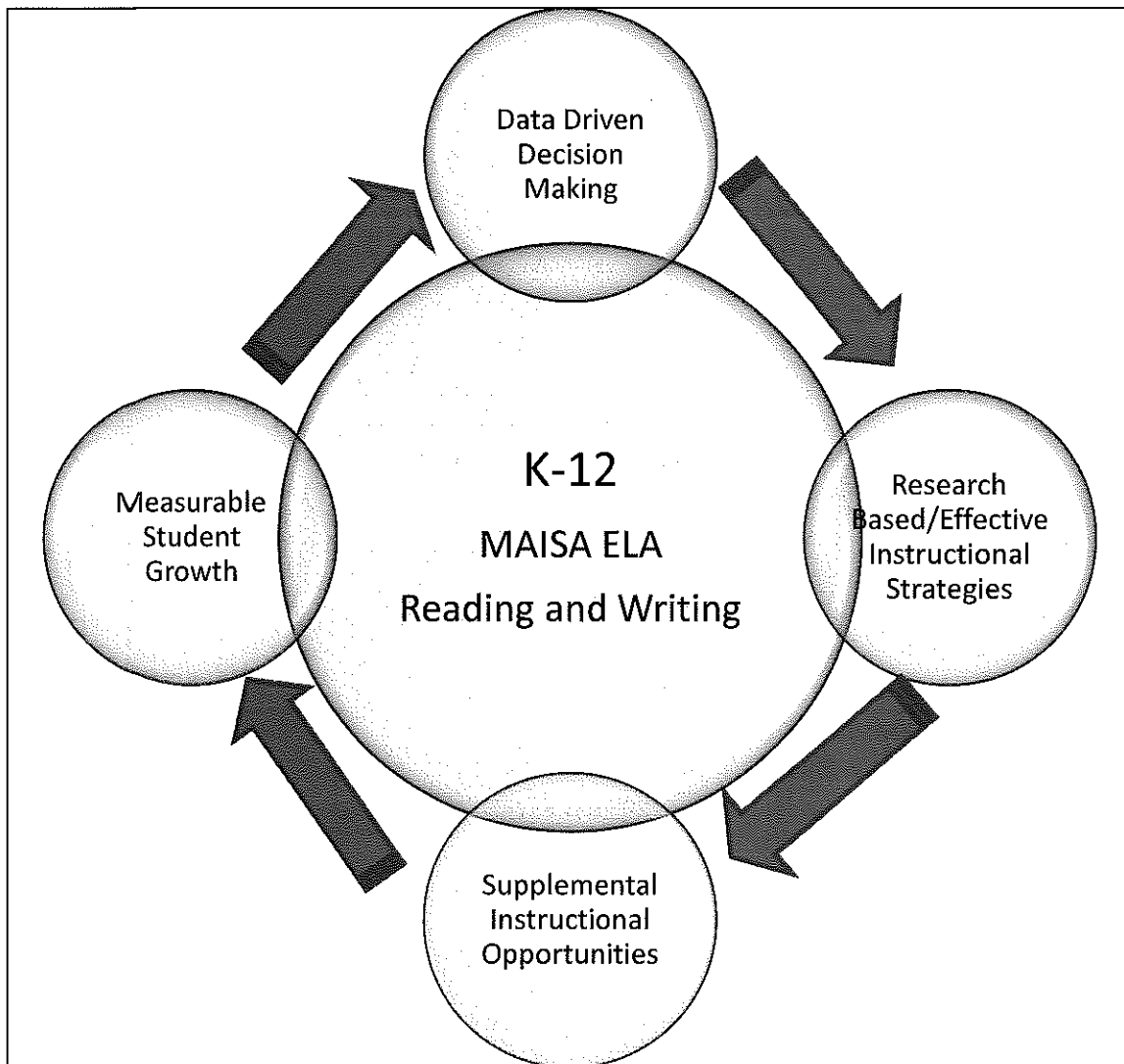


Westwood Heights School District

MAISA Framework Curriculum



McMonagle Elementary

K- 6th Grade ELA Curriculum

Resources:

- Rigby Leveled Books (Text)
- Successmaker (Technology)
- Literacy Library
- READ 180
- Small Group Support (Title I)

Assessment:

- Dibels
- DRA/QRI
- Scholastic Reading Inventory
- USA Test Prep (benchmark assessments)
- MAISA Unit Pre/Post Assessment



Hamady Middle/High School

7th – 12th Grade ELA Curriculum

Resources:

- Connections (Text)-Pilot
- Successmaker (Technology)
- Literacy Library
- READ 180
- Small Group Support (Title I)

Assessment:

- USA Test Prep (benchmark assessments)
- MAISA Unit Pre/Post Assessment



100

Google Chrome Mozilla Firefox

1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26

Common Core

Course Desc

Kindergarten

Overview

Overview

Rationale

Rationale

Score and

Score and

Alignment

Alignment

Unit:	1 - Launching Workshop
	2 - Emergence
	3 - Readers
	4 - Readers Read
	5 - Informal
	6 - Readers
	Characters

MAISA Reading 1 (CC)

Common Core > Grade 1 > English Language Arts > Reading 1 (CC)

Course Description:

First Grade Reading

Overview

First grade classrooms generally have a wide array of readers. Many enter reading books proficiently while others may just be emerging with their reading skills and strategies. This course is designed in a way to help first grade readers' progress so that by the end of the year their reading moves towards the benchmarks designated for their grade level. This course supports the reading of both fiction and nonfiction throughout the course. In addition, this course focuses on ways first grade readers learn how to integrate sources of meaning, so that the children understand that reading is not merely reading the words but also understanding the text.

Rationale

The common core state standards emphasize that children should spend large amounts of time reading informational text and literature. This first grade course focuses on first grade readers reading just right text at increasing difficulty on a variety of genres to become researchers of the world and to know that reading can be a source of information to grow knowledge about new subjects and on topics that are new to them.

Scope and Sequence

Careful thought has been given to the order in which the first grade units are presented. The yearlong course is designed to build early reading skills as well as habits of mind and experiences for future success in reading. As a result, certain scaffolds have been created based on this order and schools should take care in moving units from their intended placement in the curriculum. It is always important for teachers to adapt this curriculum in ways that benefit their classroom.

Alignment

The first grade course is designed to meet the Common Core State Standards for Reading Literature and Informational Text. The work done in this course is primarily designed to meet the Common Core State Standards in reading however, some of the speaking and listening standards as well as the foundational skills standards are delivered in this course. The work done throughout this first grade course not only aligns with the CCSS but is designed to prepare first graders for the work ahead in second grade.

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Unit:	1	2 3 4 5 6	7 8 9 10	11 12 13	14 15 16 17	18 19 20 21	22 23 24 25	26 27 28 29	30 31 32 33	34 35 36 37	38
1 - Launching the Reading Workshop											
2 - Readers use Strategies to Solve Words											
3 - Readers Learn From Informational Reading											
4. Character Study											
5. Building a Repertoire of Strategies Mixed Genre											
6. Series Reading: Reenacting Character Clubs											
	1	2 3 4 5 6	7 8 9 10	11 12 13	14 15 16 17	18 19 20 21	22 23 24 25	26 27 28 29	30 31 32 33	34 35 36 37	38

Google Chrome Mozilla Firefox Microsoft Internet Explorer

Reading 2 (CC)

Course Description:

Overview

Rationale

Scope and Sequence

Alignment

The second grade course is designed to meet the Common Core State Standards for Reading Literature and Informational Text. The work done in this course is primarily designed to meet the Common Core State Standards in reading however, some of the speaking and listening standards as well as the foundational skills standards are delivered in this course. The work done throughout this second grade course not only aligns with the CCSS but is designed to prepare second graders for the work ahead in third grade.

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MAISA

ELA Writing and Reading 3 (CC)

Common Core > Grade 3 > English Language Arts > ELA Writing and Reading 3 (CC)

Course Description:

The third grade language arts curriculum is centered around units of study that continue to develop skills in vocabulary, comprehension, and writing. Students are actively participating in the process of reading, writing, speaking and listening. There are ample opportunities for reading and responding in a large group, small groups, or independently. Children practice comprehension strategies that include: retelling, identifying the main idea, questioning, reading for specific detail, etc. Children learn to listen to and retell stories and through reading are encouraged to form ideas, opinions and feelings about writing. Within the structure of writing workshop students learn to build habits and develop strategies that proficient writers use on a daily basis. Children are encouraged to express their ideas in written form, utilizing the writing process. Students learn about the crafting techniques that are common to narrative, informative, and opinion writing. They further develop and strengthen their writing by cycling through the process of planning, revising, editing, and publicly sharing their opinions with a real audience. Grammar, usage, mechanics and spelling and language usage are introduced and practiced within the context of daily writing activities. Children read and write in a variety of genres and curriculum areas.

Unit:	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1 DRAFT Reading with Independence	1	2 3 4 5 6	7 8 9 10	11 12 13 14	15 16 17	18 19 20 21	22 23 24 25	26 27 28 29	30 31 32 33	34 35 36 37	38
DRAFT Personal Narrative											
DRAFT Personal Narrative Writing with Fluency											
DRAFT Understanding Characters											
DRAFT Personal Essay											
DRAFT Reading in Book Clubs: Mystery Series											
DRAFT Writing Realistic Fiction											
DRAFT Nonfiction Reading with Independence											
DRAFT Nonfiction Writing with Independence											
DRAFT Writing Research with Independence											

MAISA

ELA Writing and Reading 4 (CC)

Common Core > Grade 4 > English Language Arts > ELA Writing and Reading 4 (CC)

Course Description:

The fourth grade language arts curriculum is centered around units of study that continue to develop skills in vocabulary, comprehension, and writing. Students are actively participating in the process of reading, writing, speaking and listening. There are ample opportunities for reading and responding in a large group, small group, or independently. Children practice comprehension strategies that include: summarizing, identifying the main idea, sequencing, making predictions, reading for specific detail and drawing conclusions. Children learn to listen to and retell stories and through reading are encouraged to form ideas, opinions and feelings about writing. Within the structure of writing workshop students learn to build habits and develop strategies that proficient writers use on a daily basis. Children are encouraged to express their ideas in written form, utilizing the writing process. Students learn about the crafting techniques that are common to narrative, informative, and persuasive/ opinion writing. They further develop and strengthen their writing by cycling through the process of planning, revising, editing, and publicly sharing their opinions with a real audience. There will be integrated social studies/science informational texts to enhance the reading and writing units. (See Social Studies Grade 4 Unit 3 for correlation) Grammar, usage, mechanics and spelling and language usage are introduced and practiced within the context of daily writing activities. Children read and write in a variety of genres and curriculum areas.

Unit:	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
DRAFT Reading Matters	1	2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38									
DRAFT Extending Personal Narrative											
DRAFT Persuasive Letter											
DRAFT Analyzing Characters											
DRAFT Literary Essay											
DRAFT Book Clubs: Adventure/ Survival Stories											
DRAFT Nonfiction Reading Matters											
DRAFT Nonfiction Writing Matters											
DRAFT Exploring and Creating Poetry											
DRAFT Research Writing Matters											

Course Description:

The fifth grade language arts curriculum is centered on reading, writing, speaking, and listening. Students summarize and critique stories and informational texts and form ideas, opinions and feelings in response to reading in a variety of genres such as historical fiction and periodicals. Students write informative, narrative, and opinion pieces, such as literary essays and persuasive essays. Grammar study, such as the correct use of verb tense, and word study will be incorporated throughout the year.

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Unit:	1	2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38									
DRAFT Writing Personal Narrative with Power											
DRAFT Reading with Power											
DRAFT Insight into Characters											
DRAFT Literary Essay											
DRAFT Book Clubs: Historical Fiction											
DRAFT Reading Nonfiction with Power											
DRAFT Writing Nonfiction with Power											
DRAFT Persuasive Essay											
DRAFT Writing Research with Power											

Course Description:

Overview

These units provide sixth grade students with a critical foundation in reading and writing narrative, informational, and argument texts. Through analysis and production of texts in these three modes, students become more adept readers, thinkers, and writers. Across the year, they come to understand the distinctions between narrative, informational and argument texts by studying fiction and nonfiction in a variety of formats and developing a more thorough understanding of audience and purpose when both reading and writing. The use of a reader or writer's notebook for each unit encourages students to be independent, engaged, and empowered learners who value close reading, idea generation, drafting, and revision. The first two units facilitate the use of the notebook for close reading and generative writing of narrative in addition to developing the classroom writing community. The focus on understanding and using the elements of argument underpins three of the units (Argument Paragraph, Literary Essay, and Writing the Argument), supporting students in becoming more competent producers of argument in both written and spoken form. The informational reading and informational essay units steep students in how to critically read nonfiction, as well as analyze and use text structures, central ideas, and supporting details to craft an informational text.

Rationale

The ability to access, navigate, and evaluate information is a crucial skill of citizens in contemporary society. Through the study of these units, students learn strategies to be critical consumers of informational and literary texts. They explore the role nonfiction and fiction plays in their daily lives and identify and analyze text structures and features of text in print and digital formats.

Scope and Sequence

Careful thought has been given to the order in which the English 6 units are presented. The year-long course is designed to build rhetorical and 21st century skills, as well as habits of mind and experiences critical for success in later grades. Students continue to develop a learner identity and content knowledge that builds their level of persistence to engage in complex tasks that call upon strong analytical thinking and reasoning. As a result, certain scaffolds have been created based on this unit order. Schools should take care in moving units from their intended placement in the curriculum. For example, Launching the Writer's Notebook and Independent Reading units are designed to establish certain learner habits, strategies, and practices that help ramp students into later units of analyzing complex texts and writing well-reasoned arguments.

Alignment

The English 6 course is designed to meet the larger learning goals listed in the Framework for Success in Post-secondary Writing developed by the Council of Writing Program Administrators, National Council of Teachers of English, the National Writing Project, and the Common Core State Standards for English Language Arts.

	Aug		Sep			Oct			Nov			Dec			Jan			Feb			Mar			Apr			May			Jun												
Unit:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38				
Launching Writer's Notebook																																										
Independent Reading																																										
Argument Paragraph																																										
Narrative Reading																																										
Literary Essay																																										
Informational Reading																																										
Informational Essay																																										
Writing the Argument																																										

MAISA English 7 (CC)

Common Core > Grade 7 > English Language Arts > English 7 (CC)

Course Description:

Overview

These units provide seventh grade students with a critical foundation in reading and writing narrative, informational, and argument texts. Through analysis and production of texts in these three modes, students become more adept readers, thinkers, and writers. Across the year, they come to understand the distinctions between narrative, informational and argument texts by studying fiction and nonfiction in a variety of formats and developing a more thorough understanding of audience and purpose when both reading and writing. The use of a reader or writer's notebook for each unit encourages students to be independent, engaged, and empowered learners who value close reading, idea generation, drafting, and revision. The first two units facilitate the use of the notebook for close reading and generative writing of narrative in addition to developing the classroom writing community. The focus on understanding and using the elements of argument underpins three of the units (Argument Paragraph, Literary Essay, and Writing the Argument), supporting students in becoming more competent producers of argument in both written and spoken form. The informational reading and informational essay units steep students in how to critically read nonfiction, as well as analyze and use text structures, central ideas, and supporting details to craft an informational text.

Rationale

The ability to access, navigate, and evaluate information is a crucial skill of citizens in contemporary society. Through the study of these units, students learn strategies to be critical consumers of informational and literary texts. They explore the role nonfiction and fiction plays in their daily lives and identify and analyze text structures and features of text in print and digital formats.

Scope and Sequence

Careful thought has been given to the order in which the English 7 units are presented. The year-long course is designed to build rhetorical and 21st century skills, as well as habits of mind and experiences critical for success in later grades. Students continue to develop a learner identity and content knowledge that builds their level of persistence to engage in complex tasks that call upon strong analytical thinking and reasoning. As a result, certain scaffolds have been created based on this unit order. Schools should take care in moving units from their intended placement in the curriculum. For example, Launching the Writer's Notebook and Independent Reading units are designed to establish certain learner habits, strategies, and practices that help ramp students into later units of analyzing complex texts and writing well-reasoned arguments.

Alignment

The English 7 course is designed to meet the larger learning goals listed in the Framework for Success in Post-secondary Writing developed by the Council of Writing Program Administrators, National Council of Teachers of English, the National Writing Project, and the Common Core State Standards for English Language Arts.

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Unit:	1	2 3 4 5 6	7 8 9 10	11 12 13 14	15 16 17	18 19 20 21	22 23 24 25	26 27 28 29	30 31 32 33	34 35 36 37	38
Launching Writer's Notebook											
Independent Reading											
Argument Paragraph											
Narrative Reading											
Literary Essay											
Informational Reading											
Informational Essay											
Writing the Argument											

MAISA English 8 (CC)

Common Core > Grade 8 > English Language Arts > English 8 (CC)

Course Description:

Overview

These units provide eighth grade students with a critical foundation in reading and writing narrative, informational, and argument texts. Through analysis and production of texts in these three modes, students become more adept readers, thinkers, and writers. Across the year, they come to understand the distinctions between narrative, informational and argument texts by studying fiction and nonfiction in a variety of formats and developing a more thorough understanding of audience and purpose when both reading and writing. The use of a reader or writer's notebook for each unit encourages students to be independent, engaged, and empowered learners who value close reading, idea generation, drafting, and revision. The first two units facilitate the use of the notebook for close reading and generative writing of narrative in addition to developing the classroom writing community. The focus on understanding and using the elements of argument underpins three of the units (Argument Paragraph, Literary Essay, and Writing the Argument), supporting students in becoming more competent producers of argument in both written and spoken form. The informational reading and informational essay units steep students in how to critically read nonfiction, as well as analyze and use text structures, central ideas, and supporting details to craft an informational text.

Rationale

The ability to access, navigate, and evaluate information is a crucial skill of citizens in contemporary society. Through the study of these units, students learn strategies to be critical consumers of informational and literary texts. They explore the role nonfiction and fiction plays in their daily lives and identify and analyze text structures and features of text in print and digital formats.

Scope and Sequence

Careful thought has been given to the order in which the English 8 units are presented. The year-long course is designed to build rhetorical and 21st century skills, as well as habits of mind and experiences critical for success in later grades. Students continue to develop a learner identity and content knowledge that builds their level of persistence to engage in complex tasks that call upon strong analytical thinking and reasoning. As a result, certain scaffolds have been created based on this unit order. Schools should take care in moving units from their intended placement in the curriculum. For example, Launching the Writer's Notebook and Independent Reading units are designed to establish certain learner habits, strategies, and practices that help ramp students into later units of analyzing complex texts and writing well-reasoned arguments.

Alignment

The English 8 course is designed to meet the larger learning goals listed in the Framework for Success in Post-secondary Writing developed by the Council of Writing Program Administrators, National Council of Teachers of English, the National Writing Project, and the Common Core State Standards for English Language Arts.

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Unit:	1	2 3 4 5 6	7 8 9 10	11 12 13 14	15 16 17	18 19 20 21	22 23 24 25	26 27 28 29	30 31 32 33	34 35 36 37	38
Launching Writer's Notebook											
Independent Reading											
Argument Paragraph											
Narrative Reading											
Literary Essay											
Informational Reading											
Informational Essay											
Writing the Argument											

Course Description:

Overview

Throughout the English 9 course students develop their knowledge of textual elements and structures enabling them to engage in close reading of increasingly complex texts; developing analytical skills and strategies while moving from a variety of literature genres to a variety of nonfiction genres. Students will read a variety of fictional texts ranging from micro fiction, short stories, and novels to practice identifying story elements and their impact on author's purpose. Students will also read a range of advertisements across marketing sub-genres to analyze how advertisers market a product and persuade consumers. Students apply their knowledge of informational texts to read critically, making inferences and analyzing bias. Student's knowledge of argument is extended through immersion and study of two related genres: personal narrative and personal essay culminating in their writing their own personal essay.

Rationale

The ability to access, navigate, and evaluate information is a crucial skill of citizens in contemporary society. Students learn strategies to be critical consumers of informational texts. They explore the role nonfiction plays in their daily lives and identify and analyze the text structures and features of informational text in print and digital formats.

Scope and Sequence

Careful thought has been given to the order in which the English 9 units are presented. The yearlong course is designed to build rhetorical and twenty-first century skills as well as habits of mind and experiences critical for college success. Students develop a learner identity and content knowledge that builds their level of persistence to engage in complex tasks calling upon strong analytical thinking and reasoning. As a result, certain scaffolds have been created based on this order and schools should take care in moving units from their intended placement in the curriculum. For example, Launching the Writer's Notebook and Independent Reading units are designed to establish certain learner habits, strategies, and practices that help ramp students into later units of analyzing complex texts and writing well-reasoned arguments.

Alignment

The 9th grade course is designed to meet the larger learning goals listed in the Framework for Success in Postsecondary Writing developed by the Council of Writing Program Administrators, National Council of Teachers of English, and National Writing Project and the Common Core State Standards for English Language Arts.

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Unit:	1	2 3 4 5 6	7 8 9 10	11 12 13 14	15 16 17	18 19 20 21	22 23 24 25	26 27 28 29	30 31 32 33	34 35 36 37	38
<u>Launching Writer's Notebook</u>											
<u>Independent Reading</u>											
<u>Narrative Reading</u>											
<u>Literary Essay</u>											
<u>Basics of Argumentation</u>											
<u>Informational Reading</u>											
<u>Informational Essay</u>											
<u>Writing the Argument</u>											

MAISA English 10 (CC)

Common Core > Grade 10 > English Language Arts > English 10 (CC)

Course Description:

Overview

Throughout the English 10 course students develop their knowledge of textual elements and structures enabling them to engage in close reading of increasingly complex texts. They also develop analytical skills and strategies while moving from a variety of literature genres to a variety of nonfiction genres including foundational documents from American history, multi-media, and visual texts. Students work with literary non-fiction, literature, and informational text types in both their reading and writing. Across the course, students continue to deepen their skills of argumentation with close study and development of claims, counterclaims, line of reasoning, and building evidence-based arguments.

Rationale

The 10th grade course is designed to meet the larger learning goals listed in the Framework for Success in Post-secondary Writing developed by the Council of Writing Program Administrators, National Council of Teachers of English, and National Writing Project and Common Core State Standards. The yearlong course is designed to build rhetorical and twenty-first century skills as well as habits of mind and experiences critical for college success. Students develop a learner identity and content knowledge that builds their level of persistence to engage in complex tasks calling upon strong analytical thinking and reasoning.

Scope and Sequence

Careful thought has been given to the order in which the English 10 units are presented. Certain scaffolds have been created based on this order and schools should take care in moving units from their intended placement in the curriculum. For example, Launching the Writer's Notebook and Independent Reading units are designed to establish certain learner habits, strategies, and practices that help ramp students into later units of analyzing complex texts and writing well-reasoned arguments.

Alignment

The 10th grade course is designed to meet the larger learning goals listed in the Framework for Success in Post-secondary Writing developed by the Council of Writing Program Administrators, National Council of Teachers of English, and National Writing Project and the Common Core State Standards for English Language Arts.

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Ju
Unit:	1	2 3 4 5 6	7 8 9 10	11 12 13 14	15 16 17	18 19 20 21	22 23 24 25	26 27 28 29	30 31 32 33	34 35 36 37	38
Launching Writer's Notebook											
Independent Reading											
Basics of Argumentation											
Narrative Reading											
Literary Essay											
Informational Reading											
Informational Essay											
Writing the Argument											

MAISA

English 11 (CC)

Common Core > Grade 11 > English Language Arts > English 11 (CC)

Course Description:

Overview

Throughout the English 11 course students develop their knowledge of textual elements and structures enabling them to engage in close reading of increasingly complex texts. They also develop analytical skills and strategies while moving from a variety of literature genres to a variety of nonfiction genres. Students read literary nonfiction that encompasses a variety of topics, central ideas, and arguments. They also read multiple texts in the same genre to understand what sets it apart from other genres. Through close analytical reading, readers develop theories about which writer is most effective in conveying intent, purpose, and meaning. As readers and researchers, students also study a variety of argumentative texts for structure, tone, audience, claim, counterclaim, evidence, and line of reasoning. Through inquiry, students gather information from primary and possibly secondary resources; they analyze and synthesize information to inform and support their claim(s) and counterclaim(s). Students explore a variety of informational text genres (e.g., short print text, video, graphic text, foundational documents).

Rationale

The ability to access, navigate, and evaluate information is a crucial skill of citizens in contemporary society. Students learn strategies to be critical consumers of informational and literary texts. They explore the role of nonfiction and fiction plays in their daily lives and identify and analyze text structures and features of text in print and digital formats.

Scope and Sequence

Careful thought has been given to the order in which the English 11 units are presented. Certain scaffolds have been created based on this order and schools should take care in moving units from their intended placement in the curriculum. For example, Launching the Writer's Notebook and Independent Reading units are designed to establish certain learner habits, strategies, and practices that help ramp students into later units of analyzing complex texts and writing well-reasoned arguments.

Alignment

The 11th grade course is designed to meet the larger learning goals listed in the Framework for Success in Postsecondary Writing developed by the Council of Writing Program Administrators, National Council of Teachers of English, and National Writing Project and Common Core State Standards. The yearlong course is designed to build rhetorical and twenty-first century skills as well as habits of mind and experiences critical for college success. Students develop a learner identity and content knowledge that builds their level of persistence to engage in complex tasks calling upon strong analytical thinking and reasoning. Careful thought has been given to the order in which the English 11 units are presented. Certain scaffolds have been created based on this order and schools should take care in moving units from their intended placement in the curriculum.

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Unit:	1	2 3 4 5 6	7 8 9 10	11 12 13 14	15 16 17	18 19 20 21	22 23 24 25	26 27 28 29	30 31 32 33	34 35 36 37	38
Launching Writer's Notebook											
Independent Reading											
Narrative Reading											
Literary Essay											
Basics of Argumentation											
Informational Reading											
Informational Essay											
Writing the Argument	1	2 3 4 5 6	7 8 9 10	11 12 13 14	15 16 17	18 19 20 21	22 23 24 25	26 27 28 29	30 31 32 33	34 35 36 37	38

Course Description:

Overview

Throughout the English 12 course students develop their knowledge of textual elements and structures enabling them to engage in close reading of increasingly complex texts. They also develop analytical skills and strategies while moving from a variety of literature genres to a variety of nonfiction genres. The English 12 course is developed with the presupposition that students have prior experience and a level of independence in a writing workshop model (e.g. writing community, response groups, and the writing process). Students study short texts, novels, Shakespeare's Hamlet, and informational texts. Informational texts include foundational documents from American History, multi-media, and visual texts. Students analyze texts for bias and point of view in readers and writers of texts; they explore the influence of great leaders, historical events, and cultural situations on writers and readers of literature and informational texts; and they extend this thinking as they research topics of personal interest. In addition, students self-monitor the skills, habits, strategies, and processes they use to set goals and reflect on their growth.

Rationale

The ability to access, navigate, and evaluate information is a crucial skill of citizens in contemporary society. Students learn strategies to be critical consumers of informational and literary texts. They explore the role of nonfiction and fiction plays in their daily lives and identify and analyze text structures and features of text in print and digital formats.

Scope and Sequence

Careful thought has been given to the order in which the English 11 units are presented. Certain scaffolds have been created based on this order and schools should take care in moving units from their intended placement in the curriculum. For example, Launching the Writer's Notebook and Independent Reading units are designed to establish certain learner habits, strategies, and practices that help ramp students into later units of analyzing complex texts and writing well-reasoned arguments.

Alignment

The 12th grade course is designed to meet the larger learning goals listed in the Framework for Success in Postsecondary Writing developed by the Council of Writing Program Administrators, National Council of Teachers of English, and National Writing Project and Common Core State Standards. The course is designed to build rhetorical and twenty-first century skills as well as habits of mind and experiences critical for college success. Students develop a learner identity and content knowledge that builds their level of persistence to engage in complex tasks calling upon strong analytical thinking and reasoning. Careful thought has been given to the order in which the English 12 units are presented. The units provided do not necessarily encompass a full year course. Districts can consider using an Argument Unit from the 11th grade to extend further work and study in 12th grade.

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Unit:	1	2 3 4 5 6	7 8 9 10	11 12 13 14	15 16 17	18 19 20 21	22 23 24 25	26 27 28 29	30 31 32 33	34 35 36 37	38
<u>Launching Writer's Notebook</u>											
<u>Independent Reading</u>											
<u>Narrative Reading</u>											
<u>Literary Essay</u>											
<u>Informational Reading</u>											
<u>Informational Essay</u>											