

## ***The Arrival* in the English Language Arts Curriculum**

### 1.2. Language for Information and Understanding

Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

- Students create and support interpretations of immigration legislation in verbal and written format and express their views in a concise and logical manner.

### 2.2. Language for Literary Response and Expression

Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.

- Expression is an important factor especially because *The Arrival* is wordless. Students will prepare essays based on their reflections of *The Arrival* and supplementary material and will interpret those materials using a variety of literary forms.

### 3.2. Language for Critical Analysis and Evaluation

Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.

- Students present orally and in writing analyses of immigration policy and explain their rationale for their positions in the form of formal speeches, debates, thesis papers and issues analyses.
- Students make effective use of details, evidence, and arguments and of presentational strategies to influence an audience to adopt their position regarding immigration policy.