**Standards’ Crosswalk with WriteToLearn™**

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| **Standards Topics** | **Iowa Core Standards** | **WriteToLearn™** | **CCR-5 (WriteToLearnTM writing rubric)** |
| **Text Types** | W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | WriteToLearn™ offers writing activities in all three text types, specific to each grade level’s expectations: argumentative, informative/explanatory, and narrative for students in grades 4-12. While this RFP asks only for content in grades 6-12, users would also have access to prompts beginning at the 4th grade level, enhancing the teacher’s ability to address learning needs across the spectrum of student writers being served. The essay prompts and scoring integrate the elements of each text type into the prompt. Here is an example of a 9th grade argumentative prompt. Notice the prompt language asks students for valid reasons and evidence from the text to support their opinion. ***The Perils of Indifference -- Do You Agree or Disagree with Elie Wiesel? - CCR 5****Elie Wiesel, a Holocaust survivor, gave a speech entitled*[*The Perils of Indifference*](http://www.historyplace.com/speeches/wiesel.htm) *(a link to this essay included) in April of 1999. Click the link and read the text of the speech. Write an essay in which you agree or disagree with Elie Wiesel's position on indifference. Provide valid reasons and cite relevant evidence from the text to support your argument.* | Task and FocusDevelopment of Ideas |
| W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | Task and FocusOrganization |
| W.3 Write narratives to develop real or imagined experiences or events using effective technique, well–chosen details, and well–structured event sequences. | OrganizationLanguage and Style |
| Production and Distribution of Writing | W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | WriteToLearn™ prompts provide clear direction from the beginning of the essay process with clearly written prompts that assist students and teachers in considering the task, purpose, and audience for the writing activity. The planning phase of the writing is addressed through graphic organizers and materials that support teachers in preparing students to write.The scoring of the essays offers information and feedback to students and teachers to support the development, organization, and style of each student’s writing. This instant feedback encourages and guides the writing of the students and the instruction of the teachers.While WriteToLearn™ provides the ability for students revise, edit, and rewrite individually, it is also easy to export student work in and out of the program, so that students can easily collaborate and share their work for peer editing or export it to other programs and formats for other purposes.  | Task and FocusOrganization |
| W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  | Language and StyleConventions |
| W. 6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |  |

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| Research to Build and Present Knowledge | W.7 Conduct short as well as more sustained research projects to answer a question (including a self–generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | Extensive writing, which is what WriteToLearn™ encourages, builds content and metacognitive reflection on the learning process ([Center on English Learning and Achievement](http://www.csun.edu/~krowlands/Content/Academic_Resources/Composition/Tool%20for%20Learning/How%20Writing%20Affects%20Learning_files/howdoes.htm)). Prompts in WriteToLearn™ consistently ask students to support their text and opinions with evidence. As students write extensively, as encouraged through WriteToLearn™, they must continue to explore information and ideas to build their own content knowledge and represent that in their writing.Teachers are also provided with information about their responsibility in providing instruction in writing. WriteToLearn™ encourages teachers to consider whether students have enough background knowledge to begin a writing task and if not, the writing task must be proceeded by activities that build appropriate knowledge to begin a task. Some WriteToLearn™ prompts include links to web-based content students must read and consider before writing to the specific prompt. Teachers can also include links to web-based information they want students to consider before writing in prompts that are teacher authored. Many prompts ask students to provide evidence to support their opinions, which invites research and investigation. WriteToLearn™ also includes functionality for students to cite sources. Summary writing and reading comprehension go hand-in-hand. As students summarize the extensive content provided in the WriteToLearn™, their content knowledge grows. Summary activities provided include content from social studies and science, as well as English Language Arts. |
| W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.  |
| W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
| Range of Writing | W.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. | While Educators know that with each writing assignment, more of their evenings and weekends are eaten up with time spent scoring, most still say they need to assign more writing. This overwhelming task of scoring student writing often means that not only are students rarely assigned the amount of writing they need to be assigned, they also do not get immediate and timely feedback as specified in the standard related to range of writing, which asks students to write a variety of text and write regularly. Both summary and essay writing activities are included in WriteToLearn™ and the likelihood of students writing more and writing regularly increases. Jeff Pence is a teacher in Georgia using WriteToLearn™ and the writing done in his classroom during the 2014-15 addresses the issue of writing routinely over extended time frames. He would be the first to tell you, he couldn’t support students in their writing as well as he does without the WriteToLearn™ tool. * **129:** This is the number of students for whom Jeff is responsible each day for writing instruction.
* **33:** This is the number of essays and summaries each student completed during 2014-15 school year.
* **6:** This is the average number of times each essay was submitted and scored.
* **25,542:** This is the number of drafts that were thoroughly evaluated and returned to the students with feedback that was specific and consistent.
* **3,193:** This is the number of days it would take a teacher to grade these assignments if he or she graded for 2 hours each day--that's nearly 9 years without a day off!

Range of writing is the standard most unlikely to be met if teachers don’t have electronic support. |