What is an English Language Arts Integrated Unit?

Integration of Content and Skills

Literacy in the 21st Century requires that students be critical readers, fluent writers, and strategic thinkers who make use of multiple media to connect, interpret and express ideas. The Calvert County Public Schools English Language Arts Curriculum provides opportunities for students to develop the skills necessary to be productive leaders and citizens in tomorrow’s world.

The CCPS ELA curriculum is based on the philosophy that students learn best when content and processes are taught together. (National Council of Teachers of English/International Reading Association Standards 3).

The curriculum integrates the processes of reading, writing, speaking, listening, and viewing with the contents of language and literature. Because these five language processes begin and continue to develop in conjunction with each other, the process approach to teaching English language arts fosters a natural and balanced integration of reading, writing, listening, speaking, and viewing. Integrating language processes within a context encourages students to transfer the knowledge and skills learned to everyday situations in and out of school.

Curricular Organization

The organizing framework for the CCPS ELA curriculum is built upon integrated thematic units. Integrated units bring together literacy concepts around a common theme.

As the sample graphic below shows, reading, writing, language, and speaking/listening instruction are blended (note arrows) so that students will read about an idea or issue, write about it, conduct related research, make appropriate language choices to express it, and collaborate, speak, and listen with colleagues and peers about the given theme.

Reading texts come from both informational and literary sources. Writing assignments include informational, argument, and narrative writing related to the readings and the theme. Note the appropriate percentage devoted to each grade level for the types of writing. Research skills, language study and speaking/listening are woven into the assignments and instruction as well.
**Capacities of a Literate Individual**

The CCPS ELA program from kindergarten to grade 12 seeks to develop students who demonstrate the capacities of a literate individual. These individuals:

- demonstrate independence
- build strong content knowledge
- respond to the varying demands of audience, task, purpose, and discipline
- comprehend as well as critique
- value evidence
- use technology and digital media strategically and capably.

**What Your Child Will Learn in Grade 6 English Language Arts**

In Grade 6, students build upon the foundations in literacy gained in elementary school by completing rigorous integrated units of study based on the Maryland College and Career Ready (MCCR) Standards. These require students to

- analyze as well as comprehend grade-appropriate, increasingly complex literary and informational texts, particularly in the areas of theme and genre.
- comprehend and analyze the structure and the content of both literary and informational texts
- draw sound inferences from complex text
- provide textual evidence to support responses to texts and ideas
- make connections between texts
- determine meanings of words as used in a text
- understand the importance and effect of author’s choice on the text and the reader
- compare and contrast information presented in various media or forms
- write effective arguments that support a clear claim
- Write informative/explanatory texts that are well-developed and organized
- Write narratives that are developed through dialogue, pacing, and description
• Make choices as a writer that lead to clear, coherent writing
• With guidance and support, plan, revise, edit, and rewrite written pieces
• Use technology to conduct research and produce short research products
• Engage in collaborative discussions with peers
• Come to discussions prepared, follow rules for discussion, and participate in discussion in a meaningful way,
• Examine a speaker’s argument and claims
• Make effective presentations of information gained in research
• Demonstrate command of the conventions of standard English in writing and speaking, especially those dealing with pronoun usage and punctuation.
• Determine meanings of words in context or through appropriate resources or word study of parts
• Choose words carefully and accurately for meaning and effect

Sample Units for Grade 6 include:
Belonging
Express Yourself
Actions & Reactions
What Your Child Will Learn in Grade 7 English Language Arts

In Grade 7, students continue to grow in their ability to understand and respond to ideas and concepts in texts and the spoken word by completing rigorous integrated units of study based on the Maryland College and Career Ready (MCCR) Standards. These require students to:

- Cite several pieces of textual evidence from both literary and informational texts to support ideas and claims
- Determine a theme or central idea of a text and analyze its development throughout the text
- Compose an objective summary of the text
- Determine the meaning of words and phrases as they are used in a text and the impact of word choice on meaning and tone
- Determine the connotative and figurative meanings of words and phrases as used in a text
- Analyze the structure of a text
- Analyze how an author develops or changes point of view in a text
- Trace and evaluate the argument and claims in a text
- Compare and contrast formats of similar texts in different media
- Compare and contrast fictional ideas with historical accounts of the same context
- Write arguments to support claims with clear reasons and relevant evidence and to address counterclaims appropriately and effectively
- Write informative/explanatory texts that examine content through careful selection, organization, and analysis of relevant content
- Write narrative to develop real or imagined experiences or events using effect sequencing and detail.
- Produce writing which is clear and coherent with appropriate style for audience, task, and purpose
- With some guidance, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Conduct short research projects to answer a question, using several sources through technology
- Draw evidence from texts to support analysis, reflection, and research
- Participate in discussions with peers, posing questions and responding to other’s ideas with relevant observation and ideas
- Analyze main ideas and supporting details in diverse media formats
- Analyze speaker’s arguments, evaluating the soundness of the reasoning and relevance of evidence
- Include multimedia components and visual displays in presentations to clarify and emphasize.
- Demonstrate command of conventions of standard English, particularly those involving correct usage of clauses, phrases, and sentences and the correct use of commas.
- Determine or clarify meaning of unknown and multiple-meaning words and phrases using context, word parts, and reference materials when necessary
• Demonstrate understanding of figurative language, shades of meaning and nuances in word meanings.

Sample Grade 7 ELA Units:
The Choices We Make
Choosing to Persevere
Fairness and Justice
What Your Child Will Learn in Grade 8 English Language Arts

In Grade 8, students build their ability to analyze and make purposeful and deliberate decisions when responding to more sophisticated, abstract ideas and concepts in increasingly complex texts and the spoken word. They do this by completing rigorous integrated units of study based on the Maryland College and Career Ready (MCCR) Standards. These require students to:

- Cite evidence that most strongly supports an analysis of both literary and informational texts
- Analyze both the literal meaning of a text as well as the inferences it carries
- Determine meanings of words and phrases as used in texts, including the effect of those words and phrases on the meaning and tone of the text
- Compare and contrast the structure of a similar texts or portions of text
- Analyze point of view to include its effect on the reader, message, or audience
- Evaluate written arguments and claims to determine if reasoning is sound and evidence is relevant and identify irrelevant evidence
- Analyze how texts draw on ideas or information from other or earlier texts
- Write arguments to support claims with clear reasons and relevant evidence from credible sources to address those claims and counterclaims
- Write information/explanatory texts to examine topics and convey ideas through clear selection of details and organization, using effective formatting of visual or multimedia content when appropriate
- Write with effective transitions and precise language
- Write narrative to develop experiences or events with relevant descriptive details, effective structure, and consideration of different time frames and settings
- Continue to develop and strengthen writing through planning, revising, editing, rewriting, and trying a new approach with some guidance and support
- Conduct short research projects which include the gathering of information from multiple and print and digital sources
- Engage effectively in collaborative discussions, building on others’ ideas and expressing their own clearly
- Analyze and evaluate the purpose and motive of information presented in diverse media
- Evaluate speaker’s arguments, including reasoning and relevance of evidence
- Present claims and findings in coherent manner with relevant evidence
- Adapt speech to variety of contexts and tasks
- Demonstrate command of the conventions of standard English, especially the correct use of verbs and verb forms and punctuation
- Use verbs in active and passive voice correctly
- Determine or clarify meaning of unknown words using context, word parts, references, and word source
- Interpret and use correctly figures of speech

Sample Grade Units:

Overcoming Societal Challenges

Does Speech Matter?

War of Words
What Your Child Will Learn in Grade 9 English

In Grade 9, students encounter more rigorous texts and tasks and are required to respond to those texts in a variety of ways. Emphasis is placed on students becoming independent and strategic readers and writers. Students are expected to transfer the literacy processes and skills they learn in English class to their learning in social studies, science, and other disciplines. They do this by completing rigorous integrated units of study based on the Maryland College and Career Ready (MCCR) Standards. These require students to:

- Analyze the ways writers structure and organize texts in order to achieve an effect
- Analyze how authors use rhetoric (writer, reader, text) to advance a purpose
- Analyze a point of view from works of literature outside the United States, drawing on a wide reading of world literature
- Analyze how a subject is represented in two different media or formats
- Delineate arguments for claims and evidence, identifying false statements and faulty reasoning.
- Analyze how authors use source materials from another work in their own original works
- Analyze important U.S. documents of historical and literary significance
- Write arguments that are thorough and well-reasoned, including logical reasoning
- Write information/explanatory texts that are well-supported with appropriate details and examples
- Write narratives which engage the reader by using a variety of literary techniques and precise language
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- Use technology appropriately to produce and distribute quality written texts for a purpose
- Conduct short and sustained research projects using multiple sources
- Initiate and participate effectively in collaborative discussions in many formats, clarifying, verifying, and challenge ideas and conclusions in a thoughtful manner
- Integrate multiple sources of information in diverse media formats, evaluating the credibility of each source
- Make strategic use of digital media to convey ideas and findings
- Demonstrate command of the conventions of standard English, especially the use of parallel structure and word phrases and spelling.
- Write and edit work according to the guidelines of an appropriate style manual
- Identify and correctly use patterns of word changes that indicate meanings or part of speech
- Use context clues and reference materials to find the pronunciation of a word or clarify its meaning, part of speech, or etymology.
- Interpret figures of speech in content and analyze their role in a text

Sample Unit Topics:

Search for Identity

Decisions We Make
Author’s Craft
What Your Child Will Learn in Grade 10 English

In Grade 10, students continue to analyze more complex texts and perform more sophisticated tasks dealing with the written and spoken word. They analyze and interpret more seminal U.S. documents of historical and literary significance, examining context and language. They perform more integrated writing tasks which require research in multiple sources. English 10 students take the PARCC assessment linked to a Maryland graduation requirement for the first time.

Students are expected to transfer the literacy processes and skills they learn in English class to their learning in social studies, science, and other disciplines. They do this by completing rigorous integrated units of study based on the Maryland College and Career Ready (MCCR) Standards. These require students to:

- Determine how a theme or idea is developed over the course of a text and how it emerges and is shaped by details
- Analyze how an author manipulates time through pacing and flashbacks to create effects
- Analyze in detail how an author’s ideas or claims are developed and refined by sentences, paragraphs, or pieces of text.
- Determine author’s point of view and analyze how the author uses rhetoric to advance that point of view.
- Analyze a point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- Analyze various accounts of a subject told in different media and explain how the differences affect the meaning or impact
- Delineate and evaluate the argument and claims in a text, assessing validity of reasoning and relevance of evidence
- Write arguments to support claims in an analysis of substantive topics, using valid reasoning and relevant and sufficient evidence.
- Write informative texts that develop a topic with well-chosen, relevant, and sufficient facts, details, quotations or other information appropriate to the audience’s knowledge of the topic
- Write narrative that engage and orient the reader, establish a point of view or multiple points of view, and create a smooth progression of experiences or events
- Use a variety of techniques to build a sequence, provide details, and convey events
- Develop and strengthen writing as needed by prewriting, revising, editing, rewriting, or trying a new approach
- Conduct research projects that require the synthesis of multiple sources and integrate information into a text to maintain flow of ideas
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Respond to diverse discussions or spoken ideas from various perspectives thoughtfully, summarizing points of agreement and disagreement, and qualifying or justifying their own views in light of evidence and reasoning
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, especially when using correct parallel structure and verb forms and using semicolons, colons, and spelling correctly.

Write and edit work so that it conforms to the guidelines in a style manual.

Sample Unit Topics:
The Journey for Social Justice
Examining Human Compassion
A World of Words
What Your Child Will Learn in Grade 11 English

In Grade 11, students regularly apply the skills and processes they have learned in earlier years, reaching toward a higher level of sophistication in analytical thinking, reading, and writing. Informational and literary texts at this level require students to read and analyze more closely and draw conclusions that connect to modern concepts in their lives and world.

As they near the point of demonstrating career and college readiness, students in Grade 11 must transfer literacy skills and understandings across the disciplines. Integrated ELA units in this grade cause students to follow threads of information throughout various structures and time periods and to respond to such ideas using more sophisticated organization and language in their own writing. They do this through rigorous integrated units of study based on the Maryland College and Career Ready (MCCR) Standards. These require students to:

- Analyze complex sets of ideas or sequences of events to explain how elements interact and develop over the course of a text
- Examine meanings of words and phrases to analyze how an author uses and refines the meaning of key terms over the course of a text
- Analyze and evaluate the effectiveness of the structure an author uses in an argument or exposition or the aesthetic impact of a narrative text.
- Analyze how the point of view of a text contributes to the power, persuasiveness, or beauty of that text.
- Distinguish between what is directly stated in a text and what is really meant through satire, sarcasm, irony, or understatement.
- Evaluate different media versions of the same event or idea.
- Demonstrate knowledge of foundational works of American literature in the 18th, 19th, and 20th Century as well as foundational U.S. documents such as the Declaration of Independence, the Bill of Rights, and analyze them for their rhetorical features and purposes.
- Write arguments which support claims, using valid reasoning and relevant evidence, and develop counterclaims thoroughly and fairly and anticipate the knowledge level and biases of the audience.
- Write informative texts which convey complex ideas clearly and accurately and develop ideas with carefully selected details and evidence.
- Write narratives to develop real or imagined experiences or events and use a variety of techniques to sequence and describe details.
- Use the writing process independently to produce and strengthen clear writing.
- Use technology to conduct research, receive feedback, and present information.
- Conduct short and more sustained research projects.
- Initiate and participate effectively in a range of discussions with diverse partners, working to propel the conversations while responding thoughtfully to different opinions and claims.
- Present information from a clear and distinct perspective that conveys ideas effectively.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, especially situations using hyphenation conventions and correct spellings.
- Identify and use word patterns that indicate different meanings of words in certain language contexts.
Demonstrate an understanding of figurative language by interpreting the context and role of such language in the text.

Sample Unit Topics:
Exploring Independence
Writers on Writing
Faces of War
What Your Child Will Learn in Grade 12 English

In Grade 12, students prepare to exit high school by demonstrating their abilities to think critically and reason independently as they encounter and respond to complex texts and ideas. In English 12, students consider the impact of modern media literacy and evaluate the use of language in many setting and contexts.

As they are called to demonstrate career and college readiness, seniors also participate in many collaborative settings where they must reach a decision with others who have diverse ideas and contribute to the conversations in professional and mature manners. Students continue to analyze and interpret texts from many cultures and to respond to them in effective and accurate writing. As such, they perform as literate individuals who will function well in the modern world. They will learn to do this through rigorous integrated units of study based on the Maryland College and Career Ready (MCCR) Standards. These require students to:

- Analyze the impact of author’s choice of words, structures, and rhetoric in order to meet a purpose
- Examine words and phrases for their levels of meaning and inference as well as origin and function
- Delineate and evaluate the reasoning in seminal U.S. texts, including the use of reasoning and premises in works of public advocacy like the Federalist.
- Write arguments that maintain a formal tone while developing claims and counterclaims with relevant evidence and using language which has a persuasive effect on the reader
- Write informational texts that use varied transitions and syntax to convey major ideas and are organized and developed by strategically chosen techniques.
- Write narratives that use a variety of organizational techniques and precise word choice, details, and sensory language to convey a sequence of events or experiences.
- Use the writing process independently, including the editing of texts that demonstrate a command of the English language.
- Conduct sustained research using multiple sources and media and synthesizing ideas into one coherent product to meet a purpose.
- Participate in collaborative discussions, working with peers to promote civil, democratic discussions and decision making with clear goals and procedures to use with divergent perspectives and ideas.
- Vary language choices involving figures of speech, nuances of meaning, and connotations as appropriate to audience, task, and purpose in speaking and writing.

Sample Unit Topics:
Searching for Justice
Ethical Dilemmas
The Role of Leadership
Students explore concepts, language, structure, and themes in an anchor text, making intertextual connections among diverse texts. However, no one informational text serves as the anchor for “American Visions: The Society,” as foundational texts are essential to the unit. Students engage in the writing process and routinely reflect on their development as writers. Additionally, students apply knowledge of grammar and mechanics to their writing. Students English 11, 2013-2014 Page 2 will complete specific short and long writing tasks, often inclusive of research, while addressing the demands of argument, explanatory, and narrative writing and the writing process. Major writing assignments in this unit are expected to be archived in student writing portfolios along with quarterly student reflections on their growth as writers. These artifacts will ultimately be used when students complete the senior writing project. Teachers make deliberate choices for students to read on-grade-level texts to ensure students develop the ability to understand “high quality and increasingly challenging literary and informational texts” (CCSI/ELA, page 10).