

**Warren County School District**  
**PLANNED INSTRUCTION**

**COURSE DESCRIPTION**

**Course Title:** Reading 9

**Course Number:** 00010

**Course Prerequisites:** Students who score below the 8<sup>th</sup> grade proficiency level on the PSSA ELA assessment with administration/teacher recommendation. Students must meet placement test requirements.

**Course Description:**

Reading 9 is a blended learning intervention program building reading comprehension and fluency, academic learning, and writing skills for struggling students. This course utilizes a flexible rotation designed to help teachers address students at all levels of intervention. This model for Blended Learning consists of Whole-Group Learning and station rotations between Student Application, Small-Group Learning, and Independent Reading.

**Suggested Grade Level:** Ninth Grade

**Length of Course:**    ☐ One Semester                      ☒ Two Semesters                      ☐ Other (Describe)

**Units of Credit:** 1 (Insert *None* if appropriate)

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**  
Reading Specialist

**Certification verified by WCSD Human Resources Department:** ☒ Yes    ☐ No

**TEXTBOOK AND SUPPLEMENTAL MATERIALS**

**Continue using Board approved textbook?** ☒ Yes    ☐ No (*If yes, then complete the information below.*)

**Board Approved Textbooks, Software, Supplemental Materials:** **Read 180 Universal**

**Title:** Read 180 Universal

**Publisher:** Houghton Mifflin Harcourt

**ISBN #:** 978-132800358-4

**Copyright Date:** 2017

**Date of WCSD Board Approval:**

## **BOARD APPROVAL:**

**Date Written:** June 19, 2017

**Date Approved:** September 1, 2017

**Implementation Date:** 2017-2018

### **SPECIAL EDUCATION AND GIFTED REQUIREMENTS**

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

### **COURSE OVERVIEW**

For standards, essential questions, content, and skills see Curriculum Map - [https://warrencounty-pa.perfplusk12.com/curric/landscape\\_map.aspx](https://warrencounty-pa.perfplusk12.com/curric/landscape_map.aspx)

<b>I. Reading Process</b> <b>A. Before Reading:</b> Use Before Reading Strategies (e.g. graphic organizers, preview text, skim/scan passage, prior knowledge, make predictions, set a purpose, choose a plan)  <b>B. During Reading:</b> Use During Reading Strategies (e.g. highlight, graphic organizers, sticky notes, take notes, annotate text)  <b>C. After Reading:</b> Use After Reading Strategies (e.g. summarize, make connections, relate to the real world, reflect, interpret, analyze, comprehension activities)	
<b>II. Reading Informational Text:</b> Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.  <b>A. Key Ideas and Details: Demonstrate Understanding of key ideas and details in informational texts</b> 1) 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.  2) 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.	1.2  C.C.1.2.9-10.A-C  L.N.1.3.1 L.N.2.1.1 L.N.2.1.2  L.N.1.3.1 L.N.1.3.2 L.N.2.3.3  L.N.1.1.3 L.N.1.3.3

<p>3) 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.</p>	<p>L.N.2.3.3 L.N.2.3.5 L.N.2.4.1 L.N.2.4.3</p>
<p><b>B. Craft and Structure: Demonstrate understanding of connections within, between, and/or among informational texts.</b></p> <p>1) Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p> <p>2) Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>3) Analyze how words and phrases shape meaning and tone in texts.</p>	<p>CC.1.2.9–10.D-F</p> <p>L.N.2.3.6</p> <p>L.N.1.1.3 L.N.2.4.1 L.N.2.4.3</p> <p>L.N.1.1.4</p>
<p><b>C. Integration of Knowledge and Ideas: Demonstrate understanding of connections within and/or among informational texts</b></p> <p>1) Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p> <p>2) Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p>	<p>CC.1.2.9–10.H-I</p> <p>L.N.2.5.4 L.N.2.5.5 L.N.2.5.6</p>
<p><b>D. Vocabulary Acquisition and Use: Demonstrate understanding of vocabulary and figurative language in informational texts</b></p> <p>1) 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.</p>	<p>CC.1.2.9–10.K</p> <p>L.N.1.2.1 L.N.1.2.2 L.N.1.2.3 L.N.1.2.4</p>
<p><b>E. Range of Reading</b></p> <p>1) Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently</p>	<p>CC.1.2.9–10.L</p>
<p><b>III. Reading Literature: 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.</b></p>	<p>1.3</p>
<p><b>A. Key Ideas and Details: Demonstrate understanding of key ideas and details in literature</b></p> <p>1) 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.</p> <p>2) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and</p>	<p>CC.1.3.9–10.A-C</p> <p>L.F.1.1.2 L.F.1.3.1 L.F.1.3.2 L.F.2.3.4</p> <p>L.F.1.1.1</p>

conclusions based on an author's explicit assumptions and beliefs about a subject.	L.F.1.3.1 L.F.2.1.2
3) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	
<b>B. Craft and Structure: Demonstrate understanding of craft and structure in literature</b>	L.F.1.1.3 L.F.2.3.1 L.F.2.3.4
1) 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-F
2) Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.	L.F.2.3.6
3) Analyze how words and phrases shape meaning and tone in texts.	L.F.1.1.3 L.F.2.3.2 L.F.2.3.3 L.F.2.5.3
<b>C. Integration of Knowledge and Ideas: Demonstrate understanding of connections within, between, and/or among texts</b>	L.F.2.3.5 L.F.2.5.1
1) Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.	CC.1.3.9-10.H
<b>D. Vocabulary Acquisition and Use: Demonstrate understanding of vocabulary and figurative language in literature</b>	L.F.2.2.2 L.F.2.4.1
1) 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.1.3.9-10.I
<b>E. Range of Reading</b>	L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4
1) Read and comprehend literary fiction on grade level, reading independently and proficiently	CC.1.3.9-10.K
<b>IV. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>	
<b>A. Text Types and Purpose – 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.</b>	1.4 CC.1.4.9-10.B-F
1) Focus: Write with a sharp, distinct focus identifying topic, task, and audience.	
2) Content: 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.	C.E.1.1.1 C.E.1.1.2

<p>3) Organization: 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</p> <p>4) Style: Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>5) Conventions: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>C.E.1.1.3 C.E.1.1.5</p> <p>C.E.1.1.4 C.E.2.1.1 C.E.2.1.2 C.E.2.1.3 C.E.2.1.4 C.E.2.1.6 C.E.2.1.7</p>
<p><b>B. Text Types and Purposes – Opinion/Argumentative: Write arguments to support claims in an analysis of substantive topics.</b></p> <p>1) Focus: Write with a sharp, distinct focus identifying topic, task, and audience; introduce the precise claim.</p> <p>2) Content: 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.</p> <p>3) Organization: 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.</p> <p>4) Style: Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>5) Conventions: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>	<p>C.E.1.1.5 C.E.3.1.1 C.E.3.1.2 C.E.3.1.3 C.E.3.1.4 C.E.3.1.5</p> <p>CC.1.4.9–10.H-L</p> <p>C.P.1.1.1</p> <p>C.P.1.1.2 C.P.1.1.3</p> <p>C.P.1.1.2 C.P.1.1.3 C.P.2.1.5 C.P.2.1.6</p> <p>C.P.1.1.4 C.P.2.1.1 C.P.2.1.2 C.P.2.1.3 C.P.2.1.4 C.P.2.1.6 C.P.2.1.7</p> <p>C.P.1.1.5 C.P.3.1.1 C.P.3.1.2 C.P.3.1.3 C.P.3.1.4 C.P.3.1.5</p>

<p><b>C. Text Types and Purposes – Narrative: Write narratives to develop real or imagined experiences or events.</b></p> <ol style="list-style-type: none"> <li>1) Focus: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.</li> <li>2) Content: Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</li> <li>3) Organization: Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> <li>4) Style: Write with an awareness of the stylistic aspects of writing. <ul style="list-style-type: none"> <li>• Use parallel structure.</li> <li>• Use various types of phrases and clauses to convey meaning and add variety and interest.</li> </ul> </li> <li>5) Conventions: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</li> </ol> <p><b>D. Text Types and Purposes – Response to Literature:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p><b>E. Production and Distribution of Writing/Writing Process:</b> 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.</p> <p><b>F. Technology and Publication:</b> 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.</p> <p><b>G. Conducting Research:</b> 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.</p>	<p>CC.1.4.9–10.M-R</p> <p>CC.1.4.9–10.S</p> <p>CC.1.4.9–10.T</p> <p>CC.1.4.9–10.U</p> <p>CC.1.4.9–10.V</p>
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<p>H. <b>Credibility, Reliability, and Validity of Sources:</b> 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.</p>	<p>CC.1.4.9–10.W</p>
<p>I. <b>Range of Writing:</b> 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.</p>	<p>CC.1.4.9–10.X</p>
<p>V. <b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b></p>	<p>1.5</p>
<p>A. <b>Comprehension and Collaboration – Collaborative Discussion:</b> 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</p>	<p>CC.1.5.9–10.A</p>
<p>B. <b>Comprehension and Collaboration – Critical Listening:</b> Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>CC.1.5.9–10.B</p>
<p>C. <b>Comprehension and Collaboration – Evaluating Information:</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>CC.1.5.9–10.C</p>
<p>D. <b>Presentation of Knowledge and Ideas – Purpose, Audience, and Task:</b> 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.</p>	<p>CC.1.5.9–10.D</p>
<p>E. <b>Presentation of Knowledge and Ideas – Context:</b> Adapt speech to a variety of contexts and tasks.</p>	<p>CC.1.5.9–10.E</p>
<p>F. <b>Integration of Knowledge and Ideas – Multimedia:</b> Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p>	<p>CC.1.5.9–10.F</p>

<b>G. Conventions of Standard English:</b> Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.	CC.1.5.9–10.G
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**\*For more information on standards, essential questions, content, and skills, please see Curriculum Map**

### **ASSESSMENT**

**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 Aloud (Oral Cloze 2)
- Think, Pair, Share

**Suggested Formative Assessments:**

- End of Unit Assessments
- Fluency, Spelling, Comprehension, Vocabulary, and Grammar Assessments

**Portfolio Assessment:** \_\_\_\_\_ Yes ☒ No

**District-Wide Common Final Examination Required:** ☒ Yes \_\_\_\_\_ No

**Course Challenge Assessment (Describe):** N/A

**WRITING TEAM:** Warren County School District Reading Specialists

### **WCSD STUDENT DATA SYSTEM INFORMATION**

1. Is there a required final examination? ☒ Yes \_\_\_\_\_ No  
*\*Warren County School District Policy 9741 and 9744 state, "All classes in grades 9-12 shall have a final exam."*
2. Does this course issue a mark/grade for the report card? ☒ Yes \_\_\_\_\_ No
3. Does this course issue a Pass/Fail mark? \_\_\_\_\_ Yes ☒ 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   X   Standard weight            Enhanced weight  
credit