

Remedial Reading Planned Course - Reading Edge Grade 11

Unit: **Comprehension and Reading Skills – Fiction**

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

PSSA Anchor: **R11A.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

PSSA Writing: **Rubrics See Appendix C**

PSSA Reading: **Rubric See Appendix D**

Course Content	Student Performance	Resources	Assessments
<p>A. Identify Meaning of Vocabulary: PSSA Coach Lesson 4</p> <p>B. Apply Word Recognition Skills: PSSA Coach, Lessons 1 – 2 and/or Reader's Handbook pp. 657 - 684</p> <p>C. Context Clues: PSSA Coach Lesson 3 – 4 and/or Reader's Handbook pp. 666 - 672</p> <p>D. Make Inferences, Draw Conclusions, Make Assertions Based on Text PSSA Coach Lesson 6 and/or Reader's Handbook pp. 46 -48</p>	<ul style="list-style-type: none"> Identify the meaning of a multiple-meaning word used in text Identify a synonym or antonym of a word used in text Identify how the meaning of a word is changed when is changed when an affix is added; identify the meaning of a word from the text with an affix Define and/or apply how the meaning of words or phrases changes hen using context clues given in explanatory sentences or through the use of examples in the text 	<ul style="list-style-type: none"> <u>Reader's Handbook StudentApplication Book, Great Source Education Group</u>, Houghton Mifflin, 2002 <u>Basic Reading Skills Intervention Workbook Grade Level 11</u>, Prentice Hall - 2002 <u>PSSA Coach Assessment Anchors</u> ,Grade 11 <u>Reading and Writing Sourcebook Level 11</u>,Great Source, 2002 <u>Stories Without Endings Level 9 – 12</u>, Globe Feron, 1996 Princeton Review www.homerom.com 	<ul style="list-style-type: none"> Test and quizzes PSSA Reading Coach: Review Assessments Classroom discussions Written responses: <ul style="list-style-type: none"> PSSA Reading Coach Sourcebook responses Journals Essays Cooperative learning activities Shared inquiry Oral presentations IRI Reading assessments Teacher-generated activities Written responses: Basic Reading Skills Intervention Workbook

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PSSA Writing: **Rubrics See Appendix C**

PSSA Reading: **Rubric See Appendix D**

Course Content	Student Performance	Resources	Assessments
<p>E. Identify Main Idea(s) and Relevant Details PSSA Coach Lesson 5 and/or Reader's Handbook, pp. 55 and 262</p> <p>F. Retell or Summarize the Main Ideas/Themes of the Text(s) PSSA Coach Lesson 8</p> <p>G. Analyze the Uses and Effects of Dialogue, Symbolism, and/or Word Choice as they Contribute to the Impact of Literacy Selection, PSSA Coach Lessons 24 – 26 and/or Reader's Coach, pp. 372, 383</p>	<ul style="list-style-type: none"> • Make inferences and/or draw conclusions based on information from the text(s) • Cite evidence from text(s) to support generalizations • Identify and/or explain stated or implied main ideas and relevant supporting details from the 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 	<ul style="list-style-type: none"> • <u>Daily Warm-Ups Critical Thinking</u>, Walch Publishing 2003 • Vocabulary History and Geography Words Saddleback Publishing, 2002 • Vocabulary Media and Marketplace Words Saddleback Publishing, 2002 • Vocabulary Music, Art and Literature Words, Saddleback Publishing, 2002 • Vocabulary Science and Technology Words Saddleback Publishing, 2002 	<ul style="list-style-type: none"> • Tests from Reader's Handbook • Test Practice PSSA Coach Assessment Anchors • Written responses in Reading and Writing Sourcebook

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 - A.1.5 Summarize a fictional text as a whole**
 - A.1.6 Identify, describe, and analyze genre of text**

PSSA Writing: **Rubrics See Appendix C**

PSSA Reading: **Rubric See Appendix D**

Course Content	Student Performance	Resources	Assessments
<p>H. Sustained Silent Reading 30 Minutes Per Week Student and/or Teacher Selected Text</p> <p>I. Supplemental Materials may be Used from the Following List:</p> <ul style="list-style-type: none"> • <i>Junior Great Books</i> • <i>Reading and Writing Sourcebook</i> • <i>Reader's Handbook Kit</i> • <i>Prentice Hall Basic Skills Intervention Kit</i> • <i>PSSA Coach Assessment Anchors Jumpstart Reading</i> • <i>Princeton Review</i> www.homerom.com 	<ul style="list-style-type: none"> • Draw conclusions about the theme or the author's purpose in relation to selected text elements e.g. dialogue, symbolism, word choice 	<ul style="list-style-type: none"> • Vocabulary Workplace and Career Words, Saddleback Publishing, 2002 • Supplemental materials as needed for individual remediation • Other selections as per teacher discretion 	

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PSSA Writing: **Rubrics See Appendix C**

PSSA Reading: **Rubric See Appendix D**

Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • <i>Daily Warm-Ups Critical Thinking</i> • <i>Vocabulary History and Geography Words</i> • <i>Vocabulary Media and Marketplace Words</i> • <i>Vocabulary Music, Art and Literature Words</i> • <i>Vocabulary Science and Technology Words</i> • <i>Vocabulary Workplace and Career Words</i> • <i>Stories Without Endings</i> 			

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Unit: **Comprehension and Reading Skills – Non-Fiction**

State Curriculum Standard: **R.1.2.11 Learning to Read in the Content Areas**

PSSA Anchor: **R11A.2 Understand non-fiction appropriate to grade level.**

A.2.1 Identify and apply the meaning of vocabulary

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 non-fictional text as a whole

A.2.6 Identify, describe, and analyze genre of text

PSSA Writing Rubrics: **See Appendix C**

PSSA Reading Rubric: **See Appendix D**

Course Content	Student Performance	Resources	Assessments
<p>A. Identify the Meaning of Vocabulary PSSA Coach Lesson 4</p> <p>B. Apply Word Recognition Skills PSSA Coach Lessons 1 – 2 and/or Reader's Handbook pp. 657 - 684</p> <p>C. Context Clues PSSA Coach Lesson 3 – 4 and/or Reader's Handbook pp. 666 - 672</p> <p>D. Make Inferences, Draw Conclusions, Make Assertions Based on Text PSSA Coach Lesson 6 and/or Reader's Handbook pp. 46 -48</p> <p>E. Identify Main Idea(s) and Relevant Details PSSA Coach Lesson 5 and/or Reader's Handbook pp. 55 and 262</p>	<ul style="list-style-type: none"> Identify the meaning of a multiple-meaning word used in text Identify a synonym or antonym of a word used in text Identify how the meaning of a word is changed when is changed when an affix is added; identify the meaning of a word from the text with an affix Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences or through the use of examples in the text Make inferences and/or draw conclusions based on information from the text(s) Cite evidence from text(s) to 	<ul style="list-style-type: none"> Reader's Handbook Grade Level 11(Great Source 2002) <u>Basic Reading Skills Intervention Workbook Grade Level 11</u>, (Prentice Hall 2002) <u>PSSA Coach Assessment Anchors</u> (Grade 11) <u>Reading and Writing Sourcebook Level 11</u> (Great Source, 2002) <u>Stories Without Endings Level 9 – 12</u> (Globe Feron, 1996) Princeton Review www.homeroom.com Supplemental materials as needed for individual remediation Other selections as per teacher discretion. 	<ul style="list-style-type: none"> Test and quizzes PSSA Reading Coach: Review Assessments Classroom discussions Written responses: <ul style="list-style-type: none"> PSSA Reading Coach Sourcebook responses Journals Essays Cooperative learning activities Shared inquiry Oral presentations Teacher-generated activities

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<p>F. Retell or Summarize the Main Ideas/Themes of the Text(s) PSSA Coach Lesson 8</p> <p>G. Analyze the Uses and Effects of Dialogue, Symbolism, and/or Word Choice as they Contribute to the Impact of Literacy Selection PSSA Coach Lessons 24 – 26 and/or Reader's Coach pp. 372, 383</p> <p>H. Sustained Silent Reading 30 Minutes Per Week Student and/or Teacher Selected Text</p> <p>I. Supplemental Materials may be Used from the Following List:</p> <ul style="list-style-type: none"> • <i>Junior Great Books</i> • <i>Reading and Writing Sourcebook</i> • <i>Reader's Handbook Kit</i> • <i>Prentice Hall Basic Skills Intervention Kit</i> • <i>PSSA Coach Assessment Anchors Jumpstart Reading</i> • <i>Princeton Review www.homerroom.com</i> • <i>Vocabulary History and Geography Words</i> • <i>Vocabulary Media and Marketplace Words</i> • <i>Vocabulary Music, Art</i> 	<p>support generalizations</p> <ul style="list-style-type: none"> • Identify and/or explain stated or implied main ideas and relevant supporting details from the 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 • Draw conclusions about the theme or the author's purpose in relation to selected text elements e.g. dialogue, symbolism, word choice 		
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<i>and Literature Words</i> <ul style="list-style-type: none">• <i>Vocabulary Science and Technology Words</i>• <i>Vocabulary Workplace and Career Words</i>• <i>Stories Without Endings</i>			
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Unit: **Comprehension and Reading Skills – Non-Fiction**

State Curriculum Standard: **R.1.2.11 Learning to Read in the Content Areas**

PSSA Anchor: **R11A.2 Understand non-fiction appropriate to grade level.**

A.2.1 Identify and apply the meaning of vocabulary

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 non-fictional text as a whole

A.2.6 Identify, describe, and analyze genre of text

PSSA Writing Rubrics: **See Appendix C**

PSSA Reading Rubric: **See Appendix D**

Course Content	Student Performance	Resources	Assessments
<p>I. Identify the Meaning of Vocabulary PSSA Coach Lesson 4</p> <p>J. Apply Word Recognition Skills PSSA Coach Lessons 1 – 2 and/or Reader's Handbook pp. 657 - 684</p> <p>K. Context Clues PSSA Coach Lesson 3 – 4 and/or Reader's Handbook pp. 666 - 672</p> <p>L. Make Inferences, Draw Conclusions, Make Assertions Based on Text PSSA Coach Lesson 6 and/or Reader's Handbook pp. 46 -48</p> <p>M. Identify Main Idea(s) and Relevant Details PSSA Coach Lesson 5 and/or Reader's Handbook pp. 55 and 262</p>	<ul style="list-style-type: none"> Identify the meaning of a multiple-meaning word used in text Identify a synonym or antonym of a word used in text Identify how the meaning of a word is changed when is changed when an affix is added; identify the meaning of a word from the text with an affix Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences or through the use of examples in the text Make inferences and/or draw conclusions based on information from the text(s) Cite evidence from text(s) to 	<ul style="list-style-type: none"> Reader's Handbook Grade Level 11(Great Source 2002) <u>Basic Reading Skills Intervention Workbook Grade Level 11</u>, (Prentice Hall 2002) <u>PSSA Coach Assessment Anchors</u> (Grade 11) <u>Reading and Writing Sourcebook Level 11</u> (Great Source, 2002) <u>Stories Without Endings Level 9 – 12</u> (Globe Feron, 1996) Princeton Review www.homeroom.com Supplemental materials as needed for individual remediation Other selections as per teacher discretion. 	<ul style="list-style-type: none"> Test and quizzes PSSA Reading Coach: Review Assessments Classroom discussions Written responses: <ul style="list-style-type: none"> PSSA Reading Coach Sourcebook responses Journals Essays Cooperative learning activities Shared inquiry Oral presentations Teacher-generated activities

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<p>N. Retell or Summarize the Main Ideas/Themes of the Text(s) PSSA Coach Lesson 8</p> <p>O. Analyze the Uses and Effects of Dialogue, Symbolism, and/or Word Choice as they Contribute to the Impact of Literacy Selection PSSA Coach Lessons 24 – 26 and/or Reader's Coach pp. 372, 383</p> <p>P. Sustained Silent Reading 30 Minutes Per Week Student and/or Teacher Selected Text</p> <p>J. Supplemental Materials may be Used from the Following List:</p> <ul style="list-style-type: none"> • <i>Junior Great Books</i> • <i>Reading and Writing Sourcebook</i> • <i>Reader's Handbook Kit</i> • <i>Prentice Hall Basic Skills Intervention Kit</i> • <i>PSSA Coach Assessment Anchors Jumpstart Reading</i> • <i>Princeton Review www.homerroom.com</i> • <i>Vocabulary History and Geography Words</i> • <i>Vocabulary Media and Marketplace Words</i> • <i>Vocabulary Music, Art</i> 	<p>support generalizations</p> <ul style="list-style-type: none"> • Identify and/or explain stated or implied main ideas and relevant supporting details from the 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 • Draw conclusions about the theme or the author's purpose in relation to selected text elements e.g. dialogue, symbolism, word choice 		
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<i>and Literature Words</i> <ul style="list-style-type: none">• <i>Vocabulary Science and Technology Words</i>• <i>Vocabulary Workplace and Career Words</i>• <i>Stories Without Endings</i>			
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Unit: Reading, Analyzing and Interpreting Literature Components

State Curriculum Standard: 1.3.11 Reading, Analyzing and Interpreting Literature

- PSSA Anchor: **R.11. B.1** Interpret, compare, describe, analyze and evaluate components within and between text
- B.1.1.1.** Interpret, compare, describe, analyze and evaluate components of fiction and literary nonfiction
- B.1.1.1** Interpret, compare, describe, analyze and/or evaluate the relationships among the following within or between fiction and literary nonfiction.
- R.11. B.2** Identify, interpret, describe, analyze literary devices in fictional and literary nonfiction text
- B.2.11** Identify, interpret, compare, describe, and/or analyze examples of personification, simile, metaphor, Hyperbole, satire, imagery, foreshadowing, flashbacks and irony in text. Identify, interpret, describe, and/or analyze the author's purpose and/or effectiveness at using figuration language in text.
- B.2.1.2** Identify, interpret, describe, and/or analyze the author's purpose and/or effectiveness at using figurative language in text.

PSSA Writing Rubrics: See Appendix C

PSSA Reading Rubric: See Appendix D

Course Content	Student Performance	Resources	Assessments
<p>A. Character PSSA Coach Lesson 20 and/or Reader's Handbook pgs 368-369</p> <p>B. Setting PSSA Coach Lesson 20 and/or Reader's Handbook page 381</p> <p>C. Plot (action) PSSA Coach Lesson 20 and/or Reader's Handbook pgs 313-322</p> <p>D. Theme PSSA Coach Lesson 20 and/or Reader's Handbook pgs 345-350</p> <p>E. Tone, Style, Mood</p>	<ul style="list-style-type: none"> Interpret, compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among character within fictional or literary nonfiction text. Interpret, compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships between characters and other components of text. Interpret, compare, describe, analyze, and/or evaluate the setting of fiction or literary nonfiction. Interpret, compare, describe, analyze, and/or 	<ul style="list-style-type: none"> <i>Reader's Handbook Grades 11, Great Source 2002)</i> <u>Junior Great Books Series 9</u>, The Great Books Foundation, 1992 <u>Basic Reading Skills Intervention Workbook Grade Level 11</u>, (Prentice Hall 2002) <u>PSSA Coach Assessment Anchors</u> (Grade 11) <u>Stories Without Endings Level 9 – 12</u> (Globe Feron, 1996) Princeton Review www.homerom.com <u>Reading and Writing Sourcebook Level 11</u> (Great Source, 2002) Supplemental materials as 	<ul style="list-style-type: none"> Tests from <u>Reader's Handbook</u> Tests from Basic Reading Skills Intervention Workbook Grade Level 11, Writing Assignments from Junior Great Books, Series 9 Classroom discussions Other assessments at teacher discretion

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<p>PSSA Coach Lessons 10 - 11 and/or Reader's Handbook pgs 382 and 385</p> <p>F. Symbolism PSSA Coach Lesson 26 and/or Reader's Handbook pgs 383</p> <p>G. Sustained Silent Reading 30 minutes per week Student and/or teacher selected text</p> <p>H. Supplemental materials may be used from the following list:</p> <ul style="list-style-type: none"> • <i>Junior Great Books</i> • <i>Reading and Writing Sourcebook</i> • <i>Reader's Handbook Kit</i> • <i>Prentice Hall Basic Skills Intervention Kit</i> • <i>PSSA Coach Assessment Anchors Jumpstart Reading</i> • <i>Princeton Review www.homeroom.com Vocabulary History and Geography Words</i> • <i>Vocabulary Media and Marketplace Words</i> • <i>Vocabulary Music, Art and Literature Words</i> • <i>Vocabulary Science and Technology Words</i> • <i>Vocabulary Workplace</i> 	<p>evaluate the relationship between setting and other components of text.</p> <ul style="list-style-type: none"> • Interpret, compare, describe, analyze, and/or evaluate elements of the plot (conflict, rising action, climax, and/or resolution) Interpret, compare, describe, analyze, and/or evaluate relationship between elements of the plot and other components of text. • Interpret, compare, describe, analyze, and/or evaluate elements theme of fiction and literary nonfiction. Interpret, compare, describe, analyze, and/or evaluate relationship between the theme and other components of text. • Interpret, compare, describe, analyze, and/or evaluate the tone, style, and/or mood of fiction and literary nonfiction. Interpret, compare, describe, analyze, and/or evaluate relationship between the tone, style, and/or mood and other components of text. • Interpret, compare, describe, 	<p>needed for individual remediation</p> <ul style="list-style-type: none"> • Other selections as per teacher discretion. • 	
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<i>and Career Words</i> A. <i>Stories Without Endings</i>	analyze, and/or evaluate the use of symbolism in fiction and literary nonfiction. Interpret, compare, describe, analyze, and/or evaluate relationship between symbolism and other components of text.		
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Unit 5: Writing Process

State Curriculum Standard: 1.4.11 Types of Writing

PSSA Anchor: none

PSSA Writing Rubrics see appendix

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) PSSA Coach Lessons 29 - 36 and/or Princeton Review www.homerom.com</p> <p>B. The two types of writing (persuasive, and informational)</p> <p>C. Writing Domains</p> <p>*** Supplemental materials may be used from the following list:</p> <ul style="list-style-type: none"> • <i>Writers Inc, Student Handbook for Writing and Learning</i> • <i>Princeton Review</i> 	<ul style="list-style-type: none"> • Apply knowledge of basic writing to intervention practice exercises. • Demonstrate knowledge of informational and persuasive writing. • Focus • Content • Organization • Style • Conventions 	<ul style="list-style-type: none"> • <u>Reading and Writing Sourcebook Level 11</u> (Great Source, 2002) • <u>Basic Writing and Language Skills Intervention Workbook</u> (Prentice Hall 2002) • <u>Writers Inc, Student Handbook for Writing and Learning</u> (Great Source, 2001) • <u>Stories Without Endings Level 9 – 12</u> (Globe Feron, 1996) • Princeton Review www.homerom.com • Supplemental materials as needed for individual remediation • Other selections as per teacher discretion. 	<ul style="list-style-type: none"> • Student essays for informational and persuasive writing. • Completion of PSSA Writing Coach activities • Other assessments at teacher discretion • PSSA Writing Rubric

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www.homerom.com <ul style="list-style-type: none">• <i>Stories Without Endings</i>			
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