

**Wilson Area School District
Planned Course Guide**

Title of planned course: Developmental Reading 9 – 2

Subject Area: Reading **Grade Level:** 9

Course Description: This course is a remedial course designed to assist select 9th grade students in improving their study skills, reading skills, and test-taking skills.

Time/Credit for this Course: Two classes per week

Curriculum Writing Committee: Ms. Deborah Hockman

**Wilson Area School District
Planned Course Materials**

Course Title: Developmental Reading 9 – 2

Textbook(s): *School Power*
Free Spirit Publishing
© 2001
www.freespirit.com

How to Improve Your Study Skills
Glencoe/McGraw-Hill
© 2001
www.mcgraw-hill.com

Supplemental Books, etc.: *Kids with Courage: True Stories About Young People
Making a Difference*
By Barbara A. Lewis
Published by: Free Spirit Publishing

Timed Readings
Published by: Glencoe/McGraw-Hill

Touching Spirit Bear
By Ben Mikaelson
Published by: Harper Collins

Reading Engagement
By Janet P. Sitter, Ph.D.
Published by: Mark Twain Media/Carson-Dellosa
Publishing Company, Inc.

*Practice Makes Perfect: Preparation for State Reading
Assessments (Levels 7, 8, 9)*
Published by Prestwick House, Inc.

Real Life Reading Cards
By Terry Overton
Published by: J. Weston Walch

Reading Stories for Comprehension Success (Junior High Level)

By Katherine L. Hall

Published by Jossey-Bass

Teacher Resources:

Books

I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers

By Cris Tovani

Building Reading Comprehension Habits in Grades 6-12: A Toolkit of Classroom Activities

By Jeff Zwiers

Websites

www.studyisland.com

www.benmikaelson.com

<http://cmsweb1.loudoun.k12.va.us>

www.altedinfo.com

Curriculum Map

- August: Study Skill Strategies for Succeeding in School (1 week)
- September: Study Skill Strategies for Succeeding in School (3 weeks)
Study Skills (1 week)
- October: Study Skills (3-4 weeks)
Nonfiction Reading and Comprehension (≤ 1 week)
- November: Study Skills (3 weeks)
Nonfiction Reading and Comprehension (≤ 1 week)
- December: Study Skills (2 weeks)
Improving Reading Speed (1 week)
- January: Study Skills (2-3 weeks)
Improving Reading Speed (≤ 1 week)
- February: Improving Reading Comprehension (3 weeks)
Improving Reading Speed (≤ 1 week)
- March: Improving Reading Comprehension (4-5 weeks)
- April: Improving Reading Comprehension (1-2 weeks)
Fiction (2-3 weeks)
- May: Fiction (3-4 weeks)
- June: Fiction (≤ 1 week)

Scope & Sequence

Planned Course: Developmental Reading 9 – 2

Unit: Study Skill Strategies for Succeeding in School

Time Frame: 4 weeks

State Standards: 1.1.B, 1.2.A, 1.6.A, 1.6.D, 1.6.E

Anchor(s) or adopted anchor:

Essential content/objectives: At the end of the unit, students will be able to: identify and apply methods and strategies for better organizational and time management habits, for obtaining help both in and out of school, for successful class participation, and for homework help, organization, and completion.

Core Activities: Students will complete/participate in the following:

- Identification of the elements and purpose of a home study center
- Identification of various organizational strategies for learning environment, time, and daily assignments
- Identification of strategies for handling homework and homework problems
- Identification of tips for talking to teachers and for successful “help-seeking”
- Identification of tips for speaking up in class
- Oral and written exercises

Extensions: Students will bring and maintain their agenda books daily. Students will also present information from experiences regarding application of the tips and strategies.

Remediation: Tutoring is available if needed

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

Materials and Resources: *School Power: Study Skill Strategies for Succeeding in School* text, teacher-created worksheets, teacher-created quiz

Assessments: In-class exercises, observation, quiz, evaluation of agenda book, homework

Scope & Sequence

Planned Course: Developmental Reading 9 – 2

Unit: Study Skills

Time Frame: 11-13 weeks

State Standards: 1.1.B, 1.1.C, 1.1.D, 1.1.E, 1.1.F, 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, R.11.A.2.1 – Identify and apply the meaning of vocabulary (fiction and nonfiction)
R11.A.1.2, R.11.A.2.2 – Identify and apply word recognition skills
R11.A.1.3, R.11.A.2.3 – Make inferences, draw conclusions, and make generalizations based on text
R11.A.1.4, R.11.A.2.4 – Identify and explain main ideas and relevant details
R11.A.1.6, R.11.A.2.6 – Identify, describe, and analyze genre of 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 apply tips and strategies to develop good study techniques, to take accurate and successful notes, to take tests, to improve understanding when reading, to increase speed when reading, to skim and scan texts, to use the dictionary, and to read for enjoyment

Core Activities: Students will complete/participate in the following:

- Interest inventory and reading assessment
- Identification of the steps to developing good study skills
- Analysis of their current note-taking system and identify additional systems

- Description of the four memory layers in the brain and identify strategies for preparing for and taking tests
- Identification and application of strategies to improve comprehension and understanding when reading
- Identification and application of strategies to increase reading speed while maintaining comprehension
- Identification and application of strategies to use skimming and scanning within their reading rate range
- Correctly use a dictionary
- Read for enjoyment
- Worksheets for extra practice
- Oral and written exercises

Extensions: Students will present and/or discuss successes and failures in strategies applied across the content areas

Remediation: Tutoring is available if needed

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

Materials & Resources: *How to Improve Your Study Skills* text, text and teacher created exercises, text and teacher created quizzes

Assessments: Pre-assess prior knowledge, in-class exercises, observation, quizzes, homework

Scope & Sequence

Planned Course: Developmental Reading 9 – 2

Unit: Nonfiction Reading and Comprehension

Time Frame: 1-2 weeks in conjunction with Study 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 9 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

Assessments: In-class exercises, observation, quizzes, homework

Scope & Sequence

Planned Course: Developmental Reading 9 – 2

Unit: Improving Reading Speed

Time Frame: 1 week in conjunction with the Increasing Speed section of Study Skills and 1-2 weeks later in the year

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 9 – 2

Unit: Improving Reading Comprehension

Time Frame: 8-10 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 format and design of 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: *Reading Engagement, Practice Makes Perfect: Preparation for State Reading Assessments, Reading Stories for Comprehensions Success*, and www.studyisland.com

Assessments: Observation, practice tests

Scope & Sequence

Planned Course: Developmental Reading 9 – 2

Unit: Fiction

Time Frame: 6-8 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 including Ben Mikaelson web quest and vocabulary prediction
- 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 create a prediction for the second part of this series

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: *Touching Spirit Bear* by Ben Mikaelson, www.benmikaelson.com, <http://cmsweb1.loudoun.k12.va.us>, www.altedinfo.com, teacher-created worksheets, teacher-created quizzes

Assessments: Web-quest, in-class exercises, quizzes, response journals, creative writing, observation, homework