



My Interactive Writing Notebook and Resource (inside flap)

I _____ **WILL...**
(full name)

- Number the bottom corner of each page and label the top right corner with the section title.
- Write the title and date on each entry.
- Only write on the right-hand side of the page and leave the left side for adding notes or images later.
- ALWAYS WRITE IN PEN (unless we are doing an artistic page).
- Take pride in my work and remember neatness counts.
- Be open to artistic as well as written expression.
- Remember the notebook can be checked randomly at any time.
- Keep my notebook organized and use it as a resource when needed.

I _____ **will NEVER...**
(full name)

- Tear out a page.
- Bend the corner of the page.
- Write in pencil.
- Use my journal for scratch paper or class notes (unless instructed to).
- Lose my journal.
- Use it for another class.
- Sell or barter my journal.





Common Core Standards for Author's Word and Phrase Palette: L.9-10.5 Demonstrate understanding of figurative language word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

W.9-10c. 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.

RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

L.9-10.4 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. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) And continue to apply knowledge of Greek and Latin roots and affixes. c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context of in a dictionary).





2ND SECTION:

◆ **Academic Language:**

- vocabulary
- SAT word lists
- tier 1, 2, 3
- connotation vs. denotation

◆ **Sentence Patterns:**

- AAA-WWU-BBIS for commas
- compound verbs
- adjective clauses
- adverb clauses
- opener/S-V split
- quote weaving
- parallel structure
- use semicolon and colon
- (noun, verb, adjectival, participial, prepositional, absolute) and clauses
- (independent, dependent; noun, relative, adverbial)

Common Core Standards for *Academic Language* and *Sentence Patterns*:

R.L. 10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

L.9-10.6 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.

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a Use Parallel Structure. b. Use various types of phrases (noun, verb, adjectival, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10. 2 Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing. Use a semicolon (and perhaps a conjunctive adverb to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.





3RD SECTION

◆ Author’s Purpose:

- TPCASTT
- Tone
- Themes
- Allusions

Common Core Standards for Author’s Purpose:R.L. 9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

R.L. 9-10.3 Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

R.L.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9-10.5 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)

L.9-10.3 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.

RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

◆ Editor’s Checklist:

- Revision techniques and writing rules

Editor’s Toolbox: Revision Techniques and Writing Rules Editor’s Checklist:L.9-10.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.



