# Ma’at Cultural Curriculum Consultants

**Research Simulation Task | Ma’at Standard**

## ACADEMIC WORD INQUIRY | GRADE 6

First Name: _____ Last Name: _____

Date: _____ Class: _____

NJSLS ELA: L.VL.6.3, L.KL.6.2, RI.CR.6.1, W.AW.6.1. CCLS/CCSS: L.6.4–6, RI.6.1, W.6.1. NJSLS Social Studies inquiry practices: developing questions and evaluating sources. WIDA Standards 1 and 2.

36-word bank; 10 focus words across repeated cycles. This first five-day cycle introduces 8 in depth and brings 2 into synthesis. Do not treat one cycle as mastery of the whole bank. All cases and numbers are fictional classroom models.

**Day 1 objective: Use context to distinguish a supported claim from an unsupported extension.**

### Do Now

State what would make a claim about library hours convincing.

---

### Source A1 | Library hours

A class asks whether the library should stay open later. In a survey of 40 students, 24 chose later hours. All 40 were attending an after-school club; students who leave immediately were not asked. A librarian’s log records 12 requests for later access during one month. Staffing costs and transport arrangements are unknown. We can infer that later hours interest many club members. The evidence includes responses and requests, but it does not establish every student’s preference.

### Quick Write

Use infer and evidence to make a precise claim supported by one case detail.

---

---

DOL: accurate focus-word use + a relevant source detail + a justified explanation or limit. Exit: name the next claim or word you need to verify.

## Day 2 | Evidence, context, and precision

**Day 2 objective: Explain how precise vocabulary affects a model's interpretation.**

### Do Now

Revisit one focus word. Give an example and a near-miss.

---

### Source A2 | Library hours

Compare the survey with the log: both concern access, but they measure different things. Contrast a preference response with a recorded request before combining their counts. 60 percent of the surveyed club group chose later hours. The log provides another kind of information but does not show the preferences of the entire school. Ask whether an alternative account fits the same details. State one observation that could discriminate between the accounts. Distinguish a gap in the evidence from evidence that the proposed explanation is false.

### Quick Write

Use compare and contrast to explain a limit in the model.

---

---

### Evidence lab

Separate a count or source statement from an inference. Calculate or explain the model's numerical/source relationship, then name a design limit.

---

---

---

DOL: accurate focus-word use + a relevant source detail + a justified explanation or limit. Exit: name the next claim or word you need to verify.