

Reading Curriculum

Standards Reading
Grade 9

Salisbury Township School
District



PA STANDARDS	PERFORMANCE OBJECTIVES	ACTIVITIES	RESOURCES	ASSESSMENT
1.18A	Students will locate appropriate texts for an assigned purpose for reading.	Using a variety of genre, students will practice and discuss setting a purpose for reading. Lessons will include changing heading to questions within a textbook and pre-reading activities.	Be A Better Reader – Level E, text-books	Discussion and Observation
1.18B	Students will identify and use common organizational structures and graphic features to comprehend information.	Using a variety of text, students will utilize and create graphic organizers to understand material.	Text Book, Various organizers: Webs, Venn diagram, T-chart, Story Maps, KWL charts, Semantic Web, ETC.	Creation of graphic organizer
1.18C	Students will use knowledge of root words as well as context clues and glossaries to understand specialized vocabulary in the content areas during reading. Students will use these words accurately in speaking and writing.	Using a variety of text (including social studies and science books), students will discuss and determine meaning of vocabulary. Instruction will include modeling techniques and think-aloud techniques.	Be A Better Reader – Level E, Student text books, dictionary. Survival Guide for Students	Test and discussion.
1.18D	Students will identify facts and ideas in text using specific strategies.	Using a variety of texts, students will engage in predicting, summarizing, questioning, and clarifying techniques, etc. This is done through class discussion, reciprocal teaching, and guided teaching lessons.	Variety of selected texts of high interest on appropriate reading level.	Discussion and test improvement, SRI assessment on Reading Counts program.

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1.18F	Students will understand the meaning and apply key vocabulary across subject areas.	Though a variety of vocabulary worksheets, games, self generated and class lists students will enhance their personal vocabulary.	Vocabulary lists generated from content areas, and novels.	Test
1.18G	Students will demonstrate after reading understanding and interpretation of both fiction and nonfiction text.	Using a variety of novels and nonfiction books, students will be involved in activities and class discussions that examine main idea and supporting detail, compare and contrast of themes, settings, characters, and ideas. Students, through writing activities, will extend topics and ideas from literature to personal and world situations and issues. Students will also examine personal positions of a given topic.	Novels: <u>Not as Crazy as I Seem</u> by George Harrar, <u>The Wave</u> by Todd Strasser	Variety of projects depending on literature, written responses to literature, test, discussions and presentations
1.18H	Students will demonstrate fluency and comprehension in reading.	Oral timed readings, Readers Theatre activities. Comprehension verbal or written responses.	Jamestown Reading Fluency, Teacher created Readers Theatre selections Speed Reading for Better grades	Time-readings (for remedial sections only) Comprehension question accuracy.

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1.18H	Students will read the equivalent of 25 books per year.	Reading Counts program, Read Alouds, READ ON program, Novel and textbook work.	Library, class novels, textbooks	Reading Counts Program
1.28A	<p>Students will read and understand essential content of informational texts and documents in all academic areas including the following skills:</p> <ol style="list-style-type: none"> 1. fact and opinion 2. determine essential and nonessential information 3. identify propaganda 4. draw inferences 5. evaluate text organization 6. identify author's purpose 	Student will participate in discussions, complete handouts, complete tasks that practice and assess skill development	Reading for Information Various other readings interest based	Discussion, Test of skill development
1.28B	Students will use and understand a variety of media and evaluate the quality of material produces by comparing and analyzing how different media off a unique perspective and analyze the techniques of media messages and their effect on the audience.	VENN DIAGRAMS, T- CHARTS for compare and contrast of media. Group discussion to analyze and discuss media messages and audience.	Computer generated articles, news articles Benchmarks for Success- Reading and Language Arts	Test, discussion

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1.3.8A	Students will read and understand works of literature.	Through class readings and independent readings students engage in discussion and responses worksheet to analyze literature.	Novels.	Test, discussions, Reading Counts tests.
1.3.8.B	Students will analyze the use of literature literary elements by an author including characterization, setting, plot, theme, point of view, tone and style.	Using various sections of “Better Test Scores” most literature terms are covered in context with activities and exercises. Also, participation in novel studies.	Better Test Scores Booklet	