

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Reading and Writing Unlimited

Course Number: 00044

Course Prerequisites: None

Course Description: This course is designed to enrich a student's reading and writing experiences. Through guided lessons, student will read various genres and write on multiple topics.

Suggested Grade Level: Grades 6-8

Length of Course: One Semester

Units of Credit: .5

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

CPSG 70-Elementary Grade 4-8; CPSG 51 Middle Level English; CPSG 42 English

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: ☒ Yes ☐ No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic

Mark Types: Check all that apply.

☒ F – Final Average ☒ MP – Marking Period ☐ EXM – Final Exam

GPA Type: ☐ GPAEL-GPA Elementary ☒ GPAML-GPA for Middle Level ☐ NHS-National Honor Society

☐ UGPA-Non-Weighted Grade Point Average ☐ GPA-Weighted Grade Point Average

State Course Code: 01034

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: N/A

Publisher: N/A

ISBN #: N/A

Copyright Date: N/A

WCSD Board Approval Date: N/A

Supplemental Materials: N/A

Curriculum Document

WCSD Board Approval:

Date Finalized: 2/15/2024

Date Approved: 6/10/2024

Implementation Year: 2024-2025

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS

Marking Period 1 or 3

Literature Reading:

- Plot
- Theme
- Character Traits and Development
- Author's Purpose and Style
- Application of Figurative Language

Narrative and Analytical Writing

Marking Period 2 or 4

Informational Reading:

- Text Structure
- Central Idea and Connections Within and Among Texts
- Textual Evidence
- Author's Purpose and Style
- Content Specific Vocabulary and Application of Figurative Language

Informative/Explanatory Writing

WARREN COUNTY SCHOOL DISTRICT**PLANNED INSTRUCTION****Standards/Eligible Content and Skills**

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Read and comprehend literary fiction on grade level, reading independently and proficiently	CC.1.3.8.K	MP1/MP3
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	CC.1.3.8.C	MP1/MP3
Analyze how the structure of a text contributes to the development of theme, setting, and plot.	CC.1.3.6.E	MP1/MP3
Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	CC.1.3.8.E	MP1/MP3
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text	CC.1.3.8.A	MP1/MP3
Determine an author's purpose in a text and explain how it is conveyed in a text.	CC.1.3.6.D	MP1/MP3
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	CC.1.3.7.D	MP1/MP3
Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	CC.1.3.8.D	MP1/MP3
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CC.1.3.8.J	MP1/MP3
Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.	CC.1.3.8.F	MP1/MP3
Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.	CC.1.3.6.G	MP1/MP3
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.	CC.1.3.8.B	MP1/MP3
Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	CC.1.3.8.I	MP1/MP3
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	CC.1.4.8.S	MP1/MP3

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	CC.1.4.8.T	MP1/MP3
Write narratives to develop real or imagined experiences or events.	CC.1.4.8.M	MP1/MP3
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	CC.1.4.8.N	MP1/MP3
Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	CC.1.4.8.O	MP1/MP3
Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.	CC.1.4.8.P	MP1/MP3
Write with an awareness of the stylistic aspects of writing. <ul style="list-style-type: none"> • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy • Use sentences of varying lengths and complexities. • Use precise language. • Develop and maintain a consistent voice 	CC.1.4.7.Q	MP1/MP3
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.6.R	MP1/MP3
Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.8.L	MP2/MP4
Analyze the author's structure through the use of paragraphs, chapters, or sections.	CC.1.2.6.E	MP2/MP4
Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.	CC.1.2.7.E	MP2/MP4
Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.	CC.1.2.8.E	MP2/MP4
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	CC.1.2.8.A	MP2/MP4
Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	CC.1.2.8.C	MP2/MP4
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.	CC.1.2.8.B	MP2/MP4

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Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	CC.1.2.8.D	MP2/MP4
Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.	CC.1.2.8.H	MP2/MP4
Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings	CC.1.2.7.F	MP2/MP4
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CC.1.2.8.J	MP2/MP4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	CC.1.2.8.K	MP2/MP4
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	CC.1.4.8.S	MP2/MP4
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	CC.1.4.8.T	MP2/MP4
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	CC.1.4.8.A	MP2/MP4
Identify and introduce the topic clearly, including a preview of what is to follow.	CC.1.4.8.B	MP2/MP4
Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.	CC.1.4.8.C	MP2/MP4
Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.	CC.1.4.8.D	MP2/MP4
Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. • Establish and maintain a formal style 	CC.1.4.8.E	MP2/MP4

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.8.F	MP2/MP4

ASSESSMENTS

PDE Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include but are not limited to:

- Pre-Assessments of Prior Knowledge
- Bell ringers/Problem of the Day
- Discussions
- Teacher Observation/Questioning
- Graphic Organizers
- Summarizing, Notetaking
- Oral Presentations
- Outlining
- Journaling
- Student Presentations/Projects
- TDAs

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include but are not limited to:

- Essays
- TDAs
- Projects
- Quizzes/Tests
- Student Presentations
- Portfolios