

**MT. DIABLO UNIFIED SCHOOL DISTRICT  
COURSE OF STUDY**

**DRAFT**

<b>COURSE TITLE:</b>	<b>ACADEMIC LITERACY Level II– Strategic</b>
<b>COURSE NUMBER:</b>	<b>0674-Elective Credits 600674-English Credits</b>
<b>CALPADS NUMBER:</b>	
<b>CST:</b>	
<b>DEPARTMENT:</b>	<b>English / Language Arts</b>
<b>NCLB TEACHER CREDENTIAL REQUIREMENTS:</b>	<b>To be determined by the Credential Analyst in Personnel</b>
<b>LENGTH OF COURSE:</b>	<b>Year</b>
<b>CREDITS PER SEMESTER:</b>	<b>10</b>
<b>GRADE LEVEL(s):</b>	<b>9-12</b>
<b>GRADUATION REQUIRMENT OR ELECTIVE:</b>	<b>Elective</b>
<b>PREREQUISITES:</b>	<b>Teacher and Administrator recommendation based on score of 26th- 50th percentiles on STAR Language Arts subtests</b>

**BOARD OF EDUCATION ADOPTION:**

**COURSE DESCRIPTION**

Strategic Academic Literacy is a year long elective designed to aid students who need strategic intervention to access content area text, critical thinking, and intermediate writing.\* The course offers direct instruction in metacognitive reading strategies to negotiate meaning in increasingly difficult material to prepare students for upper division text-based coursework. Individual assessment of students' strengths and weaknesses in reading proficiency is an integral part of the course.

\*May include essays and/or a career research report

**COURSE OUTLINE:**

**1. MAJOR GOALS**

- 1.1. To develop permanent habits of critical and appreciative reading
- 1.2. To develop the ability to listen critically and effectively
- 1.3. To speak clearly, fluently, and thoughtfully
- 1.4. To develop strategies for reading and comprehension in all content areas

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- 1.5. To increase the ability of students to negotiate high school level texts
- 1.6. To develop confidence, motivation, and capability in academic history
- 1.7. To write effectively

**2. PERFORMANCE OBJECTIVES**

- 2.1 Perform the following reading tasks to improve literal reading skills and to introduce interpretive level reading skills in all content areas
  - 2.1.1 Identify the main idea and supporting detail of a paragraph and longer selections
  - 2.1.2 Identify and apply patterns of organization in text
  - 2.1.3 Read aloud with comprehension and fluency
  - 2.1.4 Draw conclusions requiring inference skills
- 2.2 Perform each of the following reading tasks
  - 2.2.1 Read and understand charts, graphs, test directions, and writing prompts
  - 2.2.2 Read and use technical and reference materials including dictionary
  - 2.2.3 Determine meanings of words in context
- 2.3 Acquire new vocabulary using common prefixes, suffixes, roots, and context clues
- 2.4 Create an outline and/or write a paragraph summary identifying author's main idea and supporting detail
  - 2.4.1 Identify major and minor details
- 2.5 Answer factual and interpretive questions about text
- 2.6 Participate in class discussion of text
- 2.7 Employ strategic reading skills to:
  - 2.7.1 Identify author's purpose, tone, bias, and argument

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- 2.7.2 Identify reading structures characteristic to content area
- 2.8 Use metacognitive reading comprehension skills for self-monitoring in order to:
  - 2.8.1 Activate background knowledge
  - 2.8.2 Question and clarify text
  - 2.8.3 Visualize what is happening in text
  - 2.8.4 Summarize text
  - 2.8.5 Predict where text is going
  - 2.8.6 Understand process of reciprocal teaching
- 2.9 Complete a career research exploration project which utilizes reading and technical reference materials, research writing, summarizing, paraphrasing, and note-taking

**3. CONTENT OUTLINE**

Typical units of study for Strategic Academic Literacy are:

- 3.1.1 Topic and main idea
- 3.1.2 Major and minor supporting detail
- 3.1.3 Implied main idea and central point
- 3.2 Patterns of organization
  - 3.2.1 Outlining
  - 3.2.2 Time ordered
  - 3.2.3 Definitional and example
  - 3.2.4 Compare/Contrast
  - 3.2.5 Cause and effect
- 3.3 Vocalization skills

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- 3.3.1 Pace
- 3.3.2 Projection
- 3.4 Identification of fact and opinion
- 3.5 Differentiation of reading structures approaches
- 3.6 Use of dictionary and other reference and technical materials
- 3.7 Vocabulary in context
- 3.8 Knowledge of affixes and roots to build vocabulary
- 3.9 Fact recall and interpretation
- 3.10 Participation in class discussion of texts
- 3.11 Readings in *Literacy and Identity* (Francisco Jimenez, Maxine Hong Kingston, etc.)
- 3.12 Readings on the *Empowerment of Literacy* (Malcolm X, Frederick Douglass, etc.)
- 3.13 Reading of history texts
- 3.14 Reading of science and technology texts
- 3.15 The role of metacognition in self-monitoring of reading
  - 3.15.1 Activation of background knowledge
  - 3.15.2 Questions and clarifications
  - 3.15.3 Visualization
  - 3.15.4 Summarization
  - 3.15.5 Prediction
  - 3.15.6 Process of reciprocal teaching
- 3.16 Career Exploration

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**4. TIME ESTIMATES**

- 4.1 Units may be intensive, lasting a week or two, or may be taught periodically over the year

**5. INSTRUCTIONAL MATERIALS**

- 5.1 District-adopted texts
- 5.2 READ 180 Program
- 5.3 Supplementary materials
- 5.4 Multi-media / technology related to district curriculum

Recommended Materials

- *Ten Steps to Advancing College Reading Skills*  
ISBN 0-944210-45-7
- *Ten Steps to Improving College Reading Skills*  
ISBN 0-944210-73-2
- *Building College Reading Skills*  
ISBN 0-944210-42-2
- *Groundwork for College Reading*  
ISBN 0-944210-48-1, Townsend Press; Broderick, Bill
- *LANGUAGE!*
- *REACH*
  1. Corrective Reading
  2. Spelling Through Morphographs
  3. Reasoning and Writing
- *REWARDS*
- *An Anthology for Reading Apprenticeship: Building Academic Literacy*  
ISBN 0-7879-6555-3
- *Lessons from Reading Apprenticeship Classrooms, Grades 6-12: Building Academic Literacy*  
ISBN 0-7879-6556-1

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**6. EVALUATION OF STUDENT PROGRESS**

- 6.1 Performance-based pre-tests and post-tests
- 6.2 In-house diagnostic and inventory (commercial and teacher-made)
- 6.3 Self-evaluation
- 6.4 Content area teacher input
- 6.5 Classwork/homework assignments, and tests
- 6.6 State-mandated testing

**Committee Members:**

Pat Middendorf	Teacher	Clayton Valley
Susan Goins	Teacher	Mt. Diablo High
Gail Kirby	Literacy Coordinator	Mt. Diablo High
Tim Boerner	Teacher	Northgate
Sonya Huss	Teacher	Ygnacio Valley High
Elsie Ritchie	Literacy Coordinator	Ygnacio Valley High
Evie Groch	Curriculum Specialist	Dent Center