

Research Process in CCSS Writing Standards 6-9: Levels K-12

Writing Standard 6:

Research to Build and Present Knowledge	What the Student Does	What the Teacher does	What the Librarian Does
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Explore digital tools using basic navigation skills Produce and publish work Collaborate with peers (Plan, Do)	Model digital pathways and choices Guide whole group and small group practice.	Organize digital tools for easy access and navigation Model digital pathways and choices
W.1.6 With guidance and support from adults, <u>use</u> a variety of digital tools to produce and publish writing, including in collaboration with peers.	Use a variety of digital tools (<i>Do</i>)	Model digital pathways and choices	Organize digital tools for easy access and navigation Model digital pathways and choices
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Use a variety of digital tools (<i>Do</i>)	Model digital pathways and choices	Organize digital tools for easy access and navigation Model and demonstrate digital pathways and choices Facilitate student use.
W.3.6 With guidance and support from adults, use <u>technology</u> to produce and publish writing (<u>using keyboarding skills</u>) as well as to interact and collaborate with others.	Use technology (keyboarding) to interact and collaborate with others practice keyboarding using Typing Pal, practice typing on text outside of TypingPal	Intro TypingPal and continue practice sessions. Collaborates with librarian to choose the appropriate technology tool for the assignment, and to create a rubric for grading.	Introduce the appropriate technology and collaboration tools such GoogleDrive, Glogster, Edmodo, Moodle. Support students as they learn how to use the tools. (<i>Step 5 - synthesize</i>)
W.4.6 With some guidance and support from adults, use technology, <u>including the Internet</u> , to produce and publish writing as well as to interact and collaborate with others; <u>demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</u>	Use technology (including the <u>internet</u>) to produce and publish writing as well as to interact and collaborate with others: <u>demonstrating sufficient command of keyboarding skills to type a minimum of one page in a single setting.</u> Continue practicing keyboarding using TypingPal and text, increasing the time spent keyboarding in a single sitting.	Collaborates with librarian to choose the appropriate technology tool for the assignment, and to create a rubric for grading.	Review technology and collaboration tools such GoogleDrive, Glogster, Edmodo, Moodle. Also consider introducing new ones for particular projects. Support students as they learn how to use the tools. (<i>Step 5 - synthesis</i>)
W.5.6 <u>With some guidance and support from adults</u> , use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of <u>two pages</u> in a single sitting.	Type two pages in a single sitting Continue practicing keyboarding using TypingPal and text, increasing the time spent keyboarding in a single sitting.	Collaborates with librarian to choose the appropriate technology tool for the assignment, and to create a rubric for grading.	Continue using technology and collaboration tools such GoogleDrive, Glogster, Edmodo, Moodle. Support students as they learn to use the tools more efficiently.

Research Process Curricular Map: K-12

By Individual Standard

Last Update: Feb. 18, 2014

<p>W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>Produce writing. Collaborate with others. Type three pages in a single setting.</p>	<p>Reinforces writing and collaboration strategies and skills.</p>	
<p>W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>Research using the internet. Write, publish and collaborate using technology. Cite sources including linking text and images to their original webpages.</p>	<p>Reinforce writing and collaboration strategies and skills. Select the website, app or software for student publication.</p>	<p>Demonstrate how to locate information necessary for citing web sources. Model creating a link. Instruct and support students and teachers with the teacher selected technology for publication.</p>
<p>W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>Research using the internet. Write, publish and collaborate using technology. Effectively express understanding of the relationships between information and ideas</p>	<p>Reinforce writing and collaboration strategies and skills</p>	<p>Instruct and support students and teachers with the teacher selected technology for publication and collaboration.</p>
<p>W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically</p>	<p>Update individual or shared writing products using technology to: Link to other information (e.g., putting hyperlinks within a writing product, embedding videos within a writing product, linking to Websites, adding links to other sources within a bibliography) Understand how to use digital resources without plagiarizing Display information flexibly and dynamically Big 6 Step 5: SYNTHESIS Work collaboratively on a writing product (e.g., conduct research and compile in a google doc, edit information, create a Prezi, PPT, Glog to demonstrate learning)</p>	<p>Collaborate with librarian Collaborate with librarian to teach how to determine audience.</p>	<p>Teach students why linking to other information enhances the writing product Teach students how to add links to writing products Teach students how to determine which online sources can be used and which ones need to be cited and how Teach students how to access and use cloud-based operations (e.g., Glogster, Prezi, podcasts, Animoto, Weebly, Google Sites) Provide students places to display information flexibly and dynamically (e.g., the library portal, the school's webpage, the school's newsletter, the school's TV channel) Teach students how to collaborate using cloud-based operations (e.g., Google Docs, Glogster, Dropbox, Edmodo)</p>
<p>W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>Update individual or shared writing products using technology to: Link to other information (e.g., putting hyperlinks within a writing product,</p>	<p>Collaborate with librarian Collaborate with librarian to teach how to determine audience.</p>	<p>Teach students why linking to other information enhances the writing product Teach students how to add links to writing products Teach students how to determine which online</p>

	<p>embedding videos within a writing product, linking to Websites, adding links to other sources within a bibliography)</p> <p>Understand how to use digital resources without plagiarizing</p> <p>Display information flexibly and dynamically</p> <p>Big 6 Step 5: SYNTHESIS</p> <p>Work collaboratively on a writing product (e.g., conduct research and compile in a google doc, edit information, create a Prezi, PPT, Glog to demonstrate learning)</p>		<p>sources can be used and which ones need to be cited and how</p> <p>Teach students how to access and use cloud-based operations (e.g., Glogster, Prezi, podcasts, Animoto, Weebly, Google Sites)</p> <p>Provide students places to display information flexibly and dynamically (e.g., the library portal, the school's webpage, the school's newsletter, the school's TV channel)</p> <p>Teach students how to collaborate using cloud-based operations (e.g., Google Docs, Glogster, Dropbox, Edmodo)</p>
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Writing Standard 7:

Research to Build and Present Knowledge	What the Student Does	What the Teacher does	What the Librarian Does
<p>W.K.7 <i>Participate in shared research and writing projects (e.g., explore a number of books by a</i></p>	<p>Participate in shared research and writing projects</p>	<p>Plan shared resource project (collaborate with librarians)</p>	<p>Introduce Plan and Do</p>

Research Process Curricular Map: K-12

By Individual Standard

Last Update: Feb. 18, 2014

<p><u>favorite author and express opinions about them).</u></p>	<p>Explore a number of books, text, images, video. Express opinions (<i>Plan,Do</i>)</p>	<p>Introduce various tools to organize thinking and learning Model think out loud opinion expression</p>	<p>Collect multiple resources (print and digital) Share books and resources with students, Model text analysis to build understanding.</p>
<p>W.1.7 Participate in shared research and writing projects (<u>e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions</u>).</p>	<p>Explore “how-to” books and use them to write a sequence of instructions (<i>Plan,Do</i>)</p>	<p>Structure learning groups for shared research and writing Provide experience for students that models a how-to project Model the writing of the steps in writing on anchor chart</p>	<p>Gather books and resources that show how-to examples Model how to write how-to by step</p>
<p>W.2.7 Participate in shared research and writing projects (<u>e.g., read a number of books on a single topic to produce a report; record science observations</u>).</p>	<p>Read books on a single topic to Produce a report; record science information (<i>Plan,Do</i>)</p>	<p>Facilitate student choice of book or topic Model science observation journal entries Model group writing, individual writing, peer share and review</p>	<p>Teach use of LMC catalog using subject search and keyword search to locate books. Teach keyword searches for digital resources that yield credible, relevant and important result.</p>
<p>W.3.7 <u>Conduct short research projects that build knowledge about a topic.</u></p>	<p>Conduct short research projects that build knowledge about a topic Read informational text from various sources</p>	<p>Create rubric and calendar, create structure of assignment</p>	<p>Review Super 3 Info Skills. Provide resources that match the project, including both print and digital resources. (<i>Steps 1-6</i>)</p>
<p>W.4.7 Conduct short research projects that build knowledge <u>through investigation of different aspects</u> of a topic.</p>	<p>Conduct short research projects that build knowledge <u>through investigation of different aspects of a topic.</u> Read informational text from various sources</p>	<p>Create rubric and calendar, create structure of assignment, create webs for topics</p>	<p>Provide resources that match the project, including both print and digital resources. Introduce Big Six. Assist students in identifying keywords that would <u>pinpoint various aspects</u> of their topic. (<i>Steps: 1-6</i>)</p>
<p>W.5.7 Conduct short research projects that <u>use several sources</u> to build knowledge through investigation of different aspects of a topic.</p>	<p>Use several sources for a research project Read informational text from various sources</p>	<p>Create rubric and calendar, create structure of assignment, create webs for topics</p>	<p>Introduces Big Six, keywords, gathering resources, demo several resources (<i>Steps 3 & 4 - location and access and use of information</i>)</p>
<p>W.6.7 Conduct short research projects <u>to answer a question</u>, drawing on several sources and <u>refocusing the inquiry when appropriate</u>.</p>	<p>Research with a teacher generated question of inquiry (<i>Step 1: Task Definition</i>) Locate sources and identify relevant information. Refocus the question (<i>Step 1: Task</i></p>	<p>Generate a question of inquiry. Model strategies for approaching problems from various perspectives.</p>	<p>Teach students to use an introductory-level database (e.g., Kids Search) to get multiple, authoritative print and digital sources.</p>

Research Process Curricular Map: K-12

By Individual Standard

Last Update: Feb. 18, 2014

	<p><i>Definition)</i> Examine the question from various angles</p>		
<p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>Generate additional focused questions to build on the teacher generated question of inquiry (Step 1: Task Definition) Write questions building off the teacher generated question of inquiry.</p> <p>Answer the self generated questions through research.</p>	<p>Model strategies for approaching problems from various perspectives.</p>	<p>Teach students to use intermediate-level databases (e.g., Student Research Center, History Reference Center) to get multiple, authoritative print and digital sources.</p>
<p>W.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.</p>	<p>Write questions of inquiry (<i>Step 1: Task Definition</i>) Write a question of inquiry.</p> <p>Write additional questions building off the question of inquiry.</p> <p>Answer the questions through research</p>	<p>Model writing a question of inquiry</p>	<p>Teach students how to access advanced databases (EBSCOhost suite) to get multiple, authoritative print and digital sources.</p>
<p>W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>Conduct sustained research projects which solve a problem Narrow or broaden the inquiry when appropriate <u>Big 6 Step 1: TASK DEFINITION</u> <u>Big 6 Step 4: USE OF INFORMATION</u> Synthesize multiple, credible sources on the subject, demonstrating understanding of the subject <u>Big 6 Step 3: LOCATION AND ACCESS</u> <u>Big 6 Step 4: USE OF INFORMATION</u> <u>Big 6 Step 5: SYNTHESIS</u></p>	<p>Collaborate with librarian to help students know how to conduct research projects to solve a problem</p> <p>Collaborate with librarian to help students narrow or broaden inquiry questions</p> <p>Teach organizational strategies to gather and compile information from multiple sources</p>	<p>Collaborate with teacher to help students know how to conduct research projects to solve a problem</p> <p>Collaborate with teacher to help students narrow or broaden inquiry questions</p>
<p>W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>Conduct sustained research projects which solve a problem Narrow or broaden the inquiry when appropriate <u>Big 6 Step 1: TASK DEFINITION</u> <u>Big 6 Step 4: USE OF INFORMATION</u> Synthesize multiple, credible sources on the</p>	<p>Collaborate with librarian to help students know how to conduct research projects to solve a problem</p> <p>Collaborate with librarian to help students narrow or broaden inquiry questions</p> <p>Teach organizational strategies to gather and compile information from multiple sources</p>	<p>Collaborate with teacher to help students narrow or broaden inquiry questions</p> <p>Collaborate with teacher to help students narrow or broaden inquiry questions.</p>

	subject, demonstrating understanding of the subject <u>Big 6 Step 3: LOCATION AND ACCESS</u> <u>Big 6 Step 4: USE OF INFORMATION</u> <u>Big 6 Step 5: SYNTHESIS</u>		
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Writing Standard 8:

Research to Build and Present Knowledge	What the Student Does	What the Teacher does	What the Librarian Does
W.K.8 <u>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</u>	Recall information from experiences gather info from provided sources to answer a question (<i>Do</i>)	Model recall process Gather appropriate resources in collaboration with librarian	Model recall thinking out loud and write in anchor chart Gather multiple resources to answer a question

Research Process Curricular Map: K-12

By Individual Standard

Last Update: Feb. 18, 2014

<p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Recall information from experiences Gather info from provided sources to answer a question (<i>Do</i>)</p>	<p>Model and review recall process in collaboration with librarian Construct anchor chart to demonstrate thinking.</p>	<p>Gather multiple resources to answer a question</p>
<p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Recall information from experiences Gather info from provided sources to answer a question (<i>Do</i>)</p>	<p>Model recall process and write in anchor chart Teach close reading of text to answer questions</p>	<p>Gather multiple resources to answer a question. Teach close reading of text to answer questions</p>
<p>W.3.8 Recall information from experiences or gather information from <u>print and digital sources; take brief notes on sources and sort evidence into provided categories.</u></p>	<p>Obtain information from print and digital sources Take short notes on sources Sort evidence into categories based on the project Read info, take notes, sort evidence,</p>	<p>Teaches note-taking, sorting evidence, provides a structure for note-taking and sorting.</p>	<p>Review Super 3 Info Skills. Continue to provide and demonstrate resources Introduce citing sources. (4- <i>Use of information</i>)</p>
<p>W.4.8 Recall <u>relevant</u> information from experiences or gather relevant information from print and digital sources; take notes and <u>categorize information, and provide a list of sources.</u></p>	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. Read info, take notes, sort evidence, cite sources.</p>	<p>Teaches note-taking, sorting evidence, provides a structure for note-taking and sorting.</p>	<p>Review Big Six Info Skills. Show resources. Demo 1 or 2 resources. Intro formal bibliography, possibly using EasyBib. (<i>Steps 4 & 5 - use of info and synthesis</i>)</p>
<p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; <u>summarize or paraphrase information in notes and finished work,</u> and provide a list of sources.</p>	<p>Summarize or paraphrase information from notes Read info, take notes, sort evidence, summarizes, cites sources.</p>	<p>Teaches note-taking, sorting evidence, provides a structure for that, teaches or reinforces summarizing skills.</p>	<p>Review Big Six Info Skills, Show resources. Demo 1 or 2 resources. Reintroduce formal bibliography, possibly using EasyBib. (<i>Steps 4 & 5 - use of info and synthesis</i>)</p>
<p>W.6.8 <u>Gather</u> relevant information from <u>multiple</u> print and digital sources; <u>assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</u></p>	<p>Assess the credibility of sources (<i>Step 2: Information Seeking strategies</i>) Recognize the elements that determine a credible source. Paraphrase information (<i>Step 4: Use of information</i>) Rewrite passages from sources using their</p>	<p>Schedule time with the Library Media Specialist and support his/her instruction</p>	<p>Describe the elements of a credible source. Model note taking strategies and demonstrate rewording information. Reinforce the need to cite sources, and model how to do so.</p>

Research Process Curricular Map: K-12

By Individual Standard

Last Update: Feb. 18, 2014

	<p>own words.</p> <p>Provide basic bibliographic information (<i>Step 4: Use of information</i>)</p> <p>Provide title, author, url and/or basic publication information for the sources they have used.</p>		
<p>W.7.8 Gather relevant information from multiple print and digital sources, <u>using search terms effectively</u>; assess the credibility and <u>accuracy</u> of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and <u>following a standard format for citation</u>.</p>	<p>Use search terms effectively (<i>Step 3: Locate sources</i>)</p> <p>Identify appropriate search terms and utilize search techniques.</p> <p>Assess the accuracy of each source (<i>Step 4: Use of information</i>)</p> <p>Recognize the elements that determine a credible source.</p> <p>Cite sources using EasyBib.</p>	<p>Schedule time with the Library Media Specialist and support his/her instruction</p>	<p>Model effective use of search terms and search techniques.</p> <p>Reinforce the elements of a credible source.</p> <p>Demonstrate use of the online citation tool EasyBib using MLA or other course-appropriate models.</p>
<p>W.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.</p>	<p>Research using multiple sources</p> <p>Assess source credibility and accuracy</p> <p>Quote and paraphrase information from gathered sources</p>	<p>Schedule time with the Library Media Specialist and support his/her instruction</p>	<p>Reinforce search term skills</p> <p>Reinforce website credibility</p> <p>Reinforce note taking and paraphrasing</p>
<p>W.9-10.8 Gather relevant information from multiple <u>authoritative</u> print and digital sources, <u>using advanced searches effectively</u>; <u>assess the usefulness of each source in answering the research question</u>; <u>integrate information into the text selectively to maintain the flow of ideas</u>, avoiding plagiarism and following a standard format for citation.</p>	<p>Gather relevant information from authoritative sources using advanced searches effectively</p> <p><u>Big 6 Step 3: LOCATION & ACCESS</u></p> <p><u>Big 6 Step 4: USE OF INFORMATION</u></p> <p>Assess the usefulness of each source</p> <p><u>Big 6 Step 4: Use of information</u></p> <p>Integrate information into text selectively to</p>	<p>Explicitly teach the skills needed to understand bias, credibility, and usefulness of source</p> <p>Collaborate with librarian about how to teach students how to use advanced searches effectively</p> <p>Teach students how to blend information from sources into their writing, avoiding plagiarism</p> <p>Collaborate with librarian about how to teach students how to follow a standard format for citation (e.g., Easy Bib, Citation Machine)</p>	<p>Teach students how to use Google more efficiently and effectively for inquiry</p> <p>Teach students about databases to know what types of resources are available</p> <p>Teach students how to select and access databases to get multiple, authoritative print and digital sources</p> <p>Collaborate with teachers about how to teach</p>

Research Process Curricular Map: K-12

By Individual Standard

Last Update: Feb. 18, 2014

	maintain the flow of ideas, avoiding plagiarism <u>Big 6 Step 5: Synthesis</u>		students how to follow a standard format for citation (e.g., Easy Bib, Citation Machine)
W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess <u>the strengths and limitations of each source in terms of the task, purpose, and audience</u> ; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and <u>overreliance on any one source</u> and following a standard format for citation.	Gather relevant information from authoritative sources using advanced searches effectively <u>Big 6 Step 3: LOCATION & ACCESS</u> <u>Big 6 Step 4: USE OF INFORMATION</u> Assess the usefulness of each source <u>Big 6 Step 4: Use of information</u> Integrate information into text selectively to maintain the flow of ideas, avoiding plagiarism <u>Big 6 Step 5: Synthesis</u>	Explicitly teach the skills needed to understand bias, credibility, and usefulness of source Collaborate with librarian about how to teach students how to use advanced searches effectively Teach students how to blend information from sources into their writing, avoiding plagiarism Collaborate with librarian about how to teach students how to follow a standard format for citation (e.g., Easy Bib, Citation Machine)	Teach students how to use Google more efficiently and effectively for inquiry Teach students about databases to know what types of resources are available Teach students how to select and access databases to get multiple, authoritative print and digital sources, both primary and secondary sources. Collaborate with teachers to teach students to evaluate the sources very specifically. (e.g. Question the Author, Understand and explain the context of primary sources) Collaborate with teachers to teach students how to follow a standard format for citation (e.g., Easy Bib, Citation Machine)

Writing Standard 9:

Research to Build and Present Knowledge	What the Student Does	What the Teacher does	What the Librarian Does
W.4.9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>	<u>Draw evidence from literary or informational texts to support analysis, reflection and research.</u> Use close reading,	teach close reading	Model close reading, continue to use Big 6 <i>(Steps 4&5 - use of info and synthesis)</i>

Research Process Curricular Map: K-12

By Individual Standard

Last Update: Feb. 18, 2014

a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).	reads and pulls details	teach close reading, and model analyzing text	Use whole group discussion to reinforce the newest iteration of close reading.
b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	reads for evidence and supporting details	Highlight good examples and key components of quality info text (glossary, picture captions, headings, indices,), identify vocab	Highlight good examples and key components of quality informational text (glossary, picture captions, headings, indices)
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.			
a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	Compare and contrast characters, settings, events using specific details in the text Students compare and contrast using detail	Teaches comparing and contrasting, provides structure such as Venn diagrams, close reading.	Use whole group discussion to reinforce close reading.
b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	Find evidence and reasons to support key points reads for evidence and supporting details, and makes connections	Highlight good examples and key components of quality info text (glossary, picture captions, headings, indices,), identify vocab	Highlight good examples and key components of quality informational text (glossary, picture captions, headings, indices,) (Steps 4 & 5 - use of info and synthesis)
W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.			
a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	Compare and contrast different forms of texts (fiction, poems, images) (Step 4: Use of information) Identify the different qualities, properties and uses of a variety of text, art and media.	Teaches comparing and contrasting, provides structure such as Venn diagrams, close reading.	Support the teacher by locating relevant texts.
b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	Evaluate the arguments and claims of texts (Step 6: Evaluate the process and product) Identify biases and opinions within the text and assess their validity.	Point out examples of bias and model how to assess the validity of an argument using evidence from the text.	Support the teacher by locating relevant texts.
W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.			
a. Apply grade 7 Reading standards to	Compare and contrast a fictional	Reinforce comparing and contrasting, structures such	Support teachers by selecting relevant texts.

Research Process Curricular Map: K-12

By Individual Standard

Last Update: Feb. 18, 2014

literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history ”).	account and a historical account of an event (<i>Step 4: Use of information</i>) Identify the differences in historical interpretation examining both fiction and non-fiction texts.	as a Venn diagram, and close reading.	
b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims ”).	Assess if the argument of a text is sound reasoning (<i>Step 4: Use of information</i>) Use evidence from the text to assess the validity of the argument. Assess if the evidence used for the argument is relevant and sufficient (<i>Step 4: Use of information</i>) Identify irrelevant and/or weak evidence.	Reinforce the concept of bias and model how to assess the validity of an argument using evidence from the text.	Support teachers by selecting relevant texts.
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.			
a. Apply grade 8 Reading standards to literature (e.g., “ Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new ”).	Analyze modern fiction and how it draws on themes, patterns and characters from myths, traditional stories and religious works. (<i>Step 4: Use of information</i>) Examine traditional and religious stories and texts; compare and contrast themes with those of modern literature. Articulate findings.	Reinforce comparing and contrasting, structures such as a Venn diagram, and close reading. Discuss examples of modern themes drawn from ancient literature.	Support the teacher by locating relevant texts.
b. Apply grade 8 Reading standards to literary nonfiction (e.g., “ Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced ”).	Delineate and evaluate the argument (<i>Step 6: Evaluate the process and product</i>) Use evidence from the text to assess the validity of the argument. Recognize when irrelevant evidence is introduced (<i>Step 4: Use of information</i>) Identify irrelevant and/or weak evidence.	Reinforce the concept of bias and model how to assess the validity of an argument using evidence from the text.	Support the teacher by locating relevant texts.
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.			
a. Apply grades 9–10 Reading standards to literature(e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or	Draw evidence from literary texts to show how authors draw on and transforms source material in a specific work	Collaborate with the librarian to Model with the librarian how to locate literature that an author draws on and transforms source material in a specific work (e.g., how John Steinbeck refers to Robert Burns’	Collaborate with the teacher to locate literature that an author draws on and transforms source material in a specific work (e.g., how John Steinbeck refers to Robert Burns’ poem in Of Mice and Men; how

Research Process Curricular Map: K-12

By Individual Standard

Last Update: Feb. 18, 2014

<p><u>topic from Ovid or the Bible or how a later author draws on a play by Shakespeare</u>”).</p>		<p>poem in Of Mice and Men; how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)</p>	<p>Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)</p>
<p>b. Apply <u>grades 9–10</u> Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is <u>valid</u> and the evidence is relevant and sufficient; <u>identify false statements and fallacious reasoning</u>”).</p>	<p>Draw evidence from literary nonfiction to delineate and evaluate valid reasoning and identify false statements and fallacious reasoning</p>	<p>Teach students how to determine if the reasoning is valid, identifying false statements and fallacious reasoning</p>	<p>Collaborate with the teacher to locate literary nonfiction that has valid reasoning as well as false statements and fallacious reasoning</p>
<p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>			
<p>a. Apply <u>grades 11–12</u> Reading standards to literature (e.g., “<u>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics</u>”).</p>	<p>Draw evidence from literary texts to show how authors draw on and transform source materi</p>	<p>Collaborate with the librarian to model how to locate foundational American literature that are of similar time period, theme, or topic.</p>	<p>Collaborate with teacher to locate foundational American literature written from the same time period to analyze how similar topics or themes are treated.</p>
<p>b. Apply <u>grades 11–12</u> Reading standards to literary nonfiction (e.g., “Delineate and evaluate <u>the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]</u>”).</p>	<p>Draw evidence from literary nonfiction and evaluate the reasoning in seminal U.S. texts, including applying the legal reasoning and constitutional principals.</p>	<p>Teach students how to determine the constitutional principals and legal opinions.</p>	<p>Collaborate with the teacher to locate literary nonfiction, legal briefs or opinions, and the constitutional principles. (e.g. use primary source documents)</p>