

## English - Strategic Literacy

### Course Syllabus

#### Supervising Teacher

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#### Course Description: General Literature

The main goal of this course is for students to develop and increase their language usage, reading, and writing skills, with the emphasis on the four pillars of English: vocabulary development, grammar, reading comprehension, and written communication. This course is geared towards students in the Special Education program or those who are English Language Learners (ELL). The teacher you are working with to help you implement your Strategic Literacy plan is called your coordinating teacher. Your coordinating teacher will in most cases be different from your contact teacher or the official teacher of your Strategic Literacy course. Your coordinating teacher, your contact teacher, and the course instructor will make up your Strategic Literacy Team.

Ninety hours of class time is required by the state of Idaho, which is **one hour per school day per subject**, in order to earn high school credit. That means that as an enrollee in this class, you are required to work in this course for one hour per day.

#### Curriculum Options:

Several choices for curriculum are available to match your skills and needs. You will work with your Strategic Literacy team in making a selection that best works for you. The below choices may be provided in conjunction with one another in order to best fit the needs of the individual student. Curricula not listed here may be recommended based on an individual student's need. In addition, curriculum may be recommended as supplemental for a student's specific language arts need.

Main curricula choices (among others not listed):

**Edge Reading Program (online)**

**Language!**

**Barton Spelling and Reading System**

#### Suggested Supplemental Materials:

Accompanying workbooks to go with your texts can be helpful to target specific areas. Talk to your coordinating teacher or your contact teacher about what might be most helpful and appropriate.

#### Novels:

**A novel may be something that you will complete, depending on your special education teacher.**

If you have been assigned a novel, you will be reading this on your own time, and *not* as part of the regular English hour-per-day requirement. These novels have quizzes that you can get from your coordinating teacher (not on Moodle) that you can take according to your Strategic Literacy plan (on paper, orally, or electronically).

*Johnny Tremain* (Esther Forbes)  
*The Outsiders* (Susan E. Hinton)  
*The Call of the Wild* (Jack London)  
*Shane* (Jack Schaefer)  
*The Hobbit* (JRR Tolkien)  
*Little Women* (Louisa May Alcott)  
*The Crucible* (Arthur Miller)  
*Little Women* (Louisa May Alcott)  
*The Adventures of Huckleberry Finn* (Mark Twain)  
*The Grapes of Wrath* (John Steinbeck)  
*The Old Man and the Sea* (Ernest Hemingway)  
*To Kill a Mockingbird* (Harper Lee)

I can make suggestions as to which novels might be most enjoyable for you to read.

These novels may be acquired through the I-DEA Catalog (with, in some cases, a helpful supplemental teacher's guide), from a public library, or may be purchased. There are also many websites that can assist you in your understanding of what you are reading. Other novels may be available through

the curriculum you are working with, which may be used in place of the novels listed above. Some novels are also available with audio, which may be appropriate depending on your SL Team.

### **Suggested Portfolio Inclusions:**

**Vocabulary Log:** This is a good way to cover **Standard One, Reading Process**. As you read, you could jot down words that you don't know, and look them up later as part of your class work. You could write the words in practical sentences, find their origin, look at their different meanings, and connect any prefixes and suffixes to other words and usages.

**Reading Log and Journal:** This is a good way to reflect on your learning, and it is a great way to cover **Standard Two, Comprehension and Interpretation**. In the log, you could make a chart with columns for title, date, pages read, etc., and in your **journal** you could write about what you think about the reading so far, write a letter to a character, write a summarization, write what you would do if you were in that situation, make up a different ending, or dialog with the author and/or character, etc.

This reading log/journal could be as simple as a spiral notebook, divided into five columns per page, with columns for title, date, pages read, time read, and the largest column for journaling.

### **Class Requirements:**

#### **1. Standards-based Portfolio:**

**This will include all the English standards. A portfolio is required for every student.**

You can find the standards in the Secondary Course Catalog.

**2. Essays – The online writing program, *My Access!*, *might be* part of your class requirement, depending on what your SL Team decides. Or you might not be using *My Access!*, but writing other essays without using this program.** However, if essay writing is part of your Strategic Literacy education plan, you may include your final essay in your portfolio if you want. This requirement, if included in the portfolio, can cover Standard 3 (Writing Process), Standard 4 (Writing Application), and Standard 5 (Writing Components)—but you have to use a different part of the process (drafts) and a different essay for each standard. My Access is available through the curriculum catalog, and must be ordered as a yearly subscription.

**3. Novels: (see class list above):** This might be part of your class requirement, depending on your Strategic Literacy education plan.

**4. Other Anchors:** These might be part of your class requirement, depending on your Strategic Literacy education plan. See your Moodle page for other anchors.

### **Course Evaluation:**

**Parent Responsibility:** 60% of the final grade.

**Teacher Responsibility:** 40%, based on Strategic Literacy requirements for individual students.

### **I-DEA Student Honor Code:**

With any form of valid proof of dishonesty with regard to student work or testing, the instructor may elect from a range of actions. Academic dishonesty could lead to a zero grade for the assignment or even failure for the entire course following consultation between the instructor, Secondary Supervisor, and Director.

All students must adhere to the **Honor Code:**

*“On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. This means that I will do my own work; I will not lie, cheat, steal, or claim another’s work as my own, including plagiarizing; and as a member of this academic community, I am committed to maintaining an environment of respect and mutual trust.”*

## **IDAHO CONTENT STANDARDS LANGUAGE ARTS – Strategic Literacy 9-12**

### **Standard 1: Reading Process**

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

- Goal 1.1: Acquire Concepts About Print
- Goal 1.2: Acquire Concepts About Text
  - LA.1.2.1 Analyze the structure and format of various informational documents.
  - LA.1.2.2 Identify the text characteristics of different genres of literature.
- Goal 1.3: Acquire Phonological Awareness Skills
- Goal 1.4: Acquire Decoding Skills Using Word Parts
- Goal 1.5: Acquire Decoding Skills Using Syllabication
- Goal 1.6: Acquire Decoding Skills Using Context
- Goal 1.7: Acquire Fluency
- Goal 1.8: Vocabulary and Concept Development
  - LA.1.8.1 Use knowledge of Greek and Latin roots, prefixes, and suffixes to analyze the origin and meaning of unknown

words.

- LA.1.8.2 Use context analysis to determine the meanings of unfamiliar words.

## Standard 2: Comprehension/Interpretation

Students read, understand, and respond to grade-level-appropriate material. Students analyze organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

- Goal 2.1: Acquire Strategies and Skills for Comprehending Text
  - LA.2.1.1 Synthesize the content from several sources on a single issue; paraphrase ideas to demonstrate comprehension.
  - LA.2.1.2 Apply reading strategies to self monitor for comprehension.
  - LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.
- Goal 2.2: Acquire Skills to Comprehend Expository Text
  - LA.2.2.1 Identify the thesis, evidence, and argument in informational texts (e.g., newspaper editorials and campaign speeches).
  - LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites).
  - LA.2.2.3 Evaluate an author's argument or defense of a claim by examining the relevance and comprehensiveness of evidence.
- Goal 2.3: Acquire Skills for Comprehending Literary Text
  - LA.2.3.1 Read and respond to literature from a variety of genres.
  - LA.2.3.2 Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy.
  - LA.2.3.3 Evaluate the importance of the setting to the mood and meaning of the text.
  - LA.2.3.4 Explain the author's point of view and interpret how it influences the text.
  - LA.2.3.5 Compare and contrast themes across works of prose, poetry, and drama.
  - LA.2.3.6 Analyze significant literary devices including irony and symbolism.
  - LA.2.3.7 Compare and contrast authors' style on the basis of such elements as word choice and sentence complexity.

## Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include prewriting using organizational strategies, drafting for content, and editing for correct use of writing components.

- Goal 3.1: Acquire Prewriting Skills
  - LA.3.1.1 Generate ideas using a variety of strategies.
  - LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing.
  - LA.3.1.3 Apply organizational strategies to plan writing.
  - LA.3.1.4 Match format to purpose and audience.
  - LA.3.1.5 Produce a piece of writing within a set period of time.
- Goal 3.2: Acquire Skills for Writing a Draft
  - LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft.
  - LA.3.2.2 Sequence ideas in a cohesive, meaningful order.
- Goal 3.3: Acquire Skills for Revising a Draft
  - LA.3.3.1 Revise draft for meaning, clarity, and effective organization.
  - LA.3.3.2 Add relevant details and delete irrelevant or redundant information.
  - LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization.
  - LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style.
  - LA.3.3.5 Use literary models to refine writing style.
  - LA.3.3.6 Conference with others to improve writing.
- Goal 3.4: Acquire Skills for Editing a Draft
  - LA.3.4.1 Use editing marks to indicate errors in conventions.
  - LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors.
- Goal 3.5: Acquire Skills to Publish Writing
  - LA.3.5.1 Publish improved draft.
  - LA.3.5.2 Share writing with intended audience.
  - LA.3.5.3 Use appropriate technology to produce a final draft.

## Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on expository writing that can be applied to all content areas.

- Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills
  - LA.4.1.1 Write reflective autobiographical narratives or short stories that explore the significance of personal experiences and communicate the significance of events.
  - LA.4.1.2 Write original creative works including prose and poetry.
- Goal 4.2: Acquire Expository (Informational/Research) Writing Skills
  - LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.
  - LA.4.2.2 Write a research report that includes a thesis, provides relevant support, and documents sources.
  - LA.4.2.3 Write technical or scientific text that identifies a sequence of activities or processes.
- Goal 4.3: Acquire Persuasive Writing Skills
  - LA.4.3.1 Write persuasive compositions that organize ideas and evidence in a sustained and effective fashion.
- Goal 4.4: Acquire Skills for Literary Response
  - LA.4.4.1 Write responses to literature that demonstrate an understanding of the significant ideas of literary works.
  - LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of an author's style.

## Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students identify the correct use of major conventions.

- Goal 5.1: Acquire Handwriting Skills
- Goal 5.2: Acquire Spelling Skills
- Goal 5.3: Acquire Skills for Sentence Structure
  - LA.5.3.1 Apply correct and varied sentence types in writing.
  - LA.5.3.2 Edit for agreement, word usage, and fluency.
- Goal 5.4: Acquire Skills for Using Conventions
  - LA.5.4.1 Demonstrate in writing the correct use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure.
  - LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization.