

## ALIGNMENT TO STANDARDS

WG Weekly Activity	Guiding Practices	Standards
<b>English Language Arts</b> “This Week’s Issue”	<ul style="list-style-type: none"> <li>▶ Building knowledge through content-rich nonfiction</li> <li>▶ Reading, writing, and speaking grounded in evidence from the text</li> <li>▶ Regular practice with complex text and academic language</li> </ul>	<p><b>R.1</b> Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>R.2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>R.7</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b>R.8</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p><b>R.10</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>
<b>Focus Word Introduction and Reinforcement</b> “Use the Focus Words”	<ul style="list-style-type: none"> <li>▶ Regular practice with complex text and academic language</li> </ul>	<p><b>L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p><b>L.5</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p><b>L.6</b> Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p>
<b>Math</b> “Do the Math”	<ul style="list-style-type: none"> <li>▶ Building knowledge through content-rich nonfiction</li> <li>▶ Reading, writing, and speaking grounded in evidence from the text</li> </ul>	<p>Word Generation math lessons encourage students to:</p> <p><b>MP1</b> Make sense of problems and persevere in solving them.      <b>MP5</b> Use appropriate tools strategically.</p> <p><b>MP2</b> Reason abstractly and quantitatively.      <b>MP6</b> Attend to precision.</p> <p><b>MP3</b> Construct viable arguments and critique the reasoning of others.      <b>MP7</b> Look for and make use of structure.</p> <p><b>MP4</b> Model with mathematics.      <b>MP8</b> Look for and express regularity in repeated reasoning.</p>
<b>Science</b> “Think Scientifically”	<ul style="list-style-type: none"> <li>▶ Building knowledge through content-rich nonfiction</li> <li>▶ Reading, writing, and speaking grounded in evidence from the text</li> </ul>	<p><b>RST.6-8.1</b> Cite specific textual evidence to support analysis of science and technical texts.</p> <p><b>RST.6-8.8</b> Distinguish among facts, opinion, and reasoned judgment in a text.</p> <p><b>RST.6-8.9</b> Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>
<b>Social Studies</b> “Debate the Issue”	<ul style="list-style-type: none"> <li>▶ Reading, writing, and speaking grounded in evidence from the text</li> <li>▶ Regular practice with complex text and academic language</li> </ul>	<p><b>R.9</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b>SL.3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>SL.4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>SL.6</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>WST.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<b>Writing</b> “Take a Stand”	<ul style="list-style-type: none"> <li>▶ Building knowledge through content-rich nonfiction</li> <li>▶ Reading, writing, and speaking grounded in evidence from the text</li> <li>▶ Regular practice with complex text and academic language</li> </ul>	<p><b>W.1</b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.8</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>
<b>Discussion</b>	<ul style="list-style-type: none"> <li>▶ Building knowledge through content-rich nonfiction</li> <li>▶ Reading and writing grounded in evidence from the text</li> <li>▶ Regular practice with complex text and academic language</li> </ul>	<p><b>SL.1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>