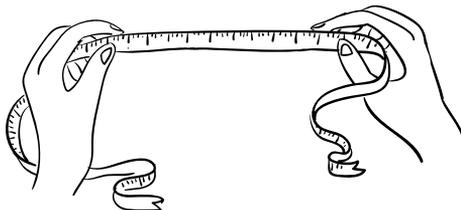


This alignment guide addresses the correlation between the lessons in *Wacky We-search: Face the Facts with Fun!* and the Common Core State Standards (CCSS). The alignment index (page 179) specifically addresses this alignment to the ten anchor standards for writing. The lessons in this book, however, also address other domains of the Common Core. In particular, *Wacky We-search* strongly supports instruction in the reading anchor standards that are related to reading informational text.

Every lesson in this book requires students to integrate information gathered from texts, which is the focus of reading anchor standard two. Reading anchor standard nine requires students to read multiple texts on a topic to build knowledge, which is critical for students to complete the *Wacky We-search* lessons. Finally, in completing these non-traditional “reports,” students have the opportunity to read complex informational texts. In sum, every lesson in this book requires that students engage with informational texts to gather information about research topics.

In the world of Common Core informational writing, the work can be very dry and tedious. The *Wacky We-search* informational writing tasks not only help students meet CCSS writing standards, but they can also infuse your writing instruction with joy. This joyful engagement can lead to deeper learning, not to mention fun.

While these lessons will make your students laugh out loud, they will also help them learn. In fact, each of these writing lessons engages students in higher-order thinking about their informational topics. The lessons also serve as performance tasks, which will show you just how well your students understand their research topics.



STANDARD-BY-STANDARD ALIGNMENT DESCRIPTIONS

The paragraphs that follow offer a narrative summary of this book's correlation to each of the ten anchor standards for writing.

1

In many cases, presentations of research information take on a persuasive tone. For example, students must argue the benefits of a topic when they present them as commercials, print advertisements, or even fashion shows. In these cases, the lessons support instruction in **writing standard one**.

2

Not surprisingly, there are many direct correlations between these lessons and **writing standard two**. Through creative structures, students are invited to engage in informational writing to non-traditional prompts, as they write wacky--although research based--newscasts, scripts, and letters that convey complex information.

3

A few of these lessons require students to write narrative pieces, which is an expectation of **writing standard three**. These prompts ask students to assume the identity of their research subject and write in a narrative voice, such as writing as a historic figure or even as a dung beetle.

4

Writing standard four asks students to consider their audience, which is a critical expectation for most of these lessons. Whether writing scripts, letters, or menus, students must research, plan, and organize their work, all with consideration of their audience.

5

Writing standard five aligns closely with *Wacky We-search* lessons because each lesson teaches students a new writing technique. While these techniques are non-traditional, they will equip students with higher-order thinking and creative skills that can serve them for a lifetime, while also helping them meet the expectations of the CCSS.

6

Writing standard six is about using technology to support writing. While there are only a few, specific references to technology in *Wacky We-search*, technology's place in these lessons is strong and implied. All of the lessons, offer obvious and easy opportunities to integrate technology into writing practice and instruction, not to mention to conduct the requisite research that must precede any of these lessons.

7

As with standard two, **writing standard seven**, which addresses writing short reports, is prominently addressed in this book about research and writing. The alignment index on the pages that follow indicates the many direct correlations between standard seven and these lessons.

8

Because *Wacky We-search* is about gathering research, all of the lessons invite students to collect and synthesize their learning. By gathering information and drawing conclusions, students practice integrating information, which is critical for teaching **writing standard eight**.

9

Like standard eight, **writing standard nine**, which requires students to draw research evidence from informational texts, is heavily supported across the *Wacky We-search* lessons.

10

Finally, **writing standard ten** is addressed in every lesson in this book, as teaching these lessons supports students as they write routinely.

	COMMON CORE ANCHOR STANDARDS FOR WRITING	DIRECT ALIGNMENT	INDIRECT ALIGNMENT
1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.		7, 17, 21, 23, 31-34, 36, 39
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.	4-8, 11, 16, 17, 19-21, 23, 24, 27, 31-40, 45, 46, 49-51	1-3, 9, 10, 12-15, 18, 22, 25, 26, 28-30, 41-44, 47, 48
3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	22, 30	23, 25, 50, 51
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51	
5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51	

	COMMON CORE ANCHOR STANDARDS FOR WRITING	DIRECT ALIGNMENT	INDIRECT ALIGNMENT
6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51
7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51	
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.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51	
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51	
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.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51	