

Reading Planned Course – Grade 9 Reading Edge

Unit: **The Reading Process: Comprehension Strategies**

State Curriculum Standard: **1.1.11 Learning to Read Independently**
1.3.11 Reading, Analyzing and Interpreting Literature

PSSA Anchor: **R11.A Understand fiction appropriate to grade level**
A.1.1 Identify and apply the meaning of vocabulary
A.1.2 Identify and apply word recognition skills
A.1.3 Make inferences, draw conclusions, and make generalizations based on text
A.1.4 Identify and explain main ideas and relevant details
A.1.5 Summarize a fictional text as a whole
A.1.6 Identify, describe and analyze genre of text
R11.B.1 Interpret, compare, describe, analyze, and evaluate components within and between texts
B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction
B.1.2 Make connections between text
R11.B.2 Identify, interpret, describe, and analyze literary devices in fictional and literary non-fictional text

Course Content	Student Performance	Resources	Assessments
F. Before Reading Strategies: <ul style="list-style-type: none"> Preview Set a purpose Predict Question Plan a strategy G. During Reading Strategies: <ul style="list-style-type: none"> Read with a purpose Read actively Connect Visualize React Clarify H. After Reading Strategies: <ul style="list-style-type: none"> Pause and reflect Reread Summarize Write/talk/draw Graphic organizers 	<ul style="list-style-type: none"> Apply before, during and after reading strategies to fiction texts Make inferences and/or draw conclusions based on information from text Cite evidence from text to support generalizations and conclusions Identify and/or explain stated or implied main ideas and relevant supporting details from text Summarize the key details and events of a fictional text as a whole Identify and/or analyze intended purpose of text 	<ul style="list-style-type: none"> Reader's Handbook (Copyright 2002) Great Source Education Group, Houghton Mifflin Reader's Handbook Student Application Book (Copyright 2002) Great Source Education Group, Houghton Mifflin Reader's Handbook Teacher's Guide (Copyright 2002) Great Source Education Group, Houghton Mifflin Reading & Writing Sourcebook (Copyright 2000) Great Source Education Group, Houghton Mifflin <i>Hatchet</i>, (Gary Paulsen) 	<ul style="list-style-type: none"> Tests and quizzes Classroom discussions Written responses: <ul style="list-style-type: none"> Sourcebook responses Response journals Essays Student applications book Cooperative learning activities Shared inquiry Oral presentations Reader's theatre IRI reading assessments Independent reading project packet Teacher generated activities including, but not limited to: <ul style="list-style-type: none"> Poster project Reading roadmap project Evaluating activity

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Summary notes Reader's Handbook Ch. 1 & 2 (pp. 26-43) <p>F. Reading Know How:</p> <ul style="list-style-type: none"> Generalizations Inferences Conclusions Compare & contrast Evaluating <p>E. Reading Paragraphs</p> <ul style="list-style-type: none"> Main idea <p>F. Ways of Organizing Paragraphs</p> <ul style="list-style-type: none"> Reader's Handbook Ch. 3 (pp 46-69) 	<ul style="list-style-type: none"> Describe and/or analyze examples of text that support its intended purpose Interpret, compare, describe, analyze, and/or evaluate the following: character, setting, plot (action), theme, tone, style, mood, symbolism Interpret, compare, describe, analyze, and/or evaluate connections between texts Demonstrate after reading understanding and interpretation of fiction and non-fiction texts Make, and support with evidence, assertions about text 	<ul style="list-style-type: none"> <i>Hatchet</i>, A Unit Plan on CD (Barbara M. Linde) <i>Hatchet: Literature-In-Teaching Guide</i> (Gary Paulsen) <i>The Bully</i> (Paul Langan) <i>Teacher's Guide to the Bluford Series</i> (Eliza A. Comodromos) <i>145th Street Short Stories</i>, (Walter Dean Myers) (Copyright 2000) Delacorte Press Reader's Handbook Program Package and overhead transparencies, Great Source, Houghton Mifflin Company Princeton Review online at www.homerom.com 	

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> The Above Strategies Will Be Explicitly Taught From Reader's Handbook. <p>G. Sourcebook –Choose From the Following:</p> <ul style="list-style-type: none"> "Ain't I a Woman?" pp. 8-9 "The Good Daughter" pp. 12-20 "You're Being So Good, So Kind" pp. 49-56 "Maud Martha and New York" pp. 57-64 "A Simple Proposition" pp. 73-84 	<ul style="list-style-type: none"> Listen to others and contribute to class discussions Participate in large and small group discussions and presentations Ask clarifying questions Locate text for independent reading Read and respond to fiction and non-fiction texts Demonstrate fluency and comprehension in reading Use media for learning purposes Participate in sustained silent reading 	<ul style="list-style-type: none"> Newspaper articles and editorials per teacher discretion Independent reading – students may choose from the following: Student selection from high school library, public library, teacher library, personal library Other level appropriate selections may be chosen from supplemental materials per teacher discretion and individual student need 	

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • “The Richer, the Poorer” pp. 111-118 • “Animal’s Unite” pp. 125-135 • “The Kid Nobody Could Handle” pp. 228-238 <p>H. Measuring Up</p> <ul style="list-style-type: none"> • Ch. 1: “Getting Ready”, Lessons 1-21 (pp. 1-57) • Ch. 4: “Reading Narratives”, Lessons 1-10 & 13 (pp. 155-209) • Ch. 6: “The English Language” Lessons 1-5 (pp. 305-321) 			

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Course Content	Student Performance	Resources	Assessments
<p>I. Glossary Terms (see Reading Assessment Anchor Glossary in Appendix)</p> <p>1. Students Will Be Familiar With the Following Glossary Terms:</p> <ul style="list-style-type: none"> • Cause & Effect • Characterization • Climax • Compare • Conclusion • Conflict/Problem • Context Clues • Contrast • Descriptive text • Dialogue • Differentiate • Evaluate • Fiction • Flashback 	<p>Students will:</p> <ul style="list-style-type: none"> • Apply before, during and after reading strategies to nonfiction texts • Read and understand essential content of informational texts and documents • Identify and apply meaning of content-specific words used in text • Make inferences and/or draw conclusions based on information from text • Cite evidence from text to support generalizations and conclusions • Identify and/or explain stated or implied main ideas and relevant supporting details from text 		

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Fluency • Foreshadowing • Generalization • Graphic Organizer • Implicit • Inference • Literary Elements • Main Idea • Narrative • Paraphrase • Plot • Point of View • Reading critically • Resolution • Retell • Setting • Story Maps • Summarize • Venn Diagram 	<ul style="list-style-type: none"> • Identify and/or analyze intended purpose of text • Describe and/or analyze examples of text that support its intended purpose • Interpret, compare, describe, analyze, and/or evaluate connections between texts • Summarize the major points, processes, and events of a nonfictional text as a whole • Distinguish between essential and nonessential information across a variety of sources • Make, and support with evidence, assertions about text 		

Reading Planned Course – Grade 9 Reading Edge

Unit: **Nonfiction**

State Curriculum Standard: **1.1.11 Learning to Read Independently**
1.2.11 Learning to Read in the Content Areas

PSSA Anchor: **R11.A.2 Understand nonfiction appropriate to grade level**
A.2.1 Identify and apply the meaning of vocabulary in nonfiction
A.2.2 Identify and apply word recognition skills
A.2.3 Make inferences, draw conclusions, and make generalizations based on text
A.2.4 Identify and explain main ideas and relevant details
A.2.5 Summarize a non-fictional text as a whole
A.1.6 Identify, describe and analyze genre of text
R11.B.1 Interpret, compare, describe, analyze, and evaluate components within and between texts
B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction
B.1.2 Make connections between text
R11.B.2 Identify, interpret, describe, and analyze literary devices in fictional and literary non-fictional text

Course Content	Student Performance	Resources	Assessments
<p>A. Reading Textbooks:</p> <ul style="list-style-type: none"> Reading History Reading Science Reading Math Focus on Word Problems Reader's Handbook ch. 4 (pp. 72-111 and 129-134) <p>G. Types of Nonfiction:</p> <ul style="list-style-type: none"> News Stories Editorials Biography Memoirs Reader's Handbook Ch. 5 (pp. 169-224) <p>H. Reading Graphics</p> <ul style="list-style-type: none"> Reading a Graphic Elements of Graphics Reader's Handbook ch. 10 (pp. 540-567) 	<ul style="list-style-type: none"> Listen to others and contribute to class discussions Participate in large and small group discussions and presentations Ask clarifying questions. Locate text for independent reading Read and respond non-fiction texts Demonstrate fluency and comprehension in reading Use media for learning purposes Participate in sustained silent reading 	<ul style="list-style-type: none"> Reader's Handbook (Copyright 2002) Great Source Education Group, Houghton Mifflin Reader's Handbook Student Application Book (Copyright 2002) Great Source Education Group, Houghton Mifflin Reader's Handbook Teacher's Guide (Copyright 2002) Great Source Education Group, Houghton Mifflin Reader's Handbook Program Package and Overhead Transparencies, Great Source, Houghton Mifflin Company 	<ul style="list-style-type: none"> Tests and quizzes Classroom discussions Written responses: <ul style="list-style-type: none"> Sourcebook responses Response journals Essays Student applications book Cooperative learning activities Shared inquiry Oral presentations Independent biography project packet and oral presentation Teacher generated activities

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Course Content	Student Performance	Resources	Assessments
D. Sourcebook – Choose From the Following: <ul style="list-style-type: none"> • “Pilots’ Reflections” pp. 33-41 • “Adventures of the U-202” pp. 42-48 • “The Fast” pp. 136-144 • “A Sea of Dunes” pp. 145-152 • “The Widow’s of the Reserves” pp. 153-160 • “Ramiro” pp. 161-176 • “Good-bye” pp.206-218 • “Measuring Up” ch. 2: • “Reading for Information”, Lessons 1-8 (pp. 63-102) ch. 3: • “Reading to Perform a Task”, Lessons 1-8 (pp. 113-143) 		<ul style="list-style-type: none"> • Reading & Writing Sourcebook (Copyright 2000) Great Source Education Group, Houghton Mifflin • Princeton Review online at www.homeroom.com • Newspaper articles and editorials per teacher discretion • High school library databases and Noodletools • Independent Reading – Students may choose from the following: <ul style="list-style-type: none"> • Student selection from high school library, public library, teacher library, personal library 	

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Course Content	Student Performance	Resources	Assessments
E. Glossary Terms (see Reading Assessment Anchor Glossary in Appendix) • Students Will Be Familiar With the Following Glossary Terms: • Accuracy • Assertion • Autobiography • Biography • Content Specific Words • Context Clues • Editorials • Expository Text • Graphic Organizer • Headings, Graphics and Charts		• Other level appropriate selections may be chosen from supplemental materials per teacher discretion and individual student need	

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A.1.6 Identify, describe and analyze genre of text
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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Informational text • Literary nonfiction • Nonfiction • Print Media • Public Document • Source • Subject Area • Style • Target Words • Text Structure • Thesis • Validity 			

Reading Planned Course – Grade 9 Reading Edge

Unit: **PSSA Preparation**

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Course Content	Student Performance	Resources	Assessments
<p>A. Reading for Tests:</p> <ul style="list-style-type: none"> Standardized tests <ul style="list-style-type: none"> Reader's Handbook ch. 12 (pp. 632-637) <p>B. Supplemental Materials May Be Used From the Following List:</p> <ul style="list-style-type: none"> Measuring Up PSSA Coach Assessment Anchors Grade 8 <p>C. Princeton Review Online</p> <ul style="list-style-type: none"> Glossary Terms (See Reading Assessment Anchor Glossary in Appendix) Students Will Be Familiar With the Following Glossary Terms: <ul style="list-style-type: none"> Affix Analysis 	<ul style="list-style-type: none"> Identify and/or apply meaning of multiple-meaning words in text Identify and/or apply a synonym or antonym of a word in text Identify how the meaning of a word is changed when a affix is added; identify the meaning of a word from the text with an affix Define and/or apply how the meanings of words or phrases change when using context clues given in explanatory sentences or through the use or examples in the text Make inferences and/or draw conclusions based on information from text 	<ul style="list-style-type: none"> Reader's Handbook (Copyright 2002) Great Source Education Group, Houghton Mifflin Reader's Handbook Student Application Book (Copyright 2002) Great Source Education Group, Houghton Mifflin PSSA Coach Assessment Anchors Reading Grade 8 (Copyright 2005) Triumph Learning Measuring Up to Pennsylvania Academic Standards, Reading, Level H (Copyright 2001) Peoples Publishing Group Princeton Review online at www.homerom.com 	<ul style="list-style-type: none"> Class work Written Responses: <ul style="list-style-type: none"> PSSA coach Student applications cook Measuring up Constructed Response Tests & quizzes Class discussions Teacher generated activities

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Antonym • Bias • Conflict Problem • Context Clues • Contrast • Differentiate • Evaluate • Fable • Fairy Tale • Fiction • Figurative Language • First Person • Focus • Folktales • Generalization • Genre • Homophone • Hyperbole • Idiomatic Language • Imagery 	<ul style="list-style-type: none"> • Cite evidence from text to support generalizations and conclusions • Identify and/or explain stated or implied main ideas and relevant supporting details from text • Summarize the key details and events of a fictional text as a whole • Identify and/or analyze intended purpose of text • Describe and/or analyze examples of text that support its intended purpose • Summarize the major points, processes, and/or events of a nonfictional text as a whole 	<ul style="list-style-type: none"> • Other level appropriate selections may be chosen from supplemental materials per teacher discretion and individual student need 	

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Implicit • Inference • Main idea • Metaphor • Multiple Meaning Words • Narrative • Nonfiction • Prefixes • Problem/solution • Propaganda Techniques and Persuasive Tactics • Retell • Root Word • Setting • Suffix • Summarize • Synonym 	<ul style="list-style-type: none"> • Interpret, compare, describe, analyze, and/or evaluate the relationships among the following within or between fiction and literary nonfiction: character, setting, plot (action), theme, tone, style, mood, symbolism • Interpret, compare, describe, analyze, and/or evaluate connections between text • Identify, interpret, compare describe, and/or analyze examples of personification, simile, metaphor, hyperbole, satire, imagery, foreshadowing, flashbacks and irony in text 		

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Theme • Tone • Voice 	<ul style="list-style-type: none"> • Identify, interpret, describe, and/or analyze the author's purpose and/or effectiveness at using figurative language in text 		

Reading Planned Course – Grade 9 Reading Edge

Unit: **Writing**

State Curriculum Standard: **1.4.11 Types of writing**
1.5.11 Quality of writing

PSSA Anchor: **None**

PSSA Writing Rubric: **See Appendix D**

Course Content	Student Performance	Resources	Assessments
<p>F. Basics of Writing (Clear and Coherent, Audience and Purpose, Writing Stages, Use of Formal and Informal Language)</p> <p>G. Measuring Up</p> <ul style="list-style-type: none"> • Reading for Information Lesson 9; Writing Workshop: How to Write to Inform, ch. 2, pp. 107-109 • Reading to Perform a Task; Lesson 9; Writing Workshop: How to Use Data to Persuade, ch. 3, pp. 149-150 • Reading Narratives; Lesson 14; Writing Workshop: How to Write a Narrative, ch. 4, pp. 237-239 • The English Language; Writing Workshop: How to Edit for Word Choice, ch. 6, pp. 329-330 	<p>Students will:</p> <ul style="list-style-type: none"> • Apply knowledge of basic writing to responses to literature • Demonstrate knowledge and understanding of narrative, informational, and persuasive writing • Read and respond to fiction and nonfiction • Write a persuasive paragraph including a clearly stated position or opinion • Write an expository paragraph • Write a narrative paragraph • Write a 5 sentence paragraph in response to a prompt • Respond with relevant information or opinions to questions asked • Write a retelling of a short passage or story • Write with a sharp, distinct focus 	<ul style="list-style-type: none"> • Reading & Writing Sourcebook Level 9 (Copyright 2000) Great Source Education Group, Houghton Mifflin • Measuring Up to Pennsylvania Academic Standards, Reading, Level H (Copyright 2001) Peoples Publishing Group • Princeton Review, www.homerom.com • Supplemental materials as needed for individual remediation • Other level appropriate selections may be chosen from supplemental materials per teacher discretion and individual student need 	<ul style="list-style-type: none"> • Tests and quizzes • Classroom discussions • Written responses: <ul style="list-style-type: none"> • PSSA Reading Coach • Sourcebook responses • Journals • Essays • Cooperative learning activities • Teacher generated activities

Reading Planned Course – Grade 9 Reading Edge

Unit: **Writing**

State Curriculum Standard: **1.4.11 Types of writing**
1.5.11 Quality of writing

PSSA Anchor: **None**

PSSA Writing Rubric: **See Appendix D**

Course Content	Student Performance	Resources	Assessments
<p>F. Three Types of Writing:</p> <ul style="list-style-type: none"> • Narrative • Persuasive • Informational <p>G. Sourcebook – Choose from the Following:</p> <ul style="list-style-type: none"> • “Bridges” pp. 21-32 • “The Richer, the Poorer” pp. 119-124 • “Refusing Service” pp. 177-186” • “Time to Look and Listen” pp. 187-196 • “A Soldier’s Letter Home” pp. 197-205 • “Harrison Bergeron” pp. 219-227 <p>H. Glossary Terms (see Reading Assessment Anchor Glossary in Appendix)</p> <ul style="list-style-type: none"> • Students Will Be Familiar With the Following Glossary Terms: 	<ul style="list-style-type: none"> • Establish and maintain a single point of view in written responses 		

Reading Planned Course – Grade 9 Reading Edge

Unit: **Writing**

State Curriculum Standard: **1.4.11 Types of writing**
1.5.11 Quality of writing

PSSA Anchor: **None**

PSSA Writing Rubric: **See Appendix D**

Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Accuracy • Author's Purpose • Author's Thesis • Compare • Conflict/Problem • Contrast • Conventions of Language • Descriptive Text • Dialogue • Expository Text • First Person • Focus • Graphic Organizer • Main Idea • Narrative • Plot • Point of View • Propaganda Techniques and Persuasive Tactics • Retell • Self-monitor • Story Maps • Summarize • Thesis • Validity • Venn Diagrams • Voice 			

Reading Planned Course – Grade 9 Reading Edge

Text and Resource List

- Reader's Handbook Great Source Education Group, Houghton Mifflin (Copyright 2002)
- Reader's Handbook Student Application Book Great Source Education Group, Houghton Mifflin (Copyright 2002)
- Reading & Writing Sourcebook Grade 9 Great Source Education Group, Houghton Mifflin (Copyright 2000)
- Reader's Handbook Program Package and Overhead Transparencies, Great Source, Houghton Mifflin Company
- PSSA Coach Assessment Anchors Reading Grade 8, Triumph Learning (Copyright 2005)
- Measuring Up to Pennsylvania Academic Standards, Reading, Level H, Peoples Publishing Group (Copyright 2001)
- *Hatchet*, (Gary Paulsen)
- *Hatchet*, A Unit Plan on CD (Barbara M. Linde)
- *Hatchet: Literature-In-Teaching Guide* (Gary Paulsen)
- *The Bully* (Paul Langan)
- *Teacher's Guide to the Bluford Series* (Eliza A. Comodromos)
- 145th Street Short Stories, (Walter Dean Myers), Delacorte Press (Copyright 2000)
- Newspaper articles and editorials per teacher discretion
- High school library databases and Noodletools
- Princeton Review online at www.homerom.com
- Independent Reading – Students may choose from the following:
 - Student selection from high school library, public library, teacher library, personal library
 - Must read one per marking period: one fiction and one nonfiction (two per course)
 - Other level appropriate selections may be chosen from supplemental materials per teacher discretion and individual student need