

# Reading Planned Course - Reading Edge Grade 10

Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.11 Learning to Read Independently**

PSSA Anchor: **R11.A.1 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**  
**R11A.2 Understand nonfiction text 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, conclusions, and make generalizations based on text.**  
**A.2.4 Identify and explain main ideas and relevant details**

Course Content	Student Performance	Resources	Assessments
<p>A. Identify Basic Ideas in Texts</p> <ul style="list-style-type: none"> <li>Main ideas</li> <li>Citing evidence</li> <li>Using headings and other text organizers</li> <li>Background knowledge/introduction PSSA Reading Coach Ch. 2 (pp. 36-46)</li> </ul> <p>B. Word Recognition Skills</p> <ul style="list-style-type: none"> <li>Using context clues</li> <li>Phrases and expressions</li> <li>Word roots, suffixes, prefixes PSSA Reading Coach Ch. 3 (pp. 47-53)</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the structure of informational materials</li> <li>Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading</li> <li>Identify and/or apply meaning of multiple-meaning words in text</li> <li>Identify and apply a synonym or antonym of a word in text</li> <li>Identify, describe, evaluate and synthesize the essential ideas in a text</li> <li>Identify and/or explain stated or implied main ideas and relevant supporting details from text</li> </ul>	<ul style="list-style-type: none"> <li><u>PSSA Reading Coach Grade 10</u> (Copyright 2002) Triumph Learning</li> <li><u>Reading &amp; Writing Sourcebook</u> (Copyright 2000) Great Source Education Group, Houghton Mifflin</li> <li><u>Reader's Handbook</u> (Copyright 2002) Great Source Education Group, Houghton Mifflin</li> <li><u>Reader's Handbook Student Application Book</u> (Copyright 2002) Great Source Education Group, Houghton Mifflin</li> </ul>	<ul style="list-style-type: none"> <li>Tests and quizzes</li> <li>PSSA Reading Coach: Review Assessments</li> <li>Classroom discussions</li> <li>Written responses: <ul style="list-style-type: none"> <li>PSSA Reading Coach</li> <li>Sourcebook responses</li> <li>Journals</li> <li>Essays</li> </ul> </li> <li>Cooperative learning activities</li> <li>Shared inquiry</li> <li>Oral presentations</li> <li>IRI Reading Assessments</li> <li>Teacher-generated activities</li> </ul>

# Reading Planned Course - Reading Edge Grade 10

Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.11 Learning to Read Independently**

PSSA Anchor: **R11.A.1 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**  
**R11A.2 Understand nonfiction text 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, conclusions, and make generalizations based on text.**  
**A.2.4 Identify and explain main ideas and relevant details**

Course Content	Student Performance	Resources	Assessments
<p>C. Sourcebook – Choose from the Following:</p> <ul style="list-style-type: none"> <li>• “It’s Quiet Now” pp. 33-40</li> <li>• “Dear Tia and Papa” p.82-86</li> <li>• “Puerto Rican Paradise” pp. 105-114</li> <li>• “One Morning” pp 134-142</li> <li>• “Forgetfulness and an Unwritten Letter” pp. 161-178</li> <li>• “A Man Reserves a Seat and Justice” pp. 170-178</li> <li>• “Rosa Parks” pp. 188-196</li> <li>• “Frustration” pp. 219-227</li> <li>• “Hints” pp. 228-238</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationship to other words</li> <li>• Understand the meaning of and apply key vocabulary across the various subject areas</li> <li>• Demonstrate after reading understanding and interpretation of fiction and non-fiction texts</li> <li>• Make, and support with evidence, assertions about text</li> </ul>	<ul style="list-style-type: none"> <li>• Reader’s Handbook Program Package and Overhead Transparencies, Great Source, Houghton Mifflin Company</li> <li>• Junior Great Books, Series 8 (Copyright 1992) The Great Books Foundation</li> <li>• Teacher choice from the following: <ul style="list-style-type: none"> <li>• <u>Snitch</u>, (Norah McClintock)</li> <li>• <u>Secrets in the Shadows</u>, (Anne Schraff)</li> </ul> </li> <li>• High school library databases and Noodletools</li> <li>• Princeton Review online at <a href="http://www.homeroom.com">www.homeroom.com</a></li> </ul>	

# Reading Planned Course - Reading Edge Grade 10

Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.11 Learning to Read Independently**

PSSA Anchor: **R11.A.1 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**  
**R11A.2 Understand nonfiction text 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, conclusions, and make generalizations based on text.**  
**A.2.4 Identify and explain main ideas and relevant details**

Course Content	Student Performance	Resources	Assessments
D. Glossary Terms (see Reading Assessment Anchor Glossary in appendix) <ul style="list-style-type: none"> <li>Students will be familiar with the following glossary terms:               <ul style="list-style-type: none"> <li>Antonym</li> <li>Context clues</li> <li>Contrast</li> <li>Dialogue</li> <li>Differentiate</li> <li>Explanatory sentence</li> <li>Expository text</li> <li>Fluency</li> <li>Graphic organizer</li> <li>Homophone</li> <li>Idiomatic language</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listen to others and contribute to class discussions</li> <li>Participate in large and small group discussions and presentations</li> <li>Ask clarifying questions</li> <li>Locate text for independent reading</li> <li>Read and respond to fiction and non-fiction texts</li> <li>Demonstrate fluency and comprehension in reading</li> <li>Use and understand media for learning purposes</li> <li>Participate in sustained silent reading</li> </ul>		

# **Reading Planned Course - Reading Edge** **Grade 10**

Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.11 Learning to Read Independently**

PSSA Anchor: **R11.A.1 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**  
**R11A.2 Understand nonfiction text 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, conclusions, and make generalizations based on text.**  
**A.2.4 Identify and explain main ideas and relevant details**

Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> <li>• Main Idea</li> <li>• Multiple meaning Words</li> <li>• Prefix</li> <li>• Root word</li> <li>• Self monitor</li> <li>• Story maps</li> <li>• Suffix</li> <li>• Summarize</li> <li>• Synonym</li> </ul>			

## Reading Planned Course - Reading Edge Grade 10

Unit: **Reading Critically in all Content Areas**

State Curriculum Standard: **1.1.11 Learning to Read Independently**  
**1.2.11 Learning to Read in the Content Areas**  
**1.3.11 Reading, Analyzing and Interpreting Literature**

PSSA Anchor: **R11.A.1 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**  
**R11A.2 Understand nonfiction text 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, conclusions, and make generalizations based on text.**  
**A.2.4 Identify and explain main ideas and relevant details**  
**A.2.5 Summarize a nonfictional text as a whole.**  
**A.2.6 Identify, describe, and analyze genre of text**  
**R11B.1 Interpret, compare, describe, analyze, and evaluate components within and between text.**  
**B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.**

Course Content	Student Performance	Resources	Assessments
A. Reading for Facts <ul style="list-style-type: none"> <li>Checking back in the selection</li> </ul> PSSA Reading Coach Ch. 6 (pp. 68-73)           B. Making Inferences and Drawing Conclusions <ul style="list-style-type: none"> <li>Inferences</li> <li>Cause and effect</li> <li>Predicting outcomes PSSA Reading Coach Ch. 7 (pp. 74-80)</li> </ul>	<ul style="list-style-type: none"> <li>Identify, describe, evaluate and synthesize the essential ideas in a text</li> <li>Identify and explain stated or implied main ideas and relevant supporting details from text</li> <li>Demonstrate after reading understanding and interpretation of fiction and non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li><u>PSSA Reading Coach, Grade 10</u> (Triumph Learning, 2002)</li> <li>Reading and Writing Sourcebook, Great Source Education Group, Houghton Mifflin</li> <li>Princeton Review</li> <li>Newspapers, articles</li> <li><u>Junior Great Books, Series 8</u> (Copyright 1992) The Great Books Foundation</li> </ul>	<ul style="list-style-type: none"> <li>Tests and quizzes</li> <li>PSSA Reading Coach: Review Assessments</li> <li>Classroom discussions</li> <li>Written responses:               <ul style="list-style-type: none"> <li>PSSA Reading Coach</li> <li>Sourcebook responses</li> <li>Journals</li> <li>Essays</li> </ul> </li> <li>Cooperative learning activities</li> </ul>

## Reading Planned Course - Reading Edge Grade 10

Unit: **Reading Critically in all Content Areas**

State Curriculum Standard: **1.1.11 Learning to Read Independently**  
**1.2.11 Learning to Read in the Content Areas**  
**1.3.11 Reading, Analyzing and Interpreting Literature**

PSSA Anchor: **R11.A.1 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**  
**R11A.2 Understand nonfiction text 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, conclusions, and make generalizations based on text.**  
**A.2.4 Identify and explain main ideas and relevant details**  
**A.2.5 Summarize a nonfictional text as a whole.**  
**A.2.6 Identify, describe, and analyze genre of text**  
**R11B.1 Interpret, compare, describe, analyze, and evaluate components within and between text.**  
**B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.**

Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> <li>Sourcebook - Choose from the following:               <ul style="list-style-type: none"> <li>"The Knight in Person" pp. 143-151</li> <li>"Survival" pp. 41-50</li> <li>"Visit to Africa" pp. 73-81</li> <li>"The Price of Pride" pp. 94-104</li> </ul> </li> <li>C. Fact and Opinion Stereotypes and exaggerations; PSSA Reading Coach Ch. 8 (pp. 81-87)</li> </ul>	<ul style="list-style-type: none"> <li>Make, and support with evidence, assertions about text</li> <li>Make inferences and/or draw conclusions based on information from text</li> <li>Identify and analyze intended purpose of text</li> <li>Describe and analyze examples of text that support its intended purpose</li> </ul>	<ul style="list-style-type: none"> <li>Teacher choice from the following:               <ul style="list-style-type: none"> <li><u>Snitch</u>, (Norah McClintock)</li> <li><u>Secrets in the Shadows</u>, (Anne Schraff)</li> </ul> </li> <li>High school library databases and Noodletools</li> <li>Princeton Review online at <a href="http://www.homerom.com">www.homerom.com</a></li> </ul>	<ul style="list-style-type: none"> <li>Shared inquiry</li> <li>Oral presentations</li> <li>Teacher-generated activities</li> <li>Teacher/student rubric evaluation sheet</li> <li>Video assessment</li> <li>Peer rubric</li> <li>Role play</li> <li>Write direct quotes from interviewer relevant to topic</li> <li>Oral presentation</li> <li>Collage</li> <li>Interview presentation</li> </ul>

# Reading Planned Course - Reading Edge

## Grade 10

Unit: **Reading Critically in all Content Areas**

State Curriculum Standard: **1.1.11 Learning to Read Independently**  
**1.2.11 Learning to Read in the Content Areas**  
**1.3.11 Reading, Analyzing and Interpreting Literature**

PSSA Anchor: **R11.A.1 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**  
**R11A.2 Understand nonfiction text 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, conclusions, and make generalizations based on text.**  
**A.2.4 Identify and explain main ideas and relevant details**  
**A.2.5 Summarize a nonfictional text as a whole.**  
**A.2.6 Identify, describe, and analyze genre of text**  
**R11B.1 Interpret, compare, describe, analyze, and evaluate components within and between text.**  
**B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.**

Course Content	Student Performance	Resources	Assessments
D. Identifying the Author's Purpose and Effectiveness <ul style="list-style-type: none"> <li>Author's choice of language</li> <li>Tone and mood</li> <li>Intended Audience</li> <li>PSSA Reading Coach Ch. 9 (pp. 88-95)</li> <li>Sourcebook – Choose from the following:               <ul style="list-style-type: none"> <li>"Finding Patrick" pp. 20-32</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Analyze the relationships, uses, and effectiveness of literary elements</li> <li>Analyze the effectiveness, in terms of quality, of the author's use of literary devices</li> <li>Read and understand works of literature</li> <li>Listen to others and contribute to class discussions</li> </ul>	<ul style="list-style-type: none"> <li><u>PSSA Reading Coach, Grade 10</u> (Triumph Learning, 2002)</li> <li>Reading and Writing Sourcebook, Great Source Education Group, Houghton Mifflin</li> <li>Princeton Review</li> <li>Newspapers, articles</li> <li><u>Junior Great Books, Series 8</u> (Copyright 1992) The Great Books Foundation</li> </ul>	

# Reading Planned Course - Reading Edge Grade 10

Unit: **Reading Critically in all Content Areas**

State Curriculum Standard: **1.1.11 Learning to Read Independently**  
**1.2.11 Learning to Read in the Content Areas**  
**1.3.11 Reading, Analyzing and Interpreting Literature**

PSSA Anchor: **R11.A.1 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**  
**R11A.2 Understand nonfiction text 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, conclusions, and make generalizations based on text.**  
**A.2.4 Identify and explain main ideas and relevant details**  
**A.2.5 Summarize a nonfictional text as a whole.**  
**A.2.6 Identify, describe, and analyze genre of text**  
**R11B.1 Interpret, compare, describe, analyze, and evaluate components within and between text.**  
**B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.**

Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> <li>• “If You Ain’t Got Heart, You Ain’t Got Nada” pp. 115-122</li> <li>• “Her Life Was Not a Joke” pp. 123-133</li> </ul> <p>E. Glossary Terms (see Reading Assessment Anchor Glossary in appendix)</p> <ul style="list-style-type: none"> <li>• Students will be familiar with the following glossary terms:</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in large and small group discussions and presentations</li> <li>• Ask clarifying questions.</li> <li>• Locate text for independent reading</li> <li>• Read and respond to fiction and nonfiction texts</li> <li>• Demonstrate fluency and comprehension in reading.</li> <li>• Use and understand a variety of media for learning purposes</li> <li>• Participate in sustained silent reading</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher choice from the following: <ul style="list-style-type: none"> <li>• <u>Snitch</u>, (Norah McClintock)</li> <li>• <u>Secrets in the Shadows</u>, (Anne Schraff)</li> </ul> </li> <li>• High school library databases and Noodletools</li> <li>• Princeton Review online at <a href="http://www.homerom.com">www.homerom.com</a></li> </ul>	



# **Reading Planned Course - Reading Edge** **Grade 10**

Unit: **Reading Critically in all Content Areas**

State Curriculum Standard: **1.1.11 Learning to Read Independently**  
**1.2.11 Learning to Read in the Content Areas**  
**1.3.11 Reading, Analyzing and Interpreting Literature**

PSSA Anchor: **R11.A.1 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**  
**R11A.2 Understand nonfiction text 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, conclusions, and make generalizations based on text.**  
**A.2.4 Identify and explain main ideas and relevant details**  
**A.2.5 Summarize a nonfictional text as a whole.**  
**A.2.6 Identify, describe, and analyze genre of text**  
**R11B.1 Interpret, compare, describe, analyze, and evaluate components within and between text.**  
**B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.**

Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> <li>• Assertion</li> <li>• Author's Purpose</li> <li>• Author's Thesis</li> <li>• Bias</li> <li>• Cause &amp; Effect</li> <li>• Evaluate</li> <li>• Generalization</li> <li>• Graphic Organizer</li> <li>• Implicit</li> <li>• Inference</li> <li>• Main idea</li> </ul>			

# **Reading Planned Course - Reading Edge Grade 10**

Unit: **Reading Critically in all Content Areas**

State Curriculum Standard: **1.1.11 Learning to Read Independently**  
**1.2.11 Learning to Read in the Content Areas**  
**1.3.11 Reading, Analyzing and Interpreting Literature**

PSSA Anchor: **R11.A.1 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**  
**R11A.2 Understand nonfiction text 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, conclusions, and make generalizations based on text.**  
**A.2.4 Identify and explain main ideas and relevant details**  
**A.2.5 Summarize a nonfictional text as a whole.**  
**A.2.6 Identify, describe, and analyze genre of text**  
**R11B.1 Interpret, compare, describe, analyze, and evaluate components within and between text.**  
**B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.**

Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> <li>• Mood</li> <li>• Nonfiction</li> <li>• Poetry</li> <li>• Propaganda</li> <li>• Tone</li> <li>• Validity</li> </ul>			

## Reading Planned Course - Reading Edge Grade 10

Unit: **Analyzing and Interpreting Literature**

State Curriculum Standard: **1.1.11 Learning to Read Independently**  
**1.2.11 Learning to Read in the Content Areas**  
**1.3.11 Reading, Analyzing and Interpreting Literature**

PSSA Anchor: **R11.A.1 Understand fiction appropriate to grade level**  
**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**  
**R11A.2 Understand nonfiction text 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, conclusions, and make generalizations based on text.**  
**A.2.4 Identify and explain main ideas and relevant details**  
**A.2.5 Summarize a nonfictional text as a whole.**  
**A.2.6 Identify, describe, and analyze genre of text**  
**R11B.1 Interpret, compare, describe, analyze, and evaluate components within and between text**  
**B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.**  
**R11B.2 Identify, interpret, describe, and analyze literary devices in fictional and literary nonfictional text**  
**B.2.1 Identify, interpret, compare, describe, and analyze figurative language and literary structures in fiction and nonfictional text.**

Course Content	Student Performance	Resources	Assessments
<p>A. Analyzing Characters</p> <ul style="list-style-type: none"> <li>How characters change</li> <li>Comparing Characters; PSSA Reading Coach Ch. 11 (pp. 102-108)</li> </ul> <p>B. Analyzing Story Plots</p> <ul style="list-style-type: none"> <li>Problems and resolutions</li> <li>Setting</li> <li>Sequence</li> <li>PSSA Reading Coach Ch.12 (pp. 109-116)</li> <li>Reader's Handbook (pp. 313-345)</li> </ul>	<ul style="list-style-type: none"> <li>Read and understand works of literature</li> <li>Demonstrate after reading understanding and interpretation of fiction texts</li> <li>Demonstrate fluency and comprehension in reading.</li> <li>Identify and analyze intended purpose of text</li> <li>Describe and analyze examples of text that support its intended purpose</li> </ul>	<ul style="list-style-type: none"> <li><u>PSSA Reading Coach, Grade 10</u> , Triumph Learning, 2002</li> <li><u>Reading and Writing Sourcebook</u>, Great Source Education Group, Houghton Mifflin, 2000</li> <li><u>Reader's Handbook</u> ,Great Source Education Group, Houghton Mifflin, 2002</li> <li><u>Reader's Handbook Student Application Book</u>, Great Source Education Group, Houghton Mifflin, 2002</li> </ul>	<ul style="list-style-type: none"> <li>Tests and quizzes</li> <li>PSSA Reading Coach: Review Assessments</li> <li>Classroom discussions</li> <li>Written responses: <ul style="list-style-type: none"> <li>PSSA Reading Coach</li> <li>Sourcebook responses</li> <li>Journals</li> <li>Essays</li> </ul> </li> <li>Cooperative learning activities</li> </ul>

# Reading Planned Course - Reading Edge

## Grade 10

Unit: **Analyzing and Interpreting Literature**

State Curriculum Standard: **1.1.11 Learning to Read Independently**  
**1.2.11 Learning to Read in the Content Areas**  
**1.3.11 Reading, Analyzing and Interpreting Literature**

PSSA Anchor: **R11.A.1 Understand fiction appropriate to grade level**  
**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**  
**R11A.2 Understand nonfiction text 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, conclusions, and make generalizations based on text.**  
**A.2.4 Identify and explain main ideas and relevant details**  
**A.2.5 Summarize a nonfictional text as a whole.**  
**A.2.6 Identify, describe, and analyze genre of text**  
**R11B.1 Interpret, compare, describe, analyze, and evaluate components within and between text**  
**B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.**  
**R11B.2 Identify, interpret, describe, and analyze literary devices in fictional and literary nonfictional text**  
**B.2.1 Identify, interpret, compare, describe, and analyze figurative language and literary structures in fiction and nonfictional text.**

Course Content	Student Performance	Resources	Assessments
C. Literary Techniques to Convey Meaning <ul style="list-style-type: none"> <li>Figurative language</li> <li>Simile and metaphor</li> <li>Other literary devices</li> <li>Flashback</li> <li>Foreshadowing</li> <li>Symbolism</li> <li>Personifications</li> <li>Irony</li> <li>Overstatement and Understatement</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the relationships, uses and effectiveness of literary elements, including:               <ul style="list-style-type: none"> <li>Personification</li> <li>Simile</li> <li>Metaphor</li> <li>Foreshadowing</li> <li>Flashbacks</li> <li>Irony</li> </ul> </li> <li>Identify, describe and analyze the author's purpose and/or effectiveness in using figurative language in text</li> </ul>	<ul style="list-style-type: none"> <li>Princeton Review online at <a href="http://www.homerom.com">www.homerom.com</a></li> <li>Newspapers, articles</li> <li><u>Junior Great Books, Series 8</u>, The Great Books Foundation, 1992</li> <li><u>145<sup>th</sup> Street Short Stories</u>, Walter Dean Myers, Delacorte Press, 2000</li> </ul>	<ul style="list-style-type: none"> <li>Oral presentations</li> <li>Teacher-generated activities</li> </ul>

# Reading Planned Course - Reading Edge Grade 10

Unit: **Analyzing and Interpreting Literature**

State Curriculum Standard: **1.1.11 Learning to Read Independently**  
**1.2.11 Learning to Read in the Content Areas**  
**1.3.11 Reading, Analyzing and Interpreting Literature**

PSSA Anchor: **R11.A.1 Understand fiction appropriate to grade level**  
**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**  
**R11A.2 Understand nonfiction text 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, conclusions, and make generalizations based on text.**  
**A.2.4 Identify and explain main ideas and relevant details**  
**A.2.5 Summarize a nonfictional text as a whole.**  
**A.2.6 Identify, describe, and analyze genre of text**  
**R11B.1 Interpret, compare, describe, analyze, and evaluate components within and between text**  
**B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.**  
**R11B.2 Identify, interpret, describe, and analyze literary devices in fictional and literary nonfictional text**  
**B.2.1 Identify, interpret, compare, describe, and analyze figurative language and literary structures in fiction and nonfictional text.**

Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> <li>Paradox</li> <li>PSSA Reading Coach Ch.14, (pp. 124-139)</li> </ul> <p>D. Functional Documents / Reading for the Everyday World; Readers Handbook pp.568-595</p> <p>E. Sourcebook – Choose from the Following:</p> <ul style="list-style-type: none"> <li>“How it Feels to be Colored Me” pp. 51-63</li> <li>“The Guest Who Ran Away” pp. 87-93</li> </ul>	<ul style="list-style-type: none"> <li>Read and respond to fiction and non-fiction texts</li> <li>Contribute to discussions</li> <li>Participate in small and large group discussions and presentations</li> <li>Understand the meaning of new words during reading.</li> <li>Use media for learning purposes</li> <li>Participate in sustained silent reading</li> </ul>		

# Reading Planned Course - Reading Edge Grade 10

Unit: **Analyzing and Interpreting Literature**

State Curriculum Standard: **1.1.11 Learning to Read Independently**  
**1.2.11 Learning to Read in the Content Areas**  
**1.3.11 Reading, Analyzing and Interpreting Literature**

PSSA Anchor: **R11.A.1 Understand fiction appropriate to grade level**  
**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**  
**R11A.2 Understand nonfiction text 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, conclusions, and make generalizations based on text.**  
**A.2.4 Identify and explain main ideas and relevant details**  
**A.2.5 Summarize a nonfictional text as a whole.**  
**A.2.6 Identify, describe, and analyze genre of text**  
**R11B.1 Interpret, compare, describe, analyze, and evaluate components within and between text**  
**B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.**  
**R11B.2 Identify, interpret, describe, and analyze literary devices in fictional and literary nonfictional text**  
**B.2.1 Identify, interpret, compare, describe, and analyze figurative language and literary structures in fiction and nonfictional text.**

Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> <li>“A Taste of War” pp. 197-207</li> <li>“War Comes to Our Island” pp. 208-218</li> </ul> <p>F. Glossary Terms (See Reading Assessment Anchor Glossary in appendix)</p> <ul style="list-style-type: none"> <li>Students will be familiar with the following glossary terms:             <ul style="list-style-type: none"> <li>Analysis</li> <li>Characterization</li> <li>Climax</li> </ul> </li> </ul>			

# Reading Planned Course - Reading Edge Grade 10

Unit: **Analyzing and Interpreting Literature**

State Curriculum Standard: **1.1.11 Learning to Read Independently**  
**1.2.11 Learning to Read in the Content Areas**  
**1.3.11 Reading, Analyzing and Interpreting Literature**

PSSA Anchor: **R11.A.1 Understand fiction appropriate to grade level**  
**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**  
**R11A.2 Understand nonfiction text 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, conclusions, and make generalizations based on text.**  
**A.2.4 Identify and explain main ideas and relevant details**  
**A.2.5 Summarize a nonfictional text as a whole.**  
**A.2.6 Identify, describe, and analyze genre of text**  
**R11B.1 Interpret, compare, describe, analyze, and evaluate components within and between text**  
**B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.**  
**R11B.2 Identify, interpret, describe, and analyze literary devices in fictional and literary nonfictional text**  
**B.2.1 Identify, interpret, compare, describe, and analyze figurative language and literary structures in fiction and nonfictional text.**

Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> <li>• Compare</li> <li>• Conflict/Problem</li> <li>• Contrast</li> <li>• Fiction</li> <li>• Figurative Language</li> <li>• Flashback</li> <li>• Foreshadowing</li> <li>• Genre</li> <li>• Graphic Organizer</li> <li>• Irony</li> <li>• Metaphor</li> <li>• Personification</li> <li>• Plot</li> </ul>			

# Reading Planned Course - Reading Edge Grade 10

Unit: **Analyzing and Interpreting Literature**

State Curriculum Standard: **1.1.11 Learning to Read Independently**  
**1.2.11 Learning to Read in the Content Areas**  
**1.3.11 Reading, Analyzing and Interpreting Literature**

PSSA Anchor: **R11.A.1 Understand fiction appropriate to grade level**  
**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**  
**R11A.2 Understand nonfiction text 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, conclusions, and make generalizations based on text.**  
**A.2.4 Identify and explain main ideas and relevant details**  
**A.2.5 Summarize a nonfictional text as a whole.**  
**A.2.6 Identify, describe, and analyze genre of text**  
**R11B.1 Interpret, compare, describe, analyze, and evaluate components within and between text**  
**B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.**  
**R11B.2 Identify, interpret, describe, and analyze literary devices in fictional and literary nonfictional text**  
**B.2.1 Identify, interpret, compare, describe, and analyze figurative language and literary structures in fiction and nonfictional text.**

Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> <li>• Problem/Solution</li> <li>• Resolution</li> <li>• Rising action</li> <li>• Setting</li> <li>• Simile</li> <li>• Symbolism</li> <li>• Theme</li> </ul>			



# Reading Planned Course - Reading Edge Grade 10

Unit: **Constructed Response Questions**

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>A. Basics of Writing; Clear and Coherent, Audience and Purpose, Writing Stages, Use of Formal and Informal Language</p> <p>B. Strategies for Answering Constructed Response Questions; PSSA Reading Coach, Ch. 1 (p. 12-35), Sourcebook, "The Eatonville Anthology", p. 64-72</p> <ul style="list-style-type: none"> <li>• Writing your answers</li> <li>• Bulleted reminders</li> <li>• Answering the question that is asked</li> <li>• Answering all parts of the question</li> <li>• Using the information from the selection</li> <li>• Using ideas that support your answer</li> <li>• Including your own ideas</li> <li>• Comparing and contrasting</li> <li>• Convincing your audience</li> </ul>	<ul style="list-style-type: none"> <li>• Apply knowledge of basic writing to responses to literature</li> <li>• Demonstrate knowledge and understanding of informational and persuasive writing</li> <li>• Read and respond to fiction and nonfiction</li> <li>• Write a persuasive paragraph including a clearly stated position or opinion</li> <li>• Write an expository paragraph</li> <li>• Paraphrase a quote</li> <li>• Write a 5-7 sentence paragraph in response to a prompt</li> <li>• Respond with relevant information or opinions to questions asked</li> <li>• Write a retelling of a short passage or story</li> <li>• Write with a sharp, distinct focus</li> </ul>	<ul style="list-style-type: none"> <li>• <u>PSSA Reading Coach Grade 10</u>, Triumph Learning, 2002</li> <li>• <u>Reading &amp; Writing Sourcebook</u>, Great Source Education Group, Houghton Mifflin, 2000</li> <li>• <u>Writers INC, Student Handbook for Writing and Learning</u> (Copyright 2001) Great Source Education Group</li> <li>• Writers INC, Program Package</li> <li>• Princeton Review, <a href="http://www.homeroom.com">www.homeroom.com</a></li> <li>• Supplemental materials as needed for individual remediation</li> <li>• Other level appropriate selections may be chosen from supplemental materials per teacher discretion and individual student needs</li> </ul>	<ul style="list-style-type: none"> <li>• Tests and quizzes</li> <li>• Classroom discussions</li> <li>• Written responses: <ul style="list-style-type: none"> <li>• PSSA Reading Coach</li> <li>• Sourcebook responses</li> <li>• Journals</li> <li>• Essays</li> </ul> </li> <li>• Cooperative learning activities</li> <li>• Teacher-generated activities</li> </ul>

# **Reading Planned Course - Reading Edge Grade 10**

Unit: **Constructed Response Questions**

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>C. The Process of Writing: Writer's Inc. pp. 1-133</p> <ul style="list-style-type: none"> <li>Understanding the writing process</li> <li>Using the writing process</li> <li>Basic elements of writing</li> <li>Art of writing</li> </ul> <p>D. Two Types of Writing: Persuasive and Informational; Sourcebook – Choose from the following: “The Victorious Feudal Knight” pp. 152-160 “Ancestry” pp. 179-187 “High School: The Bad and the Good” pp. 12-19</p> <p>E. Interpretation of and Responding to Quotes; Teacher-Created Materials and Journal Prompts</p> <p>F. Glossary Terms (See Reading Assessment Anchor Glossary in Appendix)</p> <ul style="list-style-type: none"> <li>Accuracy</li> <li>Author's purpose</li> </ul>	<ul style="list-style-type: none"> <li>Establish and maintain a single point of view in written responses</li> </ul>		

**Reading Planned Course - Reading Edge  
Grade 10**

Unit: **Constructed Response Questions**

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

PSSA Anchor: **None**  
PSSA Writing Rubric: **See Appendix D**

<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"><li>• Author's thesis</li><li>• Compare</li><li>• Contrast</li><li>• Conventions of language</li><li>• Expository text</li><li>• Focus</li><li>• Graphic organizer</li><li>• Narrative</li><li>• Point of view</li><li>• Propaganda techniques and Persuasive tactics</li><li>• Retell</li><li>• Self-monitor</li><li>• Summarize</li><li>• Thesis</li><li>• Validity</li><li>• Venn diagrams</li><li>• Voice</li></ul>			

## Reading Planned Course – Grade 10 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 Great Source Education Group, Houghton Mifflin, (Copyright 2000)
- PSSA Reading Coach Grade 10, Triumph Learning, (Copyright 2002)
- Writers INC Student Handbook for Writing and Learning, Great Source Education Group, (Copyright 2001)
- Writers INC Program Package
- Reader's Handbook Program Package and Overhead Transparencies, Great Source, Houghton Mifflin Company
- Junior Great Books, Series 8, The Great Books Foundation, (Copyright 1992)
- Newspaper articles and editorials per teacher discretion
- *Snitch*, (Norah McClintock)
- *Secrets in the Shadows*, (Anne Schraff)
- High School Library Databases and Noodletools
- Princeton Review Online at [www.homerom.com](http://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