

# Chino Valley Unified School District

## Junior High Course Description #3008

CONTACTS	
<b>1. School Information:</b>	<b>School:</b> Chino Valley Unified School District <b>Street Address:</b> 5130 Riverside Dr., Chino, CA 91710 <b>Mailing Address:</b> 5130 Riverside Dr., Chino, CA 91710 <b>Phone:</b> (909) 628-1201 <b>Web Site:</b> <a href="http://www.chino.k12.ca.us">http://www.chino.k12.ca.us</a>
<b>2. Course Contact:</b>	<b>Teacher Contact:</b> Jaime Anderson <b>Position/Title:</b> Director, Curriculum and Instruction <b>Phone:</b> (909) 628-1201 ext. 1630 <b>E-mail:</b> <a href="mailto:jaime_anderson@chino.ca.k12.us">jaime_anderson@chino.ca.k12.us</a>
A. COVER PAGE - COURSE ID	
<b>1. Course Title:</b>	English 7/8 Intensive
<b>2. Transcript Title/Abbreviation:</b>	Eng 7/8 Intensive
<b>3. Transcript Course Code/Number:</b>	3008 / 3008Z
<b>4. Seeking Honors Distinction:</b>	No
<b>5. Subject Area/Category:</b>	English and Elective
<b>6. Grade level(s):</b>	7/8
<b>7. Brief Course Description:</b> English 7/8 Intensive is a comprehensive reading intervention course specifically designed to accelerate reading and academic achievement for students and provides them with an introduction to a rigorous English Language Arts curriculum. Designed as an intensive intervention, it is expanded into a double block period to meet course requirements and the Common Core State Standards for Grades 7 and 8 along with the Essential Program Components (EPC) for Intensive English Language Arts instruction. The course is structured to provide instruction based on Scholastic’s READ 180 program and core literature to provide reading comprehension strategies, approaches to essay writing, and vocabulary development skills to students, as well as literary analysis skills and strategies. Scholastic’s READ 180 intervention program is one of California’s State Board Adopted Instructional Materials Programs as well. Notably, English 7/8 Intensive provides at-risk students the opportunity to build strong literacy skills while remaining on track for university admittance.	
<b>8. Prerequisites:</b>	1. 6 <sup>th</sup> Grade CST English Language Arts Scaled Score below 300 or 7 <sup>th</sup> Grade CST English Language Arts Scaled Score below 300 2. 6 <sup>th</sup> grade Lexile score <835 on the SRI placement test or 7 <sup>th</sup> grade Lexile score <850 on the SRI Placement test
B. COURSE CONTENT	
<b>Course Purpose:</b> The purpose of the English 7/8 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.	
<b>Course Outline:</b> 1. Increase fluency and reading comprehension skills by utilizing non-fiction and fiction texts and software	

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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 paragraphs and essays
4. 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:**

Whole-Group Direct Instruction: Teachers begin the class by providing systematic instruction in reading skills and strategies, academic vocabulary, writing, and grammar to the entire class.

Small-Group Instruction: Using the *rBooks* and resources for differentiated instruction, the teacher works closely with students to meet their individual needs.

Instructional Computer Software: Students use the adaptive computer software independently, providing them with individualized practice in reading, spelling, vocabulary, and writing.

Modeled and Independent Reading: Students build fluency and reading comprehension skills through modeled and independent reading.

Whole-Group Direct Wrap-Up: Teachers end the lesson with whole-group reflection, where students have the opportunity to actively engage in discourse regarding what they have learned.

**Key Assignments:**

READ 180 Workshops	Skills
Workshop #1: The New Americans (Social Studies Expository)	<u>Comprehension Skill:</u> Main Ideas and Details <u>Writing Skill:</u> Expository
Workshop #2: When Disaster Strikes (Science Expository)	<u>Comprehension Skill:</u> Sequence of Events <u>Writing Skill:</u> Narrative
Workshop #3: Identity Crisis (Literature)	<u>Comprehension Skill:</u> Story Elements <u>Writing Skill:</u> Response to Literature
Workshop #4: Stolen Childhoods (Social Studies Expository)	<u>Comprehension Skill:</u> Summarize <u>Writing Skill:</u> Expository
Workshop #5: Under Pressure (Life Issues Expository)	<u>Comprehension Skill:</u> Problem and Solution <u>Writing Skill:</u> Persuasive
Workshop #6: Poe: The Master of Horror (Literature)	<u>Comprehension Skill:</u> Story Elements <u>Writing Skill:</u> Literature Review
Workshop #7: Alien Invaders (Science Expository)	<u>Comprehension Skill:</u> Cause and Effect <u>Writing Skill:</u> Persuasive
Workshop #8: Turning Points (Life Issues Expository)	<u>Comprehension Skill:</u> Compare and Contrast <u>Writing Skill:</u> Descriptive
Workshop #9: The Streets of Harlem (Expository and Literature)	<u>Comprehension Skill:</u> Make Inferences <u>Writing Skill:</u> Personal Narrative

**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

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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:

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

**Assessment Including Methods and/or Tools:**

<b>Purpose</b>	<b>Assessment</b>	<b>Rationale for Assessment</b>
Universal Screening and Progress Monitoring	<b>Scholastic Reading Inventory (SRI) – computer-adaptive assessment</b>	<ol style="list-style-type: none"> <li>1. Determines reading level and places students in the appropriate level in the program</li> <li>2. Informs daily rbook groups helping the teacher to match reader to text and task</li> <li>3. Monitors student, group, and class progress over time</li> </ol>
Ongoing Diagnostic and Formative Assessment	<b>READ 180 Topic Software</b>	<ol style="list-style-type: none"> <li>1. Assesses student performance and fluency in reading, vocabulary, and spelling</li> <li>2. Identifies strengths and weaknesses to support grouping for differentiated instruction</li> </ol>
Writing Assessment	<ol style="list-style-type: none"> <li>1. <b>rBook Writing Assignments</b></li> <li>2. <b>READ 180 Topic Software</b></li> <li>3. <b>rSkills Tests</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Test students’ understanding of writing skills addressed during whole-group and small-group instruction</li> <li>2. Utilize rubrics and peer feedback for continuous improvement</li> <li>3. Scaffolds students to transition from writing single paragraphs to multi-paragraph essays</li> </ol>
Curriculum-Based and Summative Assessment	<b>Workshop Wrap-Up Tests</b>	<ol style="list-style-type: none"> <li>1. Opportunities for review and test preparation</li> <li>2. Monitor students’ understanding of key skills covered in whole-group and small-group instruction</li> </ol>
Performance-Based Assessment	<ol style="list-style-type: none"> <li>1. <b>21<sup>st</sup> Century Instruction</b></li> <li>2. <b>End-of-Workshop Projects</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Students are guided through an “internship on a page” as they are instructed in and assessed on college and career readiness skills and strategies</li> <li>2. Application of higher order thinking and cross-curricular analysis skills</li> </ol>
Independent Reading Assessment	<ol style="list-style-type: none"> <li>1. <b>Scholastic Reading Counts</b></li> <li>2. <b>(SRC!) Quizzes</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Monitor students’ comprehension of library books and eReads</li> <li>2. Assess independent reading of increasingly</li> </ol>

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	<b>Comprehension Quickwrites</b>	complex texts
District Summative Assessments	<b>District Trimester Benchmark Exams/End-of-Semester Exam</b>	1. 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.

**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.