StudySync is a powerful digital literacy curriculum designed to advance students’ reading and writing through the use of grammar practice and literacy skill development. In this document you will find an inventory of all grammar and writing resources as well as their location within StudySync.

Grammar and Writing Resources Within StudySync’s Core ELA Units

Teachers will find a total of six grammar activities per unit, three in the reading lessons of the Instructional Path and three in the Extended Writing Project. These activities cover Language Standards 1-3 and are covered with three applications per standard. The grammar coverage routine includes:

- Instruction, which provides students with an explanation of the grammar topic.
- Practice, using exercises from the Grammar, Language, and Composition Handbook.
- and Student Application, which requires students to either analyze the author’s use of grammar in his/her writing style or to apply the grammar topic to their own writing.

Every Unit within StudySync includes 11 First Read lessons, with short written responses and 11 Close Read lessons, with a longer constructed response. Teachers will find an additional 5-8 Blasts per Unit that also offer opportunities for students to write concise 140 character responses or longer responses if the Blast is assigned as a “Writing Assignment”. Also, teachers have the option to use StudySync’s Anonymous Peer Review tool in any writing or Blast assignment.

Attached are guided videos that provide an overview of StudySync’s Grammar and Writing Resources:

- StudySync Grammar & Additional Resources- https://vimeo.com/174247987/7373a8b1b8
- Diving Deeper: Grammar Resources with Catlin Tucker- https://vimeo.com/174239648/eae22864ee
- Writing Opportunities and Peer Review- https://vimeo.com/174620965/bd0766842c
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II. StudySync’s Contemporary Composition Units

III. Grade Level Resources in the Grammar, Language, and Composition Handbook

IV. A Review of StudySync’s Approach to Grammar and Writing Skills

I. Grade Level Grammar & Writing Resources in the Core ELA Units

Grade 6 Grammar and Writing Resources:

Grade 6 Unit 1: Turning Points Grammar Lessons
   - First Read: Hatchet - Sentence Fragments
   - First Read: I Never Had It Made - Subject and Object Pronoun
   - First Read: The Pigman - Simple and Compound Sentence
   - Extended Writing Project: Draft - Pronoun/Antecedent Agreement
   - Extended Writing Project: Revise - Intensive and Reflexive Pronoun
   - Extended Writing Project: Publish - Spelling the Schwa Sound

Turning Points Writing Lessons:
   - Short Response writing for each of the 11 First Reads
   - Constructed Response for each of the 11 Close Reads
   - 140 Character responses for Blasts within the Units
   - Extended Writing Project: Informative/Explanatory Writing-
Grade 6 Unit 2: Ancient Realms Grammar Lessons

- First Read: Book of the Dead - Using Commas in Sentences
- First Read: A Short Walk Around the Pyramids - Avoiding Vague Pronouns
- First Read: The Hero Schliemann - Dashes and Parentheses with Nonrestrictive Elements
- Extended Writing Project: Body Paragraphs / Transitions - Reflexive and Intensive Pronouns
- Extended Writing Project: Revise - Pronoun Agreement (Number, Person, Antecedent)
- Extended Writing Project: Publish - Spelling Multiple Syllable Words

Ancient Realms Writing Lessons:

- Short Response writing for each of the 11 First Reads
- Constructed Response for each of the 11 Close Reads
- 140 Character responses for Blasts within the Units
- Extended Writing Project: Literary Analysis-
  - Thesis Statement
  - Audience and Purpose
  - Organize Argument Writing
  - Supporting Details
  - Introductions
  - Body Paragraphs and Transitions
  - Conclusions
  - Style
  - Sources and Citations
Grade 6 Unit 3: Facing Challenges Grammar Lessons

- First Read: I Am an American - Possessive Pronouns
- First Read: Roll of Thunder Hear My Cry - Understanding Dialect
- First Read: Les Miserables - Recognizing and Correcting Vague Pronouns
- Extended Writing Project: Body Paragraphs / Transitions - Restrictive and Nonrestrictive Elements
- Extended Writing Project: Revise - Revising Dialogue
- Extended Writing Project: Publish - Pronoun-Antecedent Agreement (Number and Gender)

Facing Challenges Writing Lessons:
- Short Response writing for each of the 11 First Reads
- Constructed Response for each of the 11 Close Reads
- 140 Character responses for Blasts within the Units
- Extended Writing Project: Narrative Writing:
  - Audience and Purpose
  - Organize Narrative Writing
  - Descriptive Details
  - Introduction/Story Beginning
  - Narrative Techniques and Sequencing
  - Conclusion/Story Ending
  - Style

Grade 6 Unit 4: Our Heroes Grammar Lessons

- First Read: Rosa - Avoiding Vague Pronoun Reference
- First Read: American Plague - Pronoun Case
- First Read: Celebrities as Heroes - Reflexive and Intensive Pronouns
- Extended Writing Project: Draft - Consistent Style and Tone
- Extended Writing Project: Revise - Varying Sentence Patterns
- Extended Writing Project: Publish - Spelling Words with Greek and Latin Roots

Our Heroes Writing Lessons:
- Short Response writing for each of the 11 First Reads
- Constructed Response for each of the 11 Close Reads
- 140 Character responses for Blasts within the Units
• Extended Writing Project: Argumentative Writing
  ○ Audience, Purpose, and Style
  ○ Research and Note-Taking
  ○ Thesis Statement
  ○ Organize Argumentative Writing
  ○ Supporting Details
  ○ Introductions and Conclusions
  ○ Body Paragraphs and Transitions
  ○ Sources and Citations

Grade 6 Writing Task Chart:
### Writing Form

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>UNIT 2</th>
<th>UNIT 3</th>
<th>UNIT 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Turning Points</strong>: What happens when life changes direction?</td>
<td><strong>Ancient Realms</strong>: How does history inform and inspire us?</td>
<td><strong>Feeling Challenges</strong>: When should we stand up for others and ourselves?</td>
<td><strong>Our Heroes</strong>: What does it mean to be a hero?</td>
</tr>
</tbody>
</table>

#### Writing Prompt

**Informative**

**Think about the selections you have read that involve life-changing experiences. Write an informative/explanatory essay in which you explain how three individuals in three of the excerpts you have read faced life-changing experiences, and analyze the impact of these changes on their lives and their countries.**

**Informative Analysis (Argumentative)**

Despite all the advances of modern life, we continue to draw inspiration from the ancient world. Ancient culture’s influence is visible in our modern-day words and expressions, mythological references, laws, and values. Draw on a theme, idea, or lesson expressed in selections from this unit to write a literary analysis that demonstrates how ancient culture continues to shape the modern world.

**Argumentative**

In this unit, you’ve been reading fiction and nonfiction narratives—imagined and true stories—about characters and real people who had to choose whether to stand up for themselves, another person, or their community. What motivated them to speak and act as they did? When and why do people decide it’s time to take action? Write a fictional narrative about someone who takes a stand to help another person or to make a bad situation better. Think about why your character decides to take a stand. What does your character hope to change? What does your character do? What is the outcome of your character’s efforts?

**Argumentative**

Every day the media runs headlines celebrating heroes among us. The firefighter who charges into the burning building to save an infant is a hero. The nurse who risks her own life to help patients with infectious diseases—she’s a hero too. What qualities do all heroes have in common? What makes one person more heroic than another?

In this unit, you have been reading both nonfiction and fiction texts about people who are considered American heroes—George Washington, Eleanor Roosevelt, Rosa Parks, the Freedom Walkers, Dr. Benjamin Rush, Gulf War soldiers.

Recognizing that not everyone agrees on what it means to be a hero or who our heroes are, write an argumentative essay that identifies an individual from the selections in this unit who you feel best exemplifies the qualities of a hero.

To support your ideas you will include textual evidence from at least one selection in unit 4 and research from three other print or digital sources.

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### Grade 7 Grammar and Writing Resources:

- **Student Model**
  - "The Power of Change"
  - "The Consequences of Thoughtlessness"
  - "Taking the Shot"
  - "Rosa Parks: A True American Hero"

- **Process Steps**
  - Prewrite: Plan; Draft; Revise; Edit, Proofread, and Publish
  - Prewrite: Plan; Draft; Revise; Edit, Proofread, and Publish
  - Prewrite: Plan; Draft; Revise; Edit, Proofread, and Publish
  - Prewrite: Plan; Draft; Revise; Edit, Proofread, and Publish

- **Writing Skills**
  - Thesis Statement; Audience and Purpose (Clear); Organize Informative Writing; Supporting Details; Introductions; Body Paragraphs and Transitions; Conclusions; Style (Clear); Sources and Citations
  - Thesis Statement; Audience and Purpose (Clear); Organize Argumentative Writing; Supporting Details; Introductions; Body Paragraphs and Transitions; Conclusions; Style (Clear); Sources and Citations
  - Audience and Purpose (Clear); Organize Narrative Writing; Descriptive Details; Introduction/Story Beginning; Narrative Techniques and Sequencing; Conclusion/Story Ending; Style (Clear); Sources and Citations
  - Audience, Purpose, and Style (Clear); Research and Note-taking; Thesis Statement; Organize Argumentative Writing; Supporting Details; Introductions and Conclusions; Body Paragraphs and Transitions; Sources and Citations

- **Language Skills**
  - Pronoun/Antecedent Agreement; Reflexive and Intensive Pronouns, Spelling Words with the Schwa Sound
  - Pronoun Agreement: Person and Number; Reflexive and Intensive Pronouns, Spelling Multi-Syllable Words
  - Restrictive and Nonrestrictive Elements, Revising Dialogue, Pronoun Agreement: Number and Gender
  - Style and Tone, Writing Effective Sentences, Spelling Words with Greek and Latin Roots

- **Mentor Texts**
  - Guts: The True Stories Behind Hatchet and the Brian Books; I Never Had It Made; Warriors Don’t Cry
  - A Short Walk Around the Pyramids and through the World of Art: Heroes Every Child Should Know; Black Ships Before Troy
  - A Wrinkle in Time; Red Scarf Girl: A Memoir of the Cultural Revolution
  - Celebrities as Heroes; Rosa Parks: My Story; The Story Behind the Bus
Grade 7 Unit 1: In Pursuit Grammar Lessons

- First Read: Barrio Boy - Punctuating Coordinate Adjectives
- First Read: Call of the Klondike - Phrases and Clauses
- First Read: King of Mazy May - Sentence Types
- Extended Writing Project: Draft - Using Precise, Vivid Words
- Extended Writing Project: Revise - Using “Only” Correctly
- Extended Writing Project: Publish - Words with Greek and Latin Roots

In Pursuit Writing Lessons:

- Short Response writing for each of the 11 First Reads
- Constructed Response for each of the 11 Close Reads
- 140 Character responses for Blasts within the Units
- Extended Writing Project: Informative/Explanatory Writing
  - Thesis Statement
  - Audience and Purpose
  - Organize Informative Writing
  - Supporting Details
  - Introductions
  - Body Paragraphs and Transitions
  - Conclusions
  - Style
  - Sources and Citations

Grade 7 Unit 2: The Powers that Be, Grammar Lessons

- First Read: The Giver - Types of Sentences
- First Read: The Wise Old Woman - Coordinate Adjectives
- First Read: Nothing to Envy - Adjective and Adverb Phrases and Clauses
- Extended Writing Project: Descriptive Details - Using Coordinate Adjectives
- Extended Writing Project: Revise - Omitting Needless Words
- Extended Writing Project: Publish - Words with Spellings from Other Languages

The Powers that Be, Writing Lessons:

- Short Response writing for each of the 11 First Reads
- Constructed Response for each of the 11 Close Reads
- 140 Character responses for Blasts within the Units
● Extended Writing Project: Narrative Writing-
  ○ Relevant Information
  ○ Organize Informative Writing
  ○ Introductions
  ○ Transitions
  ○ Conclusions
  ○ Audience and Purpose
  ○ Style
  ○ Sources and Citations

Grade 7 Unit 3: Justice Served, Grammar Lessons
● First Read: Flesh and Blood So Cheap - Noun Clauses
● First Read: Eulogy for Gandhi - Misplaced and Dangling Modifiers
● First Read: Long Walk to Freedom - Simple and Compound Sentences
● Extended Writing Project: Body Paragraphs / Transitions - Misplaced and Dangling Modifiers
● Extended Writing Project: Revise - Combining Sentences to Eliminate Repetition
● Extended Writing Project: Publish - Easily Misspelled Words

Justice Served, Writing Lessons:
● Short Response writing for each of the 11 First Reads
● Constructed Response for each of the 11 Close Reads
● 140 Character responses for Blasts within the Units
● Extended Writing Project: Literary Analysis
  ○ Thesis Statement
  ○ Audience and Purpose
  ○ Organize a Literary Analysis
  ○ Supporting Details
  ○ Introductions
  ○ Body Paragraphs & Transitions
  ○ Conclusions
  ○ Style
  ○ Sources and Citations

Grade 7 Unit 4: Getting Along, Grammar Lessons
First Read: Amigo Brothers - Main and Subordinate Clauses
First Read: The Dangers of Social Media - Compound and Compound-Complex Sentences
First Read: Freak the Mighty - Commas with Coordinating Adjectives
Extended Writing Project: Draft - Adjective Clauses to Combine Sentences
Extended Writing Project: Revise - Identifying Modifiers
Extended Writing Project: Publish - Adding Prefixes

Getting Along, Writing Lessons:
- Short Response writing for each of the 11 First Reads
- Constructed Response for each of the 11 Close Reads
- 140 Character responses for Blasts within the Units
- Extended Writing Project: Argumentative Writing
  - Audience, Purpose, and Style
  - Research and Note-Taking
  - Thesis Statement
  - Organize Argumentative Writing
  - Supporting Details
  - Introductions and Conclusions
  - Body Paragraphs and Transitions
  - Sources and Citations
## Grade 7 Writing Task Chart:

<table>
<thead>
<tr>
<th>Writing Form</th>
<th>UNIT 1 In Pursuit: What drives us to undertake a mission?</th>
<th>UNIT 2 The Powers that Be: What should be the principles of a just society?</th>
<th>UNIT 3 Justice Served: Why is it essential to defend human rights?</th>
<th>UNIT 4 Getting Along: What are the challenges of human interactions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informative/Explanatory</td>
<td>&quot;You have been reading nonfiction accounts of the lives and experiences of real people who have undertaken a mission to pursue their goals. You have also been reading fictional stories of adventure—and of characters who have also undertaken missions, often while facing great personal risk. Now you will think about the experiences of these people and characters as you write your own informative/explanatory essay.&quot;</td>
<td>Despite all the advances of modern life, we continue to draw inspiration from the ancient world. Ancient culture's influence is visible in our modern-day words and expressions, mythological references, laws, and values. Draw on a theme, idea, or lesson expressed in selections from this unit to write a literary analysis that demonstrates how ancient culture continues to shape the modern world.</td>
<td>In this unit, you've been reading fiction and nonfiction narratives—imagined and true stories—about characters and real people who had to choose whether to stand up for themselves, another person, or their community. What motivated them to speak and act as they did? When and why do people decide it's time to take action? Write a fictional narrative about someone who takes a stand to help another person or to make a bad situation better. Think about why your character decides to take a stand. What does your character hope to change? What does your character do? What is the outcome of your character's efforts?</td>
<td>Write an argumentative essay in which you explore the challenges caused by human interaction (interference) with the environment. First, reread &quot;California Invasive Plant Inventory&quot; to review the issue of invasive species. Then do research. Choose an invasive plant or animal, such as the Burmese python that people have introduced into the Florida Everglades or kudzu, a spreading invasive plant. Research your invasive plant or animal in at least three print or digital sources, such as books, magazines, or reliable websites. As you research, ask yourself: Should humans try to solve this problem or let nature take its course?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Model</th>
<th>&quot;Worth the Risk&quot;</th>
<th>&quot;Theo's Song&quot;</th>
<th>&quot;Mother Jones and Cesar Chavez: Standing Up for Workers' Rights&quot;</th>
<th>&quot;What Do We Do About Invasive Alien Species?&quot;</th>
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<tr>
<td>Process Steps</td>
<td>Prewrite; Plan; Draft; Revise; Edit, Proofread, and Publish</td>
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<td>Prewrite; Plan; Draft; Revise; Edit, Proofread, and Publish</td>
</tr>
<tr>
<td>Writing Skills</td>
<td>Thesis Statement, Audience and Purpose, Organize Informative Writing, Supporting Details, Introductions, Body Paragraphs, Transitions, Conclusions, (Style), and Sources and Citations</td>
<td>Audience and Purpose, Organize Narrative Writing, Descriptive Details, Introduction/Background, Narrative Techniques, and Sequencing, Conclusions, (Style)</td>
<td>Thesis Statement, Audience and Purpose, Organize Argumentative Writing, Supporting Details, Introductions, Body Paragraphs, Transitions, Conclusions, (Style), and Sources and Citations</td>
<td>(Audience and Purpose), Research and Note-Taking, Thesis Statement, Organize Argumentative Writing, Supporting Details, Introductions, Body Paragraphs, Transitions, Conclusions, (Style), and Sources and Citations</td>
</tr>
<tr>
<td>Language Skills</td>
<td>Using Precise, Vivid Words, Using &quot;Only&quot; Correctly, and Words with Greek and Latin Roots</td>
<td>Coordinate Adjectives, Omitting Useless Words, Words with Spelling from Other Languages, Phrases and Clauses, Sentence Types, and Misplaced Modifiers</td>
<td>Misplaced and Dangling Modifiers, Combining Sentences to Eliminate Repetition, and Easily Misprinted Words</td>
<td>Using Adjective Clauses to Combine Sentences, Identifying Modifiers, and Adding Prefixes</td>
</tr>
</tbody>
</table>
Grade 8 Grammar and Writing Resources:

Grade 8 Unit 1: Suspense, Grammar Lessons

- First Read: Let ‘Em Play God - The Suffixes -ible and -able
- First Read: Violence in Movies - Words Often Confused
- First Read: The Tell-Tale Heart - Verb Moods
- Extended Writing Project: Draft - Adjective Suffixes
- Extended Writing Project: Revise - Words Often Confused
- Extended Writing Project: Publish - Verb Moods Review

Suspense, Writing Lessons:

- Short Response writing for each of the 11 First Reads
- Constructed Response for each of the 11 Close Reads
- 140 Character responses for Blasts within the Units
- Extended Writing Project: Narrative Writing
  - Organize Narrative Writing
  - Introductions
  - Narrative Techniques and Sequencing
  - Descriptive Details
  - Writing Dialogue
  - Audience and Purpose
  - Conclusions
  - Transitions

Grade 8 Unit 2: In Time of War, Grammar Lessons

- First Read: Teaching History Through Fiction - Using Commas with Clauses
- First Read: Parallel Journeys - Active and Passive Voice
- First Read: Dear Miss Breed - Transitive and Intransitive Verbs
- Extended Writing Project: Draft - Using the Dash
- Extended Writing Project: Revise - Active and Passive Voice
- Extended Writing Project: Publish - Verb Moods

In Time of War, Writing Lessons:

- Short Response writing for each of the 11 First Reads
Grade 8 Unit 3: A Moral Compass, Grammar Lessons

- First Read: Abuela Invents the Zero - Participles and Participial Phrases
- First Read: A Celebration of Grandfathers - Spelling Possessive Forms
- First Read: Born Worker - Using Commas
- Extended Writing Project: Draft - Verbals
- Extended Writing Project: Revise - Verb Moods
- Extended Writing Project: Publish - Commas, Ellipses, and Dashes

A Moral Compass, Writing Lessons:

- Short Response writing for each of the 11 First Reads
- Constructed Response for each of the 11 Close Reads
- 140 Character responses for Blasts within the Units
- Extended Writing Project: Literary Analysis
  - Thesis Statement
  - Audience and Purpose
  - Organize Narrative Writing
  - Supporting Details
  - Introductions
  - Transitions
  - Conclusions
  - Style
  - Sources and Citations
Career Development

Grade 8 Unit 4: A Civil War, Grammar Lessons

- First Read: House Divided Speech - Commas, Ellipses, and Dashes
- First Read: The Narrative of the Life of Frederick Douglass - Active and Passive Voice
- First Read: Red Badge of Courage - Verbals (Participles)
- Extended Writing Project: Draft - Verbals (Infinitives)
- Extended Writing Project: Revise - Active and Passive Voice
- Extended Writing Project: Publish - Commas and Compound Sentences

A Civil War, Writing Lessons:

- Short Response writing for each of the 11 First Reads
- Constructed Response for each of the 11 Close Reads
- 140 Character responses for Blasts within the Units
- Extended Writing Project: Informative/Explanatory Writing
  - Thesis Statement
  - Audience and Purpose
  - Organize Informative Writing
  - Supporting Details
  - Introduction
  - Body Paragraphs and Transitions
  - Conclusions
  - Style
  - Sources and Citation
Grade 8 Writing Task Chart:
<table>
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<th>UNIT 1</th>
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<th>UNIT 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspense: What attracts us to stories of suspense?</td>
<td>In Time of War: What does our response to conflict say about us?</td>
<td>A Moral Compass: How can life experiences shape our values?</td>
<td>The Civil War: How did the War Between the States redefine America?</td>
</tr>
</tbody>
</table>

**Writing Form**
- Narrative
- Argumentative
- Literary Analysis
- Informative/Explanatory

**Prompt**
- You have been reading and learning about stories of suspense, in addition to studying techniques authors use to generate a feeling of suspense in readers. Now you will use these techniques to write your own suspenseful narrative based on real or imagined experiences and events.

- Carefully consider the selections you have read in this unit, including their themes and ideas about war and conflict. Pick two of the selections from the unit and write an argumentative essay that presents a claim in answer to the following question: how can people best respond to conflict? Along with information from the selections, include research from at least three other credible print and digital sources to support your claim and develop your argument.

- As the selections you have read in this unit show, people are shaped by their individual life experiences. People make choices, some of which are mistakes, but they often learn and grow from their experiences. Choose two selections from this unit and think about the main character or the narrator in each one. What does the main character or narrator value most, and how do the characters’ experiences shape or even change their values? Write a literary analysis that shows how personal experience can change people for better or sometimes for worse.

- The Civil War was a turning point in American history, one that helped define who Americans are today. Why did so many people feel it was necessary to fight? How did their efforts help redefine what it means to be an American? Write an informative essay analyzing how the Civil War changed Americans and their ideas about freedom. Use ideas and information expressed in at least two unit texts to reinforce your analysis.

<table>
<thead>
<tr>
<th>Student Model</th>
<th>&quot;The Silver Box&quot;</th>
<th>&quot;Attitude: One Secret to Survival&quot;</th>
<th>&quot;Personal Experiences: The Pathway to Values&quot;</th>
<th>&quot;The Meaning of Freedom&quot;</th>
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</thead>
<tbody>
<tr>
<td>Process Steps</td>
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<td>Prewrite; Plan; Draft; Revise; Edit, Proofread, and Publish</td>
</tr>
<tr>
<td>Writing Skills</td>
<td>Organize Narrative Writing; Introductions; Narrative Techniques and Sequencing; Descriptive Details (Bias); Writing Dialogue; Audience and Purpose (Bias); Conclusions; Transitions</td>
<td>Audience, Purpose, and Style (Bias); Research and Note-Taking; Thesis Statement; Organize Argumentative Writing; Supporting Details; Introductions and Conclusions; Transitions (Bias); Sources and Citations</td>
<td>Thesis Statement; Audience and Purpose (Bias); Organize Argumentative Writing; Supporting Details; Introductions; Transitions (Bias); Conclusions; Style; Sources and Citations</td>
<td>Thesis Statement; Audience and Purpose (Bias); Organize Argumentative Writing; Supporting Details; Introductions; Body Paragraphs and Transitions; Conclusions; Style (Bias); Sources and Citations</td>
</tr>
<tr>
<td>Language Skills</td>
<td>Spelling Adjective Suffixes; Spelling Often-Confused Words; Verb Moods</td>
<td>Using the Dash; Active and Passive Verbs; Verb Moods</td>
<td>Verbs; Verb Moods; Commas; Ellipses, or Dashes to Indicate a Pause or Break</td>
<td>Verbs – Infinitives: Active and Passive Verbs; Commas and Compound Sentences</td>
</tr>
<tr>
<td>Mentor Texts</td>
<td>Cula: The Monkey’s Paw; The Tell-Tale Heart</td>
<td>Dear Miss Breed; Teaching History Through Fiction; Hitler Youth: Growing Up in Hitler’s Shadow</td>
<td>A Celebration of Grandfathers: Mandatory Volunteer Work for Teenagers</td>
<td>House Divided Speech; Narrative of the Life of Frederick Douglass, An American Slave; Gettysburg Address</td>
</tr>
</tbody>
</table>
Grade 9 Grammar and Writing Resources:

Grade 9 Unit 1: Empathy, Grammar Lessons
- First Read: Marigolds - Possessives
- First Read: Endangered Dreams - Italics
- First Read: Tuesday Siesta - Compound Words
- Extended Writing Project: Draft - Possessives
- Extended Writing Project: Revise - Italics
- Extended Writing Project: Publish - Compound Words

Empathy, Writing Lessons:
- Short Response writing for each of the 11 First Reads
- Constructed Response for each of the 11 Close Reads
- 140 Character responses for Blasts within the Units
- Extended Writing Project: Argumentative Writing
  - Thesis Statement
  - Audience, Purpose, and Style
  - Organize Argumentative Writing
  - Supporting Details
  - Introductions
  - Body Paragraphs and Transitions
  - Conclusions
  - Sources and Citations

Grade 9 Unit 2: Leadership, Grammar Lessons
- First Read: The Lady or the Tiger - Clauses and Phrases
- First Read: 1984 - Semicolons and Colons
- First Read: Ancient Greece: A Political, Social, and Cultural History - Parallel Construction
- Extended Writing Project: Draft - Italics
- Extended Writing Project: Revise - Clauses and Phrases
- Extended Writing Project: Publish - Semicolons and Colons

Leadership, Writing Lessons:
- Short Response writing for each of the 11 First Reads
- Constructed Response for each of the 11 Close Reads
- 140 Character responses for Blasts within the Units
● Extended Writing Project: Literary Analysis
  ○ Audience, Purpose, and Style
  ○ Research and Note-Taking
  ○ Thesis Statement
  ○ Organize Argumentative Writing
  ○ Supporting Details
  ○ Introductions and Conclusions
  ○ Transitions
  ○ Sources and Citations

Grade 9 Unit 3: Dreams and Aspirations, Grammar Lessons
● First Read: The Joy Luck Club - Adjective Clauses
● First Read: Only Daughter - Parallel Construction
● First Read: Letter to the Editor: Susan B. Anthony - Suffixes -ize, -ise, -yze
● Extended Writing Project: Draft - Adjective Phrases
● Extended Writing Project: Revise - Semicolons and Colons
● Extended Writing Project: Publish - Double Consonants

Dreams and Aspirations, Writing Lessons:
● Short Response writing for each of the 11 First Reads
● Constructed Response for each of the 11 Close Reads
● 140 Character responses for Blasts within the Units
● Extended Writing Project: Informative/Explanatory Writing
  ○ Audience, Purpose, and Style
  ○ Research and Note-Taking
  ○ Thesis Statement
  ○ Organize Informative/Explanatory Writing
  ○ Supporting Details
  ○ Introductions and Conclusions
  ○ Transitions
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Grade 9 Unit 4: All For Love, Grammar Lessons
● First Read: The Gift of the Magi - Sentence Fragments
● First Read: Is Romantic Love Real or Only a Myth? - Verb Phrases
● First Read: Angela’s Ashes - Declarative and Imperative Sentences
● Extended Writing Project: Draft - Quotation Marks
● Extended Writing Project: Revise - Numbers and Numerals
● Extended Writing Project: Publish - Parallel Construction

All for Love, Writing Lessons:
● Short Response writing for each of the 11 First Reads
● Constructed Response for each of the 11 Close Reads
● 140 Character responses for Blasts within the Units
● Extended Writing Project: Narrative Writing
  ○ Organizing Narrative Writing
  ○ Introductions
  ○ Narrative Techniques and Sequencing
  ○ Descriptive Details
  ○ Writing Dialogue
  ○ Audience, Purpose, and Style
  ○ Conclusions
  ○ Transitions
Grade 9 Writing Task Chart:
<table>
<thead>
<tr>
<th>Writing Form</th>
<th>UNIT 1</th>
<th>UNIT 2</th>
<th>UNIT 3</th>
<th>UNIT 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argumentative</td>
<td>Empathy: How does human compassion inform our understanding of the world?</td>
<td>Leadership: What are the responsibilities of power?</td>
<td>Dreams and Aspirations: What makes a dream worth pursuing?</td>
<td>All for Love: How are we affected by the power of love?</td>
</tr>
<tr>
<td>Literary Analysis (Argumentative)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informative/Explanatory</td>
<td></td>
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<tr>
<td>Narrative</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Prompt**

Review the selections you have read in this unit. Choose two selections to write an argumentative essay that makes a claim about who in the unit best evokes compassion or empathy in an audience to inspire action or bring about a deeper understanding of the world, a writer of a fiction or nonfiction text, a poet, playwright, a photographer, or a politician? When writing your claim, keep in mind that compassion and empathy refer to the feelings you get in response to another's emotions, suffering, or misfortune combined with a desire to help. Use textual evidence from the two selections you have chosen from the unit to support your claim. As you write, keep in mind the unit's essential question: "How does human compassion inform our understanding of the world?"

What role should a leader play? What are the responsibilities of leadership? In this unit, you have been reading texts by or about political leaders and others who hold power in society. Write a literary analysis of two selections from this unit in which you examine the theme of leadership and the ways in which each author conveys his or her message about the role and responsibilities of a good leader. What do the authors of these texts have to say about leadership, and how well do they say it? How does each author present and support his or her claim? Do the authors you have selected agree or disagree about the role and responsibilities of a leader? Analyze how effectively each text communicates its author's message.

How can dreams and aspirations positively or negatively affect people's lives and relationships? What qualities make a dream worth pursuing? How do people decide when a dream is unrealistic, out of reach, or even harmful? Think about the selections in this unit. Choose two selections from the unit and write an informative essay that analyzes the impact of dreams and aspirations on the lives and relationships of the people and characters in these texts. Along with information from the selections, include research from at least three other credible print and digital sources to support your ideas.

You have been reading and learning about demonstrations of love in different literary genres, as well as the techniques authors use to communicate the experience of feeling and falling in love. Now you will use these techniques to write your own narrative about love—either a short story or a narrative poem about real or fictional characters. As a starting point, choose one of the following demonstrations of love explored in Unit 4: sacrificing for love (e.g., "The Gift of the Magi"), pursuing love despite obstacles or approval (e.g., "The Tragedy of Romeo and Juliet"); longing for unfulfilled love (Angeles's Asides; or mourning the loss of love ("The Raven," "Sonnet 73")

**Student Model**

"Words to Change the World" | "The Responsibilities of Power" | "The Power of Dreams" | "The Drop"

**Process Steps**

Prewrite: Plan; Draft; Revise; Edit, Proofread, and Publish | Prewrite: Plan; Draft; Revise; Edit, Proofread, and Publish | Prewrite: Plan; Draft; Revise; Edit, Proofread, and Publish | Prewrite: Plan; Draft; Revise; Edit, Proofread, and Publish

**Writing Skills**

Thesis Statement, Audience, Purpose, and Style (Blat); Organize Argumentative Writing; Supporting Details; Introductions, Body Paragraphs and Transitions; Conclusions; Sources and Citations | Thesis Statement, Audience and Purpose (Blat); Organize Argumentative Writing; Supporting Details; Introductions; Body Paragraphs and Transitions; Conclusions; Syllabus (Blat); Sources and Citations | Audience and Purpose (Blat); Research and Note-taking; Thesis Statement; Organize Informative Writing; Supporting Details; Introductions; Conclusions and Transitions (Blat); Body Paragraphs and Transitions; Conclusions; Sources and Citations | Organize Narrative Writing; Introductions; Narrative Techniques and Sequencing; Descriptive Details (Blat); Writing Dialogue; Audience, Purpose, and Style (Blat); Conclusions; Transitions

**Language Skills**

Possessive; Italics; Compound Words | Italics; Phrases and Clauses; Semicolons and Colons | Adjective and Adverb Phrases and Clauses; Semicolons and Colons; Double Consonants | Quotation Marks; Numbers and Numerals; Parallel Construction

**Mentor Texts**

Grade 10 Grammar and Writing Resources:

Grade 10 Unit 1: Destiny, Grammar Lessons

- First Read: The Sports Gene - The Suffixes -ance, -ence, -ant, -ent
- First Read: The Iraq War Blog - Adverb Clauses
- First Read: Introduction to Oedipus the King - Prefixes
- Extended Writing Project: Draft - The Suffixes -ance, -ence, -ant, -ent
- Extended Writing Project: Revise - Adverb Clauses
- Extended Writing Project: Publish - Prefixes

Destiny, Writing Lessons:

- Short Response writing for each of the 11 First Reads
- Constructed Response for each of the 11 Close Reads
- 140 Character responses for Blasts within the Units
- Extended Writing Project: Argumentative Writing
  - Thesis Statement
  - Audience, Purpose, and Style
  - Organize Argumentative Writing
  - Supporting Details
  - Introductions
  - Body Paragraphs and Transitions
  - Conclusions
  - Sources and Citations

Grade 10 Unit 2: Taking a Stand, Grammar Lessons

- First Read: Candide - Semicolons and Colons
- First Read: Fahrenheit 451 - Clauses and Phrases
- First Read: Remarks to the Senate - Parallel Construction
- Extended Writing Project: Draft - Italics
- Extended Writing Project: Revise - Commas
- Extended Writing Project: Publish - Colons

Taking a Stand, Writing Lessons:

- Short Response writing for each of the 11 First Reads
- Constructed Response for each of the 11 Close Reads
- 140 Character responses for Blasts within the Units
Extended Writing Project: Literary Analysis
- Thesis Statement
- Audience and Purpose
- Organize Argumentative Writing
- Supporting Details
- Introductions
- Body Paragraphs and Transitions
- Conclusions
- Style
- Sources and Citations

Grade 10 Unit 3: Technical Difficulties, Grammar Lessons
- First Read: Frankenstein - Semicolons
- First Read: The Immortal Life of Henrietta Lacks - Verb Suffixes
- First Read: Shading the Earth - Colons
- Extended Writing Project: Draft - Adjective Clauses
- Extended Writing Project: Revise - Active and Passive Voice
- Extended Writing Project: Publish - Parallel Construction

Technical Difficulties, Writing Lessons:
- Short Response writing for each of the 11 First Reads
- Constructed Response for each of the 11 Close Reads
- 140 Character responses for Blasts within the Units
- Extended Writing Project: Informative/Explanatory Writing
  - Thesis Statement
  - Audience, Purpose, and Style
  - Research and Note-Taking
  - Organize Informative Writing
  - Supporting Details
  - Introductions and Conclusions
  - Body Paragraphs and Transitions
  - Conclusions
  - Sources and Citations
Grade 10 Unit 4: The Human Connection, Grammar Lessons

- First Read: Civil Peace - Semicolons
- First Read: Night - Semicolons and Colons
- First Read: An American Childhood - Parallel Construction
- Extended Writing Project: Draft - Noun Clauses
- Extended Writing Project: Revise - Misplaced and Dangling Modifiers
- Extended Writing Project: Publish - Noun Suffixes

The Human Condition, Writing Lessons:

- Short Response writing for each of the 11 First Reads
- Constructed Response for each of the 11 Close Reads
- 140 Character responses for Blasts within the Units
- Extended Writing Project: Narrative Writing
  - Organize Narrative Writing
  - Introductions
  - Narrative Techniques and Sequencing
  - Descriptive Details
  - Writing Dialogue
  - Audience, Purpose, and Style
  - Conclusions
  - Transitions
Grade 10 Writing Task Chart:
<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>UNIT 2</th>
<th>UNIT 3</th>
<th>UNIT 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Destiny: How much of what happens in our lives do we actually control?</td>
<td>Taking a Stand: When is it appropriate to challenge the rules?</td>
<td>Technical Difficulties: What responsibility do we have for what we create?</td>
<td>The Human Connection: How do our interactions define us?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Form</th>
<th>Argumentative</th>
<th>Literary Analysis (Argumentative)</th>
<th>Informative/Explanatory</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompt</td>
<td>Review the selections you have explored in this unit. Choose two and write an argumentative essay that makes a claim about which text most convincingly answers the unit's essential question: How much of what happens in our lives do we actually control? Use text evidence from both sources to support your claim.</td>
<td>Rules have played an important role in societies around the world and across the ages. What are the rules, why they matter, how they are broken, and why some people feel they must break them? Examine the central concerns in many texts from this unit, which seeks to answer the essential question: When is it appropriate to challenge the rules? Write a literary analysis of two selections you have read during the unit, examining how the authors explore the issue of when it is appropriate to challenge the rules.</td>
<td>Mankind has always sought to advance its knowledge of the world and to make life easier and better for its citizens. However, some scientific breakthroughs have led to unintended consequences. Consider both the positive and the negative outcomes that may result from new technology. Recall the selections you have read in this unit and how they explore moral dilemmas posed by technological advancements or possibilities. Choose two selections from the unit and write an informative essay that answers this question: What responsibility do people have when developing new technology? Along with information from the unit selections, include research from at least three other credible print and/or digital sources to support your ideas.</td>
<td>Consider the unusual interactions presented in The Book Thief (Death and a survivor) as well as An American Childhood (a girl and her environment). Write a narrative about an unusual interaction that takes place between two characters and someone or something else (such as another person, animal, object, entity, or environment) that reveals the character’s true nature or affects the character in a meaningful way. The narrative may reflect real or imagined experiences or events.</td>
</tr>
</tbody>
</table>

**Extended Writing Project**

<table>
<thead>
<tr>
<th>Student Model</th>
<th>&quot;The Key to Success Is in Our Hands&quot;</th>
<th>&quot;Breaking the Rules&quot;</th>
<th>&quot;The Moral Dilemma of Technology: Benefit versus Harm&quot;</th>
<th>&quot;Kelsey and the Poet&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process Steps</td>
<td>Prewrite; Plan; Draft; Revise; Edit, Proofread, and Publish</td>
<td>Prewrite; Plan; Draft; Revise; Edit, Proofread, and Publish</td>
<td>Prewrite; Plan; Draft; Revise; Edit, Proofread, and Publish</td>
<td>Prewrite; Plan; Draft; Revise; Edit, Proofread, and Publish</td>
</tr>
<tr>
<td>Writing Skills</td>
<td>Thesis Statement; Audience, Purpose, and Style (Blast); Organize Argumentative Writing; Supporting Details; Introductions; Body Paragraphs and Transitions; Conclusions; Sources and Citations (Blast)</td>
<td>Thesis Statement; Audience and Purpose (Blast); Organize Argumentative Writing; Supporting Details; Introductions; Body Paragraphs and Transitions; Conclusions; Sources and Citations</td>
<td>Audience Purpose, and Style (Blast); Research and Note Taking; Thesis Statement; Organize Informative Writing; Supporting Details; Introductions and Conclusions (Blast); Body Paragraphs and Transitions; Sources and Citations</td>
<td>Organize Narrative Writing; Introductions; Narrative Techniques and Sequencing; Descriptive Details (Blast); Writing Dialogue; Audience, Purpose, and Style (Blast); Conclusions; Transitions</td>
</tr>
<tr>
<td>Language Skills</td>
<td>Spelling: The Suffixes -ence, -ence, -ent, -ent; Adverb Clauses: Spelling: Prepositions</td>
<td>*Italics (Underlining); Commas: Introductory Phrases, Adverb Phrases, and Adjective and Adverb Phrases; Semicolons and Contractions</td>
<td>Quotation Marks; Numbers and Numerals; Parallel Construction</td>
<td></td>
</tr>
<tr>
<td>Mentor Texts</td>
<td>The Sports Gene; Outliers: The Story of Success</td>
<td>Antigone, Animal Farm</td>
<td>&quot;Worship the Spirit of Criticism: Address at the Pasteur Institute; The immortal Life of Henrietta Lacks&quot;</td>
<td>The Book Thief, An American Childhood</td>
</tr>
</tbody>
</table>
Grade 11 Grammar and Writing Resources:

Grade 11 Unit 1: We the People, Grammar Lessons

- First Read: On Being Brought from Africa to America - Direct and Indirect Objects
- First Read: The Whistle - Hyphenation Conventions
- First Read: The Declaration of Independence - Conjunctions
- Extended Writing Project: Draft - Pronouns
- Extended Writing Project: Revise - Modifiers
- Extended Writing Project: Publish - Basic Spelling Rules Review

We the People, Writing Lessons:

- Short Response writing for each of the 11 First Reads
- Constructed Response for each of the 11 Close Reads
- 140 Character responses for Blasts within the Units
- Extended Writing Project: Informative/Explanatory Writing
  - Audience and Purpose
  - Thesis Statement
  - Relevant Information
  - Organize Informative Writing
  - Sources and Citations
  - Introduction
  - Body Paragraphs and Transitions
  - Style
  - Conclusion

Grade 11 Unit 2: The Individual, Grammar Lessons

- First Read: Walden - Infinitives and Infinitive Phrases
- First Read: Declaration of Sentiments - Perfect Tenses
- First Read: Lincoln’s Second Inaugural Address - Active and Passive Voice
- Extended Writing Project: Introductions - Simple and Complex Sentences
- Extended Writing Project: Revise - Usage
- Extended Writing Project: Publish - Hyphenation Conventions

The Individual, Writing Lessons:

- Short Response writing for each of the 11 First Reads
- Constructed Response for each of the 11 Close Reads
● 140 Character responses for Blasts within the Units
● Extended Writing Project: Literary Analysis
  ○ Thesis Statement
  ○ Audience and Purpose
  ○ Supporting Details
  ○ Organize Argumentative Writing
  ○ Introductions
  ○ Body Paragraphs and Transitions
  ○ Conclusions
  ○ Style
  ○ Sources and Citations

Grade 11 Unit 3: Modern Times, Grammar Lessons

● First Read: The Great Gatsby - Dashes
● First Read: A Farewell to Arms - Concrete and Abstract Nouns
● First Read: Hiroshima - Complex and Compound-Complex Sentences
● Extended Writing Project: Body Paragraphs / Transitions - Commas and Introductory Phrases
● Extended Writing Project: Revise - Writing Effective Sentences
● Extended Writing Project: Publish - Run-on Sentences

Modern Times, Writing Lessons:

● Short Response writing for each of the 11 First Reads
● Constructed Response for each of the 11 Close Reads
● 140 Character responses for Blasts within the Units
● Extended Writing Project: Argumentative Writing
  ○ Audience, Purpose, and Style
  ○ Research
  ○ Thesis Statements
  ○ Organize Argumentative Writing
  ○ Supporting Details
  ○ Introductions and Conclusions
  ○ Body Paragraphs and Transitions
  ○ Sources and Citations
Grade 11 Unit 4: Seeking Romance, Grammar Lessons

- First Read: Cyrano de Bergerac - Syntax
- First Read: Dumped! - Syntax
- First Read: What is Love: Five Theories on the Greatest Emotion of All - Parallelism and Antithesis
- Extended Writing Project: Draft - Quotation Marks for Direct Quotations
- Extended Writing Project: Revise - Sentence Fragments
- Extended Writing Project: Publish - Commas and Nonessential Elements

Seeking Romance, Writing Lessons:

- Short Response writing for each of the 11 First Reads
- Constructed Response for each of the 11 Close Reads
- 140 Character responses for Blasts within the Units
- Extended Writing Project: Narrative Writing
  - Audience, Purpose, and Style
  - Organize Narrative Writing
  - Narrative Sequence
  - Narrative Techniques
  - Introductions
  - Conclusions
  - Descriptive Details
  - Precise Language

Contemporary Composition Units also provide additional opportunities for reading and writing instruction.
Grade 11 Writing Task Chart:
<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>UNIT 2</th>
<th>UNIT 3</th>
<th>UNIT 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>We the People: What shaped America’s early identity?</td>
<td>The Individual: How does one person find his or her place in society?</td>
<td>Modern Times: How was being American redefined in the 20th century?</td>
<td>Seeking Romance: How can love inspire both folly and wisdom?</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Writing Form</th>
<th>Informative/Explanatory</th>
<th>Literary Analysis (Argumentative)</th>
<th>Argumentative</th>
<th>Narrative</th>
</tr>
</thead>
</table>

**Prompt**

How do the events depicted in both the literature and historical documents you have read introduce and develop a theme related to colonial America’s identity? Select two of these texts to help explain your analysis and provide evidence for your response.

What ideas do the texts in this unit express about individualism and the relationship between the individual and society, especially during a time of cultural turmoil? How do the texts from this unit reflect the ways Americans defined themselves as individuals in the 19th century? Analyze at least three of the texts from this unit in an essay that provides a clear thesis statement and strong and thorough textual evidence.

You have been reading about the many rapid changes in America in the 20th century, some of which shaped entire generations. What major historical events, scientific discoveries, or cultural trends do you think had a significant impact on how Americans redefined themselves during that century? Choose two texts from this unit and write an essay arguing how an event, a discovery, or a trend redefined the American identity. (You may include one Blast as one of the texts.) Along with information from the selections, include research from at least three other credible print or digital sources to support your ideas. Remember to address at least one counterclaim to your central argument.

So far in this unit, you have seen how writers of the past have expressed their thoughts and feelings on the theme of love in many creative ways. Now you will have an opportunity to bring some of their ideas into today’s world. Write a narrative for young adult readers like yourself that draws on themes and story elements in this unit to create a modern tale of love. As you do, reflect on whether you wish to show love as inspiring folly, wisdom, or both.

**EXTENDED WRITING PROJECT**

**Student Model**

“Education as a Survival Tactic in Early America”

“Making the Personal Political”

“Building Bridges in Harlem”

“The Overlook”

**Process Steps**

Prewrite: Plan; Draft; Revise; Edit, Proofread, and Publish

Prewrite: Plan; Draft; Revise; Edit, Proofread, and Publish

Prewrite: Plan; Draft; Revise; Edit, Proofread, and Publish

Prewrite: Plan; Draft; Revise; Edit, Proofread, and Publish

**Writing Skills**

Audience and Purpose; Thesis Statement; Organize Informative Writing; Supporting Details; Introductions; Sources and Citations; Body Paragraphs and Transitions; Style; Conclusions

Thesis Statement; Audience and Purpose (Blast); Supporting Details; Organize Argumentative Writing; Introductions; Body Paragraphs and Transitions; Conclusions; Style (Blast)

Audience, Purpose, and Style (Blast); Research and Note-Taking; Thesis Statement; Organize Argumentative Writing; Supporting Details; Introductions and Conclusions (Blast); Body Paragraphs and Transitions; Sources and Citations

Audience and Purpose (Blast); Organize Narrative Writing; Narrative Sequencing; Narrative Techniques; Introductions; Conclusions; Descriptive Details; Precise Language (Blast)

**Language Skills**

Clauses and Sentence Combining; Clear Pronoun Reference; Modifiers; Spelling

Syntax; Conjunctions and Adverbial Phrases; Usage; Hyphenation Conventions

Commas and Introductory Phrases; Hyphenation Conventions; Writing Effective Sentences; Usage; Run-on Sentences

Hyphenation Conventions; Quotation Marks; Sentence Fragments; Commas and Nonessential Elements

**Mentor Texts**

The Interesting Narrative of the Life of Oluudah Equiano, or Gustavus Vasa, the African

“What to the Slave is the Fourth of July?”

“Building Bridges in Harlem”

“The Overlook”
Grade 12 Unit 1: Epic Heroes, Grammar Lessons

- First Read: Le Morte d’Arthur - Archaic Usage
- First Read: Unsolved Mysteries of History - Appositives, Semicolons, and Parallelism
- First Read: The Lord of the Rings - Contested Usage
- Extended Writing Project: Draft - Misplaced and Dangling Modifiers
- Extended Writing Project: Revise - Hyphenation Conventions
- Extended Writing Project: Publish - Basic Spelling Rules Review

Epic Heroes, Writing Lessons:

- Short Response writing for each of the 11 First Reads
- Constructed Response for each of the 11 Close Reads
- 140 Character responses for Blasts within the Units
- Extended Writing Project: Narrative Writing
  - Audience and Purpose
  - Organize Narrative Writing
  - Narrative Sequencing
  - Introductions
  - Narrative Techniques
  - Conclusions
  - Descriptive Details
  - Precise Language

Grade 12 Unit 2: The Human Condition, Grammar Lessons

- First Read: Sonnet 29 - Sentence Structures
- First Read: Hamlet - Usage
- First Read: Speech to the Troops at Tilbury - Syntax
- Extended Writing Project: Introductions - Sentence Structure
- Extended Writing Project: Body Paragraphs / Transitions - Dashes and Parentheses
- Extended Writing Project: Publish - Usage

The Human Condition, Writing Lessons:

- Short Response writing for each of the 11 First Reads
- Constructed Response for each of the 11 Close Reads
- 140 Character responses for Blasts within the Units
● Extended Writing Project: Literary Analysis
  ○ Thesis Statement
  ○ Audience and Purpose
  ○ Organize Argumentative Writing
  ○ Supporting Details
  ○ Introductions
  ○ Body Paragraphs and Transitions
  ○ Conclusions
  ○ Style
  ○ Sources and Citations

Grade 12 Unit 3: An Exchange of Ideas, Grammar Lessons

● First Read: Second Treatise of Government - Complex and Compound-Complex Sentences
● First Read: Declaration of Independence - Sentence Structure
● First Read: Gulliver’s Travels - Mechanics
● Extended Writing Project: Draft - Text Cohesion
● Extended Writing Project: Revise - Syntax
● Extended Writing Project: Publish - Hyphenation Convention

An Exchange of Ideas, Writing Lessons:

● Short Response writing for each of the 11 First Reads
● Constructed Response for each of the 11 Close Reads
● 140 Character responses for Blasts within the Units
● Extended Writing Project: Argumentative Writing
  ○ Thesis Statement
  ○ Audience and Purpose
  ○ Supporting Details
  ○ Organize Argumentative Writing
  ○ Introductions
  ○ Body Paragraphs and Transitions
  ○ Conclusions
  ○ Style
  ○ Sources and Citations
Grade 12 Unit 4: Emotional Currents, Grammar Lessons

- First Read: The Masque of the Red Death - Syntax
- First Read: Wuthering Heights - Italics
- First Read: Be Ye Men of Valor - Verb Practice: Auxiliary Verbs
- Extended Writing Project: Draft - Usage
- Extended Writing Project: Revise - Hyphenation Conventions
- Extended Writing Project: Publish - Spelling

Emotional Currents, Writing Lessons:

- Short Response writing for each of the 11 First Reads
- Constructed Response for each of the 11 Close Reads
- 140 Character responses for Blasts within the Units
- Extended Writing Project: Informational/Explanatory Writing
  - Audience, Purpose, and Style
  - Research and Note-Taking
  - Thesis Statement
  - Organize Informative Writing
  - Supporting Details
  - Introductions and Conclusions
  - Body Paragraphs and Transitions
  - Sources and Citations

Contemporary Composition Units also provide additional opportunities for reading and writing instruction.
Grade 12 Writing Task Chart:
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<tr>
<th>UNIT 1</th>
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<th>UNIT 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epic Heroes: How do legends transform history?</td>
<td>The Human Condition: How do we express the complexities of being human?</td>
<td>An Exchange of Ideas: How did a diversity of views transform American society?</td>
<td>Emotional Currents: How have the literary movements of the last two centuries affected us?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Form</th>
<th>Prompt</th>
<th>Literary Analysis (Argumentative)</th>
<th>Argumentative</th>
<th>Research Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative</td>
<td>Think about the heroes in the selections you have read. What qualities define a hero, and how does a legendary hero help shape the history of a nation? Write a narrative about a hero (or heroine) modeled on the style of Le Morte d'Arthur or Beowulf. You can write about a real, heroic person you know, or you can write about a fictional character. You can set your narrative in a real or imagined world.</td>
<td>Recall the Essential Question: How do we express the complexities of being human? Choose two or three selections from the unit and write a literary analysis focused on how the author uses figurative language and figures of speech to help readers understand a speaker's or character's feelings and actions. Explain how each author uses figurative language to reveal aspects of the human condition.</td>
<td>Think about the key ideals of the United States today, such as equality, self-sufficiency, individuality, and so on. Focus on one ideal and choose a text from the unit that best embodies the ideal. Argue why your chosen text is the best embodiment of the ideal, and explain why the text matters today. Support your statements about contemporary American society with outside research. Cite evidence from your chosen text in your response.</td>
<td>Choose one author from this unit whom you'd like to know more about. Conduct a research project and write a formal research paper in which you provide information about the author's life or the time period in which he or she lived, and the literary movement with which he or she is associated. Then explain how the author's text from the unit is representative of the time period and literary movement as a whole.</td>
</tr>
</tbody>
</table>


| Process Steps | Prewrite; Plan; Draft; Revise; Edit, Proofread, and Publish | Prewrite; Plan; Draft; Revise; Edit, Proofread, and Publish | Prewrite; Plan; Draft; Revise; Edit, Proofread, and Publish | Audience, Purpose, and Style (Blaze); Research and Note-Taking; Thesis Statement; Organize Informative Writing; Supporting Details; Introductions and Conclusions; Body Paragraphs and Transitions; Sources and Citations |

| Writing Skills | Audience and Purpose (Blaze); Organize Narrative Writing; Narrative Sequencing; Introductions; Conclusions; Descriptive Details; Precise Language (Blaze) | Thesis Statement; Audience and Purpose (Blaze); Organize Argumentative Writing; Supporting Details; Introductions; Body Paragraphs and Transitions; Conclusions; Style (Blaze); Sources and Citations | Thesis Statement; Audience and Purpose (Blaze); Reasons and Relevant Evidence; Organize Argumentative Writing; Introductions; Cohesion and Clarification; Conclusions; Style (Blaze); Sources and Citations | Audience, Purpose, and Style (Blaze); Research and Note-Taking; Thesis Statement; Organize Informative Writing; Supporting Details; Introductions and Conclusions; Body Paragraphs and Transitions; Sources and Citations |

| Language Skills | Syntax for Meaning and Style; Misplaced Modifiers; Complex or Contextual Usage; Hyphenation Conventions; Spelling Rules | Syntax; Dashes and Parentheses; Spelling Rules; Usage | Usage; Text Cohesion; Syntax; Hyphenation Conventions | Usage; Hyphenation Conventions; Spelling |

II. StudySync’s Contemporary Composition Units

Four high school Contemporary Composition Units, suggested for Grade 11, offer opportunities for students to practice essential writing and literacy skills. Each Contemporary Composition Unit provides 20 days of instruction and helps students hone specific styles of writing.

1. **OP-ED Unit includes the following writing skills:**
   - Claims of Fact, Value, and Policy
   - Audience and Purpose
   - Primary Sources
   - Secondary Sources
   - Counterclaims
   - Organize Op-Ed Writing
   - Peer Review
   - Voice
   - Sources and Citations
   - Introductions and Conclusions

2. **Research Based Writing Unit includes the following writing skills:**
   - Reasons and Relevant Information
   - Research and Note-Taking
   - Thesis Statement
   - Organize Research Writing
   - Peer Review
   - Topic Sentences and Body Paragraphs
   - Introductions and Conclusions
   - Sources and Citations

3. **Rhetorical Analysis Unit includes the following writing skills:**
   - Rhetorical Strategies
   - Diction and Syntax
   - Tone and Point of View
   - Reasons and Relevant Evidence
   - Thesis Statement
4. Synthesis Unit includes the following writing skills:

- Summary
- Reasons and Relevant Information
- Thesis Statement
- Topic Sentences and Body Paragraphs
- Sources and Citations
- Peer Review
- Gathering Evidence
- Introductions and Conclusions
- Sentence Level Errors

III. Grade Level Resources in the Grammar, Language, and Composition Handbook

The Teacher and Student Editions of the “Grammar, Language, and Composition Handbook” offer comprehensive grammar instruction. These resources can be found under the Core ELA tab within StudySync, and are listed under the “Additional Resources” section at the bottom of the page for each grade level. Each topic in the handbook can be assessed in a pretest, practice, and posttest. The E-Assessment product also has both a pretest and posttest for each unit by grade level. This resource is helpful when working on specific grammar skills, which need further remediation in the classroom.

Grammar topics covered are listed below, by grade level:

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**IV. A Review of StudySync’s Approach to Grammar and Writing Skills**

**Language**

Skills and Strategies:
Language instruction in the StudySync core program provides “explicit and systematic word-learning strategies,” as well as repeated opportunities for practice and application in reading, writing, speaking, and listening. Vocabulary instruction and practice accompany nearly all selections in the core program, with the aim of building vocabulary knowledge and improving students’ access to complex texts. Students will encounter vocabulary-building opportunities across all three lesson types—First Reads, Skill lessons, and Close Reads.

In the First Read lessons, students experience the text with a limited context. This approach also applies to vocabulary: the words chosen for a given text are rendered in boldface, alerting readers to the presence of unfamiliar words that may need extra attention, but they are not defined for the student at this point. Practice questions in the Think section for each First Read have students build lexical dexterity through using various strategies—including context clues, Greek and Latin roots and affixes, and the relationships between words—to determine the possible meanings of two of the selected words. Additionally, each First Read provides instruction for teachers to model a think-aloud process of using these same strategies to infer meaning, and encourages the students to apply this process to the remaining selected words. The vocabulary instruction for literary texts focuses on Tier 2 words that are essential to the comprehension of a given section of text, because Tier 2 words tend to have less in-text scaffolding than those at Tier 3, while being just as critical for reader understanding.

The StudySync TV videos and StudySync TV-style Discussion activities associated with the First Read lessons provide students with opportunities to both acquire and use relevant academic vocabulary through speaking and listening.

Skill lessons are designed to provide explicit instruction in essential Language skills and strategies using the context of the associated text selection. For example, at Grades 6-12, specific Skill lessons address the standard-based skills being newly introduced at this level. Lessons on Word Meaning model the process of using context clues, such as overall structure and meaning of the sentence, the word’s position, the relationships between words and other clues to determine the meaning of a given word. Other Skill lessons provide instruction and modeling for how to infer meaning by understanding word relationships and identifying Greek and Latin roots and affixes. Finally, multiple Skill lessons per grade provide students with instruction and modeling for analyzing connotation and denotation, figures of speech, and compare and contrast, to name a few. Students then have the opportunity to revisit and practice these strategies in the Close Read Skills Focus questions that follow, and later in the Think questions for each First Read.
The SkillsTV videos and related discussion activities that accompany many Skill lessons provide students with additional opportunities to acquire and use academic vocabulary through speaking and listening.

Close Read lessons provide students with the opportunity to practice and apply the vocabulary knowledge built through the previous First Read and/or Skill lesson. In the Close Read, students are given definitions for the selection’s vocabulary words; these definitions apply specifically to the meaning and part of speech of each word as it is used in the selection, so that students are retaining the most relevant meaning and features for their current purposes. This is further supported by the example sentences, which apply the same specific meaning and part of speech in an additional context. Students will look critically at their inferred definitions and compare them to the given ones, and then apply their word knowledge independently with a vocabulary review worksheet.

If a vocabulary strategy has been taught in the Skill lesson, questions in the Skill Focus section of the Close Read will prompt students to practice and apply those strategies in the context of a further analysis of the text.

The teaching of grammar, usage, and mechanics throughout the Core Program is designed to help students develop a complex understanding of language that they can use to enhance their comprehension of texts and make effective choices in their own writing. For example, at Grade 6, appropriate texts are used to illustrate the effective use of nonstandard English and various dialects, developing students’ ability to recognize nonstandard English in their own and others’ writing, and helping them connect the use of grammar to their analyses of setting, character, and other literary elements. The grammar strand is structured around instruction, practice exercises, and student application.

Students will encounter grammar instruction in the context of several Core Program texts in each unit, as well as the writing tasks associated with each unit. Grammar instruction may appear in the First Read lessons associated with highly complex texts, providing extra scaffolding in language comprehension along with explicit instruction in fundamental concepts. After receiving direct instruction and completing a practice handout on the lesson’s grammar, usage, or mechanics concept, students are prompted to analyze the use of this concept in a given text and answer questions about the purpose and effect of the concept. They may also be prompted to practice the skill through short revision tasks. Core concepts will be revisited with opportunities for application throughout a grade level.
Language instruction is also provided strategically throughout a unit’s Extended Writing Project, which gives students the immediate opportunity to apply grammar, usage, and mechanics concepts to their own writing, by revising their drafts to incorporate the concept and editing their drafts to apply it correctly.

Explicit instruction throughout the grades addresses core grammar skills at increasing, grade-appropriate levels of complexity, and supports the recursive process of building grammar knowledge with a focus on applying key skills (for example, subject-verb and pronoun-antecedent agreement) with progressive sophistication.

**StudySync’s Approach to Grammar and Composition:**

As students are asked to write more frequently and for a variety of purposes at grades 6-12, some students will continue to need more instruction and support in language conventions and composition skills. StudySync’s Grammar, Language, and Composition Workbook provides additional instruction and practice that can be used in small group and tutorial instructional settings to address these students’ needs. The lessons can be used for reteaching or pre-teaching. The Grammar, Language, and Composition materials include:

- Language and Composition Handbook
- Grammar and Language Workbook

The Language and Composition Handbook provides a Glossary of Terms and Usage Glossary which can be used as a reference tool for students as they work on drafting, revising, and proofreading assignments. The second part of the component is focused on grammar and usage. Each chapter is targeted to a specific grammar or usage skill. The chapter begins with a pretest, is followed by instruction and practice, then ends with a post test. This carefully crafted sequence allows teachers to target areas of instruction based on students’ needs and monitor their progress. The Composition chapters review the writing process, and guides students through the plan, draft, revise, proofread, and publish stages for different genres of writing. Teachers may wish to work with students in small groups as they develop their extended writing projects from the core instructional units and review these lessons with students as they work through each step of the process.

The Grammar and Language Workbook is a resource for additional grammar usage, mechanics, and composition lessons. Each unit targets a set of skills and provides instruction and practice for efficient reteaching. The unit ends with review exercises as well as a cumulative review of skills taught in previous lessons. Students can be assigned lessons from this resource,
depending upon their needs, as identified by the post tests from the Language and Composition Handbook, or based on observations on students’ writing. The composition unit contains lessons on basic writing skills such as writing effective sentences, building paragraphs, and paragraph ordering, areas some students may benefit from additional instruction as they develop their writing.

Vocabulary acquisition and use are integral aspects of developing strong readers and writers. The Vocabulary Workbook offers students additional opportunities to build and expand their vocabulary which will in turn help them access complex text and make their writing and speaking more effective. Each unit presents a word bank that focuses on a single vocabulary concept or a theme. The lessons provide several activities to ensure students learn the words by completing exercises on definitions, context clues, and word parts. Each unit ends with a review and then a test on the words to track students acquisition of the vocabulary.

**StudySync’s Approach to Writing**

Writing is an integral part of the StudySync program, which features comprehensive instructions (narrative, informational, literary analysis and argumentative) and in a wide variety of forms, including full-length essays and narratives; short constructed responses; peer reviews; Blasts; and digital annotations of texts.

Each unit contains an Extended Writing Project (EWP) that focuses on one of the three primary modes and that is woven into the instructional fabric of the unit curriculum. By the end of the year, each student will have generated a full-length narrative, informational essay, literary analysis (in argumentative form), and an argumentative essay supported by information from multiple sources, drawing on their life experiences, imaginations, and research. A Student Model accompanies each EWP, serving both to highlight essential features of the mode as well as to exemplify aspects of the revision process. Numerous writing skill lessons in each EWP provide instruction on skills essential to every mode, including audience and purpose, introductions, style, organization, supporting details, transitions, and conclusions, as well as those specific to particular modes, including dialogue, sources and citations, and research and note-taking. These skills are taught and modeled through excerpts from the unit selections, which serve to provide real-world models of the kind of writing students are being asked to produce and from which students may draw evidence to support their analyses. It is important to note that a significant goal of the EWP is to encourage students to draw evidence from texts, as well as their life experiences and imaginations, to support their ideas. The StudySync program emphasizes reinforcing all information, claims, and ideas with concrete evidence and sound reasoning, rather than simply expressing opinions and feelings. Additionally, five writing
process lessons—pre-write, plan, draft, revise, and edit/proofread, publish—are included in every EWP, enabling students to practice and apply the skills they have learned as they develop their own writing within the featured mode.

Extensive scaffolding is provided throughout the EWP to help students achieve a successful final product. For example, rubrics accompany each process step to reinforce essential elements of the writing mode and clarify the criteria upon which students’ writing will be evaluated. Graphic organizers are provided in prewriting lessons to help students effectively analyze and structure the material they gather and generate. Additionally, targeted grammar lessons accompany three of the five process steps, enabling students to master and apply the language skills they will need in order to communicate clearly, accurately, and effectively in the formal writing style appropriate for academia. Throughout the unit, precise, academic, and domain-specific language is emphasized and encouraged, helping students build the sophisticated vocabulary they will require in order to become active and effective communicators in the modern world.

Although the EWP serves as the foundation for each unit’s writing instruction, students regularly engage in a wide variety of writing activities as they progress through the unit. For example, a short constructed response accompanies the Close Read lesson of every unit selection. These writing prompts enable students to demonstrate understanding of the specific reading and language skills developed in conjunction with each unit text and to gain additional experience with writing in the featured mode. Student Models demonstrate effective responses to these kinds of prompts, the material for which is generated in annotations students create as they perform close readings of the unit texts using an innovative digital annotation tool.