

## Learning Targets for Research Writing

<b>What We Learn &amp; Practice in Independent Reading</b>
------------------------------------------------------------

### ***Developing a Reading Habit***

I can find a book that interests me enough to sustain my attention and expand my understanding of my area of research.

I can find books that will bridge the gaps in my thinking about my topic.

I can sustain engagement in reading for 20 minutes (Reading Break) without giving up.

I can recognize when I am losing focus in my reading and reread to reenter the book.

I can recognize when I do not understand what I am reading and use a fix-it strategy to improve my comprehension.

I can read for 1-2 hours at home without interruption.

I can find a place to read that allows me to enter reading and escape the distractions of my life.

I can set goals for my growth in stamina as a reader and monitor my progress.

I can increase the volume of my reading by finding times to read throughout the week.

I can explain why reading stamina matters.

I can alter the pace of my reading to match what is easy or difficult for me.

I can name my favorite authors across genres.

I can recognize when I am stuck in my reading and initiate a move to grow as a reader.

### ***Expanding Vocabulary by Reading***

I can identify the effective use of domain-specific vocabulary in research writing.

I can identify domain-specific words that will add credibility to my writing.

I can identify synonyms in my reading, expanding my personal thesaurus.

I can understand unfamiliar vocabulary by the context I find the word in.

I can collect words that interest me and I want to learn to use well.

### ***Reading Like a Writer***

I can notice how writers craft sentences and structure scenes in my book.

I can make theories about the way the writer has crafted dialogue, sensory details, and the voice of the narrator in my book.

I can annotate the shift in modes in a piece of writing.

I can identify the intended audience of the book I am reading.

I can make theories about why a writer blended the modes of narrative, informational, and persuasive writing in the text I'm reading.

I can see how the volume of my reading impacts my knowledge of the variety of styles of writing in the area I am researching.

I can see how and where story increases the engagement of readers in non-fiction.

I can identify how the voice of the writer impacts engagement and the credibility of the writer.

## What We Learn & Practice in Daily Notebook Writing

*"I write by hand, when the fragility of the project—a poem, the start of a novel—demands that I sneak up on it with that humblest and quietest of weapons, a pencil."*

~John Cheever

### ***Learning to Trust the Free Writing Process***

I can sustain fluency in writing for 4-5 minutes.

I can engage with words when I don't know what I want to say yet, trusting that writing words leads to new thinking.

I can find something of my own to say in response to factual information and the ideas of others.

I can identify the impact on my writing when I write next to beautifully crafted writing.

I can accept the messiness of first draft writing as a necessary part of the process of learning to craft words and ideas.

I can take risks in free writing, writing faster than the censor in my head.

I can trust the act of writing to help me craft clear writing from facts and information.

I can practice writing even when I am in the wrong mood or the weather is wrong or I'm tired because I know I am developing a muscle that needs exercise.

I can get comfortable with writing unfinished thinking in my notebook. I capture it so I don't lose my ideas waiting for a way to write them better.

I can create an ideal place to write at home, so that I can practice freely when I am not in class.

I can make my notebook truly mine: filled with photographs, sketches, lists, writing, song lyrics, ticket stubs, and anything else that will hold ideas I might use in my writing.

I can write both by hand and on the computer, recognizing the value of both.

I see my ideas and experiences as rich places to write from, collecting ideas with variety, volume, and thoughtfulness in order to bring what is uniquely me to my research writing.

I use writing as a tool to discover my thinking. As I write, new ideas appear.

I read my world like a writer and find ideas everywhere.

### ***Learning to Revise Free Writing***

I can reread my quick notebook writing, listen to it, and work to make it better.

I can add information to improve the clarity of my writing.

I can delete phrases or whole sentences or other distractions in my writing to improve the focus for my readers.

I can reorder the ideas in my writing to improve the clarity of my central idea.

I can replace words I think of first with clearer, stronger words that communicate my ideas better and connect to the language of my research focus.

I can imitate the sentence craft of other skilled writers.

### **What We Learn & Practice in Closely Reading Mentor Texts**

I can identify how sensory details work to create mental images for readers.  
I can identify a scene or a moment of story in extensive writing about an idea.  
I can identify obvious bias in writing.  
I can identify how evidence is used to support central understandings of the subject.  
I can explain how shifts in point of view contribute to a deepening understanding of research for readers.  
I can identify how a conclusion pulls the parts and themes together for a reader.  
I can name the techniques writers use to transition from one idea to the next in a smooth way for readers.  
I can identify the writing craft in the books I read to support my research.  
I can identify how writers blend modes (narrative, informational, poetic language, persuasive) in research writing.  
I can identify many ways to organize effective writing about research, moving beyond formulaic writing to deeper thinking about purpose, audience, and tone.  
I can see writing craft in the writing of my classmates, in the newspaper, and in media.  
I can find mentors for the writing I am doing, so that I can study the moves those writers are making and learn from them.  
I can experiment with moves I have seen other writers make to integrate research into story and argument.  
I can identify how writers blend well-chosen quotations and facts into writing.

### **What We Learn & Practice in Sharing Our Writing with Others**

I read my writing like a thoughtful, engaged reader would, listening to how it works.  
I can read my writing for pace and analyze where it is moving too slowly to sustain the interest of my readers.  
I can read my writing and analyze where readers need additional evidence to support my thinking.  
I can respond with gentleness to the writing shared with me by other students in the class, knowing that any writing is an act of vulnerability and requires kindness and care.  
I can listen carefully to writing shared with me and help a writer see where it is working well as well as where the writing confuses me or feels incomplete.  
I can listen to how my writing group responds to my writing in order to understand what isn't clear yet and to determine needed revisions.  
I can read my writing as a reader would, analyzing how effective it is as a whole.  
I can create an ending for my writing that pulls the parts I've written together into a satisfying and complete experience for readers.

## **What We Learn & Practice as We Use Feedback to Develop Our Writing**

I can create a clear, controlling idea to center my writing about my research.  
I can imagine an ideal reader of my writing engaging with my thinking.  
I can develop sub-topics for my writing, using organizational structures to help readers sustain engagement with my thinking and see a clear relationship to my central idea.  
I can find relevant and sufficient facts and details to support my thinking.  
I can use a formal style and an objective tone to decrease bias in my writing.  
I can zoom in, or slow down, to draw attention to the most important points I'm making.  
I can identify an audience's lack of knowledge and provide appropriate information and explanation to guide their developing understanding.  
I can recognize where too many details distract my readers from my central idea.  
I can reorder evidence in my writing to increase clarity of my central idea for readers.  
I can adjust transitions to accommodate the change I make in organization.  
I can add historical details to deepen an understanding of the central idea for readers.  
I can choose words that effectively demonstrate knowledge of my content.  
I can craft the structure of my sentences to create a pleasing rhythm for readers.  
I can craft punctuation with intention. I can write how I want my writing to be read.  
I can craft my writing voice to match my subject, using a range of moves to control its intensity and/or playfulness.  
I can imagine my audience and engage them in understanding my research.  
I can annotate my bibliography to demonstrate the credibility of my research.  
I can try moves I've seen other writers make to organize or develop their thinking in writing. I can write under the influence of craft.  
I can identify how and where writing blends elements of narrative, poetic language, information, and persuasion and use this thinking in blending my own writing effectively.  
I can compose effectively across mediums, adjusting my word choice, structure, and voice according to my purpose.

## **What We Learn & Practice as We Develop TED Talks for an Audience**

I can summarize the central ideas of my research.  
I can establish credibility with my audience by using objective research to support my thinking.  
I can analyze TED talks to understand their construction and effectiveness.  
I can analyze the presentation of information in media and recognize bias, manipulation, and propaganda. I can create a talk that is research-based and designed to inform, not manipulate the thinking of my audience.  
I can craft an engaging opening to my talk that invites readers to think with me.  
I can present complex information using the structure of story to assist understanding.  
I can make eye contact and establish a relationship with my audience.  
I can speak at an appropriate pace to engage and teach my audience.  
I can practice until my presentation comfortably falls between 10-15 minutes.