

Maine Cohort for Customized Learning  
English Language Arts Curriculum  
2016-2017

**SAMPLE SET**

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 2016-2017

Page/Slide Number	Content Area	Strand	Measurement Topic	Number of Levels of the Scope & Sequence For Each Measurement Topic														
				1	2	3	4	5	6	7	8	9	10	11				
3-4	Reading	Foundations	Letter Knowledge & Word Study Checklists	EE	UE													
5	Reading	Foundations	Phonemic & Phonological Awareness Checklists	EE														
6-12	Reading	Foundations	Phonics	EE	UE	MS	HS											
13-14	Reading	Foundations	Print Concepts Checklist	EE														
15-17	Reading	Foundations	Word Recognition	EE	UE													
18	Reading	Foundations	Word Recognition Checklists	EE	UE													
19-24	Reading	Informational	Argument & Reasoning	EE	UE	MS	HS											
25-30	Reading	Informational	Central Idea	EE	UE	MS	HS											
31-37	Reading	Informational/Literature	Text Features & Structures	EE	UE	MS	HS											
38-47	Reading	Literature	Point of View/Purpose	EE	UE	MS	HS											
48-57	Reading	Literature	Story Elements	EE	UE	MS	HS											
58-65	Reading	Literature	Theme	EE	UE	MS	HS											
66-76	Language	Acquisition	Use of Language	EE	UE	MS	HS											
77-81	Language	Acquisition	Vocabulary	EE	UE	MS	HS											
82-91	Language	Conventions	Capitalization & Punctuation	EE	UE	MS	HS											
92-102	Language	Conventions	Grammar	EE	UE	MS	HS											
103-108	Writing	Research	Accessing & Reporting Information	EE	UE	MS	HS											
109-111	Writing	Research	Drafting & Revising	EE	UE	MS	HS											
114-122	Writing	Types & Purposes	Informative & Explanatory	EE	UE	MS	HS											
123-130	Writing	Types & Purposes	Narratives	EE	UE	MS	HS											
131-139	Writing	Types & Purposes	Opinion Argument	EE	UE	MS	HS											
140-148	Speaking & Listening	Speaking & Listening	Collaborative Conversation	EE	UE	MS	HS											
149-154	Speaking & Listening	Speaking & Listening	Presentations & Delivery	EE	UE	MS	HS											
155	Speaking & Listening	Speaking & Listening	Presentations & Delivery Checklists	EE	UE	MS	HS											
				EE	UE	MS	HS											
			Developmental Levels Legend	EE	UE	MS	HS											

Reading: Informational:  
Argument & Reasoning

**SAMPLE SET**

<b>Content Area &amp; Strand: Reading: Informational</b>
<b>Measurement Topic: Argument &amp; Reasoning</b>
<b>Scope Level: 01</b>
<b>Learning Target: ELA.01.AR.01.01</b>

Proficiency Level	Proficiency Level Description	Taxonomy Level	Evidence: The learner is able to:
<b>4</b> Going Beyond	In addition to the 3.0 knowledge, infers or applies beyond what was taught.		<ul style="list-style-type: none"> <li>compare and contrast two pieces of text by explaining how the author tries to persuade the audience. Construct support for which text is more persuasive. (Analysis)</li> </ul>
<b>3</b> Complex Proficiency	Understands when an author is trying to convince or persuade an audience.	Comprehension	<ul style="list-style-type: none"> <li>identify when an author is trying to convince or persuade an audience, as a result of understanding persuasive language.</li> </ul>
<b>2</b> Foundational Proficiency	Understands the difference between a fact and an opinion. Understands authors write for a purpose and that sometimes that purpose is to convince or persuade the reader to think in a certain way.	Comprehension	<ul style="list-style-type: none"> <li>explain the difference between fact and opinion. Provide an example of each.</li> </ul>
<b>1</b>	With help..... has the 2.0 content.		
Instructional Notes:	<b>Important Terms and Phrases:</b> convince, persuade, author, purpose. ReadWorks is a good source of information		Tags: CCSS.ELA.2.RI.6

<b>Content Area &amp; Strand: Reading: Informational</b>
<b>Measurement Topic: Argument &amp; Reasoning</b>
<b>Scope Level: 02</b>
<b>Learning Target: ELA.02.AR.01.01</b>

Proficiency Level	Proficiency Level Description	Taxonomy Level	Evidence: The learner is able to:
<b>4</b> Going Beyond	In addition to the 3.0 knowledge, infers or applies beyond what was taught.		
<b>3</b> Complex Proficiency	Understands authors use facts, reasons, evidence, and qualifying statements to support a claim.	Analysis	<ul style="list-style-type: none"> <li>compare two pieces of texts by explaining how the authors use facts, reasons, evidence and/or qualifying statements to support their claim(s).</li> <li>construct support for which texts more effectively use facts, reasons, evidence and/or qualifying statement to support a claim.</li> </ul>
<b>2</b> Foundational Proficiency	Understands readers may change their thinking based on what the author says.	Comprehension	<ul style="list-style-type: none"> <li>explain ways in which the author may or may not have influenced your opinion on a topic.</li> <li>explain how a politician or editorial writer uses facts, reasons, evidence, and qualifying statements to support a claim.</li> </ul>
<b>1</b>	With help..... has the 2.0 content		
Instructional Notes:	<p><b>Important Terms and Phrases:</b> reason, evidence, support, viewpoint, claim, phrase, element, qualifying statement, fact, opinion, and signal word.</p> <p>For Level 3: create a human continuum with the dass while giving them new reasons and evidence that may or may not change their opinion on a topic. Persuasive writing targets are a match with this target.</p>		Tags: CCSS.ELA.4.RI.8

<b>Content Area &amp; Strand: Reading: Informational</b>
<b>Measurement Topic: Argument &amp; Reasoning</b>
<b>Scope Level: 03</b>
<b>Learning Target: ELA.03.AR.01.01</b>

Proficiency Level	Proficiency Level Description	Taxonomy Level	Evidence: The learner is able to:
<b>4</b> Going Beyond	In addition to the 3.0 knowledge, infers or applies beyond what was taught.		<ul style="list-style-type: none"> <li>revise a persuasive text to remove irrelevant evidence, provide stronger support and present strong counterclaims. (Analysis)</li> </ul>
<b>3</b> Complex Proficiency	Is skilled at analyzing how the author presents different or conflicting opinions to influence an audience and assess whether the evidence is relevant and sufficient.	Analysis (Retrieval)	<ul style="list-style-type: none"> <li>compare and contrast two pieces of text by explaining how the authors present different or conflicting opinions to influence an audience and assess whether the evidence is relevant and sufficient.</li> <li>construct support for which text more effectively presents different or conflicting opinions to influence an audience.</li> </ul>
<b>2</b> Foundational Proficiency	<p>Understands authors might present conflicting opinions or counterclaims in a text.</p> <p>Understands not all information in a text is relevant to the claim being made.</p> <p>Understands not all sources used to support a claim are of equal value.</p>	Comprehension	<ul style="list-style-type: none"> <li>explain why certain information in a text is relevant or irrelevant to the claim being made.</li> <li>explain how a politician's/editorial writer's presentation of different or conflicting opinions influence a particular audience and assess whether the evidence is relevant and sufficient.</li> </ul>
<b>1</b>	With help..... has the 2.0 content		
Instructional Notes:	<p><b>Important Terms &amp; Phrases:</b> source, claim, equal, relevant evidence, conflicting opinion, counterclaim.</p> <p>Persuasive writing targets are a match with this target.</p>		Tags: CCSS.ELA.7.RI.6 & CCSS.ELA.8.RI.6

<b>Content Area &amp; Strand: Reading: Informational</b>
<b>Measurement Topic: Argument &amp; Reasoning</b>
<b>Scope Level: 04</b>
<b>Learning Target: ELA.04.AR.01.01</b>

Proficiency Level	Proficiency Level Description	Taxonomy Level	Evidence: The learner is able to:
<b>4</b> Going Beyond	In addition to the 3.0 knowledge, infers or applies beyond what was taught.		<ul style="list-style-type: none"> <li>create 2 PSA's for an audience of teens on the same topic using different techniques and appeals. Hypothesize which one will convince the reader and test your hypothesis on your classmates. (Using Knowledge)</li> </ul>
<b>3</b> Complex Proficiency	Understands how to evaluate the effectiveness of different techniques or appeals the author is using to convince the reader.	Analysis	<ul style="list-style-type: none"> <li>evaluate the effectiveness of different techniques or appeals the authors use (in multiple texts) to convince the reader.</li> <li>construct support for which text more effectively uses different techniques or appeals to convince a reader.</li> </ul>
<b>2</b> Foundational Proficiency	Understands authors might have the same opinion but use different facts, reasons and/or information to support that opinion.  Understands different persuasive strategies authors use to convince the reader ( <i>appeal to personality, traditional or accepted beliefs, rhetoric, reason, emotions, ethos, pathos, logos</i> ).	Comprehension	<ul style="list-style-type: none"> <li>complete a chart with various TV commercials on the same topic that use different persuasive strategies.</li> <li>explain how a politician's/editorial writer's use of techniques and appeals persuade the reader or listener.</li> </ul>
<b>1</b>	With help..... has the 2.0 content		
Instructional Notes:	<p><b>Important Terms &amp; Details:</b> persuasive strategy, convince, appeal to reason, appeal to personality, appeal to tradition, appeal to accepted beliefs, rhetoric, ethos, pathos, logos.</p> <p>Rhetoric targets have been absorbed into this target.</p>		Tags: CCSS.ELA.9-10.RI.6 & CCSS.ELA.11-12.RI.6

<b>Content Area &amp; Strand: Reading: Informational</b>
<b>Measurement Topic: Argument &amp; Reasoning</b>
<b>Scope Level: 05</b>
<b>Learning Target: ELA.05.AR.01.01</b>

Proficiency Level	Proficiency Level Description	Taxonomy Level	Evidence: The learner is able to:
<b>4</b> Going Beyond	In addition to the 3.0 knowledge, infers or applies beyond what was taught.		<ul style="list-style-type: none"> <li>analyze the perspective of multiple political candidates' who are using fallacious reasoning and how their techniques influence polling data. (Analysis)</li> <li>use multiple political candidates' texts to analyze their perspectives and the techniques they are using to influence polling data. (Analysis)</li> </ul>
<b>3</b> Complex Proficiency	Understands how an author uses fallacious reasoning to influence an audience .	Analysis	<ul style="list-style-type: none"> <li>compare and contrast two pieces of text by explaining how the authors use fallacious reasoning to influence an audience.</li> <li>construct support for which text more effectively uses fallacious reasoning to influence an audience.</li> </ul>
<b>2</b> Foundational Proficiency	Understands different types of fallacious reasoning ( <i>faulty logic, attacks, weak references, misinformation</i> ) when presenting a claim.  Understands authors often have an underlying motive for convincing the reader and may use bias, propaganda, and/or false facts when presenting an argument.	Comprehension	<ul style="list-style-type: none"> <li>use a persuasive article or ad to fill out a chart with the biases and/or false facts in the author's argument.</li> <li>explain how a primary source historical text (a speech or pamphlet) influences a particular audience.</li> </ul>
<b>1</b>	With help..... has the 2.0 content		
Instructional Notes:	<b>Important Terms &amp; Phrases:</b> motive, bias, propaganda, false facts, fallacious reasoning, faulty logic, attacks, weak references, misinformation.		Tags: CCSS.ELA.9-10.RI.8