

**Summary Overview:**

During this window of instruction students will write in the argument form using logical, clear reasoning and evidence. Students will read texts at the appropriate language level and engage in thinking and discussion around those texts. Students will conduct research and expand their thinking through dialogue by listening to other viewpoints and articulating their understanding.

| ELP STANDARDS<br>2, 4, 5, 7 & 9  | WRITING DOMAIN:<br>Students write and present arguments   | WRITING DOMAIN ONGOING:<br>Students conduct research and communicate findings  |   |
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| <p>An ELL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p> | <p><b>ELA PRACTICES</b></p> <p><b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>EP3.</b> Construct valid arguments from evidence and critique the reasoning of others.</p> <p><b>EP5.</b> Build upon the ideas of others and articulate his / her own ideas when working collaboratively.</p> <p><b>EP6.</b> Use English structures to communicate context-specific messages.</p>   | <p><b>ELA PRACTICES</b></p> <p><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence.</p> <p><b>EP4.</b> Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p><b>EP5.</b> Build upon the ideas of others and articulate his / her own ideas when working collaboratively.</p> <p><b>EP6.</b> Use English structures to communicate context-specific messages.</p>   |   |
| <p>An ELL can construct grade appropriate oral and written claims and support them with reasoning and evidence.</p>  | <p><b>WRITING</b></p> <p><b>W.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationship among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>W.5.</b> Develop and strengthen writing as needed by planning, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>W.6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> | <p><b>WRITING ABOUT LITERATURE</b></p> <p><b>W.3c</b> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>   | <p><b>WRITING ABOUT INFORMATIONAL TEXT</b></p> <p><b>W.2c</b> Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> |
| <p>An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.</p>  | <p><b>LANGUAGE</b></p> <p><b>L.6.</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>   | <p><b>WRITING</b></p> <p><b>W.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>W.8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>W.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>  |   |
| <p>An ELL can adapt language choices to purpose, task, and audience when speaking and writing.</p> <p>An ELL can create clear and coherent grade-appropriate speech and text.</p>  |   | <p><b>SPEAKING &amp; LISTENING</b></p> <p><b>SL.1.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate other into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>SL.4.</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and task.</p> <p><b>SL.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> |   |

| ELP STANDARDS 1, 6, 8 & 10   | READING DOMAIN:<br>Students read grade appropriate text around which instruction is centered.  |  | LANGUAGE AND GRAMMAR<br>Students use correct English structures and vocabulary to communicate   |
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| <p>An ELL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p>An ELL can analyze and critique the arguments of others orally and in writing.</p> <p>An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p>An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.</p> | <p align="center"><b>ELA PRACTICES</b></p> <p><b>EP3.</b> Construct valid arguments from evidence and critique the reasoning of others.</p> <p><b>EP4.</b> Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p><b>EP5.</b> Build upon the ideas of others and articulate his / her own ideas when working collaboratively.</p>  |  | <p align="center"><b>ELA PRACTICES</b></p> <p><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence.</p> <p><b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>EP6.</b> Use English structures to communicate context-specific messages.</p>   |
|  | <p align="center"><b>READING FOR LITERATURE</b></p> <p><b>RL.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.2.</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RL.3.</b> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>RL.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p><b>RL.5.</b> Analyze how an author’s choices concerning how to structure a text, order events within it create such effects as mystery, tension or surprise.</p> <p><b>RL.6.</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>RL.7.</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> | <p align="center"><b>READING FOR INFORMATIONAL TEXT</b></p> <p><b>RI.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.2.</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RI.3.</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>RI.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p><b>RI.5.</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p><b>RI.6.</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>RI.7.</b> Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.</p> <p><b>RI.8.</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> | <p align="center"><b>LANGUAGE</b></p> <p><b>L.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>b. Resolve issues of complex or contested usage, consulting references as needed.</li> </ul> <p><b>L.3.</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade-level reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</li> <li>c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase.</li> </ul> <p><b>L.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ul> |
|  |  |  | <p align="center"><b>SPEAKING &amp; LISTENING</b></p> <p><b>SL.2.</b> Integrate multiple sources of information present in diverse media or formats evaluating the credibility and accuracy of each source.</p> <p><b>SL.3.</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>   |
| <b>End of Instructional Window 1</b>   |  |  |   |

**Summary Overview:**

During this window of instruction, students will write personal narratives. Students will read texts at the appropriate language level and engage in thinking and discussion around those texts. Students will conduct research and expand their thinking through dialogue by listening to other viewpoints and articulating their understanding.

| <p><b>ELP STANDARDS<br/>2, 3, 5, 7 &amp; 9</b></p>  | <p><b>WRITING DOMAIN:<br/>Students write narratives and discuss them in speaking and in writing</b></p>  | <p><b>WRITING DOMAIN ONGOING:<br/>Students conduct research and communicate findings</b></p>  |
|---|--|---|
| <p>An ELL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p> <p>An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.</p> <p>An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.</p> <p>An ELL can adapt language choices to purpose, task, and audience when speaking and writing.</p> <p>An ELL can create clear and coherent grade-appropriate speech and text.</p> | <p><b>ELA PRACTICES</b></p> <p><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence.<br/> <b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>   | <p><b>ELA PRACTICES</b></p> <p><b>EP4.</b> Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.<br/> <b>EP5.</b> Build upon the ideas of others and articulate his / her own ideas when working collaboratively.<br/> <b>EP6.</b> Use English structures to communicate context-specific messages.</p>   |
|   | <p><b>WRITING NARRATIVES</b></p> <p><b>W.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul> | <p><b>WRITING ABOUT INFORMATIONAL TEXT</b></p> <p><b>W.1c</b> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.<br/> <b>W.2c</b> Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>   |
|   | <p><b>W.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br/> <b>W.5.</b> Develop and strengthen writing as needed by planning, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.<br/> <b>W.6.</b> Use technology, including the Internet, to produce and publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibility and dynamically.</p>  | <p><b>WRITING</b></p> <p><b>W.7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.<br/> <b>W.8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.<br/> <b>W.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>   |
|   | <p><b>LANGUAGE</b></p> <p><b>L.6.</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>  | <p><b>SPEAKING &amp; LISTENING</b></p> <p><b>SL.1.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate other into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul> <p><b>SL.4.</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and task.<br/> <b>SL.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> |

| ELP STANDARDS 1, 6, 8 & 10  | READING DOMAIN:<br>Students read grade appropriate text around which instruction is centered.  |  | LANGUAGE AND GRAMMAR<br>Students use correct English structures and vocabulary to communicate  |
|---|--|--|--|
| An ELL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. | <b>ELA PRACTICES</b><br><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence.<br><b>EP3.</b> Construct valid arguments from evidence and critique the reasoning of others.<br><b>EP4.</b> Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.<br><b>EP5.</b> Build upon the ideas of others and articulate his / her own ideas when working collaboratively.   |  | <b>ELA PRACTICES</b><br><b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><b>EP6.</b> Use English structures to communicate context-specific messages.   |
| An ELL can analyze and critique the arguments of others orally and in writing.  | <b>READING FOR LITERATURE</b><br><b>RL.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><b>RL.2.</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.<br><b>RL.3.</b> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.<br><b>RL.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.<br><b>RL.5.</b> Analyze how an author’s choices concerning how to structure a text, order events within it create such effects as mystery, tension or surprise.<br><b>RL.6.</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.<br><b>RL.7.</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. | <b>READING FOR INFORMATIONAL TEXT</b><br><b>RI.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><b>RI.2.</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.<br><b>RI.3.</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.<br><b>RI.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.<br><b>RI.5.</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.<br><b>RI.6.</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.<br><b>RI.7.</b> Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.<br><b>RI.8.</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | <b>LANGUAGE</b><br><b>L.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.<br>b. Resolve issues of complex or contested usage, consulting references as needed.<br><b>L.3.</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.<br><b>L.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade-level reading and content, choosing flexibly from a range of strategies.<br>a. Use context as a clue to the meaning of a word or phrase.<br>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.<br>c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech, or its etymology.<br>d. Verify the preliminary determination of the meaning of a word or phrase.<br><b>L.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech in context and analyze their role in the text.<br>b. Analyze nuances in the meaning of words with similar denotations. |
| An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.                                    |  |  |  |
| An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.  |  |  | <b>SPEAKING &amp; LISTENING</b><br><b>SL.2.</b> Integrate multiple sources of information present in diverse media or formats evaluating the credibility and accuracy of each source.<br><b>SL.3.</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  |
| <b>End of Instructional Window 2</b>  |  |  |  |

**Summary Overview:**

During this window of instruction, students will write informatively about topics and ideas they have researched and read. Students will read texts at the appropriate language level and engage in thinking and discussion around those texts. Students will conduct research and expand their thinking through dialogue by listening to other viewpoints and articulating their understanding.

| <b>ELP STANDARDS<br/>2, 3, 5, 7 &amp; 9</b>   | <b>WRITING DOMAIN:<br/>Students write narratives and discuss them in speaking and in writing</b>   | <b>WRITING DOMAIN ONGOING:<br/>Students conduct research and communicate findings</b>  |  |  |
|---|--|--|--|--|
| <p>An ELL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p> <p>An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.</p> <p>An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.</p> <p>An ELL can adapt language choices to purpose, task, and audience when speaking and writing.</p> <p>An ELL can create clear and coherent grade-appropriate speech and text.</p> | <p style="text-align: center;"><b>ELA PRACTICES</b></p> <p><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence.<br/> <b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>   | <p style="text-align: center;"><b>ELA PRACTICES</b></p> <p><b>EP4.</b> Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.<br/> <b>EP5.</b> Build upon the ideas of others and articulate his / her own ideas when working collaboratively.<br/> <b>EP6.</b> Use English structures to communicate context-specific messages.</p>  |  |  |
|   | <p style="text-align: center;"><b>WRITING INFORMATIONAL TEXTS</b></p> <p><b>W.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.<br/> b. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.<br/> c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.<br/> d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.<br/> e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing..<br/> f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b>W.5.</b> Develop and strengthen writing as needed by planning, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.<br/> <b>W.6.</b> Use technology, including the Internet, to produce and publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibility and dynamically.</p> | <p style="text-align: center;"><b>WRITING ABOUT LITERATURE</b></p> <p><b>W.3c</b> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>   | <p style="text-align: center;"><b>WRITING ABOUT INFORMATIONAL TEXT</b></p> <p><b>W.1c</b> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> |  |
|   | <p style="text-align: center;"><b>LANGUAGE</b></p> <p><b>L.6.</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>  | <p style="text-align: center;"><b>WRITING</b></p> <p><b>W.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br/> <b>W.7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.<br/> <b>W.8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.<br/> <b>W.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p style="text-align: center;"><b>SPEAKING &amp; LISTENING</b></p> <p><b>SL.1.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.<br/> b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.<br/> c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate other into the discussion; and clarify, verify, or challenge ideas and conclusions.<br/> d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>SL.4.</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and task.<br/> <b>SL.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> |  |  |

| ELP STANDARDS<br>1, 6, 8 & 10  | READING DOMAIN:<br>Students read grade appropriate text around which instruction is centered.   |   | LANGUAGE AND GRAMMAR<br>Students use correct English structures and vocabulary to communicate   |
|--|---|---|---|
| <p>An ELL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p>An ELL can analyze and critique the arguments of others orally and in writing.</p> <p>An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p>An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.</p> | <p style="text-align: center;"><b>ELA PRACTICES</b></p> <p><b>EP3.</b> Construct valid arguments from evidence and critique the reasoning of others.<br/> <b>EP4.</b> Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.<br/> <b>EP5.</b> Build upon the ideas of others and articulate his / her own ideas when working collaboratively.</p>  |   | <p style="text-align: center;"><b>ELA PRACTICES</b></p> <p><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence.<br/> <b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br/> <b>EP6.</b> Use English structures to communicate context-specific messages.</p>  |
|  | <p style="text-align: center;"><b>READING FOR LITERATURE</b></p> <p><b>RL.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br/> <b>RL.2.</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.<br/> <b>RL.3.</b> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.<br/> <b>RL.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.<br/> <b>RL.5.</b> Analyze how an author’s choices concerning how to structure a text, order events within it create such effects as mystery, tension or surprise.<br/> <b>RL.6.</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.<br/> <b>RL.7.</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> | <p style="text-align: center;"><b>READING FOR INFORMATIONAL TEXT</b></p> <p><b>RI.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br/> <b>RI.2.</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.<br/> <b>RI.3.</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.<br/> <b>RI.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.<br/> <b>RI.5.</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.<br/> <b>RI.6.</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.<br/> <b>RI.7.</b> Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.<br/> <b>RI.8.</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> | <p style="text-align: center;"><b>LANGUAGE</b></p> <p><b>L.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br/> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.<br/> b. Resolve issues of complex or contested usage, consulting references as needed.<br/> <b>L.3.</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.<br/> <b>L.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade-level reading and content, choosing flexibly from a range of strategies.<br/> a. Use context as a clue to the meaning of a word or phrase.<br/> b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.<br/> c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech, or its etymology.<br/> d. Verify the preliminary determination of the meaning of a word or phrase.<br/> <b>L.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br/> a. Interpret figures of speech in context and analyze their role in the text.<br/> b. Analyze nuances in the meaning of words with similar denotations.</p> |
|  |   |   | <p style="text-align: center;"><b>SPEAKING &amp; LISTENING</b></p> <p><b>SL.2.</b> Integrate multiple sources of information present in diverse media or formats evaluating the credibility and accuracy of each source.<br/> <b>SL.3.</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>  |
| <b>End of Instructional Window 3</b>   |   |   |   |

**Summary Overview:**

This window of instruction requires students to reengage with argument writing through short as well as more sustained amounts of research. Students will read texts at the appropriate language level and engage in thinking and discussion around those texts. Students will conduct research and expand their thinking through dialogue by listening to other viewpoints and articulating their understanding.

| ELP STANDARDS<br>2, 4, 5, 7 & 9  | WRITING DOMAIN:<br>Students write and present arguments   | WRITING DOMAIN ONGOING:<br>Students conduct research and communicate findings  |   |
|--|---|--|---|
| <p>An ELL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p> | <p style="text-align: center;"><b>ELA PRACTICES</b></p> <p><b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br/><b>EP3.</b> Construct valid arguments from evidence and critique the reasoning of others.</p>   | <p style="text-align: center;"><b>ELA PRACTICES</b></p> <p><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence.<br/><b>EP4.</b> Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.<br/><b>EP5.</b> Build upon the ideas of others and articulate his / her own ideas when working collaboratively.<br/><b>EP6.</b> Use English structures to communicate context-specific messages.</p>  |   |
| <p>An ELL can construct grade appropriate oral and written claims and support them with reasoning and evidence.</p>  | <p style="text-align: center;"><b>WRITING</b></p> <p><b>W.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.<br/>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationship among claim(s), counterclaims, reasons, and evidence.<br/>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.<br/>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.<br/>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br/>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>W.5.</b> Develop and strengthen writing as needed by planning, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.<br/><b>W.6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> | <p style="text-align: center;"><b>WRITING ABOUT LITERATURE</b></p> <p><b>W.3c</b> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>   | <p style="text-align: center;"><b>WRITING ABOUT INFORMATIONAL TEXT</b></p> <p><b>W.2c</b> Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> |
| <p>An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.</p>  | <p style="text-align: center;"><b>LANGUAGE</b></p> <p><b>L.6.</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>   | <p style="text-align: center;"><b>WRITING</b></p> <p><b>W.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br/><b>W.7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.<br/><b>W.8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.<br/><b>W.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p style="text-align: center;"><b>SPEAKING &amp; LISTENING</b></p> <p><b>SL.1.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.<br/>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.<br/>b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.<br/>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate other into the discussion; and clarify, verify, or challenge ideas and conclusions.<br/>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>SL.4.</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and task.<br/><b>SL.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> |   |
| <p>An ELL can adapt language choices to purpose, task, and audience when speaking and writing.</p> <p>An ELL can create clear and coherent grade-appropriate speech and text.</p>  |   |  |   |



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| An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.                                    |  |  | <p align="center"><b>SPEAKING &amp; LISTENING</b></p> <p><b>SL.2.</b> Integrate multiple sources of information present in diverse media or formats evaluating the credibility and accuracy of each source.</p> <p><b>SL.3.</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>   |
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