

Warren County School District
PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Reading 8

Course Number: 00027

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 8th 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. (Include “no final exam” or “final exam required”)

Suggested Grade Level: 8

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 WCSH Human Resources Department:
 X Yes No

District approved curriculum and supplemental materials will be used.

BOARD APPROVAL:

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, 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 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. A. Key Ideas and Details: Demonstrate understanding of key ideas and details in literature. 1) 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. 2) 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. 3) Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision. B. Craft and Structure: Demonstrate understanding of craft and structure in literature. 1) Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. 2) Compare and contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style. 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 choices on meaning and tone, including analogies or allusions to other texts.	E08.A E08.A-K.1.1 E08.A-K.1.1.2 E08.A-K.1.1.3 E08.A-C.2.1.1 E08.A-C.2.1.2 3 E08.A-C.2.1.3

<p>C. Integration of Knowledge and Ideas: Demonstrate understanding of connections within, between and/or among texts.</p> <p>1) Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.</p> <p>D. Vocabulary Acquisition and Use: Demonstrate understanding of vocabulary and figurative language in literature.</p> <p>1) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>3) Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p> <p>4) Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.</p> <p>5) Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>6) Use the relationship between particular words to better understand each of the words.</p> <p>7) Distinguish among the connotations of words with similar denotations.</p> <p>8) Analyze the influence of the words and phrases in a text, including figurative and connotative meanings and how they shape meaning and tone.</p> <p>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 the comprehension or expression.</p>	<p>E08.A-C.3.1.1</p> <p>E08.A-V.4.1.1.a</p> <p>E08.A-V.4.1.1.b</p> <p>E08.A-V.4.1.2</p> <p>E08.A-V.4.1.2.a</p> <p>E08.A-V.4.1.2.b</p> <p>E08.A-V.4.1.2.c</p> <p>C.C.1.3.8.F</p> <p>C.C.1.3.8.J</p>
<p>E. Range of Reading and Level of Text Complexity</p> <p>1) Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>A. Key Ideas and Details: Demonstrate understanding of key ideas and details in informational texts.</p> <p>1) 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.</p> <p>2) 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.</p> <p>3) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).</p> <p>B. Craft and Structure: Demonstrate understanding of craft and structure in informational texts.</p> <p>1) 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.</p> <p>2) Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>3) Determine how the author uses the meaning of words and phrases, including</p>	<p>CC.1.2.8.L</p> <p>E08.B-K.1.1</p> <p>E08.B-K.1.1.1</p> <p>E08.B-K.1.1.2</p> <p>E08.B-K.1.1.3</p> <p>E08.B-C.2.1.1</p> <p>E08.B-C.2.1.2</p> <p>E08.B-C.2.1.3</p>

<p>figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>C. Integration of Knowledge and Ideas: Demonstrate understanding of connections within, between, and/or among informational texts.</p> <p>1) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>2) Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.</p> <p>D. Vocabulary Acquisition and Use: Demonstrate understanding of vocabulary and figurative language in informational texts.</p> <p>1) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>3) Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p> <p>4) Determine the meaning of technical words and phrases used in a text.</p> <p>5) Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.</p> <p>6) Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>7) Use the relationship between particular words to better understand each of the words.</p> <p>8) Distinguish among the connotations of words with similar denotations.</p> <p>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 the comprehension or expression.</p> <p>E. Range of Reading and Level of Text Complexity</p> <p>1) Read and comprehend literary nonfiction and information text on grade level, reading independently and proficiently.</p>	<p>E08.B-C.3.1.1</p> <p>E08.B-C.3.1.2</p> <p>E08.B-V.4.1.1</p> <p>E08.B-V.4.1.1.a</p> <p>E08.B-V.4.1.1.b</p> <p>E08.B-V.4.1.1.c</p> <p>E08.B-V.4.1.2</p> <p>E08.B-V.4.1.2.a</p> <p>E08.B-V.4.1.2.b</p> <p>E08.B-V.4.1.2.c</p> <p>C.C.1.3.8.J</p> <p>CC.1.2.8.L</p>
<p>IV. Writing Standards: Students write for a different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>A. Text Types and Purposes – Opinion/Argumentative: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>1) Focus and Organization: Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.</p> <p>2) Content: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>3) Organization: Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>4) Style: Establish and maintain a formal style.</p> <p>5) Organization: Provide a concluding section that reinforces the claims and reasons presented.</p> <p>6) Organization: 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</p>	<p>EO8.C.1.1</p> <p>E08.C.1.1.1</p> <p>E08.C.1.1.2</p> <p>E08.C.1.1.3</p> <p>E08.C.1.1.4</p> <p>E08.C.1.1.5</p> <p>CC.1.4.8.J</p>

section that follows from and supports the argument presented.	
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. Create tone and voice through precise language. Establish and maintain a formal style.	CC.1.4.8.K B.
B. Text Types and Purposes: Informative/Explanatory: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
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.	E08.C.1.2.1
2) Content: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	E08.C.1.2.2
3) Organization: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	E08.C.1.2.3
4) Style: Use precise language and domain-specific vocabulary to inform about or explain the topic.	E08.C.1.2.4
5) Style: Establish and maintain a formal style.	E08.C.1.2.5
6) Organization: Provide a concluding section that follows from and supports the information or explanation presented.	E08.C.1.2.6
7) Organization: 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
8) 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. Create tone and voice through precise language. Establish and maintain a formal style.	CC.1.4.8.E
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.	
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.	E08.C.1.3.1
2) Content: Use narrative techniques, such as dialogue, pacing, and description, and reflection to develop experiences, events, and/or characters.	E08.C.1.3.2
3) Organization: Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.	E08.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.	E08.C.1.3.4
5) Organization: Provide a conclusion that follows from and reflects on the narrated experiences or events.	E08.C.1.3.5 7
6) Style: Write with an awareness of the stylistic aspects of writing. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. Use sentences of varying lengths and complexities. Create tone and voice through precise language.	CC.1.4.8.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.	

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.	E08.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).	E08.E.1.1.2
3) Organization: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	E08.E.1.1.3
4) Style: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	E08.E.1.1.4
5) Style: Establish and maintain a formal style.	E08.E.1.1.5
6) Organization: Provide a concluding section that follows from and supports and supports the analysis presented.	E08.E.1.1.6
7) Content: 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
8) Organization: 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
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. Create tone and voice through precise language. Establish and maintain a formal style.	CC.1.4.8.K
10) Response to Literature: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	CC.1.4.8.S
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, focusing on how well purpose and audience have been addressed.	CC.1.4.8.T
F. Technology and Publication: 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
G. Conducting Research: 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
H. Credibility, Reliability, and Validity of Sources: Gather relevant information from multiple print/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
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 discipline specific tasks, purposes, and audiences.	CC.1.4.8.X
V. Speaking and Listening Standards – Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
A. Comprehension and Collaboration/Collaborative Discussion: Engage effectively in a range of collaborative discussions on grade- level topics, texts, and	CC.1.5.8.A

issues, building on others' ideas and expressing their own clearly.	
B. Comprehension and Collaboration/Critical Listening: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	CC.1.5.8.B
C. Comprehension and Collaboration/Evaluating Information: 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
D. Presentation of Knowledge and Ideas/Purpose, Audience, and Task: 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
E. Presentation of Knowledge and Ideas/Context: Adapt speech to a variety of contexts and tasks.	CC.1.5.8.E
F. Presentation of Knowledge and Ideas/Multimedia: Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.	CC.1.5.8.F

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):

WRITING TEAM: Carrie Niemetz, Amy Engquist, and Alanna Gardner

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