Anchor Standard
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.6-8.1
Cite specific textual evidence to support analysis of primary and secondary sources.

Essential Skills and Concepts:
❑   Analyze the text
❑   Support analysis with evidence from the text
❑   Identify primary and secondary sources
❑   Identify specific textual evidence
❑   Cite evidence

Question Stems and Prompts:
✓   What evidence is most supportive of your analysis?
✓   What is your analysis of the text?
✓   What textual evidence did you identify to support your analysis of the text?
✓   Use evidence to justify.
✓   Show me in the text what makes you think that_____.
✓   In your opinion, what are the strongest _____(arguments or evidence) that supports _____(the author's claims or your analysis)? Why do you think that?

Academic Vocabulary   **Spanish Cognates**
•   analyze   analizar
•   explicit   explícito
•   cite   citar
•   textual evidence

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Anchor Standard
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.6-8.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Essential Skills and Concepts:
- ❑ Identify supporting details
- ❑ Summarize
- ❑ Understand the difference between fact and opinion or judgment
- ❑ Determine the central idea

Question Stems and Prompts:
- ✓ What does the text suggest?
- ✓ What is the central idea?
- ✓ What distinct details convey the central idea of this piece?
- ✓ Provide a summary citing directly from the source (or sources).
- ✓ Cite evidence from the text to support your determination of the central idea.
- ✓ An example of how the central idea recurs in the text is_____.
- ✓ Describe and illustrate how common themes and concepts are found across time and place.
- ✓ Make connections across time and place to explain a concept or big idea.

Academic Vocabulary	**Spanish Cognates**
• idea	idea
• convey	
• details	detalles
• summary	resumen
• distinct	distinto
• fact	
• opinion	opinión
• judgment	
• suggest	
• determine	determinar
• central idea	idea central
• analyze	analizar
• objective	objeto
• supporting	

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Anchor Standard
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RH.6-8.3
Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Essential Skills and Concepts:
- ❑ Identify examples and anecdotes
- ❑ Understand how an event or idea is introduced
- ❑ Identify individuals, events and ideas
- ❑ Analyze the interaction between individuals, events and ideas
- ❑ Analyze connections made amongst individuals, ideas, events
- ❑ Analyze distinctions between individuals, ideas
- ❑ Recognize & interpret comparisons and analogies

Question Stems and Prompts:
- ✓ How did the individual/events/idea change over the course of the text?
- ✓ What change of events was influential?
- ✓ How did one individual influence another?
- ✓ What interaction influenced future events?
- ✓ What connections can you make among the text's individuals, ideas, or events? How might you compare or categorize the connections?
- ✓ What analogy best illustrates the connections/distinctions found in the text?
- ✓ How would you describe the process for _____?
- ✓ What are the steps for _____?

Academic Vocabulary	**Spanish Cognates**
analyze	analizar
detail	detalle
event	evento
elaborate	elaborar
illustrate	ilustrar
explain	explicar
anecdotes	anécdota(s)
individual	individuo
interactions	interacciones
influence	influir
connection	conexión
distinction	distición
comparison	comparación
analogy	analogía
category	categoría

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Anchor Standard
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.6-8.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Essential Skills and Concepts:
- ❑ Identify and interpret technical language
- ❑ Use context clues to determine meaning of words.

Question Stems and Prompts:
- ✓ What does the word/phrase _____ mean in this selection?
- ✓ Which of the following synonyms is closest in the meaning to the word _____?
- ✓ In this sentence, the word, _____, means _____.
- ✓ What is the technical meaning of the word?
- ✓ According to this passage, an_____ is like a _____ because both_____.
- ✓ What is the meaning of the analogy _____?
- ✓ Give an example of _____.
- ✓ Classify these words into meaningful categories.

Academic Vocabulary   **Spanish Cognates**
- synonyms   sinónimo
- antonyms   antónimo
- analyze   analizar
- specific   específico
- technical   técnico
- analogy   analogía

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Anchor Standard
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH.6-8.5
Describe how text presents information (e.g., sequentially, comparatively, causally).

Essential Skills and Concepts:
- ❑ Identify and analyze text structures
- ❑ Analyze the use of text features
- ❑ Understand how ideas develop
- ❑ Understand and analyze how sentence/paragraph/chapter/section contributes to the development of ideas
- ❑ Analyze public documents
- ❑ Identify the key concept
- ❑ Understand structure & utility of consumer documents
- ❑ Text features include photos, captions, headings, charts, graphs, timelines, etc.
- ❑ Text structures include chronological order, cause/effect, compare/contrast, etc.

Question Stems and Prompts:
- ✓ What is the main idea of the section, chapter, or paragraph?
- ✓ What text features are used?
- ✓ What is the structure of the text?
- ✓ How do the text features assist the reader?
- ✓ What information does_____ (text feature) provide?
- ✓ Is this information also included in the text or solely found in the _____ (text feature)?
- ✓ How does the _____(graphic, chart, etc.) explain or support _____?

Academic Vocabulary / Spanish Cognates

Academic Vocabulary	Spanish Cognates
analyze	analizar
chapter heading	
text structure	estructura del texto
section	sección
paragraph	párrafo
graphics	gráfico(s)
headings	
captions	
media	los medios de comunicación
detail	detalle
specific	específico
consumer	consumidor

Anchor Standard
Assess how point of view or purpose shapes the content and style of a text.

RH.6-8.6
Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Essential Skills and Concepts:
- ❑ Understand and identify point of view
- ❑ Understand and identify purpose
- ❑ Identify conflicting viewpoints in text
- ❑ Analyze how an author addresses conflicting evidence or viewpoints
- ❑ Understand and explain how point of view/purpose develops, and is conveyed

Question Stems and Prompts:
- ✓ What is the author's point or view or purpose?
- ✓ How does the author distinguish his/her position from that of others?
- ✓ What conflicting viewpoints does the text explore?
- ✓ How does the author treat the conflicting evidence?
- ✓ Is the author effective in his examination of conflicting evidence?
- ✓ Examine and explain alternative perspectives across a variety of primary/secondary sources.
- ✓ Does the author have credibility? Why?

Academic Vocabulary	**Spanish Cognates**
• author	autor
• point of view	punto de vista
• develop	
• purpose	propósito
• analyze	analizar
• acknowledge	
• respond	responder
• conflicting	
• evidence	
• viewpoint	punto de vista

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Anchor Standard
Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.6-8.7
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in a print or digital texts.

Essential Skills and Concepts:
- ❑ Integrate information from diverse media and formats
- ❑ Summarize information from multiple sources
- ❑ Develop understanding of a topic/issue

Question Stems and Prompts:
- ✓ What common understanding on the topic/issue did you develop?
- ✓ Which format best relays the message?
- ✓ What topic or idea is presented?
- ✓ What information can you gather to support your idea about _____?
- ✓ Analyze and synthesize information from multiple formats and media.
- ✓ Convert information from one form to another (summarize in words what is on the graph or create a chart to summarize, etc.)

Academic Vocabulary	Spanish Cognates
• media format	
• topic	tema
• issue	
• information	información
• synthesize	sintetizar
• summarize	resumir
• integrate	integrar
• evaluate	evaluar
• format	formato

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Anchor Standard
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.

RH.6-8.8
Distinguish among fact, opinion, and reasoned judgment in a text.

Essential Skills and Concepts:
- ❑ Distinguish valid claims from claims that aren't supported
- ❑ Understand how claims and/or arguments are supported by evidence from the text
- ❑ Trace the specific claims of an argument
- ❑ Evaluate evidence relevant to the claims
- ❑ Outline or trace the arguments and claims in text
- ❑ Understand and assess validity of reasoning
- ❑ Understand and evaluate relevance
- ❑ Determine if sufficient evidence is presented to support an argument or claim
- ❑ Recognize irrelevant evidence

Question Stems and Prompts:
- ✓ What argument is presented?
- ✓ What claims support the argument?
- ✓ Are these claims valid/invalid, and if so, why?
- ✓ Is there sufficient evidence to support the claims?
- ✓ Is the argument well developed and supported? Explain your answer
- ✓ What facts would to select to support _____?

Academic Vocabulary	**Spanish Cognates**
• evaluate	evaluar
• argument	argumento
• distinguishing claim	
• evidence	
• valid	válido
• validity	validez
• claim	reclamación
• reasoning	razonamiento
• relevant (pertinent)	pertinente
• sufficient	suficiente
• support	
• irrelevant	irrelevante

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Anchor Standard
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH.6-8.9
Analyze the relationship between a primary and secondary source on the same topic.

Essential Skills and Concepts:
- ❑ Compare & contrast two texts
- ❑ Identify and analyze interpretation of facts
- ❑ Identify and analyze use of evidence
- ❑ Distinguish between fact & interpretation

Question Stems and Prompts:
- ✓ Explain the similarities and differences of _____ and _____.
- ✓ What is common in both texts?
- ✓ How do the texts differ?
- ✓ Which of the authors' approaches do you prefer? Why?
- ✓ How does one author advance a different interpretation of the facts as compared to the other author?
- ✓ What topic is evident in both of the texts address?
- ✓ How do the texts differ in the information they present?
- ✓ Is the differing information factual or interpretive?
- ✓ Which text do you think is accurate? Why?
- ✓ Analyze and synthesize information from these sources.
- ✓ How is _____related to _____?

Academic Vocabulary / **Spanish Cognates**

Academic Vocabulary	Spanish Cognates
compare	comparar
contrast	contraste, contrastar
similar	similar
difference	diferencia
presentation	presentación
point of view	punto del vista
perspective	perspectiva
advance	avanzar
analyze	analizar
evidence	
key information	
conflict	conflicto
disagree	
interpretation	interpretación

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Anchor Standard
Read and comprehend complex literary and informational texts independently and proficiently.

RH.6-8.10
By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Essential Skills and Concepts:
- ❑ Read various forms of nonfiction fluently
- ❑ Read independently and comprehend complex texts
- ❑ Make an effort to independently read texts of increasing complexity
- ❑ Monitor comprehension

Question Stems and Prompts:
- ✓ What are the topics/central ideas of the nonfiction texts that you have recently read?
- ✓ What topic did you enjoy the most?
- ✓ Briefly summarize the central idea of the text.

Academic Vocabulary	**Spanish Cognates**
• fluency	fluidez
• comprehension	comprensión
• non-fiction	no de ficción
• informational text	texto informativo
• text complexity	complejidad del texto
• independent	indenpendiente
• proficient	

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Anchor Standard

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

WHST.6-8.1

Write arguments focused on discipline-specific content.
   a. Introduce claim(s) about a topic or issue, 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, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   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.

Essential Skills and Concepts:
   ❑ Introduce a precise claim
   ❑ Provide reasons and evidence to support claims
   ❑ Determine relevance of evidence
   ❑ Utilize credible sources
   ❑ Provide an effective conclusion
   ❑ Write an argument with claims, reasons, and evidence
   ❑ Understand use of counterclaims in an argument essay
   ❑ Employ logical reasoning when supporting claims
   ❑ Understand what makes evidence relevant, accurate and credible

Question Stems and Prompts:
   ✓ How did you distinguish your claim from opposing claims?
   ✓ In sentence_____, I supported my counter argument with relevant evidence.
   ✓ Which sentences best support the counterargument?
   ✓ What data did you use to support your claim?
   ✓ Does the data come from a credible source?
   ✓ What information can you gather to support your claim?
   ✓ Support your claim with evidence.
   ✓ What is the strongest evidence to support your claim?

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WHST.6-8.1 – (Continued)

Academic Vocabulary	Spanish Cognates
arguments	argumentos
claims	reclamación
clear reasons	razones claras
relevant evidence	
facts, reasons, details	razones/detalles
credible source	creíble
topic	
thesis statement	
persuade	persuader
conclusion	conclusion
supporting evidence	
arguments/ counterarguments	argumentos/ argumentos contrarios
claims/alternate or opposing claims	
address	
relevant evidence	
logical	lógico
reasoning	razonamiento
accurate	
counterclaim	reconvención

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Anchor Standard

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into border categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop a 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 and objective tone.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Essential Skills and Concepts:

- ❑ Convey information accurately
- ❑ Understand and use various organizational structures
- ❑ Utilize formatting, graphics, and multimedia
- ❑ Introduce a topic
- ❑ Use facts, concrete details, quotations, examples to develop the topic
- ❑ Incorporate definitions of terms
- ❑ Understand and use domain-specific vocabulary
- ❑ Understand how to write a concluding statement that follows from and supports the information or explanation presented
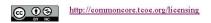
Question Stems and Prompts:

- ✓ How can you clearly introduce your topic?
- ✓ What facts/details/examples/quotations help to develop your topic?
- ✓ How does your thesis statement preview the content of the essay?
- ✓ What categories of supporting details do you provide?
- ✓ How does the conclusion support the information presented?
- ✓ Can you elaborate on the reason _____?
- ✓ How would you explain this to _____?

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WHST.6-8.2 (continued)

Academic Vocabulary	Spanish Cognates
• expository	expositivo
• reason, detail, fact	razón, detalle
• explanation	explicación
• elaboration	elaboración
• thesis statement	
• conclusion	conclusión
• introduction	introducción
• topic	tema
• compare/contrast	comparar/contraste, contrastar
• cause/effect	causar o causa/efecto
• analysis	análisis
• relevant content	contenido pertinente
• domain-specific	
• informative	informativo
• application	aplicación
• convey/transmit	transmitir
• analysis	análisis
• relevant/pertinent	pertinente

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Anchor Standard
Write narratives to develop real or imagined experiences of events using effective technique, well-chosen details, and well structured event sequences.

WHST.6-8.3

(See note; not applicable as a separate requirement)

Essential Skills and Concepts:
   ❑

Question Stems and Prompts:
   ✓

Academic Vocabulary   **Spanish Cognates**
   ●

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Anchor Standard
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

WHST.6-8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Essential Skills and Concepts:
- ❑ Identify and understand the writing task
- ❑ Identify and understand the writing purpose
- ❑ Be able to write a strong conclusion that supports ideas presented in the writing

Question Stems and Prompts:
- ✓ Who is the audience?
- ✓ How will you organize your thinking before beginning to write?
- ✓ What do you really want to say?
- ✓ What do you think or believe about the topic?
- ✓ How will you conclude your writing?
- ✓ What is your purpose for writing?
- ✓ What style will you use? Formal? Informal?
- ✓ What can you add in this paragraph to make your writing clearer?
- ✓ What do you want to leave the reader with in the ending?
- ✓ How can you inspire the reader at the end?
- ✓ Where do you want this writing piece to end up? (Crafting the end)

Academic Vocabulary	**Spanish Cognates**
• organization	organización
• task	tarea
• purpose	propósito
• audience	audiencia
• thesis statement	declaración de tesis
• conclusion	conclusión

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Anchor Standard
Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

WHST.6-8.5
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.

Essential Skills and Concepts:
- ❑ Develop and use planning templates
- ❑ Understand and utilize revision techniques
- ❑ Identify and edit text-problems
- ❑ Organize information prior to writing
- ❑ Implement the writing process by: planning, revising, editing, and rewriting
- ❑ Edit for language conventions
- ❑ Understand the purpose for writing
- ❑ Understand and address the audience
- ❑ Craft a clear, concise thesis statement
- ❑ Write a strong conclusion that supports ideas presented in the writing

Question Stems and Prompts:
- ✓ Is your writing free of writing convention errors?
- ✓ Where should you go if you need help editing?
- ✓ Which would be the best opening sentence?
- ✓ Which would be the best thesis statement?
- ✓ What is the best title for this selection?
- ✓ What sentence best concludes this selection?
- ✓ How could you rearrange and include more sentences to make the paragraph more interesting?
- ✓ Is your conclusion strong, and does it reflect your writing?

Academic Vocabulary
- planning
- revising
- editing
- rewriting
- organization

Spanish Cognates
planeando (v)
revisando

organización

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Anchor Standard
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.6-8.6
Use technology, including the Internet, to produce and publish writing and present the relationship between information and ideas clearly and efficiently.

Essential Skills and Concepts:
- ❑ Use technology proficiently for production, publication, and collaboration
- ❑ Demonstrate keyboarding skills (three page/single sitting minimum)
- ❑ Access and use the Internet
- ❑ Understand the use of databases
- ❑ Use key words to locate information on the internet
- ❑ Know how to cite a variety of sources
- ❑ Understand various computer programs such as Word, PowerPoint, Excel, and Publisher)

Question Stems and Prompts:
- ✓ What software will you use to create this document?
- ✓ How can the Internet serve as a tool for production, publication, and collaboration?
- ✓ What programs are available for you to check your spelling and language conventions?
- ✓ How can you cite your work with hyperlinks?
- ✓ How can you publish your work so others can view and give you feedback?
- ✓ What is the best way to publish this piece of writing for the audience?

Academic Vocabulary	Spanish Cognates
• publish	publicar
• keyboarding	
• cite	citar
• produce	producir
• publish	publicar
• technology	technologia

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Anchor Standard
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.6-8.7
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.

Essential Skills and Concepts:
- ❑ Understand the steps of a research project
- ❑ Understand how to use computer publishing software
- ❑ Know how to use internet search engines
- ❑ Understand how to locate online resources: newspaper, library books, magazines, speakers, interview, published professional texts
- ❑ Know how to create a bibliography or citation page
- ❑ Understand paraphrasing

Question Stems and Prompts:
- ✓ What question does your report answer?
- ✓ Why is it important to paraphrase your information?
- ✓ How did you know that the source was credible?
- ✓ How did you cite your sources?
- ✓ Show me where you found _____ information?
- ✓ Looking at these two sources, which source would be the most valid? Why?
- ✓ How did you gather information to support your idea about _____?

Academic Vocabulary
- paraphrase
- credit
- source
- cite
- bibliography
- citation page
- valid

Spanish Cognates
parafrasear
crédito

citar
bibliografía

válido

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Anchor Standard

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.6-8.8

Gather relevant information from multiple print and digital sources **(primary and secondary),** 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. **CA**

Essential Skills and Concepts:

- ❑ Understand how to gather applicable information from digital sources
- ❑ Understand how to gather applicable information from printed sources
- ❑ Know how to assess credible sources
- ❑ Understand how to quote/paraphrase information with plagiarizing
- ❑ Be able to create a bibliography using a standard format for citation
- ❑ Understand how to create a bibliography/citation page

Question Stems and Prompts:

- ✓ How do you know the information is credible?
- ✓ How do you know the source is credible?
- ✓ What format did you use when citing sources for your bibliography?
- ✓ How did you cite a digital source?
- ✓ Once you read the data, what did you do to summarize the information for easier readability?
- ✓ What makes a source a primary source? Secondary source?
- ✓ Which kind of source is most useful in this writing piece?

Academic Vocabulary	Spanish Cognates
• credible source	
• format	formato
• bibliography	bibliografía
• citation page	
• digital source	fuente digital
• data	datos

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Anchor Standard
Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.6-8.9
Draw evidence from informational texts to support analysis, reflection, and research.

Essential Skills and Concepts:
- ❑ Analyze informational texts
- ❑ Identify evidence to support analysis/research
- ❑ Analyze information & be able to support your analysis
- ❑ Be able to synthesize information and reflect
- ❑ Know how to trace the argument and specific claims in a text
- ❑ Know how to evaluate the argument and specific claims in the text

Question Stems and Prompts:
- ✓ What evidence can you draw from the passage to support your analysis or position?
- ✓ Is there relevant and sufficient evidence to support the claim? If so, what?
- ✓ What evidence do you have to support your answer?
- ✓ What evidence do you have to support the author's argument/claim that _____?
- ✓ What evidence did you find to be factual?
- ✓ What facts would you select to support _____?
- ✓ After reading _____, write _____ (an essay or substitute) in which you argue_____(content). Support your position with evidence from the text(s). *Argument* (http://ldc.org/resources)
- ✓ After reading _____, write _____ (a report, essay or substitutes) in which you analyze _____ (content), providing examples to clarify your analysis. *Informative/Explanatory* (http://ldc.org/resources)

Academic Vocabulary   **Spanish Cognates**
- analyze   analizar
- evidence
- support
- research
- credible   creíble
- author   autor
- reason   razón
- compare/contrast comparer/contrastar
- draw evidence
- reflect/reflection reflexionar/reflexión
- relevant   pertinente
- sufficient   suficiente
- factual
- support claims
- objective   objetivo
- bias

Anchor Standard

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.

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Skills and Concepts:

- ❑ Identify and understand the task
- ❑ Identify and understand the purpose
- ❑ Identify and understand the audience
- ❑ Compose a variety of text types
- ❑ Communicate information effectively
- ❑ Craft a clear, concise thesis statement
- ❑ Write well-constructed sentences
- ❑ Craft well written paragraphs
- ❑ Write a strong conclusion that supports ideas presented in the writing

Question Stems and Prompts:

- ✓ What is the purpose of this writing?
- ✓ What is the specific task?
- ✓ Who is the intended audience?
- ✓ How will you address the audience's knowledge/perspective?
- ✓ Is the thesis statement supported by evidence that can be traced throughout the writing?

Academic Vocabulary   Spanish Cognates

- research   investigación
- reflection   reflexión
- purpose   propósito
- audience
- summary   resumen

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