

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>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> <ol style="list-style-type: none"> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from 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.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas effectively.</p> <p>WHST.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional, related focused questions that allow for multiple avenues of exploration.</p> <p>WHST.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9 Draw evidence from 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> <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations and ideas. Acknowledge new information expressed by others and, when warranted, qualify or justify own views in light of the evidence presented. <p>SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; 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>		
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	<p style="text-align: center;">READING IN HISTORY AND SOCIAL STUDIES</p> <p>RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history / social studies.</p> <p>RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.8 Distinguish among fact, opinion and reasoned judgment in a text.</p>	<p style="text-align: center;">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 style="text-align: center;">READING IN SCIENCE AND TECHNICAL SUBJECTS</p> <p>RST.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</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 grades 6-8 texts and topics.</p> <p>RST.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>RST.8 Distinguish among facts, reasoned judgment based on research findings and speculation in a text.</p>	
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	<p style="text-align: center;">WRITING FOR HISTORY</p> <p>WHST.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p>		<p style="text-align: center;">SPEAKING & LISTENING</p> <p>SL.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</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> <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 or 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 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>	

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 FOR THE DISCIPLINES: Students conduct research and write arguments.	COMMUNICATION WITHIN THE DISCIPLINES: Students participate in collaborative discussions on content-related topics.	
<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 style="text-align: center;">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 style="text-align: center;">WRITING IN THE CONTENT AREAS (HISTORY, SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS)</p> <p>WHST.1 Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.</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>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.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas effectively.</p> <p>WHST.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional, related focused questions that allow for multiple avenues of exploration.</p> <p>WHST.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9 Draw evidence from informational texts to support analysis, reflection and research.</p>	<p style="text-align: center;">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 style="text-align: center;">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 style="text-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 researched material under study; 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 questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations and ideas.</p> <p>d. Acknowledge new information expressed by others and, when warranted, qualify or justify own views in light of the evidence presented.</p> <p>SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; 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>	
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ELP STANDARDS 1, 6, 8 & 10	ELA PRACTICES		MATH PRACTICES	SCIENCE PRACTICES
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