FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Strategic English EO – 6

Date: August 2016 | **Course Length: One year**
Proposed Grade Level(s): 6 | **Subject Area: ELA/ELD**
Grading: A-F | **Credits: N/A**
CTE Sector/Pathway: N/A | **Articulation Units: N/A**

Placement recommendations: Student *i-Ready* scale score between 499 and 565; CAASPP score of 1 or 2. Students should also be given an Oral Reading Passage assessment to confirm their placement in this program.

Intent to Pursue 'A-G' College Prep Status: No

COURSE DESCRIPTION:

Strategic English EO 6 is a grade-level course designed to provide a comprehensive curriculum in English Language Arts.

This course provides an intervention that supports the needs of students whose academic performance, including proficiency in English language arts and literacy in reading and writing, is two or more years below grade level. The materials in this program are designed for students receiving grade level instruction while providing a rich curriculum supporting the five following themes: Meaning Making, Language Development, Effective Expression, Content Knowledge, with a particular emphasis on academic vocabulary acquisition, reading comprehension, and reading foundation skills if necessary.

This course calls for students to engage in a range of tasks (analyze, interpret, assess, integrate and evaluate, collaborate, adapt, apply) that requires the critical thinking, problem solving, and collaboration demanded of 21st century living and learning, with emphasis on reading, writing, speaking, and listening skills.

GENERAL GOALS/ESSENTIAL QUESTIONS:

- Students develop the readiness for college, careers, and civic life.
- Students attain the capacities of literate individuals.
- Students become broadly literate.
- Students acquire the skills for living and learning in the 21st century.

COMMON CORE STATE STANDARD READING COMPONENT:

Reading Anchor Standards (K-12)

Key Ideas & Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft & Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge & Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Range / Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE STANDARD WRITING COMPONENT:

Writing Anchor Standards (K-12)

Text Types & Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production & Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMON CORE STATE STANDARD SPEAKING AND LISTENING COMPONENTS:

Speaking and Listening Anchor Standards (K-12)

Comprehension & Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge & Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and ensure that the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

COMMON CORE STATE STANDARD LANGUAGE COMPONENTS:

Language Anchor Standards (K-12)

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering an unknown term important to comprehension or expression.

DETAILED UNITS OF INSTRUCTION:

Unit 1: Introduction to iLit

Unit Overview: Students learn the routines and features of iLit, including how to use important instructional features of the program such as instruction and feedback when engaged in essay, paragraph, and summary writing; and also using features in the Library, such as pronunciation help, translation, text audio, and definitions.

Unit 2: The Natural World

Essential Question: What is your place in nature?

Unit Overview: In this unit students will explore the relationship between the natural world and the self. They will also practice asking questions, making predictions, visualizing, making connections between text and world as well as comparing and contrasting. The unit culminates with a narrative essay.
Anchor Text: *Saint Louis Armstrong Beach* by Brenda Woods; Genre: Novel; Realistic-Fiction

Unit 3: Elements of Drama
Essential Question: How do actors and directors convey meaning through drama?
Unit Overview: In this unit students will explore the characteristics of drama, compare drama to other genres- for example prose versus poetry- and will also learn about effective dialogue. Students will do a close reading of a play, ask questions, study sequences and plot structure as well as compare and contrast characters' actions and authors' purpose. The unit culminates in a student presentation in which they are interviewed as a character from a drama. They will also create a prop for a character.
Anchor Text: *Deep Sea Danger* by Judy Freed; Genre: Play

Unit 4: Taking Chances
Essential Question: Why do we take risks?
Unit Overview: During unit 4, students will analyze plot, theme, and arguments. They will also explore characters' and authors' points of view and compare themes across genres including elements of myth. During this exploration, students will compare information from different sources. This unit culminates with an argumentative essay. Students will practice the speaking and listening standards by having to support a claim through presenting an argumentative essay.
Anchor Text: *Don't Call Me a Hero* by Ray Villareal; Genre: Novel; Realistic-Fiction

Unit 5: Research Skills
Essential Question: What is the purpose of research and what makes a source reliable?
Unit Overview: Through various forms of inquiry and analysis, students will learn about important aspects of research including what are sources and how do we determine reliability? Students will learn about various text features such as making connections between images and text. The unit culminates in a multi-media presentation.
Anchor Text: *How Smart Are Your Clothes?* Genre: Informational Text.

Unit 6: Leadership
Essential Question: What makes certain people lead the way?
Unit Overview: This unit will help students learn to preview and set a purpose for reading. They will also learn about cause and effect, making connections, analyzing ideas and events, as well as continue to practice their fluency and comparing multiple perspectives. The unit culminates in an explanatory essay. Also, in order to practice their speaking and listening skills, students will present their explanatory essays and learn how to have a collaborative conversation.
Anchor Text: *Kids on Strike!* By Susan Campbell Bartoletti; Genre: Informational Text.

Unit 7: Elements of Poetry
Essential Question: How do poets use rhythm, meter, and rhyme to convey meaning?
Unit Overview: This unit asks students to explore themes in poetry, rhyme, rhythm, word choice, meaning and tone, alliteration, sensory language, and sound devices. Students will closely read at various types of poems including rhyming poems, free verse, and haiku. Students will compare and contrast a poem to a story, do repeated readings and close readings, paraphrase, identify theme, and make connections between text and self. Their final writing assignment will be to write a poem, which they will also present to the class.
Anchor Text: *My Computer Ate My Homework* by Kenny Nesbit; Genre: Poetry.

TEXTBOOKS AND RESOURCE MATERIALS:

1. iLit ELL; Level C
2. Word Reading lessons should be assigned to students who require phonics support. (Teachers should refer to the phonics scope and sequence to determine which assignments students need).
3. iLit Supplemental Lessons
4. iLit Reading Library (comprised of more than 2000 texts for independent reading)

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Reading: Literature

1. Cite textual evidence (Units 2-4)
2. Determine theme or central idea (Units 2-7)
3. Analyze how dialogue or incident propel plot (Units 2-4)
4. Determine the meaning of words and phrases in text (Units 2-7)
5. Compare and contrast text structures (Units 2-4, 6, 7)
6. Analyze how differences in point-of-view creates effects (Units 3, 6)
7. Analyze the extent a media version stays faithful to a text (Units 3-4)
8. Analyze how modern fiction draws on past works (Units 3-4)
9. Read and comprehend literature independently and proficiently (Units 1-7)

Reading: Informational Text

1. Cite textual evidence (Units 1, 4-6)
2. Determine theme or central idea (Units 2-6)
3. Analyze connections and distinctions between texts (Unit 2)
4. Determine the meaning of words and phrases in text (Units 2, 4-5)
5. Analyze paragraph structure (Units 2, 5, 6)
6. Determine and analyze author's point of view (Units 2, 5, 6)
7. Evaluate advantages and disadvantages of different mediums (Units 2, 5-7)
8. Delineate and evaluate claims and arguments (Unit 2)
9. Analyze texts with conflicting opinions (Unit 2)
10. Read and comprehend literary nonfiction independently and proficiently (Units 1-6)

Writing

1. Write arguments to support claims (Unit 2)
2. Write informative/explanatory texts (Unit 2)
3. Write narratives on real or imagined events (Units 2-3)
4. Produce clear and coherent writing (Units 2-7)
5. Develop and strengthen writing (Units 2-7)
6. Use technology to produce and publish writing (Units 1-6)
7. Conduct short research projects (Unit 5)
8. Gather relevant information from multiple sources (Unit 5)
9. Draw evidence from literary or informational text (Units 1-6)
10. Write routinely over both extended and shorter time frames (Units 1-6)

Speaking & Listening

1. Engage in a range of collaborative discussions (Units 1-7)
2. Analyze information presented in diverse media (Units 1-7)
3. Delineate a speaker's argument and claims (Units 1, 3-4, 6)
4. Present claims and findings (Units 1, 3-4, 6)

5. Integrate multimedia and visual displays into presentations (Units 2-7)
6. Adapt speech to contexts and tasks (Units 2-7)

Language

1. Demonstrate command of standard English grammar and usage (Units 1-7)
2. Demonstrate command of standard English capitalization, punctuation, and spelling (Units 2-7)
3. Use knowledge of language when writing, speaking, reading, or listening (Units 1-7)
4. Determine meaning of unknown words (Units 1-7)
5. Demonstrate understanding of figurative language (Units 2-7)
6. Acquire and use grade-appropriate vocabulary (Units 1-7)

DISTRICT ESLRS TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners** who read and write independently, gaining confidence in their abilities to think on their own and take responsibility for their own learning. They will be guided towards independent learning as a life-long tool for success in the classroom and beyond.
- **Effective Communicators** who are able to read clearly and project their voices; read with the appropriate inflection and emphasis; and participate appropriately in small group and class discussions.
- **Collaborative Workers** who are capable of working in both large and small groups in order to produce well-organized, thoughtful products such as group presentations on topics that are raised in reading. Students will demonstrate a respect of the varying viewpoints offered from different members of a group; work produced by groups will demonstrate effort by all students.
- **Constructive Thinkers** who reflect on their reading and writing to enhance the outcomes of their work. Students will practice metacognitive strategies to improve their reading comprehension.
- **Quality Producers/Performers** who take pride in all assignments and realize the value of creating a product that is original in substance and an example of a personal best effort.
- **Responsible Citizens** who are prepared to contribute to our democracy in positive ways. Through their reading experiences students will gain an understanding of the responsibility, honor, and integrity that is essential to become a functioning member of our society.

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