

White Paper







How is Aligned with the Common Core Standards












Visit: www.SQWrite.com | Email: info@SQWrite.com | Call: (866) 293-8838




“The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.” -- Common Core State Standards Initiative




SQ Write addresses *ALL* the Common Core Standards **that relate to expository writing**, grades 4 through 8. Following are grids that cross-reference each standard and how it is implemented in SQ Write.






Writing Standard Grade 4		Met by SQ Write
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented. 	 SQ Write meets	<p>1.a) Usage of SQ Write Thought Organizer, management of <i>Main Topic, Extended Topic</i></p> <p>1.b) Management of <i>Subtopics, Subtopic Details, Detail Evidence</i></p> <p>1.c) Usage of <i>Intro Phrases</i></p> <p>1.d) Management of <i>Conclusion</i></p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 	 SQ Write meets	<p>2.a) Usage of SQ Write Thought Organizer, management of <i>Main Topic, Extended Topic, Details</i></p> <p>2.b) Management of <i>Subtopics, Subtopic Details, Detail Evidence</i></p> <p>2.c) Usage of <i>Intro Phrases</i></p> <p>2.e) Management of <i>Conclusion</i></p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	 SQ Write meets	<p>3.) Usage of SQ Write Thought Organizer and Q Card to sequence detailed events.</p>
<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	 SQ Write meets	<p>4.) Usage of SQ Write Thought Organizer provides organized structure</p>




<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	 SQ Write meets	<p>5.) Usage of the SQ Write Thought Organizer enforces planning, Verbal Rehearsal facilitates revising, usage of the Individualized Editing Booklet enforces detailed editing.</p>
<p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>N/A outside the scope of the writing process.</p>	
<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	 SQ Write meets	<p>7.) Management of <i>Subtopics, Subtopic Details, Detail Evidence</i></p>
<p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	 SQ Write meets	<p>8.) Usage of the Self-Questioning Technique allows access to relevant information, usage of the SQ Write Thought Organizer triggers the gathering of information.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	 SQ Write meets	<p>9.) Usage of the Q Card and Thought Organizer to derive text evidence</p>






Writing Standard Grade 5		Met by SQ Write
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). d. Provide a concluding statement or section related to the opinion presented. 	 SQ Write meets	<p>1.a) Usage of SQ Write Thought Organizer, management of <i>Main Topic, Extended Topic</i></p> <p>1.b) Management of <i>Subtopics, Subtopic Details, Detail Evidence</i></p> <p>1.c) Usage of <i>Intro Phrases</i>, management of <i>Detail Bridges</i></p> <p>1.d) Management of <i>Conclusion</i></p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 	 SQ Write meets	<p>2.a) Usage of SQ Write Thought Organizer, management of <i>Main Topic, Extended Topic, Details</i></p> <p>2.b) Management of <i>Subtopics, Subtopic Details, Detail Evidence</i></p> <p>2.c) Usage of <i>Intro Phrases</i>, management of <i>Detail Bridges</i></p> <p>2.e) Management of <i>Conclusion</i></p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	 SQ Write meets	<p>3.) Usage of SQ Write Thought Organizer and Q Card to sequence detailed events.</p>
<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	 SQ Write meets	<p>4.) Usage of SQ Write Thought Organizer provides organized structure.</p>
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	 SQ Write meets	<p>5.) Usage of the SQ Write Thought Organizer enforces planning, Verbal Rehearsal facilitates</p>




		revising, usage of the Individualized Editing Booklet enforces detailed editing.
6. With some guidance from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	N/A outside the scope of the writing process.	
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	 SQ Write meets	7.) Management of <i>Subtopics, Subtopic Details, Detail Evidence</i>
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	 SQ Write meets	8.) Usage of the Self-Questioning Technique allows access to relevant information, usage of the SQ Write Thought Organizer triggers the gathering of information.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	 SQ Write meets	9.) Usage of the Q Card and Thought Organizer to derive text evidence.






Writing Standard Grade 6		Met by SQ Write
<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. 	 SQ Write meets	<p>1.a) Usage of SQ Write Thought Organizer, management of <i>Main Topic, Extended Topic, Details, Detail Bridge, Detail Evidence</i></p> <p>1.b) Management of <i>Subtopics, Subtopic Details, Detail Evidence</i></p> <p>1.c) Usage of <i>Intro Phrases</i>, management of <i>Detail Bridges</i></p> <p>1.e) Management of <i>Conclusion</i></p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. 	 SQ Write meets	<p>2.a) Usage of SQ Write Thought Organizer, management of <i>Main Topic, Extended Topic, Details</i></p> <p>2.b) Management of <i>Subtopics, Subtopic Details, Detail Evidence</i></p> <p>2.c) Usage of <i>Intro Phrases</i>, management of <i>Detail Bridges</i></p> <p>2.f) Management of <i>Conclusion</i></p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	 SQ Write meets	<p>3.) Usage of SQ Write Thought Organizer and Q Card to sequence detailed events.</p>

<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p> SQ Write meets</p>	<p>4.) Usage of SQ Write Thought Organizer provides organized structure.</p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p> SQ Write meets</p>	<p>5.) Usage of the SQ Write Thought Organizer enforces planning, Verbal Rehearsal facilitates revising, usage of the Individualized Editing Booklet enforces detailed editing.</p>
<p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>N/A outside the scope of the writing process.</p>	
<p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p> SQ Write meets</p>	<p>7.) Management of <i>Subtopics, Subtopic Details, Detail Evidence</i></p>
<p>8. Gather relevant information from print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p> SQ Write meets</p>	<p>8.) Usage of the Self-Questioning Technique focuses the gathering of relevant information, usage of the SQ Write Thought Organizer triggers the gathering of that information.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p> SQ Write meets</p>	<p>9.) Usage of the Q Card and Thought Organizer to derive text evidence.</p>

Writing Standard Grade 7		Met by SQ Write
<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	 SQ Write meets	<p>1.a) Usage of SQ Write Thought Organizer, management of <i>Main Topic, Extended Topic, Details, Detail Bridge, Detail Evidence</i></p> <p>1.b) Management of <i>Subtopics, Subtopic Details, Detail Evidence</i></p> <p>1.c) Usage of <i>Intro Phrases</i>, management of <i>Detail Bridges</i></p> <p>1.e) Management of <i>Conclusion</i></p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	 SQ Write meets	<p>2.a) Usage of SQ Write Thought Organizer, management of <i>Main Topic, Extended Topic, Details</i></p> <p>2.b) Management of <i>Subtopics, Subtopic Details, Detail Evidence</i></p> <p>2.c) Usage of <i>Intro Phrases</i>, management of <i>Detail Bridges</i></p> <p>2.f) Management of <i>Conclusion</i></p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	 SQ Write meets	<p>3.) Usage of SQ Write Thought Organizer and Q Card to sequence detailed events.</p>

<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	 SQ Write meets	<p>4.) Usage of SQ Write Thought Organizer provides organized structure</p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	 SQ Write meets	<p>5.) Usage of the SQ Write Thought Organizer enforces planning, Verbal Rehearsal facilitates revising, usage of the Individualized Editing Booklet enforces detailed editing, management of <i>Conclusion</i> emphasizes purpose.</p>
<p>6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.</p>	<p>N/A outside the scope of the writing process.</p>	
<p>7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	 SQ Write meets	<p>7.) Management of <i>Subtopics, Subtopic Details, Detail Evidence</i></p>
<p>8. Gather relevant information from print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	 SQ Write meets	<p>8.) Usage of the Self-Questioning Technique focuses the gathering of relevant information, usage of the SQ Write Thought Organizer triggers the gathering of that information.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	 SQ Write meets	<p>9.) Usage of the Q Card and Thought Organizer to derive text evidence.</p>

Writing Standard Grade 8		Met by SQ Write
<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	 SQ Write meets	<p>1.a) Usage of SQ Write Thought Organizer, management of <i>Main Topic, Extended Topic, Details, Detail Bridge, Detail Evidence</i></p> <p>1.b) Management of <i>Subtopics, Subtopic Details, Detail Evidence</i></p> <p>1.c) Usage of <i>Intro Phrases</i>, management of <i>Detail Bridges</i></p> <p>1.e) Management of <i>Conclusion</i></p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	 SQ Write meets	<p>2.a) Usage of SQ Write Thought Organizer, management of <i>Main Topic, Extended Topic, Details</i></p> <p>2.b) Management of <i>Subtopics, Subtopic Details, Detail Evidence</i></p> <p>2.c) Usage of <i>Intro Phrases</i>, management of <i>Detail Bridges</i></p> <p>2.f) Management of <i>Conclusion</i></p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	 SQ Write meets	<p>3.) Usage of SQ Write Thought Organizer and Q Card to sequence detailed events.</p>

<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	 SQ Write meets	<p>4.) Usage of SQ Write Thought Organizer provides organized structure</p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	 SQ Write meets	<p>5.) Usage of the SQ Write Thought Organizer enforces planning, Verbal Rehearsal facilitates revising, usage of the Individualized Editing Booklet enforces detailed editing, management of <i>Conclusion</i> emphasizes purpose.</p>
<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>N/A outside the scope of the writing process.</p>	
<p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	 SQ Write meets	<p>7.) Management of <i>Subtopics, Subtopic Details, Detail Evidence</i>, usage of the Self-Questioning Technique</p>
<p>8. Gather relevant information from print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	 SQ Write meets	<p>8.) Usage of the Self-Questioning Technique focuses the gathering of relevant information, usage of the SQ Write Thought Organizer triggers the gathering of that information.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	 SQ Write meets	<p>9.) Usage of the Q Card and Thought Organizer to derive text evidence.</p>