



Nevada Academic Content Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: W.8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p><u>Questions to Focus Learning</u></p> <p>How does a writer cite evidence for literary or informational text? Why is it important to cite literary and informational text?</p> <p>Writers draw evidence from literary and informational text to support analysis, reflection, and research and must be cited.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know how to extract and compile evidence from literary or informational texts. I know text structure varies depending on task. I know how to connect evidence to analysis, reflection, and research. Students must know that evidence used from literary and informational texts must be cited using MLA format.</p> <p><i>Reasoning Targets</i></p> <p>I can determine when more evidence is needed than what can be found in a literary or informational text. I can cite sources for evidence drawn from literary and informational texts.</p> <p><i>Product Targets</i></p> <p>I can compile and cite evidence to support analysis, reflection, and research.</p>

Vocabulary

analysis
citation
compile
evidence
MLA format

Teacher Tips

[Who Said That?](#) - In this instructional resource, students take on the role of an editor as they review informational texts intended for publication. After collecting a variety of published materials, including newspapers, magazines, books, copies of public lectures, scientific journals, and documents downloaded from the Internet, students examine ways in which attribution is given to individuals for ideas used.

[The Great Depression and the 1900's](#) - In this lesson, student groups will produce a piece of persuasive writing after studying living conditions and support services in the United States in the 1930s. Resources are provided for students to read a collection of informational readings, primary source personal stories, and essays dating from the 1930's, to support the writing of an opinion paper.

[Persuasive Essay: Environmental Issues](#) - Critical stance and development of a strong argument are key strategies when writing to convince someone to agree with your position. In this lesson, students explore environmental issues that are relevant to their own lives, select topics, and gather information to write persuasive essays

[Searching with Certainty](#) - This lesson focuses on ways students can learn to evaluate Internet resources used for research papers. Using their own topics of research, students explore ways to determine credibility in sources of information.

Vertical Progression

W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.7.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [W.8.9](#)