

## **IStand Reading Recovery 10**

Grade Level: 10  
Length: 1 year  
Period(s) per Day: 1

### **Essential Understanding:**

The goal of IStand Reading Recovery Ten is to enable students to achieve greater skill in reading, writing, speaking, listening and thinking. The course will include reading and writing, and the study of language usage, grammar, and vocabulary. Materials used include novels and writing, *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, Greek and Latin Book 1 and Native American Literature*. Novels for this class are included on the last page.

### **Course Objectives and Expectations:**

1. Read and comprehend a variety of literature and informational text.
2. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
3. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
4. Practice English grammar and usage and build vocabulary sufficient for reading, writing, speaking and listening.

### **Student Objectives:**

1. Students will understand and respond to various forms of literature and informational text. Students will understand literary terms (setting, characters, plot, problem, theme, conflict, and resolution) and be able to use literary terms to evaluate literature.
2. Students will develop writing skills in journaling, narrative, and expository.
3. Students will develop speaking and listening skills by participating in small and large group discussions, evaluating speaker's point of view and use of rhetoric and adapting speech to a variety of contexts and tasks.
4. Students will demonstrate a command of conventions of English grammar and usage; acquire and use accurately general academic vocabulary.

### **Pacing Guide:**

#### **Semester One:**

Vocabulary (*Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction and Greek and Latin Book 1* Lessons 1-10 and vocabulary pulled from novels)

Selected novels listed on the last page to be determined based on students reading skills.  
Informational articles related to short stories  
Grammar  
Expository (essay) writing  
Narrative (journal) writing  
Novel(s):  
Informational texts related to novels  
Poetry

**Semester Two:**

Vocabulary (*Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction and Greek and Latin Book 1* Lessons 11-20 and vocabulary pulled from novels)  
Selected novels listed on the last page to be determined based on students reading skills.  
Informational articles related to short stories  
Grammar  
Expository (essay) writing  
Narrative (journal & short story) writing

**Montana Content Standards (or other pertinent National standard/s)- cite even if mastery is not attained**

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.9-10.2 Determine two or more themes or central ideas of a text, including those by and about American Indians, and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.9-10.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, or oral or written history (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare, works by American Indian authors, as well as other authors.)

RL.9-10.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.9-10.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement), include works by and about American Indians. RI.9- 10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.9- 10.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.9- 10.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, cultures, or events interact and develop over the course of the text. Craft and Structure

RI.9- 10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts legal and political relationship).

RI.9- 10.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.9- 10.6 Determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**Textbooks:**

*Words Their Way: Word Study for Phonics*  
*Greek and Latin Roots Book 1*

**Novels:**

*A Boy at War*  
*Artemis Fowl*  
*Artemis Fowl: The Arctic Incident*  
*Artemis Fowl: The Eternity Code*  
*Artemis Fowl: The Opal Deception*  
*Brian's Hunt*  
*Brian's Return*  
*Brian's Winter*  
*Eldest*  
*Ergon*  
*Face on the Milk Carton*  
*Frightful's Mountain*  
*Ghost of Spirit Bear*  
*Hatchet*  
*Hattie Big Sky*  
*Hiroshima*  
*Holes*  
*Inkheart*  
*James and the Giant Peach*  
*My Side of the Mountain*  
*Never Cry Wolf*  
*Night*  
*No Pretty Pictures: A Child of War*  
*Number the Stars*  
*Outsiders*  
*Outsiders*  
*Pearl Harbor*  
*Roll of Thunder, Hear My Cry*  
*Romeo and Juliet*  
*Sideways Stories from Wayside School*  
*Skeleton Key*  
*Speeding Bullet*  
*Sweetgrass Basket*  
*That Was Then, This is Now*  
*The Chocolate War*  
*The Girls*  
*The Giver*  
*The Quilt on the Far Side of the Mountain*  
*The River*  
*To be a Slave*  
*Touching Spirit Bear*  
*Tucket's Travels (Books 1-5)*

*Voices from Vietnam*  
*Walk Two Moons*