Writing for Literacy in Common Core State Standards Disaggregated WHST Template

Strand:	Writing for Literacy in History/Social Studies, Science and Technical Subjects	Anchor Standard:	Text Types and Purposes	Grade level:	6-8

Number Sequence & Standard	Correlating ELA Standards
6-8.WHST.1 Write arguments focused on discipline-specific content. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	**6. W.1 Write arguments to support claims with clear reasons and relevant evidence.** a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. **7. W.1. Write arguments to support claims with clear reasons and relevant evidence.** a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. **8. W.1 Write arguments to support claims with clear reasons and relevant evidence.** a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

Student Friendly Language:
I can make a claim and prove it. I can support a claim with relevant and credible sources. I can recognize opposing claims. I can write appropriately for an audience. I can write a conclusion that backs up my claim.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- Claim - Opposing claim - Purpose - Evidence - Opposing viewpoints - Formal writing - Conclusion - Argument	Argumentative writing can influence others' opinions. Understanding opposing claims will actually make an author's claim stronger. The structure of their evidence can make an argument solid. Opposing ideas should be respected. Formal writing will enhance an argument.	Make a claim. Support a claim with credible Sources. Anticipate counterclaim and apply appropriate evidence in response. Use transitions that enhance logical organization. Write in a formal style. Conclude with a statement that reinforces the argument.

Key Vocabulary:
argument evidence cohesion claims credible sources clarify counterclaims relevant formal style
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
Students who continue to develop writing skills improve communication in all aspects. This can include real-life situations such as persuading parents to give them something they want and eventually asking for a raise, requesting change in a policy, or even asking for a refund from a store.

Writing for Literacy Common Core State Standards Disaggregated WHST Template

Strand:	Writing for Literacy in History/Social Studies, Science and Technical Subjects	Anchor Standard:	Text Types and Purposes	Grade level:	6-8

Number Sequence & Standard	Correlating ELA Standard
6-8.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	**6. W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g. headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. **7. W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information explanation presented.

	8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
	c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	e. Establish and maintain a formal style.
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Student Friendly Language:

I can write to convey information.
I can write to explain a topic.
I can organize and choose relevant information to support ideas.
I can write transitions to connect my ideas.
I can write in a formal style.
I can appropriately use formatting (headings, etc.), graphics, and multimedia in my written communication.
I can write an introduction, body, and conclusion.

Know (Factual)	Understand (Conceptual) "I want students to understand that ..."	Do (Procedural, Application, Extended Thinking)
- Appropriate format - The purpose of informative / explanatory texts - The difference between formal / informal style - Cohesion in writing - Concrete details - Relevance of details - Transitions between ideas	Informative and explanatory writing examines a topic, conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content. The writing process is used to write informative and explanatory texts. Organized, relevant written communication is necessary to clearly convey ideas to an audience. Effective informative and explanatory writing is written in a formal style and format.	Generate informative/explanatory texts. Choose and develop a topic. Organize ideas. Format writing. Use transitions appropriately. Use precise language. Establish and maintain a formal style. Provide a supportive conclusion.

Key Vocabulary:
informative explanatory format relevant cohesion transitions style precise language concluding statement convey examine multimedia concrete details

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
Students need to be able to convey factual information to others through organized written communication. For example, students may be required to write summaries, reports, instructions, resumes, applications, memos, portfolios, and other documents to convey information to others.

Writing for Literacy Common Core State Standards Disaggregated WHST Template

Strand:	Writing for Literacy in History/Social Studies, Science and Technical Subjects	Anchor Standard:	Production and Distribution of Writing	Grade level:	6-8

Number Sequence & Standard	Correlating ELA Standards
6-8.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	6. W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 7. W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 8. W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Student Friendly Language:
I can identify my task, purpose, and audience. I can make my written ideas clear and easy to understand. I can plan and organize my writing to be appropriate for the task, purpose and audience. I can use different word choice and sentence structure depending on my audience.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
- Audience - Task - Purpose - Writing process - Organization - Appropriate writing style (persuasive, informational, narrative) - Coherency	Well organized writing is easy to follow and makes a strong statement. Writing style differs depending on audience. Writing style differs depending on task and purpose.	Produce clear and coherent writing. Use the steps of the writing process (plan, write, revise, edit, final draft). Organize writing logically. Produce writing that is appropriate to task, purpose, and audience.

Key Vocabulary:
coherent writing style writing development (process) writing organization audience purpose task
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
People produce a variety of writing in everyday life: holiday correspondence, emails, letters of recommendation, family histories, job evaluations, self-expression, etc.

Writing for Literacy Common Core State Standards Disaggregated WHST Template

Strand:	Writing for Literacy in History/Social Studies, Science and Technical Subjects	Anchor Standard:	Production & Distribution of Writing	Grade level:	6-8

Number Sequence & Standard	Correlating ELA Standards
6-8.WHST.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.	6.W.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 on page 52) 7. W.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 on page 52.) 8. W.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 on page 52.)

Student Friendly Language:
I can plan my writing by using organizational tools and choosing an appropriate style/order of organization.   I can evaluate (check) my writing to ensure it makes sense to me and my audience.   With help, I can revise my writing to make it clearer.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
• Purpose • Types of audiences • Organizational plans • coherence • revise • edit	Word choice and clear organization influence meaning and understanding. Proficient writers evaluate and revise their writing to strengthen it. Having a purpose and understanding audience for writing will influence the format of the writing.	Plan and write with purpose in mind. Plan and write with audience in mind. Critique writing to ensure it fits the audience, purpose, and goals. Revise writing to meet expectations.

Key Vocabulary:
writer's purpose writer's audience revise edit

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
Students need to write at an appropriate level for audience and purpose. In order to be a proficient writer, students need to understand that their writing needs to be revised and polished until it meets the expectations of the purpose and audience. Students need to write to achieve a goal such as a college scholarship & acceptance essays, job applications, and job communications.

Writing for Literacy Common Core State Standards Disaggregated WHST Template

Strand:	Writing for Literacy in History/Social Studies, Science and Technical Subjects	Anchor Standard:	Production and Distribution of Writing	Grade level:	6-8

Number Sequence & Standard	Correlating ELA Standards
6-8.WHST.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently	6.W.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 type a minimum of three pages in a single sitting. 7. W.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. 8. W.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.

Student Friendly Language:
I can use various forms of technology to create (produce) writing that can be published and presented. I can use my writing to show a clear relationship between ideas and information.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
● Technology tools for writing	Technology is a tool to research, publish, and share writing.	Show writing to others through technology. Present the relationships between information and ideas.

Key Vocabulary:
Internet produce publish
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
In our modern world, it is possible to produce and access writing via technology like the Internet. Technology makes it possible to collaborate with others far away using blogs and other platforms. Writing can be efficiently produced and published using technology in a way that opens it up to a more varied audience.

Writing for Literacy SD Common Core State Standards Disaggregated WHST Template

Strand:	Writing for Literacy in History/Social Studies, Science and Technical Subjects	Anchor Standard:	Research to build and present knowledge	Grade level:	6-8

Number Sequence & Standard	Correlating ELA Standards
6-8.WHST.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.	6. W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 7.W.7 Conduct short research project answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. 8. W.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.

Student Friendly Language:
I can write my own research question(s). I can conduct research to answer a question. I can use several sources to learn about my topic.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● Generate research questions ● Identify credible, primary/secondary sources ● Conduct focused research	There are many ways (multiple levels of exploration) and types of sources to find credible information.	Use information to answer or respond to a question. Analyze a variety of sources for reliability and credibility. Evaluate available resources for validity and relevance to research. Generate related questions that build upon the original research question. Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials).

Key Vocabulary:
self-generated questions   primary/secondary sources multiple types of resources   credible exploration   research
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
Many careers require an individual to conduct research on a topic. This would include a doctor researching a new treatment option, a mechanic researching a new tool, or a farmer researching a new implement.

Writing for Literacy SD Common Core State Standards Disaggregated WHST Template

Strand:	Writing for Literacy in History/Social Studies, Science and Technical Subjects	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	6-8

Number Sequence & Standard	Correlating ELA Standards
6-8.WHST.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.	6.W.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. 7. W.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. 8. W.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.

Student Friendly Language:

I can collect information about a specific topic from multiple sources (i.e. newspaper, magazine, book, online, etc).

I can use search terms (such as "AND" and "OR") and symbols (such as "+") to effectively find information on my topic.

I can read a text and decide if it provides credible (reliable and factual) information about my topic.

I can quote, paraphrase, and summarize information such as data, facts, and other materials so that I do not plagiarize.

I am aware of the different standard citation formats (i.e. MLA, Chicago, APA) and can follow one standard format for giving credit to the sources used in my paper.

I can write an accurate works cited page to show where I found my information.

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
- Definitions of various research terms (see vocab list below) - Sources need to be cited to avoid plagiarism - Multiple sources(print & digital) are available from which information can be gathered - Use criteria to determine if a source is credible	Information can be presented to readers in multiple formats (print and digital). The use of search terms and symbols can make finding information easier. Credible sources may include both primary and secondary source documents. Some sources are more credible than others. Quoting, paraphrasing, and summarizing are methods of including evidence and supporting information for one's assertions. Authors have earned the right to have their work acknowledged through citations. Plagiarism is illegal. Irrelevant evidence is a distraction from the main idea.	Gather information from a variety of sources. Use search terms and symbols effectively. Follow proper citation format when giving credit to sources. Analyze the reliability, credibility, and relevance of sources or evidence. Accurately quote relevant and credible information. Paraphrase researched information. Distinguish between relevant and irrelevant information when researching.

Key Vocabulary:
search term search symbol reliable fact paraphrase quote summary plagiarize standard citation format works cited MLA APA credibility data primary sources secondary sources relevant/irrelevant evidence
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
From multiple sources, students need to be able to use search terms to find relevant, credible data/facts, utilizing and citing sources effectively for the informational benefit of themselves and others. An illness may be researched for those being impacted by it in order to discover options and treatment available. Communities may research options for local development and present these options to others.

Writing for Literacy SD Common Core State Standards Disaggregated WHST Template

Strand:	Writing for Literacy in History/Social Studies, Science and Technical Subjects	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	6-8

Number Sequence & Standard	Correlating ELA Standard
6-8.WHST.9 Draw evidence from informational texts to support analysis reflection, and research.	**6. W.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"). **7. W.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"). **8. W.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, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced")

Student Friendly Language:
I can provide examples from what I read that support my ideas when writing about literature and informational texts.

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
- What information (e.g. facts, dialogue) is relevant - Various patterns of organization (e.g. chronological order, cause/effect, problem/solution, etc.) - How these various patterns of organization will help me find necessary information to support ideas - How to evaluate evidence and arguments.	Writers can use specific examples (directly cited and/or paraphrased) to support ideas.	Cite examples from literature or informational texts to support ideas. Evaluate and apply relevant evidence and arguments in writing.

Key Vocabulary:
evaluate evidence reasoning relevant irrelevant reflection analysis chronological argument claim pattern of events delineate
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
Communication in real life and in many careers requires the use of data, evidence and claims to accurately make decisions. Examples include a student purchasing a car, a banker approving or denying a loan application, and a judge evaluating evidence in a case.