

READ TO LEARN, THEN WRITE WHAT YOU LEARN—LEARN MORE!

The following pages present three Common Core reading standards for nonfiction text that students would develop as they read to learn. The grade level sets include nonfiction writing that students can do to learn more. The grade level writing standards are based on the Writing Anchor Standards, which are listed here.

Common Core Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- 2. 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. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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

Nonfiction READING AND WRITING CONNECTIONS Kindergarten

Read to Learn Concepts and Content

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Write to Explain Ideas with Examples

W.K.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.

Students may also write narrative or opinions based on content learning—see the Common Core Writing Standards for specifications.

Nonfiction READING AND WRITING CONNECTIONS First Grade

Read to Learn Concepts and Content

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Write to Explain Ideas with Examples

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Students may also write narrative or opinions based on content learning—see the Common Core Writing Standards for specifications.

Nonfiction READING AND WRITING CONNECTIONS Second Grade

Read to Learn Concepts and Content

RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Write to Explain Ideas with Examples

W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Students may also write narrative or opinions based on content learning—see the Common Core Writing Standards for specifications.

Nonfiction READING AND WRITING CONNECTIONS Third Grade

Read to Learn Concepts and Content

RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Write to Explain Ideas with Examples

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section.

Students may also write narrative or opinions based on content learning—see the Common Core Writing Standards for specifications.

Nonfiction READING AND WRITING CONNECTIONS Fourth Grade

Read to Learn Concepts and Content

- RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Write to Explain Ideas with Examples

- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.

Students may also write narrative or opinions based on content learning—see the Common Core Writing Standards for specifications.

Nonfiction READING AND WRITING CONNECTIONS Fifth Grade

Read to Learn Concepts and Content

- RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Write to Explain Ideas with Examples

- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.

Students may also write narrative or opinions based on content learning—see the Common Core Writing Standards for specifications.

Grades 6-8 Content Reading and Writing

Research to Build and Present Knowledge

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

Key Ideas and Details

Science

RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Social Studies

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Range of Writing

WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grades 6-8 Content Reading and Writing, continued

Write to Explain

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style and objective tone.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

Write to Persuade

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

CRITERIA FOR CLEAR COMMUNICATION

Element of Clear Communication	<i>REQUIREMENT</i>
Focus	⇒ Your writing is all about one idea.
Support	⇒ You include information that helps your reader understand your idea.
Organization	⇒ Make an outline before you write. ⇒ Each paragraph follows a structure that keeps the idea clear. ⇒ Check your outline against your writing after you finish to make sure you kept the structure clear.
Integration	⇒ It all fits together to communicate your idea.
Conventions	⇒ Use correct grammar, punctuation, and spelling to make the meaning clear.

PARAGRAPH WRITER

ILS3B: write clearly to communicate ideas. Objective: I can support an idea with information a paragraph.
Common Core Anchor Writing Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

What is the Main Idea I will communicate?

What information can I use to support it? Write it on these rows. Or use small pieces of paper and write one fact on each piece.

Get It Across: Organize Your Paragraph

You may use all your facts.

You may decide not to use some facts.

Number the facts in the order you will put them in your paragraph.

PARAGRAPH WRITER

ILS3B: *compose well-organized and coherent writing for specific purposes and audiences*

Objective: I can support an idea with information a paragraph.

Common Core Anchor Writing Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

TOPIC: _____

<p>Topic Sentence Start your paragraph by telling what it is about.</p>	<hr/> <hr/>
<p>Supporting Sentences Use information to help people understand your idea.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Concluding Sentence Make sure your reader knows what is important.</p>	<hr/> <hr/>

Report Organizer

ILS3B: *compose well-organized and coherent writing for specific purposes and audiences*

Objective: I can support an idea with information a paragraph.

Common Core Anchor Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

What's the focus—my idea?

How I'll Start

What I'll Tell about Next

What I'll Tell about Next

What I'll tell about Next

What I'll tell about Next

How I will end so my reader knows what is important.

Plan Your Report

ILS3B: *compose well-organized and coherent writing for specific purposes and audiences*



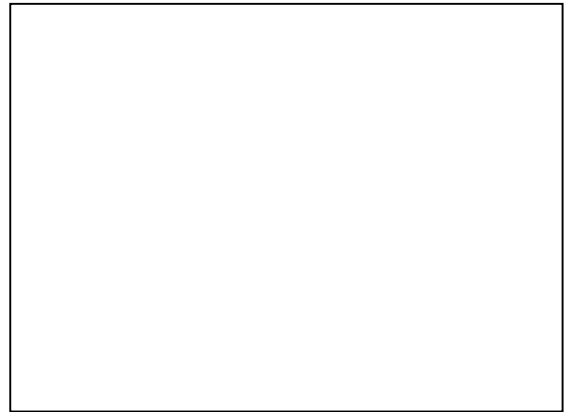
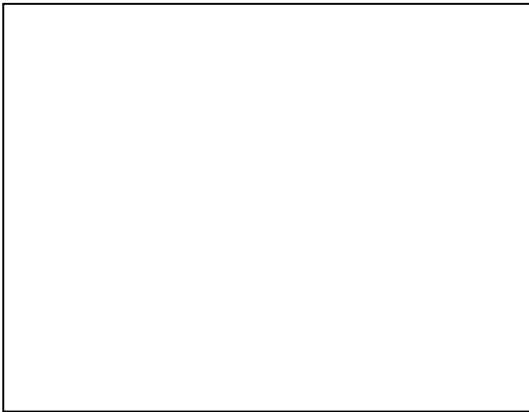
Objective: I can organize an essay with a main idea and supporting information.

Common Core Writing Anchor Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

What will you explain?

How will you start?

List what you will tell in 3 or 4 paragraphs.



How will you end?