

2024-2025: Language Arts (In-Motion)

Grades: 5-8				Overview: Language Arts emphasizes writing to develop and organize ideas and to apply skills in the mechanics of writing. Students write for a variety of purposes and audiences, and conventions of good writing (such as grammar, spelling, paragraph structure, and essay structure) are studied and applied. Additionally, responding to text and peer revising is integral to the processes of writing. Year-long scope and sequence at the end of this guide
Length: Two Semesters				
21st Century Skills: Collaboration , Communication , Creativity , Critical Thinking Cultural Standards incorporated (specific activities incorporating cultural standards denoted with a #).				
WHOLE YEAR				Suggested Content Objectives to Support Essential Learnings
Suggested Units	Standards	Essential Learnings	Essential Vocabulary and Concepts	Grade differentiation: Specific content just for 5th-6th grade denoted with a * Specific content to challenge 7th-8th graders denoted with a ^
Writing	Alaska State ELA standards: Writing and Language	Students will produce original writing that demonstrates grade-appropriate use of the conventions of writing and language.	-6+1 traits -Paragraph structure (topic sentence, supporting details, conclusion sentence)* -Essay/expository writing structure (introduction, body, conclusion) -Effective Leads -Complete sentences -Citations -Revision -Punctuation	<ul style="list-style-type: none">● Use the 6+1 Traits as developmentally appropriate, which include: ideas, organization, voice, word choice, sentence fluency, and conventions● Identify relevant information from credible sources with guidance from classroom teacher and librarians● Begin to synthesize information toward an original composition*● Synthesize information from multiple sources to create original compositions^● Recognize and use freewriting as a tool for discovery and understanding*● Use freewriting strategies to increase writing length and depth of content^● Identify and begin to analyze effective, powerful sentences in published nonfiction

				<ul style="list-style-type: none"> ● Participate in full-class revision workshops to begin to apply a significant revision process. ● Use a writing rubric to self-evaluate a piece of writing. ● Utilize standardized formats for citations (Based on AP Style) <p>Understand, recognize, and apply use of:</p> <ul style="list-style-type: none"> ● relevant details ● appropriate paragraph structure and breaks ● variety of transitional words and phrases □ conclusion sentences ● appropriate paragraph structure* ● beginning 3-paragraph essay structure* ● appropriate 5-paragraph essay structure^ ● effective leads using basic elements such as questions and statements*, developing into more advanced methods such as using quotes and connecting background information or facts^ ● citations (in-text and works cited lists) and text references to support ideas
Speaking and Listening	Alaska State ELA standards: speaking and listening	Students will express ideas coherently for a variety of audiences and purposes.	<ul style="list-style-type: none"> -Active listening -Substantial feedback -Critical thinking -Constructive criticism -Self-reflection -Poise -Voice (volume, clarity) -Life -Expression -Eye contact -Gestures -Speech (pace, rate) 	<ul style="list-style-type: none"> □ Demonstrate ability to speak and listen for a variety of purposes and audiences □ Demonstrate ability to be active, respectful, and supportive audience members □ Ask clarifying questions □ Respond to others' ideas and questions, elaborating on or comparing/contrasting information □ Demonstrate proficiency in public speaking skills (PVLEGS) □ Self-evaluate public speaking skills based on rubric criteria (PVLEGS)

Mechanics and Conventions

[Alaska State ELA standards: Writing and Language](#)

Students will demonstrate grade-appropriate use of the conventions of the English language.

Class A (5th/6th grade):

Use nouns, pronouns, relative pronouns, conjunctions, and verbs appropriately.

Use appropriate punctuation at the end of a sentence.

Capitalize the beginning of a sentence and the pronoun I.

Form and use the perfect tense.

Use proper verb tense and correct inappropriate shifts in verb tense

Use correlative conjunctions

Use commas to separate items in a series

Use a comma to separate an introductory element from the rest of the sentence

Use a comma to set off the words yes and no, and to set off a tag question from the rest of the sentence.

Class B (6th/8th grade):

Use adjectives, adverbs, relative pronouns, relative adverbs, prepositions, and interjections appropriately.

Recognize phrases and clauses

Use and identify simple, compound, and complex sentences.

Correct and revise run-on sentences.

Identify and correct misplaced and dangling modifiers.

Use commas to separate coordinate adjectives.

Use subjective, objective, and possessive pronouns correctly.

Correctly use commas, parentheses, and dashes to set off nonrestrictive/parenthetical elements.

Class C (7th/8th grade):

- Identify and correct punctuation and grammar errors in a variety of writing styles.
- Use punctuation appropriately to improve the flow and readability of original writing
- Determine the appropriate type of punctuation to use based on sentence and writing purpose.
- Revise writing for specific and accurate word choice.

<p>Correctly use verbals (gerunds, participles, and infinitives).</p> <p>Identify and use verbs in active and passive voice.</p> <p>Use indicative, imperative, interrogative, conditional, and subjunctive verbs.</p> <p>Identify and correct incorrect shifts in verb voice and mood.</p> <p>Correctly use commas, ellipses, and dashes for pauses/breaks.</p> <p>Use ellipses to indicate omission.</p>				
The Writing Process	Alaska State ELA standards: Writing and Language	Students will learn the steps of the writing process	<p>-prewriting</p> <p>-drafting</p> <p>-revising</p> <p>-editing</p> <p>-publishing</p>	<ul style="list-style-type: none"> ☐ Recognize and use freewriting as a tool for discovery and understanding ☐ <u>Prewriting</u> - Explore ideas, choose a purpose, choose a topic, brainstorm, gather details, sequence/organize/prioritize ideas ☐ <u>Drafting</u> - Put ideas down, develop a controlling idea, structure ideas ☐ <u>Revising</u> - Re-read draft, use a rubric to evaluate, analyze and change or improve ☐ Participate in full-class revision workshops to begin to apply a significant revision process ☐ <u>Editing</u> - Check fact accuracy, correct errors in grammar, usage, and mechanics ☐ <u>Publishing</u> - Produce final copy, share writing ☐ Use a writing rubric to self-evaluate a piece of writing
Suggested Activities and Resources:			<ul style="list-style-type: none"> ☐ Free Write Journaling ☐ No Red Ink (or comparable resource such as IXL) ☐ Performance Units ☐ 6-trait writing slideshow ☐ Write routinely for short periods (freewrite, reflections, response to text) ☐ Whole class, small group, and partner revising of paragraphs, stories, and essays 	

	<ul style="list-style-type: none"> □ Self-evaluation and reflection using rubrics □ Variety of structured writing projects including paragraph responses, nonfiction (informative and explanatory) essays, narrative writing, poetry, and fiction.
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QUARTER 1				Suggested Content Objectives
Units of Instruction	Standards (Writing and Speaking and Listening)	Essential Learnings	Essential Vocabulary and Concepts	<p>Grade Differentiation:</p> <p>5th-6th grade:</p> <ul style="list-style-type: none"> ● Focus on proper sentence structure and paragraph structure instead of essay format. <p>7th-8th grade:</p> <ul style="list-style-type: none"> ● Students focus on essay structure
Narrative Writing, Logical Fallacies and Propaganda	<p><u>Anchor standard:</u></p> <p>Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,</p>	<p>Students will create creative fiction and nonfiction writing drawing on first-hand experience and knowledge, creativity, and research.</p> <p>Students will make connections between their lives and the wider world.</p>	<p>-fiction vs. non-fiction</p> <p>-Informative writing vs. narrative writing</p> <p>- Persuasive writing</p> <p>- Propaganda tactics</p> <p>- Logical fallacies</p> <p>- Paragraph vs. essay</p>	<ul style="list-style-type: none"> □ Learn how to use online resources to collaborate with others, edit, and revise writing (GC, tech bootcamp). □ Use online resources to set learning goals and track learning/growth (NRI) □ Write a linear narrative drawing on real experiences, using descriptive words and sensory details (Campout memories/reflections) □ Write a campaign speech and flier incorporating propaganda topics and logical fallacies

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Suggested Activities and Resources	<ul style="list-style-type: none"> • Technology Boot Camp • Procedures/routines/binders • Intro to NRI, GC, Free Write • Focus on establishing the structure of free writing and grammar units with shorter project units • 6 traits of writing focus: voice and organization • Project 1: Campout Memories/Reflections • Project 2: Elections: Campaign Speech with Flier (propaganda and logical fallacies + art integration) <p>Integration with Social Studies</p>
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QUARTER 2				Suggested Content Objectives
Units of Instruction	Standards (Writing and Speaking and Listening)	Essential Learnings	Essential Vocabulary and Concepts	<p>Grade Differentiation:</p> <p>5th-6th:</p> <ul style="list-style-type: none"> • Students will conduct research that looks at different aspects of the same topic. They will summarize and paraphrase information and provide a list of sources. <p>7th-8th:</p> <ul style="list-style-type: none"> • Students assess the credibility of multiple sources and follow a standard format for citations.
Poetry Writing, Poetry Presentation, Public Speaking, Research Writing	<p>Anchor standards:</p> <p>Use Narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single</p>	<p>Students will write SLAM poetry,# exploring figurative language and poetic devices.</p> <p>Students will present their poetry publicly using public speaking skills.</p>	<p>-Figurative language</p> <p>-Poetic form</p> <p>-Revision for descriptive language</p> <p>- Public Speaking</p> <p>- SLAM poetry</p> <p>- Research</p> <p>- Non-fiction writing</p>	<ul style="list-style-type: none"> □ Research and synthesize relevant details and sources to produce a work of historical fiction. □ Develop abilities to identify figurative language and apply the use of figurative language and descriptive language in writing SLAM poetry.

	<p>sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Conduct a research project, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy; quote or paraphrase the data and conclusions without plagiarism and following a standard format for citations.^</p>	<p>Students will conduct research and synthesize information to create informational writing about different components of the life and inventions of a famous inventor.</p>	- Essay^	<ul style="list-style-type: none"> <input type="checkbox"/> Practice speaking and listening in public settings. <input type="checkbox"/> Conduct research writing on different components of inventions and inventors. <input type="checkbox"/> Recognize and apply the use of figurative language to communicate abstract ideas <input type="checkbox"/> Interpret figurative language to infer meaning
Suggested Activities and Resources		<ul style="list-style-type: none"> • SLAM Poetry: Public Speaking • Bulletin boards: Inventors and inventions (with arts integration). Integration with all classes. • Revision and 6-trait writing focus: ideas, and word choice 		

QUARTER 3				Suggested Content Objectives
Units of Instruction	Standards (Writing and Speaking and Listening)	Essential Learnings	Essential Vocabulary and Concepts	Grade Differentiation: 5th-6th grade: <ul style="list-style-type: none"> • Students will have teacher-directed science projects • Students will work off of sentence stem prompts for science fair 7th-8th grade: <ul style="list-style-type: none"> • Students will have self-directed science fair projects
Letter and template for student-led conferences, directions, technical writing, Historical Fiction	<p>Anchor standards:</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Students will employ the proper conventions of letter writing to write a letter to their parents for student-led conferences.#</p> <p>Students will employ technical writing to present findings and explain processes.</p> <p>Students will write directions (science fair procedures) that are logical, able to be followed, and make sense.</p>	<p>Technical writing</p> <ul style="list-style-type: none"> -Explaining processes - Public speaking and listening - Story arc -Conflict/Resolution 	<ul style="list-style-type: none"> <input type="checkbox"/> Write for entertainment <input type="checkbox"/> Practice speaking and active listening skills <input type="checkbox"/> Employ creative writing techniques including story arc, plot, conflict/resolution, and characters <input type="checkbox"/> Gather relevant information from multiple sources <input type="checkbox"/> Use online search terms effectively

	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.	<p>Students will give and receive feedback for procedures through a peer review process.#</p> <p>Students will present and answer questions about scientific and procedural writing.</p> <p>Students will write a piece of historically accurate fiction, following the structure of a basic story plot (exposition, rising action, conflict/resolution, climax, falling action, conclusion) with voice appropriate to the task at hand.</p>	<p>- Plot</p> <p>-Characters</p> <p>- Voice</p>	<p><input type="checkbox"/> Paraphrase research information</p> <p><input type="checkbox"/> Write for multiple purposes and audiences</p> <p><input type="checkbox"/> Adapt voice for different audiences</p>
Suggested Activities and Resources		<ul style="list-style-type: none"> • Student-led conferences: Writing Friendly Letter (integration with all classes). • Science Fair. Integration with science class. • 6 traits focus: sentence fluency, voice • Historical Fiction (with arts integration): journal entry or story from the Civil War- Civil Right Movement. Integration with social studies. 		

QUARTER 4				Suggested Content Objectives
Units of Instruction	Standards (Writing and Speaking and Listening)	Essential Learnings	Essential Vocabulary and Concepts	<p>Grade Differentiation:</p> <p>5th-6th grade:</p> <ul style="list-style-type: none"> • Students will write 3-paragraph essays (intro, body, conclusion) • Text evidence will include simple statements <p>7th-8th grade:</p> <ul style="list-style-type: none"> • Students will write 5-paragraph essays • Students will participate in debates • Text evidence must include direct quotes
Expository Writing to inform	<p>-Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>-Delineate a speaker's argument and specific claims, distinguishing claims that are</p>	<p>Students will work within a group format to create essays and presentations on groups, people, and movements that have contributed to society.</p> <p>Students will present information in multiple forms of media based on research,</p>	<p>-credible sources</p> <p>-biography</p> <p>-research</p> <p>-citation (in-text, works cited)</p>	<p><input type="checkbox"/> Research and synthesize information</p> <p><input type="checkbox"/> Work collaboratively within a group</p> <p><input type="checkbox"/> Research and synthesize relevant details and sources to produce an informative essay that shows* (class</p>

	<p>supported by reasons and evidence from claims that are not.</p> <p>- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>synthesizing ideas, evaluating claims, and providing evidence from a topic.</p> <p>Students will create short skits and film productions for film fest to further convey information regarding contributions to society.#</p> <p>Students will produce writing that focuses on presenting information*, comparing/contrasting ideas or movements, and analyzing the effects of different pieces of information^.</p>	- text support -evidence	<p>A), compares/contrasts (B), or analyzes^ (C) different components of the way different groups and people have contributed to society.</p> <p><input type="checkbox"/> Employ evidence to support claims.</p> <p><input type="checkbox"/> Evaluate historical accuracy of sources by comparing multiple sources.^</p> <p><input type="checkbox"/> Present in front of an audience</p>
Suggested Activities and Resources		<ul style="list-style-type: none"> • Artist in Residence (integration with all classes) • <u>Speeches/presentations/public speaking</u>: Contributions to society (integration with all classes) • Film Fest (multimedia and art integration): Contributions to Society (integration with all classes) 		

SCOPE and SEQUENCE

Date		Content
Week 1 Sept. 3	T	Ice breakers and intros
4	W	Binder and Classroom Expectations, Procedures
5	Th	Tech Bootcamp: Google Classroom, NRI
6	F	Anvil Hlke
Week 2 9	M	Grammar 1 units: A: Using nouns, pronouns, and relative pronouns correctly B: Use relative pronouns, adjectives, and adverbs correctly C: Using verbals (gerunds, participles, and infinitives)
10	T	Grammar
11	W	Grammar

	12	Th	Camp out
	13	F	Camp Out
Week 3	16	M	Intro: Freewrites and goal setting Prewriting
	17	T	Free Writes: Drafting
	18	W	Free writes: Drafting
	19	Th	Free Writes: Drafting
	20	F	Free Writes: Word count and recording
Week 4	23	M	Project: Campout Memories pre-writing
	24	T	Campout memories drafting
	25	W	Camp out memories drafting
	26	Th	Campout memories drafting
	27	F	Campout memories revising
Week 5	30	M	Campout memories: peer revision
Oct. 1		T	MAP
	2	W	MAP
	3	Th	Campout memories: Edits
	4	F	Campout memories: Final due
Week 6	7	M	Grammar 2 units: A: Use conjunctions and verbs properly B: Use relative adverbs, prepositions, and interjections properly C: Identify and use verbs in active voice
	8	T	Grammar
	9	W	Grammar
	10	Th	Grammar

	11	F	Grammar
Week 7	14	M	IN-SERVICE
	15	T	Free Write unit 2
	16	W	Free Write
	17	Th	Free Write
	18	F	Free Write
Week 8	21	M	Project #2: Campaign Speeches Prewriting
	22	T	Campaign Speeches drafting
	23	W	Campaign Speeches Drafting
	24	Th	Campaign Speeches peer review
	25	F	Campaign speeches revisions
Week 9	28	M	Campaign speeches editing
	29	T	Campaign speeches final with art integration
	30	W	Campaign speeches final with art integration
	31	Th	Campaign speeches final with art integration
END Q1	November 1	F	Campaign speeches final with art integration
Q 2 Week 1	4	M	Grammar 3 units: A: Ending sentence punctuation, Capitalizing beginning sentences and I B: Recognize phrases and clauses; using and identifying simple, compound, and complex sentences. C: Identify and use verbs in passive voice; correct passive to active voice.
	5	T	Grammar
	6	W	Grammar
	7	Th	Grammar
	8	F	Grammar

Week 2	11	M	Inservice
	12	T	Minimum day: Conferences
	13	W	Minimum Day: Conferences
	14	Th	Free Writing Unit 3
	15	F	Free Writing
Week 3	18	M	Project: SLAM Poetry intro and brainstorming
	19	T	SLAM POETRY: Prewriting
	M 20	W	SLAM POETRY: Drafting
	21	Th	SLAM POETRY: Drafting
	22	F	SLAM POETRY: Revisions
Week 4	25	M	SLAM POETRY: Peer Reviews
	26	T	SLAM Poetry: Edits
	27	W	SLAM poetry: Final Writing
	28	Th	HOLIDAY
	29	F	HOLIDAY
Week 5	December 2	M	SLAM poetry: public speaking performance practice
	3	T	SLAM poetry: public speaking performance practice
	4	W	SLAM poetry: public speaking performance practice
	5	Th	SLAM poetry: public speaking final performances
	6	F	SLAM poetry: public speaking final performances
Week 6	9	M	Grammar 4 Units: A: Verb tenses: correcting inappropriate shift in tenses. B: Correct and revise run-on sentences; Identify and correct misplaced and dangling modifiers. C: Use indicative, imperative, conditional, subjunctive, and interrogative verbs.

	10	T	Grammar
	11	W	Grammar
	12	Th	Grammar
	13	F	Grammar
Week 7	16	M	Free Writing: Unit 4
	17	T	Free Writing
	18	W	Free Writing
	19	Th	Free Writing
	20	F	Free Writing
Week 8	January 6	M	In-Service
	7	T	MAP
	8	W	MAP
	9	Th	Project: Bulletin Boards
	10	F	Bulletin Boards
Week 9	13	M	Bulletin Boards
	14	T	Bulletin Boards
	15	W	Bulletin Boards
	16	Th	Bulletin Boards
END Q2	17	F	Bulletin Boards
Q3 Week 1	20	M	Grammar 5 Units: A: Use correlative conjunctions; use a comma to separate items in a series. B: Use commas to separate coordinate adjectives C: Identify and correct incorrect shifts in verb voice and mood.
	21	T	Grammar:

	22	W	Grammar:
	23	Th	Grammar
	24	F	Grammar
Week 2	27	M	Free Writes: Unit 5
	28	T	Free Writes: Unit 5
M	29	W	Free Writes: Unit 5
	30	Th	Free Writes: Unit 5
	31	F	Free Writes: Unit 5
Week 3	February 3	M	Grammar 6 Units: A: Use a comma to separate introductory elements B: Non-restrictive and parenthetical elements of a sentence: commas, parentheses, and dashes C: Correctly use commas, ellipses, and dashes for pauses/breaks
	4	T	Grammar
	5	W	Grammar
	6	Th	Grammar
	7	F	Grammar
Week 4	10	M	Project: Write a Friendly Letter prewriting and drafting
	11	T	Write a friendly letter revisions
	12	W	Write a friendly letter: final
	13	Th	Minimum: Conferences
	14	F	Minimum: Conferences
Week 5	17	M	In-service
	18	T	Free Writes Unit 6
	19	W	Free Writes

	20	Th	Free Writes
	21	F	Free Writes
Week 6	24	M	SCIENCE FAIR
	25	T	SCIENCE FAIR
	26	W	SCIENCE FAIR
	27	Th	SCIENCE FAIR
	28	F	SCIENCE FAIR
Week 7	March 3	M	SCIENCE FAIR
	4	T	SCIENCE FAIR
	5	W	SCIENCE FAIR
	6	Th	SCIENCE FAIR
	7	F	SCIENCE FAIR
Week 8	17	M	Project: Historical Fiction
	18	T	Historical Fiction
	19	W	Historical Fiction
	20	Th	Historical Fiction
	21	F	Historical Fiction
Week 9	24	M	Historical Fiction
	25	T	Historical FictionHistorical Fiction
	26	W	Historical Fiction
	27	Th	Historical Fiction
END Q3	28	F	Historical Fiction
Q4 Week 1	31	M	GRAMMAR 7 Units: A: Use a comma to set off the words yes/no/tag questions

		B: use subjective, objective, and possessive pronouns correctly. C: Use ellipses to indicate omission.
April 1	T	Grammar
	2 W	Grammar
	3 Th	Grammar
	4 F	Grammar
Week 2	7 M	TESTING
	8 T	TESTING
	9 W	TESTING
	10 Th	Intro to: Contributions too Society
	11 F	Contributions to Society
Week 3	14 M	DC? Free Writes Unit 7
	15 T	DC? Free Writes
	16 W	DC? Free Writes
	17 Th	DC? Free Writes
	18 F	In-service
Week 4	21 M	Vacation
	22 T	ARTIST in RESIDENCE
	23 W	ARTIST in RESIDENCE
	24 Th	ARTIST in RESIDENCE
	25 F	ARTIST in RESIDENCE
Week 5	28 M	ARTIST in RESIDENCE
	29 T	ARTIST in RESIDENCE
	30 W	ARTIST in RESIDENCE

May 1	Th	ARTIST in RESIDENCE
2	F	ARTIST in RESIDENCE
Week 6	5 M	PROJECT: Contributions to Society Cont'd
6	T	PROJECT: Contributions to Society Cont'd
7	W	PROJECT: Contributions to Society Cont'd
8	Th	PROJECT: Contributions to Society Cont'd
9	F	PROJECT: Contributions to Society Cont'd
Week 7	12 M	FILM FEST: Contributions to Society
13	T	FILM FEST: Contributions to Society
14	W	FILM FEST: Contributions to Society
15	Th	FILM FEST: Contributions to Society
16	F	FILM FEST: Contributions to Society
Week 8	19 M	FILM FEST: Contributions to Society
20	T	FILM FEST: Contributions to Society
22	W	FILM FEST: Contributions to Society
23	Th	FILM FEST: Contributions to Society
24	F	FILM FEST: Contributions to Society
Week 9	26 M	Vacation
27	T	Free Writes/Short Project
28	W	Free Writes/Short Project
29	Th	Free Writes/Short Project
30	F	8th grade promotion: LAST DAY of SCHOOL