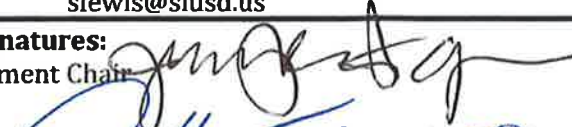



**SAN LEANDRO UNIFIED SCHOOL DISTRICT  
COURSE PROPOSAL**

**SECTION A. COVER PAGE**

<b>1. Course Title: Comprehensive Literacy Skills</b> If Title Change, State Old Title: <u>Intensive English</u>	<b>7. Action</b> <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Revision <input type="checkbox"/> Title Change Only
<b>2. Date Submitted:</b> August, 2015	<b>8. Grade Level(s)</b> <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> 8
<b>3. Transcript Title/Abbreviation(s)</b> Comp Lit	<b>9. Prerequisites (Please list.)</b> <input checked="" type="checkbox"/> Required IEP, IEP team recommendation  <input type="checkbox"/> Recommended
<b>4. Transcript Course Code/Course Number :</b> 1165SD	<b>10. Seeking Program Distinction?</b> <input type="checkbox"/> YES (Check one below.) <input checked="" type="checkbox"/> NO <input type="checkbox"/> Honors <input type="checkbox"/> AP <input type="checkbox"/> Other
<b>5. Subject Area</b> Literacy Intervention English Elective Credit only	<b>11. Is this a CTE course?</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <b>If YES, complete Section C</b>
<b>6. Department</b> Special Education English	<b>12. Previously approved by UC?</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> NA for 6th-8th Year approved Year removed
<b>13. UC ELIGIBILITY</b> Already eligible? <input type="checkbox"/> NA for 6th-8th <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g  Proposing eligibility? <input type="checkbox"/> NA for 6th-8th <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g  Please mark one for approved eligibility or proposed eligibility.	<b>14. Unit Value/Course Credit/Length of Course</b> <input type="checkbox"/> 0.5 (semester or half-year) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other
<b>15. School Contact:</b> Name: Sally Lewis Phone: (510) 618-4600 x2343 Email: slewis@slusd.us <div style="text-align: right; margin-right: 100px;"> <i>Jenny Rieker Graham</i>                      (510) 667-3520                 </div>	
<b>16. Signatures:</b> Department Chair:  Principal:  Assistant Director	<b>DISTRICT OFFICE USE ONLY</b> Date approved by Board Curriculum Committee Date app. by Board <i>8/18/15</i>

## SECTION B. COURSE CONTENT

### 17. Course Description

This year long course is designed to give strategic support to students with IEPs developing their literacy skills towards the Common Core State Standards for reading, writing, listening, and speaking across the content areas for their current and previous grade levels. In a blended learning environment, students will benefit from instructional technology, smaller class size, and more individualized support systems. Emphasis is placed on writing structure and syntax, including a variety of activities incorporating vocabulary and grammar. Supplementary materials are introduced to enhance learning. In addition to project based learning and integration of technology, students are assessed using a variety of methods: written compositions, in class activities, homework and other means.

### 18. Course Goals and/or Major Student Outcomes

Students will be able to:

- Reinforce and improve ELA skills in order to improve/gain the knowledge and confidence they need to transition to more rigorous content.
- Students enrolled in this course pursue a balanced, integrated standards-based program of literature and language study.
- Students will develop strategies to construct meaning from and interact thoughtfully with all genres of literature and non-fiction texts with an emphasis on non-fiction and informational texts.
- Writing activities are extensions of experiences developed through interactions with texts.
- Students will use process-writing activities in a variety of genres including persuasive, expository, narrative, and response to literature.
- Students also receive instruction in the conventions of written language, reading strategies, effective oral communication and research techniques
- Practice reading, writing, listening, speaking skills in present and past tense.

### 19. Course Objectives (standards)

Common Core State Standards for ELA, per current and previous grade levels, as needed and determined for individual students using pre-assessment and progress monitoring measures.

*Common Core Anchor Standards for Writing:*

#### Text Types and Purposes

CCSS.ELA-LITERACY.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

#### Production and Distribution of Writing

CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### Research to Build and Present Knowledge

CCSS.ELA-LITERACY.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Range of Writing

CCSS.ELA-LITERACY.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### *Common Core Anchor Standards for Reading*

#### Key Ideas and Details

CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### Craft and Structure

CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<sup>1</sup>

CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of Text Complexity

CCSS.ELA-LITERACY.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

## 20. Course Outline

### Unit 1:

- **Portfolio:**  
Begin year-long learning, skills, including personal goals, IEP goals, transition, online research, reading, writing, and social-emotional skills  
Portfolio should begin with student interest inventory/skills assessment/class contract: portfolio may be kept online in Google Drive to align with 21st Century Learning  
Utilize CP Lit Lab curriculum to align with CP Lit Lab Portfolio; expand assignments based on CP Lit Lab Portfolio
  
- **Introduction to Technology:**  
Introduction to Chromebooks: how to use  
Introduction to Google Suite, Chromebooks, Powerpoint, Word  
Students will sign up for ABI Log-In/Email
  
- **Compass Learning:**  
Use Compass Learning to assess student individual skills  
Build comprehensive literacy Compass Learning program individualized to student skills/needs: focus on writing, reading fluency, reading comprehension  
Utilize to support with grade appropriate/cross-content academic vocabulary and ELA skills
  
- **Writing and Grammar:**  
Utilization of Edge Writing and Grammar book for writing standard English Conventions  
Use of Compass Learning for writing skills  
Students should be writing basic and complex sentences with correct standard writing conventions
  
- Follow prescribed Social Emotional Learning Curriculum
  
- Use CP Literacy Lab curriculum to align Comprehensive Literacy Skills with general education curriculum, CCSS, build and prepare students for success in general education courses (collaboration with CP Lit Lab)
  
- **Newsela:** exploration of nonfiction text and application of finding text-based evidence
  
- **Edge Texts:** may utilize Edge texts and practice books to build comprehension of literature: fiction and nonfiction text, vocabulary, reading comprehension skills

### Unit 2:

- **Portfolio:**  
IEP exploration: what is an IEP? How students qualify, how they have qualified.

IEP goals

Transition: begin online research to support transition

Graduation: look at grades, credits, plan ahead (i.e. what courses are needed)

Reflections: personal goals, strengths, abilities, needs

How to address areas of need and draw on areas of strengths

Utilize CP Lit Lab curriculum to align with CP Lit Lab Portfolio; expand assignments based on CP Lit Lab Portfolio

● **Technology:**

Continued use of Google Suite for writing, research, projects, presentations

Use of ABI to check grades

Use of Email to communicate, access Google Suite

Find new literacies to communicate information

● **Compass Learning:**

Utilize comprehensive literacy Compass Learning program individualized to student skills/needs: focus on writing, reading fluency, reading comprehension

Utilize to support with grade appropriate/cross-content academic vocabulary

Area of focus: academic vocabulary and academic discourse in the classroom.

● **Writing and Grammar:**

Utilization of Edge Writing and Grammar book for expanded learning on sentence structure and syntax.

Use of Compass Learning for writing skills

Students should be writing paragraphs with correct standard convention

● **Follow prescribed Social Emotional Learning Curriculum**

Build collaboration, speaking, listening, presenting skills

● **Use CP Literacy Lab curriculum to align Comprehensive Literacy Skills with general education curriculum, CCSS, build and prepare students for success in general education courses (collaboration with CP Lit Lab)**

● **Newsela:** Students use Newsela to work to read and understand grade-level appropriate reading and conduct online research in areas of interest, using cross-content themes.

● **Edge Texts:** may utilize Edge texts and practice books to build comprehension of literature: fiction and nonfiction text, vocabulary, reading comprehension skills

**Unit 3:**

● **Portfolio:**

Students begin research project based on IEP. Choose one area of focus: IEP

Goals, Transition, Area of Need, Area of Strength, or other based on IEP

May utilize CP Lit Lab curriculum to align with CP Lit Lab Portfolio; expand assignments based on CP Lit Lab Portfolio

- **Technology:**  
Continued use of Google Suite for writing, research, projects, presentations  
Use of ABI to check grades  
Use of Email to communicate, access Google Suite
- **Compass Learning:**  
Utilize comprehensive literacy Compass Learning program individualized to student skills/needs: focus on writing, reading fluency, reading comprehension  
Utilize to support with grade appropriate/cross-content academic vocabulary  
Area of focus: academic vocabulary and academic discourse in the classroom.
- **Writing and Grammar:**  
Utilization of Edge Writing and Grammar book for expanded learning on sentence structure and syntax.  
Use of Compass Learning for writing skills  
Students write coherent and focused paragraphs that convey a well-defined perspective. Assignment per teacher discretion, aligning with CCSS and demonstrating comprehensive literacy skills across content area. Students progress through the stages of the writing process.
- **Follow prescribed Social Emotional Learning Curriculum**  
Build collaboration, speaking, listening, presenting skills
- Use CP Literacy Lab curriculum to align Comprehensive Literacy Skills with general education curriculum, CCSS, build and prepare students for success in general education courses (collaboration with CP Lit Lab)
- **Newsela:** Students use Newsela to work to read and understand grade-level appropriate reading and conduct online research in areas of interest, using cross-content themes.
- **Edge Texts:** may utilize Edge texts and practice books to build comprehension of literature: fiction and nonfiction text, vocabulary, reading comprehension skills

#### **Unit 4:**

- **Portfolio:**  
Students complete project based on IEP. Choose one area of focus: IEP Goals, Transition, Area of Need, Area of Strength, or other based on IEP.  
Rubric to be determined by teacher: align to CCSS/21st century Learning  
Presentation of Portfolio to peers/class/family/case manager/audience of choice  
May utilize CP Lit Lab curriculum to align with CP Lit Lab Portfolio; expand assignments based on CP Lit Lab Portfolio

- **Technology:**  
Continued use of Google Suite for writing, research, projects, presentations  
Use of ABI to check grades  
Use of Email to communicate, access Google Suite  
New literacies for learning
- **Compass Learning:**  
Utilize comprehensive literacy Compass Learning program individualized to student skills/needs: focus on writing, reading fluency, reading comprehension  
Utilize to support with grade appropriate/cross-content academic vocabulary  
Area of focus: academic vocabulary and academic discourse in the classroom.
- **Writing and Grammar:**  
Utilization of Edge Writing and Grammar book for expanded learning on sentence structure and syntax.  
Use of Compass Learning for writing skills  
Students write coherent and focused paragraphs that convey a well-defined perspective. Assignment per teacher discretion, aligning with CCSS and demonstrating comprehensive literacy skills across content area. Students progress through the stages of the writing process.
- **Follow prescribed Social Emotional Learning Curriculum**  
Build collaboration, speaking, listening, presenting skills
- Use CP Literacy Lab curriculum to align Comprehensive Literacy Skills with general education curriculum, CCSS, build and prepare students for success in general education courses (collaboration with CP Lit Lab)
- **Newsela:** Students use Newsela to work to read and understand grade-level appropriate reading and conduct online research in areas of interest, using cross-content themes.
- **Edge Texts:** may utilize Edge texts and practice books to build comprehension of literature: fiction and nonfiction text, vocabulary, reading comprehension skills

## **21. Instructional Materials:**

### **Board approved required text**

- Edge Anthology Levels Fundamentals - C
- Newsela-leveled informational text
- Compass Learning-personalized learning paths for students
- Grade-Level Texts/Lit Lab materials

### **Supplementary materials**

- Chromebook Carts

- Edge Grammar and Writing Materials
- Edge Library novels
- Common Core approved novels

## **22. Instructional Methods and/or Strategies (Key Assignments)**

- Guided, structured and independent practice
- Common Core Reading and Writing Standards
- Written language practice
- Cooperative Grouping
- Building on prior knowledge
- Project-based learning
- Small group/full group
- Differentiated instruction
- Individual instruction
- Critical close reading
- Systematic vocabulary development
- Model multiple example
- Interactive/Peer Assisted learning

## **23. Assessment Methods and/or Tools**

- Classroom practice- performance and participation
- Edge assessments
- Individual learning paths in Compass Learning
- Written presentations and projects, using technology
- Portfolio

## **24. Grading Policy**

Grading will be follow the San Leandro Unified School District's policy. It is expected that assignments will be turned in on time. Late assignments will be accepted if student has communicated to teacher the reasons and actions taken to complete the work in a timely manner.