

# MORENO VALLEY HIGH SCHOOL REMEDIAL READING CURRICULUM

Course Title: Reading Course Number: 1031

Department: Special Education ADS Number: 1031

Prerequisites: Must have IEP w/ reading exceptionality or documented reading level of 2 grades or more below current grade

Length of Course: Semester Credit/PRI Area: \_\_\_\_\_ Grade Level(s): 9-12

*Important Notes:* This is a remedial reading class tailored to students' individual needs.

## COURSE DESCRIPTION

This course is for 9<sup>th</sup> to 12<sup>th</sup> grade students who require remedial instruction and practice in reading skills. It is designed to support and enhance reading activities in the general education curriculum. The class will be tailored to individual needs using literary, technical, informational and practical reading materials at and slightly above the students reading level. It is intended for students who struggle with reading, in order to give them the necessary skills to be successful and thrive in their other classes. It is also intended that the students develop from this class a desire and pleasure for leisure reading. Being remedial in nature, designed to support reading requirements in other classes and foster a pleasure for reading, the activities and assignments will be largely confined to class time, with homework being given only when necessary and in very small amounts.

## SYLLABUS

The pace of the course will be determined by student needs.

1. Materials / Sources  
Reference below
2. Skills Emphasized:
  - A. Phonological skills/understanding
  - B. Comprehension
  - C. Fluency
  - D. Main Ideas
  - E. Significant details
  - F. Characters
  - G. Tone
  - H. Intention
  - I. Inference
  - J. Drawing conclusions

## **STRATEGIES**

1. Group reading – 1. students read to each other 2. teacher reads to students
2. Individual reading
3. Frequent informal discussion of material content to strengthen comprehension skills, enhance thinking skills, increase worldly knowledge, and foster relevance and pleasure in reading and interacting.
4. Understanding main ideas, significant details, characters, tone, intention, inferencing and drawing conclusions. // Imaging, organizing, drawing links and parallels, comparing/contrasting, analyzing, expanding and embellishing
5. Reading level at and slightly above students' documented reading level.
6. Texts of high interest and relevance
7. Review of phonological principles of reading
8. Reading that supports daily living and job skills.

## **ASSESSMENTS**

Brigance Diagnostic Inventory of Essential Skills

Annual state standardized tests (NMHSCE, NMSBA, NMHSSA, MAPS Short Cycle Testing)

Special education 3 year diagnostic evaluation results (Weschler Intelligence Scale for Children, Woodcock Johnson Tests of Achievement)

(For students with an IEP – Present level of educational performance as reported by general and special education teachers.)

## **SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS**

Junior Great Books, Touchstones, poems, short stories, newspapers, technical manuals, magazines, flyers, menus

Orton-Gillingham program (possibly)

## **SUGGESTED TITLES/AUTHORS WEB SITES**

Junior Great Books, Touchstones, others being developed

## **SEMINAR PIECES FOR USE**

See instructional materials above.

Seminar pieces to be compiled on an ongoing basis.

**STRAND I: READING AND LISTENING FOR COMPREHENSION****CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.**

A. BENCHMARK: Listen to, read, react to, and analyze information

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9	1. Narrate experiences that offer: <ul style="list-style-type: none"> <li>• scenes and incidents located effectively in time and place</li> <li>• impressions of being in a setting and a sense of engagement in the events occurring</li> <li>• appreciation for the significance of the account a sense of the narrator's personal voice</li> </ul> 2. Instruct an audience in how to perform a specific operation or procedure by: <ul style="list-style-type: none"> <li>• considering the audience's degree of knowledge or understanding</li> <li>• providing complete and accurate information</li> <li>• using visuals and media to make effective presentations and products</li> <li>• using layout and design elements to enhance presentations and products</li> </ul> 3. Form and refine a question for investigation using a topic of personal choice and answer that question by: <ul style="list-style-type: none"> <li>• deciding upon and using appropriate methods (e.g., interviews with experts, observations, finding print and non-print sources, using interactive technology and media)</li> <li>• prioritizing and organizing information</li> <li>• incorporating effective media and technology to inform or explain</li> <li>• reporting in an appropriate form for a specified audience</li> </ul>	1. Students will access prior knowledge/experience by putting themselves into the experience being described and relate to it verbally and in writing about how they would feel and what they would do when an arbitrary change is made.  2. Student will prepare and give a presentation teaching a skill in which they are relatively adept.  3. Given academic coaching, students will investigate a job or career of interest and proceed through a mock interview with an adult of the teacher's choice who is unknown to the student.

**STRAND I: READING AND LISTENING FOR COMPREHENSION****CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.**

B. BENCHMARK: Synthesize and evaluate information to solve problems across the curriculum

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9	1. Use a variety of techniques for researching topics including: <ul style="list-style-type: none"> <li>• cross-referencing while gathering information</li> <li>• summarizing dialogue</li> <li>• using news sources (e.g., newspapers, magazines, TV, radio, videotapes, Internet, email, government publications, microfiche, other library resources)</li> </ul>	1. Students will compile and organize information in outline form to gather ideas for a biographical piece on a controversial person of their choice.

**STRAND I: READING AND LISTENING FOR COMPREHENSION**

**CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.**

C. BENCHMARK: Demonstrate critical thinking skills to evaluate information and solve problems

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9	1. Examine texts for arguments and develop informed opinions by: <ul style="list-style-type: none"> <li>• examining relevant reason and evidence</li> <li>• noting the progression of ideas that substantiate the proposal</li> <li>• analyzing the style, tone, and use of language for a particular effect</li> <li>• identifying and analyzing personal, social, historical, or cultural influences, contexts, or biases</li> <li>• identifying and analyzing rhetorical strategies that support proposals</li> </ul> 2. Support informed opinions by providing relevant and convincing reasons, using various types of evidence, language, and organizational structure, and demonstrating an awareness of possible questions, concerns, or counter-arguments. 3. Create and use criteria to evaluate the effectiveness of communication.	In seminar or by written assignment: <ol style="list-style-type: none"> <li>1. Students will identify an argument in a piece, explore the various dimensions and implications of the argument and state their agreement or disagreement with the argument, giving relevant supporting information.</li> <li>2. Students will evaluate a character's effectiveness in a story as portrayed by the author and given a major change in the character's role will reevaluate the character's effectiveness.</li> <li>3. Students will create rubrics for a variety (e.g. writing, seminar, public speaking) of purposes that will be used for evaluations.</li> </ol>

**STRAND I: READING AND LISTENING FOR COMPREHENSION**

**CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.**

D. BENCHMARK: Apply knowledge of reading process to evaluate print, non-print, and technology-based information

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9	1. Explain meaning, describe processes, and answer research questions to inform others by: <ul style="list-style-type: none"> <li>• demonstrating the ability to read and listen to explanatory texts using appropriate preparation, engagement, and reflection</li> <li>• demonstrating comprehension of major ideas</li> <li>• summarizing major steps</li> <li>• determining accuracy and clarity of the selection</li> </ul> 2. Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of literary forms. 3. Accurately interpret information from and detect inconsistencies in a variety of informational, literary, and technical texts. 4. Scan reading selections to determine whether a text contains relevant information. 5. Use discussion with peers as a way of understanding information. 6. Effectively use a variety of interactive technologies to enhance understanding of reading selections (e.g., internet, email, CD-ROM, on-line publications, digital images, video).	1. Students will write written summaries and discuss their understanding of the main ideas and other literary devices presented in group readings and audio books.  2. Students will engage in discussion of ideas supported by personal convictions/opinions presented in short stories, poetry, editorials, articles, fiction, non-fiction, etc. 3. Student will write professionally-crafted letters to the author confronting ideas and perceived errors in the author's piece. 4. Students will be prompted with target questions, the answers to which are to be found in a selection of text within a specified amount of time designed to promote successful scanning techniques. 5. Students will engage in formal Socratic discussion and informal, open-ended discussion based on the ideas, information and facts presented in various literary texts. 6. Students will write essays based on their readings, citing relevant information from interactive sources.

**STRAND II: WRITING AND SPEAKING FOR EXPRESSION**  
**CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.**

A. BENCHMARK: Communicate information in a coherent and persuasive manner using verbal and non-verbal language

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9	1. Evaluate personal effectiveness in group discussions and make corrections as necessary. 2. Ask questions to broaden and enrich discussions. 3. Express an informed opinion that clearly states a personal view, is logical and coherent, and engages the reader's interest. 4. Support an informed opinion by using appropriate language, reason, and organizational structure for the audience and purpose.	1. Students will demonstrate integrity in thinking by using information and ideas provided by others in discussion to adjust their own thinking and conclusions when shown to be faulty. 2. As part of every Socratic discussion students will be expected to pose to the group relevant questions that demonstrate a measure of understanding. 3. Student will write short, personal responses, to readings, that synthesize relevant ideas into their own viewpoint. 4. As part of every Socratic discussion, student will be expected to support opinions with relevant evidence/information from readings and in a courteous, thoughtful manner.

**STRAND II: WRITING AND SPEAKING FOR EXPRESSION**  
**CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.**

**B. BENCHMARK:** Apply grammatical and language conventions to communicate.

<b>GRADE</b>	<b>PERFORMANCE STANDARDS</b>	<b>ILLUSTRATIONS</b>
9	1. Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, participle), and mechanics of punctuation. 2. Demonstrate understanding of sentence structure (e.g., parallel structure, subordination, proper placement of modifiers), and consistency of verb tense and voice. 3. Demonstrate control of grammar, paragraph and sentence structure, diction, and syntax.	1, 2 and 3. Given didactic instruction and then academic coaching, students will use these literary devices and demonstrate understanding and proficiency in their written responses to readings.

**STRAND II: WRITING AND SPEAKING FOR EXPRESSION**

**CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.**

**C. BENCHMARK:** Demonstrate competence in the skills and strategies of the writing process to inform and persuade

<b>GRADE</b>	<b>PERFORMANCE STANDARDS</b>	<b>ILLUSTRATIONS</b>
9	4. Analyze the origins and meanings of common, learned, and foreign words used frequently in written English.	4. Students will have vocabulary and etymological quizzes, on words of Greek and Latin origin as well as quizzes on roots, prefixes and suffixes.

**STRAND III: LITERATURE AND MEDIA**

**CONTENT STANDARD 3: STUDENTS WILL USE LITERATURE AND MEDIA TO DEVELOP AN UNDERSTANDING OF PEOPLE, SOCIETIES, AND THE SELF.**

**A. BENCHMARK:** Use language, literature, and media to understand the role of the individual as a member of many cultures

<b>GRADE</b>	<b>PERFORMANCE STANDARDS</b>	<b>ILLUSTRATIONS</b>
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9	3. Respond to a variety of literary works and media (e.g., memoirs, vignettes, narratives, diaries, newspaper, movies) that offer an audience: <ul style="list-style-type: none"> <li>• an understanding of a student's personal reactions</li> <li>• a sense of how the reaction results from careful consideration of the text</li> <li>• an awareness of how personal and cultural influences affect the response</li> </ul>	3. With support of academic coaching, student will create a poster with visuals and informative and interpretive captions.

<b>STRAND III: LITERATURE AND MEDIA</b> <b>CONTENT STANDARD 3: STUDENTS WILL USE LITERATURE AND MEDIA TO DEVELOP AN UNDERSTANDING OF PEOPLE, SOCIETIES, AND THE SELF.</b>
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<b>B. BENCHMARK:</b> Understand literary elements, concepts, and genres
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9	2. Compare and contrast the presentation of similar themes across genres to explain how the selection of genre shapes the theme or topic. 3. Make thematic connections between literary works and contemporary issues. 4. Explain the effects of point of view on the reader's understanding of a literary work.	2. Students will write a compare and contrast essays. 3. Students will use Steinbeck's Tortilla Flat and/or Cannery Row for the exploration of social issues. 4. Having been exposed to the literary works of various authors for comparison, students will use their knowledge about the personal life and history and works of the author to explain how these affect his/her writings.