

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.*

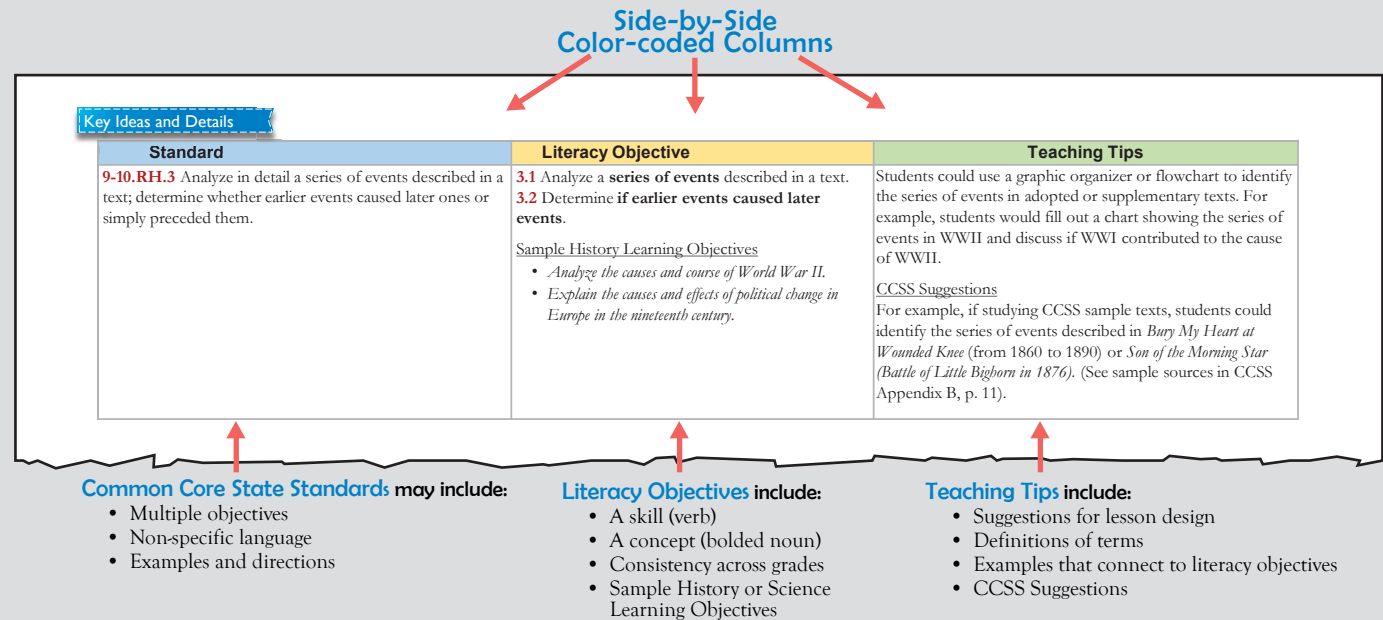
### Each guide includes:

- ...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><b>6-8.RH.2</b> 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><b>2.1</b> Determine the <b>central idea</b> of a source.  <b>2.2</b> Provide a <b>summary</b> of a <b>source</b>.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> <li>• <i>Summarize Hammurabi's Code.</i></li> <li>• <i>Explain the central ideas of the Enlightenment.</i></li> <li>• <i>Describe the political philosophy in the Federalist Papers.</i></li> </ul>

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

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

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

## Grades 6-8 Literacy Objectives Overview

Domain	Standards	Lettered Standards (a, b, ...)	Literacy Objectives
<b>Reading in History</b>			
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
<b>Reading in Science and Technical Subjects</b>			
Key Ideas and Details	3		5
Craft and Structure	3		3
Integration of Knowledge and Ideas	3		3
Range of Reading and Level of Text Complexity	1		1
<b>Writing Standards</b>			
Text Types and Purposes	3	11	17
Production and Distribution of Writing	3		6
Research to Build and Present Knowledge	3		4
Range of Writing	1		2
<b>Total</b>	<b>30</b>	<b>11</b>	<b>52</b>



## Grades 6 - 8 – Reading in History



### Key Ideas and Details

Standard	Literacy Objective	Teaching Tips
<p><b>6-8.RH.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p><b>1.0</b> Cite specific <b>textual evidence</b> to support analysis of texts.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> <li>• <i>Analyze the life and teaching of Buddha.</i></li> <li>• <i>Analyze the theological, political, and economic ideas of the Reformation.</i></li> <li>• <i>Analyze the concept of Manifest Destiny.</i></li> </ul>	<p>Students could underline, highlight, or complete a graphic organizer citing textual evidence in adopted or supplementary texts. For example, students could find primary sources on the Internet and use the textbook as a secondary source. This literacy standard could support multiple history 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, or official records. A <i>secondary source</i> interprets and analyzes primary sources. Refer to the Primary and Secondary Source poster.</p> <p><u>CCSS Suggestions</u></p> <p>CCSS suggests (Appendix B, p.100) citing specific textual evidence from primary sources like the Preamble and First Amendment and secondary sources such as <i>Words We Live By</i>.</p>
<p><b>6-8.RH.2</b> 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><b>2.1</b> Determine the <b>central idea</b> of a source. <b>2.2</b> Provide a <b>summary</b> of a <b>source</b>.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> <li>• <i>Summarize Hammurabi's Code.</i></li> <li>• <i>Explain the central ideas of the Enlightenment.</i></li> <li>• <i>Describe the political philosophy in the Federalist Papers.</i></li> </ul>	<p>Students could determine the central idea and write an objective summary of selections in adopted or supplementary texts. For example, students could explain the central ideas of the Enlightenment using the Internet to find primary sources and the textbook as the secondary source. This literacy standard could support multiple history objectives.</p> <p><u>CCSS Suggestions</u></p> <p>For example, if studying CCSS sample texts, students could determine the central idea in <i>Freedom Walker</i>, (see sample history texts in CCSS Appendix B, p. 9), noting primary and secondary sources from the text and provide an objective summary.</p>
<p><b>6-8.RH.3</b> Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p><b>3.0</b> Identify the <b>sequence of a process</b> in a text.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> <li>• <i>Describe the U.S. law-making process.</i></li> <li>• <i>Describe the election process.</i></li> <li>• <i>Describe the appeals process.</i></li> </ul>	<p>Students could use a graphic organizer or flowchart to identify the sequence in adopted or supplementary texts. For example, students could fill out a flowchart showing the appeals process.</p>

Standard	Literacy Objective	Teaching Tips
<p><b>6-8.RH.4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p><b>4.0</b> Determine the <b>meaning of words and phrases</b> used in a text.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> <li>• <i>Analyze the life and teaching of Buddha - meditation, enlightenment.</i></li> <li>• <i>Analyze the theological, political, and economic ideas of the Reformation: reform, ritual, clergy.</i></li> <li>• <i>Analyze the concept of Manifest Destiny.</i></li> </ul>	<p>Students could underline, highlight, or define grade-level vocabulary using context clues in adopted or supplementary texts. For example, if studying the teaching of Buddha, students could determine the meaning of words such as <i>meditation</i> or <i>enlightenment</i>.</p>
<p><b>6-8.RH.5</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>	<p><b>5.0</b> Describe the <b>structure of a text</b>.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> <li>• <i>Compare and contrast life in Athens and Sparta.</i></li> <li>• <i>Describe the causes of the religious Crusades and their effects on Christian, Muslim, and Jewish populations.</i></li> <li>• <i>Trace the battles and events of the War of 1812.</i></li> </ul>	<p>Students could use a graphic organizer to identify the structure in adopted or supplementary texts. For example, a graphic organizer could be used to trace the battles and events of the War of 1812.</p> <p><u>CCSS Suggestions</u> CCSS suggests (Appendix B, p. 100) describing how texts, such as <i>Freedom Walkers</i> and <i>The Great Fire</i>, present information both sequentially and causally.</p>
<p><b>6-8.RH.6</b> Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	<p><b>6.0</b> Identify <b>aspects</b> of a text that reveal an <b>author’s point of view</b>.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> <li>• <i>Describe the beliefs of Socrates, Plato, and Aristotle.</i></li> <li>• <i>Identify the differences in theology between the Protestants and the Catholic Church.</i></li> <li>• <i>Analyze Abraham Lincoln’s Gettysburg Address.</i></li> </ul>	<p>Students could use underlining, highlighting, notes, or a graphic organizer to identify aspects of adopted or supplementary texts that reveal the author’s point of view or purpose. A strategy to determine the author’s point of view would be identifying language that uses euphemisms, language that is slanted or heavily emotional, or inclusion/avoidance of facts. This is usually found in texts/speeches about controversial topics/events, such as the Iraq War, Vietnam, Hiroshima, etc., or in some political speeches.</p> <p><u>CCSS Suggestions</u> CCSS suggests (Appendix B, p. 100) evaluating <i>The Great Fire</i>.</p>

Integration of Knowledge and Ideas

Standard	Literacy Objective	Teaching Tips
<p><b>6-8.RH.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p><b>7.0</b> Integrate information presented in <b>different media formats</b>.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> <li>• Describe the hunter-gatherer societies.</li> <li>• Describe the artistic and architectural features of the Mayan, Aztec, and Incan civilizations.</li> <li>• Explain the westward expansion of the U.S.</li> </ul>	<p>Students could use charts, graphs, photographs, etc., to support the study of a topic in adopted or supplementary texts or in a presentation. For example, students could use pictures or videos to describe the tools used in the hunter-gatherer societies.</p> <p><u>CCSS Suggestions</u></p> <p>For example, if studying CCSS sample texts, students could incorporate visual information such as photographs and paintings to further convey Van Gogh’s life after reading <i>Vincent Van Gogh: Portrait of an Artist</i>.</p>
<p><b>6-8.RH.8</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p><b>8.0</b> Distinguish among <b>fact, opinion, and reasoned judgment</b> in a text.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> <li>• Identify significant inventions that improved the quality of life.</li> <li>• Discuss Abraham’s Lincoln’s presidency.</li> </ul>	<p>Students could underline examples of fact, opinion, and reasoned judgment in adopted or supplementary texts. Refer to the vocabulary list in this booklet for definitions of fact, opinion, and reasoned judgment.</p>
<p><b>6-8.RH.9</b> Analyze the relationship between a primary and secondary source on the same topic.</p>	<p><b>9.0</b> Analyze the relationship between a <b>primary and secondary source</b>.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> <li>• Explain the significance in the Qur’an of Islamic beliefs, practice, and law.</li> <li>• Analyze Abraham Lincoln’s “House Divided” speech.</li> </ul>	<p>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 primary sources. For example, students could analyze the similarities and differences between an interpretation of Abraham Lincoln’s “House Divided” speech (secondary source) and the original speech (primary source).</p>

Range of Reading and Level of Text Complexity

Standard	Literacy Objective	Teaching Tips
<p><b>6-8.RL.10</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p><b>10.0</b> Read and comprehend history texts.</p> <p><u>Sample History Learning Objectives</u></p> <p><i>This standard should be embedded in other standards and grade-level content texts.</i></p>	<p>Refer to Appendix B p. 9 for a list of grade-level supplementary texts.</p>

## Grades 6 - 8 – Reading in Science and Technical Subjects



### Key Ideas and Details

Standard	Literacy Objective	Teaching Tips
<b>6-8.RST.1</b> Cite specific textual evidence to support analysis of science and technical texts.	<p><b>1.0</b> Cite specific <b>textual evidence</b> to support analysis of texts.</p> <p><u>Sample Science Learning Objectives</u></p> <ul style="list-style-type: none"> <li>Analyze whether energy sources are renewable or nonrenewable.</li> <li>Analyze how fossils provide evidence of how life has changed.</li> <li>Explain the structure of an atom.</li> </ul>	<p>Students could cite (underline/highlight, etc.) the information in a text to support their analysis of topics in adopted or supplementary texts. For example, students could be analyzing the atom and cite specific evidence from “Elementary Particles.” This literacy standard could support multiple science objectives.</p> <p><u>CCSS Suggestions</u></p> <p>Refer to sample sources in CCSS Appendix B (p. 9) for supplementary texts.</p>
<b>6-8.RST.2</b> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	<p><b>2.1</b> Determine the <b>central idea</b> of a text.</p> <p><b>2.2</b> Determine the <b>conclusion</b> of a text.</p> <p><b>2.3</b> Provide a <b>summary</b> of a text.</p> <p><u>Sample Science Learning Objectives</u></p> <ul style="list-style-type: none"> <li>Summarize the theory of plate tectonics.</li> <li>Describe Charles Darwin’s conclusions about evolution.</li> <li>Describe Newton’s three laws.</li> </ul>	<p>Students could determine the central idea and conclusions about topics in adopted or supplementary texts. For example, students would describe Newton’s three laws by providing the central ideas for each law. This literacy standard could support multiple science objectives.</p> <p><u>CCSS Suggestions</u></p> <p>For example, if studying CCSS sample texts, students could determine the central idea and conclusions in <i>The Evolution of the Grocery Bag</i> and provide an objective summary.</p>
<b>6-8.RST.3</b> Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	<p><b>3.0</b> Follow a <b>multistep procedure</b>.</p> <p><u>Sample Science Learning Objectives</u></p> <ul style="list-style-type: none"> <li>Compare joints in the body with structures used in machines.</li> <li>Plan and conduct a scientific investigation.</li> <li>Predict whether an object will float or sink.</li> </ul>	<p>Students could record steps and measurements in an experiment that is part of adopted or supplementary texts.</p> <p><u>CCSS Suggestions</u></p> <p>CCSS suggests (Appendix B, p. 100) using <i>Math Trek</i>, and having students generate a fractal geometric structure by following the multistep procedure for creating a Koch’s curve.</p>

### Craft and Structure

Standard	Literacy Objective	Teaching Tips
<b>6-8.RST.4</b> 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 grades 6–8 texts and topics.	<p><b>4.0</b> Determine the <b>meaning of key terms</b> and <b>phrases</b> used in a text.</p> <p><u>Sample Science Learning Objectives</u></p> <ul style="list-style-type: none"> <li>Analyze whether energy sources are renewable or nonrenewable.</li> <li>Analyze how fossils provide evidence of how life has changed.</li> <li>Explain the structure of an atom.</li> </ul>	<p>Students could highlight or record key terms or phrases identified in adopted or supplementary texts. For example, students could define <i>proton</i>, <i>electron</i>, and <i>neutron</i> when explaining the structure of an atom.</p> <p><u>CCSS Suggestions</u></p> <p>For example, students could determine the meaning of key terms, symbols, and other domain-specific words (infinite numbers, prime numbers, etc.) discussed in <i>The Number Devil</i>.</p>

Standard	Literacy Objective	Teaching Tips
<p><b>6-8.RST.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p>	<p><b>5.0</b> Describe the <b>structure of a text</b>.</p> <p><u>Sample Science Learning Objectives</u></p> <ul style="list-style-type: none"> <li>• <i>Explain the causes and effects of earthquakes.</i></li> <li>• <i>Compare the characteristics that distinguish plant cells from animal cells.</i></li> <li>• <i>Describe the process of mitosis.</i></li> </ul>	<p>Students could underline, highlight, note, or use a graphic organizer to describe the structure of adopted or supplementary texts. For example, students could make a flowchart of sections of a chapter that show the sequence of mitosis and its importance to life.</p> <p><u>CCSS Suggestions</u></p> <p>For example, if studying CCSS sample texts, students could use <i>Geeks: How Two Lost Boys Rode the Internet Out of Idaho</i> to determine text structure (chronological or sequential order, cause and effect, and compare and contrast) and how it contributes to the topic of innovation.</p>
<p><b>6-8.RST.6</b> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p>	<p><b>6.0</b> Analyze an <b>author’s purpose</b>.</p> <p><u>Sample Science Learning Objectives</u></p> <ul style="list-style-type: none"> <li>• <i>Explain how energy moves through a food web.</i></li> <li>• <i>Describe how levers apply to the musculoskeletal system.</i></li> <li>• <i>Discuss how the pH scale is used to test whether a solution is acidic, basic, or neutral.</i></li> </ul>	<p>Students could underline or note text that helps bring out the author’s purpose in adopted or supplementary texts. For example, students could identify the author’s purpose in writing an Internet article about the food web.</p> <p><u>CCSS Suggestions</u></p> <p>If studying CCSS sample texts, students could use <i>Cathedral</i>, (explanation) <i>The Building of Manhattan</i> (procedure), or <i>The Number Devil</i> (experiment) to analyze the author’s purpose.</p>

**Integration of Knowledge and Ideas**

Standard	Literacy Objective	Teaching Tips
<p><b>6-8.RST.7</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (<i>e.g., in a flowchart, diagram, model, graph, or table</i>).</p>	<p><b>7.0</b> Integrate technical information presented in <b>different media formats</b>.</p> <p><u>Sample Science Learning Objectives</u></p> <ul style="list-style-type: none"> <li>• <i>Explain how energy moves through a food web.</i></li> <li>• <i>Design and create cabinet and wood products.</i></li> <li>• <i>Explain the structure of the atom.</i></li> </ul>	<p>Students could create or source visual information to support written data in adopted or supplementary texts. For example, using a flowchart to show how energy moves through a food web.</p> <p><u>CCSS Suggestions</u></p> <p>CCSS suggests (Appendix B, p. 100) using <i>Cathedral</i> and integrating the technical information with the diagrams and models provided by the author to develop a deeper understanding of Gothic architecture. <i>Technical information</i> includes quantitative information.</p>

Standard	Literacy Objective	Teaching Tips
<p><b>6-8.RST.8</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>	<p><b>8.0</b> Distinguish among <b>facts, reasoned judgments,</b> and <b>speculation</b> in a text.</p> <p><u>Sample Science Learning Objectives</u></p> <ul style="list-style-type: none"> <li>• <i>Explain how an organism adapts to its environment.</i></li> <li>• <i>Analyze Darwin’s reasoning for natural selection.</i></li> </ul>	<p>Students could underline, highlight, or use a graphic organizer to identify facts, reasoned judgment, and speculation in adopted or supplementary texts. Refer to the vocabulary list for definitions on fact, reasoned judgment, and speculation.</p> <p><u>CCSS Suggestions</u></p> <p>For example, if studying the CCSS sample texts, students could use <i>The Number Devil</i> or <i>The Evolution of the Grocery Bag</i> or <i>Cathedral</i> to distinguish among these elements.</p>
<p><b>6-8.RST.9</b> Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>	<p><b>9.0</b> Compare and contrast <b>information from different sources.</b></p> <p><u>Sample Science Learning Objectives</u></p> <ul style="list-style-type: none"> <li>• <i>Explain the major features of Earth’s surface.</i></li> <li>• <i>Explain how chemical reactions are rearranged into different combinations of molecules.</i></li> </ul>	<p>Students can use a graphic organizer to compare and contrast experimental or visual information with written information in adopted or supplementary texts. Students should be aware that results from an experiment may differ from expected results due to experimental error.</p> <p><u>CCSS Suggestions</u></p> <p>CCSS suggests (Appendix B, p. 100) constructing a holistic picture of Manhattan by comparing and contrasting information from <i>The Building of Manhattan</i> with multimedia sources from the New York Public Library found online.</p>

Range of Reading and Level of Text Complexity

Standard	Literacy Objective	Teaching Tips
<p><b>6-8.RST.10</b> By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p><b>10.0</b> 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 grade-level content texts.</i></p>	<p>Refer to Appendix B p. 9 for a list of grade-level supplementary texts.</p>

## Grades 6 - 8 – Writing in History, Science, and Technical Subjects

### Text Types and Purpose



Standard	Literacy Objective	Teaching Tips
<b>6-8.WHST.1</b> Write arguments focused on <i>discipline-specific content</i> .	<b>1.0</b> Write an <b>argument</b> . <u>Sample Content Learning Objectives</u> <ul style="list-style-type: none"> <li>• <i>Explain why or why not Abraham Lincoln was the best president.</i></li> <li>• <i>Explain what is causing global warming.</i></li> </ul>	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.
<b>a.</b> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	<b>1.0a.1</b> Introduce <b>claim(s)</b> and organize the <b>evidence that supports the claims</b> . <b>1.0a.2</b> Introduce, acknowledge and distinguish <b>alternate or opposing claims</b> . <u>Sample Content Learning Objectives</u> <i>These literacy objectives should be embedded in 6-8.WHST.1 above.</i>	Students could write their opinion about a history or science topic in the format of claims and evidence, and acknowledge opposing claims.  <u>CCSS Suggestions</u> For example, if studying the CCSS sample text <i>The Great Fire</i> , a claim could be <i>All cities should have safety codes and standards</i> . One supporting reason could be to <i>prevent fire from destroying cities or towns</i> . An alternative claim could be that <i>strict codes are government interference and limit options for builders</i> .
<b>b.</b> Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	<b>1.0b</b> Support claims with <b>relevant evidence</b> . <u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 6-8.WHST.1 above.</i>	Students could provide specific evidence from the adopted or supplementary texts to support their claims.  <u>CCSS Suggestions</u> For example, if studying the CCSS sample text <i>The Great Fire</i> , students could use data from that text that would support why <i>All cities should have safety codes and standards</i> .
<b>c.</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	<b>1.0c</b> Clarify the <b>relationship between the claim(s) and the evidence</b> . <u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 6-8.WHST.1 above.</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.
<b>d.</b> Establish and maintain a formal style.	<b>1.0d</b> Write in a <b>formal style</b> . <u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 6-8.WHST.1 above.</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.
<b>e.</b> Provide a concluding statement or section that follows from and supports the argument presented.	<b>1.0e</b> Provide a <b>conclusion</b> . <u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 6-8.WHST.1 above.</i>	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.

Standard	Literacy Objective	Teaching Tips
<p><b>6-8.WHST.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures / experiments, or technical processes.</p>	<p><b>2.1</b> Write <b>informative text</b>.  <b>2.2</b> Write <b>explanatory text</b>.</p> <p><u>Sample Content Learning Objectives</u></p> <ul style="list-style-type: none"> <li>• Describe the causes, key events and consequences of the Civil War.</li> <li>• Explain the process of meiosis.</li> <li>• Explain how to use a microscope.</li> </ul>	<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 description of MLK's life, a scientific discovery, etc.), while explanatory text is step-by-step description of a process or procedure (i.e. how someone organized a civil rights march, scientific experiments, etc.).</p> <p><u>CCSS Suggestions</u>  Refer to CCSS Appendix C (p.42) for samples of student writing of informative and explanatory text.</p>
<p><b>a.</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p><b>2.0a</b> Introduce a <b>topic</b> and organize <b>the ideas that support the topic</b>.</p> <p><u>Sample Content Learning Objectives</u>  <i>This literacy objective should be embedded in 6-8.WHST.2 above</i></p>	<p>Use formatting and multimedia, if possible, and a prewriting technique or graphic organizer to create an organizational structure.</p> <p><u>CCSS Suggestions</u>  For example, if studying the CCSS sample texts, students could write about parts of the U.S. Constitution, or the historical text, <i>Vincent Van Gogh: Portrait of an Artist</i>, or the scientific text, <i>Invasive Plant Inventory</i>.</p>
<p><b>b.</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p><b>2.0b</b> <b>Develop the topic</b> with relevant information.</p> <p><u>Sample Content Learning Objectives</u>  <i>This literacy objective should be embedded in 6-8.WHST.2 above</i></p>	<p><u>CCSS Suggestions</u>  For example, if studying the CCSS sample texts, students could use <i>The Invasive Plant Inventory</i> to provide facts and other information about the topic of rating plants that threaten California's wildlands.</p>
<p><b>c.</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><b>2.0c</b> Use <b>transitions</b> 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 6-8.WHST.2 above</i></p>	<p><i>Transitions</i> could be words (<i>however, therefore</i>), phrases (<i>In 1776, during the time of, etc.</i>), or sentences (<i>The 3<sup>rd</sup> reason for this amendment was the most important.</i>)</p>
<p><b>d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>2.0d</b> Use <b>precise language</b>.</p> <p><u>Sample Content Learning Objectives</u>  <i>This literacy objective should be embedded in 6-8.WHST.2 above</i></p>	<p><u>CCSS Suggestions</u>  For example, if studying the CCSS sample texts, students could use domain-specific words when describing the rating of wildland plants such as <i>high, moderate, limited, reproductive biology, ecological amplitude, species</i>, etc.</p>



Standard	Literacy Objective	Teaching Tips
e. Establish and maintain a formal style and objective tone.	<b>2.0e.1</b> Write in a <b>formal style</b> . <b>2.0e.2</b> Write with an <b>objective tone</b> . <u>Sample Content Learning Objectives</u> <i>These literacy objectives should be embedded in 6-8.WHST.2 above</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.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	<b>2.0f</b> Provide a <b>conclusion</b> . <u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 6-8.WHST.2 above</i>	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.
<b>6-8.WHST.3</b> (See note; not applicable as a separate requirement)	<b>3.0</b> Write a <b>narrative</b> . <u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 6-8.WHST.2 above</i>	For example, if studying the CCSS sample texts, students could give a <u>narrative account</u> of the life of Van Gogh, Woody Guthrie, or <i>Freedom Walkers</i> . A <u>narrative explanation</u> could be about <i>Math Trek</i> or <i>The Number Devil</i> or <i>Geeks</i> . (See sources in Appendix B, p. 9)
<b>Note:</b> 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.		

### Production and Distribution of Writing

Standard	Literacy Objective	Teaching Tips
<b>6-8.WHST.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>4.0</b> Produce <b>clear</b> and <b>coherent</b> writing. <u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 6-8.WHST.1 and 2.</i>	History or science assignments could have different tasks or purposes, such as: <i>letters, emails, reports, directions, stories, news, experiments, speeches</i> , etc.
<b>6-8.WHST.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<b>5.1 Plan writing.</b> <b>5.2 Revise writing.</b> <b>5.3 Edit writing.</b> <b>5.4 Rewrite written text.</b> <u>Sample Content Learning Objectives</u> <i>These literacy objectives should be embedded in 6-8.WHST.1 and 2.</i>	Refer to CCSS Appendix A (p.42) where the terms <i>revising, rewriting,</i> and <i>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.
<b>6-8.WHST.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	<b>6.0 Produce and publish</b> writing using technology. <u>Sample Content Learning Objectives</u> <i>These literacy objectives should be embedded in 6-8.WHST.1 and 2.</i>	<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
<p><b>6-8.WHST.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p><b>7.0</b> Conduct short <b>research projects</b> to answer a <b>question</b>.</p> <p><u>Sample Content Learning Objectives</u></p> <ul style="list-style-type: none"> <li>• Explain how John Locke helped influence the democratic thought.</li> <li>• Describe how a person inherits sickle-cell anemia.</li> </ul>	<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></p> <p>For example, if studying the CCSS sample text, students could research architecture’s influence on society (<i>Cathedral, The Building of Manhattan</i>) or the influence of math (<i>Math Trek, The Number Devil</i>), and generate additional questions for more research or exploration.</p>
<p><b>6-8.WHST.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><b>8.1</b> Gather <b>relevant information</b> from multiple sources.</p> <p><b>8.2</b> Follow a standard format for <b>citations</b>.</p> <p><u>Sample Content Learning Objectives</u></p> <p><i>This objective should be embedded in 6-8.WHST.7.</i></p>	<p>The standard format for citations can be <i>MLA, APA, Chicago, or Turabian</i>.</p>
<p><b>6-8.WHST.9</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>9.0</b> Draw <b>evidence</b> from information texts to support <b>analysis, reflection, and research</b>.</p> <p><u>Sample Content Learning Objectives</u></p> <p><i>This objective should be embedded in 6-8.WHST.7.</i></p>	<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.</p>

Range of Writing

Standard	Literacy Objective	Teaching Tips
<p><b>6-8.WHST.10</b> 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>	<p><b>10.1</b> Write routinely over extended time frames.</p> <p><b>10.2</b> Write routinely over shorter time frames.</p> <p><u>Sample Content Learning Objectives</u></p> <p><i>This objective should be embedded in other standards.</i></p>	

# Types of Vocabulary

## (Across Grades)

DataWORKS		<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>- used across <b>all disciplines</b> <i>(Often not taught in Textbooks)</i></li> </ul> <p><u>Examples:</u> <i>distinguish, corresponds, combine, separate, analysis, symbolic</i></p>	<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>- content <b>specific</b> <i>(Taught during Concept Development in EDI Lessons)</i></li> </ul> <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><b>Support Vocabulary</b></p> <ul style="list-style-type: none"> <li>- in <b>specific textbooks and worksheets</b>; may be challenging for EL students <i>(Often over-emphasized in Textbooks)</i></li> </ul> <p><u>Examples:</u> <i>halibut, hammock, port, starboard</i></p>
	Common Core	<p><b>Tier One words</b> (everyday speech)</p> <p>Beginning ELD</p>	<p><b>Tier Two words</b> (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><b>Tier Three words</b> (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](http://www.dataworks-ed.com/resources).

## A

- accurate** (4) – doing something correctly
- achieving** – reaching or accomplishing
- acknowledge** – accept or admit the truth of something
- aiding** – helping
- alternate** – one of several options to be chosen
- analysis** (3) – a statement about the elements of something and how those elements are related
- analyze** (2) – look at carefully to identify the elements of something and how those elements are related
- approach** – come closer or toward
- appropriate** (2) – correct or relevant
- aspects** – a particular part or feature of something
- assess** – figure out the importance or value of something
- author** (3) – a person who writes, particularly someone who has published a work
- avenues** – a way to achieve a goal
- avoidance** – an act of keeping something from happening

## C

- categories** – groups
- causally** – being a cause
- charts** (2) – a list or table giving information; a diagram
- citation** – a note that identifies where evidence or information came from
- cite** (2) – identify where information or evidence comes from

- clarify** (2) – explain or make clear
- clauses** – parts of a sentence
- cohesion** (2) – having all parts working together
- comparatively** – measured by comparison; involving the study of things that are alike by comparing them
- comprehension** – understanding
- concepts** (2) – ideas
- concluding** (3) – making an ending statement; making a summary of ideas presented
- conclusions** (2) – an ending statement; an idea made after reading something
- concrete** – something that is real, not abstract; able to be experienced with the five senses
- conduct** – do or complete
- context** – what is around a word, phrase, sentence, or event
- contrast** – look for differences
- counterclaims** – an opposing claim
- create** (2) – make
- credibility** – how reliable or believable something is
- credible** – reliable or believable

## D

- data** (2) – information about something
- definition** – what a word or phrase means
- demonstrate** (2) – show how something is done or what it is
- diagram** – a picture that gives information

**D** (continued)

**digital** (2) – on the computer

**distinct** (2) – the differences between two or more things

**E**

**editing** – fixing errors in a piece of writing

**efficiently** – do something without waste

**establish** (2) – create; make a good foundation to start from

**evidence** (6) – facts that prove or disprove something; proof

**F**

**flowchart** – a diagram that shows the step-by-step progression through a process using symbols and lines

**focused** (3) – concentrating on

**formal style** – writing that follows all the rules; for a formal or official purpose

**format** (2) – the organization of text, including bolding, italicizing, underlining, headings, titles, etc.

**foundational** – the support on which something rests; a work that influences and informs many others

**G**

**generated** – created

**graph** (2) – a picture or drawing that represents data

**graphics** – pictures or diagrams

**guidance** – help from others

**H**

**headings** – the label at the top or beginning of a passage, letter, chapter, etc.

**I**

**identify** (2) – find

**informational** – giving information about a topic

**informative** – giving information about a topic

**integrate** (2) – bring together into a larger whole

**Internet** – a system that connects computers all over the world

**issue** – what something is about

**K**

**key steps** – important steps

**key terms** – important words or phrases

## L

**loaded language** – language that has additional emotional meaning and involves strong emotional reactions outside of its literal meanings (e.g., using bureaucrat instead of public servant, regime instead of government, etc.)

**logical** (2) – connecting facts in a way that makes sense

## M

**maintain** (2) – continue doing something

**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 process of telling a story or other series of events

## O

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

**opposing** claims – points in an argument that do not agree with your own conclusions

## P

**paraphrase** – summarizing something in your own words

**peers** – other people your age

**period** – a part of time

**phrases** (3) – groups of words

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

**point of view** – how a character or author sees their world, a character's perspective

**precise** – exact

**precisely** – exactly

**previewing** – viewing or showing in advance

**primary** (2) – most important

**primary source** (2) – a document that is from the subject studied (e.g., the Declaration of Independence, personal letters from soldiers, official documents from the time, etc.)

**prior** (2) – coming before

**prior knowledge** (2) – what is already known about something

**procedure** (4) – a particular way of doing things

**process** (2) – a method for doing things

**projects** – assignment or other work to do

**publish** – print or share text; make something public

**Q**

**quantitative** – in a way that can be measured  
**quotations** – what someone says, particularly used in a text  
**quote** – the act of using someone else’s words

**R**

**range** – variety; the distance between two places, objects, or ideas  
**reasoned judgment** (2) – a position reached by interpreting objective information and the opinions of others that supports one side of an argument  
**reflection** (2) – careful thought  
**relevant** (4) – important or appropriate  
**research** (3) – finding information on a subject  
**research findings** – the facts found through research  
**reveal** – show plainly  
**revising** – rewriting to improve or clarify  
**revision** – a different version  
**rewriting** – writing again  
**routinely** – doing something often

**S**

**secondary source** (2) – 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** (3) – a part of something  
**self-generated** – made by you  
**sequentially** – done in order  
**similar** – like another  
**simulations** – imitating one process artificially to see how it works (e.g., a computer simulation of an asteroid impact)  
**source** (7) – where information comes from  
**specific** (7) – a certain kind  
**speculation** – thoughts or guesses about something  
**style** (2) – a way of expressing oneself in writing  
**summary** (2) – a short statement of the main points of a text or presentation  
**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.)

**T**

**tasks** (2) – jobs  
**technical** (5) – related to a particular technique, especially a practical subject organized on scientific principles  
**technology** – computers and computer programs  
**text** (18) – writing  
**textual** (2) – in or from writing



## (continued)

- themes** – topic the author is trying to point out
- tone** – the style or other way that something is written; in writing, how the author feels about the subject
- topic** (8) – what a piece of writing is about
- transitions** – changing from one thing to another; a word or phrase that changes the subject

## 

- varied** – different kinds
- version** – different copy of the same story with differences
- visual** – able to be seen
- visually** – able to be seen
- vocabulary** (2) – words used



# Content-Based Writing Checklist

## History Grades 6-8

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

# Content-Based Writing Checklist

## History Grades 6-8

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

# Content-Based Writing Checklist

## Science and Technical Grades 6-8

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

# Content-Based Writing Checklist

## Science and Technical Grades 6-8

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

## Sequential and Chronological Text

Text that is arranged in the order of how things happen.

The law-making process

The battles of the American Revolution

The spread of humans across the globe

The rise of the Roman Empire

The spread of Christianity

The rise and fall of the Mayan civilization

## Comparative Text

Text that is arranged by comparing and contrasting different people, events, or other things.

Comparing the Sugar Act to the Stamp Act

Comparing the Articles of Confederation to the Constitution

Comparing the goods traded along the Silk Road

Comparing the spread of Christianity and Islam

## Causal Text

Text that is arranged by what causes events to happen.

The events leading to the American Revolution

The events that caused the Second Continental Congress to abandon the Articles of Confederation

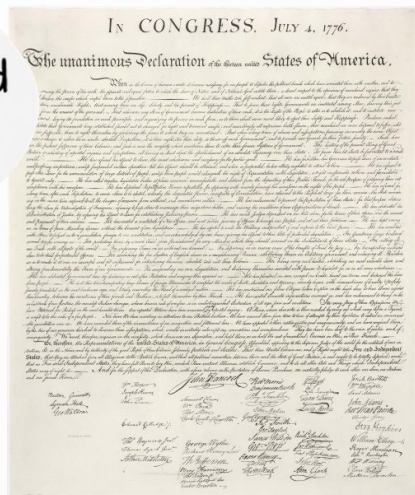
The events that led to the fall of the Roman Empire

# Text Structure for History and Social Studies

# 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.

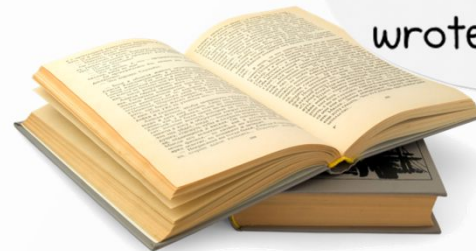


“The Declaration of Independence”  
by Thomas Jefferson (1776)

# 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)





# Common Core READY TO TEACH™ Lessons

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DataWORKS READY TO TEACH™ Explicit Direct Instruction® (EDI®)\* Lessons have always been rigorously aligned to standards and strongly focused on CCSS requirements.

\*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
<b>4.RI.5</b> 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.	<b>5.1</b> Describe <b>chronological structure</b> of text. <b>5.2</b> Describe <b>comparison structure</b> of text. <b>5.3</b> Describe <b>cause and effect structure</b> 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

<sup>4</sup> 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

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## About DataWORKS Educational Research

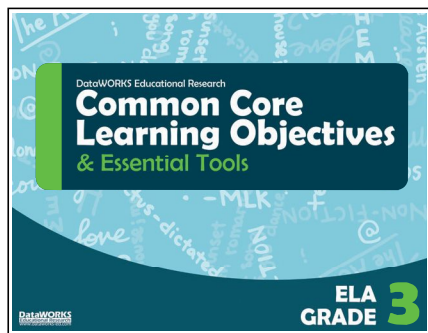
DataWORKS offers a variety of Common Core professional development training along with products and services including Explicit Direct Instruction, English Learner Workshops, lesson demonstrations in live classrooms, interactive coaching, lesson design training, as well as parental involvement, after-school 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](mailto:info@dataworks-ed.com) **(800) 495-1550**

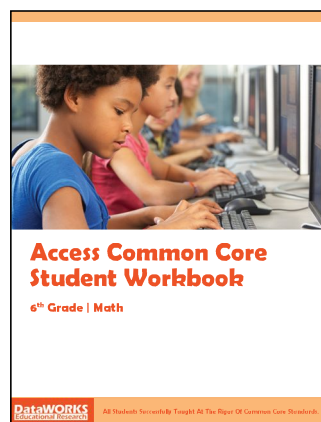
John Hollingsworth and Dr. Silvia Ybarra co-founded DataWORKS with the single purpose of using real data to improve student learning, especially for English Language Learners and other low-performing students. Now, DataWORKS focuses on GIFT—Great Initial First Teaching—so students learn more grade-level 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.

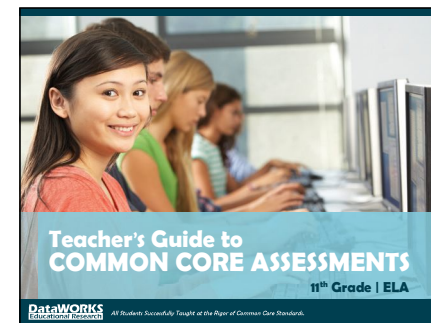
## Other Teacher Resources offered by DataWORKS:



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



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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)**

