



HIGH SCHOOL COURSE OUTLINE

Department	English			Course Title	English 1-2 SDC		
Course Code	5415	Grade Level	9	Course Length	2 semesters	Credits/Semester	5
Required for Graduation	Yes	Meets H.S. Grad Requirement		Yes	Elective Credit	--	
Prerequisites	None						
Articulated with LBCC		No		Articulated with CSULB		No	
Meets UC "a-g" Requirement		No		Meets NCAA Requirement		Yes	

COURSE DESCRIPTION:

English 1-2 SDC is designed specifically for the needs of 9th grade students with mild/moderate disabilities who are at the beginning, early, and intermediate levels of listening, speaking, reading, and writing proficiency. Students in this course cover the essential content and utilize the same basic textbook/literature books as their general education counterparts supplemented with content-parallel materials at a simplified reading level. Additionally, primary language materials for ELL students will be provided, when available and as needed, to facilitate the preview and review of essential content. The course delivery varies in pacing, instructional methodology, and supplemental materials. It is designed to provide depth versus breadth of the content standards, and provide more modified content, comprehensible input, and literacy development in the content area.

Students pursue a balanced, integrated standards-based program of literature and language study. Students will develop strategies to construct meaning from and interact thoughtfully with all genres of literature and non-fiction texts with an emphasis on non-fiction and informational texts. Writing activities are extensions of experiences developed through these interactions with texts, and students will use process-writing activities in a variety of genres including persuasive, expository, narrative, and response to literature. Students also receive instruction in the conventions of written language, reading strategies, effective oral communication and research techniques. Emphasis will be placed on preparation for the successful completion of the state mandated California High School Exit Exam (CAHSEE), which is a requirement for high school graduation.

GOALS: (Student needs the course is intended to meet)

- Build the skills and master the content required by the California State Language Arts Standards in reading, writing, listening and speaking, and written and oral English language conventions and to prepare for the CAHSEE.
- Focus on reading non-fiction and informational materials, understanding literary elements, and demonstrating their ability to grapple with and deepen their understanding of the treatment, scope, and organization of ideas by finding similarities and differences between texts.
- Develop research skills.
- Display increased sophistication and polish in the various genres.
- Continue working on mastering English-language conventions when speaking and writing.
- Become lifelong readers and writers as well as listeners and speakers.

- Continue to apply Language Arts to everyday life.
- Develop an awareness of the vast array of Language Arts related career choices.

California Content Standards

After many of the standards, symbols are used to indicate which assessments are used to measure a student's proficiency.

California Standards Test is (CST)

California High School Exit Exam is (CAHSEE)

Practice Scholastic Aptitude Test is (PSAT).

All standards that address research skills are written in bold face.

1.0 Analysis, Fluency, and Systematic Vocabulary Development:

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations. (CST, CAHSEE, PSAT)
- 1.2 Distinguish between the denotative and connotative (CST, CAHSEE, PSAT) meanings of words and interpret the connotative power of words.

2.0 Reading Comprehension

- 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. (CST, CAHSEE, PSAT)
- **2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents. (CST, CAHSEE, Research)**
- **2.3 Generate relevant questions about readings on issues that can be researched. (CST, CAHSEE, Research)**
- **2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension. (CST, CAHSEE, PSAT, Research)**
- **2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration. (CAHSEE, PSAT, Research)**
- **2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings. (CST, CAHSEE, Research)**

3.0 Literary Response and Analysis

- 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy tragedy, drama, dramatic monologue). (CST, CAHSEE)
- 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot. (CST, CAHSEE, PSAT)
- 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy. (CST, CAHSEE)
- 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work. (CST, CAHSEE)
- 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks). (CST, CAHSEE)

- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. (CST, CAHSEE)
- 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. (CST, CAHSEE, PSAT)
- 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature. (CAHSEE)
- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach) (CST)

1.0 Writing Strategies

- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. (CST, CAHSEE, Research)
- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. (CST, CAHSEE, Research)
- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources. (CST, CAHSEE, Research)
- 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions). (CST, CAHSEE, Research)
- 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents). (CST, CAHSEE, Research)
- 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas. (CAHSEE, Research)
- 1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook*, *The Chicago Manual of Style*). (Research)
- 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context. (CST, CAHSEE, Research)

2.0 Writing Applications (Genres and Their Characteristics)

- 2.1 Write *biographical* or autobiographical *narratives* or short stories: (CAHSEE)
 - a. Relate a sequence of events and communicate the significance of the events to the audience.
 - b. Locate scenes and incidents in specific places.
 - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
 - d. Pace the presentation of actions to accommodate changes in time and mood.
 - e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.
- 2.2 Write responses to literature: (CAHSEE)
 - a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
 - b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.

- c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
- d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- **2.3 Write expository compositions, including analytical essays and research reports: (CAHSEE, Research)**
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- **2.4 Write persuasive compositions. (CAHSEE, Research)**
 - a. Structure ideas and arguments in a sustained and logical fashion.
 - b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
 - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
 - d. Address readers' concerns, counterclaims, biases, and expectations.
- **2.5 Write business letters: (combination of expository and persuasion)**
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c. Highlight central ideas or images.
 - d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
- **2.6 Write technical documents (often created in Health class) (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):**
 - a. Report information and convey ideas logically and correctly.
 - b. Offer detailed and accurate specifications.
 - c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
 - d. Anticipate readers' problems, mistakes, and misunderstandings.

1.0 Written and Oral English Language Conventions

- **1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases and mechanics of punctuation (e.g., commas, semicolons, colons, ellipses, hyphens). (CST, CAHSEE, Research)**
- **1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses – past and present). (CST, CAHSEE, Research)**
- **1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. (CST, CAHSEE, Research)**

- 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization (direct as region, proper adjectives, proper/common nouns, titles of people). (CST, Research)
- 1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations. (CST, CAHSEE, Research)

1.0 Listening and Speaking

These objectives can support student learning of the essential power standards for this course. While these standards are not directly assessed on state assessments, they provide students with concrete ways of proving their learning.

- 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.
- 1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.
- 1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.
- 1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.
- 1.8 Produce concise notes for extemporaneous delivery.
- 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- 1.12 Evaluate the clarity, quality effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.

2.0 Speaking Applications (Genres and Their Characteristics)

- 2.1 Deliver narrative presentations
- 2.2 Deliver expository presentations
- 2.3 Apply appropriate interviewing techniques
- 2.4 Deliver oral responses to literature
- 2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects)
- 2.6 Deliver descriptive presentations

PERFORMANCE STANDARDS: (must be measurable)

STATE PERFORMANCE STANDARD

The California State Board of Education has identified the following performance levels for the California Content Standards Test in English/Language Arts. The objective of Long Beach Unified School District is to have all students achieve at or above the Proficient Performance Standard (Level).

	Far Below Basic	Below Basic	Basic	Proficient	Advanced Proficient
%	Less than 58%	58% - 65%	66% - 76%	77% - 86%	87% - 100%
Scaled Score	Less than 100	266	301	350	398

DISTRICT PERFORMANCE STANDARD

The Long Beach Unified School District has established criteria for students to succeed. In addition to assessments such as tests, quizzes, and projects, students must be proficient in the areas listed below to receive a **C** or better in this course.

ACADEMIC LITERACY IN CONTENT-AREA CLASSES

- Completion of content courses is essential requirements for students to receive a high school diploma.
- Content area classes play an important role in developing and strengthening students' progress towards reading, writing, listening and speaking.
- Students should be encouraged to expand their vocabulary and other language skills.
- When content-area information and materials have been made comprehensible through instruction in the content area class, special education students will progress through phases of developing academic literacy.
- The students' degrees of literacy will significantly affect the pace that students move through these phases.

The following are stages of literacy development and instructional components that will help teachers determine the appropriate pathway for developing literacy.

Emergent (Kinder- 2nd grade literacy level) - Students have beginning literacy skills.

A student who exhibits some of the following behaviors may be considered an emergent reader:

- decoding cvc, cvvc, cvce words
- reads and writes 0-200 sight words
- answers basic, literal comprehension questions (i.e, who, where)
- writes using inventive or phonetic spelling, basic sight words
- writes using simple sentences
- begins most sentences with the same pattern (I..., My dog...)
- uses few adjectives
- writing is off topic or strays

Students progressing through this level will:

- participate in modified group/class projects, discussions and oral presentations with non-verbal responses (e.g., gestures, drawings, graphic organizers) and/or single words or phrases with assistance (e.g., word walls, language structure walls).
- begin to participate orally in some content area reading strategies (especially pre-reading, KWL, and anticipation guides presented orally), with single words or phrases to analyze concepts from explicitly taught texts and other course reading materials.
- respond to Curriculum Embedded Assessment prompts (read to them and clarified for them) non-verbally (e.g., graphic organizers with drawings) and/or orally with single words or phrases.
- begin to use the alphabet to write in teacher-guided learning logs, selected homework and interactive notebooks, and to organize and record expository information on pictures, lists, charts and tables using single words or phrases.
- understand the need for using modified test-taking strategies (using previously taught vocabulary) on the required district/state assessments, such as, End of Course Exams (with alternate presentation and response), and STAR.

Early (2nd-3rd grade literacy level)

Students have little or no academic proficiency and varying levels of academic literacy skills and concepts.

A student who exhibits some of the following behaviors may be considered an early reader:

- reads cvc, cvvc, cvce words
- decodes blends, diagraphs, multisyllabic words
- reads and writes 200-300 sight words
- answers literal comprehension questions (i.e., why, how) and is beginning to consciously use comprehension strategies (predicting, rereading, summarizing, etc.)
- writes using correct cvc, cvvc, cvce spelling, sight words, attempts multi-syllabic words
- writes using simple sentences and attempts some complex sentences
- is beginning to use descriptive language
- writing is simple, on topic

Students progressing through this level will:

- participate in group/class projects, discussions and presentations with non-verbal responses (e.g., gestures, drawings, graphic organizers, role-playing) and/or oral or written single words, phrases and simple sentences with assistance (i.e., using the academic participation cards).
- participate orally in some content area reading strategies (especially pre-reading, KWL, academic participation cards, anticipation guides) or write using single words, phrases and/or simple sentences to analyze concepts from texts and other course reading materials.
- respond to Curriculum Embedded Assessment prompts (read to them and clarified for them) non-verbally (e.g., graphic organizers with drawings) and/or orally with single words, phrases and simple sentences in an outline format.
- use writing in a variety of ways such as, but not limited to, guided class note-taking, learning logs, interactive notebooks, representing information on pictures, lists, charts and tables using single words, phrases or simple sentences, and completing student handouts, selected homework, and modified class projects.

- understand the need for using test-taking strategies (using taught vocabulary) on the required district/state assessments, such as, End of Course Exams (with alternate presentation and response), and STAR.

Intermediate (**4th and 5th grade literacy level**)

Students have some academic proficiency about topics that have been explicitly taught to them.

A student who exhibits some of the following behaviors may be considered an intermediate reader:

- reads cvc, cvvc, cvce words, blends, and diagraphs
- decodes multisyllabic words
- reads and writes 400-500 sight words
- answers literal and inferential comprehension questions and consciously uses comprehension strategies (predicting, rereading, summarizing, etc.)
- writes using correct cvc, cvvc, cvce spelling, sight words, most multi-syllabic words
- writes using both simple and complex sentences
- uses descriptive language
- writing is on topic and interesting

Students progressing through this level will:

- participate in group/class projects, discussions and presentations with simple sentences and many attempts at more complex sentences.
- use content area reading strategies (especially pre-reading, KWL, academic participation cards, anticipation guides, Reciprocal Teaching and Question/ Answer Relationships) to analyze concepts from taught texts and other course reading materials.
- respond to Curriculum Embedded Assessment prompts (read to them and clarified for them) orally and with simple and some complex sentence structures in at least three paragraphs.
- use writing in a variety of ways such as, but not limited to, class note-taking, learning logs, interactive notebooks, response logs, and completing student handouts, homework, and class projects.
- understand the need for using test-taking strategies (using taught vocabulary) on the required district/state assessments, such as, End of Course Exams (with alternate presentation and response), and STAR.

**Should you have a student who is functioning higher than the above levels (i.e., fluent), it is suggested that you hold an IEP and discuss alternate options such as RSP placement or mainstreaming for content areas.

ENGLISH 1-2 PERFORMANCE CRITERIA Pacing Chart

Q1	Advanced Proficient 4		Proficient 3	Partially Proficient 2	Not Proficient 1
Pre-test on demand writing score: Rhetoric ____ Conventions ____	100-90 A	89 - 80 B	79 - 70 C	69 - 60 D	59 - 0 F
<p>Writing Folder Begin writing folder. All process work is organized (the first draft on the bottom and the final draft on top), dated, and presented in standard format with scoring guides and rubrics attached. (Writing Strategies 1.0; Writing Application 2.0; Written and Oral English Language Conventions 1.0)</p> <p>Contents: Minimum</p> <ul style="list-style-type: none"> • Fictional, Autobiographical, or Biographical Narratives • Expository Essay/writing • Business Letter 	All essays are completed	All essays are completed and	All essays are completed	No more than one essay is missing	Writing folder is missing more than one required essay. Conventions/ Rhetorical
Completion of Daily Assignments	All daily class assignments are completed and the majority receive ✓ +	All daily class assignments are completed and at least a third receive a ✓ +	Over 80% of daily class assignments are completed and at least a third receive a ✓	80% of daily assignments are completed	Less than 80% of daily assignments completed
Independent Reading	Read one 335-page book per month (11 pages daily) or the equivalent in more than one book.	Reads almost 335 pages per month (almost 11 daily pages)	Reads less than 335 pages per month (less than 11 daily pages)	Reads 60% of the required pages	Reads less than 60% of the required pages

ENGLISH 1-2 PERFORMANCE CRITERIA

Q2	Advanced Proficient 4		Proficient 3	Partially Proficient 2	Not Proficient 1
	100 – 90 A	89 – 80 B	79 – 70 C	69 – 60 D	59 – 0 F
<p>Writing Folder All process work is organized (the first draft on the bottom and the final draft on top), dated, and presented in standard format with scoring guides and rubrics attached. (Writing Strategies 1.0; Writing Application 2.0; Written and Oral English Language Conventions 1.0)</p> <p>Contents: minimum</p> <ul style="list-style-type: none"> • Fictional, Biographical, Autobiographical Narratives • Response to Literature • Begin Research Process 	All essays are completed and the majority of essays receive a score-point of 4.0 in rhetoric and conventions.	All essays are completed and the majority receives a score-point of 3.0 in rhetoric and conventions.	All essays are completed and at least half of the essays receive a 3.0 in rhetoric and conventions.	No more than one essay is missing, AND/OR the average score of the essays is a 2.0 in rhetoric and conventions.	Writing folder is missing more than one required essay AND/OR the average score of the essays is 1.0 in Rhetorical and Conventions.
Completion of Daily Assignments	All daily class assignments are completed and the majority receive ✓ +	All daily class assignments are completed and at least a third receive a ✓ +	Over 80% of daily class assignments are completed and at least a third receive a ✓	80% of daily assignments are completed	Less than 80% of daily assignments completed
Independent Reading	Read one 335-page book per month (11 pages daily) or the equivalent in more than one book.	Reads almost 335 pages per month (almost 11 daily pages)	Reads less than 335 pages per month (less than 11 daily pages)	Reads 60% of the required pages	Reads less than 60% of the required pages

ENGLISH 1-2 PERFORMANCE CRITERIA

Q3	Advanced Proficient 4	Proficient 3		Partially Proficient 2	Not Proficient 1
	100 – 90 A	89 – 80 B	79 – 70 C	69 – 60 D	59 – 0 F
<p>Writing Folder All process work is organized (the first draft on the bottom and the final draft on top), dated, and presented in standard format with scoring guides and rubrics attached. (Writing Strategies 1.0; Writing Application 2.0; Written and Oral English Language Conventions 1.0)</p> <p>Contents: minimum</p> <ul style="list-style-type: none"> • Response to Literature • Continue Research • Persuasion 	All essays are completed and the majority of essays receive a score-point of 4.0 in rhetoric and conventions.	All essays are completed and the majority receives a score-point of 3.0 in rhetoric and conventions.	All essays are completed and at least half of the essays receive a 3.0 in rhetoric and conventions.	No more than one essay is missing, AND/OR the average score is a 2.0 in rhetoric and conventions.	Writing folder is missing more than one required essay AND/OR the average score of essays is 1.0 in Rhetorical and Conventions.
Completion of Daily Assignments	All daily class assignments are completed and the majority receive ✓ +	All daily class assignments are completed and at least a third receive a ✓ +	Over 80% of daily class assignments are completed and at least a third receive a ✓	80% of daily assignments are completed	Less than 80% of daily assignments completed
Independent Reading	Read one 335-page book per month (11 pages daily) or the equivalent in more than one book.	Reads almost 335 pages per month (almost 11 daily pages)	Reads less than 335 pages per month (less than 11 daily pages)	Reads 60% of the required pages	Reads less than 60% of the required pages

ENGLISH 1-2 PERFORMANCE CRITERIA

Q4	Advanced Proficient 4		Proficient 3	Partially Proficient 2	Not Proficient 1
	100 – 90 A	89 – 80 B	79 – 70 C	69 – 60 D	59 – 0 F
<p>Assessment Portfolio</p> <p>Due June 1</p> <p>All process work is organized (the first draft on the bottom and the final draft on top), dated, and presented in standard format. with scoring guides and rubrics attached. (Writing Strategies 1.0; Writing Application 2.0; English and Oral English Language Conventions 1.0)</p> <p>Suggested Contents</p> <ul style="list-style-type: none"> • Pre and post timed writing essays with reflection on writing growth. • Research Final--Process • Three (3) self/teacher-selected process essays 	All essays are completed and the majority of essays receive a score-point of 4.0 in Rhetoric and Conventions	All essays are completed and the majority receives a score-point of 3.0 in Rhetoric and Conventions.	All essays are completed and at least half of the essays receive a 3.0 in Rhetoric and conventions.	No more than one essay is missing AND/OR the average score is a 2.0 in rhetoric and conventions	Writing folder is missing more than one required essay AND/OR the average score of the essays is 1.0 in Rhetoric and Conventions.
Completion of Daily Assignments	All daily class assignments are completed and the majority receive ✓ +	All daily class assignments are completed and at least a third receive a ✓ +	Over 80% of daily class assignments are completed and at least a third receive a ✓	80% of daily assignments are completed	Less than 80% of daily assignments completed
Independent Reading	Read one 335-page book per month (11 pages daily) or the equivalent in more than one book.	Reads almost 335 pages per month (almost 11 daily pages)	Reads less than 335 pages per month (less than 11 daily pages)	Reads 60% of the required pages	Reads less than 60% of the required pages

METHODS FOR LITERACY INSTRUCTION

Lesson Design & Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher’s vision for the individual lesson. For instance, the objective and purpose, while present in the teacher’s lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<p>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</p>	<p>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice</p>
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Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Gestures)
<ul style="list-style-type: none"> Recall 	<ul style="list-style-type: none"> Pair/Share 	<ul style="list-style-type: none"> Restate in Journals / Notes 	<ul style="list-style-type: none"> Hand Signals
<ul style="list-style-type: none"> Imagine 	<ul style="list-style-type: none"> Idea Wave 	<ul style="list-style-type: none"> Response Boards 	<ul style="list-style-type: none"> Clapping
<ul style="list-style-type: none"> Observe 	<ul style="list-style-type: none"> Choral Response 	<ul style="list-style-type: none"> Graphic Organizers 	<ul style="list-style-type: none"> Stand up/ Sit down
<ul style="list-style-type: none"> Consider 	<ul style="list-style-type: none"> Give One, Get One 	<ul style="list-style-type: none"> Folded Paper 	<ul style="list-style-type: none"> Point to Examples
<ul style="list-style-type: none"> Visualize 	<ul style="list-style-type: none"> “Foggiest” point 	<ul style="list-style-type: none"> Ticket Out of Class 	
	<ul style="list-style-type: none"> Socratic Seminar 	<ul style="list-style-type: none"> Illustrate 	
	<ul style="list-style-type: none"> Cooperative Discussion Groups (i.e. Talking Chips) Role Play 	<p><u>Baldrige Quality Tools</u> Affinity diagram Plus/Delta Flow Chart Consensogram Matrix/Diagram Scatter Diagram</p>	

Literacy and Differentiation Strategies

Learning styles and learning challenges of your students may be addressed by implementing combinations of the following:

<u>Reading Strategies in Language Arts</u>	<u>Strategies for English Learners</u>	<u>Strategies for Special Needs Students</u>
<ul style="list-style-type: none"> ▪ Learning Logs ▪ Pre-teaching ▪ Vocabulary ▪ Pre-reading ▪ Text Structures ▪ Trail Markers ▪ Reciprocal Teaching ▪ Functional Text ▪ Anticipation Guide ▪ Close Reading ▪ Literature Circles ▪ Hot Seat ▪ SSR/Independent Reading 	<ul style="list-style-type: none"> ▪ Tapping/Building Prior Knowledge (Graphic Organizers, Schema) ▪ Grouping Strategies ▪ Multiple Intelligences ▪ Adapt the Text ▪ Interactive Learning (Manipulatives, Visuals) ▪ Acquisition Levels ▪ Language Sensitivity ▪ Lower the Affective Filter (including Processing Time) ▪ Home/School Connection (including Cultural Aspects) 	<ul style="list-style-type: none"> ▪ Model Multiple Examples ▪ Whole group task ▪ Interactive Learning (manipulatives, visuals) ▪ Adapt Text ▪ Homogeneous Grouping ▪ Small Group Instruction ▪ Direct Instruction ▪ Graphic Organizers ▪ Partner ▪ Build Prior Knowledge ▪ Differentiate Instruction ▪ Use of Instructional Accommodations: (i.e., Change of response, scheduling, presentation, and setting) ▪ Modify/Adapt the Curriculum: (i.e., Change quantity, timing)

MATERIALS USED IN TEACHING THE COURSE: In addition to the basic text, a variety of instructional tools will be used to meet the needs of all students

Basic Text: Literature & Language Arts, Third Course, 2003, Holt, Rinehart, Winston. Teachers may select works from this textbook

All ninth grade students must read the three following selections:

- The Odyssey
- Romeo and Juliet
- To Kill A Mockingbird

Additional Novels: Teachers may select from titles on attached list for grade 9, only if students have read the above required selections.

Teacher Resources

- The Writer's Craft McDougal Littell, 1998, Blau
- Newspaper/editorials
- Magazines: (optional) Literacy Cavalcade, Scholastic, Newsweek, Upfront: The New York Times, Writing by Reader's Digest
- Reading, Writing Handbook with Rubrics and scoring guides
- California State Standards

Related Career Resources

- There are many web sites that will help with career selection such as Eguidance.com, BRIDGES.com, and icouldbe.org. The software package COIN JR also has career information. Careers in English/Language Arts could include: Book Editor, Copyright Coordinator, Copywriter, Corporate Lawyer, Court Clerk, Court Reporter, Criminal Defense Lawyer, Criminal Prosecutor, Desktop Publisher, Documentary Producer, Teacher, English Language Teacher Overseas, English Professor, Film Critic, Freelance Writer, Fund-raiser, Grant Writer, Principal, Insurance Underwriter, Journalist, Judge, Librarian, Literary Agent, Newspaper Editor, News Anchor, Newspaper Editor, Novelist, Playwright, Political Lobbyist, Politician, Public Speaker, Scriptwriter, TV Host, and TV Producer.

ENGLISH 1-2 LITERARY WORKS

CORE		EXTENDED	
Anaya, Rudolfo	<u>Bless Me, Ultima</u>	Campbell, BeBe Moore	<u>Sweet Summer</u>
Dickens, Charles	<u>Great Expectations</u>	Courtney, Bryce	<u>Power of One</u>
Homer	<u>The Odyssey</u>	Freeman, Benjamin and Nancy	<u>Mrs. Mike</u>
Kingsolver, Barbara	<u>The Bean Trees</u>	Hamilton, Virginia	<u>Sweet Whispers, Brother Rush</u>
Lee, Harper	<u>To Kill a Mockingbird</u>	Hinton, S. E.	<u>Tex</u>
Shakespeare, William	<u>Romeo and Juliet</u>	London, Jack	<u>White Fang</u>
Mishima, Yukio	<u>The Sound of Waves</u> (pairs well with <u>Romeo and Juliet</u> -very short)	Taylor, Mildred	<u>Let the Circle Be Unbroken</u>
Cisneros, Sandra	<u>House on Mango Street</u>	Twain, Mark	<u>The Adventures of Tom Sawyer</u>
		Hinton, S.E.	<u>The Outsiders</u>
		Soto, Gary	<u>Living Up the Street</u>
		Soto, Gary	<u>A Sumer Life</u>
		Reynolds, Marilyn	<u>Beyond Dreams</u>
		Zindel, Paul	<u>The Pigman</u>

BOLD= required selections

EVALUATION: Student achievement in this course will be measured using multiple assessment tools including, but not limited to chapter tests, cumulative tests (End-Of-Course Exam), quizzes, homework, classwork, notebooks, portfolios, projects, open ended questions and formal essays.

SPECIAL EDUCATION ACCOMMODATIONS:

- ◆ Student with IEP's should participate in the classroom and district assessment, with accommodations as necessary.
- ◆ However, if the student should receive accommodations it must be based upon IEP documentation.
- ◆ Accommodations for classroom and district assessment should be closely linked to the same accommodations that are given in classroom instruction.
- ◆ Students must participate in assessments using the accommodations documented on their IEP.

Common accommodations used in English are:

- Read aloud- read prompts/tasks aloud to the student to ensure you are assessing the students skills in English and not in reading.
- Extended time: This accommodation is often misused. Students require this accommodation when, in instruction, they struggle to *complete* a task or an assessment. If students are given additional time and still not completing the assessment because they are unable to do the work- this is not a valid use of extended time. Extended time allows students longer processing time, or additional time to physically write the answers etc.

- **Simplified Directions:** Directions for classroom assignments or classroom, district and state assessments may need to be reworded by the teacher to support student’s comprehension of the task or assignment.
- **Other accommodations:** any other accommodations documented in the IEP should be allowed during instruction and assessment. Accommodations are what help the student access the curriculum.

ASSESSMENTS USED TO MONITOR AND EVALUATE STUDENT PROGRESS

	Diagnose	Monitor	Evaluate
State Assessments			<ul style="list-style-type: none"> • California Achievement Test (CAT 6) • Content Standards Test (CST) • California High School Exit Exam (CAHSEE)
District Assessments	<ul style="list-style-type: none"> • Writing Portfolio 	<ul style="list-style-type: none"> • Writing Portfolio 	<ul style="list-style-type: none"> • End of Course Exam • Writing Portfolio
Classroom Assessments	<ul style="list-style-type: none"> • On demand /timed writing • Journal writing • Quick writes • Summaries • Paraphrases 	<ul style="list-style-type: none"> • On demand/timed writing • Daily Written Responses , i.e. journals, quick writes, summaries paraphrases, poetry, short answers quizzes, unpacking a prompt, comprehension quizzes • Reading Logs 	<ul style="list-style-type: none"> • Four (4) process papers with one being research could be multi-genre project • One (1) business letter • Three (3) essays on demand (CAHSEE prep) • One (1) Mock CAHSEE (CAHSEE prep) • Four (4) multiple choice assessments (CAHSEE prep) • Reading Logs
Other Informal Assessments	<ul style="list-style-type: none"> • Work samples • Interviews • Learning Logs/Writer’s Notebook 	<ul style="list-style-type: none"> • Work sample • Response journal • Reading log • Interviews • Learning Logs/Writer’s Notebook • Student self-evaluation • Records of independent reading • “Kid watching” 	<ul style="list-style-type: none"> • Response journal • Reading log • Learning Logs/Writer’s Notebook • Student self-evaluation • Reading portfolio selection • Records of independent reading • Poetry • Short stories • Collected Vignettes • Collected Folktales • Novellas

SUGGESTED QUALITY TOOLS TO SUPPORT INDIVIDUAL SKILLS

Quality tools provide students with opportunities to build individual skills enabling them to participate and contribute in collaborative efforts safely and comfortably. Quality tools open channels of communication.

Name	Purpose
Affinity Diagram	<ul style="list-style-type: none"> Add structure to a large amount of information Break a complex issue into easy-to-understand categories Gain agreement on an issue or situation
Flowchart	<ul style="list-style-type: none"> Describe a current process Identify the step(s) where a process breaks down
Force Field Diagram	<ul style="list-style-type: none"> Identify obstacles in reaching a goal Identify possible causes and solutions to a problem
Issues / Ideas Bin	<ul style="list-style-type: none"> Handle information / requests from an individual without stopping a group activity Get anonymous input Obtain diverse types of feedback in specified domains
Plus / Delta	<ul style="list-style-type: none"> Find out what's working and what's not working in a process or activity Identify opportunities for change Track improvement efforts

BALDRIGE GRAPH (Alternative to Portfolio)
Students will chart and date each formal writing assessment

RUBRIC SCORE	4		4		4		4	
	3		3		3		3	
	2		2		2		2	
	1		1		1		1	
GENRE TASKS	Expository	Conventions	Response to Literature	Conventions	Persuasive	Conventions	Narrative	Conventions
DATES								



INSERT
for the Writing Standards Assessment Portfolio

School

Student _____

Content Standard 2.0: Writing Applications
Use writing as a means of learning and reflecting

My Writing Goals

Grade	Date / What I am able to do well in my writing pieces (strengths)	What I need to work on next - future goals	What my teacher should know about me as a writer
Beginning of Year			

My Writing Goals

Mid Year	Date / What I am able to do well in my writing pieces (strengths)	What I need to work on next – future goals	The piece I'm proud of is . . . Because . . .
End of Year	Date / What I am able to do well in my writing pieces (strengths)	What I need to work on next – future goals	The most important ideas I've learned about writing are...

GRADING SCALE

Letter grade

Percentage

Four Point
Rubric score



Advanced Proficient	A	100-90%	Advanced Proficient 4
Proficient	B	89 – 80%	Proficient 3
	C	79% - 70%	
Partially Proficient	D	69 – 60%	Partially Proficient 2
Non or Limited Proficient	F	Below 60%	Non or Limited Proficient 1

*Teachers are encouraged to use plus and minus scores when using the four-point rubric.

SUGGESTED GRADING POLICY

A common grading policy ensures consistency between schools and classroom across the district.

- ◆ **Tests/ Long Term Projects/ Timed Writing Tasks** **25%**
 These end-of-learning assessments are sometimes called culminating tasks. At the end of instruction, students are assessed in a variety of ways to evaluate their knowledge of a specific content. Examples include: any literature/grammar/unit tests, poetry notebooks, short story notebooks, dramatic presentations, book reports, research reports, and timed writing in any of the genres for a final score using a rubric.
- ◆ **Literary Tasks** **20%**
 Using a piece of text (Literature, Expository, Poetry/Songs, Functional text etc.), students will create a representation that demonstrates competency in description, comprehension, analysis, reflection, etc. according to a predetermined rubric/scoring guide. Tasks could include: literature circle responses, short story or novel question responses, story frames/maps, posters/brochures, graphic organizers, Cornell notes, double entry journals/reading response logs, vocabulary study.
- ◆ **Writing Tasks** **20%**
 *These tasks may overlap the literary tasks. This writing can be casual, informal, or process writing (formal). Tasks include: journal quick writes, one-pagers, short paragraph responses, process essays, pre-writes, drafts, peer feedback, graphic organizers, grammar practice, character sketches, paragraph summaries, poems etc.
- ◆ **Quizzes** **10%**
 These are “chunked” quick assessments to check understanding of the content taught so far. Teachers can use these to determine if students are ready to move on. These mini-assessments can be oral, multiple-choice, short answer, essay format, or even a poster. They can be graded or not. Examples include: spelling quizzes, vocabulary checks, short story checks, genre terms quiz, thinking maps, etc.
- ◆ **Homework** **10%**
 This practice reinforces the learning done in class. The work should be checked for completion but not graded. It is practice in a skill. Homework could be: spelling, reading logs, SSR, vocabulary study, grammar practice, rough draft revision, long term project work, journal writing note taking, etc.

◆ **Listening & Speaking (participation)**

10%

These skills are the cornerstones of classroom management, discussions, oral presentations, and active class participation. Examples include: Literature circles, Socratic Seminars, Junior Great Books, peer feedback and critiques, everyday classroom participation, reader's theatre, choral response, informal presentations, recitations, think-pair-share, etc.

◆ **End Of Course Exam**

5%

Common Tasks

Grade 9

The writing folder should contain a minimum of the following:	Date completed	Number of drafts	Final score
❖ Narrative – process ❖			
❖ Expository – process ❖			
❖ Persuasive – process ❖			
❖ Response to literature – process ❖			
❖ Timed writings (at least 3) 1. 2. 3.			
❖ Research: Poet or author – (must include title page, bibliography, note cards, outline)			
❖ End of course ❖			
❖ Business Letter ❖			
❖ Pre and Post on-demand Writing with Reflection on Writing Growth			

Name _____ Graduating

Class: _____

**Products to be included in Writing Folders
Grades 9-12: High School English**

Writing Standard 1.0 Writing Strategies; 2.0 Writing Applications (Genres and Their Characteristics); Written and Oral English Language Conventions 1.0

Note: These are **minimum** requirements for each grade level. Write **at least one** process paper per quarter.

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> ◆ On demand or timed writing – at least one per quarter and can be used as a first draft for a process piece ◆ 4 process papers (minimum) Choose from the genres listed below ◆ biographical, autobiographical narrative, or short stories ◆ Response to literature ◆ Expository compositions, including analytical essays and research report. ◆ Business letter ◆ Persuasive essay or letter ◆ Research: Poet or author study (title page, works cited, bibliography cards, note cards) can be considered one process paper. Read widely from one poet or author (can be outside reading) ◆ End-of-course exam ◆ 9 additional pieces per quarter: e.g., journal writing, quick writes, reading logs, short essay quizzes, summaries, paraphrases, poetry and creative texts, short stories, novellas, vignettes, folk tales, etc. 	<ul style="list-style-type: none"> ◆ On demand or timed writing – at least one per quarter and can be used as a first draft for a process piece ◆ 4 process papers (minimum) Choose from the genres listed below ◆ biographical, autobiographical narratives, or short stories ◆ Response to literature ◆ Persuasive essay ◆ Expository compositions, including analytical essays and research report. ◆ Technical documents: e.g., pamphlets, manuals, procedures for conducting a meeting, minutes of a meeting, etc. ◆ Research: develop and research a question on a social issue and write a paper with a title page, works cited page, bibliography cards and note cards. ◆ End-of-course exam ◆ 9 additional pieces per quarter: e.g., journal writing, quick writes, reading logs, short essay quizzes, summaries, paraphrases, poetry and creative texts, short stories, novellas, vignettes, folk tales, etc. 	<ul style="list-style-type: none"> ◆ 23 demand or timed writing – at least one per quarter and can be used as a first draft for a process piece ◆ 4 process papers (minimum) Choose from the genres listed below ◆ biographical or autobiographical narratives ◆ Reflective essay ◆ Response to literature ◆ Job application and resumé (where appropriate) ◆ Persuasive essay ◆ Junior Thesis/Historical investigation (Replaces writing proficiency test) ◆ 9 additional pieces per quarter: e.g., journal writing, quick writes, reading logs, short essay quizzes, summaries, paraphrases, poetry and creative texts, short stories, novellas, vignettes, folk tales, etc. 	<ul style="list-style-type: none"> ◆ On demand or timed writing – at least one per quarter and can be used as a first draft for a process piece ◆ Revisit autobiographical, or narratives for possible use for college essay. ◆ 4 process papers (minimum) Choose from the genres listed below ◆ biographical or autobiographical narratives ◆ Reflective essay ◆ Response to literature ◆ Persuasive essay ◆ Historical Investigation/Research ◆ Job applications and resumé (where appropriate) ◆ Multi media presentation (technology permitting) ◆ 9 additional pieces per quarter: e.g., journal writing, quick writes, reading logs, short essay quizzes, summaries, paraphrases, poetry and creative texts, short stories, novellas, vignettes, folk tales, etc.

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