

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.

<p>ELP STANDARDS 2, 4, 5, 7 & 9</p>	<p>WRITING DOMAIN: Students write and present arguments</p>	<p>WRITING DOMAIN ONGOING: Students conduct research and communicate findings</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 construct grade appropriate oral and written claims and support them with reasoning and evidence.</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>ELA PRACTICES</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p>	<p>ELA PRACTICES</p> <p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his / her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	
	<p>WRITING</p> <p>W.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. <p>W.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>W.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	<p>WRITING ABOUT LITERATURE</p> <p>W.3c Use a variety of transition words, phrases and clauses to convey sequence and to signal shifts from one time frame or setting to another.</p>	<p>WRITING ABOUT INFORMATIONAL TEXT</p> <p>W.2c Use appropriate transitions to clarify the relationships among ideas and concepts.</p>
	<p>LANGUAGE</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>WRITING</p> <p>W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.8. Gather relevant information from multiple 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>W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
	<p>SPEAKING & LISTENING</p> <p>SL.1. Engage 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.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. <p>SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.6. 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: Students read grade appropriate text around which instruction is centered.	LANGUAGE AND GRAMMAR 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;">ELA PRACTICES</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="298 315 1016 354" style="width: 50%; text-align: center;">READING FOR LITERATURE</th> <th data-bbox="1021 315 1688 354" style="width: 50%; text-align: center;">READING FOR INFORMATIONAL TEXT</th> </tr> </thead> <tbody> <tr> <td data-bbox="298 357 1016 1284"> <p>RL.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.3. Describe how the plot of a particular story or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.</p> <p>RL.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> </td> <td data-bbox="1021 357 1688 1284"> <p>RI.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.2. 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Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> </td> </tr> </tbody> </table> <p style="text-align: center;">SPEAKING & LISTENING</p> <p>SL.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally); explain how it contributes to a topic, text, or issue under study. SL.3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	READING FOR LITERATURE	READING FOR INFORMATIONAL TEXT	<p>RL.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.3. 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Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p style="text-align: center;">ELA PRACTICES</p> <p>EP1. Support analyses of a range of grade-level complex texts with evidence. EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.</p> <p style="text-align: center;">LANGUAGE</p> <p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others’ writing and speaking, identify and use strategies to improve expression in conventional language. <p>L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. <p>L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g. cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>wasteful</i>, <i>thrifty</i>).
READING FOR LITERATURE	READING FOR INFORMATIONAL TEXT					
<p>RL.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.3. Describe how the plot of a particular story or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.</p> <p>RL.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p>RI.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.5. 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>RI.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>					
End of Instructional Window 1						

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>ELP STANDARDS 2, 3, 5, 7 & 9</p>	<p>WRITING DOMAIN: Students write and discuss narratives</p>	<p>WRITING DOMAIN ONGOING: Students conduct research and communicate findings</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>ELA PRACTICES</p> <p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>WRITING NARRATIVES</p> <p>W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.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>W.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>LANGUAGE</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>ELA PRACTICES</p> <p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his / her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p> <p>WRITING ABOUT INFORMATIONAL TEXT</p> <p>W.1c Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.</p> <p>W.2c Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>WRITING</p> <p>W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.8. Gather relevant information from multiple 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>W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SPEAKING & LISTENING</p> <p>SL.1. Engage 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.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.6. 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: Students read grade appropriate text around which instruction is centered.	LANGUAGE AND GRAMMAR 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;">ELA PRACTICES</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p style="text-align: center;">ELA PRACTICES</p> <p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	
	<p style="text-align: center;">READING FOR LITERATURE</p> <p>RL.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.3. Describe how the plot of a particular story or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.</p> <p>RL.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p style="text-align: center;">READING FOR INFORMATIONAL TEXT</p> <p>RI.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.5. 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>RI.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p style="text-align: center;">LANGUAGE</p> <p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others’ writing and speaking, identify and use strategies to improve expression in conventional language. <p>L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style. Maintain consistency in style and tone. <p>L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g. cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>wasteful</i>, <i>thrifty</i>).
	<p style="text-align: center;">SPEAKING & LISTENING</p> <p>SL.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally); explain how it contributes to a topic, text, or issue under study.</p> <p>SL.3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>		

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.

ELP STANDARDS 2, 3, 5, 7 & 9	WRITING DOMAIN: Students write and discuss informational texts	WRITING DOMAIN ONGOING: 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>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 align="center">ELA PRACTICES</p> <p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p align="center">ELA PRACTICES</p> <p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his / her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	
	<p align="center">WRITING INFORMATIONAL TEXTS</p> <p>W.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> <p>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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.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>W.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 align="center">WRITING ABOUT LITERATURE</p> <p>W.3c Use a variety of transition words, phrases and clauses to convey sequence and to signal shifts from one time frame or setting to another.</p>	<p align="center">WRITING ABOUT INFORMATIONAL TEXT</p> <p>W.1c Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.</p>
	<p align="center">LANGUAGE</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p align="center">WRITING</p> <p>W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.8. Gather relevant information from multiple 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>W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
	<p align="center">SPEAKING & LISTENING</p> <p>SL.1. Engage 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.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.6. 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: Students read grade appropriate text around which instruction is centered.		LANGUAGE AND GRAMMAR 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>	ELA PRACTICES EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.		ELA PRACTICES EP1. Support analyses of a range of grade-level complex texts with evidence. EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.
	READING FOR LITERATURE RL.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.3. Describe how the plot of a particular story or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. RL.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot. RL.6. Explain how an author develops the point of view of the narrator or speaker in a text. RL.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	READING FOR INFORMATIONAL TEXT RI.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.5. 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. RI.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RI.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. RI.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	LANGUAGE L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others’ writing and speaking, identify and use strategies to improve expression in conventional language. L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style. Maintain consistency in style and tone. L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g. cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>wasteful</i>, <i>thrifty</i>).
	SPEAKING & LISTENING SL.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally); explain how it contributes to a topic, text, or issue under study. SL.3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		

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 2, 4, 5, 7 & 9	WRITING DOMAIN: Students write and present arguments	WRITING DOMAIN ONGOING: 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>An ELL can construct grade appropriate oral and written claims and support them with reasoning and evidence.</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>ELA PRACTICES</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p>	<p>ELA PRACTICES</p> <p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his / her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		
	<p>WRITING</p> <p>W.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p> <p>W.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>W.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>WRITING ABOUT LITERATURE</p> <p>W.3c Use a variety of transition words, phrases and clauses to convey sequence and to signal shifts from one time frame or setting to another.</p>	<p>WRITING ABOUT INFORMATIONAL TEXT</p> <p>W.2c Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	
	<p>LANGUAGE</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>WRITING</p> <p>W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.8. Gather relevant information from multiple 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>W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SPEAKING & LISTENING</p> <p>SL.1. Engage 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.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.6. 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: Students read grade appropriate text around which instruction is centered.	LANGUAGE AND GRAMMAR Students use correct English structures and vocabulary to communicate	
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	<p style="text-align: center;">SPEAKING & LISTENING</p> <p>SL.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally); explain how it contributes to a topic, text, or issue under study. SL.3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>		
<p>End of Instructional Window 4 - END DOCUMENT -</p>			