

Name of School:

Name of Course: **Literacy Lab *Jamestown***

### Instructor Information

Name:  
E-mail address:  
School phone number:  
Web page address:  
Best times to be reached:

### Course Description

*Literacy Lab Jamestown* is designed to provide literacy instruction through individualized computer instruction, direct instruction by the teacher, and independent reading. Students will read a variety of fiction and nonfiction texts and learn instructional strategies to support their comprehension. Students will also write in response to the text read. This course is designed for students who have not demonstrated proficiency in reading. Students earn Language Arts credit for the first term. This course may be repeated for elective credit.

### District Standards and Power Benchmarks

**Standard:** Students will apply reading, writing, and speaking skills to communicate effectively.

**Power Benchmarks:**

- Students will be able to use speaking and listening strategies and technological tools to learn and communicate in a variety of situations.
- Students will be able to use a wide range of strategies to comprehend literary and informational texts.
- Students will be able to use a wide range of strategies to interpret, evaluate, and appreciate literary and informational texts.
- Students will be able to use the writing process and Standard English to write for a variety of purposes.

### Course Information:

*Literacy Lab* is a one-term course that may be repeated as an elective. Students earn .5 credit for the first term. Students who have not demonstrated proficiency in reading are recommended for *Literacy Lab*. The *Jamestown Placement Test* or the *SRI (Scholastic Reading Inventory)* is used for this course.

**Course Outline/Calendar**

This course is composed of whole-class instruction by teacher, small-group instruction, independent reading, and journeys/workshops. After the initial placement testing and explanation of classroom routines and software, students will follow the *Jamestown* programs and sequence.

**Text/Other Required Materials/Resources**

*Jamestown inClass readers, inTime magazines, and Teacher Resource Guide*

**Instructional Procedures & Support**

- Direct whole-class instruction
- Small-group instruction
- Modeled and independent reading
- District Literacy Initiative strategies
- On-going inventories and assessments

**Classroom Management Procedures:**

[Empty box for Classroom Management Procedures]

**Assessment Plan:**

Use the assessments provided by *Jamestown*.

## Grading System:

Points accumulate for daily assignments, writing assignments, projects, presentations, quizzes, and tests. Points are divided by the total possible for the grading period to produce a percentage. The Davenport Community Schools' district percentage grading scale and grading periods are as follows:

Quarter	Mid Term	End of Quarter
Quarter 1	Sept. 20, 2010	Oct. 20, 2010
Quarter 2	Nov. 17, 2010	Dec. 21, 2010
Quarter 3	Feb. 4, 2011	Mar. 9, 2011
Quarter 4	Apr. 20, 2011	May 24, 2011

A	93 and above	Firm command of knowledge domain High level of skill development Exceptional preparation for later learning
A <sup>-</sup>	90 - 92	
B <sup>+</sup>	87 - 89	Command of knowledge beyond the basic concepts of knowledge Advanced development of most skills Has prerequisites for later learning
B	83 - 86	
B <sup>-</sup>	80 - 82	
C <sup>+</sup>	77 - 79	Command of the basic concepts of knowledge Demonstrates ability to use basic skills Lacks a few prerequisites for later learning
C	73 - 76	
C <sup>-</sup>	70 - 72	
I		The letter "I" indicates the student has not satisfactorily achieved the grade/course-level benchmarks and/or has missing work. "I" status is temporary and not a final grade. The letter "I" may affect athletic eligibility.
D <sup>+</sup>	67 - 69	Lacks knowledge of some fundamental ideas Some important skills not attained Deficient in many of the prerequisites for later learning
D	63 - 66	
D <sup>-</sup>	60 - 62	
F	59 and below	Most of the basic concepts and principles not learned Most essential skills have not been demonstrated Lacks most prerequisites needed for later learning