Common Core: College and Career Readiness Anchor Standards for Writing - Grades 6-12

Title: **Cyber Literacy for the Digital Age**

ISBN: 978-1-934422-64-9

#	Standard	Text Correlation	Correlation Narrative
Text Types and Purposes			
1	*Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.*	CH 1-16: "What Would You Do?"	Students are required to formulate and write a response to a prompt, using valid reasoning and relevant and sufficient evidence.
2	*Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.*	CH 1-16: "What do you think?" CHs 1, 4, 6, 7, 8, 9 , 10, 13, 14, 16: Short Answer	Students are required to respond to writing prompts based on information read in the chapter.
3	*Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.*	CH 10: e-Commerce writing reflection CH 15: Editorial column CH 3: Cyberbullying CH 5: Computer Threats	Students are required to reflect on how they would handle a particular situation or in response to a particular problem, in detail, citing examples and information presented in the text content.
Production and Distribution of Writing			
4	*Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*	CH 1-16	The "What Would You Do" writing activities provide students with the opportunity to write about what they would do in a hypothetical situation that relates to issues and topics raised in the chapter. Students are guided by questions to help develop and organize their writing.
5	*Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.*	CH 1-16: Writing prompts CH 13: Online Communication	Students will plan, write, edit, and revise assessments before submitting. Students will compose e-mails, altering communication techniques based on audience, critique peers' e-mails, and discuss and revise writing.
6	*Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.*	CH 6: Letter of Advice CH 7: Works Cited page CH 11: e-mail composition	Students use technology to produce documents and communicate in writing.

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Research to Build and Present Knowledge			
7	*Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.*	CH 2: Hands On, Favorite Animal CH 7: Web Traveler CH 9: Mobile Device Search	Students are required to conduct research, and based on a set of questions or prompt, produce a writing piece.
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.*	CH 2: Hands On, Favorite Animal CH 7: Web Traveler CH 9: Mobile Device Search	Students will conduct research from multiple sources, assess the credibility of those sources, cite sources properly and avoid plagiarizing someone else's work.
9	*Draw evidence from literary or informational texts to support analysis, reflection, and research.*	CH 1-16	Students are required to apply content to a variety of writing prompts in end-of-chapter assessments
Range of Writing			
10	*Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*	CH 1-16	Each chapter has both a reflective writing requirement and a responses to question or prompt writing assignment, as well as short answer responses and other writing opportunities.