

UNIT 2 Writing Argument

Content Area: **ELA**
Course(s):
Time Period: **Marking Period 2**
Length: **9 weeks**
Status: **Published**

Course Pacing Guide

This pacing guide should include the vision and mission of the course. It will be the same for all units in your course.

The simpler, the better. Pacing guide flaws come when they are too constricting, so big ideas is best (Cobb, McClain, de Silva Lamberg, & Dean, 2003; Wiggins, Wiggins, & McTighe, 2005)

Model

Unit	Trimester	Weeks
Narrative Craft	1	9
The Research-Based Argument Essay	2	9
Literary Essay	2	6
The Lens of History	3	6

Unit Overview

In this unit, you'll teach children the writing skills of a researcher and an essayist. Students will form informed opinions from within their reading and research on a topic and craft these opinions into an argument essay. Students will stake a claim, provide logically ordered reasons in its defense, and also dismember possible counterclaims. You will want to tap into reading workshop time for children to do the extensive reading and researching of topics that will provide the information for the argument essay.

Enduring Understandings

Students will understand that...

- Writers learn a variety of strategies for researching a topic

- Writers a volume of notes that capture the important points of the topic but also generate thoughts and reactions to the topic
- Researchers examine the many sides of a topic.
- Research essayists rank their theories, and develop the most relevant or intriguing topics into essays

Essential Questions

- In what ways does an essayist establish a voice of credibility?
- Why is it important to construct an argument with audience in mind?
- How does an essayist decide what issues to argue for/against?

New Jersey Student Learning Standards (No CCS)

Writing Standards:

Text Types and Purposes

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
2. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
3. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
4. Provide a conclusion related to the opinion presented.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

1. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
3. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.

5. Provide a conclusion related to the information of explanation presented.

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
2. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
3. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
4. Use concrete words and phrases and sensory details to convey experiences and events precisely.
5. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6. With some guidance and support from adults and peers, 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 two pages in a single sitting.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of all sources.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

1. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
2. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

1. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
2. Follow agreed-upon rules for discussions and carry out assigned roles.
3. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
4. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively and orally).

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations).

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Language Standards

Conventions of Standard English

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Explain the function of conjunctions, prepositions, and interjections in general and their function in

particular sentences.

2. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
3. Use verb tense to convey various times, sequences, states, and conditions.
4. Recognize and correct inappropriate shifts in verb tense.
5. Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Use punctuation to separate items in a series.
2. Use a comma to separate an introductory element from the rest of the sentence.
3. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
4. Use underlining, quotation marks, or italics to indicate titles of works.
5. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge and Language

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

1. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
2. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

1. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
3. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

1. Interpret figurative language, including similes and metaphors, in context.
2. Recognize and explain the meaning of common idioms, adages, and proverbs.
3. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand

each of the words.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly moreover, in addition).

Amistad Integration

Students can use mentor texts such as:

- I Am Malala - Malala Yousafzai (Z)

- Malala Yousafzai - Robin Doak (S)

- Let the Children March - Monica Clark

--Shaking Things Up: 14 Young Women Who Changed the World by Susan Hood

Holocaust/Genocide Education

Interdisciplinary Connections

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Technology Standards

0xTECH.8.1.5 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- 0xTECH.8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 0xTECH.8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
- 0xTECH.8.1.5.B Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
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21st Century Themes/Careers

List specific standards that are relevant
No general statements

Financial Literacy Integration

Instructional Strategies & Learning Activities

Instructional Focus:

Bend I: Research Essayists Collect Information and Make Notes

Session 1: Today I want to teach you that writers collect evidence to support various sides of an argument (p.1-14).

We do this by:

1. Reading the information in the text and thinking about which side of the argument it supports.
2. Writing down the information “for” and “against” (refer to chart on p. 6).

Session 2: Today I want to teach you that writers organize their opinions and supporting reasons for essays and then quickly write a “flash draft” to get their whole piece of writing down quickly (p. 15-26).

We do this by:

1. Using a boxes-and-bullets structure to organize your opinion and supporting reasons.
2. Writing a “flash draft” quickly and then going back later to revise.

Session 3: Today I want to teach you that argument writers include compelling evidence that they have gathered from research materials, in order to prove their point (p. 27-38).

We do this by:

1. Reading research articles and looking for evidence to support my claim,
2. Paraphrase the evidence, by writing it down in my own words.
3. Revisit my draft to see where the evidence fits in best and add it in.

Session 4: Today I want to teach you that writers search for quotes that are powerful to add to their essays. Then, they unpack the quote and explain how it relates to their claim (p. 39-48).

We do this by:

1. Revisit texts and identify powerful quotations (refer to chart on p. 43).
2. Use a system to keep track of these quotes (e.g., index cards, color-coding, etc.).
3. Revisit my draft to add in quotations, being sure to not only include the quote, but unpack its meaning to relate it to my claim.

Session 5: Today I want to teach you that writers write multiple drafts of an essay to ensure that the final product consists of the strongest evidence and best structure (p. 49-55).

We do this by:

1. Laying out all of my evidence and sorting it into reasons that support my claim.
2. Think about the best way to order your reasons.
3. Taking turns with my writing partner to orally rehearse the first body paragraph of my essay (refer to chart on p. 50).
4. Repeat this process by orally rehearsing the remainder of my body paragraphs by “talking to my paper.”
5. Draft my essay.

Session 6: Today I want to teach you that writers alternate layers of researched evidence and thinking/explanation, much like a layer cake, to craft a balanced essay (p. 56-65).

We do this by:

1. Analyze each piece of evidence, using predictable questions (refer to chart on p. 58).
2. Revisit your draft to identify areas where evidence is provided without thinking/explanation.
3. Using transitional phrases to prop up your sources, include your thinking/explanation (refer to chart on p. 60).

Session 7: Today I want to teach you that writers select the best medium and format for their letter, keeping their audience in mind (p. 66-70).

We do this by:

1. Thinking about who their audience is and how they want this person or group of people to receive their argument.

2. Considering all possible formats and mediums.
3. Selecting the best format and medium and publishing their letter.

Session 8: Today I want to teach you that when writers finish one published argument essay, they evaluate it to develop goals for future essays that they will write (p. 71-82).

We do this by:

1. Reading through the criteria listed in the Opinion Writing Checklist (refer to p. 68).
2. Rereading my published letter and evaluating my progress in each area.
3. Identifying the areas in which I am not yet secure to set a goal or two for the remainder of the unit.

Bend II: While Making Notes, Researchers Examine the Many Sides of a Topic

Session 9: Today I want to teach you that writers prepare to write a lot by thinking about and selecting the best way to take notes about the research that they will collect (p. 71-82).

We do this by:

1. Consider all of the possible ways you can collect research and develop your thinking (refer to chart on p. 76).
2. Select the system that will work best for you and get your system organized.
3. Begin to collect research, using your system.

Session 10:

Today I want to teach you that writers reread research collected earlier in the unit, in light of new knowledge to think more deeply about it and add detail to our notes (p. 83-94).

We do this by:

1. Rereading texts from which we obtained our research earlier in the unit.
2. Consider new knowledge that I have gathered about my claim to reveal new thoughts that I have about the evidence presented in the text.
3. Add these new thoughts to my notes.

Session 11: Today I want to teach you that writers imagine themselves writing the beginning, middle, and end of their essay to anticipate possible problems that they may face (p. 95-104).

We do this by:

1. Touching the top of our page to imagine what our introduction will include.
2. Touching the middle of our page to consider how we will order our reasons and the evidence we will provide in our body paragraphs.
3. Touching the bottom of our page to plan how we will restate our claim and leave our reader with “food for

thought.”

4. Identify any possible problems we may face and seek out the help to tackle them.

Session 12: Today I want to teach you that argument writers anticipate possible counterarguments someone might produce and acknowledge them in their essays (p. 105-116).

We do this by:

1. Read through your essay and for every point, consider what a rebuttal might be.
2. Counter the rebuttals using “setup” language (refer to chart on p. 108).
3. Revisit your essay to consider which counterclaims to include and add them in.

Session 13: Today I want to teach you that argument writers evaluate their essays for the strongest reasons and evidence, by considering possible flaws in reasoning (p. 117-128).

We do this by:

1. Becoming familiar with common flaws in reasoning (refer to chart on pp. 122-123).
2. Rereading our essays with these flaws in mind to identify flaws in our reasoning, as reflected in our essays.
3. Revising the flawed reason(s) and/or piece(s) of evidence.

Session 14: Today I want to teach you that writers make adjustments to their essays to most effectively appeal to their target audience (p. 129-140).

We do this by:

1. Identify your target audience.
2. Consider persuasive techniques that will sway your audience (refer to chart on p. 135).
3. Revise your essay, using these techniques.

Session 15: Today I want to teach you that when writers are part of a panel, they “dress the part” to most effectively convince their audience (p. 141-146).

We do this by:

1. Stand up tall and use an authoritative voice when you present your argument.
2. Take it seriously - do not fidget or get silly.
3. Keeping this in mind, deliver your panel presentation.
4. Reflect on what went well and what you could improve upon.

Bend III: Research Essayists Search Our Notes for an Arguable Claim and We Build Up Our Essay Around This

Session 16: Today I want to teach you that to be a social activist you need to get involved with issues that are important to you and use all of the skills that you have learned to change how others see the issue (p. 153-

163).

We do this by:

1. Write down some issues that you care about.
2. Use boxes-and-bullets form to note reasons to support each issue.
3. Circle the claim that you could provide the best evidence to support.
4. Identify your audience and the format/medium of your writing piece (i.e. letter, petition, editorial, etc.)

Session 17: Today I want to teach you that when writers search for evidence to support their claim, they look in everywhere are deliberate in deciding which evidence to include and how to include it (p. 164-172).

We do this by:

1. Make a to-dot list of places to go, people to talk to, documents to gather, and surveys to conduct.
2. As you collect evidence, keep in mind: a. Details matter b. Once you get one piece of interesting information, get others to go with it. c. Include numbers as ratios or percentages

Session 18: Today I want to teach you that argument writers include small moments or anecdotes in their writing to bring life to an issue, as well as to appeal to their reader's emotions (p. 177-183).

We do this by:

1. Rereading your draft to identify places where you can include imagined stories.
2. Writing a small moment story (3-10 sentences) that enlivens the scene, introduces characters, and story structure.

Session 19: Today I want to teach you that persuasive writers re-examine the evidence they have presented to identify any flaws in the logic and revise it to be incontestable (p. 184-192).

We do this by:

1. Rereading each piece of evidence and testing the argument by asking: a. How do you know? b. Is that always true? c. Is that true for everyone?
2. Considering common flaws in reasoning (refer to chart on p. 188).
3. Revising the language and tone used to present the evidence (refer to chart on p. 187).

Session 20: Today I want to teach you that writers prepare their writing pieces for publication by editing for effective paragraph structure (p. 193-200).

We do this by:

1. Reread our writing pieces, using an editing checklist (refer to chart on p. 195).
2. Make effective paragraphing decisions, by: a. Identifying when you introduce a new part, idea, or reason. b. Considering how much information your reader can handle at a time.

Differentiated Instruction

Examples may include:

- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Grouping
- Rubrics
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring/Partnerships
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

-teacher conferring

-note taking

-checklist

-rubric (student/teacher)

Summative Assessment

final published piece

rubric

Benchmark Assessments

District Writing Assessment (DWA)

- fall

-winter

Alternate Assessments

flashdrafts

on demand assessments

Resources & Technology

Students will use 1:1 chromebooks.

Professional Resources:

- TCRWP Reading Book: The Research-Based Argument Essay, Grade 5, © 2017 34
- Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for on-demand unit assessment prompts, anchor charts, unit resources, Spanish-language, and other online resources (login with WUOS_GR5)
- Writing Pathways (for reading progressions and student-facing checklists)
- Teaching videos collection available at <https://vimeo.com/tcrwp/albums>
- Literacy Links: <https://sites.google.com/a/summit.k12.nj.us/literacy-links2/>
- Coaches Corner: <https://sites.google.com/a/summit.k12.nj.us/coaches-corner>

Mentor Texts

- Article: “Nutrition in Disguise” (Online resources Starter Set)
- Article: “Chocolate Milk: More Harmful than Healthful” (Online resources Starter Set)
- Exemplars Student exemplar letter by Jack (Online resources Session 3)
- Student exemplar essay “The Secrets of the Dairy Industry” by Cecilia (Online resources Session 3)

- Student exemplar letter by Clair (Online resources Session 5) ● Student exemplar essay by Jack (Online resources Session 6)
- Student exemplar letter by Kennedy (Online resources Session 7)
- Student exemplar notes by Nick (Online resources Session 8)
- Student exemplar essay “Why Chocolate Milk Should Stay” by Jack (Online resources Session 10 and 11)
- Student exemplar essay “The Secrets of the Dairy Industry” by Cecilia (Online resources Session 19)

BOE Approved Texts

- TCRWP Reading Book: The Research-Based Argument Essay, Grade 5, © 2017 34

Closure

Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or

disagree (thumbs down) with the response.

- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"
- Have students share their favorite line from their writing today.

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

*Add to or remove any of these as you see fit.

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).

- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish writing assignments
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Divide benchmark tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Show a model of the end product of directions
- Stand near the student when giving directions or presenting a lesson.
- Average grades out when assignments are reworked, or grade on corrected work.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview benchmark procedures
- Film or video supplements in place of reading text
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Chart progress and maintain data

Gifted and Talented

Examples may include:

- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking

