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
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: 01046

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.

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

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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).