COURSE DESCRIPTION

Course Title: Reading 6

Course Number: 00023

Course Prerequisites: Students must score below the proficiency level on the PSSA reading assessment with administration (principal) recommendation and also meet placement test requirements.

Course Description: These students need additional support in the areas of decoding, comprehension, fluency, and vocabulary. In order to provide the reading teacher with necessary materials to focus instruction appropriately for these readers, various research validated programs will be used dependent on student need. The reading curriculum utilizes a variety of reading genres. High interest, leveled reading books provide students with the in-context practice they need to gain skill mastery. Together, these materials provide the skills necessary for students to progress to grade level in reading. Students learn to recognize different texts organizational patterns and apply appropriate strategies for understanding and remembering. It provides opportunities for growth in word attack, vocabulary, critical comprehension, and learning strategies. Teachers focus on teaching students how to monitor one's own thinking when reading to learn.

No final exam is required. A comprehensive test as part of the last marking period is optional.

Suggested Grade Level: _____ 6 _____

Length of Course: _____ One Semester   _____ Two Semesters   __X__ Other (Describe) Students who demonstrate reading proficiency will test out of the program.

Units of Credit: _____1_____ (Insert **_NONE_** if appropriate.)

PDE *Certification and Staffing Policies and Guidelines (CSPG)* **Required Teacher Certification(s):** Reading Specialist, Elementary (for Grade 6), Middle Level English 7-9, or English 7-12

Certification verified by WCSD Human Resources Department:
        __X__ Yes   _____ No

District approved curriculum and supplemental materials will be used.

Date Written: <u>August 2016</u>

Date Approved: <u>August 29, 2016</u>

Implementation Year: <u>2016 – 2017</u>

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

SPECIFIC EDUCATIONAL STANDARDS, CONTENT, & SKILLS

Reading Process **A. Before Reading:** Use Before Reading Strategies (e.g. graphic organizers, preview text, skim passage, prior knowledge, make predictions, set a purpose, choose a plan) **B. During Reading:** Use During Reading Strategies (e.g. highlight, graphic organizers, sticky notes, take notes, annotate text) **C. After Reading:** Use After Reading Strategies (e.g. summarize, make connections, relate to the real world, reflect, interpret, analyze, comprehension activities)	
II. Reading Standards: Literature Text – Students read andrespond to works of literature with an emphasis on comprehension, vocabulary acquisition, and making connectionsamong ideas and between texts with a focus on textual evidence.	E06.A
A. Key Ideas and Details: Demonstrate understanding of key ideas and details in literature.	E06.A-K.1.1
1) Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	E06.A-K.1.1.1
2) Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions of judgments.	E06.A-K.1.1.2
3) Describe how the plot of a particular story, drama, or poem unfolds as well as how the characters respond or change as the plot moves toward a resolution.	E06.A-K.1.1.3
B. Craft and Structure: Demonstrate understanding of craft and structure in literature.	E06.A-C.2.1
1) Determine an author's purpose in a text and explain how it is conveyed in the text; explain how the author develops the point of view of the narrator of speaker in the text; describe the effectiveness of the point of view used by the author.	E06.A-C.2.1.1
2) Analyze how a particular sentence, chapter, scene, or stanza fits into the oval structure of a text and contributes to the development of the theme, setting, or plot.	E06.A-C.2.1.2
3) Determine how the author uses the meaning of words and phrases, including figurative and connotative meanings in a text; analyze the impact of specific word choice on meaning and tone.	E06.A-C.2.1.3 3
C. Integration of Knowledge and Ideas: Demonstrate understanding of connections within, between, and/or among texts.	E06.A-C.3.1

1) Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.	E06.A-C.3.1.1
D. Vocabulary Acquisition and Use: Demonstrate understanding of vocabulary and figurative language in literature.	E06.A-V.4.1
1) Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	E06.A-V.4.1.1
2) Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	E06.A-V.4.1.1.a
3) Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	E06.A-V.4.1.1.b
4) Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.	E06.A-V.4.1.2
5) Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.	E06.A-V.4.1.2.a
6) Use the relationship between particular words (e.g. cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.	E06.A-V.4.1.2.b
7) Distinguish among the connotations (associations) of words with similar denotations (definitions).	E06.A-V.4.1.2.c
III. Reading Standards: Informational Text – Students read,understand, and respond to informational text – with anemphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focuson textual evidence.	E06.B
A. Key Ideas and Details: Demonstrate understandings of key ideas and details in informational texts.	E06.B-K.1.1
1) Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	E06.B-K.1.1.1
2) Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.	E06.B-K.1.1.2
3) Analyze in detail how a key individual, even, or idea is introduced, illustrated, or elaborated in a text. (e.g., through examples, anecdotes, or sequence of steps).	E06.B-K.1.1.3
B. Craft and Structure: Demonstrate understanding of connections within, between, and/or among Informational texts.	E06.B-C.2.1
1) Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	E06.B-C.2.1.1
2) Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.	E06.B-C.2.1.2
3) Determine how the author uses the meaning of words or phrases, including figurative, connotative, and technical meanings in a text.	E06.B-C.2.1.3
C. Integration of Knowledge and Ideas: Demonstrate understanding of connections within and/or among informational texts.	E06.B-C.3.1
1) Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g., fact/opinion, bias).	E06.B-C.3.1.1
2) Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	E06.B-C.3.1.2
D. Vocabulary Acquisition and Use: Demonstrate understanding of vocabulary and	E06.B-V.4.1

figurative language in information texts.	
1) Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	E06.B-V.4.1.1
2) Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	E06.B-V.4.1.1.a
3) Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	E06.B-V.4.1.1.b
4) Determine the meaning of technical words and phrases used in a text	E06.B-V.4.1.1.c
5) Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.	E06.B-V.4.1.2
6) Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.	E06.B-V.4.1.2.a
7) Use the relationship between particular words (e.g., cause/effect, par/whole, item/category, synonym/antonym) to better understand each of the words.	E06.B-V.4.1.2.b
8) Distinguish among the connotations (associations) of words with similar denotations (definitions).	E06.B-V.4.1.2.c 5
9) 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.1.3.6.J CC.1.2.6.L
E. Range of Reading and Level of Text Complexity	
1) Read and comprehend literary nonfiction and information text on grade level, reading independently and proficiently.	
IV. Writing Standards – Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
A. Text Types and Purposes – Argument: Write arguments to support claims with clear reasons and relevant evidence.	E06.C.1.1
1) **Focus and Organization:** Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.	E06.C.1.1.1
2) **Content:** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	E06.C.1.1.2
3) **Organization:** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	E06.C.1.1.3
4) **Style:** Establish and maintain a formal style.	E06.C.1.1.4
5) **Organization:** Provide a concluding section that reinforces the claims and reasons presented.	E06.C.1.1.5
6) **Organization:** Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.	CC.1.4.6.J
7) **Style:** Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style.	CC.1.4.6.K
B. Text Types and Purposes – Informative: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	E06.C.1.2
1) **Focus and Organization:** Introduce a topic for the intended audience, and preview what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	E06.C.1.2.1
2) **Content:** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	E06.C.1.2.2
3) **Organization:** Use appropriate transitions to clarify the relationships among ideas and	E06.C.1.2.3

concepts.	
4) **Style:** Use precise language and domain-specific vocabulary to inform about or explain the topic.	E06.C.1.2.4 6
5) **Style:** Establish and maintain a formal style.	E06.C.1.2.5
6) **Organization:** Provide a concluding section that follows from and supports the information or explanation presented.	E06.C.1.2.6
7) **Content:** 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.1.4.6.C
8) **Organization:** Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.	CC.1.4.6.C
9) **Style:** Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style.	CC.1.4.66E
C. Text Types and Purposes – Narrative: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	E06.C.1.3
1) **Focus and Organization:** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	E06.C.1.3.1
2) **Content:** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	E06.C.1.3.2
3) **Organization:** Use a variety of transition words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	E06.C.1.3.3
4) **Style and Content:** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	E06.C.1.3.4
5) **Organization:** Provide a conclusion that follows from and reflects on the narrated experiences or events.	E06.C.1.3.5
6) **Style:** Write with an awareness of the stylistic aspects of writing. Vary sentence patterns for meaning, reader/listener interest, and style. Use precise language. Develop and maintain a consistent voice.	CC.1.4.6.Q
D. Text Types and Purposes –Text-Dependent Analysis - Evidence-Based Analysis of a Text: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	E06.E.1.1
1) **Focus and Organization:** Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	E06.E.1.1.1
2) **Content and Organization:** Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	E06.E.1.1.2
3) **Content:** Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia within useful to aiding comprehension.	CC.1.4.6.C
4) **Organization:** Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect. Include formatting when useful to aiding comprehension.	CC.1.4.6.D
5) **Response to Literature:** Draw evidence from literary or information texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	CC.1.4.6.S

6) **Organization:** Use appropriate transitions to clarify the relationships among ideas and concepts.	E06.E.1.1.3
7) **Style:** Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	E06.E.1.1.4
8) **Style:** Establish and maintain a formal style.	
9) **Organization:** Provide a concluding section that follows from the analysis presented. E06.E.1.1.6	E06.E.1.1.5
10) **Style:** Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style.	CC.1.4.6.E
11) **Organization:** Organize the claim(s) with clear reasons and evidence; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.	CC.1.4.6.J
E. Production and Distribution of Writing/Writing Process: 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.	CC.1.4.6.T
F. Technology and Publication: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.	CC.1.4.6.U
G. Conducting Research: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	CC.1.4.6.V 8
H. Credibility, Reliability, and Validity of Sources: Gather relevant information from multiple print and digital sources, assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	CC.1.4.6.W
I. Range of Writing: 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 disciplinespecific tasks, purposes, and audiences.	CC.1.4.6.X
V. Speaking and Listening Standards - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussion.	
A. Comprehension and Collaboration – Collaborative Discussion: 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.1.5.6.A
B. Comprehension and Collaboration – Critical Listening: Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.	CC.1.5.6.B
C. Comprehension and Collaboration – Evaluating Information: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	CC.1.5.6.C
D. Presentation of Knowledge and Ideas – Purpose, Audience,and Task: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear punctuation.	CC.1.5.6.D
E. Presentation of Knowledge and Ideas – Context: Adapt speech to a variety of contexts and tasks.	CC.1.5.6.E
F. Integration of Knowledge and Ideas – Multimedia: Include multimedia components and visual displays in presentations to clarify information.	CC.1.5.6.F
G. Conventions of Standard English: Demonstrate command of the conventions of Standard English when speaking based on grade 6 level and content.	CC.1.5.6.G

ASSESSMENTS

Suggested Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

- Reading Inventory at start, mid marking period and end of marking period.
- Summarizing
- Retelling
- Graphic Organizers
- Reading out loud

Suggested Summative Assessments:
- End of Unit Assessments
- Fluency, spelling, comprehension, vocabulary and grammar assessments

District Approved Assessment Instruments
- Any district approved assessment instrument

Portfolio Assessment: _____ Yes __X__ No

District-wide Final Examination Required: _____ Yes __X__ No

Course Challenge Assessment (Describe):

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WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? _____ Yes __X__ No

2. Does this course issue a mark/grade for the report card?

    __X__ Yes _____ No

3. Does this course issue a Pass/Fail mark? _____ Yes __X__ No

4. Is the course mark/grade part of the GPA calculation?

    __X__ Yes _____ No

5. Is the course eligible for Honor Roll calculation? __X__ Yes _____ No

6. What is the academic weight of the course?

    _____ No weight/Non credit __x__ Standard weight

    _____ Enhanced weight (Describe) AP