

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	English 9 Intensive
2. Transcript Title/Abbreviation:	English 9 Inten
3. Transcript Course Code/Number:	5008
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Meets the UC/CSU "b" English requirement
6. Grade Level(s):	9
7. Unit Value:	5 credits per semester/ 10 credits total
8. Course Previously Approved by UC:	Yes
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	Yes
11. Repeatable for Credit:	No
12. Date of Board Approval:	June 27, 2013
 Date of Revision Approval:	June 14, 2018
13. Brief Course Description:	English 9 Intensive is a comprehensive reading intervention course specifically designed to provide core content along with tiered intervention for students who struggle with grade-level literacy demands. The course is structured around Houghton Mifflin Harcourt's (HMH) read 180 universal program and California common core standards in English/Language Arts. the curriculum provides instruction on building reading comprehension strategies, approaches to expository reading and writing, and literacy skills.
14. Prerequisites:	Students will be identified for this course based on, but not limited to Lexile score below 850 on the HMH Reading Inventory and on the 8th grade CAASPP proficiency level of 1 or 2—standards not met / standards nearly met (recommended)
15. Context for Course:	The current English 9 Intensive course was designed to provide intervention over a double blocked period. The course has been modified to meet rigorous English Language Arts curriculum in a single class period aligned with the common core English 9 state standards. The course contains core curriculum in addition to tiered intervention that meets UC 'a-g' requirements for English, "b" requirements.
16. History of Course Development:	The course was originally offered to meet UC 'a-g' requirements but needed to be taken concurrently with English 9 college preparatory. The course has been modified and now contains core content embedded within the intensive intervention. The course will now meet UC 'a-g' requirements when offered as a single period class.
17. Textbooks:	Title: Read 180 Universal, California Edition Author: Dr. Ted Hasselbring Et Al

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	Publisher: Houghton Mifflin Harcourt
18. Supplemental Instructional Materials:	Various books at student reading level as prescribed by Houghton Mifflin Harcourt
C. COURSE CONTENT	
1. Course Purpose:	
<p>The purpose of the English 9 Intensive class is to raise students’ reading levels to grade level. The course is designed to intensify instruction through increased instructional time strategically using technology and digital media to enhance students’ reading, writing, speaking, listening, and language use. As students gain mastery, the literary content of this course exposes students to a wide range of increasingly more complex texts that scaffolds and accelerates them to independence with grade-level content. Based on modified modes of presentation, research-based instruction and materials, students have the ability to advocate for their own learning needs in this course.</p>	
2. Course outline:	
<p>The students will:</p> <ol style="list-style-type: none"> 1. Increase fluency and reading comprehension skills by utilizing non-fiction and fiction texts and software. Furthermore, students will complete reader response notebooks and participate in small-group discussions to demonstrate their ability to understand and analyze the sequence, main ideas, details, organizational patterns, arguments, and positions developed within informational texts. 2. Increase word decoding and vocabulary development by completing workshops in the program software, such as reading zone, word zone, spelling zone, success zone, and writing zone. 3. Increase writing skills by completing the writing process for various types of writing, such as descriptive, expository, narrative, response to literature, and persuasive essays. Additionally, students will prepare research reports, both written and oral, to demonstrate their ability to develop and organize a well-defined point of view and support it with carefully selected and accurately-cited textual evidence. 4. Synthesize and compare textual components, such as authors’ point of view, character development or motivation, and arguments or positions, in a variety of fiction and non-fiction texts through written responses and oral presentations. 5. Expand grammar and spelling skills by analyzing texts and student-generated writings and completing workshops in the read 180 rbook and computer software. 	
Daily routine:	
<p><u>Whole-group direct instruction:</u> teachers begin the class by providing systematic instruction in reading skills and Strategies, academic vocabulary, writing, and grammar to the entire class.</p>	
<p><u>Small-group instruction:</u> using the rbooks and resources for differentiated instruction, the teacher works closely With students to meet their individual needs.</p>	
<p>Instructional computer software: students use the adaptive computer software independently, providing them With individualized practice in reading, spelling, vocabulary, and writing.</p>	
<p><u>Modeled and independent reading:</u> students build fluency and reading comprehension skills through modeled and Independent reading.</p>	
<p><u>Whole-group direct wrap-up:</u> teachers end the lesson with whole-group reflection, where students have the Opportunity to actively engage in discourse regarding what they have learned.</p>	
<p>Unit 1: At First Sight</p> <ul style="list-style-type: none"> • Students will participate in close reading of a variety of texts. • Students will identify the most important details in an informational or literary text. • Students will use evidence to question and reflect on ideas. • Students will identify important events in a text and cite evidence. 	

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- Students will use academic words to explain the text topic. Students will use academic words when speaking and writing, as well as reflect on ideas that have been discussed.
- Students will explain how an author’s point of view is shown or reflected in a text and use this information to analyze how a central idea and supporting details develop throughout a text.

Ccss standards addressed: ri.9-10.1,ri.9-10.2, ri.9-10.4, ri.9-10.5, ri.9-10.6,rl.9-10.1, rl.9-10.3, rl.9-10.6, l.9-10.1, l.9-10.2.c, l.9-10.4, l.9-10.4.a, l.9-10.4.b, l.9-10.4.c, l.9-10.4.d, l.9-10.6, sl.9-10.1, sl.9-10.3, sl.9-10.4, sl.9-10.6, w.9-10.2, w.9-10.4, w.9-10.5, w.9-10.8, w.9-10.10

Unit 2: Who Am I?

- Students will identify main ideas or events in literary and informational texts.
- Students will cite evidence.
- Students will reflect on ideas and information that have discussed and draw conclusions about them.
- Students will use academic words when speaking and writing, as well as reflect on ideas that have been discussed.
- Students will determine the theme of a literary piece or poem, and analyze text details that reflect the theme.
- Students will determine the figurative or connotative meanings of words and phrases in a poem.
- Students will determine the meaning of similes or creative comparisons used in a text.
- Students will restate others’ ideas and state their opinion.

CCSS Standards addressed: ri.9-10.1, ri.9-10.2, ri.9-10.4, rl.9-10.1, rl.9-10.2, rl.9-10.3, rl.9-10.4, l.9-10.5, l.9-10.5b, l.9-10.6, sl.9-10.1, sl.9-10.4, sl.9-10.5, sl.9-10.6, w.9-10.8, w.9-10.9.a, w.9-10.10

Unit 3: It’s Your Right

- Students will analyze what a text clearly says and make inferences about what a text does not clearly say.
- Students will identify important events in a text.
- Students will cite evidence.
- Students will report on a topic or text using facts or details to express important ideas.
- Students will compare and contrast different accounts of the same topic, including text focus.
- Students will use details in a literary text to analyze how an author develops and contrasts the points of view of different characters.
- Students will also explain how the author’s viewpoint is shown in the text, making note of details that help to determine the author’s purpose.
- Students will also summarize key supporting details and ideas, determine the central idea or theme of a text, and summarize it without including opinions.

CCSS Standards addressed: ri.9-10.1, ri.9-10.2, ri.9-10.6, ri.9-10.8 rl.9-10.1, rl.9-10.3 l.9-10.6, l.9-10.4.a, sl.9-10.1, sl.9-10.3, sl.9-10.4, sl.9-10.6, w.9-10.1, w.9-10.2, w.9-10.4, w.9-10.9.b, w.9-10.8, w.9-10.10

4. Instructional Methods and/or Strategies:

Blended Instructional Model: This research-based instructional design provides clear organization for whole group and small group instruction. The classroom is designed to maximize student engagement with the teacher, text, other students, and technology. Each class period begins and ends with whole-group, teacher-directed instruction and closure. In between the whole-group lessons, students break into three groups and rotate among three areas in the classroom: small-group instruction, independent reading, and independent practice on the instructional software.

Instructional Strategies: Teachers utilize research-based instructional strategies focused on utilizing direct instruction to introduce new skills and concepts. Classroom instruction has been designed to incorporate a lesson structure and sequence scaffolding model that provides an emphasis on individual differentiation to meet student needs. Teachers use a variety of the following strategies:

Cloze reading and writing	Cognitive modeling	Double-entry journals	Feedback and correctives
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Graphic organizers	Guided reading and writing	Inquiry-based learning	Proactive classroom management
Questioning strategies	Random student selection	Reciprocal teaching	Sentence frames
Think-ink-pair-share	Think-pair-share	Total Physical Response (TPR)	Whiteboards

5. Assessment Including Methods and/or Tools:

<u>Purpose</u>	<u>Assessment</u>	<u>Rationale for Assessment</u>
Universal Screening and Progress Monitoring	Scholastic Reading Inventory (SRI) – computer-adaptive assessment	<ol style="list-style-type: none"> Determines reading level and places students in the appropriate level in the program Informs daily rbook groups helping the teacher to match reader to text and task Monitors student, group, and class progress over time
Universal Screening and Progress Monitoring	READ 180 Topic Software	<ol style="list-style-type: none"> Assesses student performance and fluency in reading, vocabulary, and spelling Identifies strengths and weaknesses to support grouping for differentiated instruction
Writing Assessment	<ol style="list-style-type: none"> rBook Writing Assignments READ 180 Topic Software rSkills Tests 	<ol style="list-style-type: none"> Test students’ understanding of writing skills addressed during whole-group and small-group instruction Utilize rubrics and peer feedback for continuous improvement Scaffolds students to transition from writing single paragraphs to multi-paragraph essays
Curriculum-Based and Summative Assessment	Workshop Wrap-Up Tests	<ol style="list-style-type: none"> Opportunities for review and test preparation Monitor students’ understanding of key skills covered in whole-group and small-group instruction
Performance-Based Assessment	<ol style="list-style-type: none"> 21st Century Instruction End-of-Workshop Projects 	<ol style="list-style-type: none"> Students are guided through an “internship on a page” as they are instructed in and assessed on college and career readiness skills and strategies Application of higher order thinking and cross-curricular analysis skills
Independent Reading Assessment	<ol style="list-style-type: none"> Scholastic Reading Counts (SRC!) Quizzes Comprehension Quickwrites 	<ol style="list-style-type: none"> Monitor students’ comprehension of library books and eReads Assess independent reading of increasingly complex texts
District Summative Assessments	District Semester Benchmark Exam/End-of-Semester Exam	<ol style="list-style-type: none"> Measure students’ mastery of content standards

Scholastic Reading Inventory (SRI): A research-based test that assesses students’ reading levels. This computer adaptive assessment instrument is used for screening purposes as well as progress monitoring.

rSkills Tests: These tests are taken at the end of each rBook Workshop to assess student understanding of key reading and writing skills. rSkills Summative Tests taken at mid-year and end-of-year assess listening and reading comprehension, critical reading, word-study skills, conventions and writing.

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READ 180 Next Generation Topic Software: This computer software provides instruction within the context of cross-curricular areas, such as science, math, social studies, history, and English language arts. Each topic in the software includes five Learning Zones: Reading Zone, Word Zone, Spelling Zone, Success Zone, and Writing Zone. Assessments are embedded within each Learning Zone to track student progress. Each assessment assesses students' performance and fluency in reading, vocabulary, and spelling.

Teacher, Leadership, and Student Dashboards: Data from the Scholastic Achievement Manager (SAM) can be accessed through the Teacher and Student Dashboards. In the Dashboards, teachers, administrators, and students can view data on learning gains and computer software usage, collected continuously for each student as they use the technology daily. The Dashboards allow teachers and administrators to efficiently monitor student progress, quickly identify problems, and make informed decisions about instruction. The Student Dashboard supports students in building executive function and taking ownership over their own learning. Students can track their progress in the computer software and view their overall program progress.

Other Assessments: SBAC interim block assessments, reading inventory, progress monitoring assessments embedded in the program.

The evaluation of student progress and evaluation will be based on the following criteria outlined in board policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade