

**Wilson Area School District  
Planned Course Guide**

**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 10<sup>th</sup> 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.

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[www.barronseduc.com](http://www.barronseduc.com)

*Know It All: Grades 9-12 Reading*  
Princeton Review Publishing, L.L.C

© 2004

[www.randomhouse.com/princetonreview](http://www.randomhouse.com/princetonreview)

*501 Reading Comprehension Questions*  
Learning Express, LLC

© 2006

[www.learnatest.com](http://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](http://www.studyisland.com)

## Curriculum Map

- August: Reading Comprehension Skills (1 week)
- September: Reading Comprehension Skills (3-4 weeks)  
Non-fiction Reading and Comprehension ( $\leq 1$  week)
- October: Reading Comprehension Skills (3-4 weeks)  
Non-fiction Reading and Comprehension ( $\leq 1$  week)
- November: Reading Comprehension Skills (1-2 weeks)  
Non-fiction Reading and Comprehension ( $\leq 1$  week)  
Improving Reading Comprehension (1 week)
- December: Improving Reading Comprehension (2-3 weeks)  
Improving Reading Speed ( $\leq 1$  week)
- January: Improving Reading Comprehension (2-3 weeks)  
Improving Reading Speed ( $\leq 1$  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 ( $\leq 1$  week)

## Scope & Sequence

Planned Course: Developmental Reading 10

Unit: Reading Comprehension Skills

Time Frame: 8-11 weeks

State Standards: 1.1.B, 1.1.C, 1.1.D, 1.1.E, 1.1.G, 1.1.H, 1.2.A, 1.3.A, 1.3.F, 1.6.A,  
1.6.D,  
1.6.E

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

State Standards: 1.1.C, 1.1.D, 1.1.E, 1.1.G, 1.1.H, 1.3.A, 1.3.B, 1.3.C, 1.3.F, 1.6.A, 1.6.B, 1.6.D, 1.6.E

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



## Scope & Sequence

Planned Course: Developmental Reading 10

Unit: Improving Reading Comprehension

Time Frame: 6-8 weeks

State Standards: 1.1.C, 1.1.D, 1.1.E, 1.1.G, 1.1.H, 1.2.A, 1.3.A, 1.3.B, 1.3.C, 1.3.F,  
1.6.A,  
1.6.B, 1.6.D, 1.6.E

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

State Standards: 1.1.D, 1.1.G, 1.1.H, 1.2.A, 1.3.A, 1.3.B, 1.3.C, 1.3.D, 1.3.E, 1.3.F,  
1.6.A,  
1.6.B, 1.6.D, 1.6.E, 1.6.F

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 be 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](http://www.studyisland.com)

Assessments: Observation, practice tests

## Scope & Sequence

Planned Course: Developmental Reading 10

Unit: Fiction

Time Frame: 5-6 weeks

State Standards: 1.1.A, 1.1.E, 1.1.G, 1.1.H, 1.2.B, 1.2.C, 1.3.A, 1.3.B, 1.3.C, 1.6.A, 1.6.B, 1.6.C, 1.6.D, 1.6.E

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