

District Sites:	ALL
Board of Trustees COS Adoption Date:	5/14/2013
Textbooks / Instructional Materials:	TBD (2013-2014)
Funding Source:	General Fund
Board of Trustees Textbook Adoption Date:	NA

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EDUCATIONAL SERVICES

Course Title: English 1-4 (S) #0801

TABLE OF CONTENTS

<u>STATE CONTENT STANDARD #</u>	<u>CONTENT STANDARD/UNIT TOPIC</u>	<u>PAGE</u>
	Unit 1: Unit 1: Phonics and Word Recognition in Literature.....	4
	Unit 2: Understanding Key Ideas : Reading Comprehension.....	6
	Unit 3: Response to Literature and other Texts.....	8
	Unit 4: Writing Conventions and Structure.....	10
	Unit 5: Active Presentation of Knowledge.....	12

EDUCATIONAL SERVICES

Department: **Special Education - Special Day Class**

Course Title: **English 1-4 (S)**

Course Number: **#0801**

Unit Title: **Unit 1: Phonics and Word Recognition in Literature**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

From the California Common Core State Standards, READING STANDARDS: FOUNDATIONAL SKILLS (K-5)

Grade 3, Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

c. Decode multisyllable words.

d. Read grade-appropriate irregularly spelled words.

Grade 4, Phonics and Word Recognition:

4. Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will be able to:

1. Improve reading fluency of unfamiliar Literature passages

2. Improve word analysis and word recognition skills

3. Focus on vocabulary of high utility

4. Use repetition in reading to increase success with vocabulary and syntax

5. Use a dictionary, thesaurus or computer to determine meanings, related words and concepts

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

1. Read silently for at least 40 minutes each week (sustained silent reading in class)

2. Have pull-out sessions with individual students to assess reading fluency

3. Read independently at home and may use reading log to monitor

4. Read novels, plays, and/or selected short stories in literature book

5. Read journal responses aloud to various reading selections

6. Practice oral fluency by reading aloud newspaper articles that relate to classroom topics

7. Teacher modeled oral reading for understanding of tone, inflection and pace

8. Use flash cards or repetition to introduce and build vocabulary

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

a. Evaluate written assignments

b. Evaluate completed work and projects

c. Skill assessments

d. Chapter/Unit tests

e. Alternate forms of assessment per student IEP needs

f. Observations

g. Use of standardized assessments to measure growth in oral fluency

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

- a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.
- b. Review basic concepts and redo in simpler format.

EDUCATIONAL SERVICES

Department: **Special Education - Special Day Class**

Course Title: **English 1-4 (S)**

Course Number: **#0801**

Unit Title: **Unit 2: Understanding Key Ideas : Reading Comprehension**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

READING STANDARDS FOR LITERATURE K-5

Grade 3 Key Ideas and Details:

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Grade 3 Integration of Knowledge and Ideas:

9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Grade 4 Key Ideas and Details:

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Grade 5 Integration of Knowledge and Ideas:

9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will be able to:

1. Improve their reading comprehension through narrative, information and expository text
2. Generate relevant questions about their reading
3. Develop critical thinking skills in order to recognize the theme of a story, make predictions, draw conclusions
4. Paraphrase or quote pertinent information
5. Compare and contrast information from a variety of sources
6. Connect personal experiences to reading

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

1. Read and summarize short stories
2. Read selected novels with frequent assessment of chapters in book
3. Question and answer sessions in an open discussion or written assessment
4. Rewrite the endings of various literary works
5. Evaluate a movie that corresponds with literature
6. Compare and contrast different pieces of literature with similar themes
7. Create a visual and/or oral presentation of the literature
8. Write a book report
9. Create an elements of literature project to relate to literary assignments
10. Discuss characters and role play

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- a. Evaluate written assignments
- b. Evaluate completed work and projects
- c. Skill assessments
- d. Chapter/Unit tests
- e. Alternate forms of assessment per student IEP needs
- f. Observations
- g. Curriculum based assessments

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

- a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.
- b. Review basic concepts and redo in simpler format

EDUCATIONAL SERVICES

Department: **Special Education - Special Day Class**

Course Title: **English 1-4 (S)**

Course Number: **#0801**

Unit Title: **Unit 3: Response to Literature and other Texts**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

California Common Core Standards

WRITING STANDARDS K-5

Grade 3 Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

READING STANDARDS FOR LITERATURE K-5:

Grade 3 Key Ideas and Details

2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Grade 3 Research to Build and Present Knowledge

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade 4 Craft and Structure

5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Grade 5 Key Ideas and Details

2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will be able to:

1. Read and respond to a wide variety of significant works of literature
2. Distinguish between structural features of the text and the literary elements
3. Understand the underlying theme in a literary work
4. Use the computer to research author information and themes

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

1. Read various literary works that include poetry, prose, fiction and nonfiction
2. Write responses to literature
3. Complete a graphic organizer detailing the difference between elements (theme, tone, characterization, etc.) and structure of literature
5. Identify and examine characters in a literary selection
6. Role play a character or event in a book
7. Create alternative endings
8. Retell a story in student's own words, using grammar elements and character traits
9. Study a brief biography of an author to understand themes, intent, genre of a story
10. Study archetypal characters as they relate to literary selections.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- a. Evaluate written assignments
- b. Evaluate completed work and projects
- c. Skill assessments
- d. Chapter/Unit tests
- e. Alternate forms of assessment per student IEP needs
- f. Observations
- g. Curriculum based assessments

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

- a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.
- b. Review basic concepts and redo in simpler format

EDUCATIONAL SERVICES

Department: **Special Education - Special Day Class**

Course Title: **English 1-4 (S)**

Course Number: **#0801**

Unit Title: **Unit 4: Writing Conventions and Structure**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

The students will demonstrate mastery of the following California's Common Core State Standards:

LANGUAGE STANDARDS K-5

Grade 2 Conventions of Standard English

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Grade 3 Writing Standards

Production and Distribution of Writing

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Grade 4 Conventions of Standard English

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use correct capitalization.
 - b. Use commas and quotation marks to mark direct speech and quotations from a text.
 - c. Use a comma before a coordinating conjunction in a compound sentence.
 - d. Spell grade-appropriate words correctly, consulting references as needed.
 - g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will be able to:

1. Implement basic writing structure through clear and coherent sentences and eventually paragraphs
2. Apply correct spelling, capitalization and punctuation rules to student composition/work while integrating technology for word processing, proofreading, editing, etc
3. Create a single, developed paragraph with a topic sentence and supporting details
4. Practice peer editing using a rubric and proofread student's own work
5. Learn the difference between prose and poetry and be able to write a sample of each
6. Use sensory and concrete details in writing through quotes and paraphrasing

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

1. Complete a composition using the writing process – prewriting, drafting, revision, final draft, peer editing
2. Practice exercises of specific skills
3. Keep a student binder with completed work on skills as a key to refer to when writing
5. Write journal responses to novels, news headlines, etc.
6. Write descriptive paragraphs
7. Complete timed writing assignments on various topics

8. Write simple, compound and complex sentences
9. Write a story together as a class
10. Use graphic organizers to recognize the theme and supporting details
11. Use a word processing program to write and correct sentence structure
12. Use a computer to edit and write final drafts
13. Use "D.O.L.'s" (Daily Oral Language) to practice and remediate skills

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- a. Evaluate written assignments
- b. Evaluate completed work and projects
- c. Skill assessments
- d. Chapter/Unit tests
- e. Alternate forms of assessment per student IEP needs
- f. Observations
- g. Curriculum based assessments

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

- a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.
- b. Review basic concepts and redo in simpler format

EDUCATIONAL SERVICES

Department: **Special Education - Special Day Class**

Course Title: **English 1-4 (S)**

Course Number: **#0801**

Unit Title: **Unit 5: Active Presentation of Knowledge**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

The students will demonstrate mastery of the following California Common Core State Standards

SPEAKING AND LISTENING STANDARDS K-5

Grade 4, Presentation of Knowledge and Ideas

6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Grade 4, Presentation of Knowledge and Ideas

4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Grade 3, Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Grade 5, Presentation of Knowledge and Ideas

4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will be able to:

1. Summarize experiences or stories
2. Orally report on a topic with facts and details
3. Listen critically and respond appropriately to oral communication
4. Use proper phrasing, pitch and modulation
5. Use clear and specific vocabulary to communicate ideas
6. Read prose and poetry aloud with proper intonation
7. Demonstrate an understanding of standard American English
8. Ask reflective questions and respond appropriately to relevant questions

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

1. Read student work samples aloud for appropriate student response/feedback
2. Practice giving directions
3. Discuss and practice appropriate introductions and conversation
4. Discuss and use appropriate volume level for public speaking and personal conversations
5. Give an oral book report
6. Role play a part in a play
7. Have students write questions to a discussion and ask their peers for the answers

8. Use a variety of media sources to understand modulation, emotion, etc. in speaking
9. Discuss newspaper articles and have students present their opinions in an appropriate manner
10. Write a report and give an oral presentation

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- a. Evaluate written assignments
- b. Evaluate completed work and projects
- c. Skill assessments
- d. Chapter/Unit tests
- e. Alternate forms of assessment per student IEP needs
- f. Observations
- g. Curriculum based assessments

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

- a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.
- b. Review basic concepts and redo in simpler format