COURSE DESCRIPTION

Course Title: __Reading 11__

Course Number: __00021__

Course Prerequisites: Students who score below the Keystone Literature proficiency level on the Keystone Exam with administration/teacher recommendation. Students must meet placement test requirements.

Course Description:
Reading 11 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: Eleventh 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:

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

I.   Reading Process
  A. **Before Reading:** Use Before Reading Strategies (e.g. graphic organizers, preview text, skim/scan 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 Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. **A. Key Ideas and Details: Demonstrate Understanding of key ideas and details in informational texts** 1) 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. 2) 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.	1.2 C.C.1.2.11-12.A-C

3) Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	
B. Craft and Structure: Demonstrate understanding of connections within, between, and/or among informational texts. 1) Evaluate how an author's point of view or purpose shapes the content and style of a text. 2) 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. 3) Evaluate how words and phrases shape meaning and tone in texts.	CC.1.2.11-12.D-F
C. Integration of Knowledge and Ideas: Demonstrate understanding of connections within and/or among informational texts 1) Analyze seminal texts based upon reasoning, premises, purposes, and arguments. Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. 2) Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	CC.1.2.11-12.H-I
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-level reading and content, choosing flexibly from a range of strategies and tools.	CC.1.2.11-12.K
E. Range of Reading 1) Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently	CC.1.2.11-12.L
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.	1.3
A. Key Ideas and Details: Demonstrate understanding of key ideas and details in literature 1) 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. 2) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and	CC.1.3.11-12.A-C

conclusions based on an author's implicit and explicit assumptions and beliefs. 3) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	
B. Craft and Structure: Demonstrate understanding of craft and structure in literature 1) Evaluate how an author's point of view or purpose shapes the content and style of a text. 2) Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. 3) Evaluate how words and phrases shape meaning and tone in texts.	CC.1.3.11-12.D-F
C. Integration of Knowledge and Ideas: Demonstrate understanding of connections within, between, and/or among texts 1) Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.	CC.1.3.11-12.H
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-level reading and content, choosing flexibly from a range of strategies and tools.	CC.1.3.11-12.I
E. Range of Reading 1) Read and comprehend literary fiction on grade level, reading independently and proficiently	CC.1.3.11-12.K
IV. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	1.4
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. 1) Focus: Write with a sharp, distinct focus identifying topic, task, and audience. 2) Content: 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.B-F

3) Organization: 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.

4) Style: Write with an awareness of the stylistic aspects of composition.
   • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
   • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

5) Conventions: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

B. Text Types and Purposes – Opinion/Argumentative: Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11-12.H-L

1) Focus: Write with a sharp, distinct focus identifying topic, task, and audience; introduce the precise, knowledgeable claim.

2) Content: 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.

3) Organization: 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. PEN

4) Style: Write with an awareness of the stylistic aspects of composition.
   • Use precise language and domain-specific vocabulary to manage the complexity of the topic.
   • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

5) Conventions: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	
C. Text Types and Purposes – Narrative: Write narratives to develop real or imagined experiences or events. 1) Focus: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. 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. 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 and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 4) Style: Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 5) Conventions: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11-12.M-R
D. Text Types and Purposes – 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.1.4.11-12.S
E. Production and Distribution of Writing/Writing Process: 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
F. Technology and Publication: 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

G. **Conducting Research:** 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
H. **Credibility, Reliability, and Validity or Sources:** 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
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.1.4.11-12.X
V. **Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**	1.5
A. **Comprehension and Collaboration – Collaborative Discussion:** 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
B. **Comprehension and Collaboration – Critical Listening:** 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
C. **Comprehension and Collaboration – Evaluating Information:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	CC.1.5.11-12.C
D. **Presentation of Knowledge and Ideas – Purpose, Audience, and Task:** 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.1.5.11-12.D
	CC.1.5.11-12.E

E. **Presentation of Knowledge and Ideas – Context:** Adapt speech to a variety of contexts and tasks.	
F. **Integration of Knowledge and Ideas – Multimedia:** Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	CC.1.5.11-12.F
G. **Conventions of Standard English:** Demonstrate command of the conventions of standard English when speaking based on Grades 11-12 level and content.	CC.1.5.11-12.G

*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 __X__ No

District-Wide Common Final Examination Required: __X__ 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? __X__ Yes _____ No
   Warren County School District Policy 9741 and9744 state, "All classes in grades 9-12 shall have a final exam."

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   __X__ Standard weight   _____ Enhanced weight

    credit