**COURSE DESCRIPTION**

**Course Title: ​** Reading 8

**Course Number:** ​ 00027

**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 8

**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**: 01048

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 Workshops 7-9

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

* Analyze and discuss media
* Build and activate knowledge
* Build vocabulary
* Participate in academic discussion
* Develop a concept map
* Identify word families
* Identify the key idea of an informational text
* Blend sounds to read words
* Use vocabulary and academic words in discussion and writing
* Identify key idea and details
* Use text evidence to explain a text’s meaning
* Explain key ideas in a photo essay using academic words
* Use correct grammar when writing or speaking
* Cite text evidence
* If Nearly There/Then frames
* If Not Yet/Then frames
* Think (write)-pair-share routine
* Make inferences
* Identify important events and cite evidence
* Analyze how a central idea and supporting details develop throughout a text
* Use a dictionary to find a word’s pronunciation, meaning, spelling, or part of speech
* Identify suffixes to help determine a word’s meaning
* Explain key ideas in a magazine article using academic words
* Use context clues to determine the meaning of words and phrases
* Provide details and explanations using complete sentences
* Determine the central idea of a text and summarize it without including opinions
* Unpack a writing prompt
* Use precise words in writing
* Plan, organize, and write an informative paragraph including a topic sentence, central idea, supporting details, and a conclusion
* Use TIDE strategy-informative writing elements
* Compare and contrast events, ideas, concepts, and information presented in a text
* Identify text structure
* Fluent reading
* Identify setting, characters, plot, and theme in a story
* Analyze how one part of a myth affects the plot
* Describe how an author organizes events, ideas, concepts, and information in a text using compare and contrast
* Evaluate the thesis statement, ideas, details, and conclusion in an informative essay
* Identify the main idea of an informative essay and explain how details support it
* Collect and analyze evidence from multiple sources
* Follow a series of steps and use strategies to plan writing
* Quote or paraphrase information to avoid plagiarism
* Write an informative essay
* Create a thesis statement and support it with evidence
* Use transitions to add evidence in writing
* Plan, revise, and edit writing
* Identify and revise sentence fragments
* Provide feedback to peers
* Create a field journal entry
* Present a field journal entry, sharing specific details, and using precise words and phrases

**Workshop 8 (Marking Periods 2 and 3):**

* Analyze and discuss media
* Participate in academic discussion
* Build vocabulary
* Use vocabulary and academic words in discussion and writing
* Identify word families
* Identify key ideas and details
* Read and understand the meaning of compound words
* Think (write)-pair-share routine
* If Nearly There/Then frames
* If Not Yet/Then frames
* Describe how an author organizes events, ideas, concepts, and information in a text using the steps in a process
* Report on a topic or text using facts and details to express important ideas
* Identify text structure
* Summarize what a text is mainly about using important details and without including opinions
* Identify and analyze the author’s purpose
* Use context clues to determine an unknown word or phrase’s meaning
* Use prefixes to determine a word’s meaning
* Make inferences about a text
* Analyze how the author’s word choice affects the text’s meaning
* Identify cause and effect text structure
* Identify causes and effects
* Unpack a writing prompt
* Choose precise synonyms
* Plan, organize, and write an argument paragraph with a claim, supporting details, and a conclusion
* Map concepts
* Cite text evidence
* Fluent reading
* Identify setting, characters, plot, and theme in a story
* Analyze setting
* Identify the under-the-surface meaning and feelings reflected by words in a text
* Analyze how authors use words purposefully to convey specific meanings
* Make inferences
* Analyze how one part of a story affects the plot
* Identify author’s purpose
* Evaluate the claim, evidence, and conclusion in an argument essay
* Identify the claim of an argument essay and explain how details support it
* Use 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 and conclusions to avoid plagiarism
* Write an argument essay about a topic by choosing, organizing, and analyzing information
* Develop a claim and support it with evidence
* Use transitions to connect ideas in writing
* Correct run-on sentences
* Plan, revise, edit, and publish writing
* Use correct grammar when speaking and writing
* Provide feedback to peers
* Write a blog post
* Present a series of steps for how to do something, making eye contact, and speaking clearly and confidently

**Workshop 9 (Marking Periods 3 and 4):**

* Participate in academic discussion
* Build and activate knowledge
* Analyze and discuss media
* Build vocabulary
* If Nearly There/Then frames
* If Not Yet/Then frames
* Use vocabulary and academic words in discussion and writing
* Map concepts
* Identify word families
* Identify key ideas and details
* Identify syllables to help read unfamiliar words
* Use text details to identify theme
* Fluent reading
* Identify important events and cite evidence
* Analyze setting
* Analyze character
* Analyze plot
* Share opinions when talking about topics, texts, and issues
* Use context clues to determine meaning of words and phrases
* Make inferences
* Deepen understanding of words by relating them to synonyms and antonyms
* Identify word families for Greek or Latin roots to determine word meaning
* Think (write)-pair-share routine
* Unpack a writing prompt
* Use precise words to describe a character and how the character reacts to events
* Plan, organize, and write a literary analysis, including text evidence and quotations
* Use notes to write a paragraph
* Analyze how illustrations can help explain ideas and events
* Identify text structure
* Analyze how text and illustrations work together in a graphic novel
* Analyze genre
* Compare and contrast the plots, settings, characters, and themes of two fantasy stories
* Analyze how information is organized to determine its effect
* Evaluate a thesis statement, ideas, details, and conclusion in an informative essay
* Identify the central idea of a literary analysis and explain how details support it
* Ask and answer questions with complete sentences and correct grammar
* Use TIDE writing strategy
* 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
* Write a literary analysis to share ideas, concepts, and information about a topic
* Analyze whether a thesis statement is effective, explaining ideas clearly
* Utilize an outline to write a rough draft
* Use transitions to organize details in writing
* Plan, revise, edit, and publish writing
* Identify when subjects and verbs do not agree and make necessary corrections
* Provide feedback to peers
* Create and present a book jacket
* Choose a topic to research
* Collect information from multiple sources and decide if each source is credible
* 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
* Organize and write a research paper, including the following elements: an engaging introduction, a strong thesis statement, supporting ideas, relevant details, citations, and an interesting ending
* Paraphrase and cite evidence correctly
* Use precise language and academic words to write a thesis statement
* Revise, edit, and publish a research paper
* Provide feedback to peers
* Use images, audio, or video in a presentation
* Use precise language and academic words to present research

**Standards/Eligible Content and Skills**

| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Marking Period Taught** |
| --- | --- | --- |
| 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 | MP1,MP2 MP3,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 | MP1,MP2 MP3,MP4 |
| Analyze how a text makes connections among and distinctions between individuals, ideas, or events. | CC.1.2.8.C | MP1,MP2 |
| 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,MP3 |
| 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 | MP1,MP2 MP3,MP4 |
| Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone. | CC.1.2.8.F | MP1,MP2 MP3,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 | MP1,MP2 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.1.2.8.J | MP1,MP2 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.1.2.8.K | MP1,MP2 MP3 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.8.L | MP1,MP2 MP3,MP4 |
| 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,MP2 MP3,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.1.3.8.B | MP1,MP2 MP3,MP4 |
| 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,MP2 MP3,MP4 |
| Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone. | CC.1.3.8.F | MP1,MP2 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.1.3.8.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.1.3.8.J | MP1,MP2 MP3,MP4 |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | CC.1.3.8.K | MP1,MP2 MP3,MP4 |
| Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. | CC.1.4.8.A | MP1,MP2 MP3,MP4 |
| Identify and introduce the topic clearly, including a preview of what is to follow. | CC.1.4.8.B | MP1,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 | MP1,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 | MP1,MP2 MP4 |
| Use precise language and domain-specific vocabulary to inform about or explain the topic. | CC.1.4.8.E.1 | MP1,MP2 MP4 |
| Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.8.F | MP1,MP2 MP4 |
| Write arguments to support claims. | CC.1.4.8.G | MP2,MP3 |
| Introduce and state an opinion on a topic. | CC.1.4.8.H | MP2,MP3 |

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| --- | --- | --- |
| Acknowledge and distinguish the claim(s) from 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.1.4.8.I | MP2,MP3 |
| Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. | CC.1.4.8.J | MP2,MP3 |
| Use precise language and domain-specific vocabulary to inform about or explain the topic. | CC.1.4.8.K.1 | MP2,MP3 MP4 |
| Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.8.L | MP2,MP3 |
| 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,MP2 MP3,MP4 |
| Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. | CC.1.4.8.U | MP1,MP2 MP3,MP4 |
| Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | CC.1.4.8.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.1.4.8.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.1.4.8.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.1.5.8.A | MP1,MP2 MP3,MP4 |
| Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. | CC.1.5.8.C | MP1,MP2 MP3,MP4 |
| Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. | CC.1.5.8.D | MP1,MP2 MP3,MP4 |
| Adapt speech to a variety of contexts and tasks. | CC.1.5.8.E | MP1,MP2 MP3,MP4 |
| Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. | CC.1.5.8.F | MP1,MP2 MP3,MP4 |
| Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content. | CC.1.5.8.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).