

# High School Course Description for **English I Intensive**

**Course Title:** English I Intensive

**Course Number:** ENG141; ENG142

**Grade Level:** 9<sup>th</sup>

**Meets a UC a-g Requirement:** Yes - (B)English

**Meets High School Graduation Requirement for:**

English I (10 units)

AND Elective (10 units)

## Course Description

This course provides students with an introduction to high school English. Designed as an intervention for struggling readers, it is expanded into a double block period to meet course requirements and the California Common Core State Standards for grade 9. The class uses Harcourt Houghton Mifflin's READ 180 program in tandem with district 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.

## Alignment

This course is aligned to the California Common Core State Standards in English-Language Arts/Literacy for grade 9.

## Instructional Materials

### Required Textbook(s)

1. Read 180 Universal, Stage C *Real Book* (2017)
2. SpringBoard Grade 9 English Language Arts

### Online Program

READ 180 suite:

1. READ 180 Student Application
2. Scholastic Reading Inventory
3. Scholastic Reading Counts
4. rSkills Tests

### Novels and Other Readings

1. READ 180 Stage C Independent Reading Library
2. *Of Mice and Men* by John Steinbeck
3. *The Odyssey* by Homer
4. *Night* by Eli Weisel
5. *Romeo and Juliet* by Wm. Shakespeare

### Instructor Materials

1. READ 180 online Dashboard and Student Achievement Manager
2. Real Book Teacher Edition
3. English I Intensive Teacher's Guide (CJUSD)
4. READ 180 ancillary materials

## Exit Criteria

A progress report will be provided at weeks 9-10 and grades will continue to be computed until the semester end. Grades will be computed as follows:

### Activities

Class/Whole Group Activities  
Independent Reading Activities  
R180 Student Application  
Real Book  
rSkills Tests/Final Examination

### Percentage

30%  
25%  
25%  
10%  
10%  
Total: 100%

## Development Team

Revised 2017 by: Matt Applebee (GTHS), Rosemary Miller (BHS), Diana Roldan (BHS), and Sneha Sharma (CHS).

High School Course Description for **English I Intensive****SEMESTER ONE****First Quarter**

<b>Weeks</b>	<b>READ 180 Workshop</b>	<b>Unit Standards/Objectives</b>
1-2	<b><i>Your First Three Weeks with READ 180</i></b>	READ 180 Start Up <ul style="list-style-type: none"> <li>○ SRI Test</li> <li>○ Instructional Model</li> <li>○ READ 180 Software</li> <li>○ Independent Modeled Reading</li> <li>○ RED routines</li> <li>○ Community Building</li> <li>○ Rotations</li> </ul>
3	Workshop 1	Comprehension: <ul style="list-style-type: none"> <li>○ Main Idea &amp; Details—RI/RL 9.1, RI/RL 9.2</li> </ul> Vocab/Word Study <ul style="list-style-type: none"> <li>○ Target Words—L 9.6</li> <li>○ Prefixes—L 9.3</li> <li>○ Suffixes—L 9.3</li> </ul> Writing <ul style="list-style-type: none"> <li>○ Expository Essay—W 9.2, W 9.4, W 9.5, W 9.6</li> </ul> Grammar <ul style="list-style-type: none"> <li>○ Identifying sentences &amp; fragments—L 9.1</li> <li>○ Using correct end punctuation—L 9.2</li> </ul>
<b>RSKILLS TEST 1</b>		
4	Workshop 2	Comprehension: <ul style="list-style-type: none"> <li>○ Sequence of events—RI/RL 9.1, RI/RL 9.2</li> </ul> Vocab/Word Study <ul style="list-style-type: none"> <li>○ Target Words—L 9.6</li> <li>○ Synonyms—L 9.3</li> <li>○ Antonyms—L 9.3</li> </ul> Writing <ul style="list-style-type: none"> <li>○ Narrative Essay—W 9.3, W 9.4, W 9.5, W 9.6</li> </ul> Grammar <ul style="list-style-type: none"> <li>○ Correcting sentence fragments—L 9.1</li> <li>○ Using capitals— L 9.2</li> </ul>
<b>RSKILLS TEST 2</b>		
5-8	English Intensive Workshop: Literature Study: <b><i>Of Mice and Men</i></b> By John Steinbeck	Comprehension <ul style="list-style-type: none"> <li>○ Make inferences—RI/RL 9.1, RI/RL 9.4</li> <li>○ Cross-text analysis—RI/RL 9.1, RI/RL 9.7, RI/RL 9.9</li> </ul> Vocab/Word Study <ul style="list-style-type: none"> <li>○ Target Words— L 9.6</li> <li>○ Noun endings— L 9.3</li> <li>○ Verb endings— L 9.3</li> </ul> Writing <ul style="list-style-type: none"> <li>○ Response to Literature Essay — W 9.2, W 9.4, W 9.5, W 9.6</li> </ul> Grammar <ul style="list-style-type: none"> <li>○ Using adverbs— L 9.1</li> <li>○ Correcting sentence fragments— L 9.1</li> </ul>
<b>RSKILLS TEST 3</b>		

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9	<b>Workshop 4: When Music Offends</b>	<p>Comprehension:</p> <ul style="list-style-type: none"> <li>○ Summarize— RI/RL 9.1, RI/RL 9.2</li> </ul> <p>Vocab/Word Study</p> <ul style="list-style-type: none"> <li>○ Target Words— L 9.6</li> <li>○ Antonyms— L 9.4</li> <li>○ Suffixes— L 9.4</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>○ Expository Summary— W 9.2, W 9.4, W 9.5, W 9.6</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>○ Using correct verb tense— L 9.2</li> <li>○ Using Commas in a series— L 9.1</li> </ul>
<b>RSKILLS TEST 4</b>		

**Second Quarter**

Weeks	READ 180 Workshop	Unit Standards/Objectives
10-11	English Intensive Workshop: “The Necklace” by Guy de Maupassant Workshop 5: In the Money	<p>Comprehension:</p> <ul style="list-style-type: none"> <li>○ Problem and Solution— RI/RL 9.1, RI/RL 9.2</li> </ul> <p>Vocab/Word Study</p> <ul style="list-style-type: none"> <li>○ Target Words— L 9.6</li> <li>○ Dictionary skills— L 9.4</li> <li>○ Multiple-meaning words— L 9.4</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>○ Argumentative Essay— W 9.1, W 9.4, W 9.5, W 9.6</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>○ Irregular verbs— L 9.1</li> <li>○ Using commas with introductory words— L 9.2</li> </ul>
<b>RSKILLS TEST 5</b>		
12-17	English Intensive Workshop: <b><i>The Odyssey</i></b> by Homer from SpringBoard English Language Arts, Grade 9 I Search	<p>Comprehension:</p> <ul style="list-style-type: none"> <li>○ Cause &amp; Effect— RI/RL 9.1, RI/RL 9.2</li> </ul> <p>Vocab/Word Study</p> <ul style="list-style-type: none"> <li>○ Target Words— L 9.6</li> <li>○ Synonyms— L 9.4</li> <li>○ Latin &amp; Greek roots— L 9.4</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>○ Narrative Essay— W 9.3, W 9.4, W 9.5, W 9.6</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>○ Using subject &amp; object pronouns— L 9.1</li> <li>○ Avoiding double negatives— L 9.1</li> </ul>
<b>RSKILLS TEST 6</b> <b>SRI TEST #2</b>		
18	Test Taking Strategies Wrap-up: <ul style="list-style-type: none"> <li>● Topic software</li> <li>● Independent Reading</li> </ul> End of Semester Final	<b>review</b>

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Semester Two

**Third Quarter**

<b>Weeks</b>	<b>READ 180 Workshop</b>	<b>Unit Standards/Objectives</b>
19-21	English Intensive Workshop: Selections from <i>House on Mango Street</i> by Sandra Cisneros Workshop 6: Amigo Brothers	Story Elements: RL 9.1, RL 9.2, RL 9.3 <ul style="list-style-type: none"> <li>○ Setting</li> <li>○ Character</li> <li>○ Plot</li> <li>○ Theme</li> </ul> Vocab/Word Study <ul style="list-style-type: none"> <li>○ Target Words— L 9.6</li> <li>○ Prefixes— L 9.3</li> <li>○ Word families— L 9.3</li> </ul> Writing <ul style="list-style-type: none"> <li>○ Response to Literature/Literature Critique— W 9.2, W 9.4, W 9.5, W 9.6</li> </ul> Grammar <ul style="list-style-type: none"> <li>○ Subject-verb agreement— L 9.1</li> <li>○ Using possessives— L 9.2</li> </ul>
22-27	English Intensive Workshop: Literature Study: <i>Night</i> By Elie Weisel  I Search	Comprehension <ul style="list-style-type: none"> <li>○ Make inferences—R 2.3, 2.5</li> <li>○ Cross-text analysis—R 2.7, 2.8</li> </ul> Vocab/Word Study <ul style="list-style-type: none"> <li>○ Target Words— L 9.6</li> <li>○ Noun endings— L 9.1</li> <li>○ Verb endings— L 9.1</li> </ul> Writing <ul style="list-style-type: none"> <li>○ Personal Narrative— W 9.3, W 9.4, W 9.5, W 9.6</li> </ul> Grammar <ul style="list-style-type: none"> <li>○ Using adverbs— L 9.1</li> <li>○ Correcting sentence fragments— L 9.1</li> </ul>

**Fourth Quarter**

<b>Weeks</b>	<b>READ 180 Workshop</b>	<b>Unit Standards/Objectives</b>
28-34	English Intensive Workshop: <i>Romeo and Juliet</i> by William Shakespeare from SpringBoard English Language Arts, Grade 9 I Search	Comprehension <ul style="list-style-type: none"> <li>○ Compare and Contrast—R 8.2.1</li> </ul> Vocab/Word Study <ul style="list-style-type: none"> <li>○ Target Words— L 9.6</li> <li>○ Idioms— L 9.2</li> <li>○ Context clues— L 9.4, RL/RI 9.4</li> </ul> Writing <ul style="list-style-type: none"> <li>○ Descriptive Essay— W 9.2, W 9.4, W 9.5, W 9.6</li> </ul> Grammar <ul style="list-style-type: none"> <li>○ Using adjectives that compare— L 9.1</li> <li>○ Using quotation marks— L 9.2</li> </ul>

**RSKILLS TEST 4****FINAL SRI**

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35	Test Taking Strategies Wrap-up: <ul style="list-style-type: none"> <li>● Topic software</li> <li>● Independent Reading</li> </ul> End of Semester Final	<b>review</b>
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### **Learning Experiences and Instruction:**

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the CAHSEE standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Engaged reading opportunities
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Questioning strategies
- Graphic organizers/concept attainment
- Student-led groups/ peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

### **Support for English Language Learners:**

- ELD standards will be integrated into Lesson Design, Implementation, and Assessment
- Teaching will be intentional (Purpose will be clear and coherent, goals will be determined collaboratively in response to assessed student needs)
- A variety of models of instruction will be employed, including but not limited to: Inquiry-Based Learning, Collaborative Learning, and Direct Instruction.
- Culturally and Linguistically Responsive Pedagogy will be implemented
- Students will be provided multiple means of acquiring skills and knowledge, multiple means of expressing their understandings, and multiple means of engaging with the content.
- A variety of grouping strategies will be employed to maximize student learning.
- Linguistic Scaffolding (planned and just-in-time) will be provided to allow learners to successfully access the learning.
- Students' primary language will be leveraged as a resource in a student's acquisition of English and content.
- Collaborative literacy tasks, including but not limited to, whole and small group discussions, will be utilized to amplify content and language understanding.

### **Support for Special Education Students:**

As this is an SDC class, it is designed to meet the needs of the class and of individuals. All students' IEP goals and accommodations will be addressed using a combination of the following:

- Instructional Aide
- Audio & visual aids
- Modified texts
- Flexible grouping
- Testing accommodations
- Tutoring (peer & teacher)
- Computer-Guided instruction

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### **Stretching the Lesson for GATE Students:**

Independent study supplemented with mentoring/tutoring

Depth & Complexity icons

Enriched materials and learning experiences