

RUTHERFORD PUBLIC SCHOOLS

ENGLISH LANGUAGE ARTS

**RTI ENGLISH
CURRICULUM**

2015

**Approved by the Rutherford Board of Education
June 15, 2015**

**Revision to Remove CCSS and Replace with NJSL
Approved by the RBOE: November 14, 2016**

INTRODUCTION

The purpose of the RTI (Response to Intervention) English course is designed to remediate students who have failed to show acceptable growth in their English course and/or failed to show proficiency on a state-level assessment or a district-level benchmark assessment. Since the program is one of individualized instruction, specific objectives and requirements are correlated directly each specific student and the skills s/he is deficient in.

The course of study is divided into areas of study that require students to meet a variety of language arts literacy progress indicators. The areas in writing include: narrative writing, analytical writing, synthesis writing, writing to answer open-ended questions, and responding to research simulation prompts. Emphasis will also be placed on revising, editing, and extending understanding of reading/writing situations. Reading instruction will provide opportunities for students to increase skills in understanding and responding to the following types of reading text: information, persuasion, narration, and workplace. In addition, students will respond to open-ended prompts after reading short informative non-fiction or fiction pieces.

NEW JERSEY STUDENT LEARNING STANDARDS

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSLS may be viewed here: <http://www.state.nj.us/education/cccs/2016/ela/>

COURSE OUTLINE

- Reading (to understand)
 - Essays/advertisements
 - Information text
 - Narrative
 - Persuasive
 - Connotative and figurative language
 - Author techniques for creating meaning
- Writing
 - Process
 - Prewriting
 - Drafting

- Revising
 - Editing (peer or personal)
 - Post-writing
 - Final draft
 - Documented essays
- Types
 - Literary Analysis
 - Narrative
 - Research Simulation
 - Responding to Open-Ended Questions
- Mechanics
 - Recognizing errors
 - Usage
 - Sentence structure
 - Punctuation
 - Coherence
 - Correcting errors
 - Editing and revising text

PROFICIENCY LEVELS

RTI English is for students who have failed to show acceptable growth in their English course and/or failed to show proficiency on a state-level assessment or a district-level benchmark assessment.

METHODS OF ASSESSMENT

- Student Assessment
 - Class work
 - Class participation
 - Homework
 - Essays
 - Standardized benchmark-style assessments
 - Portfolio
- Teacher/Curriculum Assessment will be conducted according to the following statement:
 - The subject teacher(s) and the English Language Arts supervisor will be in contact throughout the academic year concerning curriculum assessment. The teachers are encouraged to make suggestions for improving and changing the curriculum. The supervisor

will also request an annual meeting to solicit suggestions for modifications and changes, especially in regard to meeting the course objectives and their alignment to state standards.

GROUPING

RTI English is designed for students have failed to show acceptable growth in their English course and/or failed to show proficiency on a state-level assessment or a district-level benchmark assessment.

ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

RTI English is a one-semester course.

RESOURCES

- References
 - Teachers may contact the English department office and the school and local libraries for additional resources.
- Technology
 - Use of technology will conform to the following New Jersey Core Curriculum Content Standards: (8.1.12.A.1) (8.1.12.A.2) (8.1.12.A.3) (8.1.12.A.4) (8.1.12.C.1) (8.1.12.D.2) (8.1.12.F.2)
 - Students may utilize district benchmark assessments to determine growth
- Texts and Resources
 - *Review, Practice, and Mastery of English Language Arts, Grade 10*. 2015. Perfection Learning.
 - *Writing Companion, High School Level A*. 2014. Perfection Learning.
 - Preparation materials for state level assessments
 - District approved benchmark assessments and test preparation
 - Teacher-designed prompts and/or strategies

METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Core Curriculum Content Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11

- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 12, students will be able to:

- 9.2.12.C.1 – Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 – Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

SUGGESTED ACTIVITIES

- Students will read a variety of texts and answer questions.
- Students will read a variety of texts and respond to them critically and analytically.
- Students will create portfolios consisting of all drafts of essays.
- Students will participate in peer editing and revision.
- Students will practice writing narrative writing, analytical writing, and research writing

INTERDISCIPLINARY CURRICULUM COORDINATION

Interdisciplinary curriculum coordination is possible with the history and science departments. Throughout the semester, students will use resources from these departments in order to complete various essays and open-ended responses.

DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

PROFESSIONAL DEVELOPMENT

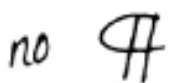
Teachers shall continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations. It is suggested that teachers frequently review the guidelines for all state mandated assessments and

district level assessments and maintain communications with the Director of Guidance and the Supervisor of English Language Arts in order to assure continuity within the program.

COMMON WRITING TERMINOLOGY

Term	Meaning
Writing Process	
Prewriting	Gathering Ideas
Drafting	Writing a Draft
Revising	Revising for Content
Editing	Editing for Grammar
Publishing	Producing Final Product
Creating Final Draft	Producing Final Product
Writing Terms	
Introduction	Introductory Paragraph/Statement
Hook	Attention Grabber
Thesis Statement	Statement of Purpose
Body Paragraph(s)	Reasoning Paragraph(s)
Topic Sentence	Introduction of Paragraph-Specific Content
Evidence	Supporting Details
Closing Sentence	Conclusion of Paragraph-Specific Content
Call to Action	What Should the Reader Do?
Conclusion	Concluding Paragraph
Exposition	Background/Characters/ Setting
Conflict	Internal and/or External
Rising Action	The events that lead to the climax
Climax	The pinnacle moment
Falling Action	The events that lead to the resolution
Resolution	The final outcome
Writing Genres	
Opinion	Grades K – 5
Argument	Grades 6 – 12
Informational/Explanatory	Grades K – 12
Narrative	Grades K – 12
Research	Grades K – 12

COMMON EDITING MARKS

Symbol	Meaning	K	1	2	3	4	5	6	7	8	9-12
	Delete	X	X	X	X	X	X	X	X	X	X
	Close up	X	X	X	X	X	X	X	X	X	X
	Caret	X	X	X	X	X	X	X	X	X	X
	Insert a space	X	X	X	X	X	X	X	X	X	X
	Transpose	X	X	X	X	X	X	X	X	X	X
	Begin a new paragraph here			X	X	X	X	X	X	X	X
	Don't begin a new paragraph here			X	X	X	X	X	X	X	X
	Set in capitals	X	X	X	X	X	X	X	X	X	X
	Set in lowercase	X	X	X	X	X	X	X	X	X	X
	Add comma		X	X	X	X	X	X	X	X	X
	Add apostrophe			X	X	X	X	X	X	X	X
	Add period	X	X	X	X	X	X	X	X	X	X
	Add quotation marks			X	X	X	X	X	X	X	X
	Check Spelling		X	X	X	X	X	X	X	X	X
	Awkward phrasing or word choice							X	X	X	X

frag.	Fragment			X	X	X	X	X	X	X	X
R-O	Run on sentence			X	X	X	X	X	X	X	X
S-V agr	Subject verb agreement			X	X	X	X	X	X	X	X

CURRICULUM MAP

September/ February	October/ March	November/ April	December/ May	January/ June
<p>Writing, Reading and Test Taking skills based on individual scores.</p> <p>PBA Type: Literary Analysis Task</p> <p>Students will take district level benchmark assessment.</p>	<p>Writing, Reading and Test Taking skills based on individual scores.</p> <p>PBA Type: Narrative Task</p>	<p>Writing, Reading and Test Taking skills based on individual scores.</p> <p>PBA Type: Research Simulation Task</p> <p>Students will take district level benchmark assessment.</p>	<p>Writing, Reading and Test Taking skills based on individual scores.</p> <p>PBA Type: Alternate types based upon student need</p>	<p>Writing, Reading and Test Taking skills based on individual scores.</p> <p>PBA Type: Alternate types based upon student need</p> <p>Students will take district level benchmark assessment.</p>