**COURSE DESCRIPTION**

**Course Title:** Reading 6

**Course Number:** 00023

**Course Prerequisites:**  Students are recommended for this course based on state and local assessment data, as well as classroom performance in their English Language Arts class. Final course eligibility is determined using a set scoring criterion of a norm referenced assessment.

**Course Description:**  This course is a comprehensive reading intervention program designed to support struggling readers. It combines adaptive software, high-interest fiction and non-fiction texts, and direct instruction designed to improve reading comprehension, fluency, and vocabulary skills. Through targeted instruction and data-driven assessments, students engage in scaffolded reading activities to enhance their literacy skills.

**Suggested Grade Level**: Grade 6

**Length of Course:** Two Semesters

**Units of Credit:** 1

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

[CSPG 57 – Reading Specialist](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/CSPG57.aspx)

To find the CSPG information, go to [CSPG](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**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**: 01046

To find the State Course Code, go to [State Course Code](https://nces.ed.gov/forum/sced.asp), download the Excel file for *SCED*, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:** Read 180 Stage B Workshop 1-3

**Publisher:** HMH

**ISBN #:**  9780358804727

**Copyright Date:** 2023

**WCSD Board Approval Date:** 8/12/2024

**Supplemental Materials:** Read 180 Software

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 8/12/2024

**Date Approved:**  8/12/2024

**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**

**Workshop 1 (Marking Periods 1 and 2):**

* Build and activate knowledge
* Build vocabulary
* Discuss media
* Understand key vocabulary
* Map concepts - concept organizer
* Understand content area vocabulary
* Identify word families
* Identify key ideas
* Identify central idea and details
* Foundational skill - blend words
* Cite text evidence
* Apply learning and extend thinking
* Establish context
* Use word strategies
* Use text evidence to answer a question
* Academic discussion
* Build morphological strategies
* Identify context clues to determine word meaning
* Read and respond to what is read
* Text structure
* Apply learning and extend thinking
* Identify elements of a summary
* Write a summary
* Identify prompt and purpose
* Choose precise language – synonyms
* Use TIDE writing strategy
* Write a paragraph
* Read for detail
* Prefixes
* Greek and Latin roots
* Close reading routine
* Think (write)-pair-share routine
* Identify text evidence and support responses
* Making inferences
* Interpret ideas across texts
* Identify and analyze theme
* Analyze a model informative essay - identify the topic
* Mark and evaluate text elements - use the TIDE (thesis, idea, details, ending) writing strategy
* Use the POW strategy to identify the prompt and purpose
* Analyze and select evidence
* Develop and draft a thesis statement
* Organize and draft an informative essay (introduction, body, ending)
* Use transitions to introduce evidence
* Identify and correct sentence fragments
* Edit an informative essay draft

**Workshop 2 (Marking Periods 2 and 3):**

* Building knowledge
* Build vocabulary
* Academic discussion - discuss media
* Map concepts - concept organizer
* Content area vocabulary
* Identify central idea and details
* Reinforce foundational skills - compound words
* Apply learning and extend thinking
* Establish context
* Identify key ideas
* Read critically
* Identify and analyze causes and effects
* Build morphological strategies - prefixes: - in- un-
* Identify word families
* Multiple meaning words
* Use context to complete sentences
* Identify text structure
* Identify text evidence
* Make inferences
* Use POW strategy to identify prompt and purpose
* Choose precise language – synonyms
* Organize and write an argumentative paragraph
* Draw conclusions
* Close reading routine
* Think (write)-pair-share routine
* Identify author's purpose
* Use word strategies
* Read critically
* Read critically – infographic
* Analyze model of an argument essay
* Mark and evaluate text elements - use TREE (thesis, reasons, evidence, ending) writing strategy
* Identify prompt and purpose
* Select and analyze evidence
* Develop and support a claim - analyze supporting evidence
* Draft and support a claim
* Organize and write an argument essay draft (introduction, body, ending)
* Use transitions to connect ideas
* Identify and correct run-on sentences
* Edit draft of an argument essay

**Workshop 3 (Marking Periods 3 and 4):**

* Build vocabulary
* Discuss media
* Map concepts - concept organizer
* Content area vocabulary
* Identify central idea and details
* Reinforce foundational skill – syllables
* Identify and analyze literary elements: setting, characters, plot, theme
* Key idea
* Analyze setting
* Academic discussion on details
* Analyze plot
* Apply learning and extend thinking
* Use word strategies
* Make inferences
* Word families - use context to complete sentences
* Synonyms and antonyms
* Identify prompt and purpose
* Choose precise language – synonyms
* Plan and write an informative paragraph (organize, details, end)
* Dialogue
* Word origins
* Greek and Latin roots
* Close reading routine
* Identify text structure

**Performance Task:**

* Unpack the prompt - POW (plan, organize, write)
* Choose and restate a prompt
* Find sources online using a search engine
* Analyze a search
* Choose search terms for prompt
* Evaluate and identify reliable sources
* Analyze a model research paper
* Mark and evaluate text elements - TIDE (topic, idea, detail, ending)
* Plan a research paper
* Craft a thesis for a research paper - TIDE (thesis, idea, detail, ending)
* Write a draft of a research paper (introduction, body, ending)
* Assess and rate research paper draft
* Reflect, revise, and publish research paper
* Create and present a multimedia presentation

**Standards/Eligible Content and Skills**

| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Marking Period Taught** |
| --- | --- | --- |
| Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | CC.1.2.6.A | MP1, MP2 MP3, MP4 |
| Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. | CC.1.2.6.B | MP1, MP2 MP3, MP4 |
| Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. | CC.1.2.6.D | MP2, MP3 |
| Analyze the author’s structure through the use of paragraphs, chapters, or sections. | CC.1.2.6.E | MP1, MP2 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.1.2.6.F | MP1, MP2 MP3, MP4 |
| Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | CC.1.2.6.G | MP1, MP2 MP3, MP4 |
| Evaluate an author’s argument by examining claims and determining if they are supported by evidence. | CC.1.2.6.H | MP3, MP4 |
| Examine how two authors present similar information in different types of text. | CC.1.2.6.I | MP3, 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.1.2.6.J | MP1, MP2 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.1.2.6.K | MP1, MP2 MP3, MP4 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.6.L | MP1, MP2 MP3, MP4 |
| Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | CC.1.3.6.A | MP1, MP2 MP3, MP4 |
| Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. | CC.1.3.6.B | MP1, MP2 MP3, MP4 |
| Describe how a particular story or drama’s plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution. | CC.1.3.6.C | MP2, MP3 MP4 |
| Analyze how the structure of a text contributes to the development of theme, setting, and plot. | CC.1.3.6.E | MP3, MP4 |
| 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.1.3.6.F | MP1, MP2 MP3, MP4 |
| Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements. | CC.1.3.6.H | MP3, 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.1.3.6.I | MP1, MP2 MP3, 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.1.3.6.J | MP1, MP2 MP3, MP4 |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | CC.1.3.6.K | MP1, MP2 MP3, MP4 |
| Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. | CC.1.4.6.A | MP1, MP2 MP3, MP4 |
| Identify and introduce the topic for the intended audience. | CC.1.4.6.B | MP1, MP2 MP3, MP4 |
| Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. | CC.1.4.6.C | MP1, MP2 MP3, MP4 |
| Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. | CC.1.4.6.D | MP1, MP2 MP3, MP4 |
| Use precise language and domain-specific vocabulary to inform about or explain the topic. | CC.1.4.6.E.1 | MP1, MP2 MP3, MP4 |
| Establish and maintain a formal style. | CC.1.4.6.E.4 | MP3, MP4 |
| Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.6.F | MP1, MP2 MP3, MP4 |
| Write arguments to support claims. | CC.1.4.6.G | MP2, MP3 |
| Introduce and state an opinion on a topic. | CC.1.4.6.H | MP2, MP3 |
| Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic. | CC.1.4.6.I | MP2, MP3 |
| Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented. | CC.1.4.6.J | MP2, MP3 |
| Use precise language and domain-specific vocabulary to inform about or explain the topic. | CC.1.4.6.K.1 | MP2, MP3 |
| Establish and maintain a formal style. | CC.1.4.6.K.4 | MP2, MP3 |
| Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.6.L | MP2, 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.1.4.6.S | MP3, MP4 |
| With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | CC.1.4.6.T | MP1, MP2 MP3, MP4 |
| Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | CC.1.4.6.U | MP1, MP2 MP3, MP4 |
| Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | CC.1.4.6.V | MP4 |
| Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | CC.1.4.6.W | MP4 |
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | CC.1.4.6.X | MP1, MP2 MP3, MP4 |
| Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly. | CC.1.5.6.A | MP1, MP2 MP3, MP4 |
| Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | CC.1.5.6.C | MP1, MP2 MP3, MP4 |
| Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | CC.1.5.6.D | MP1, MP2 MP3, MP4 |
| Adapt speech to a variety of contexts and tasks. | CC.1.5.6.E | MP1, MP2 MP3, MP4 |
| Include multimedia components and visual displays in presentations to clarify information. | CC.1.5.6.F | MP1, MP2 MP3, MP4 |
| Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content. | CC.1.5.6.G | MP1, MP2 MP3, 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:** Students will be assessed throughout the workshops using the following: concept maps, participation in discussions, checklists/rubrics, self-assessments, asking and answering questions, verbal and written summaries, and peer assessments.

**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:** Students will be assessed throughout the workshops using the following: check point assessments, presentations, final projects, essays, research projects, and standardized testing (benchmark assessments throughout the year).