

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

COURSE TITLE:	ACADEMIC LITERACY Level I-Intensive
COURSE NUMBER:	0673---Elective Credits 600673---English Credits
CALPADS NUMBER:	
CST:	
DEPARTMENT:	English / Language Arts
NCLB TEACHER CREDENTIAL REQUIREMENTS:	To be determined by the Credential Analyst in Personnel
LENGTH OF COURSE	Year
CREDITS PER SEMESTER	10
GRADE LEVEL(s):	9-12
GRADUATION REQUIREMENT OR ELECTIVE:	Elective
PREREQUISITES:	Teacher and Administrator recommendation based on score of less than 25th percentile on STAR Language Arts subtests

BOARD OF EDUCATION ADOPTION:

COURSE DESCRIPTION

Academic Literacy I is a year-long elective designed to aid students who need intensive intervention in the language arts skills of decoding, comprehension, reasoning, and basic* writing. The course offers direct instruction in phonemic awareness, word recognition, fluency, oral and silent reading, and word meaning. Individual assessment of students' strengths and weaknesses in reading proficiency is an integral part of the course.

*May include sentences and paragraphs.

COURSE OUTLINE:

1. MAJOR GOALS

- 1.1 To develop permanent habits of reading and writing
- 1.2 To develop the ability to listen critically and effectively
- 1.3 To speak clearly, fluently, and thoughtfully
- 1.4 To develop the skills of reading comprehension in all content areas.
- 1.5 To increase the ability of students to negotiate high school level texts
- 1.6 To develop confidence, motivation, and capability in academic literacy

2. PERFORMANCE OBJECTIVES

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- 2.1 Perform the following reading tasks to improve basic level reading skills in all content areas
 - 2.1.1 Develop essential phonemic awareness skills
 - 2.1.1.1 Identify the sounds of letters
 - 2.1.1.2 Recognize sound – symbol relationships
 - 2.1.1.3 Decode irregularly spelled words
 - 2.1.1.4 Practice pattern drills
 - 2.1.1.5 Demonstrate progressive accuracy and rate capabilities
- 2.2 Perform each of the following comprehension tasks:
 - 2.2.1 Orally answer questions following reading passage
 - 2.2.2 Write answers to a variety of comprehension questions
 - 2.2.2.1 Formulate a deduction
 - 2.2.2.2 Develop and practice classification skills
 - 2.2.2.3 Identify the precise meanings of words
 - 2.2.2.4 Understand the structure of complicated sentences
 - 2.2.2.5 Follow specific instructions or directions
 - 2.2.2.6 Answer factual and interpretive question about text
- 2.3 Acquire new vocabulary using common prefixes, suffixes, roots, and context clues
- 2.4 Identify patterns of organization in text
- 2.5 Understand content area text
 - 2.5.1 Draw conclusions from readings and share them in oral and written forms.
 - 2.5.2 Formulate analogies and understand their implication
 - 2.5.3 Recognize contradictions and analyze flaws in passages
 - 2.5.4 Understand figurative language and the relationships implied by such language

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- 2.6 Answer factual and interpretive questions about text
- 2.7 Participate in class discussion of text
- 2.8 Use met cognitive reading comprehension skills to:
 - 2.8.1 Activate background knowledge
 - 2.8.2 Predict where the text is going
 - 2.8.3 Self-monitor for understanding of text
- 2.9 Distinguish between fact and opinion
- 2.10 Select reading material pertinent to career-related interests
 - 2.10.1 Prepare and present an oral report based on a career search using technology

3. CONTENT OUTLINE

Typical units of study for Academic Literacy are:

- 3.1 Phonemic awareness
 - 3.1.1 letter sounds
 - 3.1.2 sound – symbol relationships
 - 3.1.3 decoding of irregularly spelled words
 - 3.1.4 Patterns
 - 3.1.5 Accuracy and rate
- 3.2 Reading comprehension
 - 3.2.1 Oral recall
 - 3.2.2 Written recall
- 3.3 Vocabulary development
 - 3.3.1 Affixes, roots, and spelling
- 3.4 Patterns of organization

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- 3.4.1 Enumeration (list of items)
- 3.4.2 Time ordered
- 3.4.3 Definition and example
- 3.4.4 Compare/Contrast
- 3.4.5 Cause and effect
- 3.5 Content area text
- 3.6 Fact recall and interpretation
- 3.7 Discussion of text
- 3.8 Met cognition
 - 3.8.1 Activation of background knowledge
 - 3.8.2 Prediction
 - 3.8.3 Self-monitoring
- 3.9 Identification of fact and opinion
- 3.10 Career awareness

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 READ 180, SYSTEM 44
- 5.2 District adopted texts
- 5.3 Supplementary materials
- 5.4 Multi-media / technology related to district curriculum

Recommended Materials

- *Language!*
- *REWARDS*

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- *REACH*
 - Corrective Reading*
 - Spelling Through Morphographs*
 - Reasoning and Writing*

- *Expressive Writing*

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)
 - Recommended assessment instruments
 - 6.2.1 Scholastic Reading Inventory Assessment
 - 6.2.2 DAR –Diagnostic Assessment of Reading
 - 6.2.3 REACH
 - 6.2.4 DRP - Degrees of Reading Power
- 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 High School
Susan Goins	Teacher	Mt. Diablo High School
Gail Kirby	Literacy Coordinator	Mt. Diablo High School
Tim Boerner	Teacher	Northgate High School
Sonya Huss	Teacher	Ygnacio Valley High School
Elsie Ritchie	Literacy Coordinator	Ygnacio Valley High School
Evie Groch	Curriculum Specialist	Dent Center