Anchor Standards:

1. write arguments to support claims

2. write informative and explanatory texts to examine and convey ideas

3. write narratives to develop real or imagined experiences

4. produce clear and coherent writing where development, organization and style are appropriate

5. develop and strengthen writing as needed by planning, revising, editing and rewriting

6. use technology to produce and publish writing

7. conduct short as well as more sustained research project; based on focused questions

8. gather relevant information from relevant print and digital sources – assess credibility and accuracy of each source – avoid plagiarism

9. draw evidence from literary or informal text

10. write routinely over extended and shorter time frames

11. develop personal, cultural, textual and thematic connections within and across genres through written, digital or presentations

**Examples - reading and writing across the curriculum:**

“UpFront” from NYTimes – Sept. 11, 2011: *The 9/11 Dilemma, Freedom vs. Security*

Step 1: activate prior knowledge – Ask questions about 9/11, gauge student’s experiences and mindset

ABC Brainstorm: *Have students write down the letters of the alphabet and come up with as many words as they*

*can that are associated with the topic. Have students work individually – after a few minutes, have them pair*

*up and fill in the blank letters they did not complete. Allow students to share with the class the words they came*

*up with – with possible explanations.*

Step 2: Close reading – Teacher read with modeled thinking

*Insert Activity:*

*Find 1-2 pieces of information that confirms what you thought*

*Find 1-2 pieces of information that contradicts what you thought (surprised you) or is new to you*

*Find 1-2 pieces of information that confuses you*

*Discuss some of the students’ findings; provide a basis for discussion*

Step 3: Examine your reactions / Analyzing Text worksheet (guiding questions); journal responses; Discussion web;

paired summarizing; etc.

*1. What does the author want you to believe or agree with? Give 2 pieces of evidence from the text that supports this.*

*2. How did you view the US Government’s war on terror before reading the article?*

*(What did you believe about the topic before reading the article?)*

*3. How do you view the US Government’s war on terror now?*

*(Has your initial view changed?)*

*4. Identify any problems, contradictions, or weak points in the author’s argument. Cite directly from the text.*

*5. What “insights” do you have after reading the text? (\*insights = things you learned)*

*6. How credible do you think this article is? Explain your answer using examples from the text.*

(blog your reflections; **Anchor Standard 6**)

**Anchor Standards: 8, 9, 10, 11**

**Example:** writing narratives to develop real or imagined experiences

**Anchor Standard 3**

Step 1: Activate prior knowledge

Step 2: Close reading for information

Step 3: Examine reactions from a particular point of view

(Ex.Describe your surroundings as a peasant in France during the French Revolution; You are Beethoven during

his meeting with Mozart; you are a marathon runner, share your experiences and feelings at mile 6, 12, 18 and

26; You’re the chef for a new president’s inauguration, what’s on the menu and why)