



English Skills 1
Grade 9

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Hazelwood School District

Mission Statement

In a culture of **high expectation** and **excellence**, our students will become lifelong learners equipped with 21st Century skills for success as global citizens.

Core Value Statements

- High student achievement based on multiple measures as we prepare students to become global citizens.
- A diverse staff that is caring, culturally competent, well trained, and highly effective in their roles.
- Holding ourselves accountable for a culture of excellence with high standards in both academics and behavior.
- Maintaining fiscal responsibility of the district's assets and resources while utilizing best financial practices.
- A supportive learning environment that fosters healthy socio-emotional development for all students.
- Preparing students with global thinking and skills to make them productive in college, career, and life in the 21st century.
- Community involvement that drives high parental and community/stakeholder engagement, effective partnerships, and positive relationships with informative communication.

Goals

Goal 1 – Improve Student Achievement

Goal 2 – Differentiate and Expand Resources and Services for Students

Goal 3 – Enhance Professional Growth

Goal 4 – Maintain Fiscal Responsibility

Goal 5 – Increase Parent and Community Involvement

Curriculum Overview

Current Scholastic Reading Inventory data indicates a need for strengthening our reading support for struggling high school readers. The 2018 Missouri Assessment Program (MAP) results reflects that 34% of 8th grade students scored proficient and advanced in 2018. Internal Scholastic Reading Inventory for current 9th grade English Language Arts students shows that 50% of students are reading below grade level.

The curriculum supports a reading/writing approach that emphasizes daily use of reading and writing strategies. Using the Missouri Learning Standards, the curriculum committee chose standards that they deemed most important to reading comprehension.

The committee members aligned the curriculum with the 2016 Missouri Learning Standards published by the Missouri Department of Elementary & Secondary Education (DESE). The curriculum meets all of the state and district requirements for research, technology, workplace readiness skills, gender/racial equity, and disability awareness.

The curriculum contains performance assessments, constructed responses, and selected responses that are rigorous and outline clear expectations. As the curriculum is implemented and taught, the assessments will be revised. The assessments, learning standards, and learning targets are required; the learning activities are suggested. Teachers are encouraged to select the learning activities that meet the needs of their students.

Some of the objectives in the curriculum are sequential because they build on necessary skills. Other objectives will need to be sequenced in a way that fits a thematic or interdisciplinary approach.

All English Language Arts teachers should select objectives and resources to best match the instructional activities and needs of their students. The instructional objectives and classroom delivery should ensure consistent and rigorous instruction to develop 21st century reading, listening and writing skills.

COURSE TITLE: English Skills 1

GRADE LEVEL: 9th

Course Description:

English Skills 1, an elective credit, is designed to support students who have not mastered reading and writing at a level required for the rigor of high school. Students will be placed into this class concurrently with English 1 based on state and district assessment data to improve reading, writing, speaking, and listening skills. The course will help students improve their overall literacy skills by focusing on core standards that will enhance reading comprehension skills. Engaging units offer students opportunities to read and write about a variety of diverse texts.

Course Rationale:

The English Skills 1 course is designed to provide continued support for students who have previously taken the Reading course in middle school and/or read below grade level. The course is meant build knowledge through a strong focus on informational text and reinforce skills that will help students become stronger independent readers. Reading and writing strategies are continuously used. By the end of the course, students will develop stronger reading and writing strategies that will build their reading comprehension and can be applied to all other coursework.

Course Scope and Sequence

<u>Unit 1:</u> Bravery	<u>Unit 2:</u> The Pursuit of Happiness	<u>Unit 3:</u> Choice and Consequences	<u>Unit 4:</u> Heroism
<i>20 sessions</i>	<i>20 sessions</i>	<i>20 sessions</i>	<i>20 sessions</i>

Unit Objectives

Unit 1

1. Students will be able to draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Students will be able to use appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.
3. Students will be able to explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
4. Students will be able to analyze the cumulative impact of specific word choices and syntax on meaning and tone.
5. Students will be able to analyze how an author's choices concerning how to structure a text, order events, manipulate time, or sequence information impact the reader.
6. Students will be able to analyze how multiple texts reflect historical and/or cultural contexts.

7. Students will be able to review, revise, and edit writing with consideration for the task, purpose, and audience
8. Students will be able to introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
9. Students will be able to choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
10. Students will be able to demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
11. Students will be able to use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
12. Students will be able to use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
13. Students will be able to work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles as needed.

Unit 2

1. Students will be able to draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Students will be able to interpret visual elements of a text and draw conclusions from them (when applicable).
3. Students will be able to using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.
4. Students will be able to explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
5. Students will be able to analyze how an author uses rhetoric to advance point of view or purpose.
6. Students will be able to evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
7. Students will be able to review, revise, and edit writing with consideration for the task, purpose, and audience
8. Students will be able to introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
9. Students will be able to choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

10. Students will be able to demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
11. Students will be able to use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
12. Students will be able to use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
13. Students will be able to respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.
14. Students will be able to speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.

Unit 3

1. Students will be able to draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Students will be able to use appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.
3. Students will be able to explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
4. Students will be able to analyze the cumulative impact of specific word choices and syntax on meaning and tone.
5. Students will be able to analyze how an author's choices concerning how to structure a text, order events, manipulate time, or sequence information impact the reader.
6. Students will be able to analyze how multiple texts reflect historical and/or cultural contexts.
7. Students will be able to review, revise, and edit writing with consideration for the task, purpose, and audience
8. Students will be able to introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
9. Students will be able to choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
10. Students will be able to demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
11. Students will be able to use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.

12. Students will be able to use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
13. Students will be able to work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles as needed.

Unit 4

1. Students will be able to draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Students will be able to interpret visual elements of a text and draw conclusions from them (when applicable).
3. Students will be able to using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.
4. Students will be able to explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
5. Students will be able to analyze how an author uses rhetoric to advance point of view or purpose.
6. Students will be able to evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
7. Students will be able to review, revise, and edit writing with consideration for the task, purpose, and audience
8. Students will be able to introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
9. Students will be able to choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
10. Students will be able to demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
11. Students will be able to use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
12. Students will be able to use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
13. Students will be able to respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.

14. Students will be able to speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.

Essential Terminology/Vocabulary

Unit 1

analyze, author's purpose, cause and effect relationships, character, character trait, cite, conclusion, conflict, connotation, context clue, denotation, discuss, infer, inference, innovate, objective, story structure, summarize, supporting text evidence, text evidence, theme, trailblazer

Unit 2

analyze, argument, cite, claim, collaborate, data, diction, diverse, evaluate, fallacious reasoning, perspective, rhetoric, review, revise, syntax, valid

Unit 3

analyze, author's purpose, cause and effect relationships, character, character trait, cite, conclusion, conflict, connotation, context clue, denotation, development, inference, objective, plot, plot development, resolution, setting, story structure, summarize, supporting text evidence, text evidence, theme

Unit 4

analyze, argument, cite, claim, connotation, denotation, diction, discuss, evaluate, fallacious reasoning, mass media, rhetoric, syntax, tone

Course Materials and Resources:

Instructional Resources:

- NewsELA
- ReadWorks
- Achieve3000

Additional Resources:

- Unit 1 (additional texts, teacher-created lesson plans, rubrics, etc.):
<https://drive.google.com/open?id=16YZISY7t1ELMDxUIh4hHH7mL17Bzn4UW>
- Unit 2 (additional texts, teacher-created lesson plans, rubrics, etc.):
<https://drive.google.com/open?id=1ZHMxoeLPAs9Rf-OB5HU2vz5PPQZ4z7>
- Unit 3 Resources (additional texts, teacher-created lesson plans, rubrics, etc.):
<https://drive.google.com/open?id=1Cms2xMXXPN1SyELcGF2icgUDg5KIZQhi>
- Unit 4 Resources (additional texts, teacher-created lesson plans, rubrics, etc.):
<https://drive.google.com/open?id=1OqKEVVrdcXa71jOjdDj3yj4cZSWt4I6O>

Recommended Pacing Guide

Unit 1 - Bravery

Focus/Unit Guide	# of Lessons	Performance Task
What does it mean to be brave?	5	Students will write a 1-2 paragraph analysis of what it means to be brave citing specific evidence from the texts read to support their writing.
How has the idea of bravery changed over time?	4	In a 1-2 paragraph analysis, answer the question: How has the idea of bravery changed over time? Elaborate using information from the texts analyzed to support your answer.
How does literature teach us to be brave?	4	In a 2-3 paragraph analysis, answer the question: How does literature teach us to be brave? Cite evidence from the text(s) read to support your answer.
Innovators and Trailblazers	4	Reflect on what you have learned about innovation and/or trailblazers. Answer the following question: What role does bravery play in innovation and trailblazing? Use specific details to support your explanation.
I am Brave	3	Students will write 2-3 paragraphs, real or imagined, about a time when they were unconventionally brave or witnessed unconventional bravery.

Unit 2 – The Pursuit of Happiness

Focus/Unit Guide	# of Lessons	Performance Task
What is happiness?	8	Have students create a collage that displays their understanding of happiness. This can be done with old magazines. When finished, have students explain in a 2-minute presentation what it means to be happy and why?
What role does the world around us play in our happiness?	8	Find and listen to a TED Talk or speech about happiness. Students will write an objective summary. Then, have students share their summary with the class. With the new information, have the class discuss the role they believe the world around us plays in our happiness. Use the discussion rubric for grading.
How much of an impact does happiness have on our everyday lives?	4	Consider the texts read. Write a reflection on what was learned about happiness. Cite evidence from text(s) read to support your answer.

Unit 3 – Choices and Consequences

Focus/Unit Guide	# of Lessons	Performance Task
Does every choice have a consequence?	5	In a 2-3 paragraph response, consider how an author's word choice impacts a reader's feelings about a decision and its consequence.

		Use the writing strategies covered so far this year and incorporate 5-10 vocabulary words into your writing.
Unintended Consequences	5	Choose one of the historical events covered and, with a partner, create a visual diagram of an alternative decision. What “unintended consequences” could come about because of your alternative decision? Present your alternative decision and unintended consequence to the class.
Making Decisions	5	With your group, analyze a poem about choices. Your peers will observe as you and your group set roles and complete the standard-based task your teacher chooses.
Reflecting on My Choices	5	Reflect on a time when you made a choice. Write a 3-minute speech that you could share with 5 th graders about Making Choices.

Unit 4 - Heroism

Focus/Unit Guide	# of Lessons	Performance Task
What are the qualities of a hero?	5	Write a compilation of poems that uses the theme of heroism. Use various poetic devices and vocabulary you have acquired over the year.
How does Mass Media shape heroism?	5	Write a multi-paragraph article for your school newspaper about how mass media influences the meaning of a hero today.
Unsung Heroes	5	Choose an unsung hero you have read about to research further. Write a short biography about the person and the impact they have made on our world.
How does literature shape our expectations of heroes?	5	Write an analysis of the author’s depiction of the hero in the teacher-provided text. Evaluate the author’s effectiveness in developing the hero.

Daily Instructional Framework

Component	Instructional Format:
Objective and Standards	<p>Lesson Opening (5 Minutes)</p> <ul style="list-style-type: none"> ▪ Pre-write ▪ Introduce Learning Targets ▪ Present the Thought Question for the day
Daily Teacher Modeling and Explicit Skill or Strategy Instruction	<p>Teacher Direct Instruction and Modeling (10-15 Minutes)</p> <ul style="list-style-type: none"> ▪ Teacher models the reading comprehension strategy of focus using a grade-level Lexile text, OR ▪ Teacher models a writing focus skill. ▪ Read aloud a section of the texts as students read along. ▪ Model thinking aloud with a visual template or guide. ▪ Model the writing expectation using the writing focus skill. <p>Partner Reading (10-15 minutes)</p> <ul style="list-style-type: none"> ▪ Have students continue reading the whole-class article with a partner, practicing the reading comprehension skill as they read. ▪ Have students answer comprehension questions as they read. <p>After modeling, allow students to summarize and discuss the article to ensure that all students understand the text.</p>
Daily Independent reading and writing.	<p>Independent Practice (20-25 Minutes)</p> <ul style="list-style-type: none"> ▪ Have students read the assigned Achieve article and write down words unfamiliar to them in their Vocabulary Tracker. ▪ Students should use the reading strategy modeled to increase their individual comprehension. ▪ Students should answer reading comprehension questions. ▪ Students should discuss the article and questions <p>Vocabulary/Writing (20-25 minutes)</p> <ul style="list-style-type: none"> ▪ Have students add their vocabulary to their personal dictionaries and complete best practice activities to help them acquire the new vocabulary. ▪ Students should revisit their pre-write and apply specific writing skills along with the new vocabulary words to enhance their writing.
Wrap-Up	<ul style="list-style-type: none"> ▪ Discussion, and/or formative assessment.

Suggested Weekly Format

This suggested format takes into consideration that classes are held every other day for 90 minutes each. The format uses the above Daily Instructional Framework and Recommended Pacing Guide for Unit 1’s first activity guide.

Monday	Tuesday	Wednesday	Thursday	Friday
Weekly Article #1 – Gradual Release Model Achieve Article #1 – Independent Reading		Weekly Article #2 – Gradual Release Model Achieve Article #2 – Independent Reading		Weekly Article #3 – Gradual Release Model Achieve Article #3 – Independent Reading
Monday	Tuesday	Wednesday	Thursday	Friday
	Weekly Article #4 – Gradual Release Model Achieve Article #4 – Independent Reading		Interactive Learning: Video, Speech Unit Performance Task	