

ENGLISH LANGUAGE ARTS



STAGE 1: WHAT DO WE WANT STUDENTS TO BE ABLE TO DO?

THE FIVE BIG PRACTICES				
Reading Literature	Reading Informational Text	Writing	Speaking & Listening	Refining Language
By the end of the year, the students will read and comprehend literature, including stories, dramas, and poems, at their current grade-level with scaffolding as needed (RL.6-12.10).	By the end of the year, the students will read and comprehend nonfiction, informational texts at their current grade-level with scaffolding as needed (RI.6-12.10).	The students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (W.6-12.10).	The students will adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (SL.6-12.6).	The students will acquire general, academic, and domain-specific words and phrases, and learn to implement them in their communication (L.6-12.6).

THE ESSENTIAL STANDARDS CHECKLIST FOR THE ACADEMIC YEAR	RECURRING ELA CONCEPTS
☐ I can <i>support</i> inferences (RL1, RI2, SL2, ELP1). ☐ I can <i>determine</i> themes (RL2, RI2, SL2, ELP1). ☐ I can <i>analyze</i> character development (RL3, RI3, SL1, ELP1). ☐ I can <i>determine</i> meaning (RL4, RI4, L4, L5, SL1, ELP8). ☐ I can <i>analyze</i> text structure (RL5, RI5). ☐ I can <i>analyze</i> perspectives (RL6). ☐ I can <i>evaluate</i> rhetoric (RI6). ☐ I can <i>evaluate</i> different mediums (RL7, RI7, SL2, ELP1). ☐ I can <i>trace</i> arguments (RI8, W1b, SL3, ELP6). ☐ I can <i>compare</i> texts (RL9, RI9). ☐ I can <i>conduct</i> research projects (W7, W8, W9, SL4, ELP5). ☐ I can <i>write</i> arguments (W1, L6, SL4, ELP4). ☐ I can <i>write</i> explanations (W2, SL4, ELP3). ☐ I can <i>write</i> narratives (W3, SL4, ELP3). ☐ I can <i>create</i> clarity and coherence (W4, Wc, SL4, ELP5). ☐ I can <i>strengthen</i> my writing (W5, L6, SL6, ELP7). ☐ I can <i>apply</i> the conventions of grammar (L1, L3, ELP10). ☐ I can <i>publish</i> my work with technology (W6, SL1, ELP2). *Teachers: Standards cluster and overlap. CLICK HERE for a more thorough, vertically-aligned merger of standards in English Language Arts (ELA) and English Language Proficiency (ELP) in 6th through 12th grade.	❖ Literary Toolbox for 6th Grade ❖ Literary Toolbox for 7th Grade ❖ Literary Toolbox for 8th Grade ❖ Literary Toolbox for 9th Grade ❖ Literary Toolbox for 10th Grade ❖ Literary Toolbox for 10th Grade Honors ❖ Literary Toolbox for 11th & 12th Grade
	GAUGING TEXT COMPLEXITY Qualitative: Levels of meaning, structure, language conventionality and clarity, and knowledge demands. Quantitative: Readability measures and other scores of text complexity (such as Lexile). Reader & Task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed).

STAGE 2: HOW WILL WE KNOW STUDENTS ARE ACHIEVING?

FORMATIVE ASSESSMENT IDEAS INSPIRED BY ACT ASPIRE

[Reading](#)

[Writing](#)

[English](#)

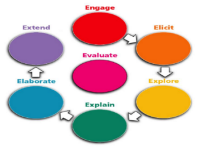
STAGE 3: WHAT DOES TEACHING AND LEARNING LOOK LIKE?

SCOPE & SEQUENCE OPTION

UNIT TITLE:	It's all about the Argument	
CURRICULUM WRITER:	Springdale Public Schools	
ANCHOR TEXT:	Informational Selections	

Suggested Timeline					Slides to Mod
Ongoing	 <u>ACT Aspire Writing Practice</u> W.8.4 W.8.10 <u>Argumentative/Persuasive Scoring Guide</u>		 <u>Argumentative Writing Mini-Lessons with Adapted Empowering Writers' Lessons</u>		
Week 1	 <u>2nd Semester Pre DFA</u>	 <u>What is the Argument</u> RI.8.1 RI.8.2 RI.8.5 SL.8.2 SL.8.3	 <u>Independent Reading Expectations</u> RL.8.1 RL.8.10  Honors <u>Independent</u>	8 - Week 19: <u>What is an argument?</u>	

			Reading Assignment W.8.4 W.8.9	
Weeks 2-3	 Argumentative Writing throughout the Unit RI.8.1 RI.8.2 RI.8.8 W.8.1 W.8.4 RI.8.5	Reviewing a Valid Claim  Create Valid Claim SL.8.1 SL.8.1.A SL.8.1.B SL.8.1.C SL.8.1.D W.8.1.A W.8.4	Informational Text	8 - Week 20: Argumentative Writing 8 - Week 21: Argumentative Writing
Weeks 3-5	Informational Text	 Relevant Evidence in Informational Articles RI.8.1 RI.8.6 RI.8.8 W.8.1.B W.8.4	 Formal Style W.8.1.D W.8.4 L.8.2. A-D Political Cartoon Analysis Civil Liberties & Civil Rights  Sound Reasoning in Political Cartoons RI.8.8	8 - Week 22: Informational Texts 8 - Week 23: Informational Texts 8 - Week 24: Verbal Argumentation
Weeks 6-7	 What's Your Argument Webquest RI.8.1 RI.8.2 RI.8.6 RI.8.8 SL.8.4 RI.8.5 RI.8.9 W.8.7 W.8.8 SL.8.3 SL.8.5	 Verbal Argumentation in a Socratic Circle Discussion SL.8.4 SL.8.3		8 - Week 25: Verbal Argumentation 8 - Week 26: Writing an Argument

Week 8	 Finish What's Your Argument Webquest RI.8.1 RI.8.2 RI.8.6 RI.8.8 SL.8.4 RI.8.5 RI.8.9 W.8.7 W.8.8 SL.8.3 SL.8.5	 Pre-AP Literary Analysis W.8.4 W.8.3  Common Writing Assignment  Post Q3 DFA	
Week 9	 Remediation or Extension	8 - Week 27: Culmination and Reflection	
Technology Integration Language Support Pre-AP Vertical Alignment Instructional Strategies ACT Resources and Support Lessons with Embedded Empowering Writers' Strategies 			

[Citation for Images](#)