

Academic Language Development Course (ALD-reading focus)

Syllabus & Grading Policy

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<p><i>1st & 2nd hours (ALD – reading focus)</i></p> <p>https://meet.google.com/lookup/ekkmsnckka</p> <p>GC code: utnbggx</p> <ul style="list-style-type: none">• <i>Daily Schedule at end of the syllabus and posted in google classroom “stream”</i>	<p><u>Google Meet/Classroom Expectations:</u></p> <ul style="list-style-type: none">• Come to google meet on time• Participate in daily activities• Be respectful• Turn in work on time• Check google classroom EVERYDAY for posted work
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Course Description:

All modes of language (reading, writing, listening, speaking) will be used to review and enhance academic language skills, vocabulary & grammar. Students will be involved in a variety of reading & writing projects. Focus will be placed on expanding vocabulary and mastering reading strategies as well as developing writing skills through creative & expository writing practice. We will be utilizing both fiction & nonfiction. Emphasis in writing will be placed on the 5 paragraph essay, topic sentences, and thesis statements. Students will develop brainstorming & organizing skills which are essential. We will also review aspects of grammar where the students need improvement. Students will develop skills in persuasive writing as well as in comparing & contrasting. This class will also explore creative writing & literary terms such as alliteration, metaphor, etc. The reading component will emphasize vocabulary development as well as writing using text based evidence. Students will be expected to engage orally in google meets through discussions and presentations.

Grading Policy:

1. **Homework: (FORMATIVE 30%)**

Students are expected to check google classroom everyday to see what homework there is. It is expected that homework will be turned in on time (unless you were absent.) It is the student’s responsibility to excuse their absence. Please make sure that your guardian calls in absences.

2. **ATLs, participation, classwork: (FORMATIVE 30%)**

Students are also expected to attend class via google meets, be on time & participate. These aspects will be part of the overall formative grade for the course. You must be in class to develop oral skills through participation. I will start google meets with the daily lesson & explain expectations. You will have time in class to get most of your work done. I will be available to answer your questions via google meet and email.

3. **Presentations, Projects, Essays, Quizzes: (SUMMATIVES worth 40% of grade)**

Assignments & projects are also a part of your grade. You are expected to get your work in on time. Cheating will receive a zero. Late assignments will receive partial credit. If a student has an excused absence, it is their responsibility to check in google classroom so that they can finish up any missing work. Tests & quizzes also contribute to your grade.

Units/Standards:

Quarter 1: (Expository) Writing focus (with reading/vocabulary strategies review) –

The main focus is on parts of a paragraph, brainstorming, organizing, topic sentences, paragraphing, thesis statement, support, examples. We will also focus on developing introduction, body and conclusion paragraphs. Throughout the quarter we will also target reading/vocabulary strategies.

Summative assessments: 5 paragraph essays

WIDA Standards: compose expository text, justify ideas & opinions, outline ideas & details using graphic organizers, summarize, identify topic sentences, main ideas, details, express & support opinions

Quarter 2: Nonfiction Reading focus (with writing review) –

Focused reading on nonfiction; respond to readings with persuasive essays; continue to identify/analyze use of literary devices in texts; reinforce vocabulary development; look at perspective of author as well as characters based on word choice; find evidence in text to compare/contrast and support ideas. Writing skills developed during 1st quarter will continue to be refined & practiced.

Summative assessments: AVID 1 pagers, 2 voice poems, quizzes, persuasive essays

WIDA Standards: make predictions, explain concepts, compare based on visuals, oral descriptions and text, differentiate between fact & opinion, infer meaning from text, classify & organize info in graphic organizers, summarize, defend opinions

Quarter 3: Poetry/literary devices focus –

What are literary devices? Identify literary devices as well as create one's own examples, analyze poetry – meaning, mood, tone. Create poetry utilizing literary devices

Summative assessments: analyze poetry as well as create poetry examples that utilize literary devices

WIDA Standards: participate in discussions, elaborate, use general & specific target vocab., understand poetry concepts, identify point of view, give examples, explain, justify, compare & contrast

Quarter 4: Fiction Reading focus (with writing review) –

Focused reading on fiction; respond to readings with persuasive essays; continue to identify/analyze use of literary devices in texts; reinforce vocabulary development; look at perspective of author as well as characters based on word choice; find evidence in text to compare/contrast and support ideas. Writing skills developed during 1st quarter will continue to be refined & practiced.

Summative assessments: AVID 1 pagers, 2 voice poems, quizzes, persuasive essays

WIDA Standards: make predictions, explain concepts, compare based on visuals, oral descriptions and text, differentiate between fact & opinion, infer meaning from text, classify & organize info in graphic organizers, summarize, defend opinions

Course Objectives:

1) Writing

- *Write effectively using all parts of an essay
- *compare/contrast
- *summarize
- *persuade
- *explain using details
- *support using evidence from text

2) Reading comprehension

- *pre-teach vocabulary using a variety of strategies
- *build background knowledge
- *predict
- *infer
- *analyze author's point of view & purpose
- *identify theme
- *identify & interpret use of literary devices

3) Create Classroom community

- *icebreakers
- *pair share
- *group projects
- *presentations/debates

4) Speaking & Listening

- * pair share
- * group discussions
- * debates/Socratic seminars
- * presentations/speeches
- * interviews
- * triangle talks

Ethical Practice- Academic Honesty:

Academic dishonesty will be punished & students will be reported to dean for discipline.

Academic Dishonesty includes:

- cheating on assignments or tests
- plagiarizing (copying without citing author)
- submitting the same or similar papers for more than one course
- helping another student to cheat/copy
- To avoid plagiarism, words and ideas used to support one's argument **MUST** be cited.

In our class, you are required to use MLA citation style. Passages that are quoted word for word must be enclosed within quotation marks and the author must be acknowledged. Electronic media (websites, etc.) must be treated the same way as books and journals, and the sources of all photographs, maps, illustrations must also be acknowledged if not your own work.

All summative assessments are required to pass the class; student has to have attempted assessments and received a 2 or higher (out of 8 on the rubric) to have it count towards credit.

**** If you are having any issues with understanding the lesson or difficulties getting your work done due to job schedule or home issues, please talk to me so we can work something out. The most important thing is that you continue to learn and pass your classes!**

DAILY SCHEDULE:

- Monday & Thursday are the same block schedule 1,3,5,7
- Tuesday & Friday are the same block schedule 2,4,6,advisory
- Wednesday = ALL your classes but shorter classes

A or B Day Days of the Week	A day or MONDAY	B day or TUESDAY	Wednesday	A day or THURSDAY	B day or FRIDAY
COME TO YOU GOOGLE MEET ON TIME. BRING YOUR MATERIALS.					
8:10-9:45 (95 min)	1st hour	2nd hour	WEDNESDAY Pd.1: 8:10-8:50 Pd.2: 8:55-9:35 Pd.3: 9:40-10:20 Pd.4: 10:25-11:05 Pd.5: 11:10-11:50 Lunch 11:50-12:20 Pd.6: 12:25-1:05 Pd.7: 1:10-1:50	1st hour	2nd hour
9:45-9:50 (5 min)	5 min break			5 min break	
9:50-11:25 (95 min)	3rd hour	4th hour		3rd hour	4th hour
Lunch (40 min)	Lunch 11:25-12:05			Lunch 11:25-12:05	
12:10-12:15 (5 min)	5 min break			5 min break	
12:15-1:50 (95 min)	5th hour	6th hour		5th hour	6th hour
1:50-1:55 (5 min)	5 min break			5 min break	
1:55-3:30 (95 min)	7th hour	Advisory	7th hour	Advisory	

RHS 8-point Grade Scale for 2020-2021 (Gen Ed, non-IB)

Scale	Letter Grade*	Descriptor Key Words**	Description Explanation***
7-8	A	Work consistently is... Extended Innovative	<i>Produces high-quality, frequently innovative work. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations; contexts can be familiar or unfamiliar.</i>
5-6	B	Work consistently is... Accurate Proficient	<p><i>6- Produces high-quality, occasionally innovative work. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in challenging familiar and unfamiliar classroom and real-world situations, often with independence.</i></p> <p>-----</p> <p>----</p> <p><i>5- Produces generally good to high-quality work. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in challenging familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.</i></p>
3-4	C	Work mostly is.... Adequate Inconsistent	<p><i>4- Produces acceptable to good quality work. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations; sometimes inconsistent</i></p> <p>-----</p> <p>----</p> <p><i>3- Produces work of an acceptable quality. Begins to demonstrate basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations; often inconsistent</i></p>
1-2	D	Work is... Developing Limited partial	<p><i>2-Produces work of limited quality. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills; infrequently applies knowledge and skills.</i></p> <p><i>-Limited application and success using foundational skills, with scaffolding and/or teacher support</i></p> <p>-----</p> <p>----</p> <p><i>1- Produces work of very limited quality. Very rarely demonstrates critical or creative thinking. Very inflexible; rarely uses knowledge or skills.</i></p>
0	F	Work is.. Incomplete Unacceptable Inaccurate Insufficient evidence	<p><i>-No Evidence of understanding</i></p> <p><i>-Did not attempt or no correct understanding was shown</i></p> <p><i>-Did not meet criteria</i></p>

