



National Center and State Collaborative

Core Content Connectors: Informational Writing

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National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.



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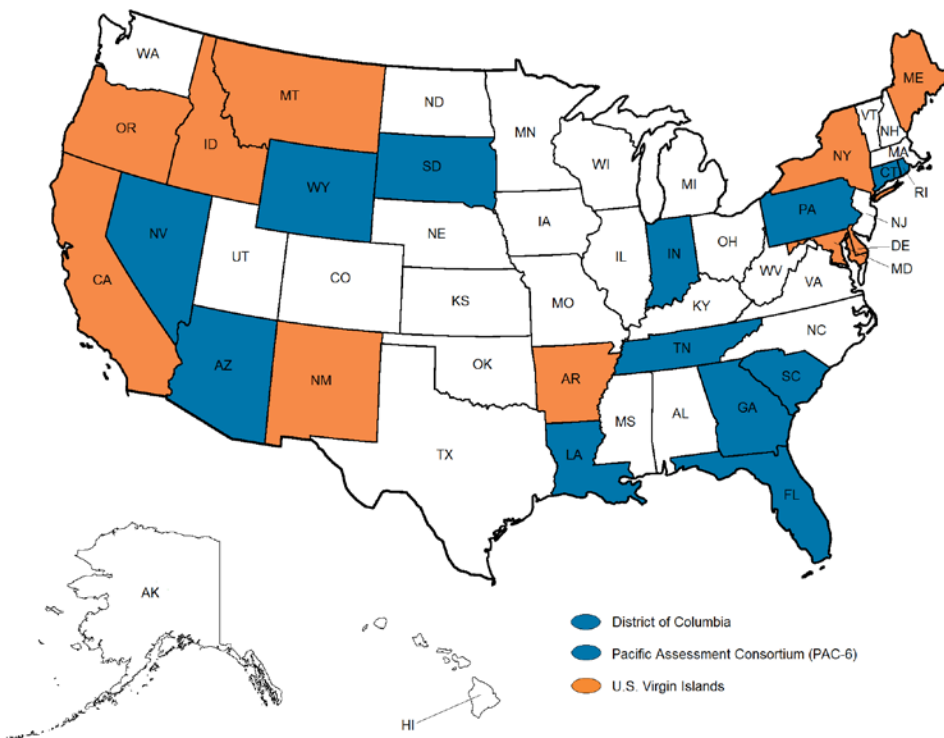


National Center and State Collaborative

NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)¹, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.



*Core partner states are blue in color and Tier II states are orange in color.

¹ The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).



National Center and State Collaborative

The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.



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National Center and State Collaborative

Core Content Connectors: Informational Writing

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Grade K

Progress Indicator: E.WI.a generating ideas using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing), when responding to a topic, text, or stimulus (e.g., event, photo, etc.)		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WI.a1 Describe familiar people, places, things, and/or events orally or in writing.	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
K.WI.a2 With guidance and support from adults, recall information from experiences to answer a question.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Progress Indicator: E.WI.b describing information about a topic or text using drawings with details, written words (e.g., labels, names), and fact statements (e.g., “Spiders make webs”) and ‘reading back’ what they have written		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WI.b1 With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and/or events.	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
K.WI.b2 With prompting and support, create a permanent product (e.g., select/generate responses to form paragraph/essay) that contains a main topic and details about an informational topic.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Progress Indicator: E.WI.c representing facts and descriptions through a combination of illustrations, captions, and simple sentences that often connect two clauses; applying basic capitalization and end punctuation		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WI.c1 Use a combination of drawing, dictating, and/or writing in response to a topic, text, or stimulus (e.g., event, photo, etc.).	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Progress Indicator: E.WI.d with support, using various information retrieval sources (e.g., word wall, book talks, visuals/images, Internet) to obtain facts and compose information on a topic		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WI.d1 Identify various sources (e.g., library books, magazines, Internet) that can be used to gather information or to answer questions (e.g., how do we find out).	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K.WI.d2 Use provided illustrations or visual displays to gain information on a topic.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K.WI.d3 With guidance and support from adults, gather information from provided sources (e.g., highlight, quote or paraphrase from source) to answer a question.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

K.WI.d4 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Research to Build and Present Knowledge W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
Progress Indicator: E.WI.e with support, using simple note-taking strategies to record and group facts (e.g., numbering, T-chart, graphic organizer) to plan writing		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
No CCCs were written at this grade level for this PI.		
Progress Indicator: E.WI.f selecting <i>and ordering</i> fact statements, using domain-specific vocabulary to describe a sequence of events or to explain a procedure (e.g., list necessary materials and tell steps in logical order)		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
No CCCs were written at this grade level for this PI.		
Progress Indicator: E.WI.g presenting factual information describing subtopics of larger topics using sentences in <i>somewhat random order</i> (e.g., listing fact statements rather than connecting or relating ideas)		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WI.g1 Present orally or in writing, factual information of familiar people, places, things, and/or events.	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
Progress Indicator: E.WI.h organizing factual information about subtopics of larger topics using relevant details in <i>several related sentences</i>		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WI.h1 Organize information on a topic that includes more than one piece of relevant content.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Progress Indicator: E.WI.i with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Grade 1

Progress Indicator: E.WI.a generating ideas using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing), when responding to a topic, text, or stimulus (event, photo, etc.)		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WI.a1 Describe factual information about familiar people, places, things, and /or events with relevant details orally or in writing.	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	1.SL.4 Describe, people, places, things, and events with relevant details, expressing ideas and feelings clearly.
1.WI.a2 With guidance and support from adults, recall information (e.g., quote or paraphrase from source) from experiences to answer a question.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Progress Indicator: E.WI.b describing information about a topic or text using drawings with details, written words (e.g., labels, names), and fact statements (e.g., “Spiders make webs”) and ‘reading back’ what they have written		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WI.b1 Write simple statements that name a topic and supply some facts about the topic.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Progress Indicator: E.WI.c representing facts and descriptions through a combination of illustrations, captions, and simple sentences that often connect two clauses; applying basic capitalization and end punctuation		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WI.c1 When writing information/explanatory texts use illustrations and captions to relay facts about a topic.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Progress Indicator: E.WI.d with support, using various information retrieval sources (e.g., word wall, book talks, visuals/images, Internet) to obtain facts and compose information on a topic		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WI.d1 Identify various sources (e.g., word wall, book talks, visuals/images, Internet) that can be used to gather information or to answer a question (e.g., How do we find out?).	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1.WI.d2 Use illustrations and details in a text to obtain facts and compose information on a topic.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1.WI.d3 With guidance and support from adults, gather information (e.g., highlight, take notes) from provided sources to answer a question.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1.WI.d4 Participate in shared research and writing projects (e.g., drawings, visual displays, labels).	Research to Build and Present Knowledge W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	1.W.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).
Progress Indicator: E.WI.e with support, using simple note-taking strategies to record and group facts (e.g., numbering, T-chart, graphic organizer) to plan writing		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this PI at grade 1		

Progress Indicator: E.WI.f selecting <i>and ordering</i> fact statements, using domain-specific vocabulary to describe a sequence of events or to explain a procedure (e.g., list necessary materials and tell steps in logical order)		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this PI at grade 1		
Progress Indicator: E.WI.g presenting factual information describing subtopics of larger topics using sentences in <i>somewhat random order</i> (e.g., listing fact statements rather than connecting or relating ideas)		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WI.g1 Present, orally or in writing, factual information of familiar people, places, things, and/or events describing subtopics of larger topics.	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
Progress Indicator: E.WI.h organizing factual information about subtopics of larger topics using relevant details in <i>several related sentences</i>		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WI.h1 Provide a concluding statement or section to a permanent product.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Progress Indicator: E.WI.i with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Grade 2

Progress Indicator: E.WI.a generating ideas using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing), when responding to a topic, text, or stimulus (e.g., event, photo, etc.)		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WI.a1 Describe, orally or in writing, factual information about familiar people, places, things, and/or events with details.	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	1.SL.4 Describe, people, places, things, and events with relevant details, expressing ideas and feelings clearly.
2.WI.a2 Recall information from experiences to answer a question (e.g., While learning about fire the teacher asks: “What do we know about fire? Have you ever seen a camp fire? What did it feel like if you got too close to the fire?”).	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	2.W.8 Recall information from experiences or gather information from provided sources to answer a question.
Progress Indicator: E.WI.b describing information about a topic or text using drawings with details, written words (e.g., labels, names), and fact statements (e.g., “Spiders make webs”) and ‘reading back’ what they have written		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WI.b1 Write statements that name a topic and supply some facts about the topic.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Progress Indicator: E.WI.c representing facts and descriptions through a combination of illustrations, captions, and simple sentences that often connect two clauses; applying basic capitalization and end punctuation		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WI.c1 When writing information/explanatory texts use illustrations and captions to relay facts about a topic.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Progress Indicator: E.WI.d with support, using various information retrieval sources (e.g., word wall, book talks, visuals/images, Internet) to obtain facts and compose information on a topic		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WI.d1 With guidance and support from adults, gather information (e.g., highlight, take notes) from provided sources to answer a question.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	2.W.8 Recall information from experiences or gather information from provided sources to answer a question.
2.WI.d2 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Research to Build and Present Knowledge W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
2.WI.d3 Use simple note taking strategies or organizers (e.g., numbering, t-charts, graphic organizers) to gather information from provided sources.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	2.W.8 Recall information from experiences or gather information from provided sources to answer a question.
Progress Indicator: E.WI.e with support, using simple note-taking strategies to record and group facts (e.g., numbering, T-chart, graphic organizer) to plan writing		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this PI at grade 2		
Progress Indicator: E.WI.f selecting <i>and</i> ordering fact statements, using domain-specific vocabulary to describe a sequence of events or to explain a procedure (e.g., list necessary materials and tell steps in logical order)		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this PI at grade 2		

Progress Indicator: E.WI.g presenting factual information describing subtopics of larger topics using sentences in somewhat random order (e.g., listing fact statements rather than connecting or relating ideas)		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WI.g1 Provide at least two facts for each subtopic identified for a larger topic.	Presentation of Knowledge and Ideas SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Progress Indicator: E.WI.h organizing factual information about subtopics of larger topics using relevant details in several related sentences		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WI.h1 Order factual statements to describe a sequence of events or to explain a procedure.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.WI.h2 Provide a concluding statement or section to a permanent product.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Progress Indicator: E.WI.i with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics		
Core Content Connectors:	CCSS Anchor Standards	Common Core State Standard
2.WI.i1 With guidance and support, use feedback to strengthen writing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Grade 3

Progress Indicator: E.WI.j generating their own ideas for writing; using strategies to clarify writing (e.g., conference with peers, find words for stronger descriptions)		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this PI at grade 3		
Progress Indicator: E.WI.k locating information from at least two reference sources (print/ non-print) to obtain information on a topic (e.g., sports); listing sources		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WI.k1 Gather information (e.g., take notes) from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
3.WI.k2 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form paragraph/essay).	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
3.WI.k3 Locate important points on a single topic from two informational texts or sources.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Progress Indicator: E.W.I using note-taking and organizational strategies (e.g., graphic organizers, notes, labeling, listing) to record and meaningfully organize information (e.g., showing sequence, compare/contrast, cause/effect, question/answer) relating topic/subtopics to evidence, facts		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WI.11 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
3.WI.12 Take brief notes (e.g., graphic organizers, notes, labeling, listing) from sources.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
3.WI.13 Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.
3.WI.14 Sort evidence (e.g., graphic organizer) collected from print and/or digital sources into provided categories.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
3.WI.15 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	Research to Build and Present Knowledge W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	3.W.7 Conduct short research projects that build knowledge about a topic.

3.WI.16 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Progress Indicator: E.WI.m writing an introduction of several sentences that sets the context and states a focus/controlling idea about a topic/subtopics (e.g., “Many sports can be played outside in winter.”)		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WI.m1 Introduce a topic and grouping related information together.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
Progress Indicator: E.WI.n selecting <i>relevant</i> facts, details, or examples to support the controlling idea, including use of domain-specific vocabulary		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WI.n1 Identify key details in an informational text.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Progress Indicator: E.WI.o presenting factual information about subtopics of larger topics, grouping relevant details using several related and varied sentence types		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WI.o1 Develop the topic (e.g., add additional information which supports the topic) by using relevant facts, definitions, and details.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b. Develop the topic with facts, definitions, and details.

Progress Indicator: E.WI.p incorporating text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning of informational writing		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WI.p1 Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
Progress Indicator: E.WI.q writing a conclusion or concluding statement that links back to the focus		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WI.q1 Provide a concluding statement or section to summarize the information presented.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. d. Provide a concluding statement or section.
Progress Indicator: E.WI.r with support, editing informational text for clarity and meaning: grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, variety of sentence types		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Progress Indicator: E.WI.s revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WI.s1 With guidance and support from adults, produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).	Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

<p>3.WI.s2 With guidance and support from peers and adults, strengthen writing by revising.</p>	<p>Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
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Grade 4

Progress Indicator: E.WI.j generating their own ideas for writing; using strategies to clarify writing (e.g., conference with peers, find words for stronger descriptions)		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this PI at grade 4		
Progress Indicator: E.WI.k locating information from at least two reference sources (e.g., print/ non-print) to obtain information on a topic (e.g., sports); listing sources		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WI.k1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	4.W.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.
4.WI.k2 Provide a list of sources that contributed to the content within a writing piece.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	4.W.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.
Progress Indicator: E.WI.l using note-taking and organizational strategies (e.g., graphic organizers, notes, labeling, listing) to record and meaningfully organize information (e.g., showing sequence, compare/contrast, cause/effect, question/answer) relating topic/subtopics to evidence, facts		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WI.l1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	<p>Production and Distribution of Writing</p> <p>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

<p>4.WI.12 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.</p>	<p style="text-align: center;">Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>4.W.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.</p>
<p>4.WI.13 Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p>	<p style="text-align: center;">Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p>
<p>4.WI.14 Sort evidence collected from print and/or digital sources into provided categories.</p>	<p style="text-align: center;">Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>4.W.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.</p>
<p>4.WI.15 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p>	<p style="text-align: center;">Research to Build and Present Knowledge</p> <p>W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
<p>4.WI.16 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</p>	<p style="text-align: center;">Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p>	<p>4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

Progress Indicator: E.WI.m writing an introduction of several sentences that sets the context and states a focus/controlling idea about a topic/subtopics (e.g., “Many sports can be played outside in winter.”)		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WI.m1 Introduce a topic clearly and group related information in paragraphs and sections.	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>
Progress Indicator: E.WI.n selecting <i>relevant</i> facts, details, or examples to support the controlling idea, including use of domain-specific vocabulary		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WI.n1 Identify key details from an informational text.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>4.W.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.</p>
4.WI.n2 Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
Progress Indicator: E.WI.o presenting factual information about subtopics of larger topics, grouping relevant details using several related and varied sentence types		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WI.o1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the</p>

		topic.
Progress Indicator: E.WI.p incorporating text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning of informational writing		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WI.p1 Include formatting (e.g., headings, bulleted information), illustrations, and multimedia when appropriate to convey information about the topic.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
Progress Indicator: E.WI.q writing a conclusion or concluding statement that links back to the focus.		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WI.q1 Provide a concluding statement or section to support the information presented.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	4.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. e. Provide a concluding statement or section related to the information or explanation presented.
Progress Indicator: E.WI.r with support, editing informational text for clarity and meaning: grade-appropriate spelling (e.g., words that follow patterns/rules), end punctuation and capitalization, variety of sentence types		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Progress Indicator: E.WI.s revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WI.s1 With guidance and support from peers and adults, strengthen writing by revising.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

<p>4.WI.s2 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, or audience.</p>	<p>Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
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Grade 5

Progress Indicator: M.WI.a independently locating information from two or more reference sources (e.g., print and non-print) to obtain factual information on a topic; listing/citing sources using an established format		
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WI.a1 Gather information (e.g., highlight, quote or paraphrase from source) from print and/or digital sources that are relevant to the topic.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	5.W.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.
5.WI.a2 Provide a list of sources that contributed to the content within a writing piece.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	5.W.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.
Progress Indicator: M.WI.b using organizational strategies (e.g., graphic organizers, outlining) to analyze information and show relationships (e.g., compare/ contrast, cause/effect, problem/solution) related to topics/subtopics		
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WI.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	<p>Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	5.W.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.
5.WI.b2 Sort evidence collected from print and/or digital sources into provided categories.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	4.W.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.

<p>5.WI.b3 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).</p>	<p>Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>
<p>5.WI.b4 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p>	<p>Research to Build and Present Knowledge W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
<p>Progress Indicator: M.WI.c establishing a central idea about a topic, investigation, issue, or event to introduce a focus/controlling idea (e.g., “Daily life in pioneer times was difficult in many ways.”)</p>		
<p>Core Content Connectors: 5</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>5.WI.c1 Provide an introduction that includes context/background information and establishes a central idea or focus about a topic.</p>	<p>Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>
<p>Progress Indicator: M.WI.d selecting relevant facts, details, specialized domain-specific vocabulary, examples, or quotations to support focus/controlling idea</p>		
<p>Core Content Connectors: 5</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>5.WI.d1 Support a topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and</p>	<p>5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b. Develop the topic with facts, definitions, concrete details, quotations, or other</p>

	analysis of content.	information and examples related to the topic.
5.WI.d2 Use precise language and domain-specific vocabulary to inform about or explain the topic.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
Progress Indicator: M.WI.e maintaining a (formal) style and text structure(s) of longer writing pieces appropriate to purpose and genre, including use of transitional words and phrases to connect ideas		
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WI.e1 Use transitional words, phrases, and clauses to connect ideas and create cohesion within writing.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).
Progress Indicator: M.WI.f incorporating text features (e.g., numbering, bullets, white space, captioned pictures, labeled diagrams, charts) to enhance clarity and meaning		
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WI.f1 Include formatting (e.g., headings, bulleted information), graphics (e.g., charts, tables), and multimedia when appropriate to convey information about the topic.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
Progress Indicator: M.WI.g writing a conclusion that links back to the focus/central idea and provides a sense of closure		
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WI.g1 Provide a concluding statement or section to summarize the information presented.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and	5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. f. Provide a concluding statement or section related to the information or

	analysis of content.	explanation presented.
Progress Indicator: E.WI.h applying editing (e.g., subject/verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy of evidence and cohesion of text/ visual/auditory components		
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WI.h1 With guidance and support from peers and adults, strengthen writing by revising and editing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5.W.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.
5.WI.h2 Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).	Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Grade 6

Progress Indicator: M.WI.a independently locating information from two or more reference sources (e.g., print and non-print) to obtain factual information on a topic; listing/citing sources using an established format		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WI.a1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	6.W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
6.WI.a2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	6.W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

<p>6.WI.a3 Provide a bibliography for sources that contributed to the content within a writing piece.</p>	<p align="center">Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>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.</p>
<p align="center">Progress Indicator: M.WI.b using organizational strategies (e.g., graphic organizers, outlining) to analyze information and show relationships (e.g., compare/contrast, cause/effect, problem/solution) related to topics/subtopics</p>		
<p>Core Content Connectors: 6</p>	<p align="center">CCSS Anchor Standards</p>	<p align="center">Common Core State Standard</p>
<p>6.WI.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</p>	<p align="center">Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>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.</p>
<p>6.WI.b2 Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, cause/effect).</p>	<p align="center">Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>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.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>
<p>6.WI.b3 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p>	<p align="center">Research to Build and Present Knowledge</p> <p>W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>

Progress Indicator: M.WI.c establishing a central idea about a topic, investigation, issue, or event to introduce a focus/controlling idea (e.g., “Daily life in pioneer times was difficult in many ways.”)		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WI.c1 Provide an introduction that includes context/background information to establish a central idea or focus about a topic.	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>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.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>
Progress Indicator: M.WI.d selecting relevant facts, details, specialized domain-specific vocabulary, examples, or quotations to support focus/controlling idea		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WI.d1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>
6.WI.d2 . Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>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.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>

Progress Indicator: M.WI.e maintaining a (formal) style and text structure(s) of longer writing pieces appropriate to purpose and genre, including use of transitional words and phrases to connect ideas		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WI.e1 Use transitional words, phrases, and clauses to connect ideas and create cohesion within writing.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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. c. Use appropriate transitions to clarify the relationships among ideas and concepts.
6.WI.e2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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. e. Establish and maintain a formal style.
Progress Indicator: M.WI.f incorporating text features (e.g., numbering, bullets, white space, captioned pictures, labeled diagrams, charts) to enhance clarity and meaning		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WI.f1 Include formatting (e.g., headings, bulleted information), graphics (e.g., charts, tables), and multimedia when useful to promote understanding.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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, cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Progress Indicator: M.WI.g writing a conclusion that links back to the focus/central idea and provides a sense of closure		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WI.g1 Provide a concluding statement or section that follows from and summarizes the information presented.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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. f. Provide a concluding statement or section that follows from the information or explanation presented.
Progress Indicator: E.WI.h applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy of evidence and cohesion of text/visual/auditory components		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WI.h1 With guidance and support from peers and adults, strengthen writing as needed by revising and editing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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.
6.WI.h2 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).	Production and Distribution of Writing W4. 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 7

Progress Indicator: M.WI.i independently locating information from multiple reference sources (print and non-print) to obtain information on a topic; validating reliability of references, and listing them using an established format		
Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WI.i1 List Internet search terms for a topic of study.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	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.
7.WI.i2 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic or text from print and/or digital sources.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	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.
7.WI.i3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	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.
7.WI.i4 Use a standard format to produce citations.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	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.

<p>7.WI.i5 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p>	<p align="center">Research to Build and Present Knowledge</p> <p>W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>
<p>Progress Indicator: M.WI.j analyzing information in order to establish a focus/controlling idea about a topic, investigation, problem, or issue</p>		
<p>Core Content Connectors: 7</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>7.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, and provide a meaningful conclusion) focused on a specific purpose and audience.</p>	<p align="center">Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>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.</p>
<p>7.WI.j2 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).</p>	<p align="center">Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>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.</p> <p>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.</p>
<p>7.WI.j3 Introduce a topic clearly, previewing information to follow and summarizing stated focus.</p>	<p align="center">Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and</p>	<p>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.</p>

	analysis of 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.
Progress Indicator: M.WI.k selecting text structure(s) and transitions appropriate to organizing and developing information to support the focus/controlling idea/thesis		
Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WI.k1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
Progress Indicator: M.WI.l including precise language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and voice		
Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WI.l1 Use precise language and domain-specific vocabulary to inform about or explain the topic.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
7.WI.l2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and	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.

passive).	analysis of content.	e. Establish and maintain a formal style.
Progress Indicator: M.WI.m selecting relevant facts, details, examples, quotations, or text features to support/clarify the focus/controlling idea		
Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WI.m1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.	<p>Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>
7.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details, and examples.	<p>Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>7.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation</p> <p>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.</p>
7.WI.m3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	<p>Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>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.</p>

Progress Indicator: M.WI.n drawing and stating conclusions by synthesizing information and summarizing key points that link back to focus/thesis		
Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WI.n1 Provide a concluding statement or section that follows from and supports the information presented.	<p>Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>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. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
Progress Indicator: M.WI.o applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety) and revision strategies to full texts that clarify intent and meaning: making judgments about completeness and accuracy of information/visual/ auditory components, validity of sources cited		
Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WI.o1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).	<p>Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
7.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.	<p>Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>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.</p>
7.WI.o3 Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.	<p>Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and</p>	<p>7.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation</p> <p>7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the</p>

	information clearly and accurately through the effective selection, organization, and analysis of content.	selection, organization, and analysis of relevant content.
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Grade 8

Progress Indicator: M.WI.i independently locating information from multiple reference sources (print and non-print) to obtain information on a topic; validating reliability of references, and listing them using an established format		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WI.i1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	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.
8.WI.i2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	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.
8.WI.i3 Use a standard format to produce citations.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	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.

<p>8.WI.i4 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p>	<p align="center">Research to Build and Present Knowledge</p> <p>W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>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.</p>
<p>Progress Indicator: M.WI.j analyzing information in order to establish a focus/controlling idea about a topic, investigation, problem, or issue</p>		
<p>Core Content Connectors: 8</p>	<p align="center">CCSS Anchor Standards</p>	<p align="center">Common Core State Standard</p>
<p>8.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.</p>	<p align="center">Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>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.</p>
<p>8.WI.j2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.</p>	<p align="center">Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>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.</p> <p>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.</p>
<p>8.WI.j3 Provide a clear introduction, previewing information to follow and summarizing stated focus.</p>	<p align="center">Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>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.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts,</p>

		and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
Progress Indicator: M.WI.k selecting text structure(s) and transitions appropriate to organizing and developing information to support the focus/controlling idea/thesis		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WI.k1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
Progress Indicator: M.WI.l including precise language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and voice		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WI.l1 Use precise language and domain-specific vocabulary to inform about or explain the topic.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
8.WI.l2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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. e. Establish and maintain a formal style.

Progress Indicator: M.WI.m selecting relevant facts, details, examples, quotations, or text features to support/clarify the focus/controlling idea		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WI.m1 Develop the topic (e.g., add additional information related to the topic) with relevant well chosen facts, definitions, concrete details, quotations, or other information and examples.	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>
8.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.	<p>Presentation of Knowledge and Ideas</p> <p>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>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.</p>
Progress Indicator: M.WI.n drawing and stating conclusions by synthesizing information and summarizing key points that link back to focus/thesis		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8WI.n1 Provide a concluding statement or section that follows from and supports the information or explanation presented.	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>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.</p> <p>f. Provide a concluding statement or section that follows from and supports the</p>

		information or explanation presented.
Progress Indicator: M.WI.o applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety) and revision strategies to full texts that clarify intent and meaning: making judgments about completeness and accuracy of information/visual/auditory components, validity of sources cited		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WI.o1 Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).	Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
8.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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.
8.WI.o3 Report on a topic with a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. 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.

Grades 9-10

Progress Indicator: H.WI.a using advanced searches to locate relevant information from multiple (print/non-print and digital) sources, including research studies, documentaries, and historical and primary sources, to establish a central question or focus/thesis for a topic, problem, concept, or issue		
Core Content Connectors: 9-10	CCSS Anchor Standards	Common Core State Standard
910.WI.a1 Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic from authoritative print and/or digital sources.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms 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.
910.WI.a2 Integrate information presented by others into a writing product while avoiding plagiarism.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms 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.
910.WI.a3 Use a standard format to produce citations.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms 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.

<p>910.WI.a4 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question, and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p>	<p align="center">Research to Build and Present Knowledge</p> <p>W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>9-10.W.7 Conduct short as well as more sustained research projects to answer a question (e.g., 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.</p>
<p>Progress Indicator: H.WI.b organizing, analyzing, and selectively integrating varied and complex information (e.g., facts, principles, examples, quotations, data, etc.) and text features, determining the significance to subtopics in order to establish and support a focus/controlling idea/thesis</p>		
<p>Core Content Connectors: 9-10</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>910.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.</p>	<p align="center">Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>9.10.W.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.</p>
<p>910.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples), to support paragraph focus.</p>	<p align="center">Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>9.10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>

<p>910.WI.b3 Provide a clear introduction, previewing information to follow and summarizing stated focus.</p>	<p>Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>9.10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 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.</p>
<p>910.WI.b4 Provide relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate for the audience.</p>	<p>Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>9.10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>
<p>Progress Indicator: H.WI.c developing coherence among ideas and subtopics by maintaining appropriate text structure(s) and using nuanced transitions and varied syntax to link the focus/controlling idea/thesis with the major sections of text</p>		
<p>Core Content Connectors: 9-10</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>910.WI.c1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.</p>	<p>Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>9.10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. c. Use appropriate and varied transitions to link the major sections of the text,</p>

		create cohesion, and clarify the relationships among complex ideas and concepts.
Progress Indicator: H.WI.d including precise and descriptive language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and tone		
Core Content Connectors: 9-10	CCSS Anchor Standards	Common Core State Standard
910.WI.d1 Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
910.WI.d2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Progress Indicator: H.WI.e drawing a conclusion, and articulating implications or stating the significance of the topic by synthesizing information that moves beyond a single source and flows from ideas presented		
Core Content Connectors: 9-10	CCSS Anchor Standards	Common Core State Standard
910.WI.e1 Provide a concluding statement or section that follows from and supports the information or explanation presented.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Progress Indicator: H.WI.f editing and revising full texts to clarify intent and meaning: making judgments about completeness, accuracy, and significance of text/visual/auditory information, validity and format of sources cited, overall cohesion, and impact of style, tone and voice		
Core Content Connectors: 9-10	CCSS Anchor Standards	Common Core State Standard
910.WI.f1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).	Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
910.WI.f2 Strengthen writing by revising and editing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	9-10.W.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.
910.WI.f3 Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. 9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Grades 11-12

Progress Indicator: H.WI.a using advanced searches to locate relevant information from multiple (e.g., print/non-print and digital) sources, including research studies, documentaries, and historical and primary sources, to establish a central question or focus/thesis for a topic, problem, concept, or issue		
Core Content Connectors: 11-12	CCSS Anchor Standards	Common Core State Standard
1112.WI.a1 Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic or text from authoritative print and/or digital sources.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strength 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.
1112.WI.a2 Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms 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 following a standard format for citation.
1112.WI.a3 Use a standard format to produce citations.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms 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 following a standard format for citation.

<p>1112.WI.a4 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p>	<p align="center">Research to Build and Present Knowledge</p> <p>W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>11-12.W.7 Conduct short as well as more sustained research projects to answer a question (e.g., 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.</p>
<p>Progress Indicator: H.WI.b organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data, etc.) and text features, determining the significance to subtopics in order to establish and support a focus/controlling idea/thesis</p>		
<p>Core Content Connectors: 11-12</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>1112.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.</p>	<p align="center">Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>11.12.W.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.</p>
<p>1112.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.</p>	<p align="center">Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>

<p>1112.WI.b3 Provide a clear introduction, previewing information to follow and summarizing stated focus.</p>	<p>Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
<p>1112.WI.b4 Provide the facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience.</p>	<p>Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
<p>Progress Indicator: H.WI.c developing coherence among ideas and subtopics by maintaining appropriate text structure(s) and using nuanced transitions and varied syntax to link the focus/controlling idea/thesis with the major sections of text</p>		
<p>Core Content Connectors: 11-12</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>1112.WI.c1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing.</p>	<p>Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. c. Use appropriate and varied transitions</p>

		and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
Progress Indicator: H.WI.d including precise and descriptive language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and tone		
Core Content Connectors: 11-12	CCSS Anchor Standards	Common Core State Standard
1112.WI.d1 Use precise language, and domain-specific vocabulary to manage the complexity of the topic.	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>
1112.WI.d2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
Progress Indicator: H.WI.e drawing a conclusion, and articulating implications or stating the significance of the topic by synthesizing information that moves beyond a single source and flows from ideas presented		
Core Content Connectors: 11-12	CCSS Anchor Standards	Common Core State Standard
1112.WI.e1 Provide a concluding statement or section that follows from and supports the information or explanation presented.	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>

		f. Provides a concluding statement or section that follows from the information or explanation presented.
Progress Indicator: H.WI.f editing and revising full texts to clarify intent and meaning: making judgments about completeness, accuracy, and significance of text/visual/auditory information, validity and format of sources cited, overall cohesion, and impact of style, tone and voice		
Core Content Connectors: 11-12	CCSS Anchor Standards	Common Core State Standard
1112.WI.f1 Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).	Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1112.WI.f2 Strengthen writing by revising and editing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	11-12.W.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.
1112.WI.f3 Report on a topic using a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	11-12.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. 11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. f. Provides a concluding statement or section that follows from the information or explanation presented.