

Wyoming Department of Education Required Virtual Education Course Syllabus

Sheridan County School District # 1

Program Name	Sheridan County School District #1 Virtual School	Content Area	LA
Course ID	AC01067	Grade Level	9 - 12
Course Name	High School Reading-Remedial	# of Credits	1
SCED Code	01067	Curriculum Type	Acellus

COURSE DESCRIPTION

The Acellus High School Remedial Reading course has been developed to help students struggling with reading to gain a basic foundation on which to build. Units include: Types of Text, Vocabulary Skills, Dictionary Skills, Phonics Rules and Practice Homophones Before Reading Strategies During Reading Strategies Story Elements Point of View, and Figurative Language.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1 – Types of Text	RL.9-10.2; RL.9-10.10; RI.9-10.10; RI.11-12.10	In this unit students study what it is that makes reading difficult. They learn about different types of texts and different types of narrative texts.
Unit 2 – Vocabulary Skills	RI.9-10.4; RI.11-12.10	In this unit students learn about prefixes including a-, anti-, ir-, pre-, pro-, and re-, and suffixes including -ics, -ism, -ist, -or, -er, and -logy. They also learn about an imagery mnemonic device, synonyms, antonyms, and context clues.
Unit 3 – Dictionary Skills	RI.9-10.4; RI.11-12.10	In this unit students study dictionary skills. They learn about identifying guide words, pronunciation, choosing the correct definition, identifying synonyms and antonyms, breaking words into syllables, and finding the history of a word.
Unit 4 – Phonics Rules and Practice	RI.11-12.10	In this unit students learn about consonants, vowel, and syllables, C and G sounds, the consonant diphthongs ch, gh, kn, ph, sh, tch, and wr. They learn about R-controlled words and the ou sound.
Unit 5 – Homophones	RI.9-10.4; RI.11-12.10	In this unit students study homophones. They learn about your and you're; to, two, and too; here and hear; their, there, and they're; deer and dear; eight and ate; whole and hole; where and wear; one and won; no and know; aunt and ant.

Unit 6 – Before Reading Strategies	RL.9-10.10; RI.9-10.10; RI.11-12.10	In this unit students study "before-reading strategies." They learn about previewing, predicting, and setting a purpose for reading.
Unit 7 – During Reading Strategies	RL.9-10.2; RL.9-10.3; RL.9-10.10; RI.9-10.10; RI.11-12.10	In this unit students study "during-reading strategies." They learn about building background knowledge, identifying and clarifying difficult words and passages, summarizing, predicting while reading, questioning, making connections to personal experiences and to other subjects, and making connections by annotating.
Unit 8 – Story Elements	RL.9-10.2; RL.9-10.3; RL.9-10.10; RI.11-12.10	In this unit students learn about major and minor characters, the protagonist versus the antagonist, setting, plot, and conflict. They also learn about the four types of conflict, foreshadowing, mood, theme, and imagery.
Unit 9 – Point of View	RL.9-10.3; RL.9-10.10; RI.9-10.6; RI.11-12.10	In this unit students study point of view. They learn about first-person and third-person point of view.
Unit 10 – Figurative Language	RL.9-10.10; RI.9-10.4; RI.11-12.10	In this unit students study figurative language. They learn about simile, metaphor, alliterations, personification, onomatopoeia, and hyperbole.