

Writing: Shared Research Learning Ladder

Focus Standards:

- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2)
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5)
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)

Students know:

- Informative and explanatory texts name the topic of the text.
- Informative and explanatory texts provide facts about a topic.
- Informative and explanatory texts end by giving the reader a sense that the writer has finished giving information.
- Research is when writers gather information from experiences and/or sources.

Students understand:

- Informative and explanatory texts can be used to learn about topics.
- Research begins by asking a question.
- Questions can be answered by recalling information.
- Questions can be answered by gathering information from texts.
- Research can supply information for writing.
- Writers can collaborate when researching.
- Writers can collaborate when writing.

Students can:

- Write informative or explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Participate in shared research projects.
- Participate in shared writing projects.
- With guidance and support, form simple questions in order to focus on a topic.
- With guidance and support, explore ways to answer questions with informational sources provided.
- With guidance and support, recall or gather information to answer a question.

Key words:

- Closure
- Introduce
- Reason
- Sequence
- topics

The above benchmark will be measured using guided reading, independent writing, writing conferences, and class discussions. You will find performance scores in the grade book on Infinite Campus- Parent Portal.

Independent transfer may look like: independently using the above standards to independently form and share an opinion with our class, school and/or community to solve a problem or enhance a situation.

4 Advanced Understanding of the Standard	I met all of the indicators for the standard and independently transferred the learning into a new situation.
3 Meets Standard	I met all of the indicators for the standard.
2 Approaches the Standard	I met some/most of the indicators for the standard.
1 Does Not Meet the Standard	I met a few of the indicators for the standard.