

# Strengthen Nonfiction

## Reading Learning Writing

*Read to Learn,*  
*then*  
*Write to*  
**Communicate**

***THINK MORE/LEARN MORE***

***Part 1: Planners***

*Week-Long and Multi-Week Examples*

***Part 2: Guides to Scaffold, Assess Student Learning***

*Common Core Anchor Standards for Reading and Writing are included in the planners and guides. Adjust to the level specified for your grade level.*



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## Part 1: CONTENT/LITERACY PLANNING GUIDES

### Connect reading and writing in content learning units and lessons: read, think, write to learn more.

#### Common Core Anchor Reading Standards

##### **KEY IDEAS AND DETAILS**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### **CRAFT AND STRUCTURE**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### Common Core Anchor Writing Standards

##### **Text Types and Purposes**

1. Write **arguments** to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

##### **Production and Distribution of Writing**

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

##### **Research to Build and Present Knowledge**

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

## The following planners use the PQROST structure.

**P:** Preview

How will you introduce the topic?

**Q:** Question

What's the big question?

*See the national and Illinois standards for social studies or science.*

Students can construct questions themselves!

**R:** Read

How will students read thoughtfully?

*Use the Common Core Informational Text standards.*

**O:** Organize

How will students organize what they learn?

*Consider using a graphic organizer or two that will scaffold students' learning.*

**S:** Summarize/synthesize

How will students summarize/synthesize what they learn?

*Use the Common Core writing standards to identify an appropriate format.*

*Then use the Common Core and Illinois Writing Standards to guide students to write appropriately.*

**T:** Tell

How will students present what they learned?

*Ideally, students will include drawings and graphic organizers that help communicate their ideas just as the writer of an article does.*

## Example of a CONTENT LEARNING WEEK with PQROST

*ILS5A Locate, collect, organize, analyze, synthesize, and use information from various sources to answer questions, solve problems and communicate ideas.*

Common Core Anchor Standards: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

**Read to Learn about:** \_\_\_\_\_

**Words of the Week:**

**BIG question:** \_\_\_\_\_

**What students will read:**

**What students will write:**

**Example:**

Preview Question	read	organize	synthesize/tell	
<b>Monday</b> <b>Focus with a BIG question</b>	<b>Tuesday</b> <b>Locate and Collect</b>	<b>Wednesday</b> <b>Organize Information</b>	<b>Thursday</b> <b>Write What You Learned and What You Knew</b>	<b>Friday</b> <b>Improve and Share What You Learned</b>
<b>Fluency</b> Listen to teacher read with expression.  <b>Comprehension</b> List/draw what's interesting.  <b>Word Knowledge</b> ✓ List important words. ✓ Start this week's glossary (use words and/or pictures)	<b>Comprehension</b> 1. Read/listen and collect information  2. Classify information  <b>Word Knowledge:</b> ✓ Expand glossary	<b>Comprehension</b> Use Graphic Organizers to organize information  <b>Word Knowledge</b> Use your new word knowledge to write about your graphic organizer.	<b>Writing</b> Write about this week's topic.  First list what you will include. Then outline and write a... __poem __story __paragraph __essay __picture book —	<b>Fluency</b> Polish it: Revise and illustrate your writing.  Share it with a Learning Partner or the class.

## Social Studies Learning Activities Week Plan Example

*ILS5A Locate, collect, organize, analyze, synthesize, and use information from various sources to answer questions, solve problems and communicate ideas.*

Common Core Anchor Standards: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CONTENT STANDARD:**

Focus	<i>Preview, Model, Interest</i>	<i>Model and Guide</i>	<i>Guide and Go Farther</i>	<i>Assess, Clarify, Advance</i>	<i>Fix, Expand, Finish Well</i>
<p><b>Topic:</b></p> <p><b>BIG QUESTION</b></p> <p><b>Answer questions with EVIDENCE</b></p> <p>This week's reading:</p> <p>Skill/Strategy Emphasized:</p> <p>This week's writing:</p>	<p>T: I DO Preview and INTRODUCE THE BIG QUESTION Model how to use this week's skill/strategy with this week's topic.</p> <p>WE DO: Find examples to support the application of the skill/strategy</p> <p>S: YOU DO Read to Learn __ List or draw information. __ start glossary of this week's words __ start to collect information to answer question</p> <p><b>ADVANCED</b> __ Make up questions about the topic __ illustrate a page in the text</p> <p>Check for Understanding: __ learning summary __ Pair/Compare __ _____</p>	<p>T: I DO Re-model how to use this week's skill/strategy to learn about the topic/answer the big question.</p> <p>WE DO: Find examples of the application of the skill.</p> <p>S: YOU DO Read more to learn more __ read independently or with partner to locate information __ use graphic organizer to collect information __ continue glossary of this week's words</p> <p><b>ADVANCED</b> __ outline the topic __ write a comparison /contrast analysis Check for Understanding: __ learning summary __ Pair/Compare __ _____</p>	<p>T: I DO Use graphic organizer of other visual to show how to organize information.</p> <p>WE DO: Students provide examples for the graphic organizer.</p> <p>S: YOU DO Organize what you learned __ identify important idea and information __ complete graphic organizer __ write based on graphic organizer __ complete glossary of this week's words</p> <p><b>ADVANCED</b> __ Write extended response __ Make up a quiz about the topic</p> <p>Check for Understanding: __ learning summary __ Pair/Compare __ _____</p>	<p>How I'll assess—</p> <p>S: __ take a short quiz in which they answer questions with evidence __ use new or different graphic organizer to clarify what they have learned __ write their answer to the big question</p> <p>T: I DO I'll clarify based on how they respond to the assessment. __ use graphic organizer to clarify the topic __ Involve students as demonstrators of what was learned</p> <p><b>ADVANCED:</b> __ Outline a booklet about the topic __ Ask another BIG question about the topic and look for information to use in an answer—then write that answer on Friday</p>	<p>T: I DO Guides students needing support— __ guide students to use glossary to write about topic __ use graphic organizer to collect and clarify the topic</p> <p>_____ _____ _____</p> <p><b>S: ADVANCED</b> Students who "meet" move to "exceed" __ write booklet about topic __ make up quiz about topic, exchange questions—answer with evidence __ make display about the topic __ use different graphic organizer to explain more about the topic</p> <p>_____ _____ _____</p> <p>Synthesis: __ write report on the week's learning—responding to the BIG question __ contribute to class book about the topic __ create display about topic _____ _____</p>
<b>HOMEWORK</b> Recommended Write about this week's learning					

*Effective Instruction: Model; chunk content; clear directions; student-made glossary; synthesis; check for understanding daily; week synthesis*

*Differentiation Strategies: drawing; graphic organizer; think out loud; gradual release of responsibility each day; gradual release across the week; opportunities to advance daily; specific support for students needing added guidance; pair collaboration; differentiate assessments*

## Science Learning Activities Week Plan example

*ILS5A Locate, collect, organize, analyze, synthesize, and use information from various sources to answer questions, solve problems and communicate ideas.*

Common Core Anchor Standards: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD:

This Week's Focus	Preview, Model, Interest	Model and Guide	Guide and Go Farther	Assess, Clarify, Advance	Fix, Expand, Finish Well
<p><b>Topic:</b></p> <p>INQUIRY PROMPT:</p> <p><b>Answer questions with EVIDENCE CCR1</b></p> <p>Reading resource:</p> <p>This week's vocabulary:</p> <p>This week's data analysis:</p> <p>Format: __table __graph __scatter plot __</p> <p>Data source:</p>	<p>T: I DO INTRODUCE INQUIRY PROMPT DEMONSTRATE/DO HANDS-ON</p> <p>Model how to use this week's skill/strategy with this week's topic.</p> <p>S: WE DO __Apply strategy with guidance __Speculate about responses to the inquiry</p> <p>S: YOU DO (__pair, __group __individual)  __List or draw information. __start glossary of this week's words for <b>science inquiry</b>, formulate questions</p> <p>ADVANCED __Make up science quiz __write science poem</p> <p>Check for Understanding: __learning summary __Pair/Compare __</p>	<p>T: I DO CONTINUE INQUIRY PROMPT Re-model how to use this week's skill/strategy.</p> <p>S: WE DO __Apply strategy with guidance __Speculate about responses to the inquiry</p> <p>S: YOU DO __read independently or with partner to locate information __use graphic organizer to collect information __continue glossary of this week's words</p> <p>ADVANCED __write article about science topic __plan a science career relating to this week's topic</p> <p>Check for Understanding: __learning summary __Pair/Compare __</p>	<p>T: I DO Use graphic organizer of other visual to show how to organize information.</p> <p>S: WE DO— Contribute to organizer</p> <p>S: YOU DO __identify important idea and information __outline writing about it __write paragraph about it __complete glossary of this week's words __complete graphic organizer</p> <p>ADVANCED __write extended response __make diagram or illustration for science passage</p> <p>Check for Understanding: __learning summary __Pair/Compare __</p>	<p>How I'll assess— S: students will... __take a short quiz in which they answer questions with evidence __use graphic organizer to clarify what they have learned</p> <p>T: I DO I'll clarify based on how they respond to the assessment.</p> <p>__use graphic organizer to clarify the topic __Involve students as demonstrators of what was learned</p> <p>ADVANCED STUDENTS: __Outline booklet about the topic __Write a summary of the topic __Explain the answer to this week's question—in writing and diagrams</p>	<p>T: I DO Guides students needing support— __guide students to use glossary to write about topic __use graphic organizer to collect and clarify the topic</p> <p><b>S: ADVANCED</b> Students who "meet" move to "exceed" by __write booklet about topic __make up quiz about topic, exchange questions—answer with evidence __make display about the topic __use different graphic organizer to explain more about the topic</p> <p>Synthesis: __write report on the week's learning __contribute to a class booklet on the topic __create display about topic __answer the week's inquiry question</p>
<b>HOMEWORK</b> <i>Recommended—students write about the science they are learning.</i>					

*Effective Instruction: Model; chunk content; clear directions; student-made glossary; synthesis; check for understanding daily; week synthesis*

*Differentiation Strategies: drawing; graphic organizer; think out loud; gradual release of responsibility each day; gradual release across the week; opportunities to advance daily; specific support for students needing added guidance; pair collaboration; differentiate assessments*

## Example: Multi-Week Learning Planner





*ILS5A Locate, collect, organize, analyze, synthesize, and use information from various sources to answer questions, solve problems and communicate ideas.*

Common Core Anchor Reading Standards: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

Content Standards:

**FOCUS/BIG QUESTION:** \_\_\_\_\_

 Ideas I want the students to understand:	<b>Skills and Strategies Students will Expand:</b>		
 <b>Read to Learn</b> <i>ILS1C,5A</i>	 <b>Write to Explain</b> <i>ILS3B</i>	 <b>Illustrate to Communicate</b> <i>ILS26B</i>	

Part	Subtopic and question	Vocabulary	Activities
1			
2			
3			
4			

**Assessment:** \_\_student presentations \_\_drawings \_\_writing\_\_\_\_\_

\_\_portfolio \_\_presentation \_\_\_\_\_

Example: PLANNER FOR MULTI-WEEK SOCIAL SCIENCE OR SCIENCE UNITS  
 Chunk the content, develop it clearly, assess frequently, make it visible.

**Content Standard:** \_\_\_\_\_

**Literacy Standards**

*ILS5A Locate, collect, organize, analyze, synthesize, and use information from various sources to answer questions, solve problems and communicate ideas.*

Common Core Anchor Reading Standards: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

**Focus/Big Question**

	M	T	W	T	F
Question of the week Vocabulary:					
Question of the week Vocabulary:					
Question of the week Vocabulary:					
Question of the week Vocabulary:					

**Unit Assessment—Students answer the “BIG question”**

\_\_\_ Make a presentation    \_\_\_ Write a booklet    \_\_\_ Make a display  
 \_\_\_ Write and illustrate a guide    \_\_\_ Make up a test—with answers \_\_\_\_\_



**UNIT EXAMPLE: Chicago Women’s History**

**BIG QUESTION: How have determined women made a difference in Chicago?**

ILS OUTCOMES: Develop vocabulary (ILS1A); increase reading strategies; (ILS1B), develop writing abilities (ILS3B); Expand knowledge of events, trends, individuals and movements shaping the history of Illinois, the United States, and other nations. (ILS16D)

Common Core Anchor Reading Standards:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

*Assessment: Students will use information about the topic to explain ideas in...*

- charts    diagrams    illustrations    maps    presentation  
 essay    report    poem    glossary    booklet    display

P A R T	Topic	This week’s Concepts	This week’s Resources to Read and Respond to	This Week’s Writing, Drawing, Presenting
1	A woman who has helped our community	cause change community determined effect leader	Students’ information based on their own experience Interviews with local persons Photos	How someone has helped our community: write/illustrate that history.
2	A woman who has enabled people to make progress in Chicago.	enable progress leadership obstacles persistence urban	Photos Chicago newspaper articles. Biography of Chicago leader Interviews with local persons	Dramatize an event in that person’s life
3	A woman who has enabled people to make progress in the United States.	country improve nation progress	Music relevant to that person’s history US history book Biography	Write a poem or song about the way that person helped the country.
4	Synthesis	future heritage important value	Resources collected and developed.	A booklet or exhibit about determined women.

## **Nonfiction Literacy Learning/Assessment Scaffolds**

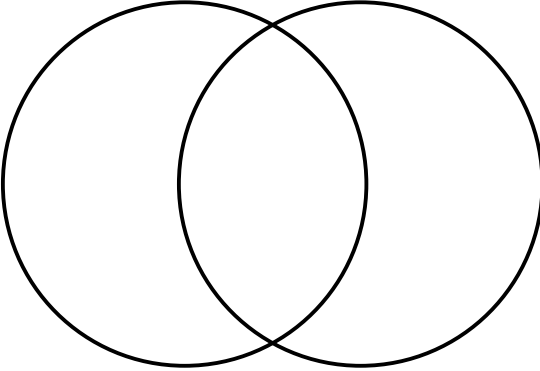
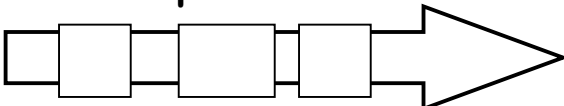
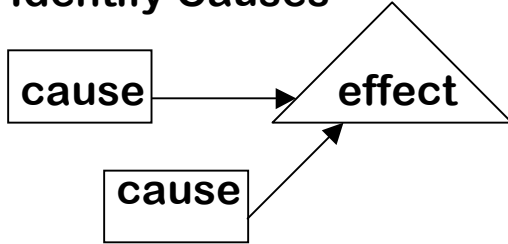
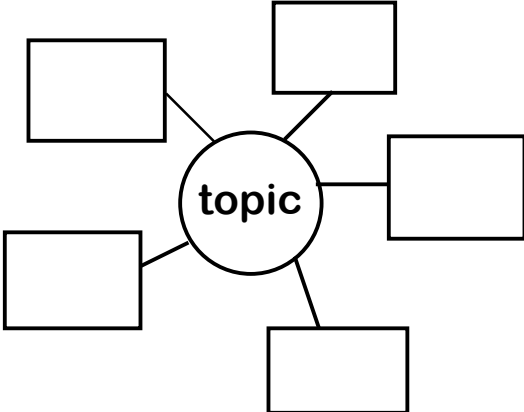
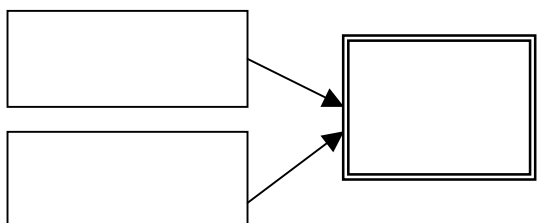
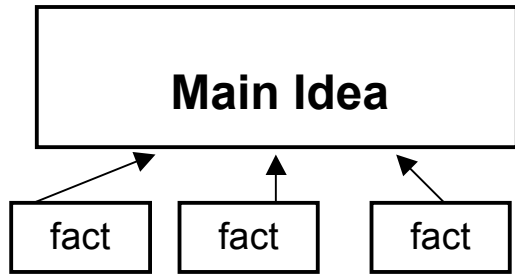
### **The following guides can be used to:**

- To model a reading strategy
- As self-guides for students
- As coaching/teaching guides for students needing additional support
- As assessments

## ORGANIZE TO THINK CLEARLY AND LEARN MORE

*A graphic organizer is an open question.*

*It helps clarify students' thinking—and identify thinking gaps.*

<p><b>Classify and Clarify</b></p> <table border="1" data-bbox="191 420 706 724"> <thead> <tr> <th>Category</th> <th>Category</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Category	Category							<p><b>Compare and Contrast</b></p> 
Category	Category								
<p><b>Show Sequence</b></p>  <p><b>Identify Causes and Effects</b></p> 	<p><b>Organize Information</b></p> 								
<p><b>Show Inferences</b></p> <p>information ➡ <i>inference</i></p> 	<p><b>Infer and Support Ideas</b></p> 								

## Graphic Organizer Assessment Rubric

Usually a graphic organizer is part of a process, it is a way to organize information, an intermediate step to making a presentation or writing about a topic or situation. It may be a “pre-writer” that students use to organize their writing. So students should meet the following criteria when making a graphic organizer:

- ✓ **Is it complete?**
- ✓ **Is it correct?**
- ✓ **Is it clear?**

The following rubric is designed for use if the graphic organizer is the final assignment. Otherwise, it can be used as a checklist for making sure that the organization is complete and useful as students base their next steps—writing or presenting—on the information they have organized.

*Recommended: Students can exceed if they revise their responses to meet the level 4 requirements.*

# SHOW CLEAR THINKING

Rating	Requirements
4	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides information for each part of the organizer</li> <li><input type="checkbox"/> All information is correct</li> <li><input type="checkbox"/> Gives organizer a title (if it does not have one)</li> <li><input type="checkbox"/> Writes about the organizer—an explanation, summary, or application of what the organizer presents (complexity varies with grade level—from sentence through extended response)</li> <li><input type="checkbox"/> Cites the source of the information (grades 5-8)</li> </ul>
3	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides information for each part of the organizer</li> <li><input type="checkbox"/> All information is correct</li> </ul>
2	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides information for most parts of the organizer</li> <li><input type="checkbox"/> Most information is correct</li> </ul>
1	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides information for part of the organizer</li> <li><input type="checkbox"/> Some information is correct</li> </ul>

### Content Vocabulary Builder

ILS1A apply word analysis and vocabulary skills to comprehend selections

Objective: I can identify and explain words that are important to a topic

Common Core Reading Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**TOPIC:** \_\_\_\_\_

<b>WORD</b>	Show what it means. Draw a picture.	Write another word that tells about this word.

*THINK WITH YOUR WORDS.* Use them to tell what you think about this topic.

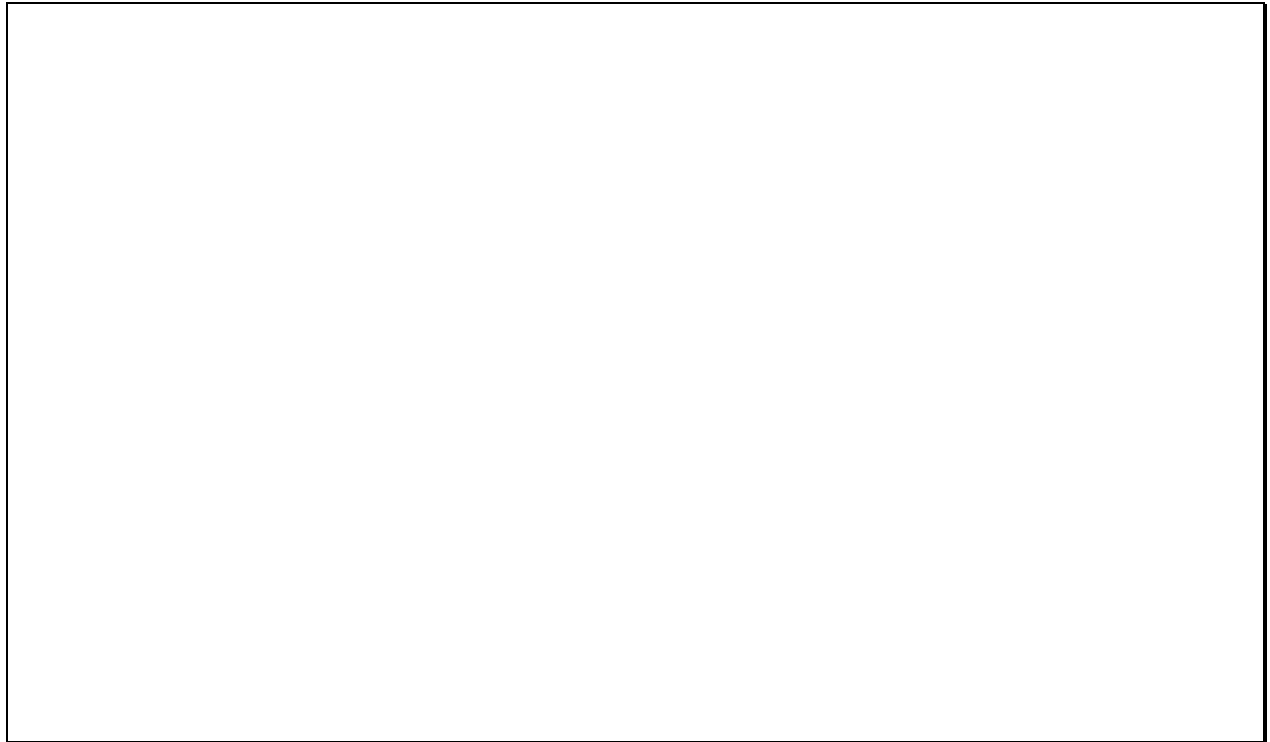
## I Can Comprehend A Paragraph or Page

ILS1C comprehend a broad range of reading materials; Objective: *I can comprehend the meaning of a nonfiction paragraph or page.*

CCSSRI1.2. Identify the main topic and retell key details of a text.

You can draw the meaning of a sentence, or a paragraph or page.  
And if you show it with pictures, you see what you are learning as you read.  
Choose one sentence (or paragraph or page).

Draw a picture that shows what it says.



Then show your picture to another student.  
Ask that student to find the part you pictured.  
Ask them to write what they see your picture says.

I see \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## I can comprehend a paragraph, then a page/section in a text

ILS1C comprehend a broad range of reading materials; objective--I can represent important information in a paragraph in a picture.

CCSS Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Place this page next to your book. Read 3 paragraphs in one section.  
After you read each paragraph, draw a picture that shows what it says.

Heading of the section: \_\_\_\_\_


*What's the main idea of this section?*

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## Read to Learn

ILS 5A locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas. Objective I can organize and communicate information about a topic.

CCSS Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

*Topic:* \_\_\_\_\_

***BIG*** question about it. \_\_\_\_\_

What I will read: \_\_\_\_\_

*List information from the text to answer the question.*

Information	Page #

Write your answer to the BIG question. Support your conclusion with information from your list. Either use quotation marks if you use a statement from the text or paraphrase it—write the information in your own words.



# What did you learn?

ILS 5A locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas. objective: I can communicate important words and facts about a topic.

CCSS Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

TOPIC: \_\_\_\_\_

*What are important words that help understand this topic?*


*What are important facts?*

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### Think More:

Write a paragraph about the topic. Explain what you think is one important idea. Use words and facts from what you learned to explain the topic.

## I can classify facts and opinions.

ILS1C comprehend a broad range of reading materials; objective: Can identify facts or opinions.  
Common Core Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Note: Grades 6-8 include analysis of fact/opinion in nonfiction reading in social studies and science. ISAT includes questions requiring identification of opinions.)

*Put statements of facts in column 1 and statements of opinion in column 2.  
If a text does not include opinions then the opinion column is blank.*

These are facts I found in the text.	These are opinions I found in the text.

This is how to know if a statement is a fact.

This is how to tell if a statement is an opinion.

## I can locate and classify information about a topic.

ILS 5A locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas. objective: I can analyze a text to identify categories and classify information about a topic.

Common Core Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Read about a topic.

Figure out 3 categories of information.

For example, if it is history list people, places, events.

Topic: \_\_\_\_\_



### Think More:

Write about the topic. Explain what you learned.

Use the categories and information from your chart.

## Comprehend a Culture

ILS 5A locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas. Objective: Locate and classify information about a situation.

CCSS Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

TOPIC: \_\_\_\_\_

List or draw information for each category.

Place	
Homes	
Work	

**Think More:** What is an important value of people in this culture?

\_\_\_\_\_

*Explain your conclusion. Why do you think that is an important value?*

\_\_\_\_\_

\_\_\_\_\_

## Analyze History

ILS 5A locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas. Objective: Locate and classify information about a situation.

CCSS Anchor Reading Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

TOPIC: \_\_\_\_\_

### ORGANIZE TO UNDERSTAND

People	
Place	
Challenges	
Choices	
Changes	

**Think More:** What is an important idea you learned about this history?

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*Explain your idea. On another page use information you found to support that idea.*

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

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

## Common Core Anchor Standards for Writing

### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

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

### Research to Build and Present Knowledge

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

### Range of Writing

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

## Nonfiction READING AND WRITING CONNECTIONS Kindergarten

### Read to Learn Concepts and Content

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

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

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

### Write to Explain Ideas with Examples

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

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

## Nonfiction READING AND WRITING CONNECTIONS First Grade

### Read to Learn Concepts and Content

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

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

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

### Write to Explain Ideas with Examples

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

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

## Nonfiction READING AND WRITING CONNECTIONS Second Grade

### Read to Learn Concepts and Content

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

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

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

### Write to Explain Ideas with Examples

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

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

## Nonfiction READING AND WRITING CONNECTIONS Third Grade

### Read to Learn Concepts and Content

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

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

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

### Write to Explain Ideas with Examples

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

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

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



## Nonfiction READING AND WRITING CONNECTIONS Fourth Grade

### Read to Learn Concepts and Content

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

### Write to Explain Ideas with Examples

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

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

## Nonfiction READING AND WRITING CONNECTIONS Fifth Grade

### Read to Learn Concepts and Content

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

### Write to Explain Ideas with Examples

- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Provide a concluding statement or section related to the information or explanation presented.

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

## Grades 6-8 Content Reading and Writing

### Research to Build and Present Knowledge

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

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

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

### Key Ideas and Details

#### Science

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

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

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

#### Social Studies

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

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

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

### Range of Writing

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

## Grades 6-8 Content Reading and Writing, continued

### Write to Explain

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

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

### Write to Persuade

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

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

## CRITERIA FOR CLEAR COMMUNICATION

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

# PARAGRAPH WRITER

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

What is the Main Idea I will communicate?

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


## Get It Across: Organize Your Paragraph

You may use all your facts.

You may decide not to use some facts.

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

# PARAGRAPH WRITER

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

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

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

TOPIC: \_\_\_\_\_

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

## Report Organizer

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

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

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

*What's the focus—my idea?*

***How I'll Start***

***What I'll Tell about Next***

***What I'll Tell about Next***

***What I'll tell about Next***

***What I'll tell about Next***

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



## Plan Your Report

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

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

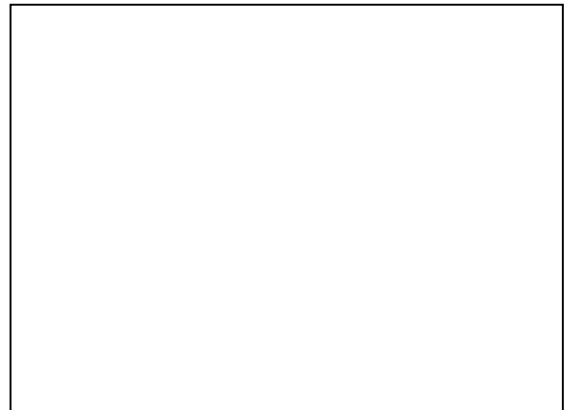
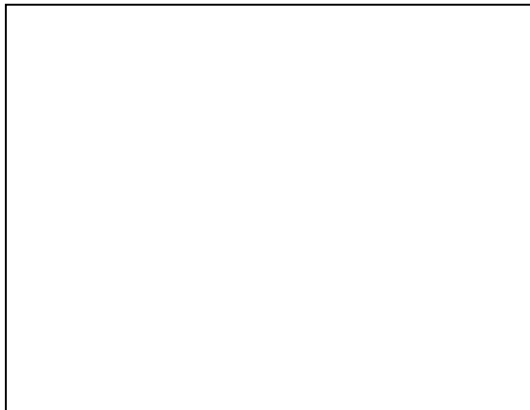
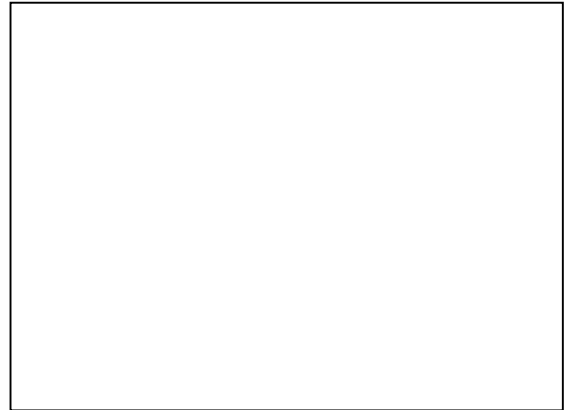
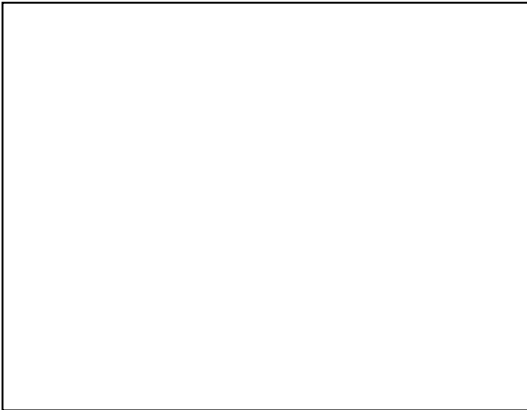
Common Core Writing Anchor Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

*What will you explain?*

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*How will you start?*

List what you will tell in 3 or 4 paragraphs.



*How will you end?*