Cesar Chavez Middle School
Student Learning Log

Date  Class

<table>
<thead>
<tr>
<th>Long-term learning target</th>
<th>Supporting learning targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can ...</td>
<td>• I can ... evaluate the claim of an argument</td>
</tr>
<tr>
<td></td>
<td>• I can ... determine if the argument is valid</td>
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<tr>
<td></td>
<td>• I can ... identify strong evidence</td>
</tr>
</tbody>
</table>

Assessment

<table>
<thead>
<tr>
<th>Learning experience/activity (How I will learn the knowledge and/or skills to meet the learning target)</th>
<th>Assessment (How I will demonstrate what I know and/or can do)</th>
<th>Evidence of Learning (Where I am in the learning process. Evidence, Scores, other)</th>
</tr>
</thead>
</table>
| • Play Valhalla  
• Did a packet  
• Read examples  
• Free write (claims) | • Write an essay | Rubric |

Reflection

<table>
<thead>
<tr>
<th>Strengths</th>
<th>What supported me in my learning</th>
<th>Next Steps</th>
<th>The support I need</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>
A study says we have become food snobs who throw out good produce

By Washington Post, adapted by Newsela staff on 07.17.15
Word Count 448

What a pain it is to eat kale when it is not as crisp as it was when first plucked from the ground. Squash that's a few days old is not bad either, but it could be better. It could be a day old. Or not old.

A new study found that Americans are pretty picky about what gets to stay in their refrigerators. The study was published this week by a team of researchers at Johns Hopkins University. One of the most common excuses for throwing out food is that people want to eat only the freshest food." The other common reason is a fear of food poisoning.
Food Fussiness

With the study, a chart lists the most common excuses in order of popularity. Most of them show that some wealthy people feel they can throw away food. These people feel comfortable tossing out food that is likely still good to eat. They can afford to buy more food that is fresher.

This sort of fussiness over food has become more and more popular in the United States. The fussiness can be a good thing. It has, after all, made people appreciate fruits and vegetables more. Their appreciation then increases their willingness to pay a bit more for food. They pay to get fruits and vegetables from smaller family farms, many of which struggle to make money against giant farm businesses that can sell food more cheaply.

Labels Both Help and Confuse

Caring too much about how green an avocado is or how many days it has been since a peach was picked can also be a very bad thing. It encourages people to throw out perfectly good food because it is not fresh enough.

The amount of food that goes to waste in the United States has increased in recent years. In 2012, Americans threw out about 35 million tons of food. That is almost a quarter more food than Americans tossed out in 2000.

Roughly half of all food waste comes from families and other individuals, not businesses.

The problem is often caused by the unreasonable standards we have set for foods sold in stores. Several studies have pointed to this very problem. When people buy food, they sometimes get confused about labels. Someone might think that a label suggesting when a food will stay fresh until is actually a warning to not eat the product after that date.
The most recent research confirms that food poisoning is indeed on many people’s minds. But it also suggests that food snobbery is not helping either. There are justified reasons to throw away food. "This apple isn't good enough for me," isn't one of them.
6th Grade
RCD Focus Skills
Argumentative Essay

RCD Focus Skills

Writing Skills
- Claim
- Evidence (Credible/varied sources)

Reading Skills
- Annotate (CERA)
- Main Idea (comprehension) - Summary
- Theme/concept - critical literacy

Common Core State Standard

http://www.corestandards.org/ELA-Literacy/W/6/

CCSS.ELA-LITERACY.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.6.1.A

Introduce claim(s) and organize the reasons and evidence clearly.

CCSS.ELA-LITERACY.W.6.1.B

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-LITERACY.W.6.1.C

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

CCSS.ELA-LITERACY.W.6.1.D

Establish and maintain a formal style.

CCSS.ELA-LITERACY.W.6.1.E
Provide a concluding statement or section that follows from the argument presented.

<table>
<thead>
<tr>
<th>NHUSD Rubric</th>
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<tbody>
<tr>
<td><strong>Criterion</strong></td>
<td><strong>3 Proficient</strong></td>
</tr>
<tr>
<td>Focus/Opinion</td>
<td>• Responds to all parts of the prompt</td>
</tr>
<tr>
<td>CCSS*: W - 1a, W - 1b, W - 4</td>
<td>• States an argument/claim/opinion that demonstrates an understanding of topic/text</td>
</tr>
<tr>
<td>Organization</td>
<td>• Organizes ideas and information into logical introductory, body, and concluding paragraphs</td>
</tr>
<tr>
<td>CCSS: W - 1a, W - 1c, W - 1d, W - 4</td>
<td>• Uses linking words, phrases, and clauses appropriately to connect reasons to argument/claim/opinion</td>
</tr>
<tr>
<td>Support/Evidence</td>
<td>• Supports opinion with sufficient and relevant evidence from credible sources</td>
</tr>
<tr>
<td>CCSS: RIT - 1, W - 1b, W - 9b</td>
<td>• Provides clear explanation/analysis of how evidence supports claim(s)</td>
</tr>
<tr>
<td>Language</td>
<td>• Uses correct and varied sentence structures</td>
</tr>
<tr>
<td>CCSS: L - 1, L - 2</td>
<td>• Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning</td>
</tr>
<tr>
<td></td>
<td>• Uses academic and domain-specific vocabulary appropriate for the audience and purpose</td>
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</tbody>
</table>

[https://docs.google.com/document/d/1B-Wib0InF4EwSvk65QjC6iAzuxs7l3l8e1kijGmU2yl/edit](https://docs.google.com/document/d/1B-Wib0InF4EwSvk65QjC6iAzuxs7l3l8e1kijGmU2yl/edit)
Women should be treated the same.

- Because we are all equal
- We can all do the same things
- We all are here for the same reasons
- We can work for the same things
- Personal experience

We are treated differently

- Because they may be stronger

Like jobs

- They have better chances
- Export research
- Sports
I want to eat only the freshest food.

I worry about food poisoning.

I compost uneaten food.

So it doesn’t bother me.

Is this valid or not?

Reason

Because they can’t finish the food.

Because they aren’t hungry.

Because they do not want to eat.

These are reasons people do not finish their food.

Is it valid?
key

Claim - 
Evidence - 0
Counter Claim - X
Conclusion - ![image]
Transition - ![image]
Persuasion Map

Directions: Write your position and the reasons that justify it in the boxes as indicated. Then, write the facts, details, and examples that support each reason in the dotted boxes. Draw and connect more boxes if needed.

Position

Reason 1
- To keep them sharp
- That you can always be teaching us the wrong way.

Reason 2
- To make sure they are teaching us right (from my past)
- Because you never know if they are teaching us right.

Reason 3
- Because they can forget things
- Expert research
- How much people forget in time

Teachers should have to take a basic skill test every 10 years.