

English Language Arts Course Descriptions
Pre K - 9

Reading and Language Arts, Grade Pre K – 5 Course Sequence

Grade	Pre K	K	1	2	3	4	5
READING	<i>Reading instruction includes:</i> <ul style="list-style-type: none"> • Word study, fluency, systematic vocabulary development (i.e. phonemic awareness, phonic, high frequency word recognition) • Comprehension: literal and inferential reading strategies and skills, analysis of text, using background knowledge • Response and analysis using grade level appropriate texts (i.e. folktales, fiction, poetry, articles, graphs, charts, pictures) 				<i>Reading instruction includes:</i> <ul style="list-style-type: none"> • Word analysis, fluency, vocabulary development • Comprehension: literal and inferential reading strategies, analysis of a variety of texts, using background knowledge • Response and analysis using grade level appropriate texts (e. fantasy, fables, myths, legends, newspapers, magazines, online information, political cartoons, chart, graphs, and primary documents) 		
WRITING	<i>Writing instruction includes:</i> <ul style="list-style-type: none"> • Writing strategies through the 6+1 traits for writing (i.e. organization, development, voice, word choice) • Writing genres (narrative, expository, response) • Written and oral English Language conventions (sentence structure, capitalization, grammar, spelling, punctuation) 				<i>Writing instruction includes:</i> <ul style="list-style-type: none"> • Writing strategies through the 6+1 writing traits(i.e. organization, development, voice, word choice, technology, revision) • Writing genres (i.e. informational response, narrative, persuasive) • Written and oral English conventions (i.e. sentence structure, grammar, punctuation, capitalization) 		
LISTENING & SPEAKING	<i>Oral language instruction includes:</i> <ul style="list-style-type: none"> • Strategies for comprehension • Applying increasingly difficult and varied forms of spoken language to communicate with variety of audiences and purposes 				<i>Oral language instruction includes:</i> <ul style="list-style-type: none"> • Strategies for comprehension • Applying and analyzing increasingly difficult and varied forms of spoken language to communicate with variety of audiences and purposes 		

Academic Intervention Services/Compensatory Education Grades K-5

AIS/Compensatory Education Services will be delivered by qualified staff that is appropriately certified. The staff can include but not limited to reading teachers, math teachers, classroom teachers, ESL teachers, bilingual teachers, and special education teachers. .

AIS/Compensatory Services will be provided at various times. Services may be offered before the school day, during the school day, after the school day, on weekends, and during the summer. At the elementary level, students in the AIS/Compensatory Education program will **not** be pulled out of the 90 minute uninterrupted literacy block or miss direct instruction in literacy, science, or social studies.

The District AIS/Compensatory Education Plans includes both entrance and exit criteria set forth by state assessments and/or district procedures. In grades where no state assessments are given, students will be eligible for AIS if they are determined to be at risk of not meeting state standards based on district assessments (PALS, DRP, MAP, and/or the QRI). Services will commence no later than the beginning of the semester following the determination that a student needs such services.

ENGLISH LANGUAGE ARTS, GRADES 6-9 COURSES

Grade	6	7	8	9
Requirement	Year course required at each grade level as mandated by NYSED			
Course	English 6 th	English 7 th	English 8 th	English 9
	Literacy 6th	Literacy 7th	Literacy 8 th	Literacy 9
	AIS/Comp Ed 6th	AIS/Comp Ed 7th	AIS/Comp Ed 8 th	English lab

English 6th Grade

COURSE DESCRIPTION

English 6th course required of all 6th graders. The NYS ELA standards are the basis for the curriculum throughout the district. The purpose of this course is for students to read and write about literary works for critical analysis and evaluation and literary response and expression. More emphasis is placed on literary works such as novels, poems, plays, and short stories to teach the skills and strategies for independent reading and writing. Each unit integrates reading, writing, listening, and speaking. The goal of instruction is to support students as they grow as readers and writers who think critically and communicate effectively for a variety of purposes.

BASIC TEXTS AND TEACHING GUIDES:

Holt, Reinhart, and Winston Elements of Literature

Literacy 6th Grade

COURSE DESCRIPTION

The grade 6 Literacy course is required of all 6th graders. The course content focuses on teaching students the skills and strategies to become critical readers and writers while extending one's knowledge. The reading, writing, listening, and speaking skills and strategies found in the NYS standards across the four content areas are the focus of the literacy course. Each unit of study is an in-depth focus of specific elements of the reading and writing process. Students are provided with multiple learning opportunities in a variety of informational texts to question, clarify, evaluate, infer, and synthesize ideas. The goal of instruction is to support students as they develop into independent readers, writers, listeners, and speakers, who communicate effectively for various purposes.

BASIC TEXTS AND TEACHING GUIDES:

Holt, Reinhart, and Winston Elements of Literature

Developmental Studies center; Making Meaning

Write Source:

Academic Workout

English 7th Grade

COURSE DESCRIPTION

The 7th grade English course is required of all 7th graders. The NYS ELA standards are the basis for the curriculum throughout the district. The purpose of this course is for students to read and write about literary works for critical analysis and evaluation and literary response and expression. More emphasis is placed on

literary works such as novels, poems, plays, and short stories to teach the skills and strategies for independent reading and writing. Each unit integrates reading, writing, listening, and speaking. The goal of instruction is to support students as they grow as readers and writers who think critically and communicate effectively for a variety of purposes.

BASIC TEXTS AND TEACHING GUIDES:

Holt, Reinhart, and Winston Elements of Literature

Literacy 7th Grade

COURSE DESCRIPTION

The grade 7 Literacy course is required for all 7th graders. The course content focuses on teaching students the skills and strategies to become critical readers and writers while extending one's knowledge. The reading, writing, listening, and speaking skills and strategies found in the NYS standards across the four content areas are the focus of the literacy course. Each unit of study is an in-depth focus of specific elements of the reading and writing process. Students are provided with multiple learning opportunities in a variety of informational texts to question, clarify, evaluate, infer, and synthesize ideas. The goal of instruction is to support students as they develop into independent readers, writers, listeners, and speakers, who communicate effectively for various purposes.

BASIC TEXTS AND TEACHING GUIDES:

Holt, Reinhart, and Winston Elements of Literature

Developmental Studies center; Making Meaning

Write Source:

Academic Workout

English 8th Grade

COURSE DESCRIPTION

The grade 8 English course is required of all 8th graders. The NYS ELA standards are the basis for the curriculum throughout the district. The purpose of this course is for students to read and write about literary works for critical analysis and evaluation and literary response and expression. More emphasis is placed on literary works such as novels, poems, plays, and short stories to teach the skills and strategies for independent reading and writing. Each unit integrates reading, writing, listening, and speaking. The goal of instruction is to support students as they grow as readers and writers who think critically and communicate effectively for a variety of purposes.

BASIC TEXTS AND TEACHING GUIDES:

Holt, Reinhart, and Winston Elements of Literature

Literacy 8th Grade

COURSE DESCRIPTION

The grade 8 Literacy course content focuses on teaching students the skills and strategies to become critical readers and writers while extending one's knowledge. The reading, writing, listening, and speaking skills and strategies found in the NYS standards across the four content areas are the focus of the literacy course. Each unit of study is an in-depth focus of specific elements of the reading and writing process. Students are provided with multiple learning opportunities in a variety of informational texts to question, clarify, evaluate, infer, and synthesize ideas. The goal of instruction is to support students as they develop into independent readers, writers, listeners, and speakers, who communicate effectively for various purposes.

BASIC TEXTS AND TEACHING GUIDES:

**Holt, Reinhart, and Winston Elements of Literature
Developmental Studies center; Making Meaning
Write Source:
Academic Workout**

English 9th Grade

COURSE DESCRIPTION

The grade 9 English courses emphasize comprehension and communication through listening, speaking, reading and writing. Assigned literature in various genres helps students understand and identify literary elements and techniques. Students learn to write literary essays with an emphasis on structure. Biographies are analyzed within various genres. New York State writing rubrics guide student writing. Curriculum parallels and prepares students for the New York State Comprehensive English Regents Exam. For students needing more emphasis on the material there are two core courses. EN 103 has an additional lab period while EN 104 is 2 full periods of instruction.

BASIC TEXTS AND TEACHING GUIDES:

Holt, Reinhart, and Winston Elements of Literature

Literacy 9th Grade

COURSE Description

The grade 9 Literacy course content focuses on teaching students the skills and strategies to become critical readers and writers while extending one's knowledge. The reading, writing, listening, and speaking skills and strategies found in the NYS standards across the four content areas are the focus of the literacy course. Each unit of study is an in-depth focus of specific elements of the reading and writing process. Students are provided with multiple learning opportunities in a variety of informational texts to question, clarify, evaluate, infer, and synthesize ideas. The goal of instruction is to support students as they develop into independent readers, writers, listeners, and speakers, who communicate effectively for various purposes.

BASIC TEXTS AND TEACHING GUIDES:

**Holt, Reinhart, and Winston Elements of Literature
Academic Workout**

Academic Intervention Services/Compensatory Education Grades 6-9

AIS/Compensatory Education Services will be delivered by qualified staff that is appropriately certified. The staff can include but not limited to reading teachers, math teachers, classroom teachers, ESL teachers, bilingual teachers, and special education teachers. .

AIS/Compensatory Services will be provided at various times. Services may be offered before the school day, during the school day, after the school day, on weekends, and during the summer.

Scheduling of classes at the secondary level will **not** interfere with the student's core subject areas. Qualifying students will receive a minimum of two 45 minute periods of instruction per week. The students with the greatest needs will meet for at least three 45 minute periods per week.

The District AIS/Compensatory Education Plans includes both entrance and exit criteria set forth by state assessments and/or district procedures. In grades where no state assessments are given, students will be eligible for AIS if they are determined to be at risk of not meeting state standards based on district assessments (DRP, MAP, and/or the QRI). Services will commence no later than the beginning of the semester following the determination that a student needs such services.