

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 FOR THE DISCIPLINES: Students conduct research and write arguments</p>	<p>COMMUNICATION WITHIN THE DISCIPLINES: Students participate in collaborative discussions on content-related topics.</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>ENGLISH 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>EP6. Use English structures to communicate context-specific messages.</p>	<p>MATH PRACTICES</p> <p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>	<p>SCIENCE PRACTICES</p> <p>SP1. Ask questions and define problems.</p> <p>SP3. Plan and carry out investigations.</p> <p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate and communicate information.</p>
	<p>WRITING IN THE CONTENT AREAS (HISTORY, SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS)</p> <p>WHST.1 Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s); distinguish the claims from alternate or opposing claims, and create an organization that logically sequences the claims, counterclaims, reasons and evidence. b. Develop claim(s) and counterclaim(s) fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values and possible biases. c. Use words, phrases, and clauses as well as varied syntax 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 claims and counterclaims. 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. e. Provide a concluding statement or section that follows from or supports the argument presented. <p>WHST.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>WHST.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.6 Use technology, including the Internet, to produce, publish and update individual or shared writing projects in response to ongoing feedback, including new arguments or information.</p> <p>WHST.7 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 inquire when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST.9 Draw evidence from informational texts to support analysis, reflection and research.</p>	<p>SPEAKING & LISTENING</p> <p>SL.1. Initiate and participate 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"> 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. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>SL.4. Present information, findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks.</p> <p>SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	
		<p>LANGUAGE</p> <p>L.6. 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>	

ELP STANDARDS 1, 6, 8 & 10	ELA PRACTICES		MATH PRACTICES	SCIENCE PRACTICES
<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>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 or her own ideas when working collaboratively</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique the reasoning of others.</p> <p>MP6. Attend to precision.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate and communicate information.</p>
	<p>READING FOR HISTORY/SOCIAL STUDIES</p> <p>RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where text leaves matters uncertain.</p> <p>RH.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over time.</p> <p>RH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, verbally) in order to address a question or solve a problem.</p> <p>RH.8 Evaluate an author’s premise, claims and evidence by corroborating or challenging them with other information.</p>	<p>READING FOR INFORMATIONAL TEXT</p> <p>RI.1. Cite textual evidence that most strongly supports an 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 analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.3. Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies or categories).</p> <p>RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</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. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p>READING FOR SCIENCE / TECHNICAL SUBJECTS</p> <p>RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.4 Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade-level texts and topics.</p> <p>RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.8 Distinguish among facts, reasoned judgment based on research findings and speculation in a text.</p>	
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	<p>WRITING FOR HISTORY</p> <p>WHST.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values and possible biases.</p>		<p>SPEAKING & LISTENING</p> <p>SL.2. Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.3. Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.</p> <p>LANGUAGE</p> <p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <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> <p>L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6 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>	

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.

<p>ELP STANDARDS 2, 4, 5, 7 & 9</p>	<p>WRITING FOR THE DISCIPLINES: Students conduct research and write arguments</p>	<p>COMMUNICATION WITHIN THE DISCIPLINES: Students participate in collaborative discussions on content-related topics.</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>ENGLISH PRACTICES</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP6. Use English structures to communicate context-specific messages.</p>	<p>MATH PRACTICES</p> <p>MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP6. Attend to precision.</p>	<p>SCIENCE PRACTICES</p> <p>SP1. Ask questions and define problems. SP3. Plan and carry out investigations. SP4. Analyze and interpret data. SP6. Construct explanations and design solutions. SP7. Engage in argument from evidence. SP8. Obtain, evaluate and communicate information.</p>
	<p>WRITING IN THE CONTENT AREAS (HISTORY, SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS)</p> <p>WHST.1 Write arguments focused on discipline-specific content. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s); distinguish the claims from alternate or opposing claims, and create an organization that logically sequences the claims, counterclaims, reasons and evidence. b. Develop claim(s) and counterclaim(s) fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values and possible biases. c. Use words, phrases, and clauses as well as varied syntax 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 claims and counterclaims. 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. e. Provide a concluding statement or section that follows from or supports the argument presented. WHST.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. WHST.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. WHST.6 Use technology, including the Internet, to produce, publish and update individual or shared writing projects in response to ongoing feedback, including new arguments or information. WHST.7 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 inquire when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. WHST.9 Draw evidence from informational texts to support analysis, reflection and research.</p>	<p>SPEAKING & LISTENING</p> <p>SL.1. Initiate and participate 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. 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. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.4. Present information, findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks. SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	
		<p>LANGUAGE</p> <p>L.6. 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>	

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