

## Teacher Page - English Language Arts Alignment Information

MO LEAP Blocks are designed to support and measure content learning as well as allow the student to demonstrate that knowledge through multiple measures of practices and /or processes that cannot always be measured on a summative assessment. Cross-pollination of content areas is recommended.

**Title: Going West**

**Grade Level/Span: Middle School (6-8) American History**

### ELA Missouri Learning Standards Alignment

#### Question 1

- 6-8.RI.1.A – Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6-8.RI.1.C – Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 6.RI.2.A – Analyze how a particular sentence, paragraph, section, or image contributes to meaning.
- 6-8.RI.3.B – Explain how the text reflects historical and/or cultural contexts.
- 6-8.W.2.A.b – Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.

#### Question 2

- 6-8.RI.1.A – Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6-8.RI.1.C – Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

#### Question 3

- 6-8.RI.1.A – Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6-8.RI.1.C – Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

#### Question 4

- 6-8.RI.1.A – Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### Question 5

- 6-8.RI.1.C – Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 6.RI.2.A – Analyze how a particular sentence, paragraph, section, or image contributes to meaning.
- 6-8.RI.3.B – Explain how the text reflects historical and/or cultural contexts.

#### Question 6

- 6-8.RI.1.A – Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- 6-8.RI.1.C – Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 6.RI.2.A – Analyze how a particular sentence, paragraph, section, or image contributes to meaning.
- 6-8.RI.3.B – Explain how the text reflects historical and/or cultural contexts.
- 6-8.W.2.A.b – Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.

#### Question 7

- 6-8.RI.1.A – Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### **Suggested Activity to Support ELA Content**

- After providing students with sufficient background information as context for the time period, give each student or a small group of students a photocopy of John Gast's *American Progress*. Cut the image into four quadrants. Ask students to look at only one quadrant at a time, identifying symbols and techniques (such as use of light within that quadrant of the painting) to draw conclusions about Gast's attitude toward his subject (tone) and the effect on the viewer (mood). After analyzing each quadrant, students should place the quadrants together to form the entire painting and discuss how each quadrant contributes to the overall meaning of the painting.

#### **Optional Writing Prompt/Constructed Response**

- You have had an opportunity to study how artist John Gast used images and symbols in his painting *American Progress* to tell a story from that time period. Imagine that you have been asked to visually tell a story from our current time period. What story would you tell? What images and symbols would you include in your painting to tell the story, and why would you use those particular images and symbols?

#### **DESE ELA Materials**

- [Grade 6 ELA Standards with Explanations and Examples](#)
- [Grade 7 ELA Standards with Explanations and Examples](#)
- [Grade 8 ELA Standards with Explanations and Examples](#)
- [Scoring Guide for Argumentative Writing](#)
- [Scoring Guide for Informational/Explanatory Writing](#)
- [Scoring Guide for Narrative Writing](#)