

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Reading 101

Course Number: 00073

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 9

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: 01049

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.

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: Read 180 Stage C Workshops 1-3
Publisher: HMH
ISBN #: 9780358804758
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):

- Analyze and discuss media
- Participate in academic discussion
- Build and activate knowledge
- Build vocabulary
- If Nearly There/Then frames
- If Not Yet/Then frames
- Develop a concept map
- Identify word families
- Identify the key idea of an informational text
- Identify syllables to help read unfamiliar words
- Use vocabulary and academic words in discussion and writing
- Identify key idea and details
- Identify important events and cite evidence
- Use correct grammar when writing or speaking
- Read critically
- Analyze point of view
- Think (write)-pair-share routine
- Analyze how a central idea and supporting details develop throughout a text
- Use academic words to ask and answer questions
- Plan, organize, and write an informative paragraph including a topic sentence, central idea, supporting details, and a conclusion
- Use academic words to explain and expand on ideas
- Unpack a writing prompt
- Use precise synonyms
- Use the TIDE strategy
- Use notes to write a paragraph
- Identify and use parts of speech
- Use a dictionary to find a word's pronunciation, meaning, spelling, or part of speech
- Identify claims and reasons in an argument
- Identify reasons used to support a claim
- Develop evidence-based reasons for a claim
- Plan and participate in a debate
- Present claims, make eye contact, speaking so others can hear, and pronouncing words correctly
- Develop a concept map

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

- Identify literary elements
- Fluent reading
- Use academic words to answer questions about literary elements in a novel excerpt
- Analyze characters
- Provide details and explanations using complete sentences
- Make inferences
- Identify text structure
- Analyze graphics, labels, and captions
- Use context clues to figure out the meaning of unknown words and phrases
- Cite text evidence
- Use word strategies
- Identify the key idea of a text and summarize it without including opinions
- Write a summary
- 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 relevant information from multiple sources, take brief 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 informative essay about a topic by choosing, organizing, and analyzing information
- Create a thesis statement and support it with evidence
- Use transitions to add evidence in writing
- Plan, revise, edit, and publish writing
- Identify and correct sentence fragments in writing
- Provide feedback to peers
- Develop, conduct, and report on a memory experiment based on observations
- Identify key ideas of an informational interview
- Present experiment findings and answer audience questions
- Analyze purpose and format

Workshop 2 (Marking Periods 2 and 3):

- Analyze and discuss media
- Participate in academic discussion
- Build vocabulary
- Develop a concept map
- Identify word families
- Identify key ideas and details

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

- Use strategies to read words with closed syllables
- Use vocabulary and academic words in discussion and writing
- If Nearly There/Then frames
- If Not Yet/Then frames
- Fluent reading
- Identify literary elements
- Analyze media and illustrations
- Identify important events and cite evidence
- Share opinions when talking about topics, texts, and issues
- Use correct grammar when writing or speaking
- Make inferences
- Provide details and explanations using complete sentences
- Think (write)-pair-share routine
- Analyze plot
- Analyze figurative language
- Analyze character
- Unpack a writing prompt
- Use precise synonyms
- Plan, organize, and write a literary analysis with evidence and quotations
- Use precise academic words to describe a character and how the character changes over the course of a text
- Use notes to write a paragraph
- Use word strategies to determine the under-the surface meaning and feelings reflected by words in a text
- Identify and use prefixes to help determine a word's meaning
- Identify, analyze, and use context clues to determine the meaning of unknown words or phrases
- Use a dictionary to identify different forms of a word
- Analyze similes
- Analyze theme
- Evaluate the thesis statement, ideas, details, and conclusion in a literary analysis
- Identify the main idea of a literary analysis and explain how details support it
- Use the TIDE writing strategy
- Unpack a writing prompt
- 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 evidence

- Analyze citations
- Write a literary analysis to share ideas, concepts, and information about a topic
- Use transitions to organize details in writing
- Use an outline to write a rough draft
- Plan, revise, edit, and publish writing
- Identify and correct verb tense shifts
- Provide feedback to peers
- Develop and present a photograph (including a title, credit, year, and caption)

Workshop 3 (Marking Periods 3 and 4):

- Analyze and discuss media
- Build and activate knowledge
- Build vocabulary
- Participate in academic discussion
- Develop a concept map
- If Nearly There/Then frames
- If Not Yet/Then frames
- Use a dictionary to identify different forms of a word
- Identify key idea and details
- Use strategies to read words with open syllables
- Use vocabulary and academic words in discussion and writing
- Use evidence from a text to find the central idea and details
- Use correct grammar when writing or speaking
- Think (write)-pair-share routine
- Read critically
- Make inferences
- Unpack a writing prompt
- Use the TREE strategy
- Use precise synonyms
- Plan, organize, and write an argument paragraph with a claim, supporting details, and a conclusion
- Use precise academic words to support a claim
- Use notes to write a paragraph
- Identify text structure
- Describe how an author sequences events, ideas, concepts, and information in a timeline
- Identify and use suffixes to determine a word's meaning
- Identify word families

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

- Identify words with multiple meanings
- Use context clues to determine a word's meaning
- Identify evidence used to defend an argument
- Analyze arguments
- Develop and respond to counterclaims, using supporting reasons and evidence
- Plan, participate in, and present a debate
- Identify presentation skills
- Analyze multiple accounts
- Analyze point of view
- Report on a drama, using facts and details to express important ideas
- Analyze characters and events
- Analyze the plot
- Summarize key supporting details and ideas
- Determine the key idea of a text and summarize it without including opinions
- Use high-utility vocabulary in verbal and written responses
- Draw conclusions about ideas and information
- Analyze author's purpose
- Evaluate the claim, evidence, and conclusions in an argument essay
- Identify the claim of an argument essay and explain how details support it
- Collect information from multiple sources and take notes
- Follow a series of steps and use strategies to plan writing
- Quote or paraphrase information to avoid plagiarism
- Use related evidence from earlier texts or discussions
- Write an argument essay about a topic by choosing, organizing, and analyzing information
- Develop a claim and support it with evidence
- Use precise language and academic words to write and support a claim
- Use transitions to create cohesion
- Plan, revise, edit, and publish writing
- Use independent clauses and compound sentences in writing
- Provide feedback to peers
- Create an online petition with organized ideas, clear reasons, and relevant evidence
- Identify the key ideas of an argument
- Use images to make a claim clearer
- Choose a topic to research
- Collect information from multiple sources and decide if the source is credible
- Use precise language to evaluate and discuss research sources
- Analyze a model research paper and evaluate its different parts

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

- 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
- 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, 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

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

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 how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	CC.1.2.9–10.A	MP1, MP2 MP3, MP4
Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.	CC.1.2.9–10.B	MP1, MP2 MP3, MP4
Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	CC.1.2.9–10.C	MP1, MP2
Determine an author’s particular point of view and analyze how rhetoric advances the point of view.	CC.1.2.9–10.D	MP1, MP2 MP3, MP4
Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	CC.1.2.9–10.E	MP1, MP2
Analyze how words and phrases shape meaning and tone in texts.	CC.1.2.9–10.F	MP1, MP2 MP3, MP4
Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CC.1.2.9–10.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.1.2.9–10.K	MP1, MP2
Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.9–10.L	MP1, MP2 MP3, MP4
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	CC.1.3.9–10.A	MP1, MP2 MP3
Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.	CC.1.3.9–10.B	MP1, MP2 MP3, MP4
Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	CC.1.3.9–10.C	MP1, MP2 MP3, MP4
Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.	CC.1.3.9–10.E	MP1, MP2 MP3, MP4
Analyze how words and phrases shape meaning and tone in texts.	CC.1.3.9–10.F	MP1, MP2

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
		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.1.3.9–10.J	MP2, MP3 MP4
Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.3.9–10.K	MP1, MP2 MP3, MP4
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	CC.1.4.9–10.A	MP1, MP2 MP3, MP4
Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	CC.1.4.9–10.C	MP1, MP2 MP3, MP4
Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.	CC.1.4.9–10.D	MP1, MP2 MP3, MP4
Use precise language and domain-specific vocabulary to manage the complexity of the topic.	CC.1.4.9–10.E.1	MP1, MP2 MP3, MP4
Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	CC.1.4.9–10.E.2	MP1, MP2 MP3, MP4
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.9–10.F	MP1, MP2
Write arguments to support claims in an analysis of substantive topics.	CC.1.4.9–10.G	MP3, MP4
Introduce the precise claim.	CC.1.4.9–10.H.1	MP3, MP4
Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.	CC.1.4.9–10.I	MP3, MP4
Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.	CC.1.4.9–10.J	MP3, MP4
Use precise language and domain-specific vocabulary to manage the complexity of the topic.	CC.1.4.9–10.K.1	MP3, MP4
Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	CC.1.4.9–10.K.2	MP3, MP4

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.9–10.L	MP3, MP4
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	CC.1.4.9–10.S	MP2, MP3 MP4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	CC.1.4.9–10.T	MP2, MP3 MP4
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	CC.1.4.9–10.U	MP4
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	CC.1.4.9–10.V	MP3, MP4
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	CC.1.4.9–10.W	MP2, MP3 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.1.4.9–10.X	MP1, MP2 MP3, MP4
Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	CC.1.5.9–10.A	MP1, MP2 MP3, MP4
Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	CC.1.5.9–10.B	MP1, MP2 MP3, MP4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.	CC.1.5.9–10.D	MP1, MP2 MP3, MP4

WARREN COUNTY SCHOOL DISTRICT		
PLANNED INSTRUCTION		
Adapt speech to a variety of contexts and tasks.	CC.1.5.9–10.E	MP1, MP2 MP3, MP4
Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	CC.1.5.9–10.F	MP4
Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.	CC.1.5.9–10.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).