

EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services

Summer School High School Readiness Program

Course Title: Ninth Grade Readiness – Reading and Writing Lab	
Rationale: This course will offer incoming ninth graders, who are below grade level in reading comprehension and language skills, the opportunity to progress toward bringing their reading and writing skills closer to grade level before entering high school.	
Course Description: The Reading and Writing Lab is a four week class consisting of one hour of focus on reading skills and one hour of writing skills. Students will work on reading comprehension skills in fiction and non-fiction, reading fluency, and improving vocabulary. During the Writing Lab, students will work on sensory writing, expository writing, style, and sentence structure.	
Length of Course:	Four Weeks (Summer School)
Grade Level:	Incoming 9 th Grade Students
Credit: Number of units: 2.5 <input type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UC "a-f" requirements <input type="checkbox"/> College Prep <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Vocational	
Prerequisites:	None
Department(s):	English/Language Arts
District Sites:	Summer School Site
Board of Trustees Adoption Date:	March 14, 2000
Textbook Title:	Various novels, Reading in the Content Areas, Reading and Writing Source Book

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Course Goals:	<ol style="list-style-type: none">1. Prepare students for English 1 reading and writing curriculum2. Develop reading comprehension3. Develop critical thinking skills4. Increase reading fluency5. Increase interest in reading6. Expand reading and written vocabulary7. Introduce students to essay terminology and organization8. Develop writing fluency and style
Student Performance Objectives:	<ol style="list-style-type: none">1. See attached
Instructional Units:	<ol style="list-style-type: none">1. Reading Skills2. Writing Skills3. Language Skills

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UNIT #1: Reading Skills

GOAL: 1, 2, 3, 4, 5, 6

OBJECTIVES	SUGGESTED ACTIVITIES
<p>The student will:</p> <ol style="list-style-type: none"> 1. Improve their reading comprehension and fluency 2. Develop daily reading habits 3. Increase their interest in reading 4. Generate relevant questions about their reading 5. Develop test taking strategies 6. Develop critical thinking skills including recognizing main idea, making inferences, drawing conclusions, evaluating author's purpose, and paraphrasing 7. Connect personal experiences to their reading 8. Interact with a variety of fiction and non-fiction works 9. Increase strategies used for reading and understanding fiction and non-fiction works 10. Explore a variety of formats through which information is presented – tables, graphs, charts, pictures, or maps 11. Practice a variety of reading strategies 	<ol style="list-style-type: none"> 1. Read silently for at least 40 minutes each day 1. Keep a daily reading log signed by their parents 2. Read selected short stories 3. Read selected novels 4. Read a play aloud 5. Participate in class discussions 6. Practice summarizing 7. Write a variety of journal responses to reading selections 8. Use a variety of graphic organizers to respond to reading selections 9. Read and respond to selected pieces of non-fiction (historical, scientific, current events, biographies) 10. Practice standardized reading comprehension drills 11. Use a variety of reading strategies from the Reading Strategies Binder included with the ninth grade Holt curriculum

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UNIT #2: Writing Skills

GOAL: 1, 6, 7, 8

OBJECTIVES	SUGGESTED ACTIVITIES
<p>The student will:</p> <ol style="list-style-type: none">1. Increase their critical thinking and writing fluency2. Use district writing terminology3. Practice pre-writing techniques4. Write an effective introduction, supporting paragraphs, and conclusion5. Write a clear thesis6. Write a topic sentence that includes the main idea of the paragraph7. Support the main ideas in a paragraph through the use of supporting evidence8. Be able to distinguish between fact and opinion9. Practice peer editing using a rubric10. Maintain focus throughout an essay11. Use active voice in their writing12. Practice using transitions13. Use sensory details in writing	<ol style="list-style-type: none">1. Participate in the writing process – pre-writing, drafting, revision, final draft, peer editing2. Participate in practice exercises of specific skills and apply them to own writing3. Practice using a rubric4. Write responses to novels, controversial issues, and short stories5. Write descriptive paragraphs6. Write masterpiece sentences

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UNIT #3: Language

GOAL: 1, 6, 8

OBJECTIVES	SUGGESTED ACTIVITIES
<p>The student will:</p> <ol style="list-style-type: none">1. Increase their reading and writing vocabulary2. Use the dictionary to find correct definition of a word from their reading3. Be able to use context clues from their reading to choose a correct definition4. Practice using correct sentence structure and punctuation in their own written work5. Practice using a variety of sentence structures6. Practice writing complete sentences and learn to recognize run-ons and fragments7. Practice correct use of commas and end marks8. Practice agreement of pronouns and their antecedents	<ol style="list-style-type: none">1. Practice using the dictionary2. Practice using a thesaurus3. Choose words from their own reading to define and learn4. Make word cards that include definitions, parts of speech, and synonyms5. Practice recognizing word meaning from context6. Practice using a variety of sentence structures. Students will practice using a variety of phrases and clauses to write more complex sentences and then apply them to their own writing.

Reading Class Essentials

Writing Lab Schedule

Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>Writing Assessment</u> Controversial topic based on newspaper article. 30 minutes</p> <p><u>Language</u> Review of active verbs. Use of active and passive voice.</p> <p><u>H.W.</u> Active and passive voice</p>	<p><u>Masterpiece Sentence</u> 30 minutes</p> <p><u>Language</u> Sentence fragments.</p> <p><u>H.W.</u> Sentence fragments</p>	<p><u>Sensory Writing</u> Masterpiece paragraph – describe setting.</p> <p><u>Language</u> Sentence run-ons</p> <p><u>H.W.</u> Run-ons and sensory writing w.s.</p>	<p><u>Sensory Writing</u> Practice sensory writing worksheet</p> <p><u>Language</u> Sentence combining using conjunctions.</p> <p><u>H.W.</u> Sentence combining using words, phrases, and conjunctions.</p>	<p><u>Language Assessment</u> Quiz on fragments, run-ons, and sentence combining.</p> <p><u>Sensory Writing</u> Describe your room using active voice and sentence combining. Check for run-ons and fragments.</p> <p><u>Reflection</u> Journal write about learning this week. What is new or review. What focus areas are needed this summer?</p> <p><u>H.W.</u> Edit and revise room paragraphs. Write final draft.</p>

Reading Class Essentials

Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>Sensory writing</u> Describe a person using a photo and a list of important features to include.</p> <p><u>Language</u> Prepositions and prepositional phrases.</p> <p><u>H.W.</u> Prepositions and prepositional phrases and final draft of descriptive essay.</p>	<p><u>Sensory Writing</u> Share paragraph with class and guess which picture that it matches.</p> <p><u>Language</u> Prepositions and phrases worksheet and/or paragraph using prepositional phrases.</p> <p><u>H.W.</u> Rewrite one of the paragraphs using the sentence variation handout.</p>	<p><u>Language</u> Transitions. Discuss and practice.</p> <p><u>Technical Writing</u> Write directions for making something or doing something using transitions.</p> <p><u>H.W.</u> Write a paragraph describing preparations for a date or sporting event using transitions.</p>	<p><u>Language</u> Commas and end marks.</p> <p><u>Technical Writing</u> Edit and revise paragraphs from Wednesday checking for end marks and commas.</p> <p><u>H.W.</u> Commas and end marks.</p>	<p><u>Language Assessment</u> Quiz on prepositional phrases, commas, and end marks.</p> <p><u>Writing</u> Introduce writing terminology and begin working on grabbers.</p> <p><u>H.W.</u> Write 2 grabbers based on the types introduced in class. 2-3 sentences long each.</p>

Reading Class Essentials

Week 3

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>Writing</u> Thesis statements. Models and practice. Brainstorm for variety of controversial topics. Write thesis statements with partner and share.</p> <p><u>Writing</u> In class writing about novel from reading lab. Provide thesis or develop one with the class.</p> <p><u>H.W.</u> Finish essay about novel. Edit and revise and bring final draft on Tuesday.</p>	<p><u>Language</u> Subordinating clauses.</p> <p><u>Writing</u> Pre-writing strategies – outlines, bubble clusters, and brainstorming. Choose a topic for each and model. Students should then choose and practice. Students should write a thesis at the top of each pre-write.</p> <p><u>H.W.</u> Subordinating clauses. Write a grabber for one of the pre-writes done in class.</p>	<p><u>Language</u> Pronoun / antecedent agreement.</p> <p><u>Writing</u> Introductions, Grabbers, background information and thesis. Teacher model, guided practice, independent practice writing an introduction using one of the pre-writes from Tuesday.</p> <p><u>H.W.</u> Pronoun antecedent agreement. Write an introduction for an essay on the novel being read in Reading Lab. Teacher should provide prompt.</p>	<p><u>Language</u> Quotation marks.</p> <p><u>Writing</u> Elements of the body paragraph. Begin with topic sentences and concrete detail. Using elements of the body paragraph worksheet, fill in topic sentence and concrete details from the novel being read in Reading Lab. Use the same topic as the introduction from Wednesdays H.W.</p> <p><u>H.W.</u> Quotations</p>	<p><u>Language Assessment</u> Pronoun / antecedent agreement. Quotation marks.</p> <p><u>Writing</u> Commentary (analysis). Practice writing analysis. Teacher model, guided practice, independent practice writing analysis for body paragraph from yesterday.</p> <p><u>H.W.</u> Distinguishing fact from opinion.</p>

Reading Class Essentials

Week 4

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>Writing Review</u> Pre-writes and thesis statements. Discuss the two or three part thesis.</p> <p><u>Writing</u> Model options for writing an effective conclusion. Students write 2 conclusions using models given and share.</p> <p>Topic given for essay on the book being read in Reading Lab. Students should write a two part thesis and complete a pre-write.</p> <p><u>H.W.</u> Write a grabber and revise thesis.</p>	<p><u>Language</u> Review transitions.</p> <p><u>Writing</u> Complete introduction and write topic sentences and concrete details.</p> <p><u>H.W.</u> Free-write on the essay topic. No paragraphs or organization, just let the ideas flow.</p>	<p><u>Language</u> Review sentence variety and varying sentence beginnings.</p> <p><u>Writing</u> Using free-write from Tuesday's homework, write 2-3 sentences of analysis for each concrete detail.</p> <p><u>H.W.</u> Write a conclusion. Try using more than one of the suggested conclusion strategies.</p>	<p><u>Writing</u> Review writing rubric and complete a peer edit of final paper. Write a final draft in class double-spaced and turn in.</p> <p><u>H.W.</u> Write a reflection on the writing lab the past four weeks. What skills do you feel more confident about? What do you need more work on? How did you feel about your final essay?</p>	<p><u>Writing Assessment</u> In class three paragraph essay in response to newspaper article or short story. 30 minutes</p> <p>Trade papers with another student and grade using rubric.</p> <p><u>Reflection Time</u> Share thoughts on the last four weeks using Thursday's H.W.</p>