**COURSE DESCRIPTION**

**Course Title:** **​ Reading 201**

**Course Number:** 00074

**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**: Grades 10-12

**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**: 01049

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 C Workshops

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

* Analyze and discuss media
* Participate in academic discussion
* Build and activate knowledge
* Build vocabulary
* Develop a concept map
* If Nearly There/Then frames
* If Not Yet/Then frames
* 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
* Think (write)-pair-share routine
* Cite text evidence
* Share opinions and build on other’s ideas during discussions
* Use correct grammar when writing or speaking
* Use academic words to ask and answer questions
* Use context clues to figure out the meaning of unknown words and phrases
* Analyze author’s point of view
* Draw conclusions about ideas and information
* Unpack a writing prompt
* Use precise synonyms
* Plan, organize, and write an informative paragraph including a topic sentence, central idea, supporting details, and a conclusion
* Use TIDE writing strategy
* Use notes to write a paragraph
* Identify parts of speech
* Use a dictionary to answer questions about words
* Use TREE strategy
* Identify reasons used to support a claim
* Develop evidence-based reasons for a claim
* Plan, participate in, and present a debate
* Identify presentation skills
* Use a dictionary to identify different forms of a word
* Analyze visual content
* Use information in an infographic to understand a topic
* Provide details and explanations using complete sentences
* Fluent reading
* Identify literary elements
* Analyze character
* Analyze plot
* Analyze setting
* Make inferences
* Analyze plot
* Analyze theme
* Identify text structure
* Write or speak knowledgeably about a subject using information from several texts
* Analyze information across texts
* Evaluate the thesis statement, ideas, details, and conclusion in a literary analysis
* Identify the main idea of an informative essay and explain how details support it
* 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
* Write an informative essay to share ideas, concepts, and information about a topic
* Choose, organize, and analyze related information to include
* Create a thesis statement and support it with evidence
* Use transitions to connect evidence to ideas
* Use an outline to write a rough draft
* Provide feedback to peers
* Identify and correct sentence fragments in writing
* Write and present a podcast
* Present a podcast script

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

* Analyze and discuss media
* Participate in academic discussion
* Build and activate knowledge
* Build vocabulary
* Develop a concept map
* If Nearly There/Then frames
* If Not Yet/Then frames
* Use a dictionary to identify different forms of words
* Identify the key idea of an informational text
* Use strategies to read words with closed syllables
* Use vocabulary and academic words in discussion and writing
* Draw conclusions based on ideas and information that have been discussed
* Identify multiple accounts
* Identify important events in a text and cite evidence
* Share opinions and build on other’s ideas during discussions
* Use correct grammar when writing or speaking
* Identify text structure
* Use facts and details about text when sharing ideas
* Identify and analyze people, events, and ideas
* Identify key ideas and details
* Make inferences
* Use facts and details to support an opinion about a topic
* Cite text evidence
* Think (write)-pair-share routine
* Summarize
* Determine the central idea of a text and summarize it without including opinions
* Unpack a writing prompt
* Use precise synonyms
* Plan, organize, and write an argument paragraph with a claim, supporting reasons, evidence, and a conclusion
* Use precise words to support a claim
* Identify and use prefixes to help figure out a word’s meaning
* Use context clues to figure out the meaning of unknown words and phrases
* Identify evidence used to support a claim
* Develop and respond to counterclaims, using supporting reasons and evidence
* Analyze arguments
* Plan, participate in, and present a debate
* Identify presentation skills
* Discuss key concepts with others
* Read critically
* Summarize the topic and important details of a text without including personal opinions
* Determine the under-the-surface meaning reflected by phrases in a text
* Analyze the effect of repeating words and phrases in a poem
* Fluent reading
* Analyze repetition
* Analyze meaning and tone of a text
* Write a summary
* Evaluate the claim, evidence, and conclusions in an argument essay
* Identify the claim of an argument essay and explain how details support it
* Ask and answer questions related to a topic
* Use TREE strategy
* 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
* Follow a series of steps and use strategies to plan writing
* Use precise language and academic words to write and support a claim
* Use transitions to create cohesion
* Use an outline to write a rough draft
* Plan, revise, edit, and publish writing
* Provide feedback to peers
* Identify and correct verb tense shifts
* Create an online petition with organized ideas, clear reasons, and relevant evidence
* Plan and present an argument that supports a claim, with logical evidence and clear language

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

* Analyze and discuss media
* Build and activate knowledge
* Build vocabulary
* Participate in academic discussion
* Develop a concept map
* Use a dictionary to identify different forms of a word
* Identify the most important details in an author profile
* Use strategies to read words with open syllables
* Use vocabulary and academic words in discussion and writing
* Draw conclusions based on ideas and information that have been discussed
* If Nearly There/Then frames
* If Not Yet/Then frames
* Fluent reading
* Identify and analyze literary elements
* Analyze character
* Think (write)-pair-share routine
* Analyze how an author develops and contrasts the points of view of different characters
* Identify key ideas and details
* Make inferences
* Share opinions and build on other’s ideas during discussions
* Determine the under-the-surface meaning reflected by phrases in a text
* Determine the meaning of similes, or creative comparisons, used in a text
* Analyze plot
* Analyze characters and events
* Plan, organize, and write a literary analysis with evidence and quotations
* Use notes to write a paragraph
* Use TIDE strategy
* Cite text evidence
* Analyze figurative language
* Identify and use suffixes to determine a word’s meaning
* Identify word families
* Identify words with multiple meanings and use context clues to determine the meaning
* Contrast points of view
* Use text evidence to explain how two or more individuals, events, ideas, or concepts interact in the text
* Evaluate the thesis statement, ideas, details, and conclusions in a literary analysis
* Identify the main idea of a literary analysis and explain how details support it
* Ask and answer questions related to a topic
* Unpack your 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
* 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
* Provide feedback to peers
* Use independent clauses and compound sentences in writing
* Use correct grammar when writing or speaking
* Plan, revise, edit, and publish writing
* Develop and present a dramatic scene the includes dialogue, stage directions, conflict, turning point, and a resolution
* Identify the key elements of a dramatic scene
* Present a dramatic reading of a scene using a different voice for each character
* 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
* 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**

| **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  MP3 |
| 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 |
| 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  MP3 |
| 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  MP3,MP4 |
| 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,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.1.3.9–10.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 |
| Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. | CC.1.3.9–10.D | MP3,MP4 |

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| Analyze how words and phrases shape meaning and tone in texts. | CC.1.3.9–10.F | 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.1.3.9–10.J | MP1,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 |
| 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 |
| 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 |
| Use precise language and domain-specific vocabulary to manage the complexity of the topic. | CC.1.4.9–10.E.1 | MP1,MP2 |
| 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 |
| 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 | MP2,MP3 |
| Introduce the precise claim. | CC.1.4.9–10.H.1 | MP2,MP3 |
| 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 | MP2,MP3 |
| 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 | MP2,MP3 |
| Use precise language and domain-specific vocabulary to manage the complexity of the topic. | CC.1.4.9–10.K.1 | MP2,MP3 |
| Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.9–10.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.1.4.9–10.S | 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 | MP1,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 | MP1,MP2  MP3 |
| 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 | MP1,MP2  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 | 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 |
| 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 |
| Adapt speech to a variety of contexts and tasks. | CC.1.5.9–10.E | MP1,MP2  MP3,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 |
| Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. | CC.1.2.11–12.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 and related to an author’s implicit and explicit assumptions and beliefs. | CC.1.2.11–12.B | MP1,MP2  MP3,MP4 |
| Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. | CC.1.2.11–12.C | MP1,MP2  MP3 |
| Evaluate how an author’s point of view or purpose shapes the content and style of a text. | CC.1.2.11–12.D | MP1,MP2 |
| Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. | CC.1.2.11–12.E | MP1,MP2  MP3 |
| Evaluate how words and phrases shape meaning and tone in texts. | CC.1.2.11–12.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.1.2.11–12.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.1.2.11–12.K | MP1,MP2  MP3,MP4 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently | CC.1.2.11–12.L | MP1,MP2  MP3,MP4 |
| Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. | CC.1.3.11–12.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 and related to an author’s implicit and explicit assumptions and beliefs. | CC.1.3.11–12.B | MP1,MP2  MP3,MP4 |
| Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. | CC.1.3.11–12.C | MP1,MP2  MP3,MP4 |
| Evaluate how an author’s point of view or purpose shapes the content and style of a text. | CC.1.3.11–12.D | MP3,MP4 |
| Evaluate how words and phrases shape meaning and tone in texts. | CC.1.3.11–12.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.1.3.11–12.J | MP1,MP2  MP3,MP4 |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | CC.1.3.11–12.K | MP1,MP2  MP3,MP4 |
| Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. | CC.1.4.11–12.A | MP1,MP2 |
| Develop and analyze the topic thoroughly by selecting the most significant and relevant 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.1.4.11–12.C | MP1,MP2 |
| Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. | CC.1.4.11–12.D | MP1,MP2 |
| Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic | CC.1.4.11-12.E.1 | MP1,MP2 |
| Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing | CC.1.4.11-12.E.2 | MP1,MP2 |
| Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.11–12.F | MP1,MP2 |
| Write arguments to support claims in an analysis of substantive topics. | CC.1.4.11–12.G | MP2,MP3 |
| Write with a sharp, distinct focus identifying topic, task, and audience. | CC.1.4.11–12.H | MP2,MP3 |
| Introduce the precise, knowledgeable claim. | CC.1.4.11-12.H.1 | MP2,MP3 |
| Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. | CC.1.4.11–12.I | MP2,MP3 |
| Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to 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.1.4.11–12.J | MP2,MP3 |
| Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. | CC.1.4.11–12.K.1 | MP2,MP3 |
| Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.11–12.L | MP2,MP3 |
| Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. | CC.1.4.11-12.Q.3 | 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.1.4.11–12.S | 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.1.4.11–12.T | MP1,MP2  MP3,MP4 |
| Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. | CC.1.4.11–12.U | MP1,MP2  MP3 |
| 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.1.4.11–12.V | MP1,MP2  MP3,MP4 |
| Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. | CC.1.4.11–12.W | 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.1.4.11–12.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.1.5.11–12.A | MP1,MP2  MP3,MP4 |
| Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone. | CC.1.5.11–12.B | MP1,MP2  MP3 |
| Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. | CC.1.5.11–12.D | MP1,MP2  MP3,MP4 |
| Adapt speech to a variety of contexts and tasks. | CC.1.5.11–12E | MP1,MP2  MP3,MP4 |
| Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content. | CC.1.5.11–12.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).