Glendale Unified School District

<u>Middle and Senior High School</u>

November 21, 2000

Department: English/Language Arts

Course Title: Literacy for Success

Course Number: 1079 (7A), 1080 (7B), 1081 (8A), 1028 (8B)
                     1347, 1348 (HS)

Grades: 7-12

Semester Hours: 10

Credit: Maximum 5 units of general elective

Prerequisite: Determination using multiple measure

Course Description: This course is an intervention class for the student who demonstrates significant gaps in reading achievement. Students will receive direct instruction in the key competencies of reading using appropriate materials at the student's tested reading level.

                     The student will have access to various genera of core materials and have access to higher-level concepts and vocabulary through Shared Reading. Through frequent guided and independent practice the student will develop specific skills in word analysis, vocabulary, analysis of literature, and develop reading comprehension. The student will also develop organizational and study skill techniques and have the opportunity to use computer software to enhance learning.

                     In order to encourage independent reading for pleasure and academic advancement, the student will have access to material at appropriate reading levels. The student will read daily both in and outside of class for a significant amount of time.

I.   Student Learning Objectives

      A.   Reading

            1.   Decoding, Word Analysis, Fluency, and Systematic Vocabulary Development Students continue to apply the knowledge and skills acquired in the earlier grades, but in more refined and sophisticated ways.

The student will:

a.   Know and use phonic and spelling patterns to decode unfamiliar words.

        b.   Know and use complex word families to decode unfamiliar words.

        c.   Know and use patterns and rules to decode regular and multisyllabic words.

        d.   Read daily.

        e.   Read aloud narrative and expository text fluently and accurately.

        f.   Develop skills to select appropriate independent reading.

        g.   Use appropriate pacing, intonation and expression.

(Vocabulary and Concept Development)

        h.   Use knowledge of antonyms, synonyms, and homographs to determine the meanings of words.

        i.   Use sentence and context to find the meaning of unknown and novel words in expository and literary text.

        j.   Use a dictionary and thesaurus to learn the meaning and determine words and concepts.

        k.   Distinguish and interpret words with multiple meanings.

        l.   Use knowledge of roots, prefixes, and suffixes to determine related words and concepts.

        m.   Use knowledge of word origins derivations and idioms to determine the meaning of words and phrases.

        n.   Understand and explain the figurative and metaphorical use of words in context.

        o.   Distinguish between denotative and connotative meanings of words.

2.   Reading Comprehension:
Students describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

The student will:

a. Identify structural patterns found in informational text.

b. Understand how text features and author's point of view make information accessible and usable.

c. Locate information by using a variety of consumer work place and public documents.

d. Analyze organizational patterns of text (such as cause and effect, fact and opinion, persuasive, report of information, narrative, and analytical).

e. Discern main ideas and concepts presented in texts, identify and assess evidence that support those ideas.

f. Draw inference, conclusions or generalizations about text and support them with textual evidence and prior knowledge.

g. Distinguish facts, supported inference, and opinion in texts.

h. Develop note-taking skills to organize and prepare for assignments and class discussion.

3. Literary response and Analysis:
    Students read and respond to a wide variety of significant works of literature. They distinguish between structural features of the text and literary terms or elements.

    The student will:

    a. Identify and analyze the characteristics of text (e.g., poetry, drama, fiction and nonfiction) and explain the appropriateness of the literary form for the specific purpose.

    b. Identify the main problem or conflict of the plot and explain how it is resolved.

    c. Analyze the effect of the qualities of the character on the plot and on the resolution of the conflict.

    d. Compare and contrast motivation and reactions of literary characters.

e. Analyze the relevance of the setting to the meaning of the text and to the resolution of the problem.

f. Identify events that advance the plot and determine how each event explains past or present actions or foreshadows future actions.

g. Understand theme and identify recurring theme topics across genera.

h. Contrast points of view in narrative texts and explain how they affect the theme of the genre.

i. Analyze a work of literature showing how it reflects the heritage, traditions, attitudes, and beliefs of the author.

B. Writing

1. Students write clear, coherent, and focus essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

The student will:

a. Create multi-paragraph, narrative compositions that establishes and develops a plot, describes the setting, and presents an ending.

b. Create multi-paragraph expository compositions with controlling idea, supporting details and presents a concluding.paragraph that summarizes important ideas and details.

c. Use note cards for various purposes.

2. Evaluation and Revision

Students will:

a. Revise and edit writing to improve meaning and focus by writing by adding, deleting, consolidating, clarifying and rearranging words and sentences.

  b. Revise to improve the organization and consistency of ideas.

  c. Edit writing for spelling, grammar, capitalization, punctuation and sentence structure.

3 Writing Applications

  Students will:

  a. Write multi-paragraph narrative, expository and persuasive compositions and respond to literature.

Literary Strategies: Modeled Writing, Shared Writing, Guided Writing, Independent Writing

Individual Reading Assessment (To determine approximate reading level)
- STAR (Accelerated Reading) Computer
- Stanford Diagnostic Reading
- Secondary Reading Assessment Inventory

Anthology
FastTrack Complete Set
E. Judith Cohen, Ed. D.
Wright Group, 2000

Supplemental Materials
Approved Leveled Classroom Libraries
McDougal Littell

Glendale Unified School District
7-12 Literacy for Success

Students learn to read, write, and speak successfully when a variety of instructional approaches are provided. The following approaches provide the framework for implementation of the Glendale Unified School District Literacy for Success program. The approaches are aligned with the California reading Task Force Report, *Every Child a Reader*, and the Glendale Unified School District Language Arts Standards.

Literacy Approaches

Reading Aloud
Introduces students to the joys of reading and the art of listening. Reading aloud provides opportunities to model reading strategies. Through reading aloud, students understand that the language of books is different from spoken language, develop understanding of the patterns and structures of written language, learn new words and ideas, and learn about and locate models of particular genera or forms of writing.

Independent Reading
Gives students opportunities to practice the strategies they have learned in shared reading, guided reading, read aloud, and word study. Teachers provide guidance with book choices, tailor teaching to meet individual needs, and meet with individuals to monitor progress. Books from a range of levels are available in the classroom. Students become proficient at selecting books that match their interests and reading level.

Word Study
Provides students with the opportunity to become aware of sounds in words and how they relate to symbols in written language. Word study prepares students to become familiar with both the visual aspects of letters and words and the phonological pattern of words. Beginning readers are taught the alphabet, the relationship between sounds and letters, blending of sound-letter links, high frequency words, as well as regular patterns.

Observation and Assessment
Systematic assessment, which is recorded, builds a profile of the progress a child is making in literacy. Ongoing assessment informs teaching, tells teachers what students can do, and what they need to do next. Teachers assess students in a variety of ways and focus on individual students. Running records, informal comprehension assessments, observations, and writing samples are all critical components of purposeful assessing. In addition to ongoing assessment, students participate in assessments such as standardized testing and District assessment portfolios.

Shared Reading
Provides an opportunity for all students to successfully participate in reading with an enlarged text or a text everyone can see. Each student, regardless of reading level, can be engaged in the reading process. Teachers demonstrate the reading process and strategies that successful readers use. Students and teachers share the task of reading, supported by a safe environment in which the entire class reads text (with the assistance of the teacher) which might otherwise

prove to be too difficult. Students learn to interpret illustrations, diagrams, and charts. Teachers identify and discuss with students the conventions, structures, and language features of written texts.

Guided Reading
Provides an opportunity for students to practice reading strategies and take responsibility for their reading. Students practice for themselves, the strategies that have been introduced in shared reading. The text that is selected must match the needs of the group of readers. Teachers using this approach must be able to identify the supports and challenges in the reading material. With some guidance, students read for themselves within the group setting. Teachers listen in and make decisions on the instructional needs of each student.

Modeled Writing
Introduces students to the joys of writing. Teachers demonstrate strategies as a proficient adult writer. Teachers model the writing process and through the process add, revise, question, and clarify the purpose of the writing.

Shared Writing
Provides an opportunity for all students to successfully participate in the writing process. The students and teachers share the task of writing. The writing comes from the students' thoughts and ideas. Teachers identify and discuss with students the conventions, structures and language features of written text.

Guided Writing
Provides an opportunity to work with groups of students, or an individual student, on effective writing strategies as determined through teacher observation of student behaviors and work. The needed strategies and skills are demonstrated within the context of authentic writing tasks. This is an opportunity to develop a student's independence and ability to self-monitor their own learning of writing strategies and skills.

Independent Writing
Provides an opportunity for students to practice using the writing strategies they have learned during modeled writing, shared writing, and guided writing. Students are encouraged to write for authentic purposes and use a variety of styles. Teachers conference with students and encourage them to publish their work.

Resources: Building a Knowledge Base in Reading (Braunger & Lewis, 1997); Every Child a Reader (California Advisory); Teaching Reading (California Advisory); Literacy Framework for Teaching and Learning (Batzle, 1993); Beginning to Read: Thinking and Learning About Print (Adams, 1990)