

**Murrieta Valley Unified School District  
HIGH SCHOOL COURSE OUTLINE**

**Board Submission:**

<b>Course Title:</b>	English I Intensive
<b>Department:</b>	English
<b>Course Number:</b>	1051
<b>Grade Level/s:</b>	9
<b>Length of Course:</b>	Year
<b>Prerequisite/s:</b>	Students will be identified for this course based on, but not limited to Lexile score below 850 on the HMH reading inventory eighth grade CAASPP proficiency level of one – standards not met (Recommended)
<b>UC/CSU (A-G) Req:</b>	B
<b>Brief Course Description:</b>	English intensive is a reading intervention course designed to advance the academic success of our at risk students. This course will provide the students with an introduction to rigorous English language arts curriculum. The course is structured to provide intensive intervention in a single. Block to meet the requirements of the common core English nine state standards.

**I. GOALS**

The student will:

- A. Communicate clearly and coherently in writing through oral presentations within a wide range of styles (W.9-10.1, W.9-10.2, W9-10.4, SL9-10.1, SL0-10.4, SL. 9-10.6)
- B. Read and comprehend a wide range of fiction and non-fiction in grade appropriate materials (RL. 9-10.10, RI.9-10.10)
- C. Think critically and problem solve by effectively completing challenging group and individual projects and assignments (SL.9-10.1, SL. 9-10.1a, SL.9-101.c, SL.9-10.1.d)
- D. Demonstrate an understanding of the complexities of global and societal issues through reading, writing and discussion (RL. 9-10.2, RL.9-10.4, RL.9-10.6, RI.9-10.2, RI.9-10.4, RI.9-10.6).
- E. Write clear and concise essays that support theses with evidence, convey information from primary and secondary sources, and distinguish between relative values of ideas (W.9-10.1, W.9-10.2, W.9-10.4, W.9-10.8, W.9-10.9a, W.9-10.9b, W.9-10.10, L.9-10.1, L.9-10.2.c, L.9-10.4a, L.9-10.4b, L.9-10.4.c, L.9-10.4.d, L.9-10.6).

## II. OUTLINE OF CONTENT FOR MAJOR AREAS OF STUDY

### Semester I

- A. Getting Started Workshop: The Read 180 Experience--In this unit, students will focus on building classroom community which will in turn enable them to work successfully in collaborative groups. Students will also learn and practice the instructional routines. Students will engage in ongoing goal setting and progress monitoring activities to meet their individualized goals. Students will learn how a growth mindset benefits learning and supports neuroplasticity. “Unlock whole-brain reading through blended learning intervention. By placing students in the driver’s seat, READ 180 motivates struggling readers to take an active part in their success. Through structured, systematic instruction, students gain independence in the classroom as they explore content that excites them—opening the door for a new relationship with literacy in reading and writing” (Houghton Mifflin Harcourt).
- B. Workshop 1: At First Site--In this unit, students will participate in close reading of a variety of texts; for each, students will identify the most important details in an informational or literary text, use evidence to question and reflect on ideas, identify important events in a text and cite evidence, and 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. They 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

### Semester II

- A. Workshop 2: Who Am I--: In this unit, students will identify main ideas or events in literary and informational texts, cite evidence, 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. 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. Restate others’ ideas and state your opinion.
- B. Workshop 3: It’s Your Right--In this unit, students will analyze what a text clearly says and make inferences about what a text does not clearly say, identify important events in a text, cite evidence, and report on a topic or text using facts or details to express important ideas. They 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. They 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. They will also summarize key supporting details and ideas, determine the central idea or theme of a text, and summarize it without including opinions.

## II. ACCOUNTABILITY DETERMINANTS

### A. Key Assignments

1. Students will complete the mindset scan included in the HMH software in order to determine their mindset. They will answer questions pertaining to the reading habits to generate a score that indicates her current position on the growth mindset continuum. This data will be used to set future mind set goals and measure progress.
2. Students will write an informative essay to share ideas, concepts, and information about a topic. To accomplish this task, they will collect relevant information from multiple sources, take brief notes and sort evidence into categories, follow a series of steps and use strategies to plan their own writing. They will also quote or paraphrase sources. When talking about a topic, students will include related evidence from earlier texts or discussions. Students will write a thesis statement and supported with evidence, using transitions and the evidence. Students will revise and edit their work to ensure adequate structure and use of evidence.
3. Students will write an informative essay to share ideas, concepts, and information about a topic. To accomplish this task, they will collect relevant information from multiple sources, take brief notes and sort evidence into categories, follow a series of steps and use strategies to plan their own writing. They will also quote or paraphrase sources. When talking about a topic, students will include relevant related evidence from earlier text or discussions. Students will write a thesis statement and support it with evidence using transitions to add evidence. Students will revise and edit their work to ensure adequate structure and use of evidence.
4. Students will write an argumentative essay about a topic by choosing, organizing, and analyzing information, developing a claim, and supporting it with evidence. Students will collect relevant information from multiple sources, take brief notes, and sort evidence into categories, follow a series of steps, and use strategies to plan writing. Students will quote or paraphrase sources. When talking about a topic, include related evidence from earlier text or discussions. Students will use precise language and academic language to write and support a claim, using transitions to create cohesion. Students will revise and edit their work to ensure adequate structure and use of evidence.

### B. Assessment Methods

Assessment of student performance will include but not be limited to:

1. Students will choose a topic to research, collect information from multiple sources, and determine whether each source is credible, use precise language to evaluate and discuss research sources. Students will analyze a model research paper and evaluate its different parts, using precise academic language to discuss the findings. Students will organize and write a research paper, including the following elements and engaging introduction, strong thesis statement, supporting ideas, relevant details, citations, and an interesting conclusion. Students will collect and organize information used in research paper, paraphrasing and citing evidence correctly, using precise language and academic words to evaluate and discuss the text evidence as well as introduce their thesis statement. Students will rise out of their work, and evaluate their peers' work for adequate essay structure, citations, and use of evidence.
2. CASSPP Interim Block Assessments

3. Universal Screening and Progress Monitoring: Reading Inventory Assessment

### III. INSTRUCTIONAL MATERIALS AND METHODOLOGIES

#### A. Required Textbook(s)

Title: READ 180 Universal Stage C Real Book

ISBN: 9781328003379

Format: Print

Author(s): Hasselbring, Ted

Publisher: Houghton Mifflin Harcourt

Year: 2017

#### B. Supplementary Materials

Title: READ 180 Universal Stage C Independent Reading Library (various titles)

ISBN: 97811328007483

Format: Print and Digital

Author: HMH

Publisher: Houghton Mifflin Harcourt

Year: 2017

Title: System 44 Secondary Independent Reading Library (various titles)

ISBN: 9781328015181

Format: Print and Digital

Author: HMH

Publisher: Houghton Mifflin Harcourt

Year: 2017

#### C. Instructional Methodologies

1. Blended Learning
2. Student Rotations (Technology, use of differentiation software)
3. Collaborative Conversations
4. Independent Reading Rotations
5. Project-based Learning
6. Whole-group and Small-group Rotations
7. Teacher Central Digests for Whole and Small Group
8. Assessment and Progress Monitoring