

Writing for Literacy Common Core State Standards Disaggregated WHST Template

Strand:	Writing for Literacy in History/Social Studies, Science and Technical Subjects	Anchor Standard:	Text types and purposes	Grade level:	11-12
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Number Sequence & Standard	Correlating ELA Standard
<p>11-12.WHST.1 Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. 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> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>11-12.W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. 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> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

Student Friendly Language:
I can defend a claim by using data and evidence.
I can search for useful research that supports the pros and cons of my topic.
I can create my argument by using sufficient evidence.
I can write a formal, objective paper using standard conventions appropriate to the writing assignment given.
I can maintain a tone in my writing appropriate to the assignment given.
I can formulate a conclusion that supports my argument.

Know (Factual)	Understand (Conceptual) The students understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Writing process ● Research process ● Formal style ● Objective tone ● Logical conclusions ● Transitions ● Cohesion ● Argument ● Claims and counterclaims ● Appearance of bias ● Analysis of topic ● Substantive text ● Valid reasoning ● Relevant evidence ● Syntax ● Appropriate conventions 	<p>Good supportive evidence is relevant.</p> <p>It is important to recognize the importance of addressing valid opposing arguments with counter arguments.</p> <p>The reading audience has its own prior knowledge, concerns, values, and biases.</p> <p>Formal writing style requires attention to diction, syntax, conventions, organization, and objective tone.</p>	<p>Introduce precise, knowledgeable claim(s).</p> <p>Establish the significance of the claim(s).</p> <p>Distinguish the claim(s) from alternate or opposing claims.</p> <p>Create organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly and thoroughly,</p> <ul style="list-style-type: none"> ● supply the most relevant evidence claim for each type of claim ● point out the strengths and limitations of both types of claim ● Complete all in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. <p>Use formal writing style with words, phrases, clauses, and varied syntax.</p> <p>Link the major sections of the text.</p> <p>Create cohesion, and clarify the relationships between claim(s) and reasons, evidence, and claims and counterclaims.</p> <p>Establish and maintain a formal style and objective tone.</p> <p>Attend to the norms and conventions of the specific writing discipline.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>

Key Vocabulary:		
Syntax Conventions Thesis statement	Relevant evidence Bias Concluding statement	Argument Tone Claims and counterclaims
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?		
Any time you have to present a grievance or explain yourself in formal setting these writing skills will be useful. For example, explaining why you deserve a raise, or writing a letter to the editor would require this type of reasoning.		

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Number Sequence & Standard	Correlating ELA Standard
<p>11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic and 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>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>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</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>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>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</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> <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> <p>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).</p>

Student Friendly Language:

I can demonstrate my expertise in this subject by using specific and appropriate language.

I can clearly and accurately write to inform and explain complex ideas.

I can organize content effectively.

I can select and use relevant content that has significance to the topic.

I can use effective and relevant support in writing.

I can use transitions to create greater cohesion and fluency.

I can choose and maintain a tone that conveys my intended message.

I can use appropriate figurative language to convey complex ideas.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Effective introduction, body, conclusion ● Concrete ideas including significant and relevant facts ● Syntax ● Literary devices ● Transitions ● Cohesion ● Domain specific vocabulary ● Formatting styles ● Objective tone ● Formal style ● Norms and conventions of the discipline ● Audience 	<p>Organization creates clarity and a unified whole.</p> <p>Significant and relevant facts are effective to the development of a piece.</p> <p>Good writers use precise language.</p> <p>Making comparisons enhances depth and clarity.</p> <p>Word choice and sentence structure varies depending on audience and purpose.</p>	<p>Write informative and explanatory compositions.</p> <p>Examine and convey complex ideas.</p> <p>Introduce a topic.</p> <p>Organize complex ideas.</p> <p>Use formatting, graphics, and multimedia to aid comprehension.</p> <p>Build on ideas to create a complex whole.</p> <p>Incorporate significant and relevant facts to develop the topic.</p> <p>Use transitions and syntax to create a cohesive whole.</p> <p>Use precise language, domain-specific vocabulary, and comparative techniques.</p> <p>Establish and maintain formal style and objective tone appropriate to the specific discipline.</p> <p>Establish and maintain norms and conventions appropriate to the specific discipline.</p> <p>Provide an effective conclusion.</p>

Key Vocabulary:		
Thesis statement Topic Sentence Domain- specific vocabulary Multimedia implications of a topic	Transitions Informative and/or explanatory text Conventions Graphics	Syntax Literary devices: metaphor, simile, and analogy Cohesion Formatting
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?		
<p>Writing effectively is important for both personal and professional communication. Whether it is promoting oneself in a college essay or scholarship application, writing a sales report or bidding a job, effective writing skills can influence career advancement and opportunity.</p>		

Writing for Literacy Common Core State Standards Disaggregated WHST Template

Strand:	Writing for Literacy in History/Social Studies, Science and Technical Subjects	Anchor Standard:	Production and Distribution of Writing	Grade level:	11-12
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Number Sequence & Standard	Correlating ELA Standard
11-12.WHST.4 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. (Specific expectations for writing types are defined in standards 1-3.)

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

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Development ● Organization ● Style ● Task ● Purpose (to persuade, to inform, to entertain, to tell a story) ● Audience 	<p>Writing must be addressed to a specific audience.</p> <p>Organized writing is necessary to be effective.</p> <p>The author determines the purpose before completing the writing task.</p> <p>The task of the writing should match the purpose.</p> <p>Coherence is essential to the impact of the final product.</p>	<p>Determine the purpose of a writing task.</p> <p>Apply the steps of the writing process.</p> <p>Revise for clarity and coherence.</p> <p>Produce writing for audiences beyond the classroom.</p>

Key Vocabulary:

coherence
audience
task
purpose
organization
style

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Writing is thinking. Clear thinking and clear writing go hand-in-hand.

People must be able to produce clear and concise writing for a variety of situations and audiences in their lives (e-mails, memos, business letters, bids, letters to the editor, scholarship applications, college application, etc.).

In any post-secondary education, students must do academic writing specific to a task and audience (applications, letters, research papers, literary essays, etc.).

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Number Sequence & Standard	Correlating ELA Standard
11-12.WHST.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.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on page 54.)

Student Friendly Language:
<p>I can use prewriting strategies appropriate to my purpose and audience.</p> <p>I can revise for ideas/content and organization using different approaches in my writing.</p> <p>I can proofread and edit my writing for grammar and syntax.</p> <p>I can identify a specific purpose and specific audience in my writing.</p> <p>I can write multiple drafts of a single piece of work to produce a “published” (final) draft.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Writing Process ● Prewriting Strategies ● Drafting ● Revising ● Editing ● Proofreading ● Purpose ● Audience ● Conventional Grammar ● Conventional Mechanics ● Organizational Strategies 	<p>Purpose and audience are driving factors in the writing process.</p> <p>Writing is a unique individual process with multiple steps.</p>	<p>Apply a variety of brainstorming activities.</p> <p>Identify audience and purpose.</p> <p>Compose multiple drafts.</p> <p>Revise for content.</p> <p>Proofread and edit for conventions.</p> <p>Create and submit a polished “published” (final) product.</p>

Key Vocabulary:

Brainstorming
Revising
Editing

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

People write for a variety of purposes and audiences in school, work, job/school applications, and personal communication. Using the writing process improves the communication of ideas in education, in the workplace, and in the community.

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Number Sequence & Standard	Correlating ELA Standard
11-12.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	11-12.W.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Student Friendly Language:
<p>I can use a variety of technology to create and to revise my writing (e.g. Microsoft Word, Google Docs, blogs, Wiki Spaces, etc.).</p> <p>I can revise, expand, or clarify the ideas in my writing based on feedback from my peers and/or teacher and based on new information about the topic.</p> <p>I can create writing on my own and as a member of a group.</p> <p>I can understand that writing is a process.</p> <p>I can participate appropriately in an evolving conversation using technology.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Use of available technology ● Collaboration ● Revision ● Ongoing feedback 	<p>Giving, receiving, and using feedback is vital to the writing process.</p> <p>There are advantages and disadvantages to all of the different print and online options for publishing ideas.</p> <p>Shared writing tasks require participants to be effective collaborators.</p> <p>When an author publishes, he/she takes part in a constantly evolving conversation.</p>	<p>Use available software and technology to produce, publish, and update individual writing.</p> <p>Collaborate to produce, publish, and update shared writing.</p> <p>Give and receive effective feedback.</p> <p>Evaluate feedback to make decisions about how to revise the writing.</p> <p>Respond critically and professionally to another's work.</p>

Key Vocabulary:

Flexibility
Collaboration
Feedback

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Students need to learn how to be collaborative in order to interact productively with others in the classroom, workplace, or other settings.

Students need to learn how to use feedback to evaluate the quality of their work in academic, career, or personal situations.

Students need to learn how to make use of available technology to communicate for personal, professional, or academic purposes.

In the working world, individuals work collaboratively in-house or globally using a variety of technological tools. Individuals need to be aware of ongoing conversations: how to take part in them and how to use information gained by them to evaluate and/or modify their own ideas.

Writing for Literacy SD Common Core State Standards Disaggregated WHST Template

Strand:	Writing for Literacy in History/Social Studies, Science and Technical Subjects	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	11-12
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Number Sequence & Standard	Correlating ELA Standard
11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Student Friendly Language:
<p>I can develop a research project to answer a question or solve a problem.</p> <p>I can narrow or broaden my information for my research project.</p> <p>I can compile, evaluate, and combine the researched information from multiple sources into a final form.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Complete a sustained research project to answer a question or solve a problem • How to develop self-generated questions • How to narrow or broaden my information for my research project • How to synthesize multiple sources to compile, evaluate, and combine the researched information into a final form) 	<p>Research includes the process of gathering, broadening or narrowing, and synthesizing information from multiple sources to answer a question or solve a problem.</p> <p>Writers write to summarize learning.</p>	<p>Generate solutions to an inquiry based on research</p> <p>Citing and paraphrasing the sources correctly to synthesize multiple sources to solve the inquiry</p> <p>Prove the solution answers the question or solves the problem</p>

Key Vocabulary:									
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">research project</td> <td style="width: 33%;">self-generated questions</td> <td style="width: 33%;">cite</td> </tr> <tr> <td>inquiry</td> <td>synthesis</td> <td>paraphrase</td> </tr> <tr> <td>investigation</td> <td>compile</td> <td></td> </tr> </table>	research project	self-generated questions	cite	inquiry	synthesis	paraphrase	investigation	compile	
research project	self-generated questions	cite							
inquiry	synthesis	paraphrase							
investigation	compile								
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>									
<p>Students will conduct the process of research to find answers and solve problems in everyday life regarding career and educational choices such as business presentations, postsecondary research papers, or personal health concerns. Mastering the standards will prepare students, whether in the workplace or college setting, to complete projects which require multiple steps over a sustained period of time. An architect will research and design a project from start to finish.</p>									

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Number Sequence & Standard	Correlating ELA Standard
<p>11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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.</p>	<p>11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

Student Friendly Language:
<p>I can narrow a research topic.</p> <p>I can gather information from a variety of print and digital sources.</p> <p>I can evaluate information for credibility and relevance.</p> <p>I can weave my points with those of outside sources.</p> <p>I can summarize, paraphrase, and format citations correctly to avoid plagiarism.</p> <p>I can use advanced search techniques to find resources.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Cite sources ● Avoid plagiarism ● Determine credible sources in multiple mediums ● Determine the relevance of information ● Know how to write a thesis ● MLA guidelines 	<p>Evaluating sources for credibility and relevance is essential to the research process.</p> <p>Effective research incorporates personal perspective with information drawn from a number of sources to support the thesis.</p> <p>Correct use of summarizing, paraphrasing, and citing of sources is necessary to avoid plagiarism.</p>	<p>Analyze gathered sources for credibility and strengths and usefulness.</p> <p>Use formal standard English and an accepted formatting style.</p> <p>Cite correctly the source in a standard format.</p> <p>Demonstrate ability to support ideas with source material.</p> <p>Avoid plagiarism.</p> <p>Prove your understanding of the steps required to gather, assess, and integrate relevant information.</p>

Key Vocabulary:

evaluate
citation
thesis
plagiarism
advanced searches (databases, Boolean search)
task
purpose
audience
relevance
authoritative
integrate
summarize
paraphrase

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Students attending post-secondary education will be required to produce evidence of authentic research of varying lengths.

As citizens and members of the work force, we must justify our position and provide support (i.e., Why do we need to add a position to our company? Why do you deserve a raise? Can we lower the deductible on our insurance?).

Plagiarism is punishable by failure of class, expulsion from a university, lawsuits, and/or possible jail time.

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Number Sequence & Standard	Correlating ELA Standard
11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.	11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).

Student Friendly Language:
I can read and comprehend informational texts. I can analyze and reflect on informational texts in written format. I can research important historical, sources to support a thesis. I can write essays which use evidence from texts previously studied.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Determine between informational text and historical text and primary source vs. secondary source ● Write a thesis ● Determine an author’s claim(s) ● Synthesize evidence from multiple sources 	Evaluating informational texts will help me determine the main ideas and formulate my own understandings.	Support in writing analysis, reflection, and research. Analyze specific claims that support the author's point-of-view. Synthesize evidence from multiple sources. Write analysis, reflection and research documents utilizing previously studied informational texts.

Key Vocabulary:

Informational texts
Historical texts
Thesis
claim
analysis
reflection
research
synthesize
evaluate

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Analyzing informational documents will help individuals build skills that will aid them in understanding current legal matters.

Practicing the evaluation and analysis of informational texts will help individuals decipher or describe facts and events precisely.