Title of planned course: Developmental Reading 10

Subject Area: Reading Grade Level: 10

Course Description: This course is a remedial course designed to assist select 10th grade students in improving their reading skills and test-taking skills.

Time/Credit for this Course: One class period per day

Curriculum Writing Committee: Ms. Deborah Hockman
Wilson Area School District
Planned Course Materials

Course Title: Developmental Reading 10

Textbook(s):
- Painless Reading Comprehension
  Barron's Educational Series, Inc.
  © 2004
  www.barronseduc.com
- Know It All: Grades 9-12 Reading
  Princeton Review Publishing, L.L.C
  © 2004
  www.randomhouse.com/princetonreview
- 501 Reading Comprehension Questions
  Learning Express, LLC
  © 2006
  www.learnatest.com

Supplemental Books, etc.:
- Timed Readings
  Published by: Glencoe/McGraw-Hill
- Practice Makes Perfect: Preparation for State Reading Assessments (Levels 9, 10)
  Published by Prestwick House, Inc.
- Reading Stories for Comprehension Success (Senior High Level)
  By Katherine L. Hall
  Published by Jossey-Bass
- Kids with Courage: True Stories About Young People Making a Difference
  By Barbara A. Lewis
  Published by: Free Spirit Publishing
- Real Life Reading Cards
  By Terry Overton
  Published by: J. Weston Walch
Building Reading Comprehension Habits in Grades 6-12: A Toolkit of Classroom Activities
By Jeff Zwiers
Published by: International Reading Association, Inc.

Teacher Resources: Books

I Read It, But I Don’t Get It: Comprehension Strategies for Adolescent Readers
By Cris Tovani

Websites

www.studyisland.com
Curriculum Map

August: Reading Comprehension Skills (1 week)

September: Reading Comprehension Skills (3-4 weeks)

          Non-fiction Reading and Comprehension (≤ 1 week)

October: Reading Comprehension Skills (3-4 weeks)

          Non-fiction Reading and Comprehension (≤ 1 week)

November: Reading Comprehension Skills (1-2 weeks)

          Non-fiction Reading and Comprehension (≤ 1 week)

          Improving Reading Comprehension (1 week)

December: Improving Reading Comprehension (2-3 weeks)

          Improving Reading Speed (≤ 1 week)

January: Improving Reading Comprehension (2-3 weeks)

          Improving Reading Speed (≤ 1 week)

February: Improving Reading Comprehension (1 week)

          Improving Reading Comprehension Test Skills and Practice (2-3 weeks)

March: Improving Reading Comprehension Test Skills and Practice (3-4 weeks)

April: Improving Reading Comprehension Test Skills and Practice (1-2 weeks)

          Fiction (2 weeks)

May: Fiction (4 weeks)

June: Fiction (≤ 1 week)
Scope & Sequence

Planned Course: Developmental Reading 10

Unit: Reading Comprehension Skills

Time Frame: 8-11 weeks


Anchor(s) or adopted anchor: R11.A.1.1, R11.A.2.1 – Identify the meaning of vocabulary (fiction and nonfiction)
R11.A.1.2, R11.A.2.2 – Identify and apply word recognition skills
R11.A.1.3, R11.A.2.3 – Make inferences, draw conclusions, and make generalizations based on text
R11.A.1.4, R11.A.2.4 – Identify and explain main ideas and relevant details
R11.A.1.5, R11.A.2.5 – Summarize a fictional text as a whole
R11.A.1.6, R11.A.2.6 – Read and respond to fiction and nonfiction including poetry and drama
R11.B.1.1 – Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction
R11.B.1.2 – Make connections between texts
R11.B.3.2 – Distinguish between essential and nonessential information within or between texts
R11.B.3.3 – Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text

Essential content/objectives: At the end of the unit, students will be able to:
identify, explain, and apply tips and strategies to improve their reading skills and reading comprehension scores.
**Core Activities:** Students will complete/participate in the following:
- Reader self-analysis
- Identification and application of tips and strategies to prepare for reading
- Identification and application of tips and strategies to be a good reader
- Explanation of the differences between decoding and reading
- Identification and application of tips and strategies to maintain the information obtained while reading
- Explanation of the different types of reading
- Identification and application of different reading strategies
- Identification of methods for finding good books to read

**Extensions:** Students will present information from experiences obtained through application of the strategies in other content areas.

**Remediation:** Tutoring is available if needed.

**Instructional Methods:** Direct instruction, modeling, small group activities, large group activities, oral reading, independent reading, think-aloud procedures, practice, exercises

**Materials & Resources:** Painless Reading Comprehension text, text exercises, teacher created exercises, teacher created quizzes

**Assessments:** Self-assessment, observation, in-class exercises, quizzes, homework
Scope & Sequence

Planned Course: Developmental Reading 10

Unit: Nonfiction Reading and Comprehension

Time Frame: 2-3 weeks in conjunction with Reading Comprehension Skills


Anchor(s) or adopted anchor:
- R11.A.2.1 - Identify and apply the meaning of vocabulary in nonfiction
- R11.A.2.2 - Identify and apply word recognition skills
- R11.A.2.3 - Make inferences, draw conclusions, and make generalizations based on text
- R11.A.2.4 - Identify and explain main ideas and relevant details
- R11.A.2.6 - Identify, describe, and analyze genre of text
- R11.B.1.1 - Interpret, compare, describe, analyze, and evaluate components of fiction and literary non-fiction
- R11.B.1.2 - Make connections between texts
- R11.B.2.1 - Identify, interpret, describe, and analyze figurative language and literary structures in fiction and nonfiction
- R11.B.2.2 - Identify, interpret, describe, and analyze the point of view of the narrator in fictional and nonfictional text

Essential content/objectives: At the end of the unit, students will be able to: read, analyze, and understand nonfiction selection and the literary elements of nonfiction selections

Core Activities: Students will complete/participate in the following:
- Oral and independent reading
- Comprehension analysis of selections
- Review of literary terms
- Literary analysis of selections
• Oral and written exercises

**Extensions:** Students will share experiences from English 10 regarding use of terms

**Remediation:** Tutoring is available if needed

**Instructional Methods:** Whole group discussion, small group discussion, modeling, group activities, think-aloud procedures, direct instruction, oral reading, independent reading

**Materials and Resources:** Kids with Courage, Real Life Reading Cards, text and teacher created exercises and quizzes

**Assessments:** In-class exercises, observation, quizzes, homework
Planned Course: Developmental Reading 10

Unit: Improving Reading Comprehension

Time Frame: 6-8 weeks


Anchor(s) or adopted anchor: R11.A.1.1, R11.A.2.1 – Identify the meaning of vocabulary (fiction and nonfiction)
R11.A.1.2, R11.A.2.2 – Identify and apply word recognition skills
R11.A.1.3, R11.A.2.3 – Make inferences, draw conclusions, and make generalizations based on text
R11.A.1.4, R11.A.2.4 – Identify and explain main ideas and relevant details
R11.A.1.5, R11.A.2.5 – Summarize a fictional text as a whole
R11.A.1.6, R11.A.2.6 – Read and respond to fiction and nonfiction including poetry and drama
R11.B.3.1 – Interpret, describe, and analyze the characteristics and uses of facts and opinions in nonfictional text
R11.B.3.2 – Distinguish between essential and nonessential information within or between texts
R11.B.3.3 – Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text

Essential content/objectives: At the end of the unit, students will be able to: identify and explain six comprehension habits and successfully apply these through comprehension practice.

Core Activities: Students will complete/participate in the following:
• Identification and application of strategies for organizing text information with main idea and summarizing
• Identification and application of strategies for connecting to background knowledge
• Identification and application of strategies for making inferences and predictions
• Identification and application of strategies for generating and answering questions
• Identification and application of strategies for understanding and remembering word meanings
• Identification and application of strategies for monitoring comprehension

Extensions: Students will apply the strategies learned to English 10 and Reading Comprehension Tests. They will share and discuss this information with the class.

Remediation: Tutoring is available if needed.

Instructional Methods: Whole group discussion, small group discussion, modeling, group activities, think-aloud procedures, direct instruction, oral reading, independent reading, practice

Materials & Resources: Building Reading Comprehension Habits in Grades 6-12, Reading Stories for Comprehension Success, text exercises, teacher created exercises, teacher created quizzes

Assessments: In-class exercises, observation, quizzes
**Scope & Sequence**

**Planned Course:** Developmental Reading 10

**Unit:** Improving Reading Speed

**Time Frame:** 1-2 weeks

**State Standards:** 1.1.G, 1.1.H, 1.2.A, 1.3.A, 1.6.D

**Anchor(s) or adopted anchor:**
- R11.A.1.3, R11.A.2.3 – Make inferences, draw conclusions, and make generalizations based on text (fiction and nonfiction)
- R11.A.1.4, R11.A.2.4 – Identify and explain main ideas and relevant details
- R11.B.1.1 – Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction
- R11.B.3.1 – Interpret, describe, and analyze the characteristics and uses of facts and opinions in nonfictional text
- R11.B.3.2 – Distinguish between essential and nonessential information within or between texts

**Essential content/objectives:** At the end of the unit, students will be able to:
- Increase their individual reading speed while maintaining and/or improving reading comprehension

**Core Activities:** Students will complete/participate in the following:
- Independent timed readings with comprehension questions
- Independent speed analysis
- Independent comprehension analysis
- Creation and maintenance of chart of progress
- Oral and written exercises

**Extensions:** Share experiences with progress across content areas

**Remediation:** Tutoring is available if needed

**Instructional Methods:** Whole group instruction, modeling, think-aloud, practice
Materials & Resources: Timed Readings (various levels), text exercises, teacher-created worksheets

Assessments: Observation, in-class exercises
Scope & Sequence

Planned Course: Developmental Reading 10

Unit: Improving Reading Comprehension Test Skills and Practice

Time Frame: 7-9 weeks


Anchor(s) or adopted anchor:
R11.A.1.3, R11.A.2.3 - Make inferences, draw conclusions, and make generalizations based on text
R11.A.1.4, R11.A.2.4 - Identify and explain main ideas and relevant details
R11.A.1.6, R11.A.2.6 - Identify, describe, and analyze genre of text
R11.B.1.1 - Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction
R11.B.1.2 - Make connections between texts
R11.B.2.1 - Identify, interpret, describe, and analyze figurative language and literary structures in fiction and nonfiction
R11.B.2.2 - Identify, interpret, describe, and analyze the point of view of the narrator in fictional and nonfictional text
R11.B.3.1 - Interpret, describe, and analyze the characteristics and uses of facts and opinions in nonfictional text
R11.B.3.2 - Distinguish between essential and nonessential information within or between texts
R11.B.3.3 - Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text
Essential content/objectives: At the end of the unit, students will able to: identify tips and strategies for Reading Comprehension Tests and show improvement by scoring 70% or higher in test practice.

Core Activities: Students will complete/participate in the following:
- Analysis of test and question design for Reading Comprehension Tests
- Identify and discuss individual concerns regarding Reading Comprehension Tests
- Identify tips and strategies for taking Reading Comprehension Tests
- Practice tests

Extensions: Students will show improvement on school, state, and national Reading Comprehension Tests.

Remediation: Tutoring is available if needed. Students can continue independent practice using Study Island.

Instructional Methods: Whole group instruction, small group instruction, modeling, think-aloud, practice

Materials & Resources: Know it All: Grades 9-12 Reading, 501 Reading Comprehension Questions, Practice Makes Perfect: Preparation for State Reading Assessments, and www.studyisland.com

Assessments: Observation, practice tests
Scope & Sequence

Planned Course: Developmental Reading 10

Unit: Fiction

Time Frame: 5-6 weeks

State Standards: 

Anchor(s) or adopted anchor: 
R11.A.1.1 - Identify and apply the meaning of vocabulary
R11.A.1.3 - Make inferences, draw conclusions, and make generalizations based on text
R11.A.1.4 - Identify and explain main ideas and relevant details
R11.A.1.5 - Summarize a fictional text as a whole
R11.B.1.1 - Interpret compare, describe, analyze, and evaluate components of fiction and literary nonfiction
R11.B.2.1 - Identify, interpret, describe, and analyze figurative language and literary structures in fiction and nonfiction
R11.B.2.2 - Identify, interpret, describe, and analyze the point of view of the narrator in fictional and nonfictional text

Essential content/objectives: At the end of the unit, students will be able to: read, understand, analyze, and interpret the novel

Core Activities: Students will complete/participate in the following:
- Introductory and pre-reading activities
- Oral and independent reading
- Independent journal responses
- Creative activities and creative writing
- Literary analysis of text for all literary devices and elements
- In-class exercises and worksheets

Extensions: Students will apply inferential exercises to extend the plot.
Remediation: Tutoring is available if needed

Instructional Methods: Direct instruction, large and small group discussions, modeling, think-aloud, visual aids, oral reading, independent reading

Materials & Resources: Reincarnation by Suzanne Weyn and/or Premonitions by Jude Watson, teacher-created worksheets, teacher-created quizzes

Assessments: In-class exercises, quizzes, response journals, creative writing, observation, homework