

# W 3.4

**Standard:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)

**Anchor:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## Essential Skills/Concepts:

- Know how to write in a sequential manner
- Understand why you are writing
- Understand for whom you are writing
- Understand the writing
- Understand how the writing moves from beginning to end, or from introduction to conclusion
- Understand writing purposes such as writing to persuade, inform, entertain
- Recognize and use organizational structures such as chronological order, cause and effect, etc.

## Academic Vocabulary

Organize  
Purpose  
Audience  
Chronological order  
Sequential order  
Cause/Effect  
Develop  
Persuade  
Entertain  
Inform

## Teaching Notes/Strategies: (For Teacher Use)

### Questions to generate thinking:

- ✓ What is the purpose for writing this piece?
- ✓ How will you persuade your audience?
- ✓ Why are you writing this piece?
- ✓ Who will be reading your writing?
- ✓ Who is your audience?
- ✓ How will you organize your writing?
- ✓ What information will you need to add to help your reader understand?
- ✓ Where can you add more information to help the reader understand?
- ✓ Are there any events or details you need to add so that your writing is organized well?

### W. 2.4:

This standard begins in grade 3.

### W 4.4:

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

# W 4.4

**Standard:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

**Anchor:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## Essential Skills/Concepts:

- Know how to write in a logical, sequential manner
- Know how to choose words so that meaning is clear
- Understand who the writing is for
- Understand why they are writing
- Understand the writing task, to research, to persuade, to inform, etc.
- Recognize and use organizational structures such as chronological order, cause and effect, etc.

## Academic Vocabulary

Clear  
Coherent  
Go together  
Paragraph  
Develop  
Organize  
Purpose  
Audience  
Multiple-paragraph  
Chronological  
Order  
Task

## Teaching Notes/Strategies: (For Teacher Use)

## Questions to generate thinking:

- ✓ Who will be reading your writing?
- ✓ Are you writing to tell a story or to help someone learn more about ...?
- ✓ How will you organize your writing?
- ✓ Is there a thinking map you can use to help you organize your ideas?
- ✓ Is there information you need to include? Where will you add that information?
- ✓ Does this need to be longer?
- ✓ Could you add another paragraph telling about...?
- ✓ Do you think your reader will understand what you are trying to say?
- ✓ Did you write what you meant to say?

## W 3.4:

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)

## W 5.4:

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

# W 5.4

**Standard:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

**Anchor:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## Essential Skills/Concepts:

- Write in a logical, sequential manner
- Have a large body of known words so they can choose words that will help make meaning clear
- Understand and use organizational structure such as comparing and contrasting, problem/solution, etc.
- Understand the purpose for the writing task
- Understand the audience

## Academic Vocabulary

Organization  
Development  
Substance  
Style  
Appropriate  
Purpose  
Audience  
Clear  
Coherent

## Teaching Notes/Strategies: (For Teacher Use)

## Questions to generate thinking:

- ✓ Who will be reading your writing?
- ✓ Are you writing to tell a story or to help someone learn more about...?
- ✓ What form of writing does the prompt call for?
- ✓ Who is the audience?
- ✓ What is the text structure?
- ✓ Is there a thinking map or graphic organizer you can use to help organize your writing?
- ✓ What facts, events, dialogue, examples are you including that will help make your writing clearer?
- ✓ Does your writing move the reader easily from one part to another?

## W 4.4:

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

## W 6.4:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

# W 6.4

**Standard:**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

**Anchor:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Essential Skills/Concepts:**

- Understand various writing text types and their organizational structures
- Identify and understand the writing task
- Identify and understand the writing purpose
- Determine and address the audience appropriately
- Understand and utilize appropriate style

**Academic Vocabulary**

Organization  
Style  
Task  
Purpose  
Audience

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ What form of writing does the prompt call for?
- ✓ What organizational structure will you use?
- ✓ What is the purpose for writing?
- ✓ Who is the audience?
- ✓ How will you organize and develop your thoughts before writing?
- ✓ Did you use vocabulary that is appropriate to your audience?
- ✓ Are you using a formal or informal style of writing? Which would be most appropriate for your audience?

**W 5.4:**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

**W 7.4:**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

# W 7.4

**Standard:**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

**Anchor:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Essential Skills/Concepts:**

- Organize ideas, concepts, and information prior to writing
- Understand the writing task
- Understand the purpose for writing
- Understand the audience
- Write well-constructed sentences
- Know how to write a clear, concise thesis statement
- Write well-crafted paragraphs
- Be able to use appropriate transitions to create cohesion and clarify relationships among ideas and concepts.
- Be able to understand and use the writing process
- Be able to write a strong conclusion that supports ideas presented in the writing

**Academic Vocabulary**

Organization  
Task  
Style  
Purpose  
Audience

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ When, where and who will your story be about?
- ✓ Who is telling the story?
- ✓ What problem will the main character face?
- ✓ How will the problem change the character Can you add more descriptions to your setting?
- ✓ What actions will the characters take in response to the events in the story?
- ✓ Remember to show not just tell
- ✓ Did you lead up to your conclusion?
- ✓ What events will lead up to your conclusion?

**W 6.4:**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

**W 8.4:**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

# W 8.4

**Standard:**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

**Anchor:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Essential Skills/Concepts:**

- Understand the writing process
- Understand purpose for writing
- Understand audience
- Understand how to organize ideas and use transition to create cohesion among characters and ideas
- Organize well-crafted paragraphs

**Academic Vocabulary**

Audience  
Organizational Patterns  
Transitions  
Thesis Statement  
Conclusion

**Teaching Notes/Strategies: (For Teacher Use)****Questions to generate thinking:**

- ✓ Who is your audience? How will this affect your writing?
- ✓ What will you use to organize your thoughts before you begin writing?
- ✓ What transitions within and between paragraphs to help the reader?
- ✓ Will your writing include a thesis statement?
- ✓ Does your conclusion refer to the thesis statement for continued cohesion?

**W 7.4:**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

**W 9-10.4:**

Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

# W 9-10.4

**Standard:**

Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

**Anchor:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Essential Skills/Concepts:**

- Analyze the text
- Identify explicit textual evidence
- Cite evidence
- Draw inferences
- Support inference using several pieces from the text
- Provide varying degrees of support (evidence)

**Academic Vocabulary**

Analyze  
Cite  
Explicit  
Textual Evidence  
Conclude  
Inference

**Teaching Notes/Strategies  
(For Teacher Use)****Questions to generate thinking:**

- ✓ What textual evidence did you identify to support your analysis of the text? Cite several examples.
- ✓ What inferences can you draw from your analysis of the text?
- ✓ Show me in the text what makes you think that.
- ✓ What evidence (textual or informational) most strongly supports your analysis?

**W 8.4:**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

**W 11-12.4:**

Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

# W 11-12.4

## Standard:

Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

## Anchor:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Essential Skills/Concepts:

- Understand various writing text types and their organizational structures
- Identify and understand the writing task
- Identify and understand the writing purpose
- Determine and address the audience appropriately
- Understand and utilize appropriate style

### Academic Vocabulary

Flashbacks	Argument
Development	Topic
Organization	Narrative
Style	Events
Audience	Style
Purpose	Tone
Evidence	Claim
Sequence	Counter
Claim	
Transitions	
Ideas	

### Teaching Notes/Strategies: (For Teacher Use)

### Questions to generate thinking:

- ✓ What form of writing does the prompt call for?
- ✓ What organizational structure will you use?
- ✓ What is the purpose for writing?
- ✓ Who is the audience?
- ✓ How will you organize and develop your thoughts before writing?
- ✓ Did you use vocabulary that is appropriate to your audience?
- ✓ Are you using a formal or informal style of writing? Which would be most appropriate for your audience?

### W 9-10.4:

Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)







# W K.5

**Standard:**

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**Anchor:**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Essential Skills/Concepts:**

- Generate a topic to write about
- Know how to take ideas from a graphic organizer or chart to write about
- Organize the writing so that it moves logically
- Write sentences with details
- Know that you can add sizes, colors, and other adjectives to writing to strengthen it
- Recognize unrelated ideas when read with an adult
- Work with peers

**Academic Vocabulary**

Topic  
Focus  
Questions  
Suggestions  
Peers  
Writing  
Details  
Senses

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ What will you be writing about today?
- ✓ What did you like the most? Can you write about that?
- ✓ Can you tell more about what you are writing?
- ✓ Be sure to write what happened first, next and last.
- ✓ Can you use what we have in the flow chart to write your story?
- ✓ Who will you write about?
- ✓ What will you tell about in your writing?

**W 1.5:**

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.

# W 1.5

**Standard:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.

**Anchor:**  
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

## Essential Skills/Concepts:

- Generate a topic to write about
- Know how to take ideas from a graphic organizer or chart to write about
- Organize the writing so that it moves logically
- Write sentences with details
- Know that you can add sizes, colors, and other adjectives to writing to strengthen it
- When reading with an adult, be able to recognize unrelated ideas
- Work with peers

## Academic Vocabulary

Focus  
Details  
Revise  
Edit  
Improve  
Sequence

## Teaching Notes/Strategies: (For Teacher Use)

## Questions to generate thinking:

- ✓ What is your topic?
- ✓ What details will you add to support the topic
- ✓ What happened first? Second? Last?
- ✓ Can you tell a friend what you will be writing in the correct sequence?
- ✓ How will you revise your writing?
- ✓ What details are the most important to include in your writing?
- ✓ Swap papers with a partner, focus on editing and revising each other's papers.

## W K.5:

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

## W 2.5:

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed (e.g., adding concrete and sensory details; elaborating on how the details chosen support the focus) by revising and editing.

# W 2.5

**Standard:** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed (e.g., adding concrete and sensory details; elaborating on how the details chosen support the focus) by revising and editing.

**Anchor:**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Essential Skills/Concepts:**

- Organize thoughts and ideas
- Use brainstorming, webs, clusters to help generate ideas before writing
- Seek guidance from peers to help add language and ideas to writing
- Understand and use grammar and spelling conventions
- Edit for word usage and word choice to help strengthen details
- Revise sentences and/or paragraphs for clarity

**Academic Vocabulary**

- Develop
- Plan
- Organize
- Purpose
- Editing
- Revising
- Proofreading
- Feedback

**Teaching Notes/Strategies:  
(For Teacher Use)**

**Questions to generate thinking:**

- ✓ What will you use to help you organize your ideas?
- ✓ Can you create a graphic organizer/thinking map to help you sequence your ideas and events?
- ✓ Can you share with your partner what you plan to write?
- ✓ Does your partner have ideas that you can use?
- ✓ Have you completed your first draft?
- ✓ Can you re-write this so that the ideas/details are clearer?
- ✓ Is there a better way you could write your beginning?
- ✓ What is your topic sentence
- ✓ Have you asked your partner to give you feedback about what you have written so far?
- ✓ Have you used your editing/proofreading checklist to help you make any changes?

**W 1.5:**

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.

**W 3.5:**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

# W 3.5

## Standard:

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

## Anchor:

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### Essential Skills/Concepts:

- Organize thoughts and ideas
- Use brainstorming, webs, clusters to help generate ideas before writing
- Seek guidance from peers to help add language and ideas to writing
- Ask adults for help in revising and editing
- Understand and use grammar and spelling conventions
- Edit for word usage and word choice to help strengthen details
- Revise sentences and/or paragraphs for clarity

### Academic Vocabulary

Develop  
Plan  
Organize  
Purpose  
Editing  
Revising  
Proofreading  
Feedback

### Teaching Notes/Strategies: (For Teacher Use)

### Questions to generate thinking:

- ✓ What will you use to help you organize your ideas?
- ✓ Can you create a graphic organizer/thinking maps to help you sequence your ideas and events?
- ✓ Can you share with your partner what you plan to write?
- ✓ Does your partner have ideas that you can use?
- ✓ Have you completed your first draft?
- ✓ Can you re-write this so that the ideas/details are clearer?
- ✓ Is there a better way you could write your beginning?
- ✓ What is your topic sentence?
- ✓ Have you asked your partner to give you feedback about what you have written so far?
- ✓ Have you used your editing/proofreading checklist to help you make any changes?

### W 2.5:

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed (e.g., adding concrete and sensory details; elaborating on how the details chosen support the focus) by revising and editing.

### W 4.5:

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

# W 4.5

## Standard:

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

## Anchor:

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### Essential Skills/Concepts:

- Use brainstorming, webs, or clusters to help generate ideas for writing
- Organize thoughts and ideas
- Seek and respond to suggestions from peers about what has been written
- Understand and use grammar and spelling conventions
- Edit for word usage and choice to strengthen details
- Seek guidance from peers to help add precise language/ideas to the writing

### Academic Vocabulary

Proofreading  
Editing  
Revising  
Peers  
Purpose  
Organize  
Draft  
Planning  
Develop  
Strengthen

### Teaching Notes/Strategies: (For Teacher Use)

### Questions to generate thinking:

- ✓ What will you use to help organize your ideas?
- ✓ Can you create a graphic organizer/thinking map to help you sequence your ideas/events?
- ✓ Can you re-write this so that the ideas/details are clearer?
- ✓ Have you completed your first draft?
- ✓ Did you share with your audience what you intended to say?
- ✓ Have you asked your partner/group to give you feedback about what you have written so far?
- ✓ Is there a better way you could start/end your writing?
- ✓ What is your topic sentence?
- ✓ Have you used your editing/proofreading checklist to help you make any changes?

### W 3.5:

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

### W 5.5:

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

# W 5.5

## Standard:

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

## Anchor:

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### Essential Skills/Concepts:

- Know and use the conventions of standard English including conjunctions and verb tenses
- Demonstrate correct usage of capital letters and punctuation, such as commas, quotations, underlining, and italics
- Know different ways to expand, combine and vary sentences
- Know how to use the stages of the writing process
- Rearrange or edit unnecessary information
- Be familiar with editing tools such as checklists and handbooks
- Seek guidance from peers to help add precise language/ideas to writing

### Academic Vocabulary

Planning  
Revising  
Editing  
Rewriting  
Organization  
Approach  
Guidance  
Strengthen

### Teaching Notes/Strategies: (For Teacher Use)

### Questions to generate thinking:

- ✓ What will you use to help organize your ideas?
- ✓ Which would be the best opening sentence?
- ✓ What is the best title for this selection?
- ✓ Can you rewrite this so that the ideas/details are clearer?
- ✓ Which sentence can best be added?
- ✓ Which sentence would be the best topic sentence?
- ✓ You have tried organizing your writing this way, have you thought of using another approach?
- ✓ Did you share your ideas and thoughts with your group?
- ✓ What feedback did they give you?
- ✓ Is there a better way to start or end your writing?

### W 4.5:

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

### W 6.5:

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

# W 6.5

## Standard:

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

## Anchor:

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### Essential Skills/Concepts:

- Develop and use planning templates
- Understand and utilize revision techniques
- Identify and edit text-problems
- Understand and use multiple writing approaches
- Receive and provide writing guidance

### Academic Vocabulary

Planning  
Revising  
Editing  
Rewriting  
Organization

### Teaching Notes/Strategies (For Teacher Use)

### Questions to generate thinking:

- ✓ How will you plan your writing piece?
  - ✓ How does your planning template compare with your writing piece? Was something added/omitted?
- Why
- ✓ What is the best title for this piece?
  - ✓ Is the structure you selected the most effective format for conveying your ideas?
  - ✓ Is additional evidence, description, or clarification needed anywhere in the piece?
  - ✓ Does one section of your writing piece problematic? How can you revise that portion to better fit the overall piece?
  - ✓ Do all sentences belong? Do some sentences need to be reworded or deleted?
  - ✓ Is your writing free of writing conventions errors?
  - ✓ Where should you go if you need helping editing?

### W 5.5:

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

### W 7.5:

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

# W 7.5

**Standard:**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

**Anchor:**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Essential Skills/Concepts:**

- Organize information prior to writing
- Implement the writing process by: planning, revising, editing, and rewriting.
- Edit for language conventions
- Understand the purpose for writing
- Understand and address the audience
- Craft a clear, concise thesis statement
- Write well-constructed sentences
- Craft well written paragraphs
- Incorporate appropriate transitions to create cohesion and clarify relationships among ideas and concepts.
- Write a strong conclusion that supports ideas presented in the writing

**Academic Vocabulary**

Editing  
Language Convention  
Organizing  
Planning  
Revising  
Rewriting

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ Which would be the best opening sentence?
- ✓ Which would be the best thesis statement?
- ✓ What is the best title for this selection?
- ✓ What sentence best concludes this selection?
- ✓ Which sentence can be deleted without changing the meaning of the selection?

**W 6.5:**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

**W 8.5:**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

# W 8.5

**Standard:**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

**Anchor:**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Essential Skills/Concepts:**

- Understand the importance of editing and revision
- Understand the importance of rewriting
- Understand the purpose for writing
- Support peers in the revision process
- Understand the use of editing and revision strategies
- Understand the use of sentence variety
- Understand the use of various literary devices

**Academic Vocabulary**

- Revising
- Editing
- Organization
- Planning
- Rewriting
- Sentence Variety
- Literary Devices

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ How could you change the first paragraph to engage the reader?
- ✓ How could you change your thesis statement to better convey what you will be writing?
- ✓ How could you rearrange the sentences in this paragraph to exclude unnecessary information?
- ✓ How could you rearrange and include more sentences to make the paragraph more interesting?
- ✓ Is your conclusion strong and does it reflect your writing?

**W 7.5:**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

**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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

# W 9-10.5

## Standard:

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

## Anchor:

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### Essential Skills/Concepts:

- Understand and focus on purpose and audience
- Develop and use planning templates
- Understand and utilize revision techniques
- Identify and edit text-problems
- Understand and use multiple writing approaches
- Receive and provide writing guidance

### Academic Vocabulary

Development  
Argument  
Topic  
Narrative  
Information  
Edit  
Revise  
Evidence  
Purpose

### Teaching Notes/Strategies: (For Teacher Use)

### Questions to generate thinking:

- ✓ What is the purpose or focus of the piece? What aspects are most significant?
- ✓ How will you plan your writing piece?
- ✓ How does your planning template compare with your writing piece? Was something added/omitted? Why?
- ✓ What is the best title for this piece?
- ✓ Is the structure you selected the most effective format for conveying your ideas?
- ✓ Is additional evidence, description, or clarification needed anywhere in the piece?
- ✓ Does one section of your writing piece problematic? How can you revise that portion to better fit the overall piece?
- ✓ Do all sentences belong? Do some sentences need to be reworded or deleted?
- ✓ Is your writing free of writing conventions errors?
- ✓ Where should you go if you need helping editing?
- ✓ Does your writing meet the needs of your audience?
- ✓ Does your writing achieve your purpose?

## W 8.5:

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

## 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

# W 11-12.5

## Standard:

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

## Anchor:

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### Essential Skills/Concepts:

- Understand and focus on purpose and audience
- Develop and use planning templates
- Understand and utilize revision techniques
- Identify and edit text-problems
- Understand and use multiple writing approaches
- Receive and provide writing guidance

### Academic Vocabulary

Argument  
Topic  
Narrative  
Evidence  
Details  
Purpose

### Teaching Notes/Strategies: (For Teacher Use)

### Questions to generate thinking:

- ✓ What is the purpose or focus of the piece? What aspects are most significant?
- ✓ How will you plan your writing piece?
- ✓ How does your planning template compare with your writing piece? Was something added/omitted? Why?
- ✓ What is the best title for this piece?
- ✓ Is the structure you selected the most effective format for conveying your ideas?
- ✓ Is additional evidence, description, or clarification needed anywhere in the piece?
- ✓ Does one section of your writing piece problematic? How can you revise that portion to better fit the overall piece?
- ✓ Do all sentences belong? Do some sentences need to be reworded or deleted?
- ✓ Is your writing free of writing conventions errors?
- ✓ Where should you go if you need helping editing?
- ✓ Does your writing meet the needs of your audience?
- ✓ Does your writing achieve your purpose?

### 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

# W K.6

**Standard:**

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Anchor:**

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Essential Skills/Concepts:**

- Be familiar with a computer keyboard
- Know how to use with help PowerPoint
- Know how to send a document to the printer
- Know how to navigate a computer toolbar
- Use a mouse
- Work with peers
- Know how to use the save function on the computer

**Academic Vocabulary**

Mouse  
PowerPoint  
Keyboard  
Typing  
Publishing  
Presenting  
Sharing  
Toolbar  
Font  
Writing  
Collaborate  
Produce

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ Can you turn on the computer?
- ✓ Would you like to type or should I?
- ✓ Would your writing be best as on one page or should we use the PowerPoint?
- ✓ How will your group decide how to present your story?
- ✓ Did you remember to save your work?

**W 1.6:**

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

# W 1.6

**Standard:**

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Anchor:**

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Essential Skills/Concepts:**

- Understand how to use a computer
- With guidance know how to use PowerPoint
- Understand how to print
- Know how to use the computer toolbar
- Know how to use a mouse
- Understand how to save materials
- Work collaborative with a partner

**Academic Vocabulary**

Cooperate  
Computer  
Keyboard  
Monitor/Screen  
Information

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ Can you turn on your computer?
- ✓ Do you know how to save information?
- ✓ Would you rather present your information using PowerPoint?
- ✓ Where will you look for information?
- ✓ Did you find a site that was most helpful?
- ✓ What information are you looking for?

**W K.6:**

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**W 2.6:**

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

# W 2.6

**Standard:**

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Anchor:**

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Essential Skills/Concepts:**

- Have basic keyboarding skills
- Know how to use the following toolbar functions:
  - bold
  - underline
  - font style
  - font size
  - set margins
  - page orientation
- Have a system for saving and storing work until it is ready for publishing
- Know and use Internet tools such as search engines (Google, Bing), online dictionaries and thesaurus, spell and grammar check
- Use programs such as Word, PowerPoint, and Publisher
- Know and use print commands
- Know how to work together

**Academic Vocabulary**

Technology  
Digital  
Word Processing  
Copy and Paste  
PowerPoint  
Google  
Search Engine  
Toolbar  
Spellcheck

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ Have you and your group decided what you will write about?
- ✓ How will you divide the work so that you all contribute to the project?
- ✓ Where will you save your work until you are ready to print?
- ✓ What program will you use to publish your work? Word? PowerPoint? etc.
- ✓ What online resources can you use to help write your paper?

**W 1.6:**

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**W 3.6:**

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others and to locate information about topics.

# W 3.6

**Standard:**

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others and to locate information about topics.

**Anchor:**

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Essential Skills/Concepts:**

- Have basic keyboarding skills
- Know how to use the following toolbar functions:
  - bold
  - underline
  - font style
  - font size
  - set margins
  - page orientation
- Have a system for saving and storing work until it is ready for publishing
- Know and use Internet tools such as search engines (Google, Bing), online dictionaries and thesaurus, spell and grammar check
- Use programs such as Word, PowerPoint, and Publisher
- Know and use print commands
- Know how to work together

**Academic Vocabulary**

Technology  
 Digital  
 Word Processing  
 Copy and Paste  
 PowerPoint  
 Google  
 Search Engine  
 Toolbar  
 Spellcheck

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ Have you and your group decided what you will write about?
- ✓ How will you divide the work so that you all contribute to the project?
- ✓ Where will you save your work until you are ready to print?
- ✓ What program will you use to publish your work? Word? PowerPoint? etc.
- ✓ What online resources can you use to help write your paper?

**W 2.6:**

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**W 4.6:**

With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

# W 4.6

## Standard:

With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

## Anchor:

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Essential Skills/Concepts:

- Have a working knowledge of keyboards and word processing
- Be familiar with Internet tools such as search engines, online dictionaries, thesaurus, spell check and grammar check
- Use programs such as PowerPoint, Publisher, and Word, to create written documents.
- Know how to download documents and cite the source of the downloaded documents
- Work collaboratively to complete a written project/document
- Know how to use formatting functions such as setting margins, spacing, capitalizing, and page orientation
- Determine which font, font size, and style should be used

### Academic Vocabulary

Internet  
Publisher  
PowerPoint  
Working Together  
Save  
Menu  
Font  
Keyboarding  
Spellcheck  
Word Processing  
Format

### Teaching Notes/Strategies: (For Teacher Use)

### Questions to generate thinking:

- ✓ Don't forget to use the correct font, tabs, or spacing when you are typing your paper.
- ✓ Will you save your document or are you ready to print?
- ✓ Have you used the spell checker to help you edit your writing?
- ✓ You might need to use the thesaurus to say that another way.
- ✓ You might try making this into a PowerPoint so that you can present your ideas.
- ✓ What online sources might you use to help write your paper?
- ✓ How did your group divide the responsibilities so that you all contributed to completing the project?

### W 3.6:

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others and to locate information about topics.

### W 5.6:

With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

# W 5.6

## Standard:

With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

## Anchor:

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Essential Skills/Concepts:

- Use a standard keyboard and know some of the basic functions
- Access the Internet as part of a group task
- Demonstrate knowledge of publishing programs and structure
- Know how to set margins, spacing, tabs, make columns, add page numbers, page orientation and set up
- Know how to save documents on the computer
- Understand how to use search engines on the Internet such as *Google, Bing, Yahoo*
- Be familiar with various computer programs (e.g.: *Word, Publisher, Power Point, Spell-check, email, etc.*) and be able to use them efficiently
- Work collaboratively to complete a written project/document

### Academic Vocabulary

Document  
Format  
Insert  
Computer  
Spellcheck  
Save  
Menus  
File Folder  
Word Processing  
PowerPoint  
Keyboarding

### Teaching Notes/Strategies (For Teacher Use)

### Questions to generate thinking:

- ✓ What software would you use to create this document?
- ✓ Where/how would you save your document?
- ✓ How do you spell check a document?
- ✓ How do you access \_\_\_\_\_?
- ✓ How would you find \_\_\_\_\_ on the Internet?
- ✓ How did your group divide up the responsibilities for the task?
- ✓ What online resources might you use to help write your paper?
- ✓ What online resources might you use to help write your paper?
- ✓ Is there a better way to start or end your writing?

### W 4.6:

With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

### W 6.6:

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.

# W 6.6

## Standard:

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.

## Anchor:

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Essential Skills/Concepts:

- Use technology proficiently for production, publication, and collaboration
- Demonstrate keyboarding skills (three page/single sitting minimum)
- Access and use the Internet

### Academic Vocabulary

Publish  
Keyboarding  
Medium  
Collaborate  
Interact  
Skills

### Teaching Notes/Strategies (For Teacher Use)

### Questions to generate thinking:

- ✓ What software will you use to create this document?
- ✓ How can the Internet serve as a tool for production, publication, and collaboration?
- ✓ What medium will you use to publish your writing so that others can access it?
- ✓ How will you use technology to collaborate and interact with others about your writing?

### W 5.6:

With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

### W 7.6:

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

# W 7.6

**Standard:**

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**Anchor:**

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Essential Skills/Concepts:**

- Be able to keyboard accurately
- Possess computer literacy
- Know how to use computer publishing software
- Know how to format and design page layouts
- Know how to embed links into a document
- Know how to access collaborative sources to discuss topics of interest
- Understand Moodle and know how to access and appropriate blogs
- Know how to interact with others using distance learning

**Academic Vocabulary**

Cite  
Collaborate  
Interact  
Link  
Produce  
Publish  
Technology

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ Name the software programs available for you to publish your writing.
- ✓ How do you format a document before writing?
- ✓ How can you include a link to resources within your document?
- ✓ What program tools are available for you to check your accuracy of language conventions?
- ✓ What URL would you use to access a moodle account?
- ✓ What search engine do you most prefer to use in researching\_\_\_\_\_?

**W 6.6:**

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.

**W 8.6:**

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

# W 8.6

**Standard:**

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**Anchor:**

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Essential Skills/Concepts:**

- Type with proficiency
- Understand the use of databases
- Use key words to locate information on the internet
- Know how to site a variety of sources
- Understand various computer programs such as Word, PowerPoint, Excel, and Publisher).
- Know how to format and design page layouts
- Understand how to embed links into a document
- Understand Moodle and know how to access and appropriate blogs

**Academic Vocabulary**

- Cite
- Collaborate
- Technology
- Publish
- Produce
- Link
- URL
- Moodle
- Software
- Resources

**Teaching Notes/Strategies:**

(For Teacher Use)

**Questions to generate thinking:**

- ✓ What software did you use to create this document?
- ✓ How can you include a link to resources within your document?
- ✓ What URL would you use to access a moodle account?
- ✓ Did you use numerous search engines to research your material?
- ✓ What programs are available for you to check your spelling and language conventions?
- ✓ Did you cite your work?
- ✓ Who did you collaborate with on-line?

**W 7.6:**

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**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.

# W 9-10.6

## Standard:

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.

## Anchor:

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Essential Skills/Concepts:

- Use technology proficiently for production, publication, and collaboration
- Demonstrate keyboarding skills (three page/single sitting minimum- 6th grade)
- Link and cite sources
- Create shared writing products
- Display information flexibly and dynamically
- Access and use the Internet

### Academic Vocabulary

Software  
Information  
Links  
Credible  
Display  
Disseminate  
Multimedia  
Format

### Teaching Notes/Strategies: (For Teacher Use)

### Questions to generate thinking:

- ✓ What software will you use to create this document?
- ✓ How can the Internet serve as a tool for production, publication, and collaboration?
- ✓ What Internet links will you provide in your document?
- ✓ How do you correctly cite Internet links?
- ✓ What medium will you use to publish your writing so that others can access it?
- ✓ How will you use technology to collaborate and interact with others about your writing?
- ✓ What tools will you utilize in to order to display your information in a flexible and dynamic manner? How will your information be easily updated?
- ✓ Have you efficiently presented the relationships between information and ideas?

### W 8.6:

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

### W 11-12.6:

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.

# W 11-12.6

**Standard:**

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.

**Anchor:**

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Essential Skills/Concepts:**

- Use technology proficiently for production, publication, and collaboration
- Demonstrate keyboarding skills (three page/single sitting minimum- 6th grade)
- Link and cite sources
- Create shared writing products
- Display information flexibly and dynamically
- Respond to ongoing feedback and new information
- Access and use the Internet

**Academic Vocabulary**

Software  
Credible  
Multimedia  
Format  
Chart  
Graph  
Table

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ What software will you use to create this document?
  - ✓ How can the Internet serve as a tool for production, publication, and collaboration?
  - ✓ What Internet links will you provide in your document?
  - ✓ How do you correctly cite Internet links?
  - ✓ What medium will you use to publish your writing so that others can access it?
  - ✓ How will you use technology to collaborate and interact with others about your writing?
  - ✓ What tools will you utilize in to order to display your information in a flexible and dynamic manner?
- How will your information be easily updated?
- ✓ How will you collect and respond to feedback and new information?
  - ✓ Have you efficiently presented the relationships between information and ideas?

**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.

# W K.7

**Standard:**

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and combine or summarize information/facts learned or express opinions about them).

**Anchor:**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Essential Skills/Concepts:**

- Know that an opinion is not a fact
- Know that opinions can be expressed using terms such as love, like, dislike, hate, etc.
- Give different reasons for their preference
- Have access to books/stories by the same author
- Know that exploring can be comparing and contrasting the story, drawings, concepts the author presents in different books
- Know how to copy a title
- Know how to copy an author's name
- Use the title and author's name in the writing

**Academic Vocabulary**

Reason  
Tell  
Explain  
Author's Name  
Title  
Opinion  
Fact  
Like/Dislike

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ What is the name of your favorite book?
- ✓ Who wrote that book?
- ✓ Would you like to read/hear another book by that author?
- ✓ This book \_\_\_\_\_ and this book are by the same author. Which one did you like best and why?
- ✓ What are some of your favorite things? Why do you like them?
- ✓ Which do you like better? Choose one and give two reasons why you like it.

**W 1.7:**

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions or combine or summarize information/facts learned).

# W 1.7

**Standard:**

Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions or combine or summarize information/facts learned).

**Anchor:**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Essential Skills/Concepts:**

- Write simple sentences
- Understanding of informational texts structure
- Locate information within text
- Identify sequence in how to guide
- Information
- Facts
- Explanation

**Academic Vocabulary**

Research  
Directions  
Sequence  
Instruction  
Fact  
Fiction

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ Who is the author of the book you read?
- ✓ Was this book fact or fiction?
- ✓ How do you know if it is fact or fiction?
- ✓ What do you do first, second, third, etc?
- ✓ Locate \_\_\_\_\_ in the text.

**W K.7:**

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and combine or summarize information/facts learned or express opinions about them).

**W 2.7:**

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report or visual or oral presentation; record data from science observations).

# W 2.7

**Standard:**

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report or visual or oral presentation; record data from science observations).

**Anchor:**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Essential Skills/Concepts:**

- Know how to select a topic that can be researched
- Understand how to use reference materials such as encyclopedias, atlas, search engines or databases
- Understand how to use keywords for searching a topic
- Understand how to summarize information
- Know how to use graphic organizers or Thinking Maps logically to move through the research project
- Understand organizational structures that are used when writing a research report
- Know how to cite sources

**Academic Vocabulary**

Topic  
Sources  
Information  
Key words  
Online  
Credit  
Cite  
Bibliography  
Citation Page

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ What is the topic of your report?
- ✓ Can you narrow your topic?
- ✓ What sources will you use to find information?
- ✓ What key words can you use to find your topic online?
- ✓ Where can you go to find more information?
- ✓ How will you give your sources credit?
- ✓ What is the page called where you will list your sources?
- ✓ How will your group divide the work?

**W 1.7:**

Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions or combine or summarize information/facts learned).

**W 3.7:**

Conduct short research projects that build knowledge about a topic.

# W 3.7

**Standard:**

Conduct short research projects that build knowledge about a topic.

**Anchor:**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Essential Skills/Concepts:**

- Know how to select a topic that can be researched
- Understand how to use reference materials such as encyclopedias, atlas, search engines or databases
- Understand how to use keywords for searching a topic
- Understand how to summarize information
- Use graphic organizers or Thinking Maps to move through the research project logically
- Understand organizational structures that are used when writing a research report
- Know how to cite print and internet sources

**Academic Vocabulary**

Topic  
Sources  
Information  
Key words  
Online  
Credit  
Cite  
Bibliography  
Citation Page

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ What is the topic of your report?
- ✓ Can you narrow your topic?
- ✓ What sources will you use to find information?
- ✓ What key words can you use to find your topic online?
- ✓ Where can you go to find more information?
- ✓ How will you give your sources credit?
- ✓ What is the page called where you will list your sources?

**W 2.7:**

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report or visual or oral presentation; record data from science observations).

**W 4.7:**

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

# W 4.7

**Standard:**

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**Anchor:**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Essential Skills/Concepts:**

- Know how to use reference materials such as encyclopedias, atlas, search engines or databases
- Know how to select a topic that can be researched
- Be able to use keywords for searching a topic
- Be familiar with the organizational structures used when writing a research project
- Realize that there are various perspectives on the same topic
- Know how to cite all sources
- Use graphic organizers or thinking maps to move through the research project logically

**Academic Vocabulary**

Aspects  
Topics  
Research  
Project  
Investigation  
Sources  
Primary Sources  
Perspective  
Cite

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ What will your project be about?
- ✓ Can you narrow your topic?
- ✓ What sources will you use to present information?
- ✓ What online sources might you use?
- ✓ Which key words can you think of to search for additional information about your topic?
- ✓ Do you think someone else might have a different point of view?
- ✓ What do you think your readers will learn after they have read your report?
- ✓ How will you organize your information?
- ✓ How will you keep track of the sources you will use?

**W 3.7:**

Conduct short research projects that build knowledge about a topic.

**W 5.7:**

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

# W 5.7

## Standard:

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**Anchor:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

### Essential Skills/Concepts:

- Use the steps for writing a research paper
  - Define a topic
  - Make a list of questions/resources
  - Make notes or create a graphic organizer
  - Write the first draft
  - Seek help to edit and revise from peers
  - Publish
- Know how to use reference materials such as encyclopedias, search engines or databases
  - Use of key words for Internet searches
  - Know how to cite a variety of sources
  - Know the organizational structures used when writing a research project
  - Synthesize information from various perspectives or authors
  - Create bibliography

### Academic Vocabulary

Aspects  
Topics  
Research  
Data Base  
Internet Search  
Bibliography  
Investigation  
Cite Source  
Synthesize

### Teaching Notes/Strategies: (For Teacher Use)

### Questions to generate thinking:

- ✓ What sources could you use to investigate \_\_\_\_\_ and write about it?
- ✓ What question does your research report answer?
- ✓ What online sources will you use?
- ✓ Will you be able to finish this research in one or two periods?
- ✓ Did you research both the positive and negative sides of the issue?
- ✓ How will you keep track of the sources you use?
- ✓ Which bibliography entry is cited correctly?
- ✓ How do you cite a bibliography entry for a \_\_\_\_\_?

### W 4.7:

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

### W 6.7:

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

# W 6.7

**Standard:**

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**Anchor:**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Essential Skills/Concepts:**

- Understand steps of an investigation
- Develop an inquiry question
- Conduct research drawing on several sources
- Refocus inquiry when appropriate
- Synthesize and summarize information
- Cite a variety of sources

**Academic Vocabulary**

Key words  
Site Source  
Internet Search  
Synthesize  
Research  
Project  
Inquiry  
Bibliography  
Investigation  
Precise

**Teaching Notes/Strategies  
(For Teacher Use)****Questions to generate thinking:**

- ✓ What subject are you investigating?
- ✓ What is your inquiry question?
- ✓ How will locate sources?
- ✓ What is the origin of the sources you are using?
- ✓ How do correctly cite your sources?
- ✓ How does the information drawn from various sources provide an answer to your question?
- ✓ Is the information from the various sources consistent / complimentary?
- ✓ Does your inquiry question need to be altered as a result of your findings?
- ✓ How can you best summarize your findings?
- ✓ What did you learn from this inquiry?

**W 5.7:**

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**W 7.7:**

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

# W 7.7

## Standard:

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

## Anchor:

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

### Essential Skills/Concepts:

- Know steps of an investigation
- Know how to use computer publishing software
- Know how to format and design page layouts
- Know how to use internet search engines
- Know how to embed links into a document
- Know how to research a topic using the internet
- Know how to create a bibliography
- Be able to locate resources: online, newspaper, library books, interviews, magazines, speakers

### Academic Vocabulary

Bibliography  
Generate  
Inquiry  
Internet Search  
Investigation  
Key words  
Precise  
Project  
Research  
Site Source  
Synthesize

### Teaching Notes/Strategies: (For Teacher Use)

### Questions to generate thinking:

- ✓ If you need information on \_\_\_\_ you could type which key words?
- ✓ You run a key word search on the internet and it comes up with several articles on the subject, which would you check out first? Why?
- ✓ What question does your essay/report answer?
- ✓ Which thesis statement is the best for this essay?
- ✓ Which bibliography entry is cited correctly?
- ✓ How do you cite a bibliography entry for a \_\_\_\_\_?

### W 6.7:

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

### W 8.7:

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

# W 8.7

## Standard:

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

## Anchor:

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

### Essential Skills/Concepts:

- Understand the steps of a research project
- Understand how to use computer publishing software
- Know how to use internet search engines
- Understand how to locate online resources: newspaper, library books, magazines, speakers, interview, published professional texts
- Know how to create a bibliography or citation page
- Understand paraphrasing
- Understand direct quotes

### Academic Vocabulary

- Paraphrase
- Credit
- Source
- Cite
- Bibliography
- Citation page
- Valid

### Teaching Notes/Strategies: (For Teacher Use)

### Questions to generate thinking:

- ✓ What question does your report answer?
- ✓ Why is it important to paraphrase your information?
- ✓ Did you give credit for the information you used?
- ✓ How did you know that the source was creditable?
- ✓ What is the correct way to site your sources in your bibliography or citation page?
- ✓ Show me where you found \_\_\_\_\_ information?
- ✓ Looking at these two sources, which source would be the most valid? Why?

### W 7.7:

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

### W 9-10.7:

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

# W 9-10.7

## Standard:

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

## Anchor:

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

### Essential Skills/Concepts:

- Understand steps of an investigation
- Develop an inquiry question
- Conduct research drawing on multiple sources
- Refocus inquiry/generate additional questions when appropriate
- Know how to broaden or narrow an inquiry
- Synthesize and summarize information
- Cite a variety of sources

### Academic Vocabulary

Sources  
Information  
Inquiry  
Narrow Inquiry  
Broad Inquiry  
Format  
Bibliography  
Citation Page  
Paraphrase

### Teaching Notes/Strategies: (For Teacher Use)

### Questions to generate thinking:

- ✓ What subject are you investigating?
- ✓ What is your inquiry question?
- ✓ How will locate sources?
- ✓ What is the origin of the sources you are using?
- ✓ How do correctly cite your sources?
- ✓ How does the information drawn from various sources provide an answer to your question?
- ✓ Is the information from the various sources consistent / complimentary?
- ✓ Does your inquiry question need to be altered as a result of your findings? Are additional questions to be researched generated?
- ✓ Does your inquiry need to be more narrow/broad as a result of your investigation?
- ✓ How can you best summarize your findings?
- ✓ What did you learn from this inquiry? What new understanding of the subject do you have?

### W 8.7:

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

### W 11-12.7:

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

# W 11-12.7

## Standard:

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Anchor:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

### Essential Skills/Concepts:

- Understand steps of an investigation
- Develop an inquiry question
- Conduct research drawing on several sources
- Refocus inquiry/generate additional questions when appropriate
- Synthesize and summarize information
- Cite a variety of sources

### Academic Vocabulary

Inquiry	Bibliography
Narrow	Paraphrase
Broaden	Citation Page
Synthesize	
Source	
Organization	
Format	

### Teaching Notes/Strategies: (For Teacher Use)

### Questions to generate thinking:

- ✓ What subject are you investigating?
- ✓ What is your inquiry question?
- ✓ How will you locate sources?
- ✓ What is the origin of the sources you are using?
- ✓ How do correctly cite your sources?
- ✓ How does the information drawn from various sources provide an answer to your question?
- ✓ Is the information from the various sources consistent / complimentary?
- ✓ Does your inquiry question need to be altered as a result of your findings? Are additional questions to be researched generated?
- ✓ How can you best summarize your findings?
- ✓ What did you learn from this inquiry?

### W 9-10.7:

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

# W K.8

**Standard:**

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Anchor:**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**Essential Skills/Concepts:**

- Retell/ recall key details
- Looking at multiple sources to gather information
- Draw conclusions from experiences to help answer a question
- Use multiple sources to come to an answer

**Academic Vocabulary**

Recall  
Information  
Gather/Collect  
Questions  
Sources  
Computer  
Books  
Magazines  
Experiences  
Remember  
Learn

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ Can you tell me what happened ...
- ✓ After reading a text, or looking at a picture ask who, what, where and when questions
- ✓ Did you gather information from the computer?
- ✓ What were the best sources you used?
- ✓ Did you find information in books and magazines?
- ✓ Where can you go to gather/collect information to help you understand?

**W 1.8:**

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

# W 1.8

**Standard:**

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Anchor:**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**Essential Skills/Concepts:**

- Retell / recall key details
- Describe personal experiences
- Locate information within text
- Know that information can come from different sources, (e.g., books, digital, print)

**Academic Vocabulary**

Collect  
Gather  
Select  
Recall  
Information  
Retell  
Describe  
Sources  
Encyclopedia  
Non-Fiction  
Expository  
Magazine  
Article

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ Can you tell me what happened?
- ✓ Can you give me information using who, what, when, why, and where
- ✓ What sources did you use to find information?
- ✓ Can you recall the main event idea?
- ✓ Can you retell the main event idea?
- ✓ Describe why this event or person is important?
- ✓ How will you rewrite this information in your own words?

**W K.8:**

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**W 2.8:**

Recall information from experiences or gather information from provided sources to answer a question.

# W 2.8

**Standard:**

Recall information from experiences or gather information from provided sources to answer a question.

**Anchor:**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**Essential Skills/Concepts:**

- Know how to use search engines such as Goggle, Bing, etc.
- Know how to use the library to locate print resources such as encyclopedias, magazine, and books
- Understand how to summarize information
- Know how to organize information
- Understand how to sort information by categories
- Understand how to use note-taking strategies, such as use of index cards, notebooks, graphic organizers, or Thinking Maps

**Academic Vocabulary**

Sources  
List  
Bibliography  
Citation Page  
Cite  
Note-taking  
Paraphrase  
Internet Search  
Library Sources

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ What sources did you use to find your information?
- ✓ What sources did you find on an internet search?
- ✓ What sources did you find in a library search?
- ✓ How can you paraphrase this sentence?
- ✓ Can you write this sentence using your own words?
- ✓ Is this information important to your research?
- ✓ Can you use an organizer to help you group your ideas?

**W 1.8:**

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**W 3.8:**

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

# W 3.8

**Standard:**

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Anchor:**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**Essential Skills/Concepts:**

- Know how to use search engines such as Goggle, Bing, etc.
- Know how to use the library to locate print resources such as encyclopedias, magazine, and books
- Understand how to summarize information
- Know how to organize information
- Understand how to sort information by categories
- Understand how to use note-taking strategies, such as use of index cards, notebooks, graphic organizers, or Thinking Maps

**Academic Vocabulary**

Sources  
List  
Bibliography  
Citation Page  
Cite  
Note-taking  
Paraphrasing  
Internet Search  
Library Sources

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ What sources did you use to find your information?
- ✓ What sources did you find on an internet search?
- ✓ What sources did you find in a library search?
- ✓ How can you paraphrase this sentence?
- ✓ Can you write this sentence using your own words?
- ✓ Is this information important to your research?
- ✓ Can you use an organizer to help you group your ideas?

**W 2.8:**

Recall information from experiences or gather information from provided sources to answer a question.

**W 4.8:**

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

# W 4.8

## Standard:

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

## Anchor:

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

### Essential Skills/Concepts:

- Know how to use search engines such as Google, Bing, etc.
- Know how to use the library to locate print resources such as encyclopedias, magazines, and books
- Summarize information
- Know and use several note-taking strategies, such as use of index cards, notebooks, graphic organizers
- Know how to cite both digital and print sources
- Know how to organize the information logically
- Know how to organize the information by categories
- After reading and gathering information, convey the information in their own words

### Academic Vocabulary

List  
Sources  
Bibliography  
Cite  
Relevant  
On Topic  
Digital Sources  
Encyclopedia  
Note-taking  
Paraphrasing  
Quoting/Quotation  
Recall  
Internet Search

### Teaching Notes/Strategies: (For Teacher Use)

### Questions to generate thinking:

- ✓ Ask yourself, “How does this support my topic?”
- ✓ Is this information important to your research?
- ✓ How will you include this information in your report?
- ✓ How will you keep track of the information that you have looked at and the information that you have used?
- ✓ Where can you get information on how to cite the sources you used?
- ✓ Can you say that using your own words?
- ✓ Can you use an organizer to help you group your ideas?
- ✓ What do you need to do if you are using the author’s words?
- ✓ How will you keep your notes organized?

### W 3.8:

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### W 5.8:

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

# W 5.8

## Standard:

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

## Anchor:

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

### Essential Skills/Concepts:

- Research topics using multiple sources both print and digital
- Decide whether information discovered is relevant or important to the work
- Cite sources both digital and print sources
- Know and use several note-taking strategies, such as use of index cards, notebooks, graphic organizers
- Know how to paraphrases the words of the author without copying
- Create a bibliography
- Summarize information from multiple sources
- Interpret data

### Academic Vocabulary

Digital Sources  
Summarize  
Paraphrase  
Bibliography  
Research  
Relevant (Pertinant)  
Note-taking  
Cite  
Quote

### Teaching Notes/Strategies: (For Teacher Use)

### Questions to generate thinking:

- ✓ Ask yourself, “How does this support my topic?”
- ✓ Is this information important to your research?
- ✓ How do you know the source is credible?
- ✓ How did you determine if this information is relevant to your topic?
- ✓ How do you cite sources in a bibliography?
- ✓ Where can you find information about how to cite Internet sources?
- ✓ What do you need to do if you are using the author’s exact words?
- ✓ Can you say that using your own words?
- ✓ How is a digital source cited differently than a printed source?
- ✓ How will you summarize the information found in this data?
- ✓ What can you conclude?

## W 4.8:

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

## W 6.8:

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

# W 6.8

## Standard:

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

## Anchor:

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

### Essential Skills/Concepts:

- Gather print and digital information (research)
- Assess relevance of information
- Assess credibility of sources
- Utilize quotes
- Paraphrase correctly
- Create a bibliography

### Academic Vocabulary

Research  
Source  
Digital Source  
Credible  
Quote  
Quotation Marks  
Summarize  
Paraphrase  
Plagiarism  
Bibliography

### Teaching Notes/Strategies (For Teacher Use)

### Questions to generate thinking:

- ✓ How will you locate information from both print and digital sources?
- ✓ What makes this information relevant to the topic?
- ✓ How do you know that the source is credible?
- ✓ What direct quotes will you use?
- ✓ What conclusive information do you plan to include?
- ✓ How will you paraphrase the information?
- ✓ How do you cite (various) sources in a bibliography?

### W 5.8:

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

### W 7.8:

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

# W 7.8

**Standard:**

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**Anchor:**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**Essential Skills/Concepts**

- Know how to gather relevant information from digital sources.
- Know how to gather relevant information from multiple print sources.
- Know how to assess the credibility of each source
- Know how to assess the accuracy of each source
- Know how to quote/paraphrase data without plagiarizing
- Be able to create a bibliography using a standard format for citation
- Create a bibliography

**Academic Vocabulary**

Bibliography  
Credibility  
Citation  
Digital Source  
Paraphrase  
Plagiarism  
Quotation Marks  
Quote  
Relevant (Pertinent)  
Research  
Source  
Summarize

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ How do you know that the source is credible?
- ✓ How do you know that data is accurate?
- ✓ What standard format did you use when citing sources for your bibliography?
- ✓ How do you site a digital source?
- ✓ How is a digital source cited differently than a printed source?
- ✓ Summarize the information found in these data.
- ✓ What can you conclude from the data?

**W 6.8:**

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**W 8.8:**

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

# W 8.8

## Standard:

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

## Anchor:

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

### Essential Skills/Concepts:

- Understand how to gather applicable information from digital sources
- Understand how to gather applicable information from printed sources
- Know how to assess credible sources
- Understand how to quote/paraphrase information with plagiarizing
- Be able to create a bibliography using a standard format for citation
- Understand how to create a bibliography/citation page

### Academic Vocabulary

Credible Source  
Format  
Bibliography  
Citation Page  
Digital Source  
Data

### Teaching Notes/Strategies: (For Teacher Use)

### Questions to generate thinking:

- ✓ How do you know the information is credible?
- ✓ How do you know the source is credible?
- ✓ What format did you use when citing sources for your bibliography?
- ✓ How did you cite a digital source?
- ✓ Once you read the data, what did you do to summarize the information for easier readability?

### W 7.8:

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### W 9-10.8:

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

# W 9-10.8

## Standard:

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

## Anchor:

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

### Essential Skills/Concepts:

- Gather print and digital information (research)
- Assess relevance and usefulness of information
- Assess credibility and accuracy of sources
- Utilize quotes
- Paraphrase correctly
- Cite sources/bibliography
- Provide footnotes and endnotes

### Academic Vocabulary

Thesis  
Audience  
Source  
Credible Source  
Non-credible Source  
Citation Page  
Bibliography  
Paraphrase  
Direct Quote  
Text Structure  
Chronological Order  
Order of Importance  
Compare and Contrast  
Multi-media Visuals

### Teaching Notes/Strategies:

(For Teacher Use)

### Questions to generate thinking:

- ✓ How will you locate information from both print and digital sources?
- ✓ What search engines and terms will you use?
- ✓ What makes this information relevant to the topic?
- ✓ How do you know that the source is credible and accurate?
- ✓ What conclusive information do you plan to include?
- ✓ How will you paraphrase the information?
- ✓ How do you cite (various) sources in a bibliography?
- ✓ What footnotes and endnotes need to be included?

### W 8.8:

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### W 11-12.8:

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

# W 11-12.8

## Standard:

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

## Anchor:

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

### Essential Skills/Concepts:

- Gather print and digital information (research)
- Assess relevance and usefulness of information
- Assess credibility and accuracy of sources
- Utilize quotes
- Paraphrase correctly
- Cite sources/bibliography
- Provide footnotes and endnotes

### Academic Vocabulary

Relevant	Selective
Authoritative	Plagiarism
Digital Sources	Overreliance
Effective	Citation
Assess	Footnotes
Limitations	
Purpose	
Audience	
Integrate	

### Teaching Notes/Strategies: (For Teacher Use)

### Questions to generate thinking:

- ✓ How will you locate information from both print and digital sources?
- ✓ What search engines and terms will you use?
- ✓ What makes this information relevant to the topic?
- ✓ How do you know that the source is credible and accurate?
- ✓ What conclusive information do you plan to include?
- ✓ Are your sources equally utilized (avoiding overreliance on any single source)?
- ✓ How will you paraphrase the information?
- ✓ How do you cite (various) sources in a bibliography?
- ✓ What footnotes and endnotes need to be included?

### W 9-10.8:

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

# W 4.9

**Standard:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”).

## Anchor:

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Essential Skills/Concepts:

- Recognize which details are significant in the text
- Express the events, setting and role of the characters in a story or drama
- Analyze details in order to describe a character, setting or event
- Reflect on the points that an author is trying to make
- Analyze the reasons and evidence that the author use to support the points

### Academic Vocabulary

Research  
Analysis  
Evidence  
Literary  
Informational  
Details  
Reasons

### Teaching Notes/Strategies: (For Teacher Use)

### Questions to generate thinking:

- ✓ What topic did you chose to research?
- ✓ What are some possible sources you might use?
- ✓ What evidence does the author use to support the points being made in the text?
- ✓ How will you support the points you are trying to make?
- ✓ Which details can you add that will make your writing stronger?
- ✓ Have you considered sources that have different points of view?
- ✓ Did you use at least \_\_\_\_\_ different sources or evidence?
- ✓ What caused you to think or believe that?
- ✓ Do you share the view of the author? Why or why not?

### W 3.9:

This standard begins in grade 4.

**W 5.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. apply grade 5 Reading standards to the literature (e.g., “Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details from the text (e.g., how characters interact, how conflicts are resolved).”).
- b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].”).

# W 5.9

**Standard:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. apply grade 5 Reading standards to the literature (e.g., “Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details from the text (e.g., how characters interact, how conflicts are resolved).”).
- b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].”).

**Anchor:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Essential Skills/Concepts:

- Analyze information based on the details the author provides
- Synthesize information using the interactions of the characters, events, and setting with their knowledge of the world
- Cite information and explain how it supports the points the author is trying to make
- Research information and draw conclusions about what has been said/written

## Academic Vocabulary

Research  
Analysis  
Support  
Reflection  
Evidence  
Literary  
Informational Text

## Teaching Notes/Strategies: (For Teacher Use)

## Questions to generate thinking:

- ✓ What evidence did the author use to support his/her claims?
- ✓ Explain the evidence the author used to support the claim, \_\_\_\_\_.
- ✓ Compare the two events in each of the two sources on the topic \_\_\_\_\_.
- ✓ Describe what you have learned on this topic.
- ✓ Which details can you add that will make your writing stronger?
- ✓ What caused you to think or believe that?
- ✓ Has studying this topic caused you to change your thinking? How will your writing reflect that change?

## W 4.9:

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”).

## W 6.9:

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.”).
- b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

# W 6.9

## Standard:

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.”).
- b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

**Anchor:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Essential Skills/Concepts:

- Analyze literary or informational texts
- Identify evidence to support analysis/research
- Recognize and understand organizational structures

### Academic Vocabulary

Analyze  
Evidence  
Support  
Research  
Credible  
Author  
Reason

### Teaching Notes/Strategies: (For Teacher Use)

### Questions to generate thinking:

- ✓ What evidence can you draw from the passage to support your analysis or position?
- ✓ How does the author present the information?
- ✓ What similarities in the various texts do you notice?
- ✓ What conclusions can you make based on the text(s)?

## W 5.9:

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. apply grade 5 Reading standards to the literature (e.g., “Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details from the text (e.g., how characters interact, how conflicts are resolved).”).
- b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].”).

## W 7.9:

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.”).
- b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.”).

# W 7.9

**Standard:**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.”).

b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.”).

**Anchor:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Essential Skills/Concepts:**

- Draw evidence from a literary/informational text
- Analyze information and be able to support your analysis
- Be able to synthesize information and reflect
- Compare and contrast fictional portrayal of time, place, or character and historical account of the same period
- Understand how authors of fiction use or alter history
- Know how to trace the argument and specific claims in a text
- Know how to evaluate the argument and specific claims in the text

**Academic Vocabulary**

Analyze  
Compare/Contrast  
Draw Evidence  
Evaluate  
Historical Account  
Reflect/Reflection  
Relevant  
Research  
Sound Reasoning  
Sufficient  
Support  
Trace

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ How does the author portray the character? Give examples.
- ✓ How does this portrayal compare to the historical accounts of the character?
- ✓ What evidence do you have to support your answer?
- ✓ How does the author alter the time and place of events to support his argument?
- ✓ What evidence do you have to support the author’s argument/claim that \_\_\_\_\_?
- ✓ Is there relevant and sufficient evidence to support the claim? If so, what?

**W 6.9:**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.”)
- b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

**W 8.9:**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.”).
- b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., identifies bias and propaganda techniques, well-supported logical arguments], assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.”).

# W 8.9

**Standard:**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.”).

b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., identifies bias and propaganda techniques, well-supported logical arguments], assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.”).

**Anchor:**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Essential Skills/Concepts:**

- Understand historical fiction
- Analyze information, draw evidence and support analysis of the information
- Compare and contrast fictional portrayal of time, place, or character and historical account of the same period
- Understand the authors use of fiction to use or alter history
- Understand how to evaluate specific claims and evidence of a historical fictional text

**Academic Vocabulary**

Evidence  
Historical Account  
Author’s Portrayal  
Factual  
Fictional  
Support Claims  
Objective  
Bias

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ How does the author’s portrayal compare to the historical accounts of the character or event?
- ✓ What evidence did you find to be factual? Fictional?
- ✓ What evidence do you have to support the author’s argument/claim that \_\_\_\_\_?
- ✓ Was the author objective in his/her portrayal of the character?
- ✓ Did the author indicate any bias of the history portrayal?

**W 7.9:**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.”).
- b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.”).

**W 9-10.9:**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare].”).
- b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments], assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.”).

# W 9-10.9

## Standard:

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare].”).
- b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments], assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.”).

## Anchor:

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Essential Skills/Concepts:

- Analyze literary or informational texts
- Assess soundness of reasoning and relevance of evidence
- Utilize evidence to support analysis/research
- Recognize and understand organizational structures

### Academic Vocabulary

Evidence  
Claim  
Position  
Valid  
Validity  
Fallacious

### Teaching Notes/Strategies: (For Teacher Use)

### Questions to generate thinking:

- ✓ What evidence can you draw from the passage to support your analysis or position?
- ✓ How does the author present the information?
- ✓ What similarities in the various texts do you notice?
- ✓ What conclusions can you make based on the text(s)?

### W 8.9:

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.”).
- b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., identifies bias and propaganda techniques, well-supported logical arguments], assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.”).

### W 11-12.9:

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.”).
- b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses].”).

# W 11-12.9

**Standard:**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.”).

b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses].”).

**Anchor:**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Essential Skills/Concepts:**

- Analyze literary or informational texts
- Assess soundness of reasoning and relevance of evidence
- Utilize evidence to support analysis/research
- Recognize and understand organizational structures

**Academic Vocabulary**

Analyze	Secondary Sources
Evidence	Summarize
Delineate	Paraphrase
Synthesize	Quote
Documents	Fallacious
Historical	Seminal
Primary Sources	

**Teaching Notes/Strategies  
(For Teacher Use)**

**Questions to generate thinking:**

- ✓ What evidence can you draw from the passage to support your analysis or position?
- ✓ How does the author present the information?
- ✓ What similarities in the various texts do you notice?
- ✓ What conclusions can you make based on the text(s)?

**W 9-10.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare].”).

b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments], assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.”).









# W 3.10

**Standard:**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Anchor:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Essential Skills/Concepts:**

- Select appropriate writing topics
- Know when to use formal or informal register for writing
- Be able to organize thoughts quickly
- Organize thoughts to focus on a topic
- Recognize the purpose for writing
- Know your audience
- Know how to research a topic using various sources
- Know how to conclude different types of writings
- Know that a research paper has an introduction, body, and conclusion
- Know that for writing a research project you must include and cite various sources

**Academic Vocabulary**

Research  
Report  
Narrative  
Reflection  
Revise  
Proofread  
Edit  
Audience  
Proofreading  
Checklist

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ Write about . . . . .
- ✓ You will have \_\_\_\_\_ minutes to write about . . . .
- ✓ What will you do to plan your writing?
- ✓ Use your proofreading checklist when you are editing and revision
- ✓ Re-read your writing or ask a partner to read it to see if there are additions you need to make
- ✓ Think about whom your audience is and why you are writing as you plan your paper.
- ✓ How is writing a report different from writing a report different from writing a narrative

**W. 2.10:**

This standard begins in grade 3.

**W 4.10:**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# W 4.10

**Standard:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Anchor:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Essential Skills/Concepts:

- Be able to organize thoughts to focus on topic
- Select appropriate writing topics
- Recognize the purpose for writing
- Know the audience
- Know how to research a topic using various sources
- Generate questions to continue to write on the topic for an extended amount of time
- Know how to conclude different types of writings
- Know that a research paper has an introduction, body, and conclusion
- Know that for writing a research project you must include and cite various sources.

## Academic Vocabulary

Research  
Reflection  
Revise  
Proofread  
Allowed/Permitted  
History  
Social Sciences  
Audience

## Teaching Notes/Strategies: (For Teacher Use)

## Questions to generate thinking:

- ✓ Write about...
- ✓ You will have \_\_\_\_ minutes to write about ...
- ✓ Don't forget to take a few minutes to plan your writing
- ✓ You need to include at least \_\_\_\_\_ sources.
- ✓ Use your proofreading checklist when you are editing and revising
- ✓ Re-read your writing or ask a peer to read it to see if there are additions you need to make
- ✓ Your research paper must be at least \_\_\_\_\_ pages long.
- ✓ Think about whom your audience is and why you are writing as you plan your paper.

## W 3.10:

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## W 5.10:

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# W 5.10

## Standard:

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Anchor:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Essential Skills/Concepts:

- Select appropriate writing topics
- Recognize purpose for writing
- Know the audience
- Organize thoughts to focus on a topic
- Know how to research a topic using various sources
- Generate questions to continue to write on a topic for an extended amount of time
- Know how to conclude different types of writings
- Know that a research paper has an introduction, a body, and a conclusion
- Know that for writing a research project you must include and cite various sources.

### Academic Vocabulary

Research  
Summarize  
Revise/Edit  
Bibliography  
Sources  
Peer  
Graphic Organizers

### Teaching Notes/Strategies: (For Teacher Use)

### Questions to generate thinking:

- ✓ How did you pick your topic?
- ✓ How will you organize your thoughts? (graphic organizers, Thinking Maps)
- ✓ Write about...
- ✓ Today you will have \_\_\_\_ minutes to write about...
- ✓ Where will you find your sources? Do you have a variety of sources from which you can pull information?
- ✓ Re-read your writing and ask a peer to read it to see if there are additions you need to make.
- ✓ Did you think about your audience when you were writing?
- ✓ Did you edit and revise your writing using the proofreading checklist?

### W 4.10:

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### W 6.10:

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# W 6.10

**Standard:**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Anchor:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Essential Skills/Concepts:**

- Identify and understand the task
- Identify and understand the purpose
- Identify and understand the audience
- Compose a variety of text types
- Communicate information effectively

**Academic Vocabulary**

Reflection  
Revision  
Rough Draft  
Editing  
Summary

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ How can you create an outline (with time frames) to facilitate/organize your writing?
- ✓ What is the purpose of this writing?
- ✓ What is the specific task?
- ✓ Who is the intended audience?
- ✓ How will you address the audience's knowledge/perspective?

**W 5.10:**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**W 7.10:**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# W 7.10

**Standard:**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Anchor:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Essential Skills/Concepts:**

- Understand the purpose for writing
- Understand and address the audience
- Craft a clear, concise thesis statement
- Write well-constructed sentences
- Craft well written paragraphs
- Incorporate appropriate transitions to create cohesion and clarify relationships among ideas and concepts.
- Edit for language conventions
- Write a strong conclusion that supports ideas presented in the writing

**Academic Vocabulary**

Reflection  
Revision  
Rough Draft  
Editing  
Summary

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ What is the purpose of this writing?
- ✓ Who is the audience?
- ✓ Identify the thesis statement
- ✓ Is the thesis statement supported by evidence that can be traced throughout the writing?
- ✓ The transition \_\_\_\_\_ could be replaced by\_\_\_\_\_.
- ✓ Could additional revisions be made? Where?
- ✓ How could the sentence \_\_\_\_\_ be revised?
- ✓ How does the conclusion reflect the thesis? Give examples.

**W 6.10:**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**W 8.10:**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# W 8.10

**Standard:**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Anchor:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Essential Skills/Concepts:**

- Determine purpose and audience
- Understand writing process
- Plan & self –monitor when writing
- Understand & use research skills
- Understand and use of reflective writing
- Use of revision strategies

**Academic Vocabulary**

Research  
Reflection  
Revision  
Time Frame  
Extended  
Purpose  
Audience

**Teaching Notes/Strategies: (For Teacher Use)****Questions to generate thinking:**

- ✓ What is the purpose of this task?
- ✓ What is the time frame of the task?
- ✓ Who is the audience? What steps will you take to complete the task?
- ✓ What was the purpose for writing?
- ✓ Will your style be formal? Informal? Why?
- ✓ How could this sentence be revised?
- ✓ Is the thesis statement supported by evidence that can be traced throughout the writing?

**W 7.10:**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**W 9-10.10:**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

# W 9-10.10

**Standard:**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Anchor:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Essential Skills/Concepts:**

- Identify and understand the task
- Identify and understand the purpose
- Identify and understand the audience
- Compose a variety of text types
- Communicate information effectively

**Academic Vocabulary**

Purpose  
Audience  
Evidence  
Key Points  
Counterarguments

**Teaching Notes/Strategies  
(For Teacher Use)****Questions to generate thinking:**

- ✓ How can you create an outline (with time frames) to facilitate/organize your writing?
- ✓ What is the purpose of this writing?
- ✓ What is the specific task?
- ✓ Who is the intended audience?
- ✓ How will you address the audience's knowledge/perspective?

**W 8.10:**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**W 11-12.10:**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

# W 11-12.10

**Standard:**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Anchor:**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Essential Skills/Concepts:**

- Identify and understand the task
- Identify and understand the purpose
- Identify and understand the audience
- Compose a variety of text types
- Communicate information effectively

**Academic Vocabulary**

Purpose  
Audience  
Evidence  
Key Points  
Counterarguments

**Teaching Notes/Strategies:  
(For Teacher Use)****Questions to generate thinking:**

- ✓ How can you create an outline (with time frames) to facilitate/organize your writing?
- ✓ What is the purpose of this writing?
- ✓ What is the specific task?
- ✓ Who is the intended audience?
- ✓ How will you address the audience's knowledge/perspective?

**W 9-10.10:**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.





