WRITE SOURCE
WRITING ⟨⟩ GRAMMAR

re:CHARGED

Alignment to Common Core State Writing Standards:
Write Source Elementary

COMMON CORE

Dave Kemper, a former language arts teacher, co-authored *Write Source* for Grades K–12, and worked as both author and editor on the various teaching resources that support the *Write Source* program. Kemper has presented workshops throughout the U.S. and maintains a strong interest in all aspects of English education and curriculum planning. He is a member of the Wisconsin Academy of Arts and Sciences and is a published poet.

When the Common Core State Standards for English/Language Arts were created, the developers envisioned that the standards would "help ensure that all students are college and career ready in literacy" and would "lay out a vision of what it means to be a literate person in the twenty-first century."

Write Source provides a language arts program with the instructional depth and breadth to meet these lofty challenges. As the only K–12 writing series, *Write Source* offers students continuity and grade-appropriate skills from level to level to ensure that they will be "college or career ready" by the time they complete the final level in *Write Source*.

With *Write Source*, students will engage in all aspects of writing and language literacy, from writing for different purposes to responding to nonfiction and fiction, and from conducting meaningful research (both in print and online), to understanding the conventions of the language. The vision of the Common Core Writing Standards developers is the vision of *Write Source*—that today's young learners become equipped with the literacy skills needed to face the challenges of the 21st century.

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KEY DESIGN CONSIDERATIONS

Integrated Approach: Divided into different strands (writing, language, etc.), the Common Core Writing Standards are designed specifically within each standard to integrate literacy skills—the theory being that literacy is best achieved within a complete language-learning experience. The focus of each unit in ***Write Source*** is writing; however, within each unit, students are also speaking, listening, reflecting, and connecting. ***Write Source*** also includes a special section called the "Reading-Writing Connection" which provides a list of high-interest mentor texts to help students more fully appreciate the writer's craft as they apply to their own writing.

Research and Media Skills: The Common Core Writing Standards emphasize the importance of collecting, analyzing, and evaluating information from a variety of sources and sharing the results of the research in a wide variety of ways. The Research Writing unit in *each* grade-level edition of ***Write Source*** provides students with multiple opportunities to collect, analyze, and evaluate information (in print and online) as they develop their own essays and reports or react to the writing of others.

DISTRIBUTION OF COMMUNICATION PURPOSES

Core Writing: The Common Core Writing Standards align with the National Assessment of Educational Progress (NAEP) in emphasizing the importance of narrative, expository, and argumentative writing, with a sharper focus on informational and argumentative writing at the secondary level. The writing units in ***Write Source*** clearly reflect these initiatives. Each grade-level text in ***Write Source*** provides comprehensive units in narrative, expository, and persuasive writing.

INTENDED AUDIENCE

Full Participation: The Common Core Writing Standards are intended to "allow the widest possible range of students to participate" in writing and language development. ***Write Source*** has the same goal. Each writing unit provides a number of different instructional strategies to meet the needs of struggling writers and advanced writers, as well as those with on-grade-level abilities.

CHARACTERISTICS OF COLLEGE AND CAREER READINESS

The Common Core Writing Standards for literacy development strive to meet one main goal—to provide students with the writing and language skills needed to succeed in college and/or the workplace. More specifically, the Common Core Writing Standards aim for students to be able to do the following:

Demonstrate Independence: ***Write Source*** is designed to help students internalize the skills and strategies needed to developed strong informational, persuasive, and narrative texts. They are also taught the tenets of Standard English within the context of their own writing to make instruction more meaningful and comprehension more lasting. In addition, multiple opportunities to evaluate (1) their own writing, (2) the writing of their peers, and (3) sources of information, help them build confidence in their own language and learning abilities.

Build strong content knowledge: To develop their writing in ***Write Source***, students are asked to investigate a wide range of topics across many different content areas. They are also asked to become extremely well-informed about topics for research reports (early grades) and research papers (later grades), as well as for multi-media presentations. Strategies such as using graphic organizers, summarizing, and note-taking help students better understand and remember what they have learned.

Respond to demands of audience, task, purpose, and discipline: Because of the wide range of writing activities in *Write Source*, students are continually addressing different audiences, purposes, and tasks. As students move up the grade levels, attention to audience becomes even more pronounced because they have the language abilities to address differing audiences. The "Writing Across the Curriculum" feature that is unique to *Write Source* helps students to vary their writing according to the purpose and familiarizes them with the task of writing in science, mathematics, and social studies.

Comprehend as well as critique: As part of their writing in *Write Source*, students are asked to read and reflect on their work in progress. They are also asked to respond to their peers' writing in the development stages and to critique finished pieces of writing using a rubric. In other words, *Write Source* provides many opportunities for formative and summative evaluations. A special section at each level also provides students with multiple opportunities to respond to literature, both nonfiction and fiction.

Value evidence: A key prewriting component in every writing unit is forming a thoughtful thesis statement (or topic sentence) and providing reliable support or evidence to back it up. In addition, students are taught the importance of including different levels of supporting detail in their writing—a hallmark of mature thinkers and writers—and of arranging their support in the most effective way. The section on responding to literature also provides experiences for students to find textual evidence to support their main points.

Use technology and digital media: Each text in *Write Source* provides instruction on conducting research electronically. Special attention is given to (1) how and where to find information on the Internet and (2) evaluating the information for reliability and balance. Students also are guided through the process of developing computer-aided multimedia presentations.

Write Source Online digital components take technology and media literacy to another level. Among other things, the components help students use the internet to develop and publish their writing, collaborate with others online, keep track of their writing progress, and practice their keyboarding skills.

Understand other perspectives and cultures: The many examples and samples in *Write Source* celebrate the cultural diversity of American culture. In addition, the suggested writing topics encourage students to explore different cultures and traditions. Then the instructional guides in *Write Source* provide instructors with suggestions for differentiating instruction for students from different cultures and for students with different learning needs.

WRITE SOURCE AND THE COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING GRADES K–5

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING #1–3

Text Types and Purposes
Argument, Informative/Expository, and Narrative Texts

At the core of each level in *Write Source* is the comprehensive writing unit. This unit provides an in-depth learning experience in which students investigate key forms of writing, including writing to persuade, writing to inform, and writing to narrate or share.

Features: During their work in each unit, the students do the following:

- learn what it means to persuade, to inform, and to narrate

- read and react to high-interest models

- review the traits demonstrated in each type of writing

- develop multiple examples of the form, starting with a basic paragraph before moving on to longer pieces of writing

- make decisions about their writing based on purpose and audience

- learn strategies unique to the form

- practice language and grammar skills

- react to their writing using a traits-based rubric

- publish their writing in print or electronically

- practice the form in a writing-assessment scenario

- reflect on their writing

Scope: The writing units vary from level to level based on the student readiness for different approaches and strategies. For example, here are the core types of informational/expository writing students are asked to complete in the K–5 levels in *Write Source*:

- Kindergarten: Making lists, signs, and labels

- Grade 1: Writing a how-to paragraph

- Grade 2: Writing a paragraph giving directions and a how-to essay

- Grade 3: Writing a paragraph explaining an important object and an essay explaining something that has a lot of personal meaning

- Grade 4: Writing a paragraph explaining a favorite activity and an essay explaining a career

- Grade 5: Writing a paragraph explaining a favorite game and an essay explaining a process (such as photosynthesis)

Sequence: The individual writing activities within each unit, and from level to level, build upon one another to help students fully understand the traits and qualities unique to each form. In addition, each unit (other than the ones in kindergarten) provides multiple across-the-curriculum writing opportunities, as well as an opportunity to respond to an assessment prompt.

Skills and Strategies: During each unit, students learn key skills and strategies, such as focusing their thinking, collecting evidence (facts, examples, reasons, etc.), organizing their support, and using transitions. In addition, strategies and options for developing the three main parts of their writing—the beginning, the middle, and the ending—are demonstrated.

Outcome: Once students have completed their work in a unit, they should have internalized the essential strategies and processes so that they can write to inform, to persuade, or to narrate in any situation.

Production and Distribution of Writing
Rhetorical Situation, Writing Process, Traits of Writing, and Technology

Rhetorical Situation: Standard 4 states that writers should develop writing "appropriate to the task and purpose." In *Write Source*, students begin each main writing activity with an identifiable purpose and task in mind. In other words, they know *why* and *in what form* they will be writing. In the early grades, the audience is understood, but starting with Grade 4, a specific audience is identified for each main writing activity.

In addition, each activity begins with a set of traits-based goals to help students meet the demands of the particular rhetorical situation, and the students are reminded of these goals throughout the development of their writing. They are also provided with additional rhetorical hints and tips throughout the unit to keep them on

task. If students follow the advice in the units, they will produce clear and coherent pieces of writing appropriate for their grade level. Writing-across-the-curriculum options then provide additional purposes and tasks for writing to expand the students' appreciation of the form.

Writing Process: Standard 5 states that students "should develop and strengthen their writing as needed by planning, revising, and editing." The principle that writing is a process rather than an end product guides all of the activities in *Write Source*. More specifically, for any piece of writing that students share, they are led through the steps in the writing process, from prewriting through publishing.

Special attention is given to prewriting, to ensure that students are properly prepared to write, and to revising, to ensure that students learn skills and strategies that will help them strengthen their writing.

In addition, the opening chapter in each text introduces students to the writing process. And the next chapter shows how one writer uses the writing process to complete a piece of writing. In addition, the two chapters in the special handbook section (at the back) help students revise for word choice and sentence fluency, the "Proofreader's Guide" serves as a valuable editing resource.

Standard 5 notes the importance of receiving "guidance and support from peers." Each text in *Write Source* provides a chapter on peer editing, and within each writing unit, students are encouraged to react to each other's work, especially during revising and at the end of the process. This standard adds that students might consider "rewriting or trying a new approach" to strengthen their writing. To that end, the writing units in *Write Source* remind students that they can rewrite parts of their work as needed during its development. The units also provide options for writing beginnings and endings so that students can experiment with different approaches.

Traits of Writing: While the writing process provides students with a practical step-by-step writing guide, they also need an understanding of the traits or working parts of writing to help them develop clear and coherent finished pieces. To that end, one chapter in each *Write Source* texts introduces students to the traits of writing and also explains the unique relationship between the writing process and the traits of writing. More specifically, the texts show students what traits to focus on at different points during the writing process. In addition, the traits are interwoven throughout the guidelines and instruction for each main writing unit. For example, the introductory goals for each unit are traits-based, as are the revising and editing strategies and the assessment rubric. By using the writing process, along with the traits, students learn how to develop meaningful, coherent writing.

Technology Standard 6 recognizes the essential role that technology plays in the development of emerging writers. Not only does technology help students produce and publish their writing, but it also allows them to conduct instant research and interact with their peers. *Write Source* Online, the comprehensive digital companion to the in-print version of *Write Source*, offers students a wide range of technological options, including an interactive approach to using the writing process. Write Source is the only program available for elementary students that ensures mastery of Common Core Standard 6.

The following three features in *Write Source* Online directly relate to Standard 6.

- The **Student eBook** provides a portable electronic version of each text in *Write Source*. Students can highlight in their eBook, take notes, and follow links to other writing resources.

- **Net-text** serves as the students' online, interactive guide to the writing process. This option provides everything students need to develop their writing, including editable graphic organizers and outlining templates. Net-text also allows students to contact their teacher for support, collaborate with peers, and work on skills exercises. In addition, this option provides animated lessons about using the writing process and about understanding the different forms of writing.

- The **ePortfolio** option allows students to publish or showcase their completed writing assignments
, receive feedback from their peers, and store their work for future use.

Research to Build and Present Knowledge
Research Projects, Gathering Information, Drawing Evidence

Research Projects: Standard 7 addresses the importance of producing research, including simple reports as well as more complicated research projects, all of which "demonstrate an understanding of the subject under investigation."

Write Source offers students both "short and more sustained" research projects at every level. The different pieces of writing that they complete in the expository and persuasive units are, in reality, short reports because each one requires students to conduct basic research about their topic.

Then students conduct more thorough research in the report-writing units (starting with Grade 1). Students base their research on a series of thoughtful questions that they investigate about their topic. Starting with Grade 3, students are expected to consult at least three sources to learn about their topic.

Gathering Information: Writer and educator Donald Murray said that without good information there can be no effective writing. Standard 8 addresses this point by stressing the importance of recalling facts and details from experiences and by collecting data from different sources.

Here are some of the ways that *Write Source* addresses gathering information:

- Each text in *Write Source* (starting with Grade 1) has a special Writer's Resource that introduces students to a number of different graphic organizers that they can use to collect information.

- Then in every writing unit, special attention is given to collecting information during the prewriting step. For example, in the main writing activity in the Grade 3 narrative unit, students are instructed to use a time line to collect details about their topic (a personal experience). In the main writing activity in the Grade 5 expository unit, students are instructed to use a KWL chart to collect details from different sources for a how-to essay.

- Each text also includes a "Finding Information" or "Building Research Skills" chapter which helps students understand the research process, from learning what sources of information are available to students to how to find and use these sources.

- The report chapter at each level helps students put into practice effective research skills, including using a gathering grid to collect information.

Drawing Evidence: Standard 9, which begins in Grade 4, focuses on text analysis, a valuable skill that requires critical thinking to gather evidence. *Write Source* texts include a special "Response to Literature" unit that gives students multiple opportunities to practice text analysis, each of which requires that they draw evidence from the source material.

- In the Grade 4 unit, students have the following analysis opportunities: (1) writing a paragraph previewing a fiction book, (2) developing a review demonstrating an understanding of a book's main character, (3) responding to a biography, (4) responding to a poem, (5) responding to a nonfiction article, and (6) responding to a tall tale.

- In the Grade 5 unit, students have these analysis opportunities: (1) writing a paragraph highlighting the key features in a book, (2) developing a review exploring a book's theme, (3) analyzing a quotation, (4) responding to a poem, (5) responding to a nonfiction article, and (6) responding to an anecdote.

- In Grades 4 and 5, students are also taught the valuable analytical skill of summarizing informational texts.

The skills practiced in the above sections or chapters are also integrated into the expository, persuasive, and report-writing units.

Range of Writing
Shorter Writing, Extended Writing

Students should write for a number of different reasons, and *Write Source* provides them with many opportunities to do so. For example, they should write notes to learn, journal entries to explore, stories and reports to share, and responses to prompts to show what they know. Standard 10 addresses the importance of students' writing for a wide range of reasons, some of them short and others more extensive.

Shorter Writing: Each main writing unit in *Write Source* begins with a short writing assignment (a paragraph) that can be completed in a day or two. Many of the across-the-curriculum options at the end of each unit also are one or two day writing projects. In addition, freewriting, a valuable "shorter writing" strategy, is recommended in many of the writing units. When students freewrite, they write rapidly for five minutes or so to help them unlock ideas to use in their more extended, formal pieces of writing.

Chapters on keeping journals, writing in a learning log, and taking notes instruct students how to use writing to learn and to explore. These types of writing are all short and freely written, taking no more than 10–15 minutes to complete. Another chapter addresses responding to prompts, which usually are timed (45 minutes).

Extended Writing: The main writing activity in each unit (narrative, descriptive, expository, etc.) provides students with an in-depth writing experience that could cover five or more days. Then the report-writing unit could cover two weeks. Other extended writing activities in *Write Source* include story writing, developing a multimedia report, on demand writing, and other writing topics available in *Write Source* Online.

WRITE SOURCE AND THE COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE GRADES K–5

Conventions of Standard English
Grammar, Usage, and Mechanics

Standard English describes the conventions or rules that educated people in business, government, and education agree upon. As reflected in Common Core Writing Standards 1 and 2, a main goal in education is to help students master Standard English so they can succeed in school and in their careers. *Write Source* certainly shares in this goal.

Grammar, Usage, and Mechanics: In *Write Source*, students are introduced to and practice all of the essential conventions of the language (appropriate to the grade level) in a number of different ways.

- In the main writing units, students learn about and practice key conventions during the editing stage and then apply what they have learned to their own text. Research says that learning about the conventions at point of use is one of the best ways for students to retain the concepts.

- The "Basic Elements of Writing" section provides additional instruction and practice for the conventions governing parts of speech and sentences.

- The "Proofreader's Guide" at the back of the book reviews all of the essential rules governing Standard English, from punctuating to capitalization, from using the right word to understanding sentences. Practices activities run throughout this section.

- The SkillsBook at each grade level provides additional grammar, usage, and mechanics practice.

- Daily Language Workouts for each level offer beginning-of-the-class sentences and paragraphs to edit for conventions.

- Net-text, an online interactive worktext, offers skills activities that students can complete to strengthen their understanding of Standard English.

- GrammarSnap, a multimedia application that includes video podcasts, interactive mini lessons, and games, provides further practice. Both Net-text and GrammarSnap can be used to help students who need extra practice, and they are both self-directed and trackable.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE #3

Knowledge of Language
Style and Meaning

Part of becoming a skilled writer is learning how to make the best choices about using the language effectively. As Standard 3 suggests, some of these choices help "convey ideas" and others create style.

Style and Meaning: *Write Source* gives students many opportunities to make the best language choices in their writing. In the main writing activities, they learn about and practice revising strategies for using the best words and sentence. Then they apply what they have learned to their own writing. The "Basic Grammar and Writing" section provides students with additional practice for making the best stylistic choices for words and sentences.

In addition, special attention is given to voice throughout the writing chapters to help students use the appropriate level of language for their audience.

For more information, go to
hmheducation.com/writesource

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