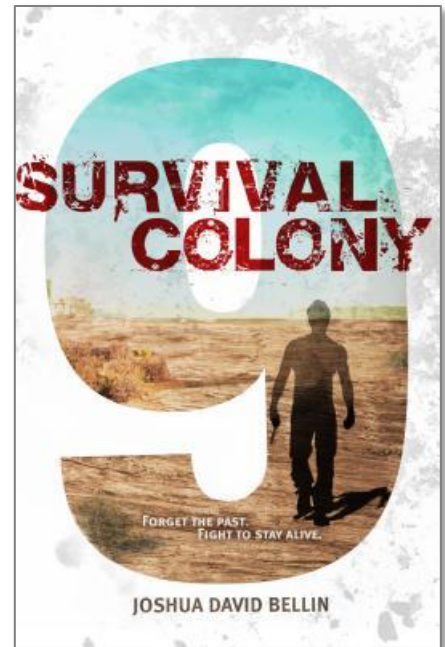


**A Common Core State Standards  
Aligned Discussion & Project Guide**

for

# **SURVIVAL COLONY 9**



**Written by Joshua David Bellin**

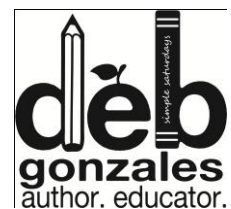
**Published by Margaret K. McElderry Books**

**Ages 14 and up      ISBN: 978-1-4814-0354-2**

*Query Genn is in trouble. He can't remember anything before the last six months. And Query needs to remember. Otherwise he is dead weight to the other members of Survival Colony 9, one of the groups formed after a brutal war ravaged the earth. And now the Skaldi have come to scavenge what is left of humanity. No one knows what the Skaldi are, or why they are here, just that they impersonate humans, taking their form before shedding the corpse like a skin.*

*In a futuristic landscape ravaged by war, a colony's hopes for survival hinge on one teenage boy.*

**Guide Created by Debbie Gonzales**





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## Discussion & Project Guide Format

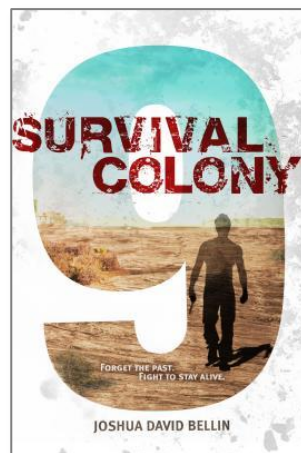
To allow for a deep study of *Survival Colony 9*, the book has been divided into four sections. Each section is comprised of discussion questions and writing prompts.

Personal bookmarks are printed on the following page. Listed on these bookmarks are the four designated chapter groupings and a space allotted for Target Completion Dates. A suggested format for a group or individual novel study is to assign weekly Target Completion Dates for students to finish reading prior to the weekly book discussion session.

### Procedure:

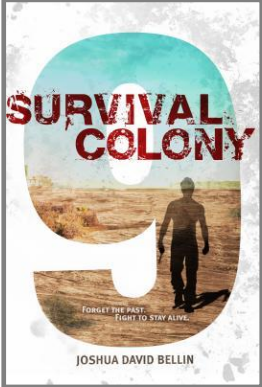
- Print book marks on cardstock – one per student in novel study group.
- Trim the edges of bookmark.
- Give to student with the directions to:
  - Write their name on it.
  - Copy Target Completion Dates in designated space below assigned chapters to be read.
  - Keep the bookmark in the book for reference through the course of the novel study.

After reading *Survival Colony 9*, students will communicate their understanding of characterization, plot, setting through the creation of a Book Trailer. Guided by the use of specifically designed graphic organizers, students will compile the necessary information to express their impression of *Survival Colony 9* in an artistically imaginative way using any type of software of their choice.





### Reading Assignment Bookmarks



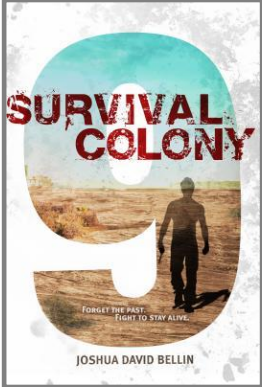
Name:

Chapters 1 to 5

Chapters 6 to 10

Chapters 11 to 15

Chapters 16 to 20



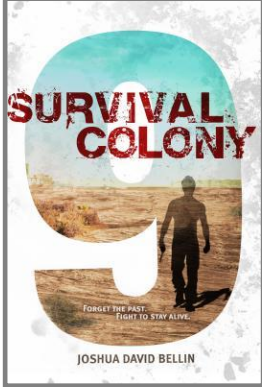
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Chapters 1 to 5

Chapters 6 to 10

Chapters 11 to 15

Chapters 16 to 20



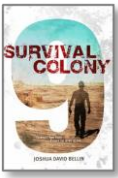
Name:

Chapters 1 to 5

Chapters 6 to 10

Chapters 11 to 15

Chapters 16 to 20



## Discussion Questions for Chapters 1 to 5

***With Yov, it was easy to forget my dad's orders. With Korah, it was impossible to remember anything (7).***

- Describe your impression of Yov. What action or dialogue serves best to define his character?
- Describe Korah's character. What action or dialogue helps to define her character?
- What of Keely, Wali, and Araz? What sorts of textual clues give you a sense of their character traits?
- Consider Query's emotional connection with these characters. How does he feel about them? How do you know?

***"You're my son." He said it as if he were trying to force it through my memory. "My name is Laman Genn, and I am the commander of this camp. Survival Colony Nine. Your name is Query Genn. You are my son" (23).***

- Memories are images of the past that can be held in one's mind. Study Laman's words to his son. Are they words that might spark a memory shared from the past? How so?
- What do Laman's descriptions of himself reveal about his character? Tell what the descriptions reveal about his relationship with Query, his son.
- Explain what Query meant by stating that his father spoke as if 'trying to force' his words through Query's memory.
- Laman states that he wished he had some tangible thing to prove something about Query's childhood. Explain why he has no memorable object to show to Query.

***So we had to be careful if she did return. She might not be herself (29).***

- Tell what you know about the Skaldi.
- Describe what living in such immediate and intense fear of such a creature might be like. What kind of physical reaction would you have if you were a member of the colony? Describe it in sensory terms. How would this kind of fear feel? Smell? What would it look like?
- Imagine the level of distrust for one another such a creature could create within a survival colony. Explain your answer.




***Every night since I'd recovered from my accident it had been the same. Though he told me to forget the past, he insisted I try to remember the accident itself. For the good of the colony, he said (47).***

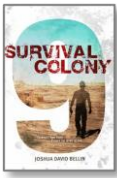
- Tell why, if the past is not worth remembering, recalling the details of the accident seems to be imperative to Query's father.
- Explain how Query's recalling the details of his accident would benefit the colony.
- Do you find this sort of questioning to be odd behavior for a father to insist upon? Why or why not?

***"Life isn't a luxury, Query," he said. "You've learned that much. But despair is. A luxury and a waste. You think those trinkets they carry around are what's keeping them alive? I think they're just a more subtle form of despair. A form that'll kill them as surely as any monster we have to face" (67).***

- Earlier Laman stated that he wished he had a tangible object to prove something about Query's past. If he knows the value of objects and their links to past memories, explain why he is insisting that the members of the colony rid themselves of treasured objects?
- Define the words luxury and despair.
- What does Laman mean by stating that despair is a luxury?
- Explain how the trinkets can be a subtle form of despair.
- Are there ways that the trinkets might help keep the members of the colony alive? How so?

***"You're lucky, Query," she said. "My mom always tells me I have to remember. But sometimes all I want to do is forget" (81).***

-  Write an essay exploring the connection of treasured personal objects and memory as presented in the novel. Choose one object featured in the story and illustrate how it helps to reveal elements of character, plot, and/or theme. Support your observation by citing specific examples from the text.



## Discussion Questions for Chapters 6 to 10

***“People don’t change, Query. We’re descendants of the madmen who destroyed the planet. Why should we be any different?” (100)***

- Express your opinion regarding Laman’s decision to remain at the compound. Do you feel that this is a wise decision or not? How so? Justify your answer.
- Explain why the members of Survival Colony 9 are resistant to working together for the betterment of the whole.
- Who are the madmen Laman is referring to?
- Do you agree that people don’t change? If not, what factors of human nature get in the way of better judgment? Explain your answer.

***“You’ve chosen your side,” he breathed. “Now get out of my sight.”***

***I turned and left, ending the conversation, ending more than that. My face burned, my eyes stung. I didn’t look back (116).***

- Tell why Query has chosen this moment in the story to oppose his father’s judgment.
- Do you think that Query is actually choosing to side against his father? Explain your answer.
- Laman tells Query, “There are some things you’re better off not knowing (115).” Consider how this statement conflicts with Laman’s persistent interest in Query’s regaining his memory loss.
- Query states that, after being struck by his father, he did not look back. Tell how this action serves as a defining moment in Query’s character development. What has changed within Query at this point in the story?

***“...But the worst habit of all is believing we have to follow the same habits forever. To the end, whatever that might be” (132).***

- Laman states that, in working to sharpen routines to perfection, he had fallen into bad habits (132) and developed some rituals. The word ‘ritual’ is defined as a tradition, a custom, or an ordinance. Explain how rituals could cause Survival Colony 9 to become vulnerable to the Skaldi.
- A ‘habit’ is defined as being a tendency, an obsession, and/or dependence. Tell how habits would become deadly for the members of Survival Colony 9.



- Explain how establishing a permanent settlement breaks the rituals and habits of Survival Colony 9.
- Consider your own life. Are there rituals and habits you engage in that need to be challenged? Explain your answer.

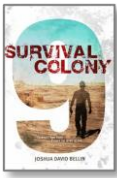
***For that single moment, it seemed possible to tell him we had something in common: a common fear, a common enemy, maybe a common purpose (147).***

- Explore the potential commonalities Yov and Query share.
  - Explain fears that they may have in common.
  - List their common enemies.
  - Consider a common purpose they might share. Tell what that common purpose might be.
- Compare Yov and Query's characters. Tell of ways that the two are similar.
- Contrast Yov and Query's characters. List ways that the two are different.
- Which of the two best understand principles of leadership, in your opinion? Cite examples in the text to support your position.

***Till now, I'd thought the story had to do with the tragedy of never seeing your dreams fulfilled. But at the moment, I felt like it carried a warning to be careful what you dreamed in the first place (142-3).***

- ✎ Write an essay exploring the meaning behind the rolling a rock uphill parable. Consider its meaning from Query's point of view and then your own. Compare and contrast both interpretations. Cite examples from the text to support your understanding of the parable's message.





## Discussion Questions for Chapters 11 to 15

***But his choices, I realized, were based on past practice. We'd never had to worry about our supplies before, because it was always our bodies we'd had to protect (170).***

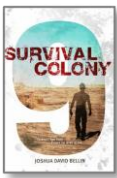
- Consider the quote by exploring the notion of rituals and habits discussed earlier. Do you think Laman's desire to challenge past habits and rituals contributed to the success of the Skaldi ambush?
- Query states that in the past the protective focus was a personal one. Explain how the creation of an encampment broadens the need for a different kind of protection.
- Evaluate Laman's leadership decisions at this point in the story. Do you feel that he is considering the needs of the entire colony or his own agenda? How so?

***The time had come to make a choice, and there was only one choice to make. More death couldn't bring back the ones we'd lost. More death couldn't restore Korah's eyes, her dreams, her smile (183).***

- On page 116, after striking Query, Laman accuses him of choosing to side against him. Explain why, in this particular instance, Query is motivated to support Laman. What has changed to inspire Query to make this choice?
- Explore ways that the son is becoming like his father.

***"What's so special about me?" (211)***

- Earlier in the story, when Aleka directed Query to stay close in a potentially dangerous moment, Yov asked, "What's so special about him (8)." Review the scene during which Yov made this statement. Is his question warranted? How so?
- During the earlier scene in which Yov made the comment, do you think Query was aware that he was being treated differently? Why or why not?
- In the scene in which Query asked the question in the quote above, Yov wondered the same thing once again.
  - Compare these two characters – Yov and Query. Consider ways that the two are the same.



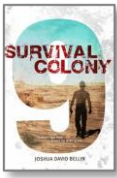
- Contrast Query and Yov. Tell of ways that they differ. Give reasons why they differ, as well.

***“That there’s something about you the Skaldi can’t reach,” he said. “Yes. Something neither we nor they knew existed. Some power, some . . . we don’t know what to call it. Not enough to protect you entirely from damage. But strong enough, it may be, if you could remember what it is and help us harness it, to protect us all” (227).***

- Predict why Query is able to resist Skaldi attacks. What are the aspects of his character that cause this resistance to take place?
- Explain why Query had not been told this truth about himself sooner. What purpose was served by keeping this knowledge from him?
- Trace Query’s responses to events that have occurred throughout the story. Tell of ways that his nature sets him apart from Yov, Wali, and the others.
- Do you think Query possesses some sort of protective power against the Skaldi? If so, explain what that power might be and where it comes from.

***“The only enemy,” she said, “is the one who wields power without compassion” (180).***

- ✎ Write an essay exploring the concepts of power and compassion. Are Aleka’s words true, in your opinion? Support your claims by citing examples in the text.



## Discussion Questions for Chapters 16 to 20

***That was what finally made up my mind. He was my responsibility now, at least until I found someone else to take care of him (261).***

- Describe the emotional connection between Keely and Query. Trace the development of their relationship from the beginning of the book.
- What does the fact that Query is assuming responsibility for Keely say about Query's character?
- Explain what being accountable for Keely's needs taught Query about Laman's dedication to himself.

***"Space Boy," the voice said. "Welcome to the family, little brother" (277).***

- Clarify which family Yov is referring to – the Skaldi, the Colony, or both? Explain your answer.
- Explain why Yov refers to Query as 'Space Boy.'
- Did you suspect that Yov was inhabited by the Skaldi? If so, cite examples from the text that served as clues for you.

***Memory was all that kept me on my feet, the fuel that fed an inner fire (288).***

- Examine how, in this instance, Query's weakness became his strength.
- Consider the phrase "...the fuel that fed an inner fire." Discuss the meaning behind the phrase.
- Explain how memories can serve to define or inspire a person.

***A warmth spread through me as I regarded my forgotten mother. I stood awkwardly, not knowing whether to smile, shake her hand, throw my arms around her. But in a private place in my heart, the sting of betrayal kept my hands at my side. "Why didn't you tell me?" (300)***

- Imagine and describe Aleka's inner turmoil knowing that Query was her son, yet being aware that she had to withhold that knowledge from him.




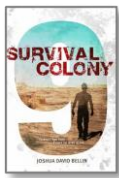
- Earlier in the story, during a dangerous moment, Aleka directed Querry to stay close to her (8). Examine the motives behind Aleka’s action. Explain why she chose to protect him at that particular time in the story. Tell how Aleka’s protective act connects with the revelation that occurs in the scene above.
- Consider Querry’s feeling of betrayal. Is his feeling this way justified? How so?

***His bony fingers unclenched, and I saw the red-handled pocketknife resting in his palm.  
Its letters had been wiped clean of last night’s filth, but I knew it was the blade  
I’d used against the Skaldi (309).***

- Explain how Matay’s knife, a trinket and subtle form of despair (67), helped to keep Laman’s spirit alive. Describe the link the object held with memories of Matay.
- Closely consider Matay’s knife and the role it played in the story. Explore its connection with Laman’s deceased son and Querry, the boy whom he cared for like a son.
- Poetic justice is defined as a literary device in which honor and integrity is ultimately rewarded and corruption is defeated. Discuss how Matay’s knife helped to bring about poetic justice in the story.

***“You can’t choose the life you’re given, Querry. But you can choose the kind of man  
you want to be” (312).***

-  Write an essay that explores the meaning behind the quote above. Do you agree or disagree with the statement? Support your position by citing examples from the text or, perhaps, from your life experience.



## Book Trailer Construction Guide

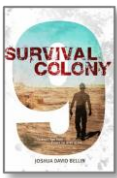
### Essential Elements of Story

*Book trailers are short and interesting because they focus on the highlights of a book without giving the entire story away. SlimeKids says that, "...the purpose of a book trailer is simply to capture the attention of the viewer and get them interested in reading the book." To make a book trailer, its creator must have a solid understanding of the story's beginning, middle, and end, as well as four basic elements that make the project great. Those four basic elements are:*

- 🎬 **Character**
  - What are the characters' fears, strengths, weaknesses, and innermost desires?
  - How do characters relate to one another in the story setting?
- 🎬 **Setting**
  - Where does the story take place?
  - How does the setting relate to the characters' interactions or experience?
- 🎬 **Conflict**
  - What is the problem or situation presented in the story?
  - How can this conflict be revealed without giving the whole story away?
- 🎬 **A Hook**
  - The element of suspense intended to convince the viewer to read the book.
  - A cliffhanger that causes the viewer to feel compelled to find out what happens in the story's end.

Creating book trailers requires the use of certain skills and creative techniques. In well-crafted book trailers, the implementation of these skills and techniques seems almost invisible to the viewer. Those skills and techniques are accomplished through the use of:

- 🎬 **Words**
  - How are words used?
  - Were quotations from the text used?
  - What purpose do they serve in the trailer?
- 🎬 **Sound Effects/Music**
  - What kind of sound effects or music appeal to you?
  - How do sound effects reflect various aspects of the story's plot, characterization, theme, or setting?
- 🎬 **Story Highlights**
  - How does the use of particular highlights depict the message of the story?
  - What aspects of the story have been revealed in the trailers?
- 🎬 **Setting**
  - Where does the story take place?



- Why is this setting important to the story?

🎬 Narration

- Who is speaking?
- How did the narration reflect the tone and emotion of the story?

🎬 Visuals

- Are you using video clips, still images, or a combination of both?
- Are the visuals successful in setting up a compelling hook?

For practice, click on the links below and watch the attached book trailers closely. Use the Essential Elements listed above to evaluate the effectiveness of these book trailers. Get a feel for the skills and techniques required to create effective book trailers.

[Examples of Book Trailers Created by Diplomat Elementary School](#)

[Book Trailer for WONDER](#) written by R. J. Palacio

[Book Trailer for SOLSTICE](#) written by P. J. Hoover

🎬 What is your impression of these book trailers?

🎬 As a result of watching the book trailer, are you compelled to read the story? Why or why not?

🎬 If you've already read the story, do you think the trailer did the book justice? How so?

With regard to technology, upon completion of the lessons and worksheets provided in this book guide, students have the option to choose from a wide variety of software packages with which to create their book trailers. Some options are:

Movie Maker

Photo Story 3

iMovie

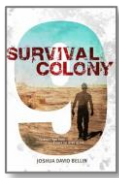
Voice Thread

Bubble Share

PowerPoint

Mapwings

Scratch



## Character Focus

*Effective book trailers concentrate on only a few main characters and leave the minor characters out. This technique enables the book trailer creator to focus on the most important aspects of the story. And, it is not necessary to present characters as they physically appear in the story. Symbols for their characterization can be useful in revealing the individual's innate nature. Consider the effect of color, or a symbol, or even an animal to represent that character in the book trailer.*

**Objective:** To develop a deep sense of characterization, as well as how chosen characters interrelate with one another.

### Materials:

- 📄 5 copies of the Character Analysis graphic organizer (page 16)
- 📄 Character Connectivity graphic organizer (page 17)
- 📄 Pencil
- 📄 Binder
- 📄 *Survival Colony 9*

### Procedure 1: Character Analysis

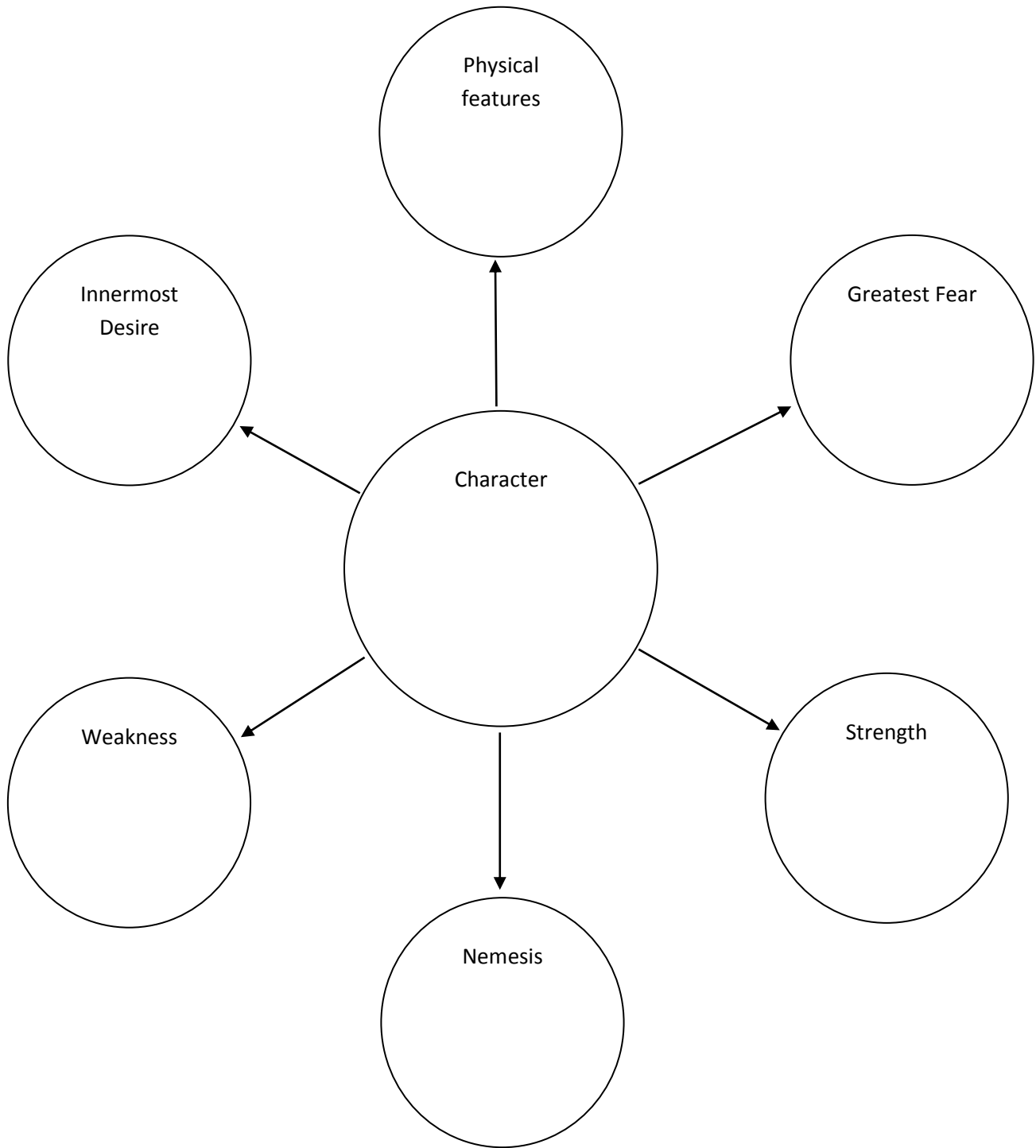
- 📄 Print 5 copies of the Character Analysis graphic organizer (page 16).
- 📄 Decide upon 5 characters to feature in the book trailer- one being Query and 4 others.
- 📄 Use the graphic organizer to develop a deeper understanding of the chosen characters by writing attribute descriptions labeled in the circles.
- 📄 File Character Analysis graphic organizers in binder.

### Procedure 2: Character Connectivity

- 📄 Print one copy of the Character Connectivity graphic organizer (page 17).
- 📄 Write the names of the five chosen characters in the labeled circle.
- 📄 Consider the character in a symbolic sense. Make notes in the circle, as well.
  - Is there a color that reveals characterization?
  - An animal?
  - A symbol?
  - A sound?
- 📄 Using the arrows as guides, describe their relationship. How do they connect?
  - Be specific and descriptive.
  - Elaborate on characters' conflict or trouble.
    - What do they want?
    - What or who is keeping them from it?



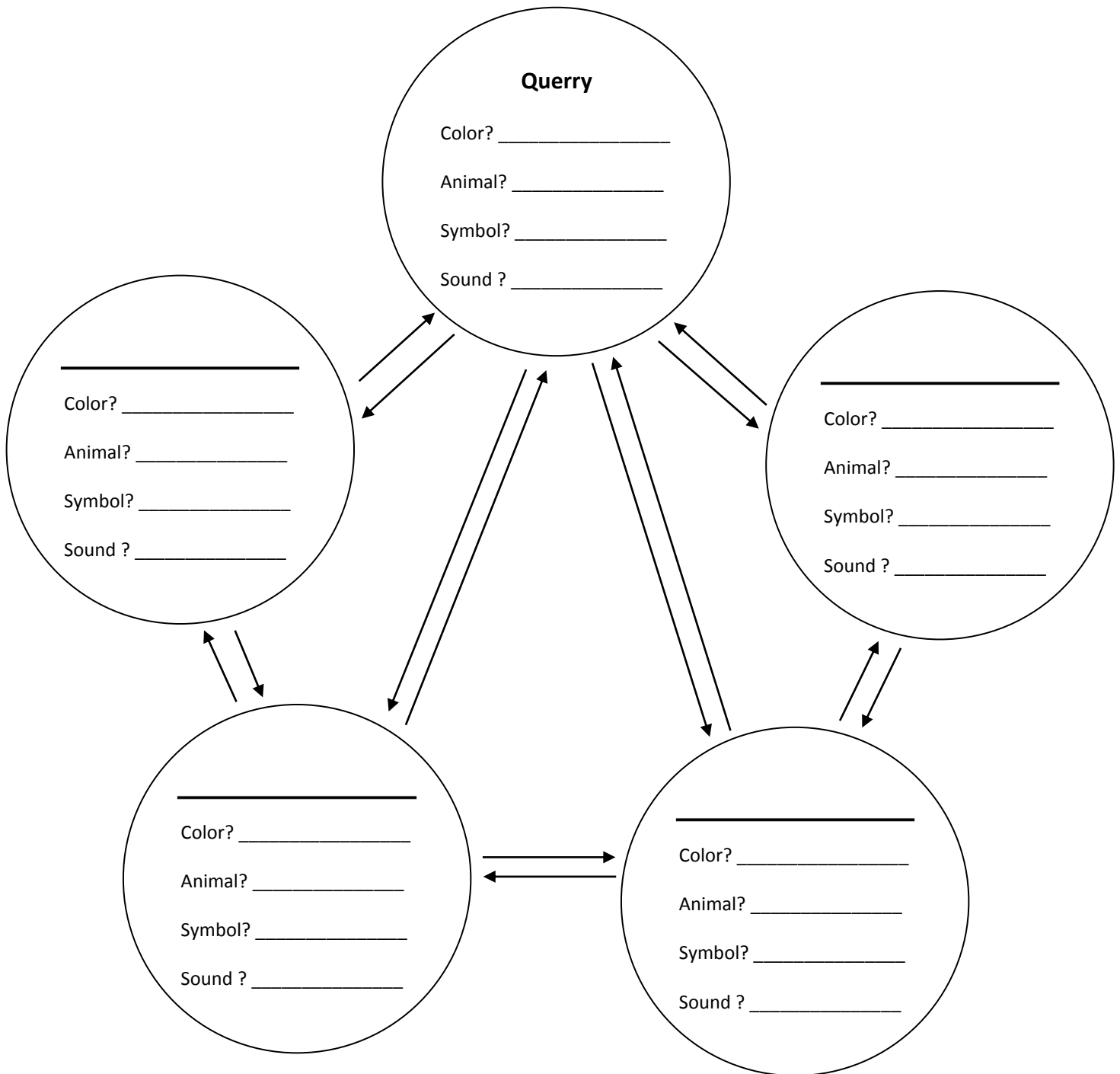
### Character Analysis Graphic Organizer

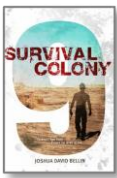






### Character Connectivity Graphic Organizer









## Pinpoint Plot Points




*Overloading the book trailer with too many details causes it to be slow and uninteresting. It is best to choose a few plot points and then develop those through revealing specific detail. In other words, pick a few key moments in the story and elaborate upon them. Highlight what makes a particular key moment memorable or interesting. Perhaps, state how it creates a plot twist, or how it sets up a conflict between characters. Maybe tell what is at stake if something horrific takes place or ask a compelling question of some sort. Use your imagination. Have fun!*

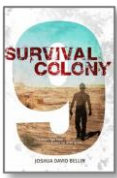
**Objective:** To pare down and decide upon key scenes to be represented in the book trailer.

### Materials:

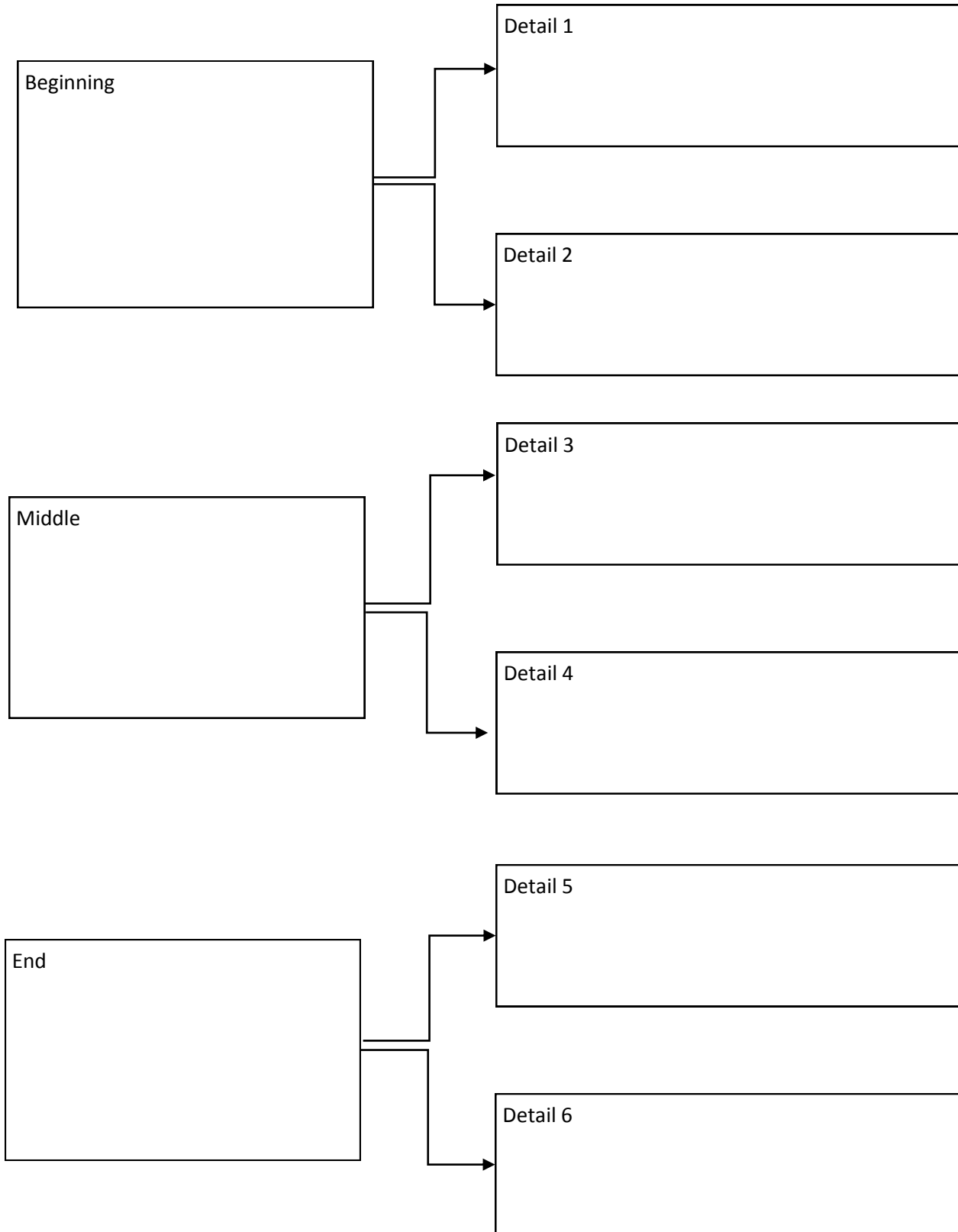
-  Plot Point Honing graphic organizer (page 19)
-  Pencil
-  Binder
-  *Survival Colony 9*

### Procedure:

-  Consider three major plot points – Beginning, Middle, and End – in *Survival Colony 9*
  - Try to decide upon those that are full of tension and drama.
  - Each plot point should build upon the other. For example:
    - **Beginning** – Query is ... (maybe describe his character and predicament)
    - **Middle** – If Yov .... (maybe describe his motivation for evil)
    - **End** – Then... (consider the consequences of Yov and/or the Skaldi gaining control of Survival Colony 9)
-  Think of specific details that occurred in the story that support the major plot points.
  - Tell what happened in the plot point.
  - Tell who was involved in the plot point.
  - Tell the consequences of the plot point.
-  File completed Plot Point Honing graphic organizer in the binder for later reference.



### Plot Point Honing Graphic Organizer





## Picture Perfect Depiction

*Here we begin visualizing images that depict the details stated in the prior exercise. Remember that the images do not necessarily need to reflect the physical features of the characters. For example, if a character is angry then a picture of a raging fire might best express the emotion. Or, if a character is kind and gentle, perhaps a photo of a rainbow or a daisy might suit the situation. Consider both the setting and mood, as well. Let your imagination run wild in this lesson. Your good work here will pay off later.*

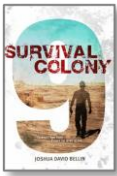
**Objective:** To pare down the broad overview of plot points into more concise, specific visual depictions.

### Materials:

- 🎬 The Picture Perfect Depiction graphic organizer (page 21)
- 🎬 Completed Plot Point Honing graphic organizer (page 19)
- 🎬 Pencil
- 🎬 Binder
- 🎬 *Survival Colony 9*

### Procedure:

- 🎬 Using the completed Plot Point Honing graphic organizer as a reference, copy each detail listed into the corresponding space on The Picture Perfect Depiction graphic organizer.
- 🎬 Consider options for visual images that reflect the intended message of the detail listed.
- 🎬 Either write a description of desired visuals or draw a sketch, making sure that the picture *shows* the intended mood, theme, emotion, or action depicted in each specific detail.
- 🎬 Upon completion, file Plot Point Honing graphic organizer in binder for later reference.



### Picture Perfect Depiction Graphic Organizer

Picture	to show	Detail 1
Picture	to show	Detail 2
Picture	to show	Detail 3
Picture	to show	Detail 4
Picture	to show	Detail 5
Picture	to show	Detail 6



## Part 3 – Story Boarding

*Story boards are visual maps for book trailers. Movie makers use story boards to combine the script and the visuals together before actually filming the shots. Plans for sequencing and transitions are made through story boarding - be it in text, sound, or visuals. Click [HERE](#) to view three videos focusing on the importance of the story boarding process. Once the story board script and visuals are satisfactorily completed, it is time create a digital representation of your book trailer project!*

**Objective:** To plan for the final book trailer visuals and script in a concrete manner.

**Materials:**

- 🎬 Story Boarding graphic organizer (page 23)
- 🎬 Binder consisting of all graphic organizers completed for this project
- 🎬 Pencil
- 🎬 *Survival Colony 9*

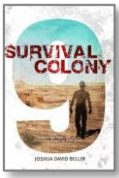
**Procedure:**

- 🎬 Print several copies of the Story Boarding graphic organizer.
- 🎬 Using your discussion questions notes and prior graphic organizers as reference, plan out your book trailer script and corresponding images.
- 🎬 Stick figure sketches are totally acceptable for story boarding. Do not worry about making these drawings perfect. You'll have time to search for images later when you're working on the digital rendition of your book trailer.
- 🎬 Oftentimes powerful quotes from the text serve as effective script material. Look back over the notes you took while discussing the story. You might find some words of interest there.
- 🎬 Remember to keep your book trailer script concise and to the point. Let your visuals help tell the story.
- 🎬 Remember to draft an introduction and a cliff hanging conclusion to your book trailer.

**Lights!**

**Camera!**

**And Digital ACTION!**



### Story Boarding Graphic Organizer

Picture

Script

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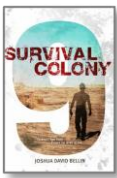




## Common Core State Standards Alignment

**English  
Language Arts  
Standards »  
Reading:  
Literature**

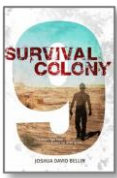
		Discussion Questions	Character Focus	Pinpoint Plot Points	Picture Perfect Depiction	Story-Boarding
CCSS.ELA-Literacy.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	x				
CCSS.ELA-Literacy.RL.9-10.3	Analyze 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.	x	x			
CCSS.ELA-Literacy.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.	x				
CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	x	x	x	x	x
CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.	x	x	x	x	x
CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.	x	x	x	x	x
CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	x				
CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	x	x	x	x	x
CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	x	x	x	x	x



		Discussion Questions	Character Focus	Pinpoint Plot Points	Picture Perfect Depiction	Story-Boarding
CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.	x	x	x	x	x
CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.	x	x	x	x	x

**English Language Arts Standards » Writing**

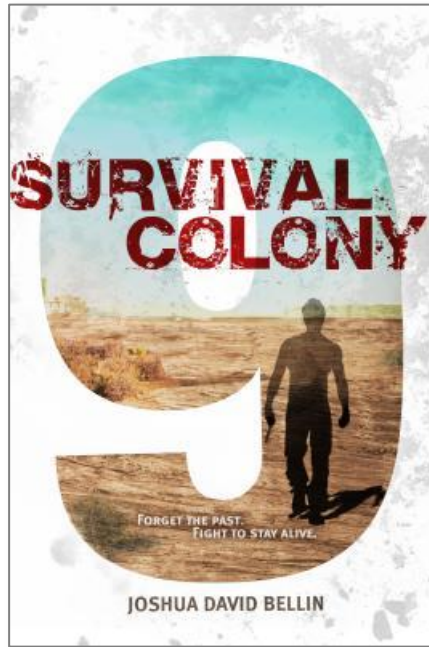
CCSS.ELA-Literacy.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	x				
CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	x	x	x	x	x
CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		x	x	x	x
CCSS.ELA-Literacy.W.9-10.6	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.		x	x	x	x
CCSS.ELA-Literacy.W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	x	x	x	x	x
CCSS.ELA-Literacy.W.11-12.2	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.	x				



		Discussion Questions	Character Focus	Pinpoint Plot Points	Picture Perfect Depiction	Story-Boarding
CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	x	x	x	x	x
CCSS.ELA-Literacy.W.11-12.5	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.	x	x	x	x	x
CCSS.ELA-Literacy.W.11-12.7	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		x	x	x	x
CCSS.ELA-Literacy.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	x	x	x	x	x



## Acknowledgements



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