

DataWORKS Educational Research

Common Core Literacy Objectives & Essential Tools

**LITERACY IN HISTORY/SOCIAL STUDIES,
SCIENCE, AND TECHNICAL SUBJECTS**

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Common Core Literacy Objectives & Essential Tools

DataWORKS Educational Research has analyzed Common Core State Standards (CCSS) and recognized the challenge educators face in implementing Literacy Objectives into other subject areas such as History and Science.

In [Common Core Literacy Objectives & Essential Tools](#), DataWORKS takes CCSS to a highly functional, teacher-friendly level. Each grade-range booklet offers SUPPORT Literacy Objectives to use in conjunction with the teaching of

history and/or science content standards.

DataWORKS provides sample history and science learning objectives, so educators will understand how the Literacy Objectives are used as supporting standards by the teacher. The Literacy Objectives should not be conveyed to the students, but be used by the teacher to insure their history or science lesson also helps to develop literacy.

Common Core Literacy Objectives & Essential Tools

Offered exclusively by
DataWORKS Educational Research

Now educators can be sure they are supporting literacy development in History/Social Studies and Science classes.

Each guide includes:

- ...Literacy Objectives crafted from Common Core Standards for Literacy.
- ...Sample History or Science Learning Objectives
- ...Teaching Tips to enhance lesson design and delivery.
- ...CCSS suggestions using Appendix B.
- ...Academic Vocabulary for each grade range from the standards.
- ...Mini-posters for in-class support.

DataWORKS Common Core Literacy Objectives & Essential Tools is the solution:

- for assisting teachers in comprehending, internalizing, and implementing CCSS at a glance
- for optimizing lesson prep and classroom teaching time and helping educators transition from State Standards to CCSS

Three guides available: 6th-8th, 9th-10th, 11th-12th.

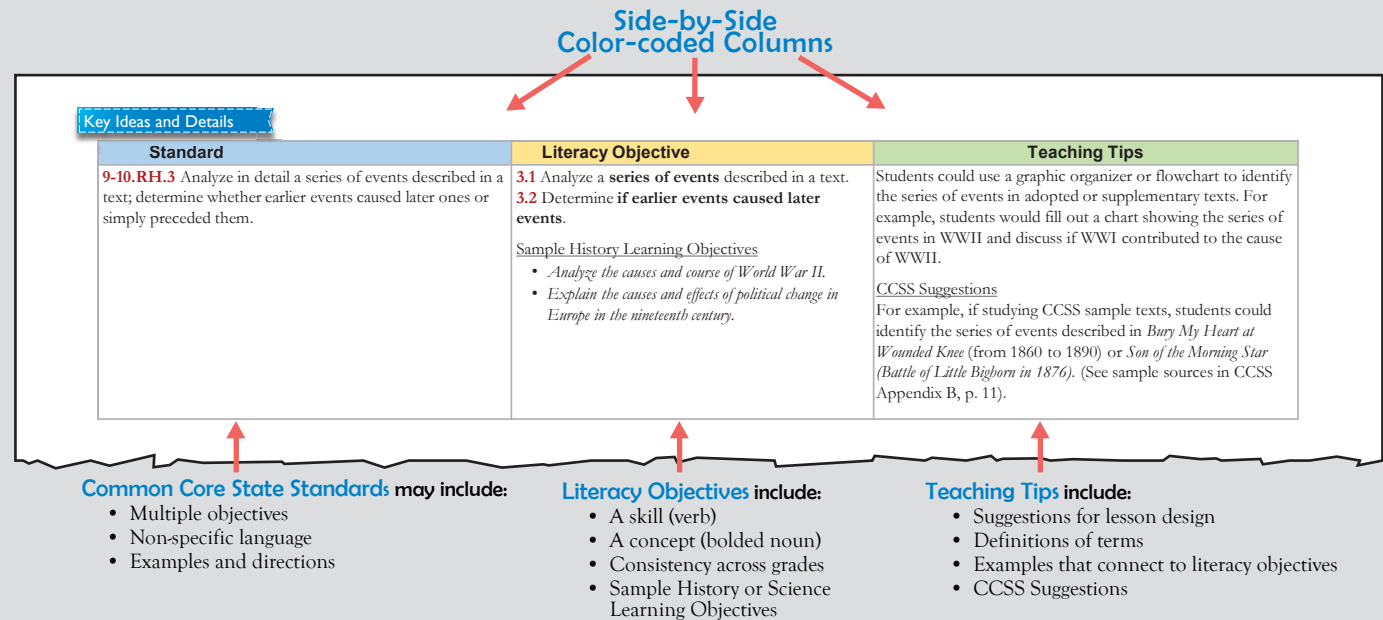


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Literacy Standards

“The Literacy Standards are meant to complement the specific content demands of the disciplines, not replace them,” the Common Core State Standards p. 60.

Literacy Objectives

The Literacy Objectives support the History, Science, or Technical Subject standards by describing skills and concepts that will be used in conjunction with the content taught. Students are not given the Literacy Objectives. These Literacy Objectives are the sub-skills that help the students gain better understanding of the content and help the teacher teach it.

Importance of Literacy Objectives

- They help develop and strengthen literacy.
- They help students learn to read a variety of complex informational texts.
- They keep lessons focused on critical thinking.

Crafting Literacy Objectives from Common Core Standards

The Common Core Literacy Objectives crafted from the Common Core Standards contain **three major parts**:

Skills – measurable verbs that match Independent Practice (*identify, write, calculate*)

Concepts – topic or big idea of the lesson, usually nouns (*decimal, figurative language*)

Context – restricting condition or how to do it (*using a number line, in a poem*)

I. Common Core Standards may contain multiple Objectives.

DataWORKS crafted separate Literacy Objectives for each Common Core Standard that had more than one Objective. Each Literacy Objective can be use with existing Learning Objectives in History/Social Studies, Science, and Technical Subjects.

Standard	Literacy Objective
<p>6-8.RH.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.</p>	<p>2.1 Determine the central idea of a source. 2.2 Provide a summary of a source.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Summarize Hammurabi's Code.</i> • <i>Explain the central ideas of the Enlightenment.</i> • <i>Describe the political philosophy in the Federalist Papers.</i>

2. Common Core Standards may contain Examples.

DataWORKS omitted the examples from the Literacy Objectives. Teachers should use the examples as a guide to the types of reading and writing expectations they should be assigning within their course.

Standard	Literacy Objective
<p>6-8.RST.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>	<p>7.0 Integrate technical information presented in different media formats.</p> <p><u>Sample Science Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Explain how energy moves through a food web.</i> • <i>Design and create cabinet and wood products.</i> • <i>Explain the structure of the atom.</i>

3. Common Core Standards may contain Concept Definitions.

DataWORKS omitted the Concept definition and used the Concept name when crafting the Literacy Objective. Teachers should use the definitions as guidelines for their planning of reading and writing activities.

Standard	Literacy Objective
<p>6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>	<p>5.0 Describe the structure of a text.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Compare and contrast life in Athens and Sparta.</i> • <i>Describe the causes of the religious Crusades and their effects on Christian, Muslim, and Jewish populations.</i> • <i>Trace the battles and events of the War of 1812.</i>

4. Common Core Standards may contain Context (restricting conditions or teaching directions).

DataWORKS omitted the context. Teachers should use the restricting conditions or teaching directions as guidelines for their planning of reading and writing activities.

Standard	Literacy Objective
<p>6-8.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures / experiments, or technical processes.</p>	<p>2.1 Write informative text.</p> <p>2.2 Write explanatory text.</p> <p><u>Sample Content Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Describe the causes, key events and consequences of the Civil War.</i> • <i>Explain the process of meiosis.</i> • <i>Explain how to use a microscope.</i>

Grades 11-12 Literacy Objectives Overview

Domain	Standards	Lettered Standards (a, b, ...)	Literacy Objectives
Reading in History			
Key Ideas and Details	3		4
Craft and Structure	3		3
Integration of Knowledge and Ideas	3		3
Range of Reading and Level of Text Complexity	1		1
Reading in Science and Technical Subjects			
Key Ideas and Details	3		4
Craft and Structure	3		3
Integration of Knowledge and Ideas	3		3
Range of Reading and Level of Text Complexity	1		1
Writing Standards			
Text Types and Purposes	3	11	15
Production and Distribution of Writing	3		7
Research to Build and Present Knowledge	3		6
Range of Writing	1		2
Total	30	11	52

Grades 11 - 12 – Reading in History



Key Ideas and Details

Standard	Literacy Objective	Teaching Tips
<p>11-12.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>	<p>1.0 Cite specific textual evidence to support analysis of sources.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Analyze the ideological origins of the American Revolution.</i> • <i>Explain the systems of checks and balances.</i> • <i>Discuss the effects of changes in supply and demand on price and quantity of particular products.</i> 	<p>Students could underline, highlight, or complete a graphic organizer citing textual evidence in adopted or supplementary texts. For example, students could use the Internet to find primary sources and use a textbook as a secondary source. This literacy standard could support multiple history/government/economics objectives. A <i>primary source</i> was created during the time under study. These include <u>original documents</u> (excerpts or translations acceptable), such as diaries, speeches, letters, interviews, autobiographies, official records. A <i>secondary source</i> interprets and analyzes and primary sources.</p> <p><u>CCSS Suggestions</u></p> <p>For example, if studying CCSS sample texts, students could review the primary and secondary sources collected in 1776 by David McCullough or the sources in <i>An American Primer</i> by Boorstin, or <i>The American Reader</i> to gain insights from details and connect them to an understanding of the text as a whole. <i>(See sample sources in Appendix B, p. 13)</i></p>
<p>11-12.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>	<p>2.1 Determine the central idea of a source. 2.2 Provide a summary of a source.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Analyze the great religious revivals and leaders involved.</i> • <i>Summarize the process through which the Constitution can be amended.</i> 	<p>Students could determine the central idea and write an objective summary about adopted or supplementary texts. For example, students could explain the central ideas of each great religious revival (First Great Awakening, Second, etc.) using the Internet to find primary sources and using the textbook as a secondary source. This literacy standard could support multiple history objectives.</p> <p><u>CCSS Suggestions</u></p> <p>The CCSS suggests (Appendix B, p. 183) that students <i>determine the central ideas</i> in the <i>Declaration of Sentiments</i>, note parallels with the <i>Declaration of Independence</i>, and <i>summarize the relationships among key ideas and details</i> of each text and between texts. <i>(See sample sources in Appendix B, p. 13)</i></p>

Standard	Literacy Objective	Teaching Tips
<p>11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>	<p>3.0 Determine which text provides the best explanation for actions or events.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Evaluate key events, policies, and court cases in the evolution of civil rights.</i> • <i>Explain the events of the Cuban Missile Crisis.</i> 	<p>Students could use a graphic organizer to evaluate various explanations of actions or events. For example, students could evaluate the textbook and compare it to other resources such as the National Archives that examine key events of the <i>Bay of Pigs</i> and <i>Cuban Missile Crisis</i>.</p> <p><u>CCSS Suggestions</u></p> <p>For example, if studying CCSS sample texts, students could evaluate McCullough’s explanation (1776) for Washington’s role in the American Revolution, compared to other explanations in documents mentioned in <i>An American Primer</i> and <i>The American Reader</i>. (See sample sources in Appendix B, p. 13). Alternatively, they could review <i>What They Fought For</i> on reasons for the Civil War, and compare to other sources that give different explanations.</p>

Craft and Structure

Standard	Literacy Objective	Teaching Tips
<p>11-12.RH.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).</p>	<p>4.0 Determine the meaning of words and phrases used in a text.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Analyze the ideological origins of the American Revolution.</i> • <i>Explain the system of checks and balances.</i> • <i>Discuss the effects of changes in supply and demand on price and quantity of particular products.</i> 	<p>Students could underline, highlight, or define grade-level vocabulary using context clues in adopted or supplementary texts. For example, if studying checks and balances, use the <i>Federalist Paper Number 51</i> to explain how checks and balances differ among departments.</p> <p><u>CCSS Suggestions</u></p> <p>For example, if studying CCSS sample texts, students could analyze the use of <u>faction</u> by Madison (<i>Federalist No. 10</i>), or <u>independence</u> by Frederick Douglass (<i>What to the Slave is the Fourth of July?</i>) or <u>democracy</u> by De Tocqueville (<i>Democracy in America</i>). (See sample sources in Appendix B, p. 13).</p>
<p>11-12.RH.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>	<p>5.0 Analyze the structure of a primary source.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Describe the Federalist Paper Number 78.</i> • <i>Explain Franklin Roosevelt’s foreign policy using the Four Freedoms speech.</i> 	<p>Students could use a graphic organizer to analyze the structure (key sentences, paragraphs, and sections) in primary sources such as speeches or historical documents. For example, Roosevelt’s Four Freedoms speech could be organized by key ideas and using cause and effect.</p> <p><u>CCSS Suggestions</u></p> <p>For example, if studying CCSS sample texts, students could analyze primary American documents such as the Declaration of Independence or the Constitution. They might use Reed’s book (<i>America’s Constitution</i>) as a source or example.</p>

Standard	Literacy Objective	Teaching Tips
11-12.RH.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	6.0 Evaluate authors' differing points of view on the same historical event or issue. <u>Sample History Learning Objectives</u> <ul style="list-style-type: none"> Evaluate the consequences of dropping the atomic bomb. Analyze the importance of freedom of speech versus national security. 	For example, students could evaluate the different opinions for dropping the atomic bomb by referring to <i>Truman's Press Release-August 6, 1945</i> and an excerpt from President Eisenhower's memoirs <i>The White House Years</i> (opposes dropping the bomb).

Integration of Knowledge and Ideas

Standard	Literacy Objective	Teaching Tips
11-12.RH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	7.0 Integrate multiple sources of information to solve a problem. <u>Sample History Learning Objectives</u> <ul style="list-style-type: none"> Evaluate the country's current debt using the government fiscal policies (taxation, borrowing, spending). Discuss the meaning and importance of the 2nd Amendment. 	Students could use data and charts to show the country's current debt crisis. <u>CCSS Suggestions</u> CCSS suggests (Appendix B, p. 183) that students <i>integrate</i> the information with the data presented <i>visually</i> in <i>FedViews</i> report. In their analysis, students should frame and <i>address a question or solve a problem</i> raised by their <i>evaluation</i> of the evidence.
11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	8.0 Evaluate an author's premises, claims, and evidence . <u>Sample History Learning Objectives</u> <ul style="list-style-type: none"> Evaluate George W. Bush's speech on education to students at Alice Deal Junior High School. 	This standard could be embedded in 11-12.RH.3 or 11-12.RH.6. Students would <i>evaluate the premises</i> of the speech by corroborating the evidence from students and the media, and challenge the author's claims where appropriate. <u>CCSS Suggestions</u> CCSS suggests (Appendix B, p. 183) that students <i>evaluate</i> the premises of McPherson's argument (<i>What They Fought For 1861-1865</i>) by <i>corroborating the evidence</i> from the soldiers' letters and diaries with <i>other primary and secondary sources</i> , and <i>challenging</i> the author's claims where appropriate.
11-12.RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	9.0 Integrate information from diverse sources into a coherent understanding of an idea or event. <u>Sample History Learning Objectives</u> <ul style="list-style-type: none"> Analyze different explanations of the Great Depression. Explain the controversies over campaign funding. 	<u>CCSS Suggestions</u> For example, if studying CCSS sample texts, students could develop an understanding of democracy (<i>Democracy in America, The American Reader, An American Primer</i>), or an understanding of civil rights (<i>Declaration of Sentiments</i> and <i>What to the Slave is the Fourth of July?</i>)

Range of Reading and Level of Text Complexity

Standard	Literacy Objective	Teaching Tips
11-12.RL.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.	10.0 Read and comprehend history texts. <u>Sample History Learning Objectives</u> <i>This standard should be embedded in other standards and grade-level content texts.</i>	Refer to Appendix B p. 13 for a list of grade-level supplementary texts.

Grades 11 - 12 – Reading in Science and Technical Subjects



Key Ideas and Details

Standard	Literacy Objective	Teaching Tips
<p>11-12.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p>	<p>1.0 Cite specific textual evidence to support analysis of texts.</p> <p><u>Sample Science Learning Objectives</u></p> <ul style="list-style-type: none"> Analyze the empirical relationship between the carbon dioxide emissions, atmospheric carbon dioxide levels, and the average global temperature over the past 150 years. Explain how biotechnology affects trade and global economics in agriculture. 	<p>Students could underline, highlight, or complete a graphic organizer citing textual evidence in adopted or supplementary texts. This literacy standard could support multiple science or technical objectives.</p> <p><u>CCSS Suggestions</u></p> <p>CCSS suggests (Appendix B, p. 183) that students <i>analyze</i> the concept of mass after close reading of <i>The Mysteries of Mass</i>, and <i>cite evidence</i> to answer why elementary particles have mass at all. Students <i>explain distinctions the author makes</i> about Higgs field and Higgs boson, and how they relate to mass. (See sample sources in Appendix B, p. 13)</p>
<p>11-12.RST.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>	<p>2.1 Determine the central idea of a source.</p> <p>2.2 Provide a summary of a source.</p> <p><u>Sample Science Learning Objectives</u></p> <ul style="list-style-type: none"> Explain the difference between mechanical or electromagnetic waves. Summarize the quantum theory of atomic structure and the historical importance of the Bohr Model of the atom. 	<p>Students could determine the central idea and write an objective summary about adopted or supplementary texts. For example, students could explain how Bohr combined Rutherford’s and Einstein’s theories with other ideas to explain how a hydrogen atom falls from a high energy state to a low energy state, which led to the quantum theory that describes and predicts atomic and nuclear phenomena. This literacy standard could support multiple science or technical objectives.</p> <p><u>CCSS Suggestions</u></p> <p>For example, if studying CCSS sample texts, students could determine the central idea of any of three Scientific American articles, <i>The Coming Merger of Mind and Machine</i>, or <i>The Mysteries of Mass</i>, or <i>Untangling the Roots of Cancer</i>, and then paraphrase the complex concepts. (See sample sources in Appendix B, p. 13)</p>
<p>11-12.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>	<p>3.0 Follow a multistep procedure and analyze the results.</p> <p><u>Sample Science Learning Objectives</u></p> <ul style="list-style-type: none"> Design and conduct a systematic scientific investigation that tests a hypothesis. Complete a woodworking project. 	<p>For example, when completing a woodworking project, students must create a plan, develop a bill of material and cutting list, select material, shape, join, and add finishing to the project.</p> <p><u>CCSS Suggestions</u></p> <p>For example, if studying CCSS sample texts, students could follow procedures described in <i>Google Hacks</i> or the research steps in <i>The Cost Conundrum</i>. (See sample sources in Appendix B, p. 13.)</p>

Standard	Literacy Objective	Teaching Tips
<p>11-12.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i>.</p>	<p>4.0 Determine the meaning of key terms and phrases used in a text.</p> <p><u>Sample Science Learning Objectives</u></p> <ul style="list-style-type: none"> Analyze the empirical relationship between the carbon dioxide emissions, atmospheric carbon dioxide levels and the average global temperature over the past 150 years. Explain how biotechnology affects trade and global economics. 	<p>This standard could be embedded in the above three standards. Students could highlight or record key terms or phrases identified in adopted or supplementary texts. For example, words such as crop yield, and enhanced growth could be used to understand biotechnology in agriculture.</p> <p><u>CCSS Suggestions</u></p> <p>CCSS suggests (Appendix B, p. 183) that students determine the meaning of key terms, such as <i>hydraulic, trajectory, and torque</i>, and domain-specific words, such as <i>actuators, antilock brakes, and traction control</i> in <i>Working Knowledge: Electronic Stability Control</i>.</p>
<p>11-12.RST.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>	<p>5.0 Analyze how the text structures information into categories or hierarchies.</p> <p><u>Sample Science Learning Objectives</u></p> <ul style="list-style-type: none"> Classify organic compounds in terms of their functional group. Describe the composition of the four major categories of organic molecules. 	<p>For example, students can categorize organic compound molecules using the functional groups of alcohol, amino, ketone, and aldehyde.</p> <p><u>CCSS Suggestions</u></p> <p>The CCSS suggests (Appendix B, p. 183) that students analyze the hierarchical relationships between phrase searches and basic Boolean operators as described in <i>Google Hacks</i>. (See sample sources in Appendix B, p. 13)</p>
<p>11-12.RST.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p>	<p>6.0 Analyze an author’s purpose.</p> <p><u>Sample Science Learning Objectives</u></p> <ul style="list-style-type: none"> Evaluate the advantages and disadvantages of human manipulation of DNA. Explain ozone depletion and methods to slow it down. 	<p>For example, students could analyze the author’s purpose in a text about ozone depletion, and identify the important issues of how to slow down the depletion of the ozone layer.</p> <p><u>CCSS Suggestions</u></p> <p>For example, if studying CCSS sample texts, students could analyze the author’s purpose in <i>The Mysteries of Mass, Untangling the Roots of Cancer, or The Cost Conundrum</i>, and then identify issues that are unresolved.</p>

Integration of Knowledge and Ideas

Standard	Literacy Objective	Teaching Tips
<p>11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>	<p>7.0 Integrate multiple sources of information to solve a problem.</p> <p><u>Sample Science Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Diagram and describe the stages of the life cycle for a human disease-causing organism.</i> • <i>Explain the importance of reducing pollution.</i> 	<p>For example, students could incorporate data from the Internet, texts, and magazines that explain the trends in pollution and use an example of the life cycle of a product (resources, production, packaging, transportation, disposal and pollution) to show how much pollution is created just with a product.</p> <p><u>CCSS Suggestions</u></p> <p>For example, if studying CCSS sample texts, students could address questions such as: How does math influence daily life? (evaluating charts and words in <i>Innumeracy</i> and <i>Tipping Point</i>); or How to make vehicles safer? (evaluating charts and words in <i>Exec. Order 13423</i> and <i>Working Knowledge: Electronic Stability Control</i>). (See sample sources in Appendix B, p. 13)</p>
<p>11-12.RST.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p>	<p>8.0 Evaluate the hypotheses, data, analysis, and conclusions in a text.</p> <p><u>Sample Science Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Predict the global temperature increase by 2100.</i> • <i>Analyze why seat belts may be more important in autos than in buses.</i> 	<p>For example, students could verify data of the annual trends of CO₂ concentration to evaluate climate temperature increases.</p> <p><u>CCSS Suggestions</u></p> <p>For example, if studying CCSS sample texts, students could evaluate the scientific method in texts such as <i>The Cost Conundrum</i>, <i>The Mysteries of Mass</i>, or <i>The Tipping Point</i>. They could use other sources to verify or corroborate data. (See sample sources in Appendix B, p. 13)</p>
<p>11-12.RST.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>	<p>9.0 Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept.</p> <p><u>Sample Science Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Analyze the body's response to medical interventions.</i> • <i>Explain the uncertainties associated with models of the interior of the Earth and how these models are validated.</i> 	<p>For example, students could use text and experiments to describe the body's response to medical interventions such as organ transplants, medicines, and inoculations.</p> <p><u>CCSS Suggestions</u></p> <p>For example, if studying CCSS sample texts, students could develop a coherent understanding of mass, vehicle control, cancer, or gravity, using recommended sources (Appendix B, p. 13) and others.</p>

Range of Reading and Level of Text Complexity

Standard	Literacy Objective	Teaching Tips
<p>11-12.RST.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.</p>	<p>10.0 Read and comprehend science and technical texts.</p> <p><u>Sample Science Learning Objectives</u></p> <p><i>This standard should be embedded in other standards and used with grade-level content texts.</i></p>	<p>Refer to Appendix B p. 13 for a list of grade-level supplementary texts.</p>

Grades 11 - 12 – Writing in History, Science, and Technical Subjects

Text Types and Purpose



Standard	Literacy Objective	Teaching Tips
11-12.WHST.1 Write arguments focused on <i>discipline-specific content</i> .	1.0 Write an argument . <u>Sample Content Learning Objectives</u> <ul style="list-style-type: none"> • <i>Explain whether the United States should keep or eliminate the Electoral College.</i> • <i>Discuss the concerns of inadequate testing of the effects of genetic engineering on humans and the environment.</i> 	The HST writing standards below should be embedded within regular History/Science lessons rather than taught separately. HST writing is focused more on content than structure of writing, and thus these Literacy Objectives should help to guide and evaluate HST writing assignments.
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.	1.0a Introduce claims and distinguish them from alternate or opposing claims . <u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 11-12.WHST.1.</i>	Students could write their opinion about a history or science topic in the format of claims and evidence, and acknowledge opposing claims. For example, one claim can be <i>The Electoral College should be eliminated</i> . One supporting reason could be <i>The Electoral College does not accurately reflect the national popular will</i> . An opposing claim could be that <i>The Electoral College contributes to political stability by encouraging a two-party system</i> . <u>CCSS Suggestions</u> For example, if studying CCSS sample texts, students could write about the claims and evidence presented in <i>The Mysteries of Mass</i> , <i>Innumeracy</i> , <i>The Tipping Point</i> , or <i>Google Hacks</i> . (See sample sources in Appendix B, p. 13).
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.	1.0b Support claims and counterclaims with relevant evidence . <u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 11-12.WHST.1.</i>	Students could provide specific evidence from adopted or supplementary texts to support their claims and counterclaims. For example, students could use the Internet to research the cons of the electoral college by providing pros and cons of the popular vote.
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.	1.0c Clarify the relationships between claim(s) and the evidence . <u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 11-12.WHST.1.</i>	Students could identify words, phrases, or clauses in adopted or supplementary texts that help them clarify their writing. For example, students can use transitions such as <i>furthermore</i> or <i>in addition</i> to connect claims and evidence.
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.	1.0d Establish and maintain a formal style . <u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 11-12.WHST.1.</i>	Students could write about history or science topics with a formal style. <i>Formal style</i> means writing without slang or jargon, making paragraphs that have a main idea and supporting details, and using domain-specific vocabulary.

Standard	Literacy Objective	Teaching Tips
<p>11-12.WHST.1 (continued)</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>1.0e Provide a conclusion.</p> <p><u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 11-12.WHST.1.</i></p>	<p>The <i>conclusion</i> should be a wrap-up or summary of the points that support the argument. A <i>conclusion</i> could be a concluding statement or a section.</p>
<p>11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p>2.1 Write informative text. 2.2 Write explanatory text.</p> <p><u>Sample Content Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Explain how cells transform energy from one form to another through the processes of photosynthesis and respiration.</i> • <i>Explain how civil disobedience was used in the struggle for India's independence.</i> 	<p>The HST writing standards below should be embedded within regular History/Science lessons rather than taught separately. HST writing is focused more on content than structure of writing, and thus these Literacy Objectives should help to guide and evaluate HST writing assignments. Informative text is general information on a subject (i.e. a <i>description of MLK's life, a scientific discovery</i>, etc.), while explanatory text is a step-by-step description of a process or procedure (i.e. <i>how someone organized a civil rights march, scientific experiments</i>, etc.).</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>2.0a Introduce a topic and organize the ideas that support the topic.</p> <p><u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 11-12.WHST.2.</i></p>	<p>Use formatting and multimedia, if possible, and a prewriting technique or graphic organizer to create an organizational structure. For example, students could use tables to show light absorption in a plant or how a diagram shows examples of photosynthesis of plants, algae, and many bacteria.</p> <p><u>CCSS Suggestions</u> For example, if studying CCSS sample texts, students could write about the scientific process as used by Gladwell (<i>Tipping Point</i>), Gordon (<i>Mysteries of Mass</i>), or Gawande (<i>The Cost Conundrum</i>). Or they could write about the history of the Constitution (Amar), of the Revolution (<i>1776</i> or <i>An American Primer</i>), or of Art (<i>Mirror of the World</i>). (See sample sources at CCSS Appendix B, p. 13.)</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>2.0b Develop the topic with significant and relevant information.</p> <p><u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 11-12.WHST.2.</i></p>	<p>For example, students could explain the reason why plants are green. One fact could be <i>plants are green because of energy provided by light, which is absorbed by pigments</i>.</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>2.0c Use transitions to clarify the relationships between the topic and the ideas.</p> <p><u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 11-12.WHST.2.</i></p>	<p>Students could use transitions, such as sequence words, chronology words, sentences with items in a series, or sentences with examples or definitions.</p>

Standard	Literacy Objective	Teaching Tips
<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>2.0d Use precise language.</p> <p><u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 11-12.WHST.2.</i></p>	<p><u>CCSS Suggestions</u> For example, if studying the CCSS sample text, students will use domain-specific words, such as anti-lock hydraulic valves, actuators, trajectory, etc., when describing the <i>Working Knowledge: Electronic Stability Control</i>.</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>2.0e Provide a conclusion.</p> <p><u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 11-12.WHST.2.</i></p>	<p>The <i>conclusion</i> should be a wrap-up or summary of the points that support the topic. A <i>conclusion</i> could be a concluding statement or a section.</p>
<p>11-12.WHST.3 (See note; not applicable as a separate requirement)</p>	<p>3.0 Write a narrative.</p> <p><u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 11-12.WHST.2.</i></p>	<p>For example, if studying CCSS sample texts, students could give a narrative account of George Washington’s life (1776), various artists (<i>Mirror of the World</i>), math in the real world (<i>Innumeracy</i>). (See sources in Appendix B, p. 13).</p>
<p>Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>		

Production and Distribution of Writing

Standard	Literacy Objective	Teaching Tips
<p>11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>4.0 Produce clear and coherent writing.</p> <p><u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 11-12.WHST.1 and 2.</i></p>	<p>History or science assignments could have different tasks or purposes, such as: <i>letters, emails, reports, directions, stories, news, experiments, speeches</i>, etc.</p>
<p>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.</p>	<p>5.1 Plan writing. 5.2 Revise writing. 5.3 Edit writing. 5.4 Rewrite written text.</p> <p><u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 11-12.WHST.2.</i></p>	<p>Refer to CCSS Appendix A (p.42) where the terms <i>revising, rewriting, and editing</i> are defined. <i>Editing</i> means small-scale surface changes to text, while <i>revising</i> means large-scale content changes to text.</p>

Standard	Literacy Objective	Teaching Tips
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.	<p>6.1 Produce and publish writing using technology.</p> <p>6.2 Revise writing in response to feedback.</p> <p><u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 11-12.WHST.1 and 2.</i></p>	<i>Produce</i> means to change print to digital form as in keyboarding, presenting, or making a video; <i>publish</i> means to distribute (print or present) something.

Research to Build and Present Knowledge

Standard	Literacy Objective	Teaching Tips
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.	<p>7.1 Conduct short research projects to answer a question.</p> <p>7.2 Conduct more sustained research projects to answer a question.</p> <p>7.3 Synthesize multiple sources on the same subject.</p>	<p><i>Short research project</i> means to address a narrow query in a few classes or a week. Refer to CCSS Appendix A (p. 43) for a definition of short research projects.</p> <p><u>CCSS Suggestions</u> For example, if studying CCSS sample texts, students could research questions on American democracy (how it developed, what freedoms are gained and for whom, etc.), or how science is used in modern life (<i>The Tipping Point</i>, <i>Mysteries of Mass</i>, <i>Untangling the Roots of Cancer</i>, <i>The Cost Conundrum</i>). (See sample sources in Appendix B, p. 13)</p>
11-12.WHST.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>8.1 Gather relevant information from multiple sources.</p> <p>8.2 Follow a standard format for citations.</p> <p><u>Sample Content Learning Objectives</u> <i>This objective should be embedded in 11-12.WHST.7.</i></p>	The standard format for citations can be <i>MLA</i> , <i>APA</i> , <i>Chicago</i> , or <i>Turabian</i> .
11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.	<p>9.0 Draw evidence from information texts to support analysis, reflection, and research.</p> <p><u>Sample Content Learning Objectives</u> <i>This objective should be embedded in 11-12.WHST.7.</i></p>	Refer to CCSS Appendix A (p. 43) for a definition of <i>evidence</i> . All work created should cite evidence from the text. <i>Analysis</i> means to break the topic into parts or elements. <i>Reflection</i> means a person's thoughts about the topic. <i>Research</i> means other people's thoughts about the topic.

Range of Writing

Standard	Literacy Objective	Teaching Tips
11-12.WHST.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.	<p>10.1 Write routinely over extended time frames.</p> <p>10.2 Write routinely over shorter time frames.</p> <p><u>Sample Content Learning Objectives</u> <i>This objective should be embedded in other standards.</i></p>	

Types of Vocabulary

(Across Grades)

DataWORKS		<p>Academic Vocabulary</p> <ul style="list-style-type: none"> - used across all disciplines <i>(Often not taught in Textbooks)</i> <p><u>Examples:</u> <i>distinguish, corresponds, combine, separate, analysis, symbolic</i></p>	<p>Content Vocabulary</p> <ul style="list-style-type: none"> - content specific <i>(Taught during Concept Development in EDI Lessons)</i> <p><u>Examples:</u> <i>main idea, thesis statement, figurative language. denominator, linear equation, addition, ratios, perimeter Civil War, separation of powers, legislative branch. mitosis, cell wall, photosynthesis, Solar System</i></p>	<p>Support Vocabulary</p> <ul style="list-style-type: none"> - in specific textbooks and worksheets; may be challenging for EL students <i>(Often over-emphasized in Textbooks)</i> <p><u>Examples:</u> <i>halibut, hammock, port, starboard</i></p>
	Common Core	<p>Tier One words (everyday speech)</p> <p>Beginning ELD</p>	<p>Tier Two words (general academic words)</p> <p><u>Examples in Informational text:</u> <i>relative, vary, formulate, specificity, accumulate</i></p> <p><u>Examples in Technical text:</u> <i>calibrate, itemize, periphery</i></p> <p><u>Examples in Literary text:</u> <i>misfortune, dignified, faltered, unabashedly</i></p>	<p>Tier Three words (domain-specific words)</p> <p><u>Examples:</u> <i>lava, legislature, circumference, aorta</i></p>

Reading Success

Readers can read effectively when they can understand at least 95% of the words they read. Knowing only the most common 2000 words, studies show that readers should be able to comprehend about 80% of an average academic text. Adding in a list of 570 Academic and Content Vocabulary* words brings that total up to 90% comprehension (Nation & Waring, 1997). The remaining unknown words in academic text will largely be Content and Support Vocabulary and should be learned within the context of lessons throughout the school year.

Words Known	Comprehension
Most common 2000 words	80%
Plus 570 Academic Vocabulary Words	90%
Plus Remaining Content and Support Vocabulary	95-100%

* DataWORKS has taken the list of 570 words and further categorized them as Academic or Content based on their potential use. For example *area* is an academic vocabulary word when referring to area of study; however, *area* is a content vocabulary word when referring to the space of a two-dimensional figure.

To compile this vocabulary list, DataWORKS has analyzed the text of the Common Core State Standards and extracted the **most important Academic** vocabulary. These vocabulary lists:

- Should be used when designing Common Core lessons.
- Feature grade-appropriate definitions.
- Note the frequency of each word within the standards (in parentheses after the word if the word is used more than once).

Example

connection (2) – link, relationship

vocabulary from the standards ↑ frequency of word within the standards ↑ grade-appropriate definition ↑

In addition, the DataWORKS Word Lists (by grade level) can be found at www.dataworks-ed.com/resources.

A

- accurate** (2) – doing something correctly
- acknowledging** – accepting or admitting the truth of something
- aiding** – helping
- alternate** – one of several options to be chosen
- analogy** – a comparison between two things, usually used to explain or clarify relationships (e.g., The heart is a pump in the body.)
- analysis** (4) – a statement about the elements of something and how those elements are related
- analyze** (5) – look at carefully to identify the elements of a work and how those elements are related
- anticipates** – foresee and prepare for
- appropriate** (4) – correct or relevant
- articulating** – expressing clearly
- assess** (2) – figure out the importance or value of something
- author** (6) – a person who writes
- authoritative** – having or coming from a source with authority

B

- biases** – attitudes that favor one way of thinking, leading to prejudiced outlooks
- broaden** – make wider

C

- categories** – groups
- challenging** (2) – difficult
- citation** – a note that identifies where evidence or information came from
- cite** (2) – identify where information comes from
- clarify** (2) – explain or make clear
- clauses** – parts of a sentence containing a subject and verb
- coherent** (3) – all parts making sense
- cohesion** (2) – how things work together
- complex** (5) – complicated
- complexity** – how complicated something is
- comprehension** – understanding
- concept** (4) – ideas
- concluding** (2) – an ending statement; a summary of ideas presented
- conclusions** (2) – a final decision reached by reasoning
- concrete** – real, not abstract; able to be experienced with the five senses
- conduct** – do or complete
- conflicting** – opposing or contradicting
- context** (2) – what is around a word, phrase, sentence, or event
- contribute** – add meaning or effort
- conventions** – the normal rules for something
- convey** – communicate or make known

C (continued)

corroborating (2) – support with evidence or authority
counterclaims (4) – an opposing claim
create (4) – make

D

data (2) – information about something
define – say what a word or phrase means
definition – what a word or phrase means
demonstrating (2) – show how something is done or what it is
digital – on the computer
discrepancies – disagreement between two things
distinctions – pointing out a difference
diverse (3) – having many different kinds of things

E

editing – fixing errors in a piece of writing
element – part
establish (2) – create; make a good foundation to start from
evaluate (6) – look at and determine the truth of something
evidence (9) – facts that prove or disprove something; proof
expertise – skill of an expert

F

feedback – advice and criticism of a work
focus (2) – pay attention to
format (4) – the organization of text, included **bolding**, *italicizing*, underlining, headings, titles, etc.

G

generated – created
graphics – pictures or diagrams

H

headings – the label at the top or beginning of a passage, letter, chapter, etc.
hierarchies – ordering according to importance
hypotheses – something not proved but assumed to be true for purposes of argument or further study

I

identifying – finding
implications – what is implied by something
inconsistencies – things that are not consistent
individual – single, only one
informational – giving information about a topic
informative – giving information about a topic
insight – understanding a situation
integrate (4) – bring together into a whole

I (continued)

Internet – the system that connects computers all over the world

investigation – study or examine closely

issue (2) – what something is about

K

key sentences – important sentences

L

link (2) – connection

logically – connecting facts in a way that makes sense

M

maintain (2) – continue doing something

major (2) – important

media (2) – forms of communication (i.e., writing, video recordings, audio recordings, etc.)

metaphor – a comparison between two unlike things to show how they are alike

multimedia (2) – made from more than one kind of communication medium (i.e., having sound, video, and text)

multistep – having more than one step

N

narration – the telling of a story

norms – normal or standard way of doing something

O

objective – not letting your feelings change how you report on something

ongoing – continuing

overreliance – relying too much on something

P

paragraphs – a group of related sentences separated from others by a space or new line

paraphrasing – summarizing something in your own words

phenomenon – an observable fact or event

phrases (3) – groups of words

plagiarism – stealing and copying the ideas or words of someone else and claiming it as your own

portions – parts

precedes – comes before

precise (2) – exact

precisely – exactly

premises – the basis

primary (4) – most important

P (continued)

primary source – a document that is from the subject studied (e.g., the Declaration of Independence, personal letters from soldiers, official documents from the time, etc.)

procedure (3) – a particular way of doing things

process (3) – a method for doing things

projects – assignment or other work to do

publish – print or share text; make something public

Q

quantitative (2) – in a way that can be measured

quotations – what someone says, usually in a text

R

range (2) – variety; the distance between two objects, ideas, or places

refines – improve by adding something that makes a small difference

relevant (4) – important

research (2) – finding information on a subject

resolving – finding a solution to a problem

responds – answer a question

response – answer to a question

revising (2) – rewriting to improve

routinely – doing something often

S

secondary source (3) – a document that is written about a historical event or figure (e.g., an analysis of the Declaration of Independence, an analysis of personal letters from soldiers, a description of government procedures from a time period); these are often based on primary sources

section (4) – a part of something

selecting – making a choice

selectively – chosen carefully

self-generated – made by you

sequences – order of things

significant (4) – important

simile – figurative language that directly compares two unlike things that have a similarity, typically using the words like or as

simulations – imitating one process artificially to see how it works (e.g., a computer simulation of an asteroid impact)

source (12) – where information comes from

specific (10) – a certain kind

stance – a position taken on an argument

strengths (2) – quality of being an effective argument

structure (3) – how something is put together

style (3) – a way of expressing oneself in writing, dress, ways of acting, etc.

S (continued)

summarize – give a short statement of the main points of a text or presentation

summary – a short statement of the main points of a text or presentation

sustained – keep going over a period of time

symbols – something that stands for something else; particularly a real object that stands for something that cannot be pictured (e.g., the lion is a symbol of courage, the heart is a symbol for love, etc.)

syntax – the way that words are put together to form sentences

synthesize (2) – combine

T

task (4) – job

technical (5) – related to a particular technique, especially a practical subject organized on scientific principles

techniques – how a writer puts sentences together; a special way of doing something

technology – computers and computer programs

text (18) – writing

textual (3) – in or from writing

tone – the style or other way that something is written; in writing, how the author feels about the subject

topic (6) – what a piece of writing is about

transition – changing from one thing to another; a word or phrase that changes the subject

U

unified – united; brought together

unresolved – a problem not solved

update – bring up to date

V

varied (2) – different kinds

verifying – check that something is correct or true

visually – able to be seen

vocabulary – words used

Content-Based Writing Checklist

History Grades 9-12

Expression of History Knowledge	Argument
<p>Meets Expectations of Assignment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content is appropriate for purpose <ul style="list-style-type: none"> <input type="checkbox"/> a. States an argument/claim/opinion on historical topic <input type="checkbox"/> b. Brings in relevant historical facts, events, and concepts <input type="checkbox"/> c. Supports a position with textual evidence <input type="checkbox"/> d. Uses logical organization (progression) of ideas <input type="checkbox"/> Uses appropriate sources <ul style="list-style-type: none"> <input type="checkbox"/> a. Cites primary and secondary sources <input type="checkbox"/> b. Compares and weighs evidence <input type="checkbox"/> c. Quotes and paraphrases sources without plagiarizing <input type="checkbox"/> Provides a conclusion <ul style="list-style-type: none"> <input type="checkbox"/> a. Summarizes and emphasizes main points of argument 	<p>Structure Guidelines:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces claims <ul style="list-style-type: none"> <input type="checkbox"/> a. Distinguishes claim from opposing claim <input type="checkbox"/> Organizes the reasons and evidence <ul style="list-style-type: none"> <input type="checkbox"/> a. Uses structure to support the writer's purpose (letter format, essay, speech) <input type="checkbox"/> Supports claims <ul style="list-style-type: none"> <input type="checkbox"/> a. Uses logical reasoning <input type="checkbox"/> b. Uses relevant evidence <input type="checkbox"/> c. Uses accurate credible sources <input type="checkbox"/> Uses appropriate transitions <ul style="list-style-type: none"> <input type="checkbox"/> a. Clarifies the relationships among claims, and evidence <p>Grade-Appropriate Conventions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spells correctly <ul style="list-style-type: none"> <input type="checkbox"/> a. Domain-specific vocabulary <input type="checkbox"/> b. Grade-appropriate vocabulary <input type="checkbox"/> Uses proper style <ul style="list-style-type: none"> <input type="checkbox"/> a. Maintains consistent formal style and objective tone <input type="checkbox"/> b. Expresses ideas concisely and precisely <input type="checkbox"/> Grammar and punctuations
<p>Comments:</p>	

Content-Based Writing Checklist

History Grades 9-12

Expression of History Knowledge	Informative/Explanatory
<p>Meets Expectations of Assignment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content is appropriate for purpose <ul style="list-style-type: none"> <input type="checkbox"/> a. Analyzes origins and significance of historical events <input type="checkbox"/> b. Brings in relevant historical facts, events, and concepts <input type="checkbox"/> c. Demonstrates understanding of the task <input type="checkbox"/> Uses appropriate sources <ul style="list-style-type: none"> <input type="checkbox"/> a. Cites primary and secondary sources <input type="checkbox"/> b. Compares and weighs evidence <input type="checkbox"/> c. Quotes and paraphrases sources without plagiarizing <input type="checkbox"/> Provides a conclusion <ul style="list-style-type: none"> <input type="checkbox"/> a. Summarizes and supports the information explained 	<p>Structure Guidelines:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces the topic <input type="checkbox"/> Organization <ul style="list-style-type: none"> <input type="checkbox"/> a. Organizes information using strategies such as definition, comparison/ contrast, and cause/effect <input type="checkbox"/> b. Uses graphics and/or multimedia to aid in comprehension <input type="checkbox"/> Develops the topic <ul style="list-style-type: none"> <input type="checkbox"/> a. Collects and presents specific, relevant, and accurate evidence. <input type="checkbox"/> b. Uses multiple sources to gather information (examples and quotations) <input type="checkbox"/> Uses appropriate transitions <ul style="list-style-type: none"> <input type="checkbox"/> a. Clarifies the relationships among ideas and concepts <p>Grade-Appropriate Conventions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spells correctly <ul style="list-style-type: none"> <input type="checkbox"/> a. Domain-specific vocabulary <input type="checkbox"/> b. Grade-appropriate vocabulary <input type="checkbox"/> Uses proper style <ul style="list-style-type: none"> <input type="checkbox"/> a. Maintains consistent formal style and objective tone <input type="checkbox"/> b. Expresses ideas concisely and precisely <input type="checkbox"/> c. Adheres to appropriate style manual (<i>Turabian or MLA</i>) <input type="checkbox"/> Grammar and punctuation
<p>Comments:</p>	

Content-Based Writing Checklist

Science and Technical Grades 9-12

Expression of Science Knowledge	Argument
<p>Meets Expectations of Assignment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content is appropriate for purpose <ul style="list-style-type: none"> <input type="checkbox"/> a. States an argument/claim/opinion on scientific topic <input type="checkbox"/> b. Brings in relevant scientific terms, facts, and/or principles <input type="checkbox"/> c. Discusses results and significance of scientific topic <input type="checkbox"/> d. Uses logical organization (progression) of ideas <input type="checkbox"/> Uses appropriate sources <ul style="list-style-type: none"> <input type="checkbox"/> a. Presents data effectively (charts, tables, etc.) <input type="checkbox"/> b. Compares and weighs evidence <input type="checkbox"/> c. Quotes and paraphrases sources without plagiarizing <input type="checkbox"/> Provides a conclusion <ul style="list-style-type: none"> <input type="checkbox"/> a. Summarizes and emphasizes main points of argument 	<p>Structure Guidelines:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces claims <ul style="list-style-type: none"> <input type="checkbox"/> a. Distinguishes claim from opposing claim <input type="checkbox"/> Organizes the reasons and evidence <ul style="list-style-type: none"> <input type="checkbox"/> a. Uses structure to support the writer's purpose (letter format, presentation) <input type="checkbox"/> Supports claims <ul style="list-style-type: none"> <input type="checkbox"/> a. Uses logical reasoning <input type="checkbox"/> b. Uses relevant evidence <input type="checkbox"/> c. Uses accurate credible sources <input type="checkbox"/> Uses appropriate transitions <ul style="list-style-type: none"> <input type="checkbox"/> a. Clarifies the relationships among claims, and evidence <p>Grade-Appropriate Conventions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spells correctly <ul style="list-style-type: none"> <input type="checkbox"/> a. Domain-specific vocabulary <input type="checkbox"/> b. Grade-appropriate vocabulary <input type="checkbox"/> Uses proper style <ul style="list-style-type: none"> <input type="checkbox"/> a. Maintains consistent formal style and objective tone <input type="checkbox"/> b. Expresses ideas concisely and precisely <input type="checkbox"/> Grammar and punctuation
<p>Comments:</p>	

Content-Based Writing Checklist

Science and Technical Grades 9-12

Expression of Science Knowledge	Informative/Explanatory
<p>Meets Expectations of Assignment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content is appropriate for purpose <ul style="list-style-type: none"> <input type="checkbox"/> a. Examines research using scientific principles <input type="checkbox"/> b. Brings in relevant scientific facts, concepts, and principles <input type="checkbox"/> c. Demonstrates understanding of the task <input type="checkbox"/> Uses appropriate sources <ul style="list-style-type: none"> <input type="checkbox"/> a. Provides variety of sources for support <input type="checkbox"/> b. Compares and weighs evidence <input type="checkbox"/> c. Quotes and paraphrases sources without plagiarizing <input type="checkbox"/> Provides a conclusion <ul style="list-style-type: none"> <input type="checkbox"/> a. Summarizes and supports the information explained 	<p>Structure Guidelines:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces the topic <input type="checkbox"/> Organization <ul style="list-style-type: none"> <input type="checkbox"/> a. Organizes information using type of text structure such as description, problem/solution, and cause/effect <input type="checkbox"/> b. Uses graphics and/or multimedia to aid in comprehension <input type="checkbox"/> Develops the topic <ul style="list-style-type: none"> <input type="checkbox"/> a. Collects and presents specific, relevant, and accurate evidence. <input type="checkbox"/> b. Uses multiple sources to gather information (examples and quotations) <input type="checkbox"/> Uses appropriate transitions <ul style="list-style-type: none"> <input type="checkbox"/> a. Clarifies the relationships among ideas and concepts <p>Grade-Appropriate Conventions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spells correctly <ul style="list-style-type: none"> <input type="checkbox"/> a. Domain-specific vocabulary <input type="checkbox"/> b. Grade-appropriate vocabulary <input type="checkbox"/> Uses proper style <ul style="list-style-type: none"> <input type="checkbox"/> a. Maintains consistent formal style and objective tone <input type="checkbox"/> b. Expresses ideas concisely and precisely <input type="checkbox"/> c. Adheres to appropriate style manual (<i>APA or MLA</i>) <input type="checkbox"/> Grammar and punctuation
<p>Comments:</p>	

Primary Sources

Written with first-hand knowledge of the people and events; includes letters, essays, autobiographies, and government documents

He was there and wrote about it.

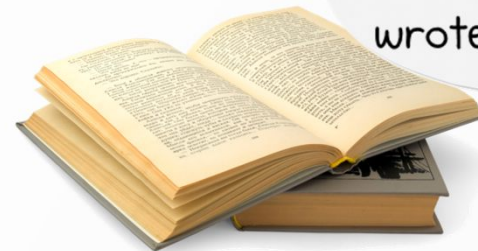


“The Declaration of Independence”
by Thomas Jefferson (1776)

Secondary Sources

Written without first-hand knowledge of the people and events; written using the information from primary sources

He studied it 200 years later and wrote about it.



The American Revolution
by Alden Carter (1993)

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*Explicit Direct Instruction® (EDI®), is a strategic collection of research-based, instructional practices combined to help teachers design and deliver well-crafted lessons that explicitly teach grade-level content and increase language acquisition for all students.

PAGE AT-A-GLANCE:

Common Core Learning Objective & Common Core READY TO TEACH EDI Lesson Page

All interactive, multi-media lessons (K-12) feature:

- Rigorous, grade-level expository text and 2-7 new academic vocabulary words defined
- Emphasis on deep conceptual understanding with optional scaffolding for differentiation
- Opportunities to use evidentiary arguments and/or multiple representations when solving problems

Craft and Structure

Standard	Learning Objective	Teaching Tips
4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	5.1 Describe chronological structure of text. 5.2 Describe comparison structure of text. 5.3 Describe cause and effect structure of text.	Use <i>clue words</i> to help describe the text. Cause/effect: so, because, results in

Skill Development/Guided Practice

Cause-and-effect text structure tells when one event makes something else happen.

- A **cause** is a reason **why something happens**.
- An **effect** is **what happens** as a result.

Answering ELA Questions

- 1 Determine what the question or prompt is asking.
- 2 Determine the ELA concept required.
- 3 Read the text to determine relevant information.
- 4 Answer the question.
- 5 Re-read the directions to determine if you answered all parts of the question.

CFU

- 1 How did I/you determine what the question or prompt is asking?
- 2 How did I/you determine the ELA concept required?
- 3 How did I/you determine the relevant information?
- 4 How did I/you answer the question?
- 5 How did I/you determine if all parts of the question have been answered?

The Gold Rush

1. In 1848 an event in Coloma, California changed the state forever. 2. In the waterwheel of a lumber mill owned by John Sutter, a shiny piece of metal was found. 3. It was gold! 4. News of the discovery spread across the young country rapidly. 5. As a result, the population in California boomed. 6. People moved from all across America, hoping to make a similar discovery.

62 words

Cause & Effect Clue Words

because, since, as a result of, for this reason
so, this led to, thus, consequently, therefore



Vocabulary

⁴ increased quickly

Building Knowledge
Clear Conceptual Definitions

Higher-Order Questions

Writing from Sources

Balancing Informational
& Literary Texts

Text-based Answers

Academic Vocabulary

Free Downloads and Purchase Information

For free downloads or to purchase Common Core Learning Objectives & Essential Tools or Common Core READY TO TEACH® Lessons, visit www.dataworks-ed.com and click into the online store.

About DataWORKS Educational Research

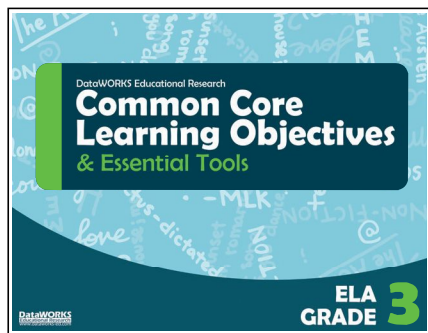
DataWORKS offers a variety of Common Core professional development training along with products and services including Explicit Direct Instruction, English Learner Workshops, lesson demonstrations in live classrooms, interactive coaching, lesson design training, as well as parental involvement, after-school and summer acceleration programs (StepUP Academies). Implementation support is available for educators, administrators and parents.

Contact DataWORKS Client Relations Department for more information:
info@dataworks-ed.com **(800) 495-1550**

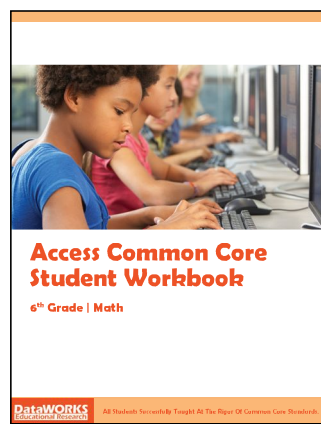
John Hollingsworth and Dr. Silvia Ybarra co-founded DataWORKS with the single purpose of using real data to improve student learning, especially for English Language Learners and other low-performing students. Now, DataWORKS focuses on GIFT–Great Initial First Teaching—so students learn more grade-level skills and content the first time a lesson is taught. Analyzing test scores does not help improve student achievement; delivering great, grade-level lessons ... every lesson, every day ... helps improve student achievement.

John and Silvia are co-authors of three educational bestsellers: *Explicit Direct Instruction for English Learners* (Corwin, 2013), *Explicit Direct Instruction: The Power of the Well-Crafted, Well-Delivered Lesson* (Corwin, 2009) and *Multiple Measures: Accurate Ways to Assess Student Achievement* (Corwin, 2000) co-authored along with Joan Ardivino.

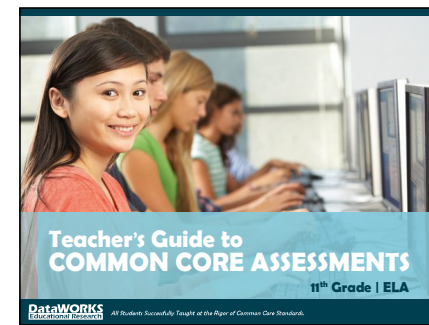
Other Teacher Resources offered by DataWORKS:



- K – 12 ELA
- K - 8 Math
- Algebra, Algebra II, Geometry
- 6-12 Literacy Objectives



Math and ELA Workbooks
3 Volumes each for Math and ELA for grades 3-8 and 11
(42 total Volumes)



Math and ELA Guides for grades 3-8 and 11 (14 total guides)



GRADES 11-12