Detail**

**PART I: Personal Writing** [conveying what students have experienced, imagined, thought, and felt]

**Assignment 1: The “significant experience” essay**

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.

**Mini-lesson 1: Journal writing**

W.9-10.10: Write routinely over … shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Assignment 2: The “significant person” essay**

W.9-10.3: Write narratives to develop real … events …

**Assignment 3: Fictional narrative**

W.9-10.3: Write narratives to develop … imagined experiences or events …
All Assignments:

- Select a Topic
- Develop a(n) slant/angle/hook

| W.9-10.3: | 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. |
|-----------|

- Brainstorm, discuss, research
- Outline
- First Draft

| W.9-10.3: | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |
|-----------|
| W.9-10.3: | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |
| W.9-10.3: | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |

- Peer Edit
- Revised/final Draft

| W.9-10.3: | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |

- (Rewrite Opportunity)

| 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. |

PART II: Informative Writing [showing what students know about a subject]

| W.9-10.2: | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

Assignment 1: Interview or Personal Profile
## Standards-Based Scoring Rubric for Grade 10

<table>
<thead>
<tr>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

**Topic 5**
- Topic is sufficiently complex and is suitable to fulfilling the purpose of the writing (e.g., persuasive versus informational).

**Topic 4**
- Topic is sufficiently complex and is suitable to fulfilling the purpose of the writing (e.g., persuasive versus informational).

**Topic 3**
- Topic may be too simple or general for the purpose of the writing (e.g., persuasive versus informational).

**Topic 2**
- Topic may be too simple or general for the purpose of the writing (e.g., persuasive versus informational).

**Topic 1**
- Topic may be too simple or general for the purpose of the writing (e.g., persuasive versus informational).
## CRAFTSMANSHIP

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
</table>
| 5     | Writing is competent and confident. Tone and style seem natural and appropriate to the topic, purpose, and audience of the piece. | • All claims or points being explored are expressed clearly.  
• The distinctions between the student’s ideas and those from other sources are evident.  
• All claims (both the students’ and others’) are presented accurately, with strong evidence of an attempt to present others’ claims fully and accurately as appropriate to the topic, audience, and purpose.  
• If appropriate to the topic, audience, and purpose, narrative techniques are used for variety and effect. |
| 4     | Writing is competent. Tone and style are consistent and appropriate to the topic, purpose, and audience of the piece. | • All claims or points being explored are expressed clearly.  
• The distinctions between the students’ ideas and those from other sources are evident.  
• A strong attempt to present all claims (both the students’ and others’) is apparent, and there is evidence of an attempt to present others’ claims fully and accurately as appropriate to the topic, audience, and purpose.  
• If appropriate to the topic, audience, and purpose, narrative techniques are used for variety and effect. |
<table>
<thead>
<tr>
<th>5</th>
<th><strong>Introduction</strong>, thesis, lead, etc., <em>explicitly orients</em> the reader to the <strong>nature and purpose</strong> of the piece to follow.</th>
</tr>
</thead>
</table>
| **ORGANIZATION** | • **Conclusion follows logically** from the information presented.  
• **Order** of ideas and the use of **transitional elements** establish the relationships between **claims and reasons**, between **reasons and evidence**, and between **claims and counterclaims**. |
| 4 | **Introduction**, thesis, lead, etc., *explicitly orients* the reader to the **nature and purpose** of the piece to follow. |
| **ORGANIZATION** | • **Conclusion follows logically** from the information presented.  
• **Order** of ideas and the use of **transitional elements** establish the relationships between **claims and reasons**, between **reasons and evidence**, and between **claims and counterclaims**. |
| 3 | **Introduction**, thesis, lead, etc., **orients** the reader to the **nature and purpose** of the piece to follow. |
| **ORGANIZATION** | • **Conclusion follows logically** from the information presented.  
• **Order** of ideas and the use of **transitional elements** suggest the relationships between **claims and reasons**, between **reasons and evidence**, and between **claims and counterclaims**. |
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| **5** | Word choice is intentional and precise and clearly conveys the student's meaning. | - When appropriate, academic and domain-specific words and phrases are used accurately and effectively.  
- Writing is free of spelling and/or typographical errors.  
- Writing is free of grammatical and mechanical errors.  
- The piece clearly reflects the student's own thinking and writing, with all material or ideas derived from outside sources clearly identified and carefully cited.  
- All citations and notations conform to the teacher's or school's prescribed style manual (MLA, APA, Turabian, etc.). |
| **4** | Word choice is intentional and precise and conveys student's specific meaning and add variety and interest to the writing. | - When appropriate, academic and domain-specific words and phrases are used accurately and effectively.  
- Writing is free of spelling and/or typographical errors.  
- Writing is free of grammatical and mechanical errors.  
- The piece clearly reflects the student's own thinking and writing, with all material or ideas derived from outside sources clearly identified and carefully cited.  
- All citations and notations conform to the teacher's or school's prescribed style manual (MLA, APA, Turabian, etc.). |
PART I:

Personal Writing

[conveying what students have experienced, imagined, thought, and felt]

The occasion might be as dull as the clichéd first writing assignment of the new school year: *How I Spent My Summer Vacation*. Perhaps your new English teacher has assigned you to write “a paragraph or two introducing yourself” to her.

Then again, this might be an immensely important essay: your college application “personal statement” or an essay to accompany your request for financial aid, employment, or some form of honor or special recognition.

Whatever the case, the next several years will probably provide you with a number of occasions on which you will be asked to write about yourself, to sell yourself, to make yourself stand out in the minds of men and women who will be reading thousands of statements just like yours. And these readers will be deciding whether or not to admit you to their school or program, give you money, give you a job, or present you with that award.

This book begins with personal writing, not because personal writing is “easier” than the other purposes—it is no easy task to make your “Why I Think I Deserve Your $500 Book Scholarship” essay stand out from the thousands of other essays the scholarship committee has already read and the 500 it will read after yours—but because personal writing requires the least outside research and, therefore, allows us to focus completely on the craft of writing the essay.

After all, you should not have to devote too much time to gathering information about your experiences, thoughts, and feelings. Instead, you can devote your time and energy to developing the best, most effective means of communicating that information.
PART I: Personal Writing [conveying what students have experienced, imagined, thought, and felt]

Common elements of good personal essays (actually, common elements of good writing):

- **A point**: This is your answer to your reader's question, *Why are you telling me this?*

- **An angle**: What makes your account of your day at the beach, your first job, the day you got cut from the team *more meaningful, moving, or memorable* than those of the hundreds of other teenagers who visited beaches, worked first jobs, or got cut from teams?

- **A voice**: How do you want to sound to your reader? Confident but not cocky? Respectful but not subservient? Witty but not caustic? Along with your angle, a voice is what will give your reader a sense of you beyond the mere facts of your narrative.

- **Substance**: Vague generalities and abstract concepts might suggest ideas to your reader, but they will do little to recreate the physical, psychological, emotional, and spiritual effects that will make the reader take notice of your account.

**Remember your writing process.** We cannot stress enough that, except for the most personal writing, good writing does not simply flow spontaneously from brain through the pen onto the paper (or fingers to keyboard). It is planned, often over long periods of time. The more important the writing, the more carefully you want to plan it.

For the most part, you’ll want to leave yourself time to accomplish these steps in the process of crafting the final draft of something you’re writing for an audience:

- **STEP 1**: Select a topic
- **STEP 2**: Develop a(n) slant/angle/hook
- **STEP 3**: Brainstorm, discuss, research
- **STEP 4**: Outline
- **STEP 5**: Write your first draft
- **STEP 6**: Peer edit
- **STEP 7**: Revised/final draft
- **POSSIBLE STEP 8**: Second edit and final revision
ASSIGNMENT 1:
The “significant experience” essay

As we’ve said, the personal essay is often the means by which you will introduce yourself to a potential employer, scholarship giver, or college admissions officer. All of these people will have access to your transcript and information like your attendance record and class rank. But consider how many students, even in your school, have taken the same courses as you and have earned similar grades. Chances are, you are tied or nearly tied with at least one or two other people for your class rank; and even if you are at the top of your class, every high school graduating class has a valedictorian and salutatorian.

The fact that you got “straight As” and are tied for #1 ranking in your class does not make you unique. This information does not give the person reviewing your file a sense of you as a person.

Neither does the fact that you have more “credits” than are mandated by your school, district, and state for graduation.

Your personal essay is really the only way to show yourself to the reviewer. The goal of this essay is to get your file from the big pile of “Everyone Who Applied” into the smaller pile of “People They Are Still Considering.”

Here is a typical writing prompt on college and scholarship applications:

Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.

“Kyle” is a first-semester tenth-grader in a large, urban high school. He does plan to attend college, and he believes he has the grades (and will also have the test scores) to attend an Ivy League school. He knows he will need scholarship and grant money, however, if he is going to achieve that dream.
Here is a recreation of the process Kyle followed when faced with the “Evaluate a significant experience” prompt:

**STEP 1: Select a topic**

First, Kyle paid close attention to the actual wording of the prompt and brainstormed as many experiences or events as he could think of.

- **Significant experiences**: learning to ride a bicycle? learning to drive? first summer job? grandfather’s funeral?
- **Achievements**: finishing my first marathon?
- **Risks**: not sure what kind of "risk" they mean? Jumping off a cliff? Standing up for someone being bullied?
- **Ethical dilemmas**: when I saw Maxie cheating?

He then evaluated the topics on his list to determine which ones would give him the most material and the most interesting angle.

- **Learning to ride a bicycle**—not very unique. I was glad to learn, but it wasn’t really a challenge.
- **Learning to drive**—not unique either. Gained freedom—but isn’t that what everyone says? Also not much of a challenge. Did I overcome anything or learn anything?
- **First summer job**—Did I overcome anything or learn anything? Yes...I didn’t want to look stupid in front of Nick, and it ended up that I looked even more stupid. I can say that I’m a different person now because I’ve learned how to ask for help...or something.
- **Grandfather’s funeral**—it was kind of hard for me to be a pall-bearer. I was afraid I’d trip and fall or something. Okay...am I different now because I did it? Maybe I’m more confident. How unique is that?
- **Finishing my first marathon**—same thing. What’s unique? Not everyone runs a marathon. I trained hard. Learned the “benefit of dedication and hard work”?
- **When I saw Maxie cheating**—this could be a good one. There’s the whole friendship versus what’s the right thing to do? Maybe I could bring in a mention of Julius Caesar. But would they see me as a tattletale or something? What if they disagree with the decision I made? Do I even still believe I did the right thing? But maybe I could talk about that...not knowing whether I did the right thing or not.
APPENDIX 3

Common questions about the interpretation and use of the rubric as an instructional and evaluation tool

How should this rubric be read?

It is virtually impossible to adequately describe a non-linear, three-dimensional process like evaluating a piece of writing in one-dimensional and linear language. Ideally, this rubric will be read holistically, each component being considered in the context of every other, no one being valued at the exclusion of any other.

For example, while control of style can be examined as evidence of a writer’s craftsmanship, one cannot evaluate a writer’s command of conventions without examining certain elements of style like word choice and sentence structure.

Similarly, the craftsmanship quality of presenting and supporting both claims and counterclaims accurately cannot be evaluated completely independently of elaboration’s providing appropriate and sufficient evidence.

A familiarity with all of the elements and descriptors at every score point will help the scorer judge, not how accomplished a sample of student writing is in each individual trait, but as a unified whole, examining the contribution each makes to the writing’s overall success.

How should this rubric be used? Are you suggesting each piece of writing receive a separate score for each of the five elements or qualities?

Again, the intent of the rubric is to help the scorer attain an overall or holistic evaluation of the student’s work, an assessment of the overall success of a piece of writing. For example, a lively style and vivid word choice should not mislead the scorer into evaluating an argumentative piece filled with questionable claims and spurious support as accomplished. By the same token, however, a fully adequate—but dully or inarticulately written—argument is not fully accomplished either.
What do the score points represent? Does the rubric represent a “5–1 = A–F” structure?

It would not be completely unthinkable to equate an overall score of 5 with an A and an overall score of 1 with an F. It is important, however, to remember that whatever type of score or grade is given should be a holistic score and not the result of a simple average of the “scores” assigned to individual qualities.

One strategy that has proven effective in both improving student writing and helping to establish good writing habits in students is to interpret a holistic score of 2 or 1, not as an occasion to give the writing a failing grade, but to require the student to rewrite the piece until it meets the criteria of at least a 3.

Is there a way to fairly and consistently determine a reportable holistic grade from the combination of individual trait scores?

There are a number of methods. Here is one that has proven helpful (though not necessarily simple):

1. Weight each trait according to its relative value to the overall writing. For example, you might decide that a clear and narrow topic is worth 1% of the overall grade, while organization, elaboration, and craftsmanship are each worth 30% of the grade, and so on.

   Make sure the total of the five weightings is 100%.

   Note: If an entire school or district is using this rubric, it would be a good idea for everyone to agree on a uniform weighting scale, so that all students’ work is evaluated fairly and consistently.

2. Multiply the essay’s rubric score for each trait by its weighted value. For example:

<table>
<thead>
<tr>
<th>Trait</th>
<th>Rubric Score</th>
<th>Weighted Value</th>
<th>Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>3</td>
<td>1</td>
<td>3 x 1 = 3</td>
</tr>
<tr>
<td>Craftsmanship</td>
<td>3</td>
<td>30</td>
<td>3 x 30 = 90</td>
</tr>
<tr>
<td>Elaboration</td>
<td>4</td>
<td>30</td>
<td>4 x 30 = 120</td>
</tr>
<tr>
<td>Organization</td>
<td>2</td>
<td>30</td>
<td>2 x 30 = 60</td>
</tr>
<tr>
<td>Conventions</td>
<td>3</td>
<td>9</td>
<td>3 x 9 = 27</td>
</tr>
</tbody>
</table>

3. Add the products and divide the total by 100. For example, Step 2 above yields a total of 300. This total divided by 100 yields an overall score of 3 for the essay being scored.