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Common Core State Standards

Project–Based Writing, Grades 6–8 gives students and teachers the necessary resources and ideas needed to create project-based-writing units in the classroom. During each step of this process, students will engage in activities that meet one or more of the following Common Core State Standards. (©Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.) For more information about the Common Core State Standards, go to *http://www.corestandards.org/* or *http://teachercreated.com/standards/*.

	Informational Text Standards
	Key Ideas and Details
ELA.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELA.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELA.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
ELA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
ELA.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
	Craft and Structure
ELA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
ELA.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
ELA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
ELA.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
ELA.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
ELA.RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
	Integration of Knowledge and Ideas
ELA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
ELA.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
ELA.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Common Core State Standards *(cont.)*

Informational Text Standards *(cont.)*	

	Integration of Knowledge and Ideas *(cont.)*
ELA.RI.6.8	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.
ELA.RI.7.8	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.
ELA.RI.8.8	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.

	Range of Reading and Level of Text Complexity
ELA.RI.6.10 **ELA.RI.7.10**	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
ELA.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Writing Standards	

	Text Types and Purposes
ELA.W.6.1 **ELA.W.7.1** **ELA.W.8.1**	Write arguments to support claims with clear reasons and relevant evidence.
ELA.W.6.2 **ELA.W.7.2** **ELA.W.8.2**	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
ELA.W.6.3 **ELA.W.7.3** **ELA.W.8.3**	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

	Production and Distribution of Writing
ELA.W.6.4 **ELA.W.7.4** **ELA.W.8.4**	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ELA.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
ELA.W.7.5 **ELA.W.8.5**	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
ELA.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.
ELA.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.

Common Core State Standards *(cont.)*

Writing Standards *(cont.)*	
Production and Distribution of Writing *(cont.)*	
ELA.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.
Research to Build and Present Knowledge	
ELA.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ELA.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.
ELA.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.
ELA.W.6.8	Gather relevant information from multiple print and digital sources; 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.
ELA.W.7.8 ELA.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
ELA.W.6.9 ELA.W.7.9 ELA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking and Listening Standards	
Comprehension and Collaboration	
ELA.SL.6.1 ELA.SL.7.1 ELA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
Presentation of Knowledge and Ideas	
ELA.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
ELA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
ELA.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ELA.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
ELA.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
ELA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Comparing Skills:
Quoting vs. Paraphrasing

Project-Based Writing Connection: Paraphrasing and quoting are similar, yet different, tools that can be used to persuade a reader, analyze an argument, or move a story along.

Quoting and *paraphrasing* are two different skills, each with its own purpose.

Think of them this way:

Quoting	**Paraphrasing**
giving an exact, word-for-word piece of text that has been *copied from another source*	*using your own words* to translate a piece of writing for the reader

So, each skill requires that different criteria are met.

❖ When quoting, you must copy the source's words exactly. To show that you have done this, you put quotation marks at the beginning and ending of the quote. You may also be required to supply the source from which you have taken the quote.

❖ When paraphrasing, you put the text in your own words. You take each part of the text and translate it in a way that you think will make it more understandable to the reader.

Directions: Read the following story. Use it to complete the activity on the following page.

In 1587, the Roanoke Colony was founded on Roanoke Island in what is now present-day North Carolina. It was created to establish a permanent English settlement in the Virginia Colony. Funded by Sir Walter Raleigh, the Roanoke Colony was begun with the help of 110 men, women, and children. It was at the Roanoke Colony that the first English-speaking child, Virginia Dare, was born in the New World. Soon after the settler's arrival, however, Captain John White was forced to return to England to get food supplies. Travel was difficult, and it took him nearly three years to return to Roanoke. By the time he returned, the entire colony was deserted. To this day, what became of the settlers remains a mystery.

Comparing Skills:
Quoting vs. Paraphrasing *(cont.)*

Directions: Use the paragraph about Roanoke Colony to answer the following questions.

Remember:

❖ When quoting, you must use quotation marks to set off the words that you have taken from the source. The quoted words must be exactly as they appear in the quoted source.

❖ When paraphrasing, you should use your own words to rewrite the sentence. You can change the structure of the sentence, and you can use different wording. Your main objective is to make the information more understandable for your reader.

1. Find the sentence that tells why the Roanoke Colony was established. Quote the entire sentence on the lines below.

_____

_____

_____

2. Find the sentence that tells who funded Roanoke Colony and how many people started the colony. Paraphrase that sentence here.

_____

_____

3. At some point, Captain John White was forced to leave the colony. Provide the four-word quote that tells why he was forced to return to England.

_____

4. Find the sentence that tells what is known about what happened to the settlers. Paraphrase this sentence here.

_____

_____

Fold this section under before making copies for students.

Answers: 1. "It was created to establish a permanent English settlement in the Virginia Colony."
2. Accept reasonable responses. Students should use their own wording to say that Sir Walter Raleigh paid for the colony, and it was begun by 110 people. **3.** "to get food supplies" **4.** Accept reasonable responses. Students should use their own words to say that the fate of the settlers is a mystery.

Teacher Feedback

Project-Based Writing Connection: Getting one-on-one conference time with the teacher can help you focus on what you are doing right and what you need to work on.

At times, you might need help with some aspect of your project. Often, a quick conference with your teacher will do just the trick. Be prepared to make the most out of the opportunity to receive such helpful feedback.

Take the form below with you to your conference. Take notes as your teacher talks; this will help you absorb the information more fully. You can use these notes later as a reference when you are revising or finalizing your paper.

Teacher Note: You might not need to fill in every line of this form. Just use it as a guide.

Own Your Own Feedback

Notes on Your Topic/Theme: _____

_____

_____

Notes on Your Thesis Statement: _____

_____

_____

This is great: Keep doing it, don't change a thing! (List skills you've done well.)

_____

_____

This could be better: Reconsider, mull over, overhaul. (List items you still need to work on.)

_____

_____

Based on the work in front of me today, my teacher is giving me a(n) _____.
                                                                          (*enter grade*)

Think about it: Am I satisfied with that grade?   **Yes**   **No**

Due date of final draft, based on our discussion: _____

Signed: _____ **Date:** _____

Answer a Help-Wanted Ad

You are now going to be challenged to answer wanted ads for a variety of jobs by writing a persuasive cover letter that is tailor-made for each of them. Some are serious, some are "out there," but your goal is to pitch yourself as if you were absolutely eager to get the job.

Directions: Look at each of the following "Help Wanted" ads. Using the cover letter format (page 82), write a pitch letter to address each one. Use your brainstorm sheet of interests and abilities (page 80) to help encourage you to be truthful in your cover letter.

1.

Wanted

Sports Writer

Do you like slow sports? Well, *Slower Sports Teen Magazine* is looking for a fledgling journalist who is interested in covering the sports beat. From Lawn Bowling to Curling, our readers are interested in the exciting world of slow-moving sports. Interested?

Contact:

Ima Slomover
3425 Sleepy Ave.
Chapel Hill, NC 97650

2.

Wanted

Gaming Expert

From Monopoly to the Wii, we are looking for teenagers who can test out games and review them for our experts. Must have an awareness of what makes a good game. Must be willing to play everything from girl games to boy games, from games rated "E for Everyone" to "T for Teen." Must be prepared to write summaries and rate the games using an approved set of criteria. Interested?

Contact:

D.S. Handhealde
4398 Playstation Place
Los Angeles, CA 97706

3.

Wanted

21st-Century Curriculum Designer

Help! I'm a teacher who is desperate for some 21st-century influence in the classroom, but I don't have time to create my own activities for my classroom. I teach 6th grade language arts and am in need of a person who can develop lessons that are based on the latest and greatest technology. Creative thinking is a must!

Contact:

Mrs. ChalknSlate
#2 Pencil Rd.
St. Louis, MO 95445

4.

Wanted

Superhero Sidekick

Looking for a night job? Looking to enter a life of fighting crime for little or no recognition? Well, do I have the gig for you! Must be computer-literate, quick on your toes, have a gymnastics background, and fit into a brightly colored spandex costume with a cape. Must not be allergic to bats. Interested?

Contact:

Alfred
c/o The Bat Cave
4356 Secret Lair Lane
Mystic, CT 91006

Zeroing In on a Topic

Directions: It's time to choose a topic that is important and interesting to you. Will it be a topic based on a current event that is important in our time? Or will you focus on a historical topic that was debated during its time? For example, should freeing the slaves have been included in the Declaration of Independence? In the time of Renaissance, would you have advocated for funding trips to explore the New World? The possibilities are endless!

Fill out the following worksheet for a subject that you might want to focus on. Don't worry at this point about research; you're just trying to commit to a topic that you can enjoy learning about.

Topic: ⬡

List three facts you already know about this topic:

   1. _____

   2. _____

   3. _____

Next, answer the following questions about this topic:

   1. Why is/was this topic important? _____

   _____

   2. Why are you interested in this topic? How do you think you relate to it?

   _____

   _____

   3. Why do you think it's important for your audience to learn about this topic?

   _____

   _____

Finally, think about researching this topic. Where will you go to find your information?

Check off the resource(s) you believe you will use. Don't worry, you're not committed yet. In fact, as you research, you'll find that your list of resources will grow. One will lead you to another.

❑ Books	❑ Websites	❑ Podcasts
❑ Interviews	❑ Videos	

21st-Century Connection: When you use Google to browse information, don't forget the Google Advanced Search. Advanced Search allows you to search magazines, scholarly articles, blogs, newsfeeds, and books. You can search by date released, by keywords, and even by format.

Zeroing In on a Topic *(cont.)*

It's time to finalize your choice for a topic. Write it here:

Now that you have chosen a current or historical topic to research and present to the class, it's time to answer an important question about that topic: How does/did it affect the world? Some topics are very important to one small part of the world but have very little impact on the world as a whole. Other topics affect a whole state or country.

Directions: Look at the graphic below. The various rings represent the scope of those who are/were affected by your topic. Shade or color in each ring to show exactly who is/was affected. You may end up coloring just one ring or all of them.