

**SPEED S.E.J.A #802**  
 Reading Curriculum  
 Tenth Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
<p><b>STATE GOAL 1: Read with understanding and fluency.</b></p> <p><b>STANDARD: A Apply word analysis and vocabulary skills to comprehend selections.</b></p> <p><b>BENCHMARKS: 1.A.4a</b> Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.</p> <p>1.A.4b Compare the meaning of words and phrases and use analogies to explain the relationships among them.</p> <p><b>STANDARD: 1B Students who meet the standard can apply reading strategies to improve understanding and fluency</b></p> <p><b>BENCHMARKS: 1.B.4a</b> Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.</p> <p>1. B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.</p> <p>1. B.4c Read age-appropriate material with fluency and accuracy</p> <p><b>STANDARDS: C. Comprehend a broad range of reading materials.</b></p> <p><b>BENCHMARKS: 1.C.4a</b> Use questions and predictions to guide reading.</p> <p>1. C.4b Explain and justify an interpretation of a text.</p> <p>1. C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).</p> <p>1. C.4d Summarize and make generalizations from content and relate them to the purpose of the material.</p> <p>1. C.4e Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).</p> <p>1. C.4f Interpret tables, graphs and maps in conjunction with related text</p>	<p>Exposure to real life activities,</p> <p>KWL,</p> <p>word webs,</p> <p>word walls,</p> <p>graphic organizers</p> <p>Dictionary,</p>	<p>Tests: oral, written</p> <p>Reports: oral written</p> <p>Comparison charts/graphs</p> <p>Venn diagram</p> <p>Categorizing charts/ posters</p> <p>Tests: oral, written</p>

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### Tenth Grade

#### Learner Outcomes (Skills/Concepts)

#### Suggested Activities and Materials

#### Assessment/Evidence of Mastery

vocabulary/terminology.

Analyze the structure and function of words in context.

Analyze and interpret word usage in traditional and contemporary sources (e.g., books, lyrics, speeches).

Interpret American idioms to strengthen comprehension.

Identify analogy in text and use analogy to explain a relationship.

Use previewing and predicting before reading, and questioning during reading.

Relate reading with information from other sources (e.g., prior knowledge, personal experience, other reading) using a variety of strategies.

Analyze a variety of texts for purpose, structure, content, detail, and effect.

Interpret and compare a variety of texts for purpose, structure, content, detail, and effect.

Analyze overall themes and discover coherence.

make sentences,

word games, wheel of fortune, bingo, scrabble, jeopardy, hang man,

picture sentences,

Exposure to high quality literature (poetry, short stories, novels, plays).

KWL

Make connections to real world experiences

Anticipation guide

Make your own ending

Age appropriate materials

Venn diagram

Maps

Graphic organizers

Internet exercises

Choose a properly written essay

Reports: oral, written

Books

Cartoons

Diorama

Games

Graphs

Collage

Checklist

Lists

Newspapers

Painting

Poster

Song lyrics

Test

Quizzes

Worksheets

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<p>Clarify meaning of text by focusing on the key ideas presented explicitly or implicitly.</p> <p>Identify how different content areas require different organizational structures (e.g., science text, literary text).</p> <p>Demonstrate fluency by reading aloud a variety of materials (e.g., dialogue, dramatizations).</p> <p>Select and read books for recreation.</p> <p>Ask questions before, during, and after reading which demonstrate that understanding of the reading has progressed.</p> <p>Use topic, theme, organizational patterns, context, and point of view to guide interpretation.</p> <p>Interpret concepts or make connections through analysis, evaluation, inference, and/or comparisons.</p> <p>Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).</p> <p>Identify and use criteria for evaluating the accuracy of text information.</p> <p>Summarize and make generalizations from</p>	<p>Grammar rules</p> <p>Proof reading</p>	<p>Draw pictures</p> <p>Participation</p> <p>Switch activation</p> <p>Teacher observation</p> <p>Demonstrations</p> <p>Venn diagram</p> <p>Chapter quizzes for comprehension graphic organizes</p> <p>Grammar exams</p> <p>Properly written essays</p>

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<p>content and relate them to the purpose of the material.</p> <p>Recognize kinds of writing (e.g., expository, persuasive, narrative).</p> <p>Explain and justify an interpretation of the text using relevant, accurate references.</p> <p>Challenge ideas presented in a text through questions about specific parts of the text.</p> <p>Interpret tables, graphs, diagrams, and maps in conjunction with related text by drawing conclusions to support text.</p>		

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**STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.**  
**STANDARD: A Understand how literary elements and techniques are used to convey meaning.**  
**BENCHMARK: 2.A.4a Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media.**  
**2. A.4b Explain relationships between and among literary elements including character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of the literary piece.**  
**2.A.4c Describe relationships between the author's style, literary form (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, essays) and intended effect on the reader.**  
**2. A.4d Describe the influence of the author's language structure and word choice to convey the author's viewpoint**

**STANDARD B Read and interpret a variety of literary works.**  
**BENCHMARKS: 2.B.4a Critique ideas and impressions generated by oral, visual, written and electronic materials.**  
**2. B.4b Analyze form, content, purpose and major themes of American literature and literature of other countries in their historical perspectives.**  
**2. B.4c Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature.**

<p>Explain how the author uses literary techniques to achieve the intended effect.</p> <p>Support assertions with evidence from the text.</p> <p>Explain how the author uses literary elements (e.g., point of view, character) to achieve an intended effect.</p> <p>Identify details that reveal the author's style.</p> <p>Evaluate the impact of the author's word choice, language structure, and syntax.</p> <p>Identify the details that reveal the genre (e.g., short stories, novels, dramas, fables,</p>	<p>Time line</p> <p>Plot line</p> <p>Graphic organizer</p> <p>Venn diagram</p> <p>Compare/contrast characters</p> <p>Relate text to text</p> <p>Relate text to self</p> <p>Relate text to world</p> <p>Attend a play</p>	<p>Test</p> <p>Quizzes</p> <p>Worksheets</p> <p>Draw pictures</p> <p>Participation</p> <p>Switch activation</p> <p>Teacher observation</p> <p>Demonstrations</p> <p>Venn diagram</p>
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<p>biographies).</p> <p>Demonstrate an understanding of the interrelationships among reader, author, form, and text.</p> <p>Evaluate how a text reflects a culture, society, or historical period.</p> <p>Identify ideas and impressions communicated through a variety of literary works.</p> <p>Respond to text by evaluating key ideas.</p> <p>Support an evaluation of the text using content from the media.</p> <p>Make connections between a text and its cultural environment.</p> <p>Evaluate how attitudes toward a situation or problem (e.g., attitudes concerning environment, immigrants, poverty, parent-child relationships) change in different periods of history or in different cultures.</p> <p>Evaluate a character's behavior. Engage in literary discussions (e.g., conflict, resolutions, relevance, background, effectiveness, realism).</p>	<p>Watch a movie</p> <p>Act out play</p> <p>Readers theatre</p> <p>Open ended questions</p> <p>Open-mind portraits (Cut out 2 head shapes – one is the character's face, one is the character's thoughts or ideas)</p> <p>Give choices</p> <p>Pictures with text</p> <p>Group discussions</p> <p>Brainstorming</p> <p>Graphic organizers</p> <p>Pre-recorded switches with choice of two</p> <p>Write letters from characters' point of view</p> <p>Use news items about a similar subject or problem from two eras and see how the texts are different/similar</p> <p>Write their own ending to a story that they would probably not have read before and see how it compares to real ending.</p>	

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**STATE GOAL 3: Write to communicate for a variety of purposes.**

**STANDARD: A Use correct grammar, spelling, punctuation, capitalization and structure.**

**BENCHMARKS: 3.A.4 Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.**

**STANDARD: B Compose well-organized and coherent writing for specific purposes and audiences.**

**BENCHMARKS: 3.B.4a Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.**

3. B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology.

3. B.4c Evaluate written work for its effectiveness and make recommendations for its improvement.

**STANDARD: C Communicate ideas in writing to accomplish a variety of purposes.**

**BENCHMARKS: 3.C.4a Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions).**

3. C.4b Using available technology, produce compositions and multimedia works for specified audiences

<p>Compose and edit using Standard English (e.g., clarity, subject/verb agreement, adverb/adjective agreement, verb tense, audience, purpose for writing).</p> <p>Format documents in final form for submission and/or publication.</p> <p>Proofread for correct English conventions.</p> <p>Use writing process of prewriting, drafting, revision, editing, and publication to produce work.</p> <p>Compose a clear thesis/claim that contains the</p>	<p>Proof reading</p> <p>Grammar rules</p> <p>Spelling bees</p> <p>Weekly spelling words</p> <p>Word walls</p> <p>Games (Scrabble, wheel of fortune)</p> <p>four square</p> <p>Whole to part planner</p>	<p>Test</p> <p>Quizzes</p> <p>Worksheets</p> <p>Draw pictures</p> <p>Participation</p> <p>Switch activation</p> <p>Teacher observation</p> <p>Demonstrations</p>
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<p>main idea in an essay.</p> <p>Defend word and/or technique choice appropriate for specific audiences.</p> <p>Alter a document to address a different audience and/or purpose.</p> <p>Use a variety of genres (e.g., essay, poetry, short story).</p> <p>Evaluate and use figurative language.</p> <p>Identify and use analogy in writing.</p> <p>Use a variety of revision strategies to improve clarity of work.</p> <p>Compose informational writing (e.g., narrative, expository, persuasive, argumentative) that supports a topic or thesis statement with well-articulated evidence.</p> <p>Compose an argumentative paper that objectively evaluates 2 or more positions on an issue and selects the best position, based on the evidence presented.</p> <p>Complete a sample application accurately using</p>	<p>Proof reading</p> <p>Grammar rules</p> <p>Spelling bees</p> <p>Weekly spelling words</p> <p>Word walls</p> <p>Games (Scrabble, wheel of fortune)</p> <p>four square</p> <p>Whole to part planner</p> <p>Proper citation</p> <p>Journaling</p> <p>Library skills</p> <p>List-group-label</p> <p>Interviews and oral presentations</p> <p>Power point presentations</p> <p>Proof reading</p> <p>Grammar rules</p>	<p>Venn diagram</p>

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**Assessment/Evidence of Mastery**

standard grammatical conventions.

Adjust voice, tone, vocabulary, and grammatical conventions according to both purpose and audience.

Demonstrate the proper format/conventions for business letters.

Convert a formal letter into an informal one (or vice versa).

Develop a cover letter and resume for a particular job title.

Write creatively for a specified purpose and audience.

Use available technology to draft, design, produce, revise, and present compositions and multimedia works for specified audiences.

Whole to part planner

Four square

Telephone writing

Evaluating peer writing

Fill out applications as relates to real life situations

Mock job interviews

Business letter formats

Computer applications

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<p><b>STATE GOAL 4: Listen and speak effectively in a variety of situations.</b></p> <p><b>STANDARD: A Listen effectively in formal and informal situations.</b></p> <p><b>BENCHMARKS: 4.A.4a Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).</b></p> <p style="padding-left: 20px;">4. A.4b Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).</p> <p style="padding-left: 20px;">4. A.4c Follow complex oral instructions. supportive, repetitive, substitutive).</p> <p style="padding-left: 20px;">4. A.4d Demonstrate understanding of the relationship of verbal and nonverbal messages within a context.</p> <p><b>STANDARDS: B. Speak effectively using language appropriate to the situation and audience.</b></p> <p><b>BENCHMARKS: 4.B.4a Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence</b></p> <p style="padding-left: 20px;">4. B.4b Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.</p> <p style="padding-left: 20px;">4. B.4c Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, note cards, practice).</p> <p style="padding-left: 20px;">4. B.4d Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.</p>	<p>Oral presentations</p> <p>Steps of an interview</p> <p>Team projects</p> <p>Class discussions</p> <p>Guest speaker</p> <p>Debates</p> <p>Listening skills</p>	<p>Class participation</p> <p>Self evaluation</p> <p>Interview wrap up report/reflections</p> <p>Test</p> <p>Quizzes</p> <p>Worksheets</p> <p>Switch activation</p>
<p>Demonstrate understanding of material, concepts, and ideas in formal/informal presentations.</p> <p>Analyze, synthesize, and evaluate information from recorded materials and live presentations.</p> <p>Paraphrase and summarize, with appropriate editorial comments, information from formal, informal, and media presentations.</p> <p>Ask probing, idea-generating questions and make appropriate statements to clarify and add</p>		

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<p>to meaning.</p> <p>Analyze and evaluate verbal and nonverbal cues.</p> <p>Critique the relationship between a speaker's verbal communication skills (e.g., work choice, pitch, feelings, tone, and voice) and nonverbal messages (e.g., eye contact, gestures, facial expressions, posture, and spatial proximity).</p> <p>Modify, control, block out both internal and external distractions.</p> <p>Communicate effectively the intended message.</p> <p>Use effective verbal and nonverbal feedback (response) strategies to adjust message.</p> <p>Use a variety of verbal and nonverbal cues (e.g., pauses, posture change, location, tone of voice.)</p> <p>Use language that is clear, audible, and appropriate.</p> <p>Use appropriate grammar, word choice, and pacing.</p> <p>Demonstrate effective use of visual aids and available technology.</p>	<p>Origami</p> <p>Non verbal messaging</p> <p>Body language</p> <p>Twenty questions</p> <p>Communicate effectively the intended message.</p> <p>Use effective verbal and nonverbal feedback (response) strategies to adjust message.</p> <p>Use a variety of verbal and nonverbal cues (e.g., pauses, posture change, location, tone of voice.)</p> <p>Use language that is clear, audible, and appropriate.</p> <p>Use appropriate grammar, word choice, and pacing.</p> <p>Demonstrate effective use of visual aids and available technology.</p> <p>Rehearse presentations to overcome communication anxiety and apprehension.</p> <p>Demonstrate composure while confronting or rebutting opposing views.</p>	<p>Test</p> <p>Quizzes</p> <p>Worksheets</p> <p>Switch activation</p> <p>Teacher observation</p> <p>Demonstrations</p>

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**Learner Outcomes  
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Rehearse presentations to overcome communication anxiety and apprehension.

Demonstrate composure while confronting or rebutting opposing views.

Recognize and assume differing roles within a group.

Discuss a problem within a group setting, list and evaluate possible solutions to attempt consensus.

**Suggested Activities and Materials**

Recognize and assume differing roles within a group.

Discuss a problem within a group setting, list and evaluate possible solutions to attempt consensus.

**Assessment/Evidence of Mastery**

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**STATE GOAL STATE GOAL 5: Use the language arts to acquire, assess and communicate information.**

**STANDARDS:** A Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.  
**BENCHMARKS:** 5.A.4a Demonstrate knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets).  
 5. A.4b Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources.

**STANDARDS:** B. Analyze and evaluate information acquired from various sources.  
**BENCHMARKS:** 5.B.4a Choose and evaluate primary and secondary sources for a variety of purposes.  
 5. B.4b Use multiple sources and multiple formats; cite according to standard style manuals.

**STANDARDS:** C Apply acquired information, concepts and ideas to communicate in a variety of formats.  
**BENCHMARKS:** 5.C.4a Plan, compose, edit and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience.  
 5. C.4b Produce oral presentations and written documents using supportive research and incorporating contemporary technology.  
 5. C.4c Prepare for and participate in formal debates.

<p>Survey, with minimal guidance, a subject and select a topic.</p> <p>Distinguish among kinds of information needed to solve a problem, present possible solutions, or extend information about a topic or problem (e.g., fact/opinion, example/evidence).</p> <p>Apply criteria for determining the credibility of multiple sources of information.</p> <p>Organize information for different formats (e.g., narrative report, data analysis).</p> <p>Follow appropriate style manual accurately (e.g.,</p>	<p>Speeches</p> <p>Research papers</p> <p>Note taking</p> <p>Outlining</p> <p>Index cards</p> <p>Cornell notes</p> <p>Internet research techniques</p> <p>Site sources</p>	<p>Teacher observation</p> <p>Rubrics</p> <p>Class participation</p> <p>Self evaluation</p> <p>Interview wrap up report/reflections</p> <p>Test</p> <p>Quizzes</p> <p>Worksheets</p>
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<p>APA, MLA).</p> <p>Analyze and evaluate information.</p> <p>Use criteria (e.g., accuracy, timeliness, reliability) to evaluate primary and secondary sources (e.g., juried article, edited text, reputation of author/publisher).</p> <p>Select source(s) and identify the reasoning strategies (e.g., inductive, deductive) that support major ideas developed by the writer.</p> <p>Cite the source(s) of all direct quotations and paraphrased/summarized information.</p> <p>Develop a bibliography and a source(s) cited page using an appropriate format.</p> <p>Match the method of inquiry to the question or problem.</p> <p>Use multiple, reliable sources to develop and support major ideas.</p> <p>Revise, edit, and proofread.</p> <p>Design and present, as an individual or group, a written, oral, video, or multimedia project that:</p>	<p>Video documentaries</p>	<p>Switch activation</p> <p>Teacher observation</p> <p>Demonstrations</p>

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**Assessment/Evidence of Mastery**

Effectively communicates the intended message;

Engages the audience's interest;

Establishes and maintains a focus;

Organizes around a structure appropriate to purpose, audience, and context;

Elaborates ideas through facts, details, description, analysis, and narration;

Cites or credits sources appropriately; and uses self, peer, or teacher feedback where appropriate.

Critique an individual or group project (e.g., written, oral, video, multimedia).