**Saint Paul Public Schools Secondary Course Syllabus 2014-2015**

**Grade Level:** 9-12**LEAP High School**

**Subject Area:** ELL**Course Number: E421351**

**Course Title:              2A Writing                     Course Length:** 2 quarters

**Teacher Planning Course:**  Lisa Boehlke

**Prerequisite:** 2B Writing

**Course Description:** Students will plan, organize and compose narrative, expository, descriptive, persuasive, critical and (some elements of) research writing to address a specific audience and purpose using the writing process.

**Common Core Writing Standards:** 9.1.1, 9.2, 9.3.3, 9.4, 9.5, 9.6.6, 9.7, 9.8, 9.9, and 9.10

**WIDA Standards:** 1  and 2

**Upon completion of 18 weeks of this course the students will be able to:**

1. Be familiar with other forms of writing, signs, captions, e-mails, lists, letters,

journal entries, notes, messages

2. Broaden vocabulary based on writing topics

3.  Use capital letters, periods and commas correctly

4.  Use prepositional phrases, adjectives and adverbs to describe people/places

5.  Use correct word order in simple, compound and complex sentences.

6.  Compose complete sentences when writing

7.  Communicate ideas, feelings, and preferences in simple language

8.  Express opinions

9.  Write simple narrations

10.  Write simple descriptions

11.  Write short paragraphs on familiar topics

12.  Consistently use topic sentences in paragraph writing

13.  Write three-paragraph essays with introduction, body and conclusion

14.  Use composing processes to develop writing, including:

a.      prewriting – brainstorming, sketching, listing

b.      drafting – improving rough drafts through reflection and feedback

c.      editing – self-revision and peer-revision

d.      presenting work to peers in finished form

15.  Edit own work for capitalization and final punctuation

16.  Edit writing for correct spelling and sentence clarity.

17.  Keep word lists of commonly misspelled words

18.  Use vocabulary acquisition strategies to spell words correctly (knowledge of prefixes, suffixes and word families)

**Course Expectations, upon which you will be graded:**

Class participation: It is important that you attend class every day and that you are on time. You are expected to contribute to class and group discussions, stay on task, and have a positive attitude.

Complete all assignments to the best of your ability: You must turn in all assignments on time. If you are absent, see another student or me for missed work. You must be able to work independently both inside and outside of the classroom.

Show respect for the learning environment: LEAP High School is a place of learning. Your job each day is to actively participate in your education. Therefore, you must pay attention and disturb others with your words, behavior, or the way in which you are dressed. If you cannot do these things, you will be asked to leave class until you can do so.

If you or your parents/guardians have questions or simply would like an update on how you are doing in this class, please call me, send me an email (lisa.boehlke@spps.org), or check the Parent/Student Portal.

No extra credit will be given until you have completed all regular assignments at a C level or better.

**Saint Paul Public Schools Secondary Course Syllabus 2014- 2015**

**Grade Level: 9-12 LEAP High School LEAP**

**Subject Area: ELL Course Number: E421181**

**Course Title: 3A Reading Course Length: 2 quarters**

**Teacher Planning Course: Lisa Boehlke**

**Prerequisite: 3B Reading**

**Course Description:**

3A Reading Strategies is designed for Level 3A English language learners to develop reading fluency and comprehension for success in high school. Students learn reading strategies to use with a broad range of fiction and non-fiction texts and respond orally and in writing. They learn high-frequency academic words. The class prepares student to make progress towards the Common Core Reading Standards and the WIDA Standards 2, 4, and 5.

**Common Core Reading Standards:** 9.4.1.1, 9.4.2.2, 9.4.3.3, 9.4.4.4

**WIDA Standards: 2, 4, and 5**

**Materials:** **Inside the U.S.A., Book D,** units 5, 6, 7, and 8

**Content-based Instructional Practices:**

**Reading**

* Select own books for independent reading and read daily for 30 minutes.
* Build comprehension skills: find main ideas, distinguish important

statements from details or opinions, summarize plots, compare / contrast, cause / effect, and problem / solution.

**Vocabulary and Grammar**

* Keeping a notebook of vocabulary lists
* Build academic word families
* Analyze words using knowledge of root, suffix, and prefix.
* Analyze meaning based on syntactical knowledge

**Use of Learning Strategies**

* Refine awareness of comprehension difficulties
* Practice rereading to increase comprehension
* Practice Think-Alouds to paraphrase paragraph-by-paragraph

**Oral Language Development**

* Small group and whole class discussions
* Students read text aloud with teacher to practice pronunciation

**Formative and Summative Assessments:**

**18 Week Assessment:**

 **\*** Students can explain main idea and supporting details using reverse Cornell notes.

 \* Students can delineate the sequence of events in the articles by creating a timeline.

 \* Students will use common literary terms accurately

 \* Students can demonstrate essential cause-effect relationships in the articles by designing a cause-effect diagram

\* Students can categorize the essential parts of informational text by outlining it with

 Cornell notes.

 **\*** Student will improve their reading scoresby 50 – 100 lexiles

**Course Expectations, upon which you will be graded:**

Class participation: It is important that you attend class every day and that you are on time. You are expected to contribute to class and group discussions, stay on task, and have a positive attitude.

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No extra credit will be given until you have completed all regular assignments at a C level or better.