

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

**Foundations of English 10
Foundations of Reading 10**

Grade Level: 10

Curriculum Writing Committee: Susan Lemenille

Date of Board Approval: _____ 2024 _____

DELAWARE VALLEY SCHOOL DISTRICT

Marking Period Course Grade Weighting

Tests/Assessments	45%
Student Application	30%
Reading Skills Practice	10%
Writing Skills Practice	10%
Class Participation	5%
Total	100%

Major Assessments include:

- Success Zone- 2 per marking period
- Interim Workshop Assessments
- End-of-Workshop Assessments
- Reading Counts tests- 2 per marking period
- Constructed Responses- 2 per marking period

Skills Application includes:

- Computer software report- 3 per marking period

Writing Skills Practice includes:

- Workshop Writing
- Software Writing

Reading Skills Practice includes:

- Reading Logs
- Quick writes/Reading Counts Paper Copies

Class Participation:

- Do Now/Warm-ups
- Software Time on Task
- Other Small Group Participation

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Map

Overview:

READ 180 is a two-period course that provides an intensive reading intervention program designed to help students make measurable gains in reading achievement. This program directly addresses individual need through differentiated instruction, adaptive and instructional software, high interest literature and direct instruction in reading, writing, and vocabulary skills.

Students in READ 180 are exposed to a variety of reading and writing tasks. In the high school, the students access texts and students' application software that is geared for their age group in Stage C. The READ 180 text, the *Real Book*, is divided into Workshops. There are four workshops that are completed at each level, one per marking period, that emphasize important reading and writing skills for students.

During each workshop, students are exposed to quality texts that emphasize core skills and are presented as Whole Group and Small Group interactions. In the class setting, small group instruction can also be offered based on students' strengths and needs. Independently, students can choose from a class library offering books at their individual reading levels. They engage in reading sessions, followed by journal writing, and then completion of comprehension questions and writing assignments assigned to each book. Finally, students participate in the software application that is leveled and provides student choice and self-monitoring as they progress through reading and writing zones. Student success is also monitored by Diagnostic Reports which allow the teacher to focus instruction on areas of deficiency as needed.

Students who need instruction in foundational reading skills will be considered for The *Code*. This program, that is built into the Read 180 classroom, helps students master the system of 44 sounds and 26 letters that constitute the English language, allowing them to become fluent and confident readers.

Due to the nature of remedial reading, adaptations and modification may be made to the curriculum to meet individual student's needs. All READ 180 routines are further explained in the *Real Book (Blended Learning Handbook)* and Teacher Dashboard.

Time/Credit for the Course: Full Academic year, meeting daily for 2 periods per day (approximately 92 minutes) / 2 Credits (1 Credit for English – 1 Credit for Reading)

DELAWARE VALLEY SCHOOL DISTRICT

Classroom Structure

Whole Group Instruction- 20 minutes per day

Software Application- 20 minutes per day

Small Group Instruction- 20 minutes per day

Independent Reading- 20 minutes per day

Wrap-up- 10 minutes per day

Goals:

1. **Marking Period One: Over a 45-day period, students will aim to understand:**

“Getting Started”

- READ 180 Instructional Model
- *Real Book* topics
- Challenges in *Darline Manfred’s READ 180 Experience*
- Taking Notes for a Personal Profile
- READ 180 Procedures like *Fluent Reading, Think (Write)/Pair/Share, Oral Cloze, Analyze Media Routine*
- Fixed and Growth Mindset
- Classroom Rotations, Do Now, and Independent Reading Procedures
- Student Application
- Administering the Reading Inventory
- Selection and Reading of Independent Reading Books
- The Knowledge Map for READ 180 topics
- Visualizing success with the READ 180 Effect; Read “A 180 Story”
- Reading Goals/Success Goals

Workshop #5 “To Mars and Beyond”

- Content by Building Background Knowledge Using Video and Discussion
- Preview Workshop #5, “To Mars and Beyond”
- Complete Concept Map for “*discovery*”
- Complete Concept Organizer for “*exploration*”
- Content-Area Vocabulary
- Central Ideas and Details in an Infographic, a Magazine Article, a Memoir, a News Article, and an excerpt from a Short Story
- Multi-Syllable Words and Apply Skills
- Cite Text Evidence from a Magazine Article
- React and Write to Passages
- Plan, Organize and Write a Constructed Response about Water on Mars
- Precise Language in Writing
- Word Strategies to Determine the Author’s Meaning
- Make Inferences about the Author’s Ideas
- Author’s Point of View
- Word Parts: Greek Roots
- Denotation and Connotation of Words in Context
- Counterclaims and Arguments
- Visual Content and Point of View in a News Article
- Text Structure- Problem and Solution

DELAWARE VALLEY SCHOOL DISTRICT

- Author's Craft with Literary Elements, Word Choice, and Imagery
- Literary Elements in an excerpt from a Short Story
- Read an excerpt from a Short Story
- Setting and Plot
- Make Inferences about Character and Plot
- Analyze a Model Essay
- Mark and Evaluate Text Elements
- Plan, Organize, and Write a Constructed Response about Recent Discoveries in Space Exploration
- Select Relevant Evidence
- Claims, Counterclaims, and Refutation
- Parallel Structure in Writing
- Assess Constructed Response with Self-evaluation and Peer Feedback
- Rewards and Challenges of a Career related to Content- an Aerospace Engineer
- **Write Constructed-responses**

2. Marking Period Two: Over a 45-day period, students will aim to understand:

- Content by Building Background Knowledge Using Video and Discussion
- Preview Workshop #6, "Money Matters"
- Complete a Concept Map for "*finances*"
- Complete a Concept Organizer for "*literacy*"
- Content-Area Vocabulary
- Central Ideas and Details in a Profile, a Magazine Article, an excerpt from a Drama, and a Blog Post
- Base Words
- Make Inferences in a Magazine Article about Teens in Business
- Analyze People, Events, and Ideas
- React and Write to Passages
- Identify, Analyze and Compare Authors' Purposes in Texts
- Plan, Organize, and Write a Constructed Response about Advice from Young Entrepreneurs
- Precise Language in Writing
- Morphological Strategies: Base Words and Word Families
- Meaning of Idioms
- Evaluate Sources and Analyze Arguments in a Debate
- Literary Elements in an excerpt from a Drama
- Read an excerpt from a Drama
- Analyze Characters
- Summarize Events
- Contrast Characters' Points of View
- Visual Content in a Blog Post
- Author's Purpose in the Blog Post
- Read Critically to Identify Information
- Information Across Texts

DELAWARE VALLEY SCHOOL DISTRICT

- Analyze a Model Narrative Essay
 - Mark and Evaluate Text Elements
 - Plan, Organize, and Write a Narrative Essay about a Hypothetical Scenario
 - Analyze Narrative Techniques
 - Draft Dialogue and Include Imagery
 - Assess Narrative with Self-evaluation and Peer Feedback
 - Punctuation for Effect
 - Rewards and Challenges of a Career related to content- Entrepreneur
 - Write Constructed-responses
3. Marking Period Three: Over a 45-day period, students will aim to understand:
- Content by Building Background Knowledge Using Video and Discussion
 - Preview Workshop #7, “Futurescapes”
 - Complete a Concept Map for “*technology*”
 - Complete a Concept Organizer for “*prediction*”
 - Content-Area Vocabulary
 - Central Ideas and Details in a Journal Entry, a News Article, a Blog Article, a Short Story, a Magazine Article, and an Infographic
 - React and Write to Passages
 - Syllables in Words
 - Cite Evidence in a News Article
 - Central Ideas and Details in a News Article
 - Word Strategies to Clarify Meaning in a Blog Article
 - Author’s Point of View
 - Plan, Organize and Write a Constructed Response about Technology and Humans
 - Precise Language in Writing
 - Parts of Speech
 - Dictionary Skills
 - Reasons and Argument about Human Reliance on Technology in a Debate
 - Visual Content in an Infographic
 - Literary Elements in a Short Story
 - Read a Short Story
 - Analyze Characters, Setting and Plot
 - Word Strategies and Cite Evidence about Plot
 - Make Inferences
 - Theme of the short story
 - Text Structure and Visual Content in a Magazine Article
 - Read Critically to Identify Information
 - Analyze Information across Texts
 - Analyze a Model Informative Essay
 - Mark and Evaluate Text Elements
 - Plan, Organize and Write a Constructed Response about the Benefits and Risks of Future Technologies

DELAWARE VALLEY SCHOOL DISTRICT

- Analyze and Select Evidence
 - Analyze and Draft a Thesis Statement
 - Assess Constructed Response with Self-evaluation and Peer Feedback
 - Identify and Correct Sentence Fragments
 - Rewards and Challenges of a Career related to Content- Theoretical **Physicist**
 - Keystone Practice Passages from Online Retired Sources
 - Write Constructed-responses
4. Marking Period Four: Over a 45-day period, students will aim to understand:
- Content by Building Background Knowledge Using Video and Discussion
 - Preview Workshop #9, “Turning Points”
 - Complete a Concept Map for “*significance*”
 - Complete a Concept Organizer for “*impact*”
 - Content-Area Vocabulary
 - Central Ideas and Details in a Profile, excerpts from Two Novels, a Historical News Article, and an excerpt from a Drama
 - Central Ideas and Details in Author Profiles
 - Foundational Skills- Open Syllables
 - Literary Elements in an excerpt from a Novel
 - Analyze Characters
 - Contrasting Characters’ Points of View
 - Make Inferences
 - Words Strategies and Word Choice as it relates to Mood
 - Figurative Language- Similes/Metaphors
 - Analyze Plot
 - Plan, Organize, and Write a Constructed Response about Character Development
 - Precise Language in Writing
 - Cite Text Evidence in a Historical News Article
 - Word Analysis: Suffixes
 - Multiple-Meaning Words
 - Word Strategies for Meaning
 - Meaning, Character, and Plot in an excerpt from a Drama
 - Contrasting Points of View in an excerpt from a Novel
 - Make Inferences
 - Analyze People, Events, and Ideas
 - Analyze a Model Literary Analysis
 - Mark and Evaluate Text Elements
 - Plan, Organize, and Write a Constructed Response Analyzing a Character’s “Turning Point”
 - Analyze and Select Evidence
 - Assess Constructed Response with Self-evaluation and Peer Feedback
 - Independent Clauses
 - Rewards and Challenges of a Career related to content- Theater Director

DELAWARE VALLEY SCHOOL DISTRICT

- React and Write
- Write Constructed-responses

Big Ideas

#1: Effective readers use appropriate strategies to construct meaning.

#2: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

#3: An expanded vocabulary enhances one's ability to express ideas and information.

#4: Effective research requires the use of varied resources to gain or expand knowledge.

#5: Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.

#6: Rules of grammar and convention of language support clarity of communication between writers/speakers, and readers/listeners.

#7: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

#8: Effective speakers prepare and communicate messages to address the audience and purpose.

Textbook and Supplementary Resources

Name of Textbook: READ 180, ReaL Book: Stage C

ISBN# 978-0-358-73959-3 Workshop 5- Teacher

ISBN# 978-0-358-73956-2 Workshop 5- Student

ISBN# 978-0-358-73965-4 Workshop 6- Teacher

ISBN# 978-0-358-73962-3 Workshop 6- Student

ISBN# 978-0-358-73977-7 Workshop 7- Teacher

ISBN# 978-0-358-73974-6 Workshop 7- Student

ISBN# 978-0-358-73989-0 Workshop 9- Teacher

ISBN# 978-0-358-73922-7 Workshop 9- Student

Publisher: Houghton Mifflin Publishing Company, 2023

Also used:

Read 180 Application Software

Novels for Independent Reading from READ 180 and HS Libraries as selected by students

NWEA MAP Growth Measure

The Code:

Based on the results of MAP Growth, students may be enrolled in The Code software and placed on the correct level of the program. These students will be instructed using The Code workbooks/teacher's manuals.

DELAWARE VALLEY SCHOOL DISTRICT

Supplemental Resources:

Class Novel:

The Cage

by Ruth Minski Sender

ISBN-13: 978-0-545-35571-1

Scholastic Inc., (New York, N.Y.)

They Cage the Animals at Night

by Jennings Michael Burch

ISBN: 0808565656

Signet (New York, N.Y.)

DELAWARE VALLEY SCHOOL DISTRICT

Unit: The READ 180 Experience- *Getting Started*

10 days

Standards: PA Core Standards, Keystone Literature:

CC.1.2.9-10.A-F, CC.1.2.9-10.H, CC.1.2.9-10.J-L, CC.1.4.9-10.A-T, CC.1.5.9-10.A,-G

Anchors:

L.N.1.1, L.N.1.2, L.N.1.3, L.N.2.1, L.N.2.2, L.N.2.3, L.N.2.4, L.N.2.5

Eligible Content:

L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text

L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's purpose

L.N.1.1.3 Analyze, interpret, and evaluate how the authors use techniques and elements of nonfiction to effectively communicate an idea or concept

L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader

L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole

L.N.1.3.3 Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another

L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text

L.N.2.1.2 Cite evidence from text to support generalizations

L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction.

L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction.

L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction.

L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction

L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction

L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts

L.N.2.4.4 Make connections between a text and the content of graphics and charts

L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts

L.N.2.5.3 Distinguish essential from nonessential information

Objectives:

1. Preview texts to activate prior knowledge about "mindset," set goals and make predictions about content. (DOK – Level 2).
2. Identify personal reading challenges and record ideas (DOK- Level 1)
3. Analyze reading challenges (DOK- Level 3)
4. Assess challenges and synthesize information to write a personal profile (DOK- Level 4)
5. Identify aspects of his or her personal mindset (DOK- Level 1)

DELAWARE VALLEY SCHOOL DISTRICT

6. Compare/contrast mindset with other students and summarize findings (DOK- Level 2, 3)
7. Interpret the content of a video and make connections (DOK- Level 2)
8. Identify and reflect further on mindset, reading goals and reading challenges (DO-K Level 2)
9. Perform routine procedures in rotations (DOK- Level 1)

Core Activities and Corresponding Instructional Methods:

1. GS.1-Workshop Overview, *ReaL Book*

- *ReaL Book*, pgs. 4-5

Whole Group Instruction

- Share Daily Goals

Direct Instruction:

- Introduction to *ReaL Book* and READ 180 Instructional Model
- Preview the Workshop
- Share Daily Goals
- *Modeled Fluent Reading* “The READ 180 Experience”
- Identify and Record Reading Challenges.

Wrap-up

2. GS.2-Darline’s Story and Your Story

- *ReaL Book*, p. 6-7

Whole Group Instruction

- Share Daily Goals

Direct Instruction:

- Preview Text Type and Text Features in “Darline’s Story”
- Use *Modeled Fluent Reading* and *Choral Reading*
- Use Listening Skills to identify important details in a text.
- Think about and Share Personal Challenges, Inspirations, and Dreams.
- Use *Think (Write)/Pair/Share* to Share Ideas
- Take Notes for Personal Profile
- Write a Profile
- Wrap-up

3. GS.3-What’s Your Mindset?

- *ReaL Book* p. 8-9

Whole Group Instruction

- Share Daily Goals

Direct Instruction:

- Explain the Concept of “Mindset”
- Complete a Mindset Survey
- Respond in Writing to Reflection Questions about Mindset.
- Learn about Fixed and Growth Mindsets
- Engage in Academic Discussion
- Wrap-up

DELAWARE VALLEY SCHOOL DISTRICT

4. GS.4-Understanding Mindset and Building Your Brain
 - *Real Book* p. 10-11
 - Whole Group Instruction
 - Share Daily Goals
 - Direct Instruction:
 - Use *Analyzing Media Routine*
 - Build Background and Close Viewing of Anchor Video: “Mindset Matters”
 - Use Content Words to Complete an Outline
 - Reflect on Video
 - Identify Positive Behaviors that Lead to a Growth Mindset
 - Make Connections Between Positive Behaviors and Mindset
 - Wrap-up

5. GS.5- Classroom Routines and Learning Rotations
 - *Real Book* p. 12-13
 - Whole Group Instruction
 - Share Daily Goals
 - Direct Instruction:
 - Introduce Instructional Model and Classroom Expectations
 - Use *Think (Write)/Pair/Share* for Examples and Non-Examples for Small Group
 - Practice the *Do Now Routine*
 - Practice Transitioning
 - Discuss and Take Notes on Classroom Routines and Procedures.
 - Practice Routines and Procedures.
 - Teach *Independent Reading* Procedures
 - Administer HMH Growth Measure (NWEA MAP® Growth™)
 - Pick Independent Reading Books, as time permits
 - Wrap-up

6. GS.6-Explore the Knowledge Map and Your Interests
 - *Real Book* p. 14-17
 - Whole Group Instruction
 - Do Now
 - Share Daily Goals
 - Direct Instruction:
 - Explore the Knowledge Map
 - *Think (Write)/Pair/Share*
 - Introduce the Student Application with Demo Video
 - Rotations: Small Group/Independent Reading/Software Application
 - Use Software Data to Differentiate Instruction
 - Explore Students’ Interests
 - Make a Learning Plan
 - Choral Reading of Steps
 - Share Interests with a Partner
 - Wrap-up

DELAWARE VALLEY SCHOOL DISTRICT

7. GS.7-The 180 Effect and Your READ 180 Story

- *Real Book* p. 18-19

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Explore the Concept of “180” with Images, Text and Videos
- View Video: “Jorvorskie Lane’s READ 180 Story”
- Introduce and Practice Oral *Cloze I* Routine
- Preview and Read “A 180 Story”

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Imagine Your READ 180 Story
- Set Reading Goals
- Record Ways to Reach Goals
- Present Personal Goals Using a Public Voice
- Wrap-up

Assessments:

- **Diagnostic:**
NWEA MAP® Growth™ (HMH Growth Measure initial- August/September)
Benchmark as per district’s plan
- **Formative:**
Read 180 Student Application
Reading Journals
Do Now/Warm-up Logs
Observation in Whole and Small Group
- **Summative:**
Proper Movement in READ 180 Routines
Completion of Mindset Activities
Success Zone in READ 180 Application
Workshop Writing

Extensions:

- Conduct research on theories of Growth Mindset. Make posters that highlight aspects of growth mindset and fixed mindset.
- Research life of prominent figures mentioned in this workshop: JK Rowling, Sonia Sotomayor, Javorskie Lane, Michael Jordan, Darline Manfred.
Present a short biography of the person’s life including his or her challenges and how he/she became successful. Present as a Power Point or other Media Presentation

Correctives:

- Prompt and Question for clarity and expansion of ideas
- Review READ 180 Routines and Procedures
- Consult posters and make charts to emphasize procedures/routines
- Adapt Procedures and Practice routines for proper transitions
- Use Sentence Starters to promote interaction and to complete verbal and written responses

DELAWARE VALLEY SCHOOL DISTRICT

Unit: Workshop #5- To Mars and Beyond

35 days

Standard(s): PA Core Standards, Keystone Literature

CC.1.2.9-10.A-F, CC.1.2.9-10.H, CC.1.2.9-10.J-L, CC.1.3.9-10.A-K, CC.1.4.9-10.A-V,
CC.1.4.9-10X,
CC.1.5.9-10.A-G

Anchors:

L.F.1.1, L.F.1.2, L.F.1.3, L.F.2.1, L.F.2.2, L.F.2.3, L.F.2.4, L.F.2.5,
L.N.1.1, L.N.1.2, L.N.1.3, L.N.2.1, L.N.2.2, L.N.2.3, L.N.2.4, L.N.2.5

Eligible Content:

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.

L.F.1.1.2 Explain, describe, and/or analyze examples of text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.

L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.

L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.

L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

L.F.1.2.4 Draw conclusions about connotations of words.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. • The actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text • The relationship between characters and other components of a text • The development of complex characters and their roles and functions within a text

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • The relationship between setting and other components of a text (character, plot, and other key literary elements)

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • Elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • The relationship between elements of the plot and other components of a text • How the author structures plot to advance the action

L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: • The relationship between the theme and other components of a text • Comparing and contrasting how major themes are developed across genres • The reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • The way in which a work of literature is related to the themes and issues of its historical period

DELAWARE VALLEY SCHOOL DISTRICT

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • The relationship between the tone, style, and/or mood and other components of a text • How voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • How diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • The point of view of the narrator as first person or third person point of view • The impact of point of view on the meaning of a text as a whole

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text

L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's purpose

L.N.1.1.3 Analyze, interpret, and evaluate how the authors use techniques and elements of nonfiction to effectively communicate an idea or concept

L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader

L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.

L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.

L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

L.N.1.2.4 Draw conclusions about connotations of words.

L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole

L.N.1.3.3 Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another

L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text

L.N.2.2.2. Compare and evaluate the characteristics that distinguish fiction from literary

nonfiction. L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction.

L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction.

L.N.2.3.3. Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction.

L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction

L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction

L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts

L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts

DELAWARE VALLEY SCHOOL DISTRICT

L.N.2.4.4 Make connections between a text and the content of graphics and charts

L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts

LN.2.5.2 Explain, interpret, describe, and/or analyze the use of fact and opinions in a text

L.N.2.5.3 Distinguish essential from nonessential information

L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text

Objectives:

1. Preview the text and activate prior knowledge with a video about Mars and outer space, interpreting content of media and text. (DOK- Level 2)
2. Make predictions about the content of the Workshop based on observation and inference. (DOK-Level 2)
3. Think deeply about the concepts of *discovery* and *exploration* and apply to the workshop content. (DOK-Level 3)
4. Recall content area vocabulary and formulate examples. (DOK- Level 1)
5. Identify important details in a text (infographic, magazine article, memoir, news article and short story). (DOK-Level 1)
6. Use word strategies to understand the author's choice of words. (DOK- Level 2)
7. Analyze literary elements, such as character, setting, plot and theme in a story. (DOK- Level 2)
8. Assess how media and Illustrations enhance the reading of a text. (DOK- Level 3)
9. Apply understanding of a text in a personal reaction (DOK-Level 2,3)
10. Identify central ideas and details to make meaning and improve comprehension. (DOK- Level 2)
11. Make inferences about character and plot in a short story. (DOK- Level 2)
12. Analyze a text to develop claims and state reasoning about a topic related to the discovery of water on Mars and synthesize all information from a text to plan, organize and write. (DOK-Level 3)
13. Cite evidence from the text and analyze content in writing. (DOK-Level 3)
14. Examine, analyze, and apply meaning for word parts, Greek roots, and identify and analyze context clues. (DOK- Level-1, 2)
15. Identify word connotation and analyze word choice in reference to these connotations. (DOK- Level 1, 2)
16. Use context clues to understand the meanings of words. (DOK-Level 2)
17. Summarize a text. (DOK- Level 2)
18. Analyze a model essay and then synthesize information from the Workshop to plan, organize and write. (DOK- Level 4)
19. Demonstrate learning through assessment, discussion, and written communication. (DOK-Level 2,3)

DELAWARE VALLEY SCHOOL DISTRICT

Core Activities and Corresponding Instructional Methods:

1. Lesson 5.1- Introduction to Workshop #5 “To Mars and Beyond”

Whole Group Instruction

- ReaL Book p. 6-9
- Do Now
- Share Daily Goals

Direct Instruction:

- Workshop Overview
- Preview the Workshop
- Building Knowledge: Use Analyzing Media Routine to View Anchor Video: “The Red Planet”
- Build Content Area Vocabulary
- Viewing with a Purpose
- Discussing Media
- Wrap-Up

2. Lesson 5.2- Concept Map and Content-Area Vocabulary

- ReaL Book p. 10-11

Whole Group Instruction

- Do Now

Direct Instruction:

- Use Academic Discussion to Develop Concept Map, (*discovery*)

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Teach Content-Area Vocabulary
(*astrophysicist/ atmosphere/ cosmic/ horizon/ toxic/ voyage*)
- Use Additional Examples to Deepen Understanding and Review
- Review Word Families
- Wrap-up

3. Lesson 5.3- Making Meaning/Infographic

- ReaL Book p. 12-13

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Teach Academic Vocabulary, (*familiar / presence*)
- Activate Knowledge by Connecting Anchor Video to the Text
- Independent Reading/Oral Cloze 1 of First Read of “All About Mars”
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Oral Cloze 2 of Second Read to Identify Central Ideas and Details
- Reinforce Foundational Skills, Read Multisyllable Words
- Wrap-up

DELAWARE VALLEY SCHOOL DISTRICT

4. Lesson 5.4- Making Meaning/Magazine Article

- ReaL Book p. 14-15

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Teach Academic Vocabulary, (*recent / confirm*)
- Activate Prior Knowledge
- Independent Reading/Oral Cloze 1 of First Read of “Water Found on Mars” by Stephanie Kraus
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Second Read to Cite Text Evidence
- React and Write
- Wrap-up

5. Lesson 5.5- Writing/Argumentative/ Constructed Response

- ReaL Book p. 16-17

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Plan Writing- (Important Facts about Water on Mars)
- Unpack the Task to Analyze the Prompt
- Choose Precise Language

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Organize Writing in Graphic Organizer
- Write Answer/Claim
- Collect Evidence and Analyze Evidence (May require additional time.)
- Write a Conclusion
- Wrap-up

6. Lessons 5.6- Making Meaning/Memoir- Day 1

- ReaL Book p.18-19

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*numerous / varying*)
- Activate Prior Knowledge
- Independent Reading/Oral Cloze1 of First Read of “The Sky is not the Limit” by Neil deGrasse Tyson
- Think (Write) /Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Oral Cloze 2 of Second Read to Use Word Strategies

DELAWARE VALLEY SCHOOL DISTRICT

- Read and Write “Stretch”
 - Wrap-up
7. Lesson 5.7- Making Meaning/Memoir- Day 2
- ReaL Book p. 20-21
- Whole Group Instruction
- Do Now
 - Share Daily Goals
- Direct Instruction:
- Review Academic Vocabulary, (*accurate / acute*)
 - Establish Context and Connect to Prior Reading
 - Independent Reading/Oral Cloze 1 of First Read of “The Sky is not the Limit” by Neil deGrasse Tyson
 - Think (Write)/Pair/Share for Key Idea
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
 - Oral Cloze 2 of Second Read to Make Inferences
 - React and Write
 - Wrap-up
8. Lesson 5.8- Making Meaning/Analyze Point of View
- ReaL Book p. 22-23
- Whole Group Instruction
- Do Now
 - Share Daily Goals
- Direct Instruction:
- Identify Author’s Point of View
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
 - Analyze and Draw Conclusions about Author’s Point of View
 - Wrap-up
9. Lesson 5.9- Word Analysis/Greek Roots, and Denotation/Connotation
- ReaL Book p. 24-25
- Whole Group Instruction
- Do Now
 - Share Daily Goals
- Direct Instruction:
- Build Morphological Strategies- Greek Roots
 - Use Greek Roots and Use Context to Complete Sentences
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
 - Define Denotation and Connotation
 - Connotations in Context
 - Identify Connotations and Analyze Word Choice
 - Wrap-up

DELAWARE VALLEY SCHOOL DISTRICT

10. Lesson 5.10- Effective Expression/Debate

- ReaL Book p. 26-27

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Oral Cloze 1 Read the Debate Text- “Should the US Government Fund Space Exploration?”
- Analyze Counterclaims and Arguments

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Extra Time Can Be Used to Finish Writing and Other Assignments
- Keystone Practice (optional)
- Wrap-up

11. Lesson 5.11- Assessment Strategies & Practice/Using Data to Differentiate

Use Whole and Small Group as needed (May require multiple days to complete.)

- Use HMH Teacher Central to View Student Data
- Use Software Data to Differentiate Instruction.
- Identify and Review Key Ideas from the Workshop
Identify Central Ideas and Details; Analyze Point of View; Make Inferences, Draw Conclusions, Greek Roots, Denotation/Connotations
- Question Type: Selected Response with Multiple Answers
- Review Academic Vocabulary-Checkpoint Vocabulary Resource
- Use paper Assessment A/B to prepare student for Interim Assessment A/B
- Administer the READ 180 Workshop 5 Interim Assessment A/B
- Determine Focus Areas for Small-Group Learning Based on Student Needs.
- Wrap-up

12. Lesson 5.12- Building Knowledge/Concept Organizer and Content-Area Vocabulary

- ReaL Book p. 28-29

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Introduce the Concept Organizer, (*exploration*)
- Think (Write) /Pair/Share to Complete Organizer

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Teach Content-Area Vocabulary,
(*aerospace/ colony/ frontier/ humanity/ orbital/ prototype*)
- Review Vocabulary and Examples
- Additional Examples to Deepen Understanding
- Identify Word Families
- Wrap-up

DELAWARE VALLEY SCHOOL DISTRICT

13. Lessons 5.13-Making Meaning/News Article- Day 1

- ReaL Book p.30-31

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*achievable / advocate*)
- Activate Prior Knowledge
- Oral Cloze 1 of First Read of “Reusable Rockets,” by Mike Wall
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Oral Close 2 of Second Read to Identify Central Ideas and Details
- React and Write
- Wrap-up

14. Lesson 5.14- Making Meaning/News Article- Day 2

- ReaL Book p. 32-33

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Teach Academic Vocabulary, (*dramatic / ultimate*)
- Establish Context
- Oral Cloze 1 of First Read of “Reusable Rockets,” by Mike Wall
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Second Read to Analyze Visual Content
- React and Write
- Wrap-up

15. Lesson 5.15- Making Meaning/News Article- Day 3

- ReaL Book p. 34-35

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Teach Academic Vocabulary, (*feat / efficiency*)
- Establish Context
- Oral Cloze 1 of First Read of “Reusable Rockets,” by Mike Wall
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Oral Close 2 Second Read to Analyze Point of View
- Read and Write “Stretch”
- Wrap-up

DELAWARE VALLEY SCHOOL DISTRICT

16. Lesson 5.16 Identify Text Structure- Problem and Solution
- ReaL Book p. 36-37
- Whole Group Instruction
- Do Now
 - Share Daily Goals
- Direct Instruction:
- Identify Text Structure- Problem and Solution
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
 - Analyze Problem and Solution Structure
 - Wrap-up
17. Lessons 5.17- Making Meaning/Short Story- Day 1
- *ReaL Book* p. 38-39, p. 40-45
- Whole Group Instruction
- Do Now
 - Share Daily Goals
- Direct Instruction:
- Review Literary Elements: Similes and Imagery
 - Read the text, “The Martian Chronicles” by Ray Bradbury Using Modeled Fluent Reading (The reading may require additional class time.)
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
 - Identify and Review Literary Elements (Words and Phrases, Imagery and Similes)
 - Wrap-up
18. Lesson 5.18- Making Meaning/Short Story- Day 2
- *ReaL Book* p. 40-41
- Whole Group Instruction
- Do Now
 - Share Daily Goals
- Direct Instruction:
- Review Academic Vocabulary, (*ancient/ ancestor*)
 - Activate Prior Knowledge
 - Introduce the Author
 - Oral Cloze 1 of First Read of “The Martian Chronicles” by Ray Bradbury
 - Think (Write)/Pair/Share for Key Idea
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
 - Oral Cloze 2 of Second Read to Analyze Setting- Refer to Chart page 39, Part I
 - React and Write
 - Wrap-up
19. Lesson 5.19- Making Meaning/Short Story- Day 3
- *ReaL Book* p.42-43
- Whole Group Instruction

DELAWARE VALLEY SCHOOL DISTRICT

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*occur/ incapable*)
- Establish Context about prior reading
- Oral Cloze 1 of First Read of “The Martian Chronicles” by Ray Bradbury

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Second Read to Analyze Plot- Refer to Chart page 39, Part II
- Read and Write “Stretch”
- Wrap-up

20. Lesson 5.20- Making Meaning/Short Story- Day 4

- *Real Book* p. 44-45

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*compose/ hesitate*)
- Establish Context about Prior Reading
- Independent Reading/Oral Cloze 1 of First Read of “The Martian Chronicles” by Ray Bradbury

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Oral Cloze 2 of Second Read to Make Inferences- Refer to Chart page 39, Part III
- React and Write
- Wrap-up

21. Lessons 5.21- Writing/Argumentative/Constructed Response- Day 1

- *Real Book* p. 46-47

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Analyze a Model Essay using TREE
- Read the Prompt and the Model Essay

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Evaluate the Model Essay and Mark and Evaluate Text Elements
- Wrap-up

22. Lesson 5.22- Writing/Argument/Constructed Response- Day 2

- *Real Book* p. 48-49

Whole Group Instruction

- Do Now
- Share Daily Goals

DELAWARE VALLEY SCHOOL DISTRICT

Direct Instruction:

- Plan Writing- (Most Exciting Recent Discovery in Space Exploration)
- Unpack the Task to Analyze the Prompt

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Organize Writing in Graphic Organizer
- Write Answer
- Collect Evidence and Practice Analyze Evidence (May require additional time.)
- Wrap-up

23. Lesson 5.23- Writing/Argumentative/Constructed Response- Day 3

- *Real Book* p. 50-51

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Writing and Refuting Counterclaims
- Analyze the Development and Support of a Claim
- Draft a Claim, Counterclaim and Refutation

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Write Conclusion
- Write Draft of Constructed Response (Writing may require extra class time.)
- Wrap Up

24. Lesson 5.24- Writing/Parallel Structure

- *Real Book* p.52-53

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Identify and Use Parallel Structure,

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Continue to Write
- Evaluate Using Self and Peer Feedback
- Check and Edit
- Publish and Submit
- Rate Your Writing
- Wrap-up

25. Lesson 5.25- Career Focus: An Aerospace Engineer

- *Real Book* p.54-55

Whole Group Instruction

- Do Now
- Share Daily Goals

DELAWARE VALLEY SCHOOL DISTRICT

Direct Instruction:

- Build Prior Knowledge about Career
- Oral Cloze 1 of First Read for Key Ideas of “Her Job is Rocket Science” by Ilana Satchell and Identify Garcia’s Challenges
- Second Read to Identify Career Path
- Optional: Find video to Portray Work of Aerospace Engineer

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Use Time to Finish Writing
- Extension Activity

Wrap-up

26. Lesson 5.26- Assessment Strategies & Practice/Using Data to Differentiate Use Whole and Small Group as needed

- Use HMH Teacher Central to View Student Data.
- Use Software Data to Differentiate Instruction
- Identify and Review Key Ideas from the Workshop
Problem and Solution; Text Structure; Defending a Claim; Counterclaims; Parallel Structure
- Review Academic Vocabulary-Checkpoint Vocabulary Resource 5 A/B
- Question Type: Selected Response with Multiple Answers
- Use paper Assessment A/B to prepare student for End-of-Workshop Assessment A/B (optional)
- Administer the READ 180 End-of-Workshop Assessment 5 A/B. (Assessment may take additional days to complete.)
- Determine Focus Areas for Small-Group Learning Based on Students’ Needs.
- Wrap-up

Assessments:

- **Diagnostic:**
NWEA MAP Growth Measure (August/September)
Benchmark as per District’s Plan
READ 180 Application (for Diagnostics and Skills Differentiation)
- **Formative:**
READ 180 Student Application
Reading Journals
Do Now/Warm-up Logs
Observation in Whole Group and Small Group
Software Writing
- **Summative:**
Success Zone in READ 180 Application
Workshop 5 Interim Workshop Assessment
Workshop 5 End-of-Workshop Assessment
Reading Counts Quizzes
Constructed Responses/Workshop Writing

DELAWARE VALLEY SCHOOL DISTRICT

Extensions:

- Project: Produce a Podcast as outlined in the *Real Book*.
- Conduct more in-depth research about subject explored in this workshop, including but not limited to: space travel, planets, rocket technology, etc. and present findings to the class
- Learn more about the life and works of author, Ray Bradbury. Read another story written by the author and make a collage of his life and accomplishments.
- Listen to podcasts and report on the work of Neil deGrasse Tyson.
- Generate examples of sentences using vocabulary
- Explore more information about the career of an aerospace engineer and other support careers that involve space technology or work at NASA. Write about the profession that sounds most interesting and explain why. For more information about careers consult job websites.
- After reading a passage, answer a constructed- response question using the ACE graphic organizer.
- Review Keystone Vocabulary and Keystone passages and questions
- Complete a book report/project for independent reading book

Correctives:

- Oral summary
- Model READ 180 Routines
- Use additional examples to reinforce vocabulary
- Beginning Readers/EL Students/Developing Readers:
Review aspects of Phonics, Morphology, Syntax, Semantics using various resources and texts (compound words, identify syllables, closed syllables, past tense verbs, present tense verbs, modal verbs, open syllables, multi-syllabic words, blend sounds, possessive nouns, homophones, phrasal verbs, comparatives and superlatives, subject/object pronouns, initial r-blends, irregular past tense verbs, contractions, possessive nouns, time order words, past perfect tense, possessive apostrophe omission, verb-*be*)
- Reread with a partner
- Self-monitor with a partner
- Support from READ 180 in Resources for:
(Reading for Details, Central Ideas and Details, Multisyllabic Words, Identify Point of View, Evaluate Author's Viewpoint, Informational Summary, Analyzing Story elements (plot, theme, characters, setting), Making Inferences, Making Predictions, Drawing Conclusions, Text and Visual Representations, Summarize, Context Clues, Argument Essay, Taking Notes, Paraphrasing, Creating a Topic Sentence, analyzing Digital Media, skimming and scanning, Greek Roots, Denotations and Connotations, Figurative Language, Allusions, Analyzing Word Choice, Literary elements: Similes, Imagery, Irony, Analyzing and Selecting Evidence, Drafting a Claim, Counterclaim and Refutation, Parallel Structure, Punctuation for Effect, Text Structure: Problem and Solution)
- Use of graphic organizer to reinforce concepts for reading and writing skill
- Reading Interventions as per District's Reading Programs and Interventions

DELAWARE VALLEY SCHOOL DISTRICT

Unit: Workshop #6- *Money Matters*

45 Days

Standard(s): PA Core Standards, Keystone Literature

CC.1.2.9-10.A-F, CC.1.2.9-10.H, CC.1.2.9-10.J-L, CC.1.3.9-10.A-K, CC.1.4.9-10.A-V,
CC.1.4.9-10X,
CC.1.5.9-10.A-G

Anchors:

L.F.1.1, L.F.1.2, L.F.1.3, L.F.2.1, L.F.2.2, L.F.2.3, L.F.2.4, L.F.2.5,
L.N.1.1, L.N.1.2, L.N.1.3, L.N.2.1, L.N.2.2, L.N.2.3, L.N.2.4, L.N.2.5

Eligible Content:

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.
L.F.1.1.2 Explain, describe, and/or analyze examples of text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
L.F.1.2.4 Draw conclusions about connotations of words.
L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.
L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
L.F.2.1.2 Cite evidence from a text to support generalizations.
L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. • The actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text • The relationship between characters and other components of a text • The development of complex characters and their roles and functions within a text
L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • The relationship between setting and other components of a text (character, plot, and other key literary elements)
L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • Elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • The relationship between elements of the plot and other components of a text • How the author structures plot to advance the action
L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: • The relationship between the theme and other components of a text • Comparing and contrasting how major themes are developed across genres • The reflection of traditional and

DELAWARE VALLEY SCHOOL DISTRICT

contemporary issues, themes, motifs, universal characters, and genres • The way in which a work of literature is related to the themes and issues of its historical period

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • The relationship between the tone, style, and/or mood and other components of a text • How voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • How diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • The point of view of the narrator as first person or third person point of view • The impact of point of view on the meaning of a text as a whole

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.

L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text

L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's purpose

L.N.1.1.3 Analyze, interpret, and evaluate how the authors use techniques and elements of nonfiction to effectively communicate an idea or concept

L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader

L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.

L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.

L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

L.N.1.2.4 Draw conclusions about connotations of words.

L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole

L.N.1.3.3 Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another

L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text

L.N.2.2.2. Compare and evaluate the characteristics that distinguish fiction from literary

nonfiction. L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts

L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction.

L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction.

L.N.2.3.3. Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of

nonfiction L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction.

L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction

DELAWARE VALLEY SCHOOL DISTRICT

- L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction
- L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts
- L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions
- L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts
- L.N.2.4.4 Make connections between a text and the content of graphics and charts
- L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts
- LN.2.5.1 Differentiate between fact and opinion
- LN.2.5.2 Explain, interpret, describe, and/or analyze the use of fact and opinions in a text
- L.N.2.5.3 Distinguish essential from nonessential information
- L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text
- L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfiction text
- L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text

Objectives:

1. Preview the text and activate prior knowledge with a video about the concept of *money management*, interpreting content of media and text. (DOK- Level 2)
2. Make predictions about Workshop content. (DOK-Level 2)
3. Think deeply about the concepts of *finances* and *literacy* and apply to the workshop content. (DOK-Level 3)
4. Recall content area vocabulary and formulate examples. (DOK- Level 1)
5. Identify important details in a text (a profile, a magazine article, an excerpt from a drama, and a blog post). (DOK-Level 1)
6. Read critically to assess logic in a text. (DOK- Level 3)
7. Identify and analyze the author's point of view and purposes in a text. (DOK- Level 1, 3)
8. Identify base words and apply skills. (DOK-Level 2)
9. Identify central ideas and details to make meaning and improve comprehension. (DOK- Level 2)
10. Make inferences and analyze people, events, and ideas in an article. (DOK-Level 2)
11. Synthesize ideas and write a narrative about a personal experience. (DOK-Level 3)
12. Determine the meaning of idioms in context. (DOK-Level 1)
13. Identify literary elements in a drama. (DOK-Level 1)
14. Analyze and compare and contrast characters in a play. (DOK-Level 2)
15. Analyze information across texts and then integrate this information. (DOK-Level 3)
16. Synthesize all information from a text, and plan, organize and write a narrative about a hypothetical scenario. (DOK-Level 4)
17. Assess their writing and the writing of other students with peer feedback. (DOK-Level 3)
18. Cite evidence from the text. (DOK-Level 3)
19. Identify and assess the effectiveness of visual content in a blog post. (DOK- Level 1, 3)
20. Use context clues to understand the meanings of words. (DOK-Level 2)
21. Summarize a text. (DOK- Level 2)

DELAWARE VALLEY SCHOOL DISTRICT

22. Demonstrate learning through assessment, discussion, and written communication.
(DOK-Level 2,3)

Core Activities and Corresponding Instructional Methods:

1. Lesson 6.1- Workshop 6 “Money Matters”
 - *Real Book* p. 6-9
 - Whole Group Instruction
 - Do Now
 - Share Daily Goals
 - Direct Instruction:
 - Workshop Overview
 - Preview the Workshop
 - Building Knowledge: Use Analyzing Media Routine to View Anchor Video: “From Idea to Investment”
 - Rotations: Small Group/Independent Reading/Software Application
 - Use Software Data to Differentiate Instruction
 - Build Content Area Vocabulary
 - Viewing with a Purpose
 - Discussing Media
 - Wrap-Up

2. Lesson 6.2- Building Knowledge/Concept Map and Content-Area Vocabulary
 - *Real Book* p. 10-11
 - Whole Group Instruction
 - Do Now
 - Share Daily Goals
 - Direct Instruction
 - Use Academic Discussion to Develop Concept Map, (*finances*)
 - Rotations: Small Group/Independent Reading/Software Application
 - Use Software Data to Differentiate Instruction
 - Teach Content-Area Vocabulary
(*asset / entrepreneur / investor /liability / loan / venture*)
 - Review Vocabulary and Word Families
 - Use Additional Examples to Deepen Understanding and Review
 - Wrap-up

3. Lesson 6.3- Making Meaning/Profile
 - *Real Book* p. 12-13
 - Whole Group Instruction
 - Do Now
 - Share Daily Goals
 - Direct Instruction:
 - Teach Academic Vocabulary (*ignorant / aspect*)
 - Activate Knowledge and Connect to Anchor Video
 - Independent Reading/Oral Cloze of First Read of “Life After Losing \$110 Million” by Jeanie Ahn

DELAWARE VALLEY SCHOOL DISTRICT

- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Second Read to Identify Central Ideas and Details
- Reinforce Foundational Skills, Identify Base Words
- Wrap-up

4. Lessons 6.4-Making Meaning/Magazine Article- Day 1

- *Real Book* p. 14-15

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Teach Academic Vocabulary, (*resource /promote*)
- Activate Knowledge- Connect to Prior Reading
- Independent Reading/Oral Cloze 1 of First Read of “Want to Make Money From Your Hobbies? See How Other Teens Do It” by Shaun Dreisbach
- Think (Write) /Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Second Read to Make Inferences
- Read and Write “Stretch”
- Wrap-up

5. Lesson 6.5- Making Meaning/Magazine Article- Day 2

- *Real Book* p. 16-17

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*mentor / pursue*)
- Independent Reading/Oral Cloze 1 of First Read of “Want to Make Money from Your Hobbies? See How Other Teens Do It” by Shaun Dreisbach
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Second Read to Analyze People, Events, and Ideas
- React and Write
- Wrap-up

6. Lesson 6.6- Making Meaning/Magazine Article- Day 3

- *Real Book* p. 18-19

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

DELAWARE VALLEY SCHOOL DISTRICT

- Compare and Identify Authors' Purposes

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Analyze Authors' Purposes and the Importance for Reading
- Complete Chart to Compare Authors' Purposes
- Wrap-up

7. Lesson 6.7- Writing/Narrative/Constructed Response

- *Real Book* p. 20-21

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Plan Writing- (Analyze Advice from Young Entrepreneurs in the Article)
- Unpack the Task to Analyze the Prompt
- Choose Precise Language

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Organize Writing in Graphic Organizer
- Write Answer
- Collect Evidence and Analyze Evidence (May require additional time.)
- Write a Conclusion
- Write Final Draft
- Check and Edit
- Publish and Submit
- Wrap-up

8. Lesson 6.8- Language Development/Word Families and Idioms

- *Real Book* p.22-23

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Build Morphological Strategies: Use Base Words and Identify Word Families,

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Introduce and Determine Meaning of Idioms in Context
- Identify and Analyze Idioms
- Additional Practice, as needed
- Wrap-up

9. Lesson 6.9-Effective Expression/Debate

- *Real Book* p. 24-25

Whole Group Instruction

- Do Now
- Share Daily Goals

DELAWARE VALLEY SCHOOL DISTRICT

Direct Instruction:

- Oral Cloze 1 Read the Debate Text, “Is it better to spend your money on things or experiences?”
- Evaluate Sources and Analyze Arguments

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Work on Writing and Additional Assignments
- Wrap-up

10. Lesson 6.10- Assessment Strategies & Practice/Using Data to Differentiate Use Whole and Small Group as needed

- Use HMH Teacher Central to view student data.
- Use Software Data to Differentiate Instruction
- Identify and Review Key Ideas from the Workshop
Compare Authors’ Purposes; Identify and Analyze Author’s Purpose; Analyze People, Events, and Ideas; Word Families and Idioms; Inflectional Endings and Adages and Proverbs
- Question Type: Selected Response with Multiple Answers
- Review Academic Vocabulary-Checkpoint Vocabulary Resource 6A
- Use paper Assessment A/B to prepare student for Interim Assessment 6 A/B (optional)
- Administer the READ 180 Workshop 6 Interim A/B Assessment (Assessment may take additional time to complete.)
- Determine Focus Areas for Small-Group Learning Based on Students’ Needs.
- Wrap-up

11. Lesson 6.11-Building Knowledge/Concept Organizer and Content-Area Vocabulary

- *Real Book* p. 26-27

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Introduce the Concept Organizer, (*literacy*)
- Think (Write) /Pair/Share to Complete

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Teach Content-Area Vocabulary
(*budget / debt / expense/ insurance / tuition / unemployed*)
- Review Vocabulary and Word Families
- Use Additional Examples to Deepen Understanding and Review
- Wrap-up

12. Lessons 6.12- Making Meaning/Literary Elements and Drama

- *Real Book* p. 28-29

Whole Group Instruction

- Do Now

DELAWARE VALLEY SCHOOL DISTRICT

- Share Daily Goals

Direct Instruction:

- Introduce Literary Elements, (Setting, Characters, Plot and Theme)
- Activate Prior Knowledge with Discussion
- Modeled Fluent Reading of First Read of “A Raisin in the Sun” by Lorraine Hansberry
- Identify Literary Elements
- Wrap-up

13. Lessons 6.13- Making Meaning/Literary Elements and Drama- Day 1

- *Real Book* p. 30-31

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*inspect / intently*)
- Activate Prior Knowledge and Identify Features
- Modeled Fluent Reading/Oral Cloze 1 of First Read of “A Raisin in the Sun” by Lorraine Hansberry
- Think (Write) /Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Second Read with Assigned Parts to Analyze Character
- Fill in Literary Elements Part I for Setting
- React and Write
- Wrap-up

14. Lessons 6.14- Making Meaning/Literary Elements and Drama- Day 2

- *Real Book* p. 32-33

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*directly / civil*)
- Establish Context and Connect to Prior Reading
- Modeled Fluent Reading/Oral Cloze 1 of First Read of “A Raisin in the Sun” by Lorraine Hansberry
- Think (Write) /Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Second Read with Assigned Parts (optional) to Summarize
- Fill in Literary Elements for Part II
- Read and Write “Stretch”
- Wrap-up

DELAWARE VALLEY SCHOOL DISTRICT

15. Lessons 6.15- Making Meaning/Literary Elements and Drama- Day 3

- *Real Book* p. 34-35

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*immense / dignity*)
- Establish Context and Connect to Prior Reading
- Modeled Fluent Reading/Oral Cloze 1 of First Read of “A Raisin in the Sun” by Lorraine Hansberry
- Think (Write) /Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Second Read with Assigned Parts (optional) to Contrast Points of View
- Fill in Literary Elements for Part III
- Read and Write “Stretch”
- Wrap-up

16. Lessons 6.16- Making Meaning/Blog Post- Day 1

- *Real Book* p. 36-37

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*reasonable / tend to*)
- Activate Prior Knowledge and Connect Workshop Focus to Text
- Independent Reading/Oral Cloze 1 of First Read of “6 Ways I Saved Money on College Costs” by Michelle Schroeder-Gardner
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Second Read to Analyze Visual Content
- Read and Write “Stretch”
- Wrap-up

17. Lessons 6.17- Making Meaning/Blog Post- Day 2

- *Real Book* p. 38-39

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*require / option*)
- Establish Context and Connect to Prior Reading
- Independent/Oral Cloze 1 of First Read of “6 Ways I Saved Money on College Costs” by Michelle Schroeder-Gardner
- Think (Write) /Pair/Share for Key Idea

DELAWARE VALLEY SCHOOL DISTRICT

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Second Read to Analyze Author's Purpose
- React and Write
- Wrap-up

18. Lessons 6.18- Making Meaning/Comprehension/Read Critically

- *Real Book* p. 40-41

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Read the Introductory Text
- Review all Previous Passages and Identify Information and Important Details,
- Analyze Information Across Text and Integrate Information
- Wrap-up

19. Lessons 6.19- Writing/Narrative- Day 1

- *Real Book* p. 42-43

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Read and Analyze a Model Narrative

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Evaluate the Model Narrative and Mark and Evaluate Text Elements
- Wrap-up

20. Lesson 6.20- Writing/Narrative/Plan-Plan- Day 2

- *Real Book* p. 44-45

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Plan Your Essay using **POW**
- Unpack the Prompt (to guide students' understanding of the task)

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Plan Your Narrative by Brainstorming Ideas and Gathering and Evaluating Elements
- Evaluate Elements with an Academic Discussion
- Wrap-up

DELAWARE VALLEY SCHOOL DISTRICT

21. Lesson 6.21-Narrative Essay/Organize and Write- Day 3

- *Real Book* p. 46-47

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Analyze Narrative Techniques: Dialogue and Imagery and Draft Dialogue and Imagery
- Additional Practice, as needed

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Organize and Write Your Draft with Beginning, Middle and End Using WWW (Writing the essay with take a few days' class time.)
- Wrap Up

22. Lesson 6.22-Practice Conventions and Revise Writing- Day 4

- *Real Book* p. 48-49

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Identifying and Using Effective Punctuation and Punctuation for Effect Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
- Continue to Write Essays
- Evaluate Narrative Essays Using Self-check and Peer Feedback
- Reflect on and Revise Essays Using Feedback and Checking for Effective Use of Punctuation and Narrative Techniques
- Check and Edit
- Publish and Submit
- Share with Class
- Rating Your Narrative Essay
- Wrap-up

23. Lesson 6.23-Career Focus: Entrepreneur

- *Real Book* p. 50-51

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Build Prior Knowledge by Connecting the Career to Students' Experiences
- Independent Reading/Oral Cloze 1 First Read for Key Ideas "Fighting Poverty \$25 at a Time" by Mary Catherine Wellons
- Second Read to Identify Reasons for Starting a Business
- Optional: Find Video to Portray Work of an Entrepreneur

Rotations: Small Group/Independent Reading/Software Application

DELAWARE VALLEY SCHOOL DISTRICT

- Use Software Data to Differentiate Instruction
- Use Time to Finish Essays and Other Assignments
- Wrap-up

24. Lesson 6.24- Assessment Strategies & Practice/Using Data to Differentiate Use Whole and Small group as needed (May require multiple days to complete.)

- Use HMH Teacher Central to view student data.
- Use Software Data to Differentiate Instruction
- Identify and Review Key Ideas from the Workshop
Read Critically; Cross-Text Analysis; Use Multiple Sources; Narrative Techniques;
Writing Dialogue; Figurative Language; Realistic Narrative; Punctuation for Effect;
Punctuating Pauses; Using Colons
- Question Type: Selected Response with Multiple Answers
- Review Academic Vocabulary-Checkpoint Vocabulary Resource 6A/B
- Use paper Assessment A/B to prepare student for End-of-Workshop Assessment A/B (optional)
- Administer the READ 180 End-of-Workshop 6 A/B Assessment (Assessment may take additional time to complete.)
- Determine Focus Areas for Small-Group Learning Based on Students' Needs
- Wrap-up

Assessments:

- **Diagnostic:**
Benchmark as per District's Plan
READ 180 Application (for Diagnostics and Skills Differentiation)
- **Formative:**
READ 180 Student Application
Reading Journals
Do Now/ Warm-up Logs
Observation in Whole Group and Small Group
Software Writing
- **Summative:**
Success Zone in READ 180 Application
Workshop 6 Interim Workshop Assessment
Workshop 6 End-of-Workshop Assessment
Reading Counts Quizzes
Constructed Responses/Workshop Writing

Extensions:

- Create a Business Plan- project in the *Real Book*
- Further research on people in the workshop and their biographies and businesses, including but not limited to: Shubham Banerjee, Antoine Walker, Jessica Granger (My Girls and Me and Tizzy), Isabella Rose Taylor (fashion designer), Bella Weems (Origami

DELAWARE VALLEY SCHOOL DISTRICT

Owl), Nick D'Aloisio (Summly), and Leanna Archer (Leanna's Essentials). Locate their businesses and/or products online and find other data/information about their businesses

- Read entire drama, "A Raisin in the Sun" and/or watch a performance. Discuss how actors portray the characters and plot
- Draw a stage set for the excerpt from "A Raisin in the Sun"
- Interview a businessperson. Prepare questions about his/her life business and present information to the class
- Create a Budget for your finances and financial goals (resources are available online)
- Analyze poetry and song lyrics that pertain to money/finances. Determine figurative language and literary elements.
- Complete Constructed Response Questions using ACE format to prepare for Keystone Exams
- Review Keystone Vocabulary and Keystone passages and questions
- Complete a book report/project for independent reading book

Correctives:

- Oral summary
- Generate examples of sentences using vocabulary
- Reread with a partner
- Self-monitor with a partner
- Model READ 180 Routines
- Use additional examples to reinforce Vocabulary
- Beginning Readers/El Students/Struggling Readers:
Review aspects of Phonics, Morphology, Syntax, Semantics using various resources and texts to review skills:
(compound words, identify syllables, closed syllables, past tense verbs, present tense verbs, modal verbs, open syllables, multi-syllabic words, blend sounds, possessive nouns, homophones, phrasal verbs, comparatives and superlatives, subject/object pronouns, initial r-blends, irregular past tense verbs, contractions, possessive nouns, time order words, past perfect tense, possessive apostrophe omission, verb-*be*)
- Support from READ 180 in Resources for:
(Reading for Details, Central Ideas and Details, Inflectional Endings, Critical Reading: Analyze, Writing a Personal Narrative, Using Precise Adjectives, Idioms, Evaluate Sources and Evidence, Analyze People, Events and Ideas, Drama, Adages and Proverbs, Dialogue, Compare and Contrast Perspectives, Reading Graphs, Literary Analysis, Evaluate Literary Merit, Realistic Narrative, Writing in the First Person, Using Punctuation for Effect, Analyzing a Graphic Organizer, Realistic Narrative, Identify Authors' Purposes, Evaluate Author's Viewpoint, Analyzing Story elements (plot, theme, characters, setting), Making Inferences, Making Predictions, Drawing Conclusions, Text and Visual Representations, Summarize, Compare and Contrast Perspectives and Points

DELAWARE VALLEY SCHOOL DISTRICT

of View, Cross-Text Analysis, Context Clues, Tone, Taking Notes, Paraphrasing, Creating a Topic Sentence, Universal Themes)

- Use of graphic organizer to reinforce concepts for reading and writing
- Reading Interventions as per District's Reading Programs and Interventions

DELAWARE VALLEY SCHOOL DISTRICT

Unit: Workshop #7- *Futurescapes*

45 Days

Standard(s): PA Core Standards, Keystone Literature

CC.1.2.9-10.A-F, CC.1.2.9-10.H, CC.1.2.9-10.J-L, CC.1.3.9-10.A-K, CC.1.4.9-10.A-V,
CC.1.4.9-10X,
CC.1.5.9-10.A-G

Anchors:

L.F.1.1, L.F.1.2, L.F.1.3, L.F.2.1, L.F.2.2, L.F.2.3, L.F.2.4, L.F.2.5,
L.N.1.1, L.N.1.2, L.N.1.3, L.N.2.1, L.N.2.2, L.N.2.3, L.N.2.4, L.N.2.5

Eligible Content:

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.

L.F.1.1.2 Explain, describe, and/or analyze examples of text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.

L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.

L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.

L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

L.F.1.2.4 Draw conclusions about connotations of words.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. • The actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text • The relationship between characters and other components of a text • The development of complex characters and their roles and functions within a text

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • The relationship between setting and other components of a text (character, plot, and other key literary elements)

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • Elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • The relationship between elements of the plot and other components of a text • How the author structures plot to advance the action

L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: • The relationship between the theme and other components of a text • Comparing and contrasting how major themes are developed across genres • The reflection of traditional and

DELAWARE VALLEY SCHOOL DISTRICT

contemporary issues, themes, motifs, universal characters, and genres • The way in which a work of literature is related to the themes and issues of its historical period

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • The relationship between the tone, style, and/or mood and other components of a text • How voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • How diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • The point of view of the narrator as first person or third person point of view • The impact of point of view on the meaning of a text as a whole

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text

L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's purpose

L.N.1.1.3 Analyze, interpret, and evaluate how the authors use techniques and elements of nonfiction to effectively communicate an idea or concept

L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.

L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.

L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

L.N.1.2.4 Draw conclusions about connotations of words.

L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole

L.N.1.3.3 Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another

L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text

L.N.2.2.2. Compare and evaluate the characteristics that distinguish fiction from literary

nonfiction. L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction.

L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction.

L.N.2.3.3. Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of

nonfiction L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction.

L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction.

L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction.

DELAWARE VALLEY SCHOOL DISTRICT

- L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts
- L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions
- L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts
- L.N.2.4.4 Make connections between a text and the content of graphics and charts
- L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts
- LN.2.5.1 Differentiate between fact and opinion
- LN.2.5.2 Explain, interpret, describe, and/or analyze the use of fact and opinions in a text
- L.N.2.5.3 Distinguish essential from nonessential information
- L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text
- L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfiction text
- L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text

Objectives:

1. Preview the text and activate prior knowledge with a video about the future and innovations that will affect how people live, interpreting content of media and text. (DOK- Level 2)
2. Make predictions about the content. (DOK-Level 2)
3. Think deeply about the concepts of *technology* and making a *prediction* and apply to the workshop content. (DOK-Level 3)
4. Recall content area vocabulary and formulate examples. (DOK- Level 1)
5. Identify important details in a text (a journal entry, a news article, a blog article, a short story, a magazine article, and text with an infographic). (DOK-Level 1)
6. Read critically to assess logic in a text. (DOK- Level 3)
7. Identify syllables in words and apply their knowledge to word study. (DOK- Level 1,2)
8. Cite evidence to create meaning from a news article and other texts. (DOK- Level 3)
9. React and write to passages to make connections and clarify understanding of texts. (DOK- Level 2)
10. Plan, organize and write an informative paragraph/constructed response to synthesize information from a blog article with text evidence and interpretation of the evidence. (DOK- Level 2, 3, 4)
11. Identify parts of speech and use a dictionary and thesaurus. (DOK- Level 1)
12. Identify reasons and analyze an argument about a reliance on technology. (DOK- Level 2)
13. Draw conclusions about visual content in an infographic. (DOK- Level 3)
14. Identify story elements and then make inferences about the story elements. (DOK- Level 1,2)
15. Make inferences about details in the story and then analyze these elements to determine the theme of the story. (DOK- Level 2,3)

DELAWARE VALLEY SCHOOL DISTRICT

16. Identify and assess the effectiveness of text structure in a passage. (DOK- Level 2, 3)
17. Read critically to identify information, analyze the information across texts and integrate this information for better understanding. (DOK- Level 4)
18. Plan, organize and write an informative essay/constructed response about the benefits and risks of future technology by gathering, evaluating, and citing evidence from numerous texts in the workshop. (DOK- Level 4)
19. Analyze and draft an effective thesis statement. (DOK- Level 3)
20. Assess an essay with self-evaluation and peer feedback. (DOK- Level 3)
21. Read about and engage in a debate about a reliance on technology in the future. (DOK- Level 3) (optional)
22. Demonstrate learning through assessment, discussion, and written communication. (DOK-Level 2,3)

Core Activities and Corresponding Instructional Methods:

Lesson 7.1- Building Knowledge/Anchor Video

- *Real Book* p.6-9

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Workshop Overview
- Preview the Workshop
- Building Knowledge: Use Analyzing Media Routine to View Anchor Video: “Supersonic”

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Build Content Area Vocabulary
- Viewing with a Purpose
- Discussing Media
- Wrap-Up

1. Lesson 7.2- Building Knowledge/Science/Technology/Concept Map and Content-Area Vocabulary

- *Real Book* p. 10-11

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Use Academic Discussion to Develop Concept Map Organizer, (*technology*)

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Teach Content-Area Vocabulary (*drone / ensure / experience / increase / mobile / navigate*)
- Use Additional Examples to Review
- Identify Word Families

DELAWARE VALLEY SCHOOL DISTRICT

- Wrap-up
2. Lesson 7.3-Making Meaning/Journal
- *Real Book* p. 12-13
- Whole Group Instruction
- Do Now
 - Share Daily Goals
- Direct Instruction:
- Teach Academic Vocabulary, (*input / automatically*)
 - Activate Knowledge and Connect to the Anchor Video
 - Oral Cloze 1 of First Read of “Welcome to the Future, by Jennifer Johnson
 - Think (Write)/Pair/Share for Key Idea
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
 - Oral Cloze 2 of Second Read to Identify Central Ideas and Details
 - Reinforce Foundational Skills, Identify Syllables
 - Wrap-up
3. Lessons 7.4-Making Meaning/News Article
- *Real Book* p. 14-15
- Whole Group Instruction
- Do Now
 - Share Daily Goals
- Direct Instruction:
- Review Academic Vocabulary, (*consumer /data*)
 - Activate Prior Knowledge and Connect to Prior Reading
 - Oral Cloze of First Read of “The Future of Shopping” by Sarah Butler
 - Think (Write)/Pair/Share for Key Idea
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
 - Second Read to Cite Text Evidence
 - React and Write
 - (optional) Find Video of Technology Described in Text
 - Wrap-up
4. Lesson 7.5- Making Meaning/Identify Central Ideas and Details
- *Real Book* p. 16-17
- Whole Group Instruction
- Do Now
 - Share Daily Goals
- Direct Instruction:
- Define Central Ideas and Details and Identify Details
 - Think (Write)/Pair/Share to Complete Chart
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
 - Determine Central Idea

DELAWARE VALLEY SCHOOL DISTRICT

- Think (Write)/Pair/Share to Complete Chart
 - Wrap-up
5. Lessons 7.6–Making Meaning/Blog Article- Day 1
- *Real Book* p. 18-19
- Whole Group Instruction
- Do Now
 - Share Daily Goals
- Direct Instruction:
- Review Academic Vocabulary, (*debate /estimate*)
 - Activate Prior Knowledge, Connect to Anchor Video and Introduce Text Type
 - Oral Cloze 1 of First Read of “The Rise of the Machines” by Daniel Newman
 - Think (Write)/Pair/Share for Key Idea
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
 - Oral Cloze 2 of Second Read to Use Word Strategies
 - React and Write
 - Wrap-up
6. Lessons 7.7–Making Meaning/Blog Article- Day 2
- *Real Book* p. 20-21
- Whole Group Instruction
- Do Now
 - Share Daily Goals
- Direct Instruction:
- Review Academic Vocabulary, (*beneficial /eliminate*)
 - Establish Context and Connect to Prior Reading
 - Oral Cloze 1 of First Read of “The Rise of the Machines” by Daniel Newman
 - Think (Write)/Pair/Share for Key Idea
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
 - Oral Cloze 2 of Second Read to Analyze Author’s Point of View
 - Read and Write “Stretch”
 - Wrap-up
7. Lesson 7.8-Writing/Informative/Constructed Response
- *Real Book* p. 22-23
- Whole Group Instruction
- Do Now
 - Share Daily Goals
- Direct Instruction:
- Plan Writing- (How Humans Need to Adapt to AI in the Future)
 - Unpack the Task to Analyze the Prompt
 - Choose Precise Language
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction

DELAWARE VALLEY SCHOOL DISTRICT

- Organize Writing in Graphic Organizer
 - Write Answer
 - Collect Evidence and Analyze Evidence (May require additional time.)
 - Write a Conclusion
 - Write Final Draft
 - Check and Edit
 - Publish and Submit
 - Wrap-up
8. Lesson 7.9-Language Development/Word Analysis/Parts of Speech and Using a Dictionary
- *Real Book* p. 24-25
- Whole Group Instruction
- Do Now
 - Share Daily Goals
- Direct Instruction:
- Recognize Parts of Speech: Identify Nouns, Adjectives, Verbs and Adverbs and Apply Meaning
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
 - Use a Dictionary and Reference a Dictionary
 - Wrap-up
9. Lesson 7.10-Effective Expression/Debate
- *Real Book* p. 26-27
- Whole Group Instruction
- Do Now
 - Share Daily Goals
- Direct Instruction:
- Oral Cloze to read the Debate Text- “Do you think we will be relying too heavily on technology in the future?”
 - Identify Reasons and Analyze Arguments
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
 - Work on paragraphs and Additional Assignments
 - Wrap-up
10. Lesson 7.11- Assessment Strategies & Practice/Using Data to Differentiate
- Use Whole and Small Group as needed
- Use HMH Teacher Central to view student data.
 - Use Software Data to Differentiate Instruction
 - Identify and Review Key Ideas from the Workshop
Identify Central Ideas and Details, Skim and Scan, Use Word Strategies, Context Clues, Tone, Parts of Speech, Using a Dictionary, and a Thesaurus
 - Question Type: Selected Response with Multiple Answers
 - Review Academic Vocabulary-Checkpoint Vocabulary Resource 7A/B

DELAWARE VALLEY SCHOOL DISTRICT

- Use paper Assessment A/B to Prepare Student for Interim Assessment AB (optional)
 - Administer the READ 180 Workshop 7 Interim Assessment A/B (This assessment may take extra time to complete.)
 - Determine Focus Areas for Small-Group Learning Based on Students' Needs.
 - Wrap-up
11. Lesson 7.12-Building Knowledge/Science/Technology/Concept Organizer and Content-Area Vocabulary
- *Real Book* p. 28-29
- Whole Group Instruction
- Do Now
 - Share Daily Goals
- Direct Instruction:
- Introduce the Concept Organizer, (*prediction*)
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
 - Teach Content-Area Vocabulary, (*anticipate / equipped /install / limited / network / transmit*)
 - Review Vocabulary and Word Families
 - Use Additional Examples to Review
 - Wrap-up
12. Lessons 7.13-Making Meaning/Infographic
- *Real Book* p. 30-31
- Whole Group Instruction
- Do Now
 - Share Daily Goals
- Direct Instruction:
- Review Academic Vocabulary, (*rely / analysis*)
 - Activate Prior Knowledge and Connect to Anchor Video
 - Oral Cloze 1 of First Read of “Smart Cities of the Future” by Inez Prieto
 - Think (Write)/Pair/Share for Key Idea
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
 - Second Read to Analyze Visual Content
 - Read and Write “Stretch”
 - Wrap-up
13. Lessons 7.14- Making Meaning/Short Story/Literary Elements
- *Real Book* p. 32-33
- Whole Group Instruction
- Do Now
 - Share Daily Goals
- Direct Instruction:
- Introduce Literary Elements: Setting, Character, Plot, Theme

DELAWARE VALLEY SCHOOL DISTRICT

- Modeled Fluent Reading of the entire text “The Last Dog” by Katherine Paterson, *Real Book* p. 32-47 (May require additional time to read)

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Identify Literary Elements
- Wrap-up

14. Lesson 7.15- Making Meaning/Short Story- Day 1

- *Real Book* p. 34-35

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*external / virtual*)
- Activate Prior Knowledge and Connect Text to Prior Reading
- Oral Cloze 1 of First Read of “The Last Dog” by Katherine Paterson
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Oral Cloze 2 of Second Read to Analyze Character
- React and Write
- Wrap-up

15. Lesson 7.16- Making Meaning/Short Story- Day 2

- *Real Book* p. 36-37

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*pose / register*)
- Activate Prior Knowledge and Connect Text to Prior Reading
- Oral Cloze 1 of First Read of “The Last Dog” by Katherine Paterson
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Oral Cloze 2 of Second Read to Analyze Plot
- Read and Write “Stretch”
- Analyze Literary Elements for Part I
- Wrap-up

16. Lesson 7.17- Making Meaning/Short Story- Day 3

- *Real Book* p. 38-39

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

DELAWARE VALLEY SCHOOL DISTRICT

- Review Academic Vocabulary, (*objectivity / consult*)
- Establish Context and Connect Text to Prior Reading
- Oral Cloze 1 of First Read of ““The Last Dog” by Katherine Paterson
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Oral Cloze 2 of Second Read to Analyze Setting
- React and Write
- Wrap-up

17. Lesson 7.18- Making Meaning/Short Story- Day 4

- *Real Book* p. 40-41

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*domesticated / source*)
- Establish Context and Connect Text to Prior Reading
- Oral Cloze 1 of First Read of ““The Last Dog” by Katherine Paterson
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Oral Cloze 2 of Second Read to Use Word Strategies
- Read and Write “Stretch”
- Wrap-up

18. Lesson 7.19- Making Meaning/Short Story- Day 5

- *Real Book* p. 42-43

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*transitional / denote*)
- Establish Context and Connect Text to Prior Reading
- Oral Cloze 1 of First Read of ““The Last Dog” by Katherine Paterson
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Oral Cloze 2 of Second Read to Cite Text Evidence
- React and Write
- Analyze Literary Elements for Part II
- Wrap-up

DELAWARE VALLEY SCHOOL DISTRICT

19. Lesson 7.20- Making Meaning/Short Story- Day 6

- *Real Book* p. 44-45

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*interact / isolate*)
- Establish Context and Connect Text to Prior Reading
- Oral Cloze 1 of First Read of ““The Last Dog” by Katherine Paterson
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Oral Cloze 2 of Second Read to Make Inferences
- Read and Write “Stretch”
- Wrap-up

20. Lesson 7.21- Making Meaning/Short Story- Day 7

- *Real Book* p. 46-47

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*trigger / modify*)
- Establish Context and Connect Text to Prior Reading
- Oral Cloze 1 of First Read of ““The Last Dog” by Katherine Paterson
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Oral Cloze 2 of Second Read to Analyze Plot
- React and Write
- Wrap-up

21. Lesson 7.22- Making Meaning/Short Story- Day 8

- *Real Book* p. 48-49

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*obviously / occur*)
- Establish Context and Connect Text to Prior Reading
- Oral Cloze 1 of First Read of ““The Last Dog” by Katherine Paterson
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Oral Cloze 2 of Second Read to Analyze Theme
- Read and Write “Stretch”

DELAWARE VALLEY SCHOOL DISTRICT

- Analyze Literary Elements for Part III
- Wrap-up

22. Lessons 7.23- Making Meaning/Magazine Article- Day 1

- *Real Book* p. 50-51

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*transform / mode*)
- Activate Prior Knowledge and Connect to Anchor Video
- Oral Cloze 1 of First Read of “The Future of Transportation” by Claudia Atticot
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Oral Cloze 2 of Second Read to Identify Text Structure
- Read and Write “Stretch”
- Wrap-up

23. Lessons 7.24- Making Meaning/Magazine Article- Day 2

- *Real Book* p. 52-53

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*legislation / route*)
- Establish Context and Connect Prior Reading
- Oral Cloze 1 of First Read of “The Future of Transportation” by Claudia Atticot
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Oral Cloze 2 of Second Read to Analyze Visual Content
- React and Write
- Wrap-up

24. Lesson 7.25-Read Critically/Identify, Analyze and Integrate Information

- *Real Book* p. 54-55

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Read Introductory Text for Read Critically and Identify Information by Reviewing Previously Read Texts
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction

DELAWARE VALLEY SCHOOL DISTRICT

- Analyze Information Across Texts and Integrate Information
 - Wrap-up
25. Lessons 7.26-Writing/Informative/Constructed Response
- *Real Book* p. 56-57
- Whole Group Instruction
- Do Now
 - Share Daily Goals
- Direct Instruction:
- Read and Analyze a Model Essay
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
 - Evaluate the Model Essay Using TIDE Strategy and Mark and Evaluate Text Elements
 - Wrap-up
26. Lesson 7.27- Writing/Informative /Constructed Response- Day 1
- *Real Book* p. 58-59
- Whole Group Instruction
- Do Now
 - Share Daily Goals
- Direct Instruction:
- Plan Writing- (The Benefits of Technology from Workshop Texts)
 - Unpack the Task to Analyze the Prompt
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
 - Organize Writing in Graphic Organizer
 - Write Answer
 - Collect Evidence and Practice Analyze Evidence (May require additional time.)
 - Wrap-up
27. Lesson 7.28- Writing/Informative/Thesis /Constructed Response- Day 2
- *Real Book* p. 60-61
- Whole Group Instruction
- Do Now
 - Share Daily Goals
- Direct Instruction:
- Analyze and Draft a Thesis Statement,
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
 - Write Conclusion
 - Write Draft of Constructed Response (Writing may require extra class time.)
 - Wrap Up

DELAWARE VALLEY SCHOOL DISTRICT

28. Lesson 7.29-Writing/Identifying and Correcting Sentence Fragments

- *Real Book* p. 62-63

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Identifying and Correcting Sentence Fragments,

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Continue to Write
- Reflect on and Revise Using Feedback and Checking for Sentence Fragments
- Evaluate Using Self and Peer Feedback
- Check and Edit
- Rate Your Writing
- Publish and Submit
- Wrap-up

29. Lesson 7.30-Effective Expression/Career Focus: Theoretical Physicist

- *Real Book* p. 64-65

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Build Prior Knowledge
- Oral Cloze First Read for Key Ideas “Predicting the Future” by Claudia Atticot,
- Second Read to Identify Career Role Models
- Optional: Find video of Michio Kak, theoretical physicist

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Use Time to Finish Essays
- Wrap-up

30. Lesson 7.31- Assessment Strategies & Practice/Using Data to Differentiate

Use Whole and Small group as needed (May require multiple days to complete.)

- Use HMH Teacher Central to view student data.
- Use Software Data to Differentiate Instruction
- Identify and Review Key Ideas from the Workshop
Identify and Evaluate Literary Elements: Setting, characters, Plot, Theme;
Informational Summary; Creating a Topic Sentence; Informative Essay; Identifying
Sentence Fragments and correcting them; Linking Clauses
- Question Type: Selected Response with Multiple Answers
- Review Academic Vocabulary-Checkpoint Vocabulary Resource 7A/B
- Use paper Assessment B to prepare student for End-of-Workshop Assessment A/B (optional)
- Administer the READ 180 End-of-Workshop 7 A/B Assessment (The completion of this assessment will require extra time.)

DELAWARE VALLEY SCHOOL DISTRICT

- Determine Focus Areas for Small-Group Learning Based on Students' Needs.
- Wrap-up

Assessments:

- **Diagnostic:**
Benchmark as per District's Plan
READ 180 Application (for Diagnostics and Skills Differentiation)
- **Formative:**
NWEA MAP Growth Measure (January)
READ 180 Application
Reading Journals
Do Now/Warm-up Logs
Observation in Whole Group and Small Group
Software Writing
- **Summative:**
Success Zone in READ 180 Application
Workshop 7 Interim Workshop Assessment
Workshop 7 End-of-Workshop Assessment
Reading Counts Quizzes
Constructed Responses/Workshop Writing

Extensions:

- Produce a Podcast as outlined in the *Real Book*
- Continue to conduct research on new technology, such as: drones, robot assistants, virtual shopping, smart cities, future transportation, robotic pets, etc. Make charts that highlight benefits and risks and present to the class.
- Design a futuristic machine of your own. Be sure to explain purpose, design features, etc. Draw and write about the invention.
- Do an author study and read more stories by Katherine Paterson, author of "The Last Dog."
- Rewrite "The Last Dog" as a play and perform for the class
- Design a set for "The Last Dog."
- After reading a passage, answer a constructed- response question using the ACE graphic organizer.
- Review Keystone Vocabulary and Keystone passages and questions
- Complete a book report/project for independent reading book

Correctives:

- Oral summary
- Generate examples of sentences using vocabulary
- Reread with a partner
- Self-monitor with a partner
- Model READ 180 Routines

DELAWARE VALLEY SCHOOL DISTRICT

- Use additional Examples to Reinforce Vocabulary
- Beginning Readers/El Students/Struggling Readers:
Review aspects of Phonics, Morphology, Syntax, Semantics using various resources and texts for skills:
(compound words, identify syllables, closed syllables, past tense verbs, present tense verbs, modal verbs, open syllables, multi-syllabic words, blend sounds, possessive nouns, homophones, phrasal verbs, comparatives and superlatives, subject/object pronouns, initial r-blends, irregular past tense verbs, contractions, possessive nouns, time order words, past perfect tense, possessive apostrophe omission, verb-*be*)
- Support from READ 180 in Resources for:
(Reading for Details, Central Ideas and Details, Informational Summary, Reading Multisyllabic Words, Identify Point of View, Evaluate Author's Viewpoint, Analyzing Story elements (plot, theme, characters, setting), Making Inferences, Making Predictions, Drawing Conclusions, Text and Visual Representations, Summarize, Context Clues, Tone, Informative Essay, Taking Notes, Paraphrasing, Combining Sentences, Creating a Topic Sentence, Text Structure: Sequence, Compare/Contrast, Linking Clauses, Identifying and Correcting Sentence Fragments, Citing Evidence, Multiple Sources, Cross-Text Analysis, Using a Dictionary and Thesaurus, Common and Proper Nouns, Action Verbs, Adjectives and Adverbs)
- Use of graphic organizer to reinforce concepts
- Reading Interventions as per District's Reading Programs and Interventions

DELAWARE VALLEY SCHOOL DISTRICT

Unit: Workshop #9- *Turning Points*

45 Days

Standard(s): PA Core Standards, Keystone Literature

CC.1.2.9-10. A-F, CC.1.2.9-10.H, CC.1.2.9-10.J-L, CC.1.3.9-10.A-K, CC.1.4.9-10.A-V,
CC.1.4.9-10X,
CC.1.5.9-10 A-G

Anchors:

L.F.1.1, L.F.1.2, L.F.1.3, L.F.2.1, L.F.2.2, L.F.2.3, L.F.2.4, L.F.2.5,
L.N.1.1, L.N.1.2, L.N.1.3, L.N.2.1, L.N.2.2, L.N.2.3, L.N.2.4, L.N.2.5

Eligible Content:

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.
L.F.1.1.2 Explain, describe, and/or analyze examples of text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
L.F.1.2.4 Draw conclusions about connotations of words.
L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.
L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
L.F.2.1.2 Cite evidence from a text to support generalizations.
L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. • The actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text • The relationship between characters and other components of a text • The development of complex characters and their roles and functions within a text
L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • The relationship between setting and other components of a text (character, plot, and other key literary elements)
L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • Elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • The relationship between elements of the plot and other components of a text • How the author structures plot to advance the action
L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: • The relationship between the theme and other components of a text • Comparing and contrasting how major themes are developed across genres • The reflection of traditional and

DELAWARE VALLEY SCHOOL DISTRICT

contemporary issues, themes, motifs, universal characters, and genres • The way in which a work of literature is related to the themes and issues of its historical period

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • The relationship between the tone, style, and/or mood and other components of a text • How voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • How diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • The point of view of the narrator as first person or third person point of view • The impact of point of view on the meaning of a text as a whole

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.

L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text

L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's purpose

L.N.1.1.3 Analyze, interpret, and evaluate how the authors use techniques and elements of nonfiction to effectively communicate an idea or concept

L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader

L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.

L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.

L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

L.N.1.2.4 Draw conclusions about connotations of words.

L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole

L.N.1.3.3 Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another

L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text

L.N.2.2.2. Compare and evaluate the characteristics that distinguish fiction from literary

nonfiction. L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts

L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction.

L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction.

L.N.2.3.3. Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of

nonfiction L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction.

L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction

DELAWARE VALLEY SCHOOL DISTRICT

L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction

L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts

L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts

L.N.2.4.4 Make connections between a text and the content of graphics and charts

LN.2.5.1 Differentiate between fact and opinion

LN.2.5.2 Explain, interpret, describe, and/or analyze the use of fact and opinions in a text

L.N.2.5.3 Distinguish essential from nonessential information

L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text

Objectives: (Students will be able to)

1. Preview the text and activate prior knowledge with a video about turning points in history, as well as, in individual lives. (DOK- Level 2)
2. Make predictions about Workshop content. (DOK-Level2)
3. Think deeply about the words *significance* and *impact* and apply to the workshop content. (DOK-Level 2,3)
4. Recall content area vocabulary and formulate examples. (DOK- Level 1)
5. Use word strategies to interpret meaning. (DOK – Levels 1,2)
6. Identify important details in a text (and author's profile, two excerpts from novels, a historical news article, and an excerpt from a drama). (DOK-Level 1)
7. Read critically to assess logic in a text. (DOK- Level 3)
8. Cite text evidence to answer questions. (DOK Levels 2,3)
9. Identify and categorize people, events, and ideas in a text. (DOK-Level 2)
10. Make inferences about the events and ideas in numerous fictional texts. (DOK- Level 2)
11. Plan, organize and write an argumentative paragraph/constructed response to synthesize information from the text. (DOK- Level 3, 4)
12. Identify and analyze multiple meaning words and examine suffixes in words as they apply meaning. (DOK- Level 1,2)
13. Analyze literary elements such as character, setting and plot in an excerpt from a novel. (DOK- Level 2)
14. Analyze how an author develops and contrasts the points of view of different characters in a novel and in a drama. (DOK- Level 2)
15. Analyze and determine the meaning of figurative language including metaphors, similes and personification in fiction and nonfiction. (DOK- Level 2)
16. Plan, organize and write a constructed response/ argumentative essay synthesizing information and using text evidence from a variety of passages in the workshop. (DOK- Level 3, 4)
17. Identify and use independent clauses in writing. (DOK- Level 1)
18. Identify, and compare/contrast points of view in a text. (DOK- Levels 1, 3)

DELAWARE VALLEY SCHOOL DISTRICT

19. Identify central ideas and details to make meaning and improve comprehension. DOK-Level 2)
20. Demonstrate learning through assessment, discussion, and written communication. (DOK-Level 2,3)

Core Activities and Corresponding Instructional Methods:

1. Lesson 9.1- Workshop Overview
 - *Real Book* p. 6-9
 - Whole Group Instruction
 - Do Now
 - Share Daily Goals
 - Direct Instruction:
 - Workshop Overview
 - Preview the Workshop
 - Building Knowledge: Use Analyzing Media Routine to View Anchor Video: “Character Driven”
 - Rotations: Small Group/Independent Reading/Software Application
 - Use Software Data to Differentiate Instruction
 - Build Content Area Vocabulary
 - Viewing with a Purpose
 - Discussing Media
 - Wrap-Up
2. Lesson 9.2- Building Knowledge/Concept Map and Content-Area Vocabulary
 - *Real Book* p. 10-11
 - Whole Group Instruction
 - Do Now
 - Direct Instruction:
 - Use Academic Discussion to Develop Concept Map Organizer, (*significance*)
 - Rotations: Small Group/Independent Reading/Software Application
 - Use Software Data to Differentiate Instruction
 - Teach Content-Area Vocabulary (*defining/diversion/enable/perception/trait/transform*)
 - Use Additional Examples to Review
 - Identify Word Families
 - Wrap-up
3. Lesson 9.3-Making Meaning/Author Profiles
 - *Real Book* p. 12-13
 - Whole Group Instruction
 - Do Now
 - Share Daily Goals
 - Direct Instruction:
 - Teach Academic Vocabulary, (*ultimately/account*)
 - Activate Knowledge and Connect to the Anchor Video
 - Oral Cloze 1 of First Read of “Life-Changing Moments” by Alan Takamura

DELAWARE VALLEY SCHOOL DISTRICT

- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Oral Cloze 2 of Second Read to Identify Central Ideas and Details
- Reinforce Foundational Skills, Open Syllables

Wrap-up

4. Lessons 9.4- Making Meaning/Literary Elements

- *Real Book* p. 14-15, 16-29

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Introduce Literary Elements: Setting, Character, Plot, Theme
- Modeled Fluent Reading of the excerpt from *To Kill a Mockingbird* by Harper Lee (May require additional time to read.)

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Identify Literary Elements

Wrap-up

5. Lesson 9.5- Making Meaning/excerpt from Novel/Analyze Character- Day 1

- *Real Book* p. 16-17

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*unfortunate/reflect*)
- Establish Context and Connect to Prior Reading
- Modeled Fluent Reading/Oral Cloze 1 of First Read of the excerpt from *To Kill a Mockingbird* by Harper Lee
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Oral Cloze 1 of Second Read to Analyze Character
- React and Write

Wrap-up

6. Lesson 9.6- Making Meaning/excerpt from Novel/Contrast Point of View- Day 2

- *Real Book* p. 18-19

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*benefit/modest*)
- Establish Context and Connect to Prior Reading

DELAWARE VALLEY SCHOOL DISTRICT

- Modeled Fluent Reading/Oral Cloze 1 of First Read of the excerpt from *To Kill a Mockingbird* by Harper Lee
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Oral Cloze 2 of Second Read to Contrast Point of View
- Read and Write “Stretch”

Wrap-up

7. Lessons 9.7- Making Meaning/excerpt from Novel/Make Inferences- Day 3

- *Real Book* p. 20-21

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*erratically/declare*)
- Establish Context and Connect to Prior Reading
- Modeled Fluent Reading/Oral Cloze 1 of First Read of the excerpt from *To Kill a Mockingbird* by Harper Lee
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Oral Cloze 1 of Second Read to Make Inferences
- React and Write

Wrap-up

8. Lesson 9.8- Making Meaning/excerpt from Novel/Use Word Strategies- Day 4

- *Real Book* p. 22-23

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*acknowledge/deserted*)
- Establish Context and Connect to Prior Reading
- Modeled Fluent Reading/Oral Cloze 1 of First Read of the excerpt from *To Kill a Mockingbird* by Harper Lee
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Oral Cloze 1 Second Read to Use Word Strategies
- Read and Write “Stretch”

Wrap-up

DELAWARE VALLEY SCHOOL DISTRICT

9. Lesson 9.9- Making Meaning/excerpt from Novel/Analyze Similes- Day 5
- *Real Book* p. 24-25
- Whole Group Instruction
- Do Now
 - Share Daily Goals
- Direct Instruction:
- Review Academic Vocabulary, (*dedicated/hesitant*)
 - Establish Context and Connect to Prior Reading
 - Modeled Fluent Reading/Oral Cloze 1 of First Read of the excerpt from *To Kill a Mockingbird* by Harper Lee
 - Think (Write)/Pair/Share for Key Idea
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
 - Oral Cloze 1 of Second Read to Analyze Similes
 - React and Write
- Wrap-up
10. Lesson 9.10- Making Meaning/excerpt from Novel/Analyze Plot- Day 6
- *Real Book* p. 26-27
- Whole Group Instruction
- Do Now
 - Share Daily Goals
- Direct Instruction:
- Review Academic Vocabulary, (*vaguely/articulate*)
 - Establish Context and Connect to Prior Reading
 - Modeled Fluent Reading/Oral Cloze 1 of First Read of the excerpt from *To Kill a Mockingbird* by Harper Lee
 - Think (Write)/Pair/Share for Key Idea
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
 - Second Read to Analyze Plot
 - Read and Write “Stretch”
- Wrap-up
11. Lesson 9.11- Making Meaning/excerpt from Novel/Analyze Character- Day 7
- *Real Book* p. 28-29
- Whole Group Instruction
- Do Now
 - Share Daily Goals
- Direct Instruction:
- Review Academic Vocabulary, (*civilized/advantage*)
 - Establish Context and Connect to Prior Reading
 - Modeled Fluent Reading/Oral Cloze 1 of First Read of the excerpt from *To Kill a Mockingbird* by Harper Lee
 - Think (Write)/Pair/Share for Key Idea
- Rotations: Small Group/Independent Reading/Software Application

DELAWARE VALLEY SCHOOL DISTRICT

- Use Software Data to Differentiate Instruction
- Oral Cloze 1 of Second Read to Analyze Character
- React and Write

Wrap-up

12. Lesson 9.12- Writing/Literary Analysis/Constructed Response

- *Real Book* p. 30-31

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Plan Writing- (Character Development in the Story)
- Unpack the Task to Analyze the Prompt
- Choose Precise Language

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- **Organize** Writing in Graphic Organizer
- Write Answer
- Collect Evidence and Analyze Evidence (May require additional time.)
- Write a Conclusion
- **Write** Final Draft
- Check and Edit
- Publish and Submit
- **Organize** Your Writing

Wrap-up

13. Lesson 9.13-Making Meaning/Historical Novel Article- Day 1

- *Real Book* p. 32-33

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*portrayal/identify*)
- Establish Context and Connect to Prior Reading
- Modeled Fluent Reading/Oral Cloze 1 of First Read of “Pulitzer Prize Novelist Sees Light Side of South” by Audrey Clinton
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Oral Cloze 2 of Second Read to Cite Evidence
- React and Write

Wrap-up

DELAWARE VALLEY SCHOOL DISTRICT

14. Lesson 9.14-Making Meaning/Historical Novel Article- Day 2

- *ReaL Book* p. 34-35

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*eventful/theory*)
- Establish Context and Connect to Prior Reading
- Modeled Fluent Reading/Oral Cloze 1 of First Read of “Pulitzer Prize Novelist Sees Light Side of South” by Audrey Clinton
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Oral Cloze 1 of Second Read to Analyze Figurative Language
- Read and Write “Stretch”

Wrap-up

15. Lesson 9.15- Language Development/Word Analysis/Suffixes and Multiple-Meaning Words

- *ReaL Book* p. 36-37

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Build Morphological Strategies: Analyze Suffixes and Apply Meaning

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Determine Meaning of Multiple-Meaning Words in Context
- Analyze Multiple-Meaning Words

Wrap-up

16. Lesson 9.16- Assessment Strategies & Practice/Using Data to Differentiate

Use Whole and Small Group as needed (May require multiple days to complete.)

- Use HMH Teacher Central to view student data.
- Use Software Data to Differentiate Instruction
- Identify and Review Key Ideas from the Workshop
Analyze People, Events and, Ideas; Read Across Texts; Make Inferences; Draw Conclusions; Prefixes; Context Clues; Affixes
- Question Type: Selected Response with Multiple Answers
- Review Academic Vocabulary-Checkpoint Vocabulary Resource 9A/B
- Use paper Assessment A/B to prepare student for Interim Assessment A/B (optional)
- Administer the READ 180 Workshop 9 Interim Assessment A/B (The assessment may take extra time to complete.)
- Determine Focus Areas for Small-Group Learning Based on Students’ Needs.

Wrap-up

DELAWARE VALLEY SCHOOL DISTRICT

17. Lesson 9.17- Building Knowledge/Concept Organizer and Content-Area Vocabulary

- *Real Book* p. 38-39

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Introduce the Concept Organizer and Complete Using Think-Pair-Share, (*impact*)

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Teach Content-Area Vocabulary
(*confront/demonstration/enlightening/furious/oppression/reputation*)
- Review Vocabulary and Word Families
- Use Additional Examples to Review

Wrap-up

18. Lesson 9.18- Making Meaning/Drama- Day 1

- *Real Book* p. 40-41

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*ally/depend*)
- Activate Prior Knowledge and Identify Features, Playwright Background
- Oral Cloze 1/Modeled Fluent Reading of First Read of the excerpt from “Romeo and Juliet” by William Shakespeare
- Think (Write) /Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Oral Cloze 1 of Second Read with Assigned Parts to Analyze Character
- React and Write for Grade

Wrap-up

19. Lesson 9.19- Making Meaning/Drama- Day 2

- *Real Book* p. 42-43

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*conduct/determine*)
- Activate Prior Knowledge and Review Prior Reading
- Modeled Fluent Reading/Oral Cloze 1/Modeled Fluent Reading of First Read of the excerpt from “Romeo and Juliet” by William Shakespeare
- Think (Write) /Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Oral Cloze 1 of Second Read with Assigned Parts to Use Word Strategies

DELAWARE VALLEY SCHOOL DISTRICT

- Read and Write “Stretch”

Wrap-up

20. Lesson 9.20- Making Meaning/Literary Elements/Analyze Meaning

- *Real Book* p. 44-45

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Introduce Shakespearean Terms
- Identify Meaning and Fill in Chart

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Analyze Characters and Events in “Romeo and Juliet”
- Use Think (Write)/Pair/Share to Complete Summary Analysis of Plot

Wrap-up

21. Lesson 9.21- Making Meaning/excerpt from Novel/Contrasting Points of View- Day 1

- *Real Book* p. 46-47

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*eventually/refer*)
- Establish Context and Connect to Prior Reading
- Oral Cloze 1 of First Read of the excerpt from *The Evolution of Evelyn Serrano* by Sonia Manzano
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Second Read to Contrast Points of View
- Read and Write “Stretch”

Wrap-up

22. Lesson 9.22- Making Meaning/excerpt from Novel/Make Inferences- Day 2

- *Real Book* p. 48-49

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*unite/innocent*)
- Establish Context and Connect to Prior Reading
- Modeled Fluent Reading/Oral Cloze 1 of First Read of the excerpt from *The Evolution of Evelyn Serrano* by Sonia Manzano
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

DELAWARE VALLEY SCHOOL DISTRICT

- Use Software Data to Differentiate Instruction
- Oral Cloze 1 of Second Read to Make Inferences
- React and Write

Wrap-up

23. Lesson 9.23- Making Meaning/excerpt from Novel/Analyze Meaning, Characters, and Plot- Day 3

- *Real Book* p. 50-51

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Review Academic Vocabulary, (*contrary/abruptly*)
- Establish Context and Connect to Prior Reading
- Modeled Fluent Reading/Oral Cloze 1 of First Read of the excerpt from *The Evolution of Evelyn Serrano* by Sonia Manzano
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Oral Cloze 1 of Second Read to Analyze Meaning, Characters, and Plot
- Read and Write “Stretch”

Wrap-up

24. Lessons 9.24-Writing/Literary Analysis/Constructed Response

- *Real Book* p. 52-53

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Read and Analyze a Model Essay

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Evaluate the Model Essay Using TREE Strategy
- Mark and Evaluate Text Elements

Wrap-up

25. Lesson 9.25-Writing/Literary Analysis/Constructed Response

- *Real Book* p. 54-55

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Plan Writing- (Analyze the “Turning Point” for a Character in the Workshop)
- Unpack the Task to Analyze the Prompt
- Plan Your Writing using POW

Rotations: Small Group/Independent Reading/Software Application

DELAWARE VALLEY SCHOOL DISTRICT

- Use Software Data to Differentiate Instruction
- **Organize Writing in Graphic Organizer**
- Write Answer
- Collect Evidence (May require additional time.)

Wrap-up

26. Lesson 9.26-Writing/Literary Analysis/Constructed Response/ Analyze Citations

- *Real Book* p. 56-57

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Analyze Citations
- Draft Evidence and Citations
- Continue to Analyze Evidence in Graphic Organizer (Means/Matters)

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Write Conclusion
- **Write Draft of Constructed Response (Writing may require extra class time.)**

Wrap Up

27. Lesson 9.27- Writing/Literary Analysis/Constructed Response/Independent Clauses

- *Real Book* p. 58-59

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

- Identify Independent Clauses
- Use Independent Clauses

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction

Wrap Up

- Continue to Write
- Evaluate Writing Using Self-correction and Peer Feedback
- Reflect on and Revise, Checking for Independent Clauses
- Check and Edit
- Rating Your Writing
- Publish and Submit

Wrap-up

28. Lesson 9.28-Career Focus- Theater Director

- *Real Book* p. 60-61

Whole Group Instruction

- Do Now
- Share Daily Goals

Direct Instruction:

DELAWARE VALLEY SCHOOL DISTRICT

- Build Prior Knowledge
- Oral Cloze 1 First Read for Key Ideas “Stages of Life” by Syed Khan
- Oral Cloze 2 of Second Read to Identify Commitment
- Optional: Find Video to Portray Work of a Theater Director

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Use Time to Finish Writing
- Other Workshop Activities (See Extensions)

Wrap-up

29. Lesson 9.29- Assessment Strategies & Practice/Using Data to Differentiate

Use Whole and Small Group as needed (May require multiple days to complete.)

- Use HMH Teacher Central to view student data.
- Use Software Data to Differentiate Instruction
- Identify and Review Key Ideas from the Workshop
Summarize, Informational Summary, Defending a Claim, Argument Essay, Correct Verb Tenses
- Question Type: Selected Response with Multiple Answers
- Review Academic Vocabulary-Checkpoint Vocabulary Resource 9A/B
- Use paper Assessment A/B to prepare student for End-of-Workshop Assessment A/B
- Administer the READ 180 End-of-Workshop 9 Assessment A/B
- Determine Focus Areas for Small-Group Learning Based on Students’ Needs.

Wrap-up

Assessments:

- **Diagnostic:**
Benchmark as per District’s Plan
READ 180 Application (for Diagnostics and Skills Differentiation)
- **Formative:**
READ 180 Application
Reading Journals
Do Now/Warm-up Logs
Observation in Whole Group and Small Group
Software Writing
- **Summative:**
NWEA MAP Growth Measure (May/June)
Success Zone in READ 180 Application
Workshop 9 Interim Workshop Assessment
Workshop 9 End-of-Workshop Assessment
Reading Counts Quizzes
Constructed Responses/Workshop Writing

DELAWARE VALLEY SCHOOL DISTRICT

Extensions:

- Create a Dramatic Script as outlined in Real Book
- Conduct research on the life of William Shakespeare and his Works, including dramas and sonnets
- Read entire plays by Shakespeare, including “Romeo and Juliet”
- Read and/or write a poem about a “Turning Point” in a person’s life. Analyze for figurative language, imagery, literary elements, etc.
- Read about authors in the text: Kwame Alexander, Meg Medina, J.K. Rowling, Harper Lee, Sonia Manzano
- Review historical perspective of the time periods portrayed in the Workshop texts
- After reading a passage, answer a constructed-response question using the ACE graphic organizer.
- Review Keystone Vocabulary and Keystone passages and questions
- Complete a book report/project for independent reading book

Correctives:

- Oral summary
- Generate examples of sentences using vocabulary
- Reread with a partner
- Self-monitor with a partner
- Model READ 180 Routines
- Use additional Examples to Reinforce Vocabulary
- Beginning Readers/El Students/Struggling Readers:
Review aspects of Phonics, Morphology, Syntax, Semantics using various resources and texts specific for skills: (compound words, identify syllables, closed syllables, past tense verbs, present tense verbs, modal verbs, open syllables, multi-syllabic words, blend sounds, possessive nouns, homophones, phrasal verbs, comparatives and superlatives, subject/object pronouns, initial r-blends, irregular past tense verbs, contractions, possessive nouns, time order words, past perfect tense, possessive apostrophe omission, verb-*be*)
- Support from READ 180 in Resources for:
(Reading for Details, Central Ideas and Details, Open Syllables, Compare and Contrast Points of View and Characters, Writing Process, Suffixes, Inflectional Endings, Context Clues, Taking Notes, Paraphrasing, Literary Analysis, Analyzing a Graphic Organizer, Multiple-meaning Words, Denotation/Connotation, Drama, Dialogue and Dialect, Tone and Mood, Making Inferences, Making Predictions, Drawing Conclusions, Analyzing People, Events and Ideas, Reading Across Texts, Literary Elements: Setting, Character, Plot, Theme, and Conflict, Figurative Language: Similes, Metaphors, Writing Dependent and Independent Clauses, Linking Clauses. Critical Reading, Supporting Generalizations)
- Use of graphic organizer to reinforce concepts
- Reading Interventions as per District’s Reading Programs and Interventions