Writing Instructional Families – Writing Informational Text

National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.

These materials and documents were developed under the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant and are consistent with its goals and foundations. Any changes to these materials are to be consistent with their intended purpose and use as defined by NCSC.

This document is available in alternative formats upon request.

NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)[1], Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.

District of Columbia

Pacific Assessment Consortium (PAC-6)

U.S. Virgin Islands
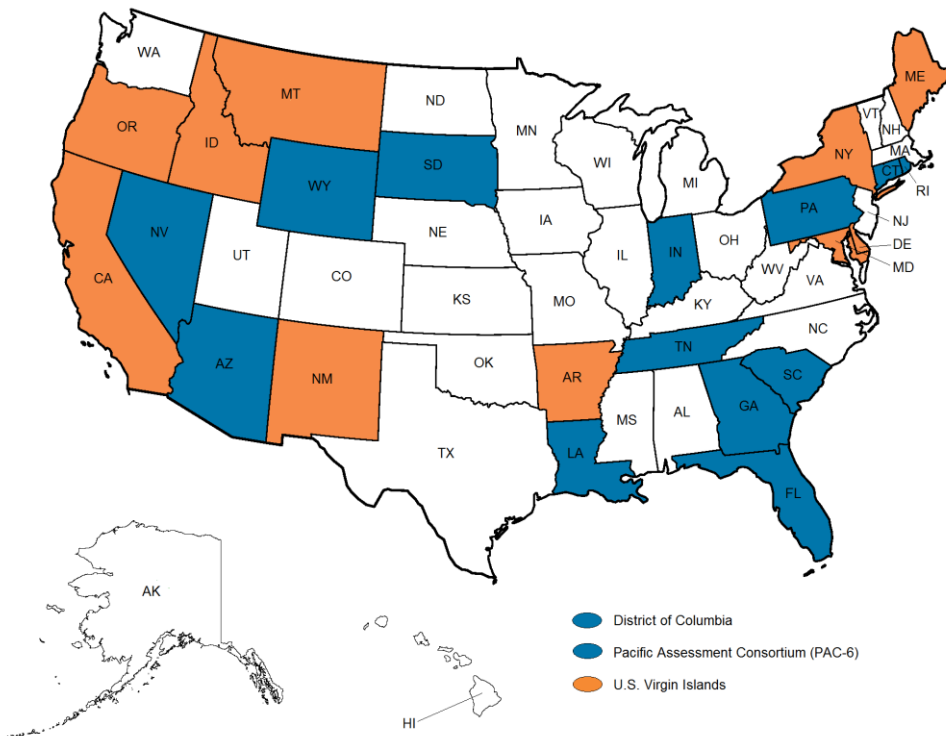
*Core partner states are blue in color and Tier II states are orange in color.

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[1] The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).

National Center and State Collaborative

The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.

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	E.WI *Apply organizational strategies (e.g., sequence, description, definition, compare-contrast, cause-effect) to develop, summarize and communicate factual information about topics and events for authentic audiences.*					**M.WI** *Apply organizational strategies (e.g., description, definition, compare-contrast, cause-effect, problem-solution) and multiple reference sources to analyze, integrate, and communicate fact-based information on topics, concepts, and events for authentic and varied audiences.*				**H.WI** *Apply organizational strategies (e.g., cause-effect, proposition-support, inductive-deductive reasoning), multiple reference sources, and the synthesis of complex ideas to communicate interrelationships among facts, principals, issues, and concepts for authentic and varied audiences.*	
Instructional Families (CCSS Anchors & Anchor Standards (AS))	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9/10	Grade 11/12
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Writing Informational Text:
Text Types and Purposes Grades K-2

Learning Target: *E.WI Apply organizational strategies (e.g., sequence, description, definition, compare-contrast, cause-effect) to develop, summarize, and communicate factual information about topics and events for authentic audiences.*

WI 2. Write Informative Text
K.WI.a1 Describe familiar people, places, things, and/or events orally or in writing. **K.SL.4**
K.WI.b1 With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and/or events. **K.SL.4**
K.WI.b2 With prompting and support, create a permanent product (e.g., select/generate responses to form paragraph/essay) that contains a main topic and details about an informational topic. **K.W.2**
K.WI.c1 Use a combination of drawing, dictating, and/or writing in response to a topic, text, or stimulus (e.g., event, photo, etc.). **K.W.2**
K.WI.g1 Present orally or in writing, factual information about familiar people, places, things, and/or events. **K.SL.4**
K.WI.h1 Organize information on a topic that includes two pieces of relevant content. **K.W.2**
1.WI.a1 Describe factual information about familiar people, places, things, and /or events with relevant details orally or in writing. **1.SL.4**
1.WI.b1 Write or select simple statements that name a topic and supply some facts about the topic. **1.W.2**
1.WI.c1 When writing information/explanatory texts represent facts and descriptions through the use of illustrations and captions. **1.W.2**
1.WI.g1 Present, orally or in writing, factual information about familiar people, places, things, and/or events describing subtopics of larger topics. **1.SL.4**
1.WI.h1 Provide a concluding statement or section to a permanent product. **1.W.2**
2.WI.a1 Describe, orally or in writing, factual information about familiar people, places, things, and/or events with details orally or in writing. **1.SL.4**
2.WI.b1 Write statements that name a topic and supplies some facts about the topic. **2.W.2**
2.WI.c1 When writing information/explanatory texts represent facts and descriptions through the use of illustrations and captions. **2.W.2**
2.WI.h1 Order factual statements to describe a sequence of events or explain a procedure. **2.W.2**
2.WI.g1 Provide at least two facts for each subtopic identified for a larger topic. **2.SL.4**

Writing Informational Text:
Production and Distribution of Writing Grades K-2

Learning Target: *E.WI Apply organizational strategies (e.g., sequence, description, definition, compare-contrast, cause-effect) to develop, summarize, and communicate factual information about topics and events for authentic audiences.*

WI 5. Writing Process
K.WI.i1 With guidance and support, use feedback to add details on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing. **K.W.5**
K.HD.g2 With guidance and support from adults, respond to questions and suggestions from others to strengthen writing. **K.W.5**
1.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing. **1.W.5**
1.HD.g3 With guidance and support from adults, respond to questions and suggestions from others to strengthen writing. **1.W.5**
1.HD.g4 With guidance and support from adults, work with a peer to evaluate a permanent product. **1.W.5**
2.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing. **2.W.5**
2.HD.g3 With guidance and support from adults and peers, respond to questions and suggestions from others to strengthen writing. **2.W.5**
2.HD.g4 With guidance and support from adults, work with a peer to revise a permanent product. **2.W.5**
2.HD.g5 With guidance and support from adults, work with a peer to edit a permanent product. **2.W.5**

WI 6. Use Technology to Produce and Publish Writing
K.HD.g1 With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills. **K.W.6**
1.HD.g2 With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills. **1.W.6**
2.HD.g2 With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills. **2.W.6**

Writing Informational Text:
Research to Build and Present Knowledge Grades K-2

Learning Target: *E.WI Apply organizational strategies (e.g., sequence, description, definition, compare-contrast, cause-effect) to develop, summarize, and communicate factual information about topics and events for authentic audiences.*

WI 7. Conduct Research
K.WI.d4 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). **K.W.7**
1.WI.d4 Participate in shared research and writing projects (e.g., drawings, visual displays, labels). **1.W.7**
1.HD.c6 Participate in shared research or writing projects. **1.W.7**
2.WI.d2 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). **K.W.7**

WI 8. Gather Information
K.WI.a2 With guidance and support from adults, recall information from experiences to answer a question. **K.W.8**
K.WI.d1 Identify various sources (e.g., library books, magazines, internet) that can be used to gather information or to answer questions (e.g., how do we find out). **K.W.8**
K.WI.d2 Use provided illustrations or visual displays to gain information on a topic. **K.W.8**
K.WI.d3 With guidance and support from adults, gather information from provided sources (e.g., highlight, quote or paraphrase from source) to answer a question. **K.W.8**
K.HD.d1 With guidance and support from adults, recall information from experience that relates to topic within text or answers question. **K.W.8**
1.WI.a2 With guidance and support from adults, recall information (e.g., quote or paraphrase from source) from experiences to answer a question. **1.W.8**
1.WI.d1 Identify various sources (e.g., word wall, book talks, visuals/images, Internet) that can be used to gather information or to answer a question (e.g., How do we find out?). **1.W.8**
1.WI.d2 Use illustrations and details in a text to obtain facts and compose information on a topic. **1.W.8**
1.WI.d3 With guidance and support from adults, gather information (e.g., highlight, take notes) from provided sources to answer a question. **1.W.8**
1.HD.d2 With guidance and support from adults, recall information from experience that relates to topic within text or answers question. **1.W.8**
2.WI.a2 Recall information from experiences to answer a question (e.g., While learning about fire the teacher asks: "What do we know about fire? Have you ever seen a camp fire? What did it feel like if you got too close to the fire?"). **2.W.8**
2.WI.d1 With guidance and support from adults, gather information (e.g., highlight, take notes) from provided sources to answer a question. **2.W.8**
2.WI.d3 Use simple note taking strategies or organizers (e.g., numbering, t-charts, graphic organizers) to gather information from provided sources. **2.W.8**

Writing Informational Text:
Text Types and Purposes Grades 3-5

Learning Target: *E.WI Apply organizational strategies (e.g., sequence, description, definition, compare-contrast, cause-effect) to develop, summarize, and communicate factual information about topics and events for authentic audiences.*

WI 2. Write Informative Text
3.WI.l4 Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. **3.W.8**
3.WI.m1 Introduce a topic and group related information together. **3.W.2a**
3.WI.o1 Develop the topic (e.g., add additional information which supports the topic) by using relevant facts, definitions, and details. **3.W.2b**
3.WI.p1 Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning. **3.W.2a**
3.WI.q1 Provide a concluding statement or section to summarize the information presented. **3.W.2d**
4.WI.l3 Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*). **4.W.2c**
4.WI.m1 Introduce a topic clearly and group related information in paragraphs and sections. **4.W.2a**
4.WI.n2 Use precise language and domain-specific vocabulary to inform about or explain the topic. **4.W.2d**
4.WI.o1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic. **4.W.2b**
4.WI.p1 Include formatting (e.g., headings), illustrations, and multimedia when appropriate to convey information about the topic. **4.W.2a**
4.WI.q1 Provide a concluding statement or section to support the information presented. **4.W.2e**
5.WI.b3 Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect. **5.W.2a**
5.WI.c1 Write an introduction that includes context/background information, and establishes a central idea or focus about a topic. **5.W.2a**
5.WI.d1 Support a topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **5.W.2b**
5.WI.d2 Use precise language and domain-specific vocabulary to inform about or explain the topic. **5.W.2d**
5.WI.e1 Use transitional words, phrases, and clauses to connect ideas and create cohesion within writing. **5.W.2c**
5.WI.f1 Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia appropriate to convey information about the topic. **5.W.2a**
5.WI.g1 Provide a concluding statement or section to summarize the information presented. **5.W.2f**

Writing Informational Text:
Production and Distribution of Writing Grades 3-5

Learning Target: *E.WI Apply organizational strategies (e.g., sequence, description, definition, compare-contrast, cause-effect) to develop, summarize, and communicate factual information about topics and events for authentic audiences.*

WI 4. Develop Appropriate Product for the Task, Audience & Purpose
3.WI.s1 With guidance and support from adults, produce a clear coherent permanent product (e.g. select/generate responses to form paragraph/essay) that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader). **3.W.4**
4.WI.s2 Produce a clear coherent permanent product (e.g. select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose, and audience. **4.W.4**
5.WI.h2 Produce a clear coherent permanent product (e.g. select/generate responses to form paragraph/essay) that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader). **5.W.4**

WI 5. Writing Process
3.WI.l1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion). **3.W.5**
3.WI.l6 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion). **3.W.5**
3.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning. **3.W.5**
3.WI.s2 With guidance and support from peers and adults, strengthen writing by revising. **3.W.5**
3.HD.l3 Describe process used to develop writing. **No CCSS link**
4.WI.l1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion). **4.W.5**
4.WI.l6 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion). **4.W.5**
4.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning. **4.W.5**
4.WI.s1 With guidance and support from peers and adults, strengthen writing by revising. **4.W.5**
4.HD.l3 Describe process used to develop writing. **No CCSS link**
5.WI.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion). **5.W.5**
5.WI.h1 With guidance and support from peers and adults, strengthen writing by revising and editing. **5.W.5**
5.HD.d1 With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach. **5.W.5**
5.HD.f2 Monitor writing progress (within the writing process- prewriting, drafting, revising, editing, publishing) and use data to set or adjust personal goals. **No CCSS link**
5.HD.f3 Write notes during the reading or writing process. **No CCSS link**

Writing Informational Text:
Research to Build and Present Knowledge Grades 3-5

Learning Target: *E.WI Apply organizational strategies (e.g., sequence, description, definition, compare-contrast, cause-effect) to develop, summarize, and communicate factual information about topics and events for authentic audiences.*

WI 7. Conduct Research
3.WI.l6 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product). **3.W.5**
4.WI.l5 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product). **4.W.7**
5.WI.b4 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product). **5.W.7**

WI 8. Gather Information
3.WI.k1 Gather information (e.g., take notes) from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **3.W.8**
3.WI.k2 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g. select/generate responses to form paragraph/essay). **3.W.8**
3.WI.k3 Locate important points on a single topic from two informational texts or sources. **3.W.8**
3.WI.l2 Take brief notes (e.g., graphic organizers, notes, labeling, listing) from sources. **3.W.8**
3.WI.l4 Sort evidence (e.g., graphic organizer) collected from print and/or digital sources into provided categories. **3.W.8**
3.WI.n1 Identify key details in an informational text. **3.W.8**
4.WI.k1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources. **4.W.8**
4.WI.k2 Provide a list of sources that contributed to the content within a writing piece. **4.W.8**
4.WI.l2 Take brief notes and categorize information(e.g., graphic organizers, notes, labeling, listing) from sources. **4.W.8**
4.WI.l4 Sort evidence collected from print and/or digital sources into provided categories. **4.W.8**
4.WI.n1 Identify key details from an informational text. **4.W.8**
5.WI.a1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources. **5.W.8**
5.WI.a2 Provide a list of sources that contributed to the content within a writing piece. **5.W.8**
5.WI.b2 Sort evidence collected from print and/or digital sources into provided categories. **4.W.8**

Writing Informational Text:
Text Types and Purposes Grades 6-8

Learning Target: *M.WI Apply organizational strategies (e.g., description, definition, compare-contrast, cause-effect, problem-solution) and multiple reference sources to analyze, integrate, and communicate fact-based information on topics, concepts, and events for authentic and varied audiences.*

WI 2. Write Informative Text
6.WI.b2 Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, cause/effect). **6.W.2a**
6.WI.c1 Provide an introduction that includes context/background information to establish a central idea or focus about a topic. **6.W.2a**
6.WI.d1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples. **6.W.2b**
6.WI.d2 Use precise language and domain-specific vocabulary to inform about or explain the topic. **6.W.2d**
6.WI.e1 Use transitional words, phrases, and clauses to connect ideas and create cohesion within writing. **6.W.2c**
6.WI.e2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive). **6.W.2e**
6.WI.f1 Include formatting (e.g., headings, bulleted information), graphics (e.g., charts, tables), and multimedia when useful to promote understanding. **6.W.2a**
6.WI.g1 Provide a concluding statement or section that follows from and summarizes the information presented. **6.W.2f**
7.WI.j2 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect). **7.W.2a**
7.WI.j3 Introduce a topic clearly, previewing information to follow and summarizing stated focus. **7.W.2a**
7.WI.k1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing. **7.W.2c**
7.WI.l1 Use precise language and domain-specific vocabulary to inform about or explain the topic. **7.W2d**
7.WI.l2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and active versus passive voice). **7.W.2e**
7.WI.m1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples. **7.W.2b**
7.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence. **7.W.2; 7.SL.4**
7WI.n1 Provide a concluding statement or section that follows from and supports the information presented. **7.W.2f**
7.WI.o3 Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas. **7.W.2; 7.SL.4**
8.WI.j2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples), to support paragraph focus. **8.W.2a**
8.WI.j3 Provide a clear introduction, previewing information to follow and summarizing stated focus. **8.W.2a**
8.WI.k1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing. **8.W.2c**
8.WI.l1 Use precise language and domain-specific vocabulary to inform about or explain the topic. **8.W.2d**
8.WI.l2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive). **8.W.2e**
8.WI.m1 Develop the topic (e.g., add additional information related to the topic) with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **8.W.2b**

WI 2. Write Informative Text

8.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence. **8.W.2; 8.SL.4**
8WI.n1 Provide a concluding statement or section that follows from and supports the information or explanation presented. **8.W.2f**
8.WI.o3 Report on a topic with a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas. **8.W.2; 8.SL.4**

Writing Informational Text:
Production and Distribution of Writing Grades 6-8

Learning Target: *M.WI Apply organizational strategies (e.g., description, definition, compare-contrast, cause-effect, problem-solution) and multiple reference sources to analyze, integrate, and communicate fact-based information on topics, concepts, and events for authentic and varied audiences.*

WI 4. Develop Appropriate Product for the Task, Audience & Purpose

6.WI.h2 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader). **6.W.4**

7.WI.o1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (reader). **7.W.4**

8.WI.o1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader). **8.W.4**

WI 5. Writing Process

6.WI.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion). **6.W.5**

6.WI.h1 With guidance and support from peers and adults, strengthen writing as needed by revising and editing. **6.W.5**

6.HD.d1 With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach. **6.W.5**

6.HD.f2 Monitor writing progress (within the writing process- prewriting, drafting, revising, editing, publishing) and use data to set or adjust personal goals. **No CCSS link**

7.WI.j1 With guidance and support from peers and adults, develop a plan for writing. (e.g., determine the topic, gather information, develop the topic, and provide a meaningful conclusion) focused on a specific purpose and audience. **7.W.5**

7.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing. **7.W.5**

7.HD.i2 Use feedback from adults and peers to improve writing. **7.W.5**

8.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience. **8.W.5**

8.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing. **8.W.5**

8.HD.i2. Use feedback from adults and peers to clarify writing. **8.W.5**

Writing Informational Text:
Research to Build and Present Knowledge Grades 6-8

Learning Target: *M.WI Apply organizational strategies (e.g., description, definition, compare-contrast, cause-effect, problem-solution) and multiple reference sources to analyze, integrate, and communicate fact-based information on topics, concepts, and events for authentic and varied audiences.*

WI 7 Conduct Research
6.WI.b3 Follow steps to complete a short research project (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product). **6.W.7**
7.WI.i5 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product). **7.W.7**
8.WI.i4 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product). **8.W.7**

WI 8. Gather Information
6.WI.a1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources. **6.W.8**
6.WI.a2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism. **6.W.8**
6.WI.a3 Provide a bibliography for sources that contributed to the content within a writing piece. **6.W.8**
7.WI.i1 List internet search terms for a topic of study. **7.W.8**
7.WI.i2 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic or text from print and/or digital sources. **7.W.8**
7.WI.i3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism. **7.W.8**
7.WI.i4 Use a standard format to produce citations. **7.W.8**
7.HD.j2 Evaluate print and digital sources to refine ideas or thoughts while writing. **7.W.8**
8.WI.i1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources. **8.W.8**
8.WI.i2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism. **8.W.8**
8.WI.i3 Use a standard format to produce citations. **8.W.8**
8.HD.j2 Evaluate print and digital sources to refine ideas or thoughts while writing. **8.W.8**

Writing Informational Text:
Text Types and Purposes Grades 9-12

Learning Target: *H.WI Apply organizational strategies (e.g., cause-effect, proposition-support, inductive- deductive reasoning), multiple reference sources, and the synthesis of complex ideas to communicate interrelationships among facts, principles, issues, and concepts for authentic and varied audiences.*

WI 2. Write Informative Text
910.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples), to support paragraph focus. **9-10.W.2a**
910.WI.b3 Provide a clear introduction, previewing information to follow and summarizing stated focus. **9-10.W.2a**
910.WI.b4 Provide relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate for the audience. **9-10.W.2b**
910.WI.c1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing. **9-10.W.2c**
910.WI.d1 Use precise language and domain-specific vocabulary to manage the complexity of the topic. **9-10.W.2d**
910.WI.d2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and active instead of passive voice). **9-10.W.2**
910.WI.e1 Provide a concluding statement or section that follows from and supports the information or explanation presented. **9-10.W.2f**
910.WI.f3 Report on a topic, with a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas. **9-10.W.2; 9.10.SL.4**
1112.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples), to support paragraph focus. **11-12.W.2a**
1112.WI.b3 Provide a clear introduction, previewing information to follow and summarizing stated focus. **11-12.W.2a**
1112.WI.b4 Provide the facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience. **11-12.W.2b**
1112.WI.c1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing. **11-12.W.2c**
1112.WI.d1 Use precise language, and domain-specific vocabulary to manage the complexity of the topic. **11-12.W.2d**
1112.WI.d2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive). **11-12.W.2e**
1112.WI.e1 Provide a concluding statement or section that follows from and supports the information or explanation presented. **11-12.W.2f**
1112.WI.f3 Report on a topic with a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas. **11-12.W.2f; 11-12.SL.4**

Writing Informational Text:
Production and Distribution of Writing Grades 9-12

Learning Target: *H.WI Apply organizational strategies (e.g., cause-effect, proposition-support, inductive- deductive reasoning), multiple reference sources, and the synthesis of complex ideas to communicate interrelationships among facts, principles, issues, and concepts for authentic and varied audiences.*

WI 4. Develop Appropriate Product for the Task, Audience & Purpose

910.WI.f1 Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader). **9-10.W.4**

1112.WI.f1 Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader). **11-12.W.4**

WI 5. Writing Process

910.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience. **9-10.W.5**

910.WI.f2 Strengthen writing by revising and editing. **9-10.W.5**

910.HD.d1 Use self-reflection and self-evaluation of permanent products to track performance and progress. **No CCSS link**

910.HD.f1 Design a strategy or plan based upon assignment requirements to complete literacy tasks within a given time frame. **No CCSS link**

1112.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience. **11-12.W.5**

1112.WI.f2 Strengthen writing by revising and editing. **11-12.W.5**

1112.HD.d1 Use self-reflection and self-evaluation of permanent products to track performance and progress. **No CCSS link**

1112.HD.f1 Design a strategy or plan based upon assignment requirements to complete literacy tasks within a given time frame. **No CCSS link**

WI 6. Use Technology to Produce and Publish Writing

910.HD.g2 Follow policies and rules regarding distribution of information in media formats including social media. **No CCSS link**

1112.HD.g2 Follow policies and rules regarding distribution of information in media formats including social media. **No CCSS link**

Writing Informational Text:
Research to Build and Present Knowledge Grades 9-12

Learning Target: *H.WI Apply organizational strategies (e.g., cause-effect, proposition-support, inductive- deductive reasoning), multiple reference sources, and the synthesis of complex ideas to communicate interrelationships among facts, principles, issues, and concepts for authentic and varied audiences.*

WI 7 Conduct Research
910.WI.a4 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question, and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product). **9-10W.7**
1112.WI.a4 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question, and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product). **11-12.W.7**

WI 8. Gather Information
910.WI.a1 Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic from authoritative print and/or digital sources. **9-10.W.8**
910.WI.a2 Integrate information presented by others into a writing product while avoiding plagiarism. **9-10.W.8**
910.WI.a3 Use a standard format to produce citations. **9-10.W.8**
910.HD.g1 Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text. **9-10.W.8**
1112.WI.a1 Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic or text from authoritative print and/or digital sources. **11-12.W.8**
1112.WI.a2 Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism. **11-12.W.8**
1112.WI.a3 Use a standard format to produce citations. **11-12.W.8**
1112.HD.g1 Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text. **11-12.W.8**