

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

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](#)

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: 01048

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: 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

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- 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

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- 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

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- 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

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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

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

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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).