

**Production and Distribution of Writing
(continued)**

- p. 123 Pass the Draft
- p. 124 RAMP Shifting
- p. 128 Round Robin Draft Discussion
- p. 132 Using Templates and Sentence Frames

Reader Response / Peer and Self-Response

- p. 150 Conferencing
- p. 155 Authentic Questioning
- p. 157 Guided Response
- p. 160 Language of Authentic Feedback
- p. 163 Whip Strategy
- p. 167 Revisit the Prompt
- p. 170 3-Column Analysis
- p. 172 Highlighting for Self-Response
- p. 173 Rubric Analysis
- p. 176 What it is/is not

Revising

- p. 180 Interpreting Input
- p. 184 Acronyms for Revision
- p. 186 Developing a Revision Plan (TEASE)

Editing

- p. 191 Checklist Tracking
- p. 194 Editing Journals
- p. 195 Expert Editing Groups
- p. 196 Sentence by Sentence Correction
- p. 198 Target Areas—Small Groups

Middle Level Writing with Integrated Reading and Oral Language

- 2.1a: Audience for Writing
- 2.1b: Topic of the Writing
- 2.1c: Purpose of the Writing
- 2.1d: Form of the Writing
- 2.2: Prewriting
- 2.3: Drafting
- 2.4: Revision
- 2.5: Editing
- 2.6: Publishing
- 2.7: Self-Evaluation/Reflection
- 2.8: The Modes of Writing
- 3: The Paragraph
- 4: The Essay
- 5.1: Developing Ideas, Specific Details

<p>Production and Distribution of Writing (continued)</p>	<p>High School Writing 2: The Writing Process 3: Three-Part Essay Structure 4.10: Developing a Thesis Statement 4.11: Developing an Introduction 4.14: Developing a Conclusion 4.17: Sentence Combining/Revision: Review Packet</p> <p>AVID College Readiness: Working with Sources Grades 11–12 Unit 1, Part 1, Lesson 1: Studying the <i>Four Essential Skills</i> and Academic Writing Processes Unit 1, Part 1, Lesson 2: Academic Writing Processes: Prompt Analysis Unit 2, Part 1: Reviewing the <i>Four Essential Skills</i>; Introducing the Unit and Forming Research Team; Examining Sources and Selecting a Leader Unit 2, Part 2: Practicing the <i>Four Essential Skills</i> for Academic Success; Writing Assignment 1 & 2 Unit 3, Part 1: Introducing the Unit; Reviewing the <i>Four Essential Skills</i>; Selecting a Leader for Study; Assessing Sources Unit 3, Part 2: Practicing the <i>Four Essential Skills</i>; Writing Assignments 1 & 2</p>
<p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<p><i>NOTE: The materials below address the “additional specificity” of the CCR History/Social Studies, Science, and Technical Subjects.</i></p> <p>The Write Path History/Social Science: Interactive Teaching and Learning p. 20 Dialectical Journal p. 35 Synthesis Journal p. 36 Engaging the Reader with the Textbook Reading or Media p. 138 The “I” Search Paper Chapter 5: Analyzing Primary Sources</p> <p>The Write Path I Science Unit 2: Writing to Learn Unit 3: Inquiry</p> <p><i>NOTE: The materials below address the “broad” standards which are identical to the CCR English Language Arts standards.</i></p> <p>English Language Arts: Exploring Texts with Strategic Reading p. 105 Cornell Notes p. 142 Dialectical Journals p. 263 3-2-1</p>

**Research to Build and Present Knowledge
(continued)**

- p. 273 Summarizing
- p. 277 Paraphrasing
- p. 285 Rhetorical Précis

English Language Arts: Informing Ourselves and Others Through Writing and Speaking

Pre-Writing

- p. 78 Guiding Questions for Pre-Writing
- p. 90 Guiding Questions to Lead to a Claim for Argumentative Writing
- p. 94 Research Inquiry and Focused Note-Taking

Drafting

- p. 108 Embedding Research in Drafts
- p. 112 Using Mentor Texts
- p. 123 Pass the Draft
- p. 132 Using Templates and Sentence Frames

Reader Response / Peer and Self-Response

- p. 172 Highlighting for Self-Response
- p. 173 Rubric Analysis
- p. 176 What it is/is not

Revising

- p. 180 Interpreting Input
- p. 186 Developing a Revision Plan (TEASE)

Editing

- p. 191 Checklist Tracking
- p. 195 Expert Editing Groups
- p. 196 Sentence by Sentence Correction
- p. 198 Target Areas—Small Groups

The Write Path English Language Learners

- 5.4.1: I-We-They Project
- 6: Steps in the Research Process

High School Writing

- 4.15a: Options for Tracing Sources and Taking Notes
- 4.15b: Crediting Sources Within Your Text
- 4.15c: Guidelines for Creating a “Works Cited” Page
- 6.2: Career Research

Critical Reading: Deep Reading Strategies for Expository Texts

- Strategy 9: Responding to a Writing Task
- Strategy 10: Summarizing the Text
- Strategy 11: Utilizing Sentence Starters and Templates
- Strategy 12: Investigating Writers’ Choices

<p>Research to Build and Present Knowledge (continued)</p>	<p>AVID College Readiness: Working with Sources Grades 11–12 Unit 1, Part 1, Lesson 1: Studying the <i>Four Essential Skills</i> as Writing Process Components Unit 1, Part 1, Lesson 2: Academic Writing Processes: Prompt Analysis Unit 1, Part 2, Lesson 7: Citation and Summary Practice Unit 2, Part 1, Lesson 1: Introducing Unit 2 and Beginning Research Logs Unit 2, Part 2, Lesson 4: Focused Note-Taking on Additional Sources Unit 2, Part 2, Lesson 8: Preparing for Writing an Academic Argument; Integrating Sources into Texts Unit 2, Part 3, Lesson 12: Integrating Sources into Texts; Working on “Leader’s Characteristics, Goals and/or Actions” Unit 3, Part 1, Lesson 1: Introduction to the Unit; Reviewing the <i>Four Essential Skills</i>; Considering a Leader for Study; Recording Methodology in RLS Unit 3, Part 1, Lesson 3: Examining Additional Sources; Selecting Leaders for Study Unit 3, Part 2, Lesson 5: Presenting Claims; Citation Circles; Making a Plan for Writing Assignment 1 (“A Process Essay”)</p>
<p>Range of Writing</p> <p>10. Write routinely over extended timeframes (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><i>NOTE: The materials below address the “additional specificity” of the CCR History/Social Studies, Science, and Technical Subjects.</i></p> <p>The Write Path History/Social Science: Interactive Teaching and Learning Chapter 1: Interacting with Text or Visuals Chapter 4: Writing to Learn and Learning to Write</p> <p>The Write Path I Science Unit 1: Organizing to Learn Unit 2: Writing to Learn Unit 3: Inquiry Unit 5: Reading to Learn</p> <p><i>NOTE: The materials below address the “broad” standards which are identical to the CCR English Language Arts standards.</i></p> <p>English Language Arts: Exploring Texts with Strategic Reading p. 105 Cornell Notes p. 142 Dialectical Journals p. 273 Summarizing p. 277 Paraphrasing p. 285 Rhetorical Précis</p>

Range of Writing (continued)

English Language Arts: Informing Ourselves and Others Through Writing and Speaking

***See Standards 1–3 for a list of strategies appropriate to Standard 10.

The Write Path English Language Learners

6: Steps in the Research Process

Middle Level Writing with Integrated Reading and Oral Language

1.2: Learning Logs

1.3: Quickwrites

6: Units of Study (All units can be done routinely or over time.)

7.1: Prompt Writing

7.2: Prompt Dissection

High School Writing

1.1: Learning Logs

5: Writing Lessons: Exploring Reflective Writing

(All units can be done routinely or over time.)

8: Timed Writing

Critical Reading: Deep Reading Strategies for Expository Texts

2.7 Quickwrite: What do I know about the content?

2.9: Before and After Reflection

Strategy 9: Responding to a Writing Task

AVID College Readiness: Working with Sources Grades 11–12

Unit 1: Class Research

Unit 2: Collaborative Research

Unit 3: Independent Research

(All units can be done routinely or over time.)