English Language Arts

Two practice sessions per week, followed by one new retrieval check.

Name _____ **Date** _____

Week 1 / When a word changes sides + Find the turn

Work the two exercises on the corresponding week's sheet. Then put your notes away and answer this check.

"The lock swallowed the last click." What does the verb add beyond "made a click"?

Week 2 / Write a counterclaim that matters + Analyze a craft choice

Work the two exercises on the corresponding week's sheet. Then put your notes away and answer this check.

A survey of bus riders supports a bus extension. What can it establish and who might be missing?

Week 3 / Evaluate the reach of a claim + Build an argument across four voices

Work the two exercises on the corresponding week's sheet. Then put your notes away and answer this check.

Write a counterclaim about extending a library day when staffing is limited, then answer it with a conditional proposal.

Bridge rehearsal

A reporter counts sold tickets and claims everyone who wanted to attend was admitted. Identify the missing perspective and propose evidence.

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SESSION 1

When a word changes sides

Original passage: “By nine the block was quiet. By ten the quiet had teeth. Mara turned the radio on, then off, and listened for the key.” Explain how the second use of quiet changes its meaning. Support an inference about Mara with two details.

Start here if you were away. Read the first two sentences aloud. Mark what the second adds.

SESSION 2

Find the turn

Original passage: “I kept Dad's directions folded in my pocket. At the fork I read them again. His penciled arrow pointed left. The bridge on the left was gone. I put the paper away and asked the girl on the steps where the road went now.” Explain how the ending develops an idea about relying on others.

Start here if you were away. Divide the passage at the missing bridge. Compare whom the speaker relies on.

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SESSION 3

Write a counterclaim that matters

Original practice sources about later library hours. A: 38 of 50 surveyed students wanted later access. B: staffing one extra hour costs $60. C: a pilot counted 14 visits during each added hour on average. Write a short argument using all three sources and answer a plausible objection. Identify one limitation of the evidence.

Start here if you were away. Choose a recommendation. Label each fact A, B or C before writing.

SESSION 4

Analyze a craft choice

Original passage: “The bakery sign came down on Tuesday. On Wednesday a pale rectangle hovered over the door. By Friday, whenever a stranger asked where the bakery was, I pointed at the shape of what was missing.” State a central idea and analyze how one writing strategy develops it using two details.

Start here if you were away. Underline the image that appears twice in different words.

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SESSION 5

Evaluate the reach of a claim

Original paragraph: “The trial route carried 80 riders on opening day. It therefore deserves permanent service. Riders got a free ticket that day, and half the registrations came from one club.” Identify the assumption, explain how the final sentence affects the reasoning, and rewrite the claim to fit the evidence.

Start here if you were away. Separate what happened from what the writer recommends.

SESSION 6

Build an argument across four voices

Original evidence on a late bus. A: 24 of 40 club members surveyed lack an after-school ride. B: one bus costs $180 per evening. C: a two-night trial carried 18 and 21 riders. D: a coach says some students stayed for the first time. Recommend a next step. Use at least three sources, address a counterclaim, and explain which evidence you would collect next.

Start here if you were away. Organize three source letters under need, cost and actual use.