

Teacher Wraparound Edition

Writing with

POWER

Language

Composition

21st Century Skills

Common Core State Standards Correlation

As a writing and language program, *Writing with Power* addresses all the standards in the Writing and Language strands of the Common Core State Standards. It is especially strong in its coverage of **argumentative writing**, a key skill for college and career readiness. The treatment of argument in *Writing with Power* adheres to the principles of teaching argument put forward by Peter Smagorinsky, Senior Consultant, along with Larry R. Johannessen, Elizabeth A. Kahn, and Thomas M. McCann, in *The Dynamics of Writing Instruction: A Structured Process Approach for Middle and High School* (Heinemann, 2010). They write:

Argument is an element in various kinds of writing: reports, exposition, persuasion, analysis, thesis papers, and so forth. Influenced by Toulmin . . . , we define argument as thinking presented by way of a claim, grounds (i.e., data, examples, or evidence), warrants, backing, rebuttal, and response. In order to produce mature arguments, a writer needs to be able to think clearly and write logically according to the social conventions for persuading others of an opinion. Even so, students as young as fourth graders have knowledge that can inform their efforts to make argumentative points. . . .

Writing with Power is the only major program to approach argument in this way and with terminology that reflects both Stephen Toulmin’s model (*The Uses of Argument*, 1958) and the vocabulary of the Common Core Standards. Students are instructed in building logical, well-developed arguments not only when doing persuasive writing but also when writing about literature or composing research reports. No other program provides coverage of the development of logical arguments in as much depth.

Because it is a project-based program, and each writing project includes a reading selection as a mentor text and/or a springboard for content creation, *Writing with Power* also addresses standards in the Literature and Informational Writing strands. Further, since the projects are all collaborative, the Speaking and Listening strands are also addressed as students work together, from start to finish, on a writing project that grows out of 1) a common reading, 2) abundant speaking and listening with partners, small groups, and the whole class, and 3) both free and focused writing.

Both the reading selections that are part of each writing project and the writing projects themselves enable students to work at a level of rigor in alignment with the Common Core Standards. The **rigor** of each lesson was assured by

- profession-leading experts with their own teaching and curriculum experience who were part of the reading selection process and who designed the writing activities. Senior consultant Peter Smagorinsky, for example, was a classroom teacher for fifteen years before moving into teacher education at the University of Georgia. Constance Weaver has been a leader in literacy education for thirty years.
- a panel of teacher-reviewers with broad experience in leading students past the comfortable and into the challenging
- evaluation of the complexity of each mentor text qualitatively, quantitatively, and in consideration of how it would be used in relation to the writing task accompanying it
- consideration of the range of student writing activities included across the program to guarantee breadth and variety

Writing with Power strongly supports the Common Core Standards with its emphasis on **argumentative writing** and the elements of arguments—claims, evidence, and warrants; with its unique two-chapter coverage of the **research process and research strategies**; and with its commitment to the **rigor** called for in each grade level’s Common Core Standards. Further, *Writing with Power* sets the standard for comprehensive coverage of **language conventions** and vocabulary acquisition and use.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS* (GRADES 9–10)

WRITING

Text Types and Purposes

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| W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | Student Edition (SE): 260, 268, 278 Teacher Wraparound Edition (TWE): 260, 268, 278 |
| (a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. | SE: 260, 262–264, 266, 268–273, 278, 305–307, 311–312 TWE: 260, 262–264, 266, 268–273, 278, 305–307, 311–312 |
| (b) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. | SE: 260, 262, 264, 266, 268–269, 278, 305–307, 311–312 TWE: 260, 262, 264, 266, 268–269, 278, 305–307, 311–312 |
| (c) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. | SE: 35, 69, 97, 116–130, 140–158, 166–185, 209, 228–230, 236, 238, 260, 263–264, 266, 269–271, 273, 278, 309 TWE: 35, 69, 97, 116–130, 140–158, 166–185, 209, 228–230, 236, 238, 260, 263–264, 266, 269–271, 273, 278, 309 |
| (d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | SE: 43–45, 269, 273, 275, 278, 796 TWE: 43–45, 269, 273, 275, 278, 796 |
| (e) Provide a concluding statement or section that follows from and supports the argument presented. | SE: 110, 231–232, 260, 271, 278 TWE: 110, 231–232, 260, 271, 278 |
| W.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. | SE: 101, 110, 217–222, 224–225, 228–233, 236, 238, 240–243, 249, 300, 303–307, 311–312 TWE: 101, 110, 217–222, 224–225, 228–233, 236, 238, 240–243, 249, 300, 303–307, 311–312 |
| (a) 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 when useful to aiding comprehension. | SE: 164, 217, 220–222, 229–230, 232–233, 236–237, 386, 449–451, 476–480 TWE: 164, 217, 220–222, 229–230, 232–233, 236–237, 386, 449–451, 476–480 |
| (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. | SE: 111, 134, 159, 219, 228–230, 236, 305–307, 311–312 TWE: 111, 134, 159, 219, 228–230, 236, 305–307, 311–312 |
| (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. | SE: 35, 116–130, 139–158, 165–185, 230, 236, 238 TWE: 35, 116–130, 139–158, 165–185, 230, 236, 238 |
| (d) Use precise language and domain-specific vocabulary to manage the complexity of the topic. | SE: 44, 46–54, 202, 334 TWE: 44, 46–54, 202, 334 |
| (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. | SE: 43–45, 111, 134, 136, 159, 232, 236, 796 TWE: 43–45, 111, 134, 136, 159, 232, 236, 796 |
| (f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | SE: 110, 231–232 TWE: 110, 231–232 |

* The Common Core State Standards identified above and elsewhere in this Teacher Wraparound Edition refer to the grade level of this book. For ease of reference the grade level designation is not repeated for each standard.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADES 9–10)

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| <p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> | <p>SE: 175–176, 178, 183, 185, 188 TWE: 175–176, 178, 183, 185, 188</p> |
| <p>(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.</p> | <p>SE: 175–176, 178, 183, 185, 188 TWE: 175–176, 178, 183, 185, 188</p> |
| <p>(b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> | <p>SE: 175–176, 178, 183, 185, 188 TWE: 175–176, 178, 183, 185, 188</p> |
| <p>(c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> | <p>SE: 175–176, 178, 183, 185, 188 TWE: 175–176, 178, 183, 185, 188</p> |
| <p>(d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> | <p>SE: 175–176, 178, 183, 185, 188 TWE: 175–176, 178, 183, 185, 188</p> |
| <p>(e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> | <p>SE: 175–176, 178, 183, 185, 188 TWE: 175–176, 178, 183, 185, 188</p> |
| Production and Distribution of Writing | |
| <p>W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> | <p>SE: 5–6, 13–26, 35, 43, 45, 49–50, 53, 69, 96–97, 101–102, 111, 116–130, 134, 136, 139–159, 165, 166–185, 209, 260, 262–264, 266, 268–271, 273, 278, 300, 303–304 TWE: 5–6, 13–26, 35, 43, 45, 49–50, 53, 69, 96–97, 101–102, 111, 116–130, 134, 136, 139–159, 165, 166–185, 209, 260, 262–264, 266, 268–271, 273, 278, 300, 303–304</p> |
| <p>W.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.</p> | <p>SE: 6, 22, 24–28, 31, 43, 45, 49–50, 53, 66, 109, 111, 134, 136–137, 149, 159, 220–222, 232, 236, 278, 313, 369, 371, 376 TWE: 6, 22, 24–28, 31, 43, 45, 49–50, 53, 66, 109, 111, 134, 136–137, 149, 159, 220–222, 232, 236, 278, 313, 369, 371, 376</p> |
| <p>W.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.</p> | <p>SE: 112, 162–164, 281–282, 320, 335–336, 340, 495–496 TWE: 112, 162–164, 281–282, 320, 335–336, 340, 495–496</p> |
| Research to Build and Present Knowledge | |
| <p>W.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.</p> | <p>SE: 30, 328–344, 363–369, 371–378, 382, 385 TWE: 30, 328–344, 363–369, 371–378, 382, 385</p> |
| <p>W.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.</p> | <p>SE: 30, 328–340, 363–369, 371–378, 382, 385 TWE: 30, 328–340, 363–369, 371–378, 382, 385</p> |

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADES 9–10)

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| <p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p>SE: 294–297, 300, 303–307, 311–312, 368–369, 373–376, 382 TWE: 294–297, 300, 303–307, 311–312, 368–369, 373–376, 382</p> |
| <p>(a) Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> | <p>SE: 36–40 (Reading Standard 4), 117–120 (Reading Standard 1), 166–174 (Reading Standards 1, 2, 3, 5), 192–195 (Reading Standard 1), 199 (Reading Standard 7), 284–321 (Reading Standards 1–6) TWE: 36–40 (Reading Standard 4), 117–120 (Reading Standard 1), 166–174 (Reading Standards 1, 2, 3, 5), 192–195 (Reading Standard 1), 199 (Reading Standard 7), 284–321 (Reading Standards 1–6)</p> |
| <p>(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>SE: 140–144 (Reading Standard 4), 210–213 (Reading Standards 1, 2, 3, 5), 254–258 (Reading Standards 5, 6, 8), 274–275 (Reading Standard 8), 324–385 (Reading Standard 6) TWE: 140–144 (Reading Standard 4), 210–213 (Reading Standards 1, 2, 3, 5), 254–258 (Reading Standards 5, 6, 8), 274–275 (Reading Standard 8), 324–385 (Reading Standard 6)</p> |
| <p>Range of Writing</p> | |
| <p>W.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.</p> | <p>SE: 27–28, 31, 66, 109, 111, 137, 278, 313, 369, 371, 376 TWE: 27–28, 31, 66, 109, 111, 137, 278, 313, 369, 371, 376</p> |
| <p>SPEAKING & LISTENING</p> | |
| <p>Comprehension and Collaboration</p> | |
| <p>SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> | <p>SE: 13, 17, 29, 480, 501–506, 508–516 TWE: 13, 17, 29, 480, 501–506, 508–516</p> |
| <p>(a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> | <p>SE: 13, 17, 29, 480, 501–506, 508–516 TWE: 13, 17, 29, 480, 501–506, 508–516</p> |
| <p>(b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> | <p>SE: 13, 17, 29, 418–424, 460–462, 513–516 TWE: 13, 17, 29, 418–424, 460–462, 513–516</p> |
| <p>(c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> | <p>SE: 13, 17, 29, 480, 501–506, 508–516 TWE: 13, 17, 29, 480, 501–506, 508–516</p> |
| <p>(d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> | <p>SE: 13, 17, 29, 480, 501–506, 508–516 TWE: 13, 17, 29, 480, 501–506, 508–516</p> |

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADES 9–10)

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| SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | SE: 58, 108, 142, 162, 213, 242, 285, 299, 318, 360, 411, 416, 506, 508–518, 539, 541 TWE: 58, 108, 142, 162, 213, 242, 285, 299, 318, 360, 411, 416, 506, 508–518, 539, 541 |
| SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | SE: 13, 17, 29, 480, 501–506, 508–516 TWE: 13, 17, 29, 480, 501–506, 508–516 |
| SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | SE: 13, 17, 29, 480, 501–506, 508–516 TWE: 13, 17, 29, 480, 501–506, 508–516 |
| SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | SE: 58, 108, 142, 162, 213, 242, 285, 299, 318, 360, 411, 416, 506, 508–518, 539, 541 TWE: 58, 108, 142, 162, 213, 242, 285, 299, 318, 360, 411, 416, 506, 508–518, 539, 541 |
| SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | SE: 13, 17, 29, 480, 501–506, 508–516 TWE: 13, 17, 29, 480, 501–506, 508–516 |

LANGUAGE

Conventions of Standard English

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| L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | SE: 6, 8–10, 25, 29–30, 62, 108, 111, 135, 136, 160, 161, 190, 191, 235, 236, 279, 280, 316, 317–318, 383, 384, 511, 585, 668, 673, 720, 724, 727, 730, 753, 796–811 TWE: 6, 8–10, 25, 29–30, 62, 108, 111, 135, 136, 160, 161, 190, 191, 235, 236, 279, 280, 316, 317–318, 383, 384, 511, 585, 668, 673, 720, 724, 727, 730, 753, 796–811 |
| (a) Use parallel structure. | SE: 89, 673, 951 TWE: 89, 673, 951 |
| (b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. | SE: 55–62, 610–614, 617–618, 621–622, 624–625, 628, 640–654, 862, 864 TWE: 55–62, 610–614, 617–618, 621–622, 624–625, 628, 640–654, 862, 864 |
| L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | SE: 8–10, 25, 111, 622, 643, 649–650, 816–817, 827, 858–859, 862, 864, 868, 926–929, 931 TWE: 8–10, 25, 111, 622, 643, 649–650, 816–817, 827, 858–859, 862, 864, 868, 926–929, 931 |
| (a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. | SE: 223, 904–906, 951 TWE: 223, 904–906, 951 |
| (b) Use a colon to introduce a list or quotation. | SE: 908–909, 970 TWE: 908–909, 970 |
| (c) Spell correctly. | SE: 8–10, 25, 111, 924–943 TWE: 8–10, 25, 111, 924–943 |

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADES 9–10)

Knowledge of Language

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| L.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | SE: 5–6, 13–15, 17–22, 24–26, 35, 43, 45, 49–50, 53, 69, 96–97, 101–102, 111, 116–130, 134, 139–159, 165–185, 209 TWE: 5–6, 13–15, 17–22, 24–26, 35, 43, 45, 49–50, 53, 69, 96–97, 101–102, 111, 116–130, 134, 139–159, 165–185, 209 |
| | (a) Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type. | SE: 377–381, 30 TWE: 377–381, 30 |

Vocabulary Acquisition and Use

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| L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. | SE: 429–438 TWE: 429–438 |
| | (a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. | SE: 433–434 TWE: 433–434 |
| | (b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). | SE: 435–437 TWE: 435–437 |
| | (c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. | SE: 356, 358, 430–433, 826 TWE: 356, 358, 430–433, 826 |
| | (d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | SE: 429–433, 433–434 TWE: 429–433, 433–434 |
| L.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | SE: 6, 22, 24–26, 43, 45, 47–51, 53, 69, 149, 402–404, 437–438 TWE: 6, 22, 24–26, 43, 45, 47–51, 53, 69, 149, 402–404, 437–438 |
| | (a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. | SE: 49–51, 205–206, 310 TWE: 49–51, 205–206, 310 |
| | (b) Analyze nuances in the meaning of words with similar denotations. | SE: 47–48, 437–438 TWE: 47–48, 437–438 |
| L.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | SE: 400, 433–435 TWE: 400, 433–435 |