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DGN English and Reading Placement Options

We understand that there will be students whose test scores don't accurately reflect their ability. For these students we ask that you leave comments on the recommendation form so that we can best understand why you are making the recommendation you are. Also, please note that for students whom you recommend for honors, there is another column in which we ask you to note if you "strongly recommend", "recommend", "do not recommend" or "strongly do not recommend" said student. Thank you for taking the time to provide comments and this honors recommendation.

Below are the options you will have for placing students at North High.

ENGLISH / READING PLACEMENT COMBINATIONS

	1	2	3	4	5
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English Course >>>>>>	English 1/Reading (Read 180) ↓	English and Communication ↓	English and Communication ↓	English and Communication MAP 218-228 iReady 587-631 40-75 th percentile	English and Communication I Honors MAP 229 + iReady 632 + 76 th + percentile
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Elective Credit Reading Support Courses >>>>>>	READ 180 MAP 0-209 iReady 0-553 0-10 th percentile	Strategies for Academic Success I MAP 210-213 iReady 554-564 11-25 th percentile	Strategies for Academic Success Resource I MAP 214-216 iReady 565-586 26 th -39 th percentile	No Reading Support Needed	No Reading Support Needed
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***Note:** Literacy Strategies I and Literacy Strategies Resource are classes designed to help students with literacy skill development. This should not be recommended if the student's main struggles are with things like organizational skills.

STUDENT PROFILES MATCHING READING SUPPORT OPTIONS

	1	2	3
English Course	English 1/Reading (READ 180)	English and Communication I	English and Communication I
Associated Reading Course	English 1/Reading (READ 180) (year-long support)	Strategies for Academic Success I (year-long support)	Strategies for Academic Success Resource I (one-semester support)
Reading Level (Explore Test)	MAP 0-209 iReady 0-553 0-10 th percentile	MAP 210-213 iReady 554-564 11-25 th percentile	MAP 214-216 iReady 565-586 26 th -39 th percentile
Reading Developmental Needs	<ul style="list-style-type: none"> > comprehension skills > vocabulary skills > passage fluency > decoding skills (some students) 	<ul style="list-style-type: none"> > comprehension skills, especially at the instructional level > capacity to read strategically, interacting continuously with text > capacity to use word attack skills to improve vocabulary acquisition > capacity to make inferences, find main idea, and understand relationships of ideas 	<ul style="list-style-type: none"> > comprehension skills, especially at the instructional level > capacity to read strategically, interacting continuously with text >vocabulary acquisition > capacity to make inferences, find main idea, and understand relationships of ideas
Language Arts Developmental Needs	<ul style="list-style-type: none"> > quality of written expression > grammar skills > speaking skills 	<ul style="list-style-type: none"> > capacity to critically evaluate non-fiction text > knowledge of text structure >understanding of the reading process 	<ul style="list-style-type: none"> > capacity to critically evaluate non-fiction text > knowledge of text structure >understanding of the reading process
Prerequisites for Placement	<ul style="list-style-type: none"> > student needs to improve all basic language arts skills, but especially reading skills > student will not make progress in regular program 	<ul style="list-style-type: none"> > student is in regular program and will make progress <u>with</u> a full year of reading support > student has difficulty interacting with grade-level and challenging reading materials 	<ul style="list-style-type: none"> > student is in regular program and will make progress <u>with</u> a semester of reading support > student has some challenges interacting with grade-level and challenging reading materials
Affective Profile	<ul style="list-style-type: none"> > lacks confidence > may lack interest in reading 	<ul style="list-style-type: none"> > lacks confidence > may lack interest in reading 	<ul style="list-style-type: none"> > lacks confidence > may lack interest in reading

		> may be an under or over achiever	> may be an under or over achiever
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DGN English Freshman Placement Cutoff Scores

The following table represents correlations between the Explore, MAP, Performance Series, and STAR Reading standardized tests. This information is designed to be assistive in regards to course placement for incoming freshmen but is *not* presented as definitive cut scores. Since we realize students may fall in more than one row below and because standardized tests are just one data point, 8th-grade teacher recommendation, course enrolled, and first-semester grade earned in that course are all important data points in the placement process.

**for STAR scores, we will examine and factor in BOTH the scale score and NPR (national percentile rank)

COURSE	I Ready	EXPLORE	MAP	STAR	Performance Series	OTHER
ENGLISH I HONORS Typically 76th percentile and above	632 +	20-25	229 +	1000-1400	3200 and above	Teacher rec, essay (3 or 4 on rubric), consistent A grades in ELA in addition to Explore/MAP/STAR are all factors in this decision.
ENGLISH I and ID Typically 75th-40th percentile	587-631	14-18	217-228	675-999	3000-3199	Student choice between English and Communications I and Interdisciplinary Studies
ENGLISH I + SAS I or SAS I R Typically 39th-11th percentile	554-586	11-13	210-216	551-674	2750-2999	Teacher Rec
READ 180 Typically 10th-0	553 and below	0-10	0-209	0-550	Below 2750	Teacher Rec

percentile						
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English and Communication I

Course Description: This two-semester course is designed to promote literacy development. In “Finding Your Voice” and “Making Responsible Decisions” students study core pieces of literature related to the essential question and receive formal instruction on writing, focusing argument development. Students write many well-developed paragraphs throughout the year, and they complete library research assignments. Finally, throughout the year, students will develop oral presentation skills such as rate, volume, and eye contact.

Semester 1: Finding Your Voice

Essential Question: How do you develop your voice?

Foundation Questions:

- In what different ways can you express your voice?
- What keeps you from using your voice?
- When is it important to speak out rather than remain silent and listen?
- How can you help others find their voices?

Semester 2: Making Responsible Decisions

Essential Question: How do we make responsible decisions?

Foundation Questions:

- How do we understand types of actions (voluntary, involuntary, not voluntary)?
- How do we determine and evaluate the choices available to us?
- What are the values that guide/motivate the actions that we take?
- What are the consequences of our decisions?

Possible Texts:

<i>Speak</i>	Laurie Halse Anderson
<i>Night</i>	Elie Wiesel

<i>Romeo and Juliet</i>	William Shakespeare
<i>To Kill a Mockingbird</i>	Harper Lee
<i>Fahrenheit 451</i>	Ray Bradbury
Literature Circles (various texts)	
Self-selected sustained silent reading (various texts)	

Interdisciplinary Studies (E/C 1 and Global Studies)

Course Description: This course is designed to integrate the English 1 and Global Studies classes into one. Students will explore the connections between literature and history as well as how those to relate to current and past problems in the world. This is a two-period class that is taught by one English and one social studies teacher at the same time.

Academic Profile:

- Enrolled in regular level courses
- Could also be enrolled in a Literacy Strategies class (not Read 180)

Reading Level: Reading Explore score that indicates grade-level reading scores.

Affective Profile:

- Seeks out or enjoys connections between subjects
- Makes connections between class content and society

Note: This class is a general-level class that is designed, as all general-level English classes, to push all learners to reach their educational potential. This class just happens to approach that goal by making deliberate and consistent connections with Global Studies. Students interested in this course should have talk with their high school counselor about placement into the class.

Possible Texts:

<i>A Thousand Splendid Suns</i>	Khaled Hosseini
<i>Night</i>	Elie Wiesel
<i>Romeo and Juliet</i>	William Shakespeare
<i>To Kill a Mockingbird</i>	Harper Lee
Literature Circles (various texts)	
Self-selected sustained silent reading (various texts)	

Honors Student Profile

Area	Description
Reading Skills & Habits	<ul style="list-style-type: none"> • Has a high level of reading comprehension (e.g., reads above their grade level designation) • Demonstrates engagement with literary texts • Tends to read independently if time permits • Has basic skills in identifying significant ideas and passages within somewhat complex texts • Asks meaningful questions in response to literature • Picks up on both obvious and some more subtle context cues, symbols, etc. • Demonstrates strong potential for developing sophisticated reading habits, skills, and strategies • Can effectively summarize main ideas from both literary and research sources • Formulates logical and thoughtful conclusions from reading and takes a stance on issues encountered • Manages reading 15-25 pages of literature as homework per night
Speaking / Listening Skills & Habits	<ul style="list-style-type: none"> • Communicates ideas clearly and articulately • Can sustain in-depth discussion on a given piece of literature • Shows ability to elaborate on / explain own and others' ideas • Regularly contributes to class discussions, both when called upon and voluntarily • Demonstrates close listening in small and large group settings • Responds meaningfully to classmates' ideas and teacher's questions • Is able to develop effective verbal and nonverbal skills when presenting informally and formally in front of the class
Writing Skills & Habits	<ul style="list-style-type: none"> • Shows above average command of the English language (e.g., vocabulary, word choice, grammar and usage, etc.) • Constructs clear sentences and paragraphs • Uses examples to support opinions or interpretations • Has strong potential to analytically write about literature • Understands the need for coherent organization of ideas in writing and applies organizational patterns modeled by instructor or sample writings • Has the ability to express personal experiences through narrative writing and other creative formats • Understands MEL-Con paragraph writing and advances to multi-paragraph essay writing
General Characteristics	<ul style="list-style-type: none"> • Has a strong work ethic • Is motivated and takes initiative

	<ul style="list-style-type: none"> • Shows a responsible and serious attitude towards academic subjects • Manages homework load effectively • Produces high quality in-class and homework assignments and turns work in by the due date • Demonstrates organizational and time management skills • Develops ability to metacognitively reflect on own skills and progress • Handles constructive feedback well and applies feedback to future assignments and learning • Asks questions to facilitate growth • Can intelligently and maturely participate in discussions centered around complex and potentially controversial issues
Possible Texts	<ul style="list-style-type: none"> • <i>To Kill a Mockingbird</i> by Harper Lee • <i>Lord of the Flies</i> by William Golding • <i>Macbeth, Romeo and Juliet, Taming of the Shrew</i> by William Shakespeare • <i>Night</i> by Elie Wiesel • <i>Of Mice and Men</i> by John Steinbeck • <i>The River King</i> by Alice Hoffman • <i>Antigone</i> by Sophocles • <i>Fahrenheit 451</i> by Ray Bradbury • <i>A Raisin in the Sun</i> by Lorraine Hansberry • Self-selected literature

READ 180 Profile

Course Description: This is a double-block class that utilizes the Scholastic READ 180 program. Students rotate through whole group instruction, small group, independent reading, and computer programs. In addition to the R-book (READ 180 textbook), students will read several of the full-length texts taught in regular English. Students also will write MEL-Con paragraphs and complete the research projects.

Academic Profile:

- Student may have an IEP (regular and self-contained sections are available)
- Student needs to improve basic language arts skills
- Student will not make progress in the regular program

Reading Level: Significantly below grade level on standardized tests

Reading Profile: Student needs to improve:

- Comprehension
- Fluency
- Vocabulary

Affective Profile:

- Student may lack confidence
- Student lacks interest and/or motivation to read

Note: Students who have academic ability but don't do homework or are behavior problems DO NOT belong in READ 180. This class is designed only for students who are below grade level in their reading skills.

Possible Texts:

<i>Speak</i>	Laurie Halse Anderson
<i>Night</i>	Elie Wiesel
<i>Romeo and Juliet</i>	William Shakespeare
<i>To Kill a Mockingbird</i>	Harper Lee
Literature Circles (various texts)	
Self-selected sustained silent reading (various texts)	

Strategies for Academic Success I Profile

Course Description: This course is designed to improve reading as it relates to academic success in high school. Specifically, the course offers daily instruction and practice in effective reading and study skills as well as the opportunity to apply those skills to content courses.

Academic Profile:

- Enrolled in regular level courses
- May have exited a junior high or high school academic support program

Reading Level: Standardized test scores that indicates deficiency (Recommendation form has specified range.)

Reading Profile: Lacks comprehension strategies and skills to process challenging text

- Needs to improve fluency
- Needs content support
- Needs to learn strategies for academic success (note-taking, QAR, making inferences, etc.)

Affective Profile:

- Motivated to improve performance
- May lack confidence and interest in reading

Options:

- A year-long full period course is offered at both campuses
- For students who need reading support but do not require a full period all year, North High offers a semester long course, and South High offers a lunch resource course. This course should be recommended for students who are slightly below reading level.

Note: This class is NOT for average to above-average readers who have organizational problems or other academic or social issues that hinder their academic success. This class is ONLY for students with a reading deficiency.

All students interested in
Enrolling in English I Honors
at Downers Grove North or South

District 99 requires all students interested in English I Honors placement to complete a writing prompt. The process should take approximately 50 minutes. The students may choose to attend any one of the following sessions (can complete this at either campus no matter which school you will enroll at):



Tuesday, December 4, South High – Room C364
– 4:30-5:30 p.m.

Wednesday, December 5, South High – Room
C364 – 6:30-7:30 p.m.

Saturday, December 8, North High – Room 349
9:00-10:00 a.m.

Students do not need to pre-register; they should just report to the assigned room on the day they choose. We ask that students bring a writing utensil. Lined paper will be provided.

Dear Parents of Incoming 9th Graders:

This letter serves to inform you of the **procedure for placing students in an honors-level English class next year in District 99.**

As in previous years, students who are interested in the English honors program are evaluated on the following criteria:

- Grades in Language Arts and Reading in 7th and 8th grade
- Teacher recommendation from 8th grade English teacher
- Standardized test scores (MAP/STAR/iReady)
- An essay

These criteria will be examined holistically, with each component playing a critical role in placement decisions.

In an effort for teachers to gain uniform insight about a student's writing ability and critical thinking skills, students will be asked to write an impromptu essay in a controlled environment. **This is where we need your help.**

Students are asked to report to **one** of the following testing sites to write an essay that will be evaluated by English teachers at the high school. Students may elect to write the essay at either school; they do not have to report to the campus they actually will attend. Students do not need to pre-register; they should just report to the assigned room on the day they choose. We ask that students bring a writing utensil; paper will be provided.

- Tuesday, December 4 at South High School – 4:30-5:30 p.m. in Room C364
- Wednesday, December 5 at South High School – 6:30-7:30 p.m. in Room C364
- Saturday, December 8 at North High School – 9:00-10:00 a.m. in Room 349

Students will have approximately 50 minutes to write the essay. While teachers are not expecting students' work to be error free, the essay will provide insight into a student's writing skills and thinking process that may not otherwise surface in the above mentioned evaluation tools.

In order to be considered for the honors program, students must attend one of these writing sessions. Students need not currently be enrolled in an honors class to apply for the program. Once a student attends a writing session, the other information (grades, teacher recommendation, and standardized test scores) will be gathered so that a complete evaluation can be made.

If your student cannot attend one of the writing sessions but is interested in the honors program, please contact the English department chair at the school your son/daughter will attend to see if alternative arrangements might be possible but know, for a variety of factors, this might not be an option. This must be done **prior to the first testing date.**

We look forward to meeting your child and hope that s/he will take advantage of the opportunity to be considered for the English honors program.

Christopher Bronke
English and Communication Chair, North HS
(630) 795- 8271
cbronke@csd99.org

Tracy Sebastian
English and Communication Chair, South HS
(630) 795-8871
tsebastian@csd99.org