

Wilson Area School District Planned Course Guide

Title of planned course: 9th Grade Reading Seminar

Subject Area: Reading

Grade Level: 9

Course Description: This is a remedial level course designed to assist select 9th grade students in improving their study/school skills, their reading skills, and their reading comprehension.

Time/Credit for this Course: One Full Academic Year

Curriculum Writing Committee: Deborah Hockman

Curriculum Map

<u>August:</u>	Diagnostic Assessment and Relationship Building
<u>September:</u>	Diagnostic Assessment and Relationship Building Starting the School Year Strong
<u>October:</u>	Starting the School Year Strong Study Skills for High School Students Visualization Skills for Reading (daily)
<u>November:</u>	Study Skills for High School Students Visualization Skills for Reading (daily)
<u>December:</u>	Study Skills for High School Students Visualization Skills for Reading (daily)
<u>January:</u>	Preparing for Midterm Exams
<u>February:</u>	Reading Comprehension Visualization Skills for Reading (daily)
<u>March:</u>	Study Skills for High School Students Visualization Skills for Reading (daily)
<u>April:</u>	Reading Application (fiction and/or creative nonfiction novel)
<u>May:</u>	Reading Application (fiction and/or creative nonfiction novel)
<u>June:</u>	Preparing for Final Exams

Wilson Area School District Planned Course Materials

Course Title: 9th Grade Reading Seminar

Textbook: *Study Skills for High School Students*
by Carol Carter
Lifebound; 1st edition (July 26, 2017)

Supplemental Books: *Tuesdays with Morrie*
by Mitch Albom
Broadway Books (1997, 2017)

Touching Spirit Bear
by Ben Mikaelson
Harper Collins (2001)

Timed Readings
Glencoe/McGraw-Hill

Teacher Resources: *Visualization Skills for Reading Comprehension (Six-Minute Thinking Skills)*
by Janine Toole, PhD
Happy Frog Press (October 6, 2018)

Building Reading Comprehension Habits in Grades 6-12: A Toolkit of Classroom Activities
by Jeff Zwiers
International Reading Association (2004)

Assessing Reading: Measures for Kindergarten through Twelfth Grade, 2nd edition
Core: Consortium on Reading Excellence, Inc. (2008)

Study Island
www.studyisland.com

Various Internet resources and activities

Curriculum Scope & Sequence

Planned Course: 9th Grade Reading Seminar

Unit: Diagnostic Assessment and Relationship Building

Time frame: 1-2 weeks

State Standards: CC.1.2.9-10.A-L; CC.1.3.9-10.A-K; CC.1.5.9-10.A, B, D, E; CC.1.5.9-10.G

Essential content/objectives: At end of the unit, students will be able to:

- Identify a baseline to use for progress monitoring and areas of growth
- Create and analyze a personal reading history
- Participate in team building activities to enhance class comfort and performance

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

- Complete a diagnostic assessment
- Create a personal reading history
- Play Apples to Apples (progress monitoring and relationship building)

Extensions: Students can share experiences with the unit skills with the class and/or teacher to further illustrate learning or to seek additional strategies.

Remediation: Extra help and tutoring are available if needed

Instructional Methods:

- Google Classroom
- Zoom
- Direct Instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- Slide presentations
- Games, puzzles, jigsaws
- Reading support techniques such as talking to the text
- Teacher generated activities

Materials & Resources:

- Study Island
- *Assessing Reading: Measures for Kindergarten through Twelfth Grade, 2nd edition*
- Teacher generated and Internet activities
- Apples to Apples

Assessments:

- Class and individual discussions
- Student-created project
- Tests
- Writing assignments
- Games
- Teacher-generated scoring rubrics and assessment tools
- Keystone and CORE generated scoring rubrics

Curriculum Scope & Sequence

Planned Course: 9th Grade Reading Seminar

Unit: Starting the School Year Strong

Time frame: 2-3 weeks

State Standards: CC.1.2.9-10.A, B, C, H, J, K, L; CC.1.4.9-10.A-F, U, V; CC.1.5.9-10.A-D, G

Essential content/objectives: At end of the unit, students will be able to:

- Identify, analyze, and apply:
 - tips for being successful in high school
 - strategies for mental and physical health for students
 - the steps to creating a strong study center
 - strategies for successful organization in high school
 - time management strategies for high school students

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

- Analyze through text reading and discussion tips for being successful in high school and strategies for fueling a healthy mind and body
- Analyze through discussion and activities how to create a study center, how to be organized for school, and how to have strong time management skills
- Engage in class/individual discussions and activities that may include but are not limited to the process before, during, and after applying all of the unit skills and strategies

Extensions: Students can share experiences with the unit skills with the class and/or teacher to further illustrate learning or to seek additional strategies.

Remediation: Extra help and tutoring are available if needed.

Instructional Methods:

- Google Classroom
- Zoom
- Direct Instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- Slide presentations
- Games, puzzles, jigsaws
- Reading support techniques such as talking to the text
- Teacher generated activities

Materials & Resources:

- *Study Skills for High School Students* by Carol Carter
- Various Internet and teacher generated resources

Assessments:

- Class and individual discussions (in-person or via chat)
- Student-created documents, slideshows, videos, projects
- Tests/quizzes
- Writing assignments
- Games/puzzles
- Teacher-generated scoring rubrics and assessment tools

Curriculum Scope & Sequence

Planned Course: 9th Grade Reading Seminar

Unit: Visualization Skills for Reading

Time frame: Each day class meets from October through March

State Standards: CC.1.4.9-10.B; CC.1.5.9-10.A, B, D, G

Essential content/objectives: At end of the unit, students will be able to:

- Build the ability to visualize information while reading to recall what they read for longer periods of time and to more accurately and effectively answer Higher Order Thinking questions

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

- Complete and analyze a six-minute thinking skill activity at the beginning of each class period
- Engage in class/individual discussions and activities that may include but are not limited to the process before, during, and after applying all of the unit skills and strategies

Extensions: Students can share experiences with the unit skills with the class and/or teacher to further illustrate learning or to seek additional strategies.

Remediation: Extra help and tutoring are available if needed.

Instructional Methods:

- Google Classroom
- Zoom
- Direct Instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- Slide presentations
- Games, puzzles, jigsaws
- Reading support techniques such as talking to the text
- Teacher generated activities

Materials & Resources: *Visualization Skills for Reading Comprehension (Six-Minute Thinking Skills)*
by Janine Toole, PhD

Assessments:

- Class and individual discussions (in-person or via chat)
- Student-created documents
- Writing assignments
- Teacher-generated scoring rubrics and assessment tools
- Text assessment tools

Curriculum Scope & Sequence

Planned Course: 9th Grade Reading Seminar

Unit: Study Skills for High School Students

Time frame: 10 weeks

State Standards: CC. 1.2.9-10.A-F, J-L; CC.1.4.9-10.A-F, U-W; CC.1.5.9-10.A-G

Essential content/objectives: At end of the unit, students will be able to:

- Identify, analyze, and apply:
 - the types of learning styles to understand their individual learning style to build growth as a learner
 - the types and purpose of goals to set their own short and long term goals
 - active reading skills and strategies across all academic areas
 - types of note taking for use across all academic areas
 - the elements involved in memory to understand their own processes to build growth as a learner
 - the steps of the writing process and its connections to reading
 - skills and strategies for success in all types of test taking across all academic areas
 - the different types of thinking across all academic areas

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

- Read in class and independently the following chapters:
 - Learning Styles
 - Goal Setting
 - Reading
 - Note Taking
 - Memory
 - Writing
 - Test Taking
 - Thinking
- Engage in classroom discussions that may include but are not limited to the process before, during, and after applying all of the unit skills and strategies
- Complete and analyze text activities, teacher generated activities, and Internet created activities for skill practice and application

Extensions: Students can share experiences with the unit skills with the class and/or teacher to further illustrate learning or to seek additional strategies.

Remediation: Extra help is available if needed

Instructional Methods:

- Google Classroom
- Zoom
- Direct Instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- Slide presentations
- Games, puzzles, jigsaws
- Reading support techniques such as talking to the text
- Teacher generated activities

Materials & Resources:

- *Study Skills for High School Students* by Carol Carter
- Various Internet and teacher generated resources

Assessments:

- Class and individual discussions (in-person or via chat)
- Student-created documents, slideshows, videos, projects
- Tests/quizzes
- Writing assignments
- Games/puzzles
- Teacher-generated scoring rubrics and assessment tools

Curriculum Scope & Sequence

Planned Course: 9th Grade Reading Seminar

Unit: Preparing for Midterm/Final Exams

Time frame: 1-2 weeks in January/1 week in June

State Standards: CC.1.2.9-10.L

Essential content/objectives: At end of the unit, students will be able to:

- Identify and apply test preparation and test taking strategies for successful completion of midterm and final exams

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

- Complete all exam preparation steps and activities across all academic areas
- Engage in classroom discussions that may include but are not limited to the process before, during, and after applying all of the unit skills and strategies

Extensions: Students can share experiences with the unit skills with the class and/or teacher to further illustrate learning or to seek additional strategies.

Remediation: Extra help is available if needed

Instructional Methods:

- Google Classroom
- Zoom
- Direct Instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- Slide presentations
- Games, puzzles, jigsaws
- Reading support techniques such as talking to the text
- Teacher generated activities

Materials & Resources:

- Various Internet and teacher generated resources

Assessments:

- Class and individual discussions (in-person or via chat)
- Teacher-generated scoring rubrics and assessment tools

Curriculum Scope & Sequence

Planned Course: 9th Grade Reading Seminar

Unit: Reading Comprehension

Time frame: 6-7 weeks

State Standards: CC.1.2.9-10.A-F, H-L; CC.1.3.9-10.A-F, I-K; CC.1.5.9-10.A, B, D, F, G

Essential content/objectives: At end of the unit, students will be able to:

- Analyze texts for the necessary reading rate and adapt their own personal rate as necessary for all readings in all academic areas, on practice assessments, and on formal reading assessments.
- Identify, analyze, and apply tips and strategies for improving reading comprehension across all academic areas, on practice assessments, and on formal reading assessments.

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

- Engage in class discussions and activities that may include but are not limited to the types of reading rates, evaluation of personal reading rates, how to adapt reading rates, and tips and strategies for improving reading comprehension.
- Complete practice readings and questions for application of unit skills across various forms.

Extensions: Students can share experiences with the unit skills with the class and/or teacher to further illustrate learning or to seek additional strategies.

Remediation: Extra help is available if needed.

Instructional Methods:

- Google Classroom
- Zoom
- Direct Instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- Slide presentations
- Games, puzzles, jigsaws
- Reading support techniques such as talking to the text
- Teacher generated activities

Materials & Resources:

- Various Internet and teacher generated resources
- Study Island
- *Timed Readings*

Assessments:

- Class and individual discussions (in-person or via chat)
- Student-created documents, slideshows, videos, projects
- Tests/quizzes
- Individual and whole group practice sessions
- Games
- Teacher-generated scoring rubrics and assessment tools
- Study Island assessment tools

Curriculum Scope & Sequence

Planned Course: 9th Grade Reading Seminar

Unit: Reading Application (Fiction and/or Creative Nonfiction)

Time frame: 8 weeks

State Standards: CC.1.2.9-10.A-F, H, J-L and/or CC.1.3.9-10.A-F, I-K; CC.1.4.9-10.A-L, S-X

Essential content/objectives: At end of the unit, students will be able to:

- Read, understand, analyze, and interpret the novel(s)

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

- Complete introductory and pre-reading activities which may include but are not limited to novel/author background information and prediction activities
- Develop their vocabulary through the study of vocabulary in context
- Engage in classroom discussions of readings and novel activities
- Complete oral and independent reading of the novel(s)
- Write independent journal responses
- Analyze the novel(s) for all literary devices and elements
- Complete in-class exercises and worksheets

Extensions:

- Students can share experiences with the unit skills with the class and/or teacher to further illustrate learning or to seek additional strategies
- Students may read additional novels by either author

Remediation: Extra help is available if needed.

Instructional Methods:

- Google Classroom
- Zoom
- Direct Instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- Slide presentations
- Games, puzzles, jigsaws
- Reading support techniques such as talking to the text
- Teacher generated activities

Materials & Resources:

- *Tuesdays with Morrie* by Mitch Albom and/or
- *Touching Spirit Bear* by Ben Mikaelson
- Various Internet and teacher generated resources

Assessments:

- Class and individual discussions (in-person or via chat)
- Student-created documents, slideshows, videos, projects
- Tests/quizzes
- Writing assignments
- Study guides
- Games/puzzles
- Teacher-generated scoring rubrics and assessment tools