LDC **Literacy Design Collaborative**

Ch...Ch...Ch...Changes

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This module is meant to be taught in conjunction with the Colorado Department of Education Instructional Unit Sample for 7th grade Social Studies entitled, "Ch...Ch...Ch...Changes", learning experience #6, found at:

http://www.cde.state.co.us/standardsandinstruction/instructionalunits-socialstudies

The focus of this unit is the continent of Africa. Students will investigate and analyze the economic reasons that people migrate (such as access to and availability of resources); the social reasons that people migrate (the proliferation of cultures, interdependence); the political reasons that people migrate (unrest) and/or the environmental reasons why people migrate. The time frame encompassed in this unit is Ancient Kingdoms (e.g., Egypt, Kush, etc.) to European imperialism and the impact that the movement of peoples had on native peoples/cultures. Teachers may choose to make connections to present day Africa in order to illuminate the continued conflicts that have their roots in European imperialism and/or the forced movement of people.

GRADES	DISCIPLINE	COURSE
7	🌎 **Social Studies**	☰ **Social Studies**

Section 1: What Task?

Teaching Task

Task Template 19 - Informational or Explanatory

After reading literature, informational texts, charts, graphs and maps, write a newspaper article in which you explain how economic reasons for migration such as supply, demand and access to resources established early trade networks in Africa. Support your discussion with evidence from the text(s).

Common Core State Standards

Reading Standards for Literacy in History/Social Studies 6—12

RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6—8 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6—12

WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.2.e Establish and maintain a formal style and objective tone.

WHST.6-8.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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

WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Additional Standards

Colorado

Colorado Academic Standards for Social Studies

CO   Describe the characteristics and distribution of physical systems, cultural patterns and economic interdependence to make predictions. Topics to include but not limited to environmental issues and cultural diffusion

CO   Explain how the physical environment of a place influences its economy, culture, and trade patterns

CO   Define supply and demand

CO   Identify factors that cause changes in supply and demand

CO   Identify patterns of trade between places based on distribution of resources

Texts

- **Map of gold trade across the Sahara**
- **African Trade Kingdoms**
- **Trekking to Timbuktu: Trade in Ancient West Africa**
- **Migration - Movement and sound bites about why people moved in Africa**

LDC Student Work Rubric - Informational or Explanatory

	Not Yet	**Approaches Expectations**	**Meets Expectations**	**Advanced**
	1	**2**	**3**	**4**
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak or uneven focus.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Often times, access to various resources facilitates increased interdependence between societies as they strive to meet the needs of growing populations. This module focuses on how the wants and needs of the African Kingdoms led to vast trade networks of goods and services. Students' will develop an understanding of how supply, demand, and access to resources resulted in the development the salt, gold, and other trade networks in pre-colonial Africa.

Extension

Students complete a template to organize the information for their newspaper article. Students may collaborate with another student(s) to create *the African Independence* newspaper (possibly including elements of a newspaper, article, political cartoon, editorial, advertisement, etc.) with each inclusion highlighting a concept of supply, demand, and access to resources determined by early trade routes in Africa.

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > **TASK ENGAGEMENT**: Based on prior knowledge of African trading networks, supply, demand and access to resources from previous learning experiences and general knowledge, students fill in a KWL chart based on viewing primary source photographs and illustrations.

TASK AND RUBRIC ANALYSIS > **TASK ANALYSIS**: Ability to understand and explain the task's prompt and rubric.

Reading Process

PRE-READING > **TEXT SELECTION**: Students need to select the topic of their newspaper article. Once they've done this, they need to create a bibliography of possible websites to use. This task aids in their ability to identify appropriate texts.

ACTIVE READING > **NOTE-TAKING**: Once topic is selected start to gather information on specific topic. Cornell Notes mini-task is a basic lesson on note taking that then can be used for their specific topic.

Transition to Writing

BRIDGING CONVERSATION > **PREPARING FOR WRITING**: Ability to begin linking reading results to writing task.

Writing Process

PLANNING > **PLANNING THE WRITING**: Ability to develop a line of thought and text structure appropriate to an argumentation task.

WRITE YOUR ARTICLE: Using the information learned about newspaper articles and the graphic organizer, write the article.

REVISION, EDITING, AND COMPLETION > **EDITING**: Ability to proofread and format a piece to make it more effective.

REVISION, EDITING, AND COMPLETION > **FINAL DRAFT**: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
40 mins	**BRIDGING CONVERSATION > TASK ENGAGEMENT**: Based on prior knowledge of African trading networks, supply, demand and access to resources from previous learning experiences and general knowledge, students fill in a KWL chart based on viewing primary source photographs and illustrations.	**AFRICAN TRADE KWL CHART** 1. Look at the pictures on the following page. 2. Then, fill in the *K* part of the KWL chart with what you know about each picture and the *W* part of the chart with what you want to know.	Meets expectations if: - Students complete the chart with at least one thing that they "know" for each of the pictures provided. - Students ask at least one question for each of the pictures provided. - Students fill the *K* column with their prior knowledge of coal, nuclear, wind, hydroelectric, or solar power or with what they observe in the images.	1. Have students fill out KWL chart individually and then share out answers either in small groups or as a whole. 2. Ask students to identify similar responses. 3. Prompt students to provide a source for the information they "know." 4. After reviewing the prompt and the titles of the texts in the unit, ask students where they think they'll find the answers to their questions. *Mini-Task Author/School* - Katie Abole, David Buie, Justine Davies, Dana Hamilton, Asher Laub, Nithya Vasudevan (Bronx Leadership Academy 2)

Standards:

CCSS.ELA-LITERACY.CCRA.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

Additional Attachments:

📄 **African Trade KWL Chart**

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
15 mins	**TASK AND RUBRIC ANALYSIS > TASK ANALYSIS**: Ability to understand and explain the task's prompt and rubric.	**CHALK TALK (LIST)** Silently read the essential question posted on the board. Think about it and silently add your thoughts/ideas as a part of a class list in response to the question.	Product meets expectations if students participate meaningfully by adding to the chalk talk.	**NOTE:** Chalk Talk is a silent way to reflect, generate ideas, check on learning, develop projects, or solve problems. Because it is done completely in silence, it gives students a change of pace and encourages thoughtful contemplation about the word, question, artifact or picture presented. **SET UP** The teacher writes a word or the task's essential question on the board and circles it. **LESSON** Do Now: Silently journal about the essential question on the board. You might write: what it reminds you of, what questions you have, what you think the answer is, things you already know, etc. 1 The teacher explains the norms and expectations of "chalk talk": * Silence in the room. *One person at the board at a time *If classroom culture permits, it can also be very effective to say nothing at all except to put finger to lips in a gesture of silence and simply begin with #2. 3 The teacher either hands a piece of chalk to everyone or places many pieces of chalk at the board and hands several pieces to people at random. 4 People write as they feel moved. There are likely to be long silences?that is natural, so allow plenty of wait time before deciding it is over. 5 How the teacher chooses to interact with the Chalk Talk influences its outcome. The teacher can stand back and let it unfold or expand thinking by: * circling other interesting ideas, thereby inviting comments to broaden writing questions about a participant comment adding his/her own reflections or ideas

Standards:

CCSS.ELA-LITERACY.CCRA.W.10 : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.CCRA.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Reading Process

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	**PRE-READING > TEXT SELECTION**: Students need to select the topic of their newspaper article. Once they've done this, they need to create a bibliography of possible websites to use. This task aids in their ability to identify appropriate texts.	**SOURCE EVALUATION, OR "USE/DON'T USE"** Using one of the texts provided by the teacher, evaluate it for: 1. Readability: are you able to understand it? 2. Publisher/author: is this a .com, .gov, .org, .edu, etc.? 3. What is their reputation/ what is their authority? 4. Accuracy: can this information be supported by other reputable sites? 5. Currency: is the source up to date for use on a social studies paper? 6. Is it a primary source for a history paper? (as opposed to 20/20 hindsight) 7. Bias: is it pro or con? Is there an agenda? Besides the stance you're taking on the paper (e.g., a pro gun essay written by Smith and Wesson)	Student is able to: - Justify whether text should be used or not, evaluation -Summarize the text's main points (text-complexity is appropriate for that particular student) -Identify author/publisher and their authority -Identify when published or updated -Identify bias when applicable	1. Teacher or librarian models evaluation of texts. Does "think aloud" to explain whether to use or not use, will use at least 2 texts: 1 that fails to meet criteria and 1 that meets criteria 2. Students complete evaluation, answering all seven questions.

Standards:

CCSS.ELA-LITERACY.CCRA.W.8 : Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.7 : Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Additional Attachments:

% **Evaluating Sources**

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
40 mins	**PRE-READING > TEXT SELECTION**: Students need to select the topic of their newspaper article. Once they've done this, they need to create a bibliography of possible websites to use. This task aids in their ability to identify appropriate texts.	**STUDENT BIBLIOGRAPHY** Students create an annotated bibliography of possible sources to use to complete their task.	Bibliography includes _____ (number of sources) with hyperlink and description of the information found on the website.	1. Teacher gives students a list of resources in which they can find useful information. 2. Students make an annotated bibliography that includes website URL and a brief summary of information on the website. 3. Students may add other resources as they come across them as long as they've evaluated the source.

Standards:

CCSS.ELA-LITERACY.CCRA.W.2 : Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.CCRA.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.6 : Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.W.8 : Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

CCSS.ELA-LITERACY.WHST.6-8.6 : Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CCSS.ELA-LITERACY.WHST.6-8.8 : 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.

Additional Attachments:

📄 **African Trade Resources**

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
40 mins	**ACTIVE READING > NOTE-TAKING**: Once topic is selected start to gather information on specific topic. Cornell Notes mini-task is a basic lesson on note taking that then can be used for their specific topic.	**CORNELL NOTES** Take notes from an article using the Cornell Notes handout by (A) Defining unknown words, (B) Asking thoughtful questions, (C) Using Abbreviations or symbols, (D) Writing a summary paragraph of the most important information from the text.	**ALWAYS:** • Defines unknown words from the text • Asks thoughtful questions about the text • Uses abbreviations/symbols in their notes when possible • Summarizes the most important information in a paragraph **SOMETIMES:** • Defines unknown words from the text • Asks thoughtful questions about the text • Uses abbreviations/symbols in their notes when possible • Summarizes the most important information in a paragraph **NEVER:** • Defines unknown words from the text • Asks thoughtful questions about the text • Uses abbreviations/symbols in their notes when possible • Summarizes the most important information in a paragraph	**WARM UP** 1. Ask students to answer individually - What is the purpose of taking notes? What are different note-taking strategies you use? 2. Ask students to turn to the person sitting next to them and share out. 3. Have the entire class share out their ideas. 4. As students share out, record their ideas on the white/chalk board or in a Powerpoint. Some students might say: - Pick out main ideas - Summarize with short phrases and keywords - Note important facts and vocabulary words - Use symbols and abbreviations - Put into your own words - Ask questions 5. Explain to students that the note-taking strategy they will be learning about today called Cornell Notes involves many of these skills. It helps people remember and organize new information. **MODELING** 1. Distribute the blank Cornell Notes handout and the Sample Article to students. 2. Using either an overhead projector or computer, display the blank handout. 3. Explain to students you will model how to fill in the handout while the class reads the article. 4. Have one student read aloud the article. 5. As the student reads, stop occasionally to complete the Cornell Notes handout (see the Sample Handout). Have students fill in the same information on their handout. 6. Ask students to turn to the person sitting next to them - How do I select what information I need to write down on a Cornell Notes form? What types of information do I need to write down on a Cornell Notes form? 7. Have the entire class share out their ideas. **PRACTICE** 1. Assign partners and have students take turns reading the new article. As students read they should annotate the Practice Article by (A) Writing a "B" next to information that is a Benefit and (B) Writing a "D" next to information that is a Disadvantage 2. Have students work individually to complete their

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
				Cornell Notes Handout.

Cornell Notes Handout.

3. Have students share their notes with their partner.

4. Ask each pair to discuss - What information did you think was important to include on your handout? Why?

5. Have the entire class share out their ideas.

CLOSING

1. Ask students to respond individually - What was challenging/easy about the Cornell Notes activity? How might this strategy be helpful throughout the year?

2. Have the entire class share out their ideas.

Additional Instruction

Cornell Notes can be used as the main method for students to develop their reading and writing skills through annotation of sources. This strategy can also be an effective means of formative assessment. While students are working, review their work; look for "trends" in misunderstandings (with either content or writing skills) and conduct a short mini-lesson with individuals, small groups, or the entire class.

Standards:

CCSS.ELA-LITERACY.CCRA.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.R.2 : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

| | SKILL AND | | | |
| PACING | DEFINITION | PRODUCT AND PROMPT | SCORING GUIDE | INSTRUCTIONAL STRATEGIES |

Additional Attachments:

📄 **Cornell_Note_Taking_System - Sample.pdf**

📄 **Cornell_Note_Taking_System.doc**

📄 **Cornell_Note_Taking_System.pdf**

📄 **Cornell Notes-student work.pdf**

📄 **Sample Article .pdf**

📄 **Practice Article.pdf**

Transition to Writing

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
45 mins	**BRIDGING CONVERSATION > PREPARING FOR WRITING**: Ability to begin linking reading results to writing task.	**SELECTING AND USING QUOTES (HANDOUT)** Select relevant quotations that support your essay's argument and practice integrating them into your essay by (1) describing the context, (2) blending the quotation using an appropriate signal phrase, and (3) explaining the importance of providing context and using blending.	Student (Always/Sometimes/Never): - Selects relevant quotations that support the essay's argument. - Explains the relevant context information to integrate the quotations. - Blends the quotations into the essay by using appropriate signal phrases. - Articulates the importance of providing background information for quotations and integrating them into an essay.	1. Review the terms quotation, context, and blend with students. 2. Show the video clip http://www.youtube.com/watch?v=zuLbUO5-mws (2:47-3:55) to students. As they listen, ask students to write down two questions about this new skill. 3. Have students turn to the person sitting next to them, share their questions, and try to come up with answers. 4. Share out questions and answers as a whole class. 5. Read aloud a quote to students that is blended with appropriate context. Think aloud about how you chose the quote and then integrated it into your essay (using the steps of the Protocol on the Student Handout). Label the topic sentence, context sentence, tag/frame, and blended quote. 6. Ask students: Why does this make for strong writing? 7. Present an additional quotation to students that is blended, but with the inappropriate context. Ask students to help you revise the context. 8. Present an additional quotation to students that has the appropriate context, but is not blended properly. Ask students to help you blend the quote. 9. Distribute the handout for students to practice blending quotes with context. 10. Share out.

Standards:

CCSS.ELA-LITERACY.CCRA.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.W.8 : Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.

Additional Attachments:

📄 **Aztecs-Quotes_blended_in context.doc**
📄 **Quotation TEMPLATE.doc**

Writing Process

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	**PLANNING > PLANNING THE WRITING**: Ability to develop a line of thought and text structure appropriate to an argumentation task.	**WRITING A NEWSPAPER ARTICLE** Show students how to follow the organization of a newspaper article and how to write one.	Students fill out "Graphic organizer for newspaper articles" completely.	1. Teacher follows guidelines from Strengthening Newspaper Literacy website (in teacher resources). 2. Students fill out the graphic organizer for a sample article. 3. Students fill out the graphic organizer as an outline to write their own article on African trade networks.

Standards:

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

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

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

CCSS.ELA-LITERACY.W.7.1A : Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-LITERACY.W.7.1B : Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-LITERACY.W.7.2 : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

Additional Attachments:

📄 **Understanding Newspaper Articles**

🔗 **Strengthen Newspaper Literacy**

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
20 mins	**REVISION, EDITING, AND COMPLETION > EDITING**: Ability to proofread and format a piece to make it more effective.	**CORRECT DRAFT (LDC PROTOTYPE)** Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	• Provides draft free from distracting surface errors. • Uses format that supports purpose.	• Briefly review selected skills that many students need to improve. • Teach a short list of proofreading marks. • Assign students to proofread each other's texts a second time. • Article can be digital, or hard copy format

Standards:

CCSS.ELA-LITERACY.CCRA.L.2 : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
10 mins	**REVISION, EDITING, AND COMPLETION > FINAL DRAFT**: Ability to submit final piece that meets expectations.	**FINAL PIECE (LDC PROTOTYPE)** Turn in your complete set of drafts, plus the final version of your piece.	• Fits the "Meets Expectations" category in the rubric for the teaching task.	*None*

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
	Standards: **CCSS.ELA-LITERACY.CCRA.W.10** : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided