COURSE DESCRIPTION

Course Title: Reading 7

Course Number: 00025

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 in 7th grade 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: **7th grade**

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, 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: _____ August 2016 _____

Date Approved: _____ August 29, 2016 _____

Implementation Year: _____ 2016 – 2017 _____

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

I. Reading Process	
A. Before Reading: Use Before Reading Strategies (e.g. graphic organizers, preview text, skim passage, prior knowledge, make predictions, set a purpose, and 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, and analyze, comprehension activities).	
II. Reading Standards: Literature Text–Students read and respond to works of literature with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.	E07.A
A. Key Ideas and Details: Demonstrate understanding of key ideas and details in literature.	E07.A-K.1.1
1) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	E07.A-K.1.1.1
2) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	E07.A-K.1.1.2
3) Analyze how particular elements of a story, drama, or poem interact (e.g., how setting shapes the characters or plot).	E07.A-K.1.1.3
B. Craft and Structure: Demonstrate understanding of craft and structure in literature.	E07.A-C.2.1
1) Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	E07.A-C.2.1.1

2) Analyze how a drama or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	E07.A-C.2.1.2
3) Determine how the author uses the meaning of words and phrases as they are used in a text, including figurative and connotative meanings in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	E07.A-C.2.1.3
C. Integration of Knowledge and Ideas: Demonstrate understanding of connections within, between, and/or among texts.	
1) Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	E07.A-C.3.1.1
D. Vocabulary Acquisition and Use: Demonstrate understanding of vocabulary and figurative language in literature.	
1) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	E07.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.	E07.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.	E07.A-V.4.1.1.b
4) Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.	E07.A-V.4.1.2
5) Interpret figures of speech in context.	E07.A-V.4.1.2.a
6) Use the relationship between particular words (synonym/antonym, analogy) to better understand each of the words.	E07.A-V.4.1.2.b
7) Distinguish among the connotations of words with similar denotations.	E07.A-V.4.1.2.c
III. Reading Standards: Informational Text –Students read, understand, and respond to informational text –with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.	E07.B
A. Key Ideas and Details: demonstrate understanding of key ideas and details in informational texts. 1) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusion, and/or generalizations drawn from the text.	E07.B-K.1.1.1
2) Determine two or more central ideas in a text and analyze their development over	E07.B-K.1.1.2

the course of the text; provide an objective summary of the text.	
3) Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	E07.B-K.1.1.3
B. Craft and Structure: Demonstrate understanding of craft and structure in informational texts.	
1) Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	E07.B-C.2.1.1
2) Analyze the structure an author uses to organize a text, including how the major sections and text features contribute to the whole and to the development of the ideas.	E07.B-C.2.1.2
3) Determine how the author uses the meaning of words and phrases, including figurative, connotative, and technical meanings in a text; analyze the impact of a specific word choice on meaning and tone.	E07.B-C.2.1.3
C. Integration of Knowledge and Ideas: Demonstrate an understanding of connections within, between, and/or among informational texts.	
1) Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	E07.B-C.3.1.1
2) Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	E07.B-C.3.1.2
D. Vocabulary Acquisition and Use: Demonstrate understanding of vocabulary and figurative language in informational texts.	
1) Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	E07.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.	E07.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.	E07.B-V.4.1.1.b
4) Determine the meaning of technical words and phrases used in a text.	E07.B-V.4.1.1.c
5) Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.	E07.B-V.4.1.2
6) Interpret figures of speech in context.	E07.B-V.4.1.2.a

7) Use the relationship between particular words to better understand each of the words.	E07.B-V.4.1.2.b
8) Distinguish among the connotations of words with similar denotations.	E07.B-V.4.1.2.c
E. Range of Reading and Level of Text Complexity	CC.1.2.7.L
1) Read and comprehend literary nonfiction and information text on grade level, reading independently and proficiently.	
IV. Writing Standards	
A. Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.	
1) Write arguments to support claims with clear reasons and relevant evidence.	E07.C.1.1.1
2) Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer purpose by logically organizing the reasons and evidence.	E07.C.1.1.1
3) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	E07.C.1.1.2
4) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	E07.C.1.1.3
5) Establish and maintain a formal style.	E07.C.1.1.4
6) Provide a concluding section that reinforces the claims and reasons presented.	E07.C.1.1.5
B. Text Types and Purposes: Informative	
1) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	E07.C.1.2
2) 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.	E07.C.1.2.1
3) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	E07.C.1.2.2
4) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	E07.C.1.2.3
5) Use precise language and domain-specific vocabulary to inform about or explain the topic.	E07.C.1.2.4

6) Establish and maintain a formal style.	E07.C.1.2.5
7) Provide a concluding section that follows from and supports the information or explanation presented.	E07.C.1.2.6
C. Text Types and Purposes: Narrative	
1) Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	E07.C.1.3
2) 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.	E07.C.1.3.1
3) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	E07.C.1.3.2
4) Use a variety of transition words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	E07.C.1.3.3
5) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	E07.C.1.3.4
6) Provide a conclusion that follows from and reflects on the narrated experiences or events.	E07.C.1.3.5
D. Text Type/Purposes: Text Dependent Analysis: Evidence-Based Analysis of a Text: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	E07.E.1.1
1) 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.	E07.E.1.1.1
2) Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	E07.E.1.1.2
3) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	E07.E.1.1.3
4) Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	E07.E.1.1.4
5) Establish and maintain a formal style.	E07.E.1.1.5
6) Provide a concluding section that follows from and supports and supports the analysis presented.	E07.E.1.1.6
E. Production and Distribution of Writing	

1) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	CC.1.4.7.T
2) 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.1.4.7.T
3) Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	CC.1.4.7.U
F. Research to Build and Present Knowledge	
1) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	CC.1.4.7.V
2) 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.1.4.7.W
G. Range of Writing	
1) 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.1.4.7.X
V. Speaking and Listening Standards	
A. Comprehension and Collaboration	
1) 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.1.5.7.A
2) Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance of the evidence.	CC.1.5.7.B
3) Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	CC.1.5.7.C
B. Presentation of Knowledge and Ideas	
1) Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	CC.1.5.7.D
2) Adapt speech to a variety of contexts and tasks.	CC.1.5.7.E
3) Include multimedia components (e.g., graphics, images, music, and sound) and	CC.1.5.7.F

visual displays in presentations to clarify claims and findings and emphasize salient or significant points.	
4) Demonstrate command of the conventions of Standard English when speaking based on grade 7 level and content.	CC.1.5.7.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