COURSE DESCRIPTION

Course Title: Reading 7
Course Number: 00025
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 7
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: 01047

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 Workshops 4-6
Publisher:	HMH
ISBN #:	
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 4 (Marking Periods 1 and 2):

- Build and activate knowledge
- Analyze and discuss media
- Participate in academic discussion
- Build vocabulary
- If Nearly There/Then frames
- Summarize key points
- Map concepts
- Identify word families
- Think (write)-pair-share routine
- Fluent reading
- Identify key ideas and details
- Use vocabulary and academic words in discussion and writing
- Draw conclusions
- Use closed syllables to read longer words
- Spot-split-read strategy to read longer words
- Cite text evidence
- Use text evidence to answer questions
- Make inferences
- Identify and analyze text elements
- Explain and analyze relationships between events, ideas, people, or concepts
- Build morphological strategies
- Identify word families
- Identify context clues to determine word meaning
- Connotation in text
- Analyze word choice
- Establish context
- Identify author's point of view
- Analyze a prompt
- Plan, organize, and write an informative paragraph
- Choose precise language-synonyms
- Write concluding statements
- Identify text structure
- Identify information to write a headline
- Use word strategies
- Restate others' ideas

- Read critically
- Identify similarities and differences
- Identify and analyze metaphors
- Evaluate a thesis statement, ideas, details, and conclusions in informative essays
- Use TIDE writing strategy
- Quote or paraphrase information
- Collect information from multiple sources, take notes, and sort evidence
- Use transition words to connect ideas
- Identify and use correct verb tense
- Plan, revise, edit, and publish written work
- Provide feedback to peers

Workshop 5 (Marking Periods 2 and 3):

- Build vocabulary
- Build and activate knowledge
- Identify key ideas and details
- Summarize key points
- Cite text evidence to support their responses
- State opinions
- If Nearly There/Then frames
- If Not Yet/Then frames
- Participate in academic discussion
- Analyze and discuss media
- Identify word families
- Make predictions
- Use strategies to read longer words with open syllables
- Identify context clues to determine word meaning
- Identify and analyze author's purpose
- Think (write)-pair-share routine
- Build morphological strategies
- Use a dictionary for pronunciation, meaning, spelling, or part of speech
- Use prefixes to determine word meaning
- Identify parts of speech
- Make inferences about a text
- Identify important events and cite evidence
- Use vocabulary and academic words in discussion and writing
- Explain and analyze relationships between events, ideas, people, or concepts

- Plan, organize, and write a narrative paragraph with a clear beginning, middle, and end
- Use precise words in a narrative paragraph
- Use who, what, and when graphic organizer
- Complete a concept organizer to deepen understanding of a topic
- Analyze text structure
- Use text features to understand a topic
- Read critically
- Use time order words to find important information
- Integrate information to write or speak knowledgeably about a topic
- Discuss, form, and write opinions
- Evaluate the introduction, ideas, details, and conclusions in a narrative essay
- Identify the central idea and explain how the details support it
- Speak in complete sentences when adding details in discussions
- Follow a series of steps and use strategies to plan writing
- Analyze descriptions
- Write a narrative about an imaginary experience using descriptive details to develop a clear plot
- Use transition words to show time order
- Plan, revise, and edit writing to make it stronger
- Use correct grammar when writing or speaking
- Identify and use subject and object pronouns correctly
- Provide feedback to peers
- Write and present a series of tweets to convince readers
- Plan and present an argument that supports a claim with logical evidence and clear language
- Analyze purpose and format

Workshop 6 (Marking Periods 3 and 4):

- Activate knowledge
- Summarize a text using important details
- Identify key idea and details of a text
- Participate in academic discussion
- Use vocabulary and academic words in discussion and writing
- Cite text evidence to support their responses
- Analyze and discuss media
- Think (write)-pair-share routine
- If Nearly There/Then frames

- If Not Yet/Then frames
- Identify word families
- Identify author's main point in an informational text
- Use strategies to read and understand multi-syllable words
- Explain the topic of a text using precise academic words
- Identify features of a drama
- Fluent reading
- Use evidence from the text to analyze how a play's setting shapes the plot
- Analyze setting
- Analyze what dialogue tells about a character and how it leads to a decision
- Identify important events in a text and cite evidence
- Distinguish between accurate details and opinion statements
- Identify word families for Greek and Latin roots
- Use Greek and Latin roots to determine word meaning
- Identify idioms and determine their meanings
- Unpack a prompt routine
- Plan, organize, and write an argument paragraph with a claim, supporting details, and a conclusion
- Generate precise synonyms
- Use precise words in writing
- Use evidence to write an argument paragraph
- Use concluding statements in writing
- Map concepts
- Use context clues to find synonyms
- Identify the connotation, or feeling, reflected by words in a text
- Use text evidence to explain how two or more individuals, events, ideas, or concepts interact in a news article
- Explain how the author's point of view is shown in the text
- Write or speak knowledgeably about a subject using information from several texts
- Make inferences
- Evaluate the claim, evidence, and conclusions in an argument essay
- Identify the claim of an argument essay and explain how details support it
- TREE writing strategy-mark and evaluate text elements
- Collect information from multiple sources, take notes, and sort evidence into categories
- Follow a series of steps and use strategies to plan writing
- Quote or paraphrase information to avoid plagiarism
- Analyze the development and support of a claim
- Draft a claim, counterclaim, and refutation

- Write an argument essay about a topic by choosing, organizing, and analyzing information
- Use transitions to show how ideas are related
- Plan, revise, edit, and publish writing to make it stronger
- Write compound and complex sentences
- Use correct grammar when writing or speaking
- Provide feedback to peers
- Present a series of steps, making eye contact, speaking so others can hear, and pronouncing words correctly
- Write a blog post
- Choose a topic to research
- Collect information from multiple sources and determine credibility
- Use precise language to evaluate and discuss research sources
- Analyze a model research paper and evaluate its different parts
- Use precise language and academic words to evaluate a research paper and discuss its parts
- Use TIDE strategy-informative writing elements
- Organize and write a research paper, including the following elements: an engaging introduction, strong thesis statement, supporting ideas, relevant details, citations, and interesting ending
- Collect and organize information to use in a research paper
- Paraphrase and cite evidence correctly
- Use precise language and academic words to write a thesis statement
- Revise and edit a research paper
- Use images, audio, or video in a presentation

Standards/Eligible Content and Skills

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	CC.1.2.7.A	MP1,MP2 MP3,MP4
Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.	CC.1.2.7.B	MP1,MP2 MP3,MP4
Analyze the interactions between individuals, events, and ideas in a text.	CC.1.2.7.C	MP1,MP2 MP3,MP4
Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	CC.1.2.7.D	MP1,MP2 MP3,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	MP1,MP2 MP3
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	MP1,MP2 MP3,MP4
Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.	CC.1.2.7.H	MP3,MP4
Analyze how two or more authors present and interpret facts on the same topic.	CC.1.2.7.I	MP1,MP2
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.1.2.7.J	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.1.2.7.K	MP1,MP2 MP3,MP4
Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.7.L	MP1,MP2 MP3,MP4
Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	CC.1.3.7.A	MP1,MP2 MP3,MP4
Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.	CC.1.3.7.B	MP1,MP2 MP3,MP4
Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.	CC.1.3.7.C	MP1,MP2 MP3,MP4
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,MP2

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Analyze how the structure or form of a text contributes to its meaning.	CC.1.3.7.E	MP1,MP2 MP3,MP4
Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.	CC.1.3.7.F	MP1,MP2 MP3,MP4
Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	CC.1.3.7.H	MP1,MP2
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.1.3.7.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.1.3.7.J	MP1,MP2 MP3,MP4
Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.3.7.K	MP1,MP2 MP3,MP4
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	CC.1.4.7.A	MP1,MP2
Identify and introduce the topic clearly, including a preview of what is to follow.	CC.1.4.7.B	MP1,MP2
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.1.4.7.C	MP1,MP2
Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate 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.1.4.7.D	MP1,MP2
Use precise language and domain-specific vocabulary to inform about or explain the topic.	CC.1.4.7.E.1	MP1,MP2
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.7.F	MP1,MP2
Write arguments to support claims.	CC.1.4.7.G	MP3,MP4
Introduce and state an opinion on a topic.	CC.1.4.7.H	MP3,MP4
Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.	CC.1.4.7.I	MP3,MP4

Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.	CC.1.4.7.J	MP3,MP4
Use precise language and domain-specific vocabulary to inform about or explain the topic.	CC.1.4.7.K.1	MP3,MP4
Use sentences of varying lengths and complexities.	CC.1.4.7.K.2	MP3,MP4
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.7.L	MP3,MP4
Write narratives to develop real or imagined experiences or events.	CC.1.4.7.M	MP2,MP3
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	CC.1.4.7.N	MP2,MP3
Use narrative techniques such as dialogue, description, 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.1.4.7.O	MP2,MP3
Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.	CC.1.4.7.P	MP2,MP3
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	CC.1.4.7.Q.1	MP2,MP3
Use precise language.	CC.1.4.7.Q.3	MP2,MP3
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.7.R	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.1.4.7.S	MP2,MP3 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.1.4.7.T	MP1,MP2 MP3,MP4
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	CC.1.4.7.U	MP1,MP2 MP3,MP4
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	CC.1.4.7.V	MP4
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	CC.1.4.7.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.1.4.7.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.1.5.7.A	MP1,MP2 MP3,MP4
Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	CC.1.5.7.C	MP1,MP2 MP3,MP4
Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	CC.1.5.7.D	MP1,MP2 MP3,MP4
Adapt speech to a variety of contexts and tasks.	CC.1.5.7.E	MP1,MP2 MP3,MP4
Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	CC.1.5.7.F	MP2,MP3 MP4
Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.	CC.1.5.7.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).