

DELAWARE VALLEY SCHOOL DISTRICT

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Foundations of English 10  
Foundations of Reading 10  
(Read 180)**

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**Grade Level: 10**

**Date of Board Approval: \_\_\_\_\_2019\_\_\_\_\_**

## Planned Instruction

**Title of Planned Instruction: Foundations of English 10  
Foundations of Reading 10  
(Read 180)**

**Subject Area: English/Reading**

**Grade(s): 10**

**Course Description:**

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

**Time/Credit for the Course: 2 periods per day / 2 Credits  
(1 Credit for English – 1 Credit for Reading)**

**Curriculum Writing Committee: Susan Lemenille**

## Curriculum Map

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 explained in the Real Book and Teacher Dashboard.

### 1. Marking Period One:

- **Overview based on 45 days:** The first few days and weeks of READ 180 are a critical time to build community, establish classroom routines and procedures, and communicate high expectations to students. Since most of these students are in their second year of READ 180, this time can be used as a review of procedure and routines.  
Students will also begin the fifth Workshop, "To Mars and Beyond," and learn about aspects of Mars and outer space from the characteristics of the Red Planet to the possibility of life beyond Earth, to technology used to study the cosmos, and a glimpse into the genre of science fiction.
- **Goals:**
  - Introduce Students to *Real Book* and READ 180 Instructional Model
  - Model Procedures like *Fluent Reading, Think/Pair/Share, Cloze, etc.*
  - Introduce *Analyze Media Routine* and watch related video
  - Prepare Students for Classroom Rotations, Do Now, and Independent Reading Procedures (performed each day)
  - Administer the RI- Reading Inventory (each marking period)
  - Introduce the Student Application (performed each day)
  - Determine and plan for Reading Goals
  - Pick and read Independent Reading Books (performed each day)
  - Introduce and Engage Content/Build Background Knowledge in Workshop through video and discussion
  - Preview Workshop #5
  - Teach and complete Concept Map for "*discovery*" and Concept Organizer for "*exploration*"
  - Teach and Review Content-Area Vocabulary
  - Identify Central Ideas and Details in an infographic, a magazine article, a memoir, a news article, and an excerpt from a short story
  - Read Multi-Syllable Words and apply skills
  - Cite text evidence from a magazine article
  - React and Write to passages
  - Identify Central Ideas and Details for deeper understanding
  - Plan, Organize and Write an Argumentative Paragraph with a topic sentence, details and conclusion using TREE (Topic Sentence, Reasons, Evidence and Ending)

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- Use Precise Language in writing
- Use word strategies to determine the author's meaning
- Make Inferences about the author's ideas
- Identify and analyze the author's point of view
- Examine word parts: Greek Roots
- Define and analyze denotation and connotation and use in context
- Analyze counterclaims and arguments
- Read about and Plan a Debate (optional)
- Identify and analyze visual content and point of view in a news article
- Identify and Analyze Text Structure- Problem and Solution
- Analyze Author's Craft with Literary Elements, Word Choice and Imagery
- Identify Literary Elements in an excerpt from a short story
- Read an excerpt from a short story
- Analyze Setting and Plot
- Make Inferences about character and plot
- Analyze a Model Essay
- Mark and Evaluate Text Elements
- Plan, Organize, and Write an Argumentative Essay with accurate use of text evidence (TREE)
- Select relevant evidence
- Analyze a Claim and then Draft a Claim, Counterclaim, and Refutation
- Use Parallel Structure in writing
- Assess essay with self-evaluation and peer feedback
- Identify Rewards and Challenges of a Career related to Content- an aerospace engineer
- Optional Project- Produce a Podcast
- Complete Interim and End-of-Workshop Assessments and use data to differentiate
- Read Independently and Engage in READ 180 Application Software
- Complete Reading Counts Tests
- Administer RI at end of marking period
- Use data to differentiate and remediate

### 2. Marking Period Two:

- Overview based on 45 days: Students will explore the concept money management in Workshop #6 "Money Matters." They will read about a basketball player who lost millions of dollars and they will learn how to make money by taking ideas and hobbies and turning them into a successful business. The importance of money will also be explored when reading a play about a family who struggles with the role of money in their lives and when reading a nonfiction article about ways to save money for college.

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- **Goals:**
  - **Introduce and Engage Content/Build Background Knowledge in Workshop through video and discussion**
  - **Preview Workshop #6**
  - **Teach and Complete a Concept Map for “*finances*” and a Concept Organizer for “*literacy*”**
  - **Teach and Review Content-Area Vocabulary**
  - **Identify Central Ideas and Details in a profile, a magazine article, an excerpt from a drama, and a blog post**
  - **Read and Identify Base words and apply skills**
  - **Make Inferences about teens in business in a magazine article**
  - **Analyze People, Events and Ideas in a magazine article**
  - **React and Write to passages**
  - **Identify, Analyze and Compare Authors’ Purposes in Texts**
  - **Plan, Organize, and Write a Paragraph about a personal experience (Narrative) with an opening sentence and narrative details using a graphic organizer (Who, When, Where, What-2, How-2)**
  - **Use Precise Language in writing**
  - **Build Morphological Strategies by looking at base words and word families**
  - **Determine the meaning of Idioms**
  - **Evaluate Sources and analyze arguments in a debate**
  - **Read about and Plan a Debate (optional)**
  - **Review Literary Elements in a drama excerpt**
  - **Read an excerpt from a drama**
  - **Analyze Character in the drama**
  - **Summarize events in the drama**
  - **Contrast Characters’ Points of View in the drama**
  - **Analyze Visual Content in a Blog Post**
  - **Analyze the Author’s Purpose in the Blog Post**
  - **Read Critically to Identify Information and Analyze the Information across texts and the Integrate this information**
  - **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 in a narrative**
  - **Assess narrative with self-evaluation and peer feedback**
  - **Practice Using Punctuation for effect**

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- Identify Rewards and Challenges of a Career related to content- an entrepreneur
- Optional Project- Write a Business Plan
- Complete Interim and End-of-Workshop Assessments and use data to differentiate
- Read Independently and Engage in READ 180 Application Software
- Complete Reading Counts Tests
- Administer RI at end of marking period
- Use data to differentiate and remediate

### 3. Marking Period Three:

- Overview based on 45 days: In Workshop #7 “Futurescapes,” students will learn about flying cars and other technology advancements that may make the future better. From an imagery journal from the year 2050 to news article about robots and hypersonic flight, they will learn about the benefits and risks of creating a technologically advanced world. A short story will also have students pondering the possibility of a futuristic world destroyed by man’s progress.
- Goals:
  - Introduce and Engage Content/Build Background Knowledge in Workshop through video and discussion
  - Preview Workshop #7
  - Teach and Complete a Concept Map for “*technology*” and a Concept Organizer for “*prediction*”
  - Teach and Review Content-Area Vocabulary
  - Identify Central Ideas and Details in a journal entry, a news article, a blog article, a short story, a magazine article, and text with an Infographic
  - React and Write to passages
  - Identify Syllables in words
  - Cite evidence to create meaning from a news article
  - Identify Central Ideas and Details in a news article
  - Use Word Strategies to clarify meaning in a blog article
  - Analyze the author’s Point of view in the blog article
  - Plan, Organize and Write an Informative Paragraph with a topic sentence, evidence and a conclusion using TIDE (Topic Sentence, Ideas, Details, Ending)
  - Use Precise Language in writing
  - Identify Parts of Speech
  - Use a Dictionary and answer questions about the dictionary entry
  - Identify Reasons and analyze an argument about human reliance on technology

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- **Optional- Plan and Present a Debate**
- **Analyze Visual Content in an infographic**
- **Review Literary Elements in a short story**
- **Read a short story**
- **Analyze Characters, setting and plot in the short story**
- **Use Word Strategies and cite evidence to determine the plot**
- **Make Inferences in the Short Story**
- **Determine and analyze the Theme of the short story**
- **Identify the Text Structure and Analyze the Visual Content in a Magazine Article**
- **Read Critically to Identify Information, analyze information across texts and integrate the information**
- **Analyze a Model Informative Essay**
- **Mark and Evaluate Text Elements**
- **Plan, Organize and Write an Informative Essay (TIDE) about the benefits and risks of future technologies**
- **Analyze and Select Evidence for the essay**
- **Analyze and draft a Thesis Statement**
- **Assess essay with self-evaluation and peer feedback**
- **Identify and Correct Sentence fragments**
- **Identify Rewards and Challenges of a Career related to Content- a theoretical physicist**
- **Optional Project- Produce a Podcast in 2050**
- **Complete Interim and End-of-Workshop Assessments and use data to differentiate**
- **Read Independently and Engage in READ 180 Application Software**
- **Complete Reading Counts Tests**
- **Administer RI at end of marking period**
- **Use data to differentiate and remediate**

#### **4. Marking Period Four:**

- **Overview based on 45 days: An examination of the court system is no small undertaking for students. From a look at the everyday workings of criminal justice all the way to the Supreme Court, students will gain an understanding of the differences between criminal and civil courts, and understand the impact both can have on their day-to-day lives and those of the people in their community.**

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- **Goals:**
  - **Introduce and Engage Content/Build Background Knowledge in Workshop through video and discussion**
  - **Preview Workshop #8**
  - **Teach and Complete a Concept Map for “justice” and a Concept Organizer for “resist”**
  - **Teach and Review Content-Area Vocabulary**
  - **Identify Central Ideas and Details in two informational texts, an infographic, a piece of narrative nonfiction, a poem, and a magazine article**
  - **React and Write to passages**
  - **Analyze Multiple Accounts of an Incident**
  - **Identify Text Structure: Sequence**
  - **Analyze People, Events and Ideas in an Infographic**
  - **Make Inferences about Events in narrative nonfiction**
  - **Cite Text Evidence to answer a question about the passage**
  - **Summarize Key Ideas in a passage**
  - **Plan, Organize and Write an Argumentative Paragraph to synthesize information from the Narrative Nonfiction with a topic sentence, reasons, evidence, and an ending (TREE)**
  - **Use Precise Language in writing**
  - **Examine Word Parts (Prefixes) and Apply Meaning**
  - **Identify and Analyze Context Clues**
  - **Read and Analyze Arguments in a Debate about Supreme Court justices’ lifetime appointments**
  - **Optional- Plan and Present a Debate**
  - **Read an Informational Text and Cite Evidence to answer questions about an informational text**
  - **Read Critically to determine how details are related in a text**
  - **Read and Summarize details in a poem**
  - **Use Word Strategies to clarify ideas in the poem**
  - **Analyze the Author’s Technique Using Repetition to emphasize ideas and feelings in the poem**
  - **Analyze Meaning and Tone in Poetry**
  - **Read a Magazine Article and Analyze People, Events and Ideas**
  - **Identify Elements of a Summary and Write a Summary of a Text**
  - **Analyze a Model Argumentative Essay**
  - **Mark and Evaluate Text Elements**
  - **Plan, Organize and Write an Argumentative Essay by Synthesizing Information about different methods for addressing an injustice Using Text Evidence from the passages in the workshop (TREE)**
  - **Analyze a Claim and draft an effective claim statement for an essay**
  - **Identify and Use Correct Verb Tense in Writing**



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- **Assess essay with self-evaluation and peer feedback**
- **Identify Rewards and Challenges of a Career related to content- a judge**
- **Optional Project- Create a New Amendment**
- **Complete Interim and End-of-Workshop Assessments and use data to differentiate**
- **Read Independently and Engage in READ 180 Application Software**
- **Complete Reading Counts Tests**
- **Administer RI at end of marking period/end of year to assess growth**

## Curriculum Plan

The following Big Ideas, Essential Questions, Concepts and Competencies pertain to the marking periods and workshops listed below:

Getting Started Workshop (G)- Marking Period 1

Workshop #5 *To Mars and Beyond* (5)- Marking Period 1

Workshop #6 *Money Matters* (6)- Marking Period 2

Workshop #7 *Futurescapes* (7)- Marking Period 3

Workshop #8 *Justice for All?* (8)- Marking Period 4

\*Please also note that Big Ideas 1-8 may relate to Independent Reading and Application Software which is performed throughout the year. In addition, Extension activities may include Competencies that relate to research, speech, presentations and multiple sources.

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

#### **Essential Questions:**

***How do strategic readers create meaning from informational and literary text?***

#### **Concepts:**

***Text Analysis: (G, 5,6,7,8)***

#### **Competencies:**

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work

#### **Concepts:**

***Vocabulary Acquisition and Use (G,5,6,7,8)***

#### **Competencies:**

- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

***Text Structure (G,5,6,7,8)***

#### **Competencies:**

- Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.

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### ***Theme (G,5,6,7,8)***

#### **Competencies:**

- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by certain details; provide an objective summary of the text.

### ***Literary Elements (5,6,7)***

#### **Competencies:**

- Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot to develop a theme.

### ***Strategies (G,5,6,7,8)***

#### **Competencies:**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

### **Essential Questions:**

#### ***What is this text really about?***

#### **Concepts:**

#### ***Diverse Media (G,5,6,7,8)***

#### **Competencies:**

- Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

#### ***Evaluating Arguments (G,5,6,7,8)***

#### **Competencies:**

- Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

#### ***Analysis Across Texts (5,6,7,8)***

#### **Competencies:**

- Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

#### ***Main Idea (G,5,6,7,8)***

#### **Competencies:**

- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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### Essential Questions:

*How do readers know what to believe?*

*How does what readers read influence how they should read it?*

*How does a reader's purpose influence how text should be read?*

### Concepts:

*Range of Reading (G,5,6,7,8)*

### Competencies:

- Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

*Sources of Information (5,6,7,8)*

### Competencies:

- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- Read and comprehend literary fiction on grade level, reading independently and proficiently.

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

### Essential Questions:

*How do readers know what to believe in what they read, hear, and view?*

### Concepts:

*Response to Literature (5,6,7,8)*

### Competencies:

- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

*How does the interaction with text provoke thinking and response?*

*Diverse Media (G,5,6,7,8)*

### Competencies:

- Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

*Evaluating Arguments (5,6,7,8)*

### Competencies:

- Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

*Analysis Across Texts (5,6,7,8)*

### Competencies:

- Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

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### ***Text Analysis (5,6,7,8)***

#### **Competencies:**

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work

### ***Point of View (G,5,6,7,8)***

#### **Competencies:**

- Determine an author's point of view and analyze how rhetoric advances the point of view.
- Determine an author's particular point of view and analyze how rhetoric advances the point of view.

### ***Text Structure (5,6,7,8)***

#### **Competencies:**

- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.

### ***Vocabulary (G,5,6,7,8)***

#### **Competencies:**

- Analyze how words and phrases shape meaning and tone in texts.

### ***Sources of Information (5,6,7,8)***

#### **Competencies:**

- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

### ***Theme (G,5,6,7,8)***

#### **Competencies:**

- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by certain details; provide an objective summary of the text.

### ***Literary Elements (5,6,7)***

#### **Competencies:**

- Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot to develop a theme.

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

#### **Essential Questions:**

*Why learn new words?*

*What strategies and resources does the learner use to figure out unknown vocabulary?*

*How does one develop and refine vocabulary?*

#### **Concepts:**

***Vocabulary Acquisition and Use (G,5,6,7,8)***

#### **Competencies:**

- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.

***Vocabulary (G,5,6,7,8)***

#### **Competencies:**

- Analyze how words and phrases shape meaning and tone in texts.

***Strategies (5,6,7,8)***

#### **Competencies:**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

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

#### **Essential Questions:**

*How does one best present findings?*

*What does a reader look for and how can s/he find it?*

#### **Concepts:**

***Conducting Research (G,5,6,7,8- Extensions)***

#### **Competencies:**

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

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*How does a reader know a source can be trusted?*

**Concepts:**

***Credibility, Reliability, and Validity of Sources (G,5,6,7,8- Extensions)***

**Competencies:**

- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

*How does one organize and synthesize information from various sources?*

***Technology and Publication (G,5,6,7,8- Extensions)***

**Competencies:**

- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

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

**Essential Questions:**

***Why do writers write? What is the purpose?***

**Concepts:**

***Focus for Writing (See below for Workshop)***

**Competencies:**

- **Informational:** Write with a sharp distinct focus identifying topic, task, and audience. **(7)**
- **Argumentative:** Write with a sharp distinct focus identifying topic, task, and audience. **(5, 8)**
- **Narrative:** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or character. **(6)**

***Range of Writing (G,5,6,7,8)***

**Competencies:**

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

***Who is my audience? What will work best for the audience?***

**Concepts:**

***Content for Writing (See below for Workshop)***

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### Competencies:

- Informational: Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. **(7)**
- Argumentative: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. **(5,8)**
- Narrative: Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. **(6)**

### **Writing Style (G,5,6,7,8)**

#### Competencies:

- Write with an awareness of the stylistic aspects of composition

### **What makes clear and effective writing?**

#### Concepts:

#### **Organization for Writing (See below for Workshop)**

#### Competencies:

- Informational: Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. **(7)**
- Argumentative: Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. **(5,8)**
- Narrative: Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **(6)**



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### *Production and Distribution of Writing (G,5,6,7,8)*

#### Competencies:

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

#### Essential Questions:

*How do grammar and the conventions of language influence spoken and written communication?*

#### Concepts:

#### *Writing Conventions (G,5,6,7,8)*

#### Competencies:

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

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

#### Essential Questions:

*What do good listeners do?*

*How do active listeners make meaning?*

*How do active listeners know what to believe in what they hear?*

#### Concepts:

#### *Collaborative Discussion (G,5,6,7,8)*

#### Competencies:

- Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### *Critical Listening (G,5,6,7,8)*

#### Competencies:

- Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### *Evaluating Information (5,6,7,8)*

#### Competencies:

- Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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

#### **Essential Questions:**

*How do speakers employ language and utilize resources to effectively communicate a message?*

#### **Concepts:**

***Multimedia (G,5,6,7,8, Extensions)***

#### **Competencies:**

- Make strategic use of digital media presentations to add interest and enhance understanding of findings, reasoning, and evidence.

*How do task, purpose, and audience influence how speakers craft and deliver a message?*

#### **Concepts:**

***Conventions of Standard English (G,5,6,7,8, Extensions)***

#### **Competencies:**

- Demonstrate command of the conventions of standard when speaking based on grade 9- 10 level and content.

***Purpose, Audience and Task (G,5,6,7,8, Extensions)***

#### **Competencies:**

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

***Context (G,5,6,7,8, Extensions)***

#### **Competencies:**

- Adapt speech to a variety of contexts and tasks.

## DELAWARE VALLEY SCHOOL DISTRICT

**Unit:** The READ 180 Experience- *Getting Started*

**Marking Period:** 1

**Standard(s):** PA Core Standards, Keystone Literature Eligible Content, Keystone Literature

**Anchors Standards Addressed:**

CC.1.2.9-10.A, CC.1.2.9-10.B, CC.1.2.9-10.C, CC.1.2.9-10.D, CC.1.2.9-10.E, CC.1.2.9-10.F, CC.1.2.9-10.H, CC.1.2.9-10.J, CC.1.2.9-10.K, CC.1.2.9-10.L

CC.1.4.9-10.A, CC.1.4.9-10.B, CC.1.4.9-10.C, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.F, CC.1.4.9-10.G, CC.1.4.9-10.H, CC.1.4.9-10.I, CC.1.4.9-10.J, CC.1.4.9-10.K, CC.1.4.9-10.L, CC.1.4.9-10.M, CC.1.4.9-10.N, CC.1.4.9-10.O, CC.1.4.9-10.P, CC.1.4.9-10.Q, CC.1.4.9-10.R, CC.1.4.9-10.S, CC.1.4.9-10.T,

CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.C, CC.1.5.9-10.D, CC.1.5.9-10.E, CC.1.5.9-10.F, CC.1.5.9-10.G

**PA Information Technology Standards:**

15.3.12.C, 15.3.12.E, 15.3.12.F, 15.3.12.G, 15.3.12.H

**Anchors/Eligible Content:**

L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.2.1, L.N.1.2.2, L.N.1.2.3, L.N.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.2.2, L.N.2.2.3, L.N.2.3.1, L.N.2.3.2, L.N.2.3.4, L.N.2.3.5, L.N.2.3.6, L.N.2.4.1, L.N.2.4.2, L.N.2.4.3, L.N.2.4.4, L.N.2.4.5, L.N.2.5.1, L.N.2.5.2, L.N.2.5.3, L.N.2.5.4, L.N.2.5.5, L.N.2.5.6

**Overview:** The first days and weeks of READ 180 are a critical time to build community, establish classroom routines and procedures, and communicate high expectations to students. Lessons in “Getting Started” set the tone for the classroom and engage students in thinking about their mindsets, goals, and what they hope to gain from the READ 180 program. (*Real Book*, 2017)

**Goals:** Students will be introduced and/or reintroduced to the *Real Book* and the READ 180 Instructional Model. They will observe the teacher modeling procedures like *Fluent Reading*, *Think/Pair/Share*, *Cloze*, *Analyze Media Routine*, etc. and they will prepare for *Classroom Rotations*, *Do Now*, and *Independent Reading* procedures. A Reading Inventory (RI) will be administered to determine Lexile level and assist in the selection of independent reading books. In addition, students will review the *Student Application*. They will determine and plan for reading goals and challenges for the new year.

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### Objectives:

The student will preview texts to activate prior knowledge and make predictions about topics covered in the Real Book and additional materials (DOK – Level 2).

The student will identify reading personal challenges and record ideas for improvement (DOK- Level 1)

The student will analyze reading challenges (DOK- Level 3)

The student will identify aspects of his or her personal mindset (DOK- Level 1)

The student will compare/contrast mindset with others and summarize findings (DOK- Level 2)

The student will watch a video to interpret and make connections (DOK- Level 2)

The student will perform routine procedures in rotations (DOK- Level 1)

### Core Activities and Corresponding Instructional Methods:

**A majority of the students may be taking READ 180 for a second year. This time period can serve as a review for those students and an orientation for new students. Some activities may be skipped and/or combined at teacher's discretion.**

1. GS.1-Workshop Overview, *Real Book* p. 8–9
  - Introduction to *Real Book* and READ 180 Instructional Model
  - Revisit Darline's READ 180 Experience using Modeled Fluent Reading
  - Identify and record personal reading challenges (last year vs. this year)
  - Preview the READ 180 rotations and *Real Book* topics- remaining topics for new year
  - Students can also review pages 6-7 "Welcome to the *Real Book*," as time permits
  - Wrap-up
2. GS.3-What's Your Mindset? *Real Book* p. 12–13
  - Review the Concept of Mindset
  - Complete a Mindset Survey- compare this year and last year
  - Review concepts of Fixed and Growth Mindsets
  - Engage in Academic Discussion
  - Wrap-up
3. GS.4-Understanding Mindset, *Real Book* p. 14 and Building Your Brain p. 15
  - Use Analyzing Media Routine to guide close viewing of Anchor Video: "Mindset Matters"
  - Pay active attention to a video, and use content words to review the outline about its key ideas.
  - Identify positive behaviors that lead to a growth mindset and make connections.
  - Wrap-up

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4. GS.5- Classroom Routines, *Real Book* p. 16 and Learning Rotations, *Real Book* p. 17
  - Introduce instructional model and classroom expectations
  - Practice the *Do Now Routine*
  - Practice transitioning
  - Take notes to remember classroom routines and procedures.
  - Learn and practice classroom routines and procedures.
  - Teach *Independent Reading* procedures
  - Administer the Reading Inventory and determine placement, and grouping
  - Review books from the classroom library individually or as small group
  - Pick books based on Lexile range (RI) from library
  - Wrap-up
5. GS.6-Explore the Knowledge Map, *Real Book* p. 18–19 and explore Your Interests p. 20-21
  - Do Now
  - Explore the Knowledge Map
  - Introduce the Student Application with READ 180 Demo Video
  - Small Group-Explore Your Interests, *Real Book* p. 20–21
  - Write a learning plan with topics and texts to explore.
  - Discuss and restate your interests with a partner using academic language.
  - Wrap-up
6. GS.7-The 180 Effect, *Real Book* p. 22 and Your READ 180 Story, *Real Book* p. 23
  - Explore the Concept of “180” with images, text and videos
  - View Video: “Jorvorskie Lane’s READ 180 Story”
  - Introduce and practice *Cloze Procedure*
  - Preview and Read “A 180 Story”
  - Imagine Your READ 180 Story, *Real Book* p. 23
  - Set reading goals and write ways to reach them.
  - Present personal goals using a public voice
  - Elicit writing sample on teacher selected topic for diagnostic purposes (summer vacation, future plans, reading goals, etc.)
  - Wrap-up

### Assessments:

- **Diagnostic:**
  - Reading Inventory (RI)
  - Benchmark as per district’s plan
  - Determine writing needs/strengths with writing sample
- **Formative:**
  - Read 180 software
  - Reading Journals/Warm-up Logs
- **Summative:**
  - Proper movement in READ 180 routines
  - Success Zone in READ 180 Application

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### 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.
- Revisit books read from last year. Present to the class to encourage reading for this year with a Book Talk
- Review books from the classroom library as a group to present to the class

### 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

**Materials and Resources:** (See last page of the curriculum.)

## DELAWARE VALLEY SCHOOL DISTRICT

**Unit:**

***Workshop #5- To Mars and Beyond***

**Marking Period: 1**

**Standard(s): PA Core Standards, Keystone Literature Eligible Content, Keystone Literature Anchors Standards Addressed:**

CC.1.2.9-10.A, CC.1.2.9-10.B, CC.1.2.9-10.C, CC.1.2.9-10.D, CC.1.2.9-10.E, CC.1.2.9-10.F, CC.1.2.9-10.H, CC.1.2.9-10.J, CC.1.2.9-10.K, CC.1.2.9-10.L

CC.1.3.9-10.A, CC.1.3.9-10.B, CC.1.3.9-10.C, CC.1.3.9-10.D, CC.1.3.9-10.E, CC.1.3.9-10.F, CC.1.3.9-10.G, CC.1.3.9-10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K,

CC.1.4.9-10.A, CC.1.4.9-10.B, CC.1.4.9-10.C, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.F, CC.1.4.9-10.G, CC.1.4.9-10.H, CC.1.4.9-10.I, CC.1.4.9-10.J, CC.1.4.9-10.K, CC.1.4.9-10.L, CC.1.4.9-10.M, CC.1.4.9-10.N, CC.1.4.9-10.O, CC.1.4.9-10.P, CC.1.4.9-10.Q, CC.1.4.9-10.R, CC.1.4.9-10.S, CC.1.4.9-10.T, CC.1.4.9-10.U, CC.1.4.9-10.V, CC.1.4.9-10.X,

CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.C, CC.1.5.9-10.D, CC.1.5.9-10.E, CC.1.5.9-10.F, CC.1.5.9-10.G

**PA Information Technology Standards:**

15.3.12.C, 15.3.12.E, 15.3.12.F, 15.3.12.G, 15.3.12.H

**Anchors/Eligible Content:**

L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2,

L.F.2.1.1, L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1, L.F.2.5.2, L.F.2.5.3

L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.2.1, L.N.1.2.2, L.N.1.2.3, L.N.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.2.2, L.N.2.2.3, L.N.2.3.1, L.N.2.3.2, L.N.2.3.4, L.N.2.3.5, L.N.2.3.6, L.N.2.4.1, L.N.2.4.2, L.N.2.4.3, L.N.2.4.4, L.N.2.4.5, L.N.2.5.1, L.N.2.5.2, L.N.2.5.3, L.N.2.5.4, L.N.2.5.5, L.N.2.5.6

**Overview:** The Workshop begins by introducing students to the “Red Planet” and exploring scientists’ recent discoveries there—including finding evidence of liquid water, and what that means about life on Mars. Then, famed astrophysicist Neil deGrasse Tyson recalls the moment he fell in love with the cosmos, sparking his decision to pursue a career in the field. Part 2 starts with a look at how private companies are in a “space race” to be the first to launch and land reusable rockets. Then, students entertain the possibility of Martian-human relations in an excerpt from Ray Bradbury’s classic science fiction short story, “The Martian Chronicles.” (Real Book, 2017)

**Goals:**

Students will be introduced to and engage in content and build background knowledge about the subjects in the Workshop related to Mars and outer space. They will review content-area vocabulary and explore the concepts of “discovery” and “exploration” as they relate the words to build prior knowledge. Students will read and identify central ideas and details in an infographic, a magazine article, a memoir, a news article, and an excerpt from a short story. Students will read multisyllabic words and recognize strategies as they apply their skills to read

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words with more than one syllable. In addition, students will read critically and cite evidence as they interpret texts and answer questions. Students will react in writing as they read the texts in the workshop. Furthermore, students will write an argumentative paragraph using the format TREE (Topic Sentence, Reasons, Evidence and Ending), and they will work to choose precise language as they articulate their ideas. Additionally, students will use word strategies to determine the author's meaning and make inferences about the author's ideas, as they also identify and analyze the author's point of view in texts. To further examine words, students will look at Greek Roots and then define the denotation and connotation of words as they are used in context. Using a debate question, students will analyze claims, counterclaims and arguments and plan an optional debate about government funding for space exploration. As the workshop progresses, they will interpret visual content in an infographic and then identify the text structure, Problem and Solution, to review how a text is constructed to make meaning. Then, students will examine literary elements, word choice and imagery as they relate to the author's craft. Furthermore, students will read an excerpt from a short story and review literary elements as they also analyze and make inferences about the plot and characters. After analyzing a model argumentative essay, students will then engage in the process of writing their own essays about the most significant development in space exploration. They will again use the TREE format to plan, organize and write the essay, selecting relevant evidence and drafting a claim, counterclaim and refutation to include in the essay. They will practice writing a thesis statement. After writing the essay, they will critique their own work and engage in peer feedback as others review their essays. Finally, students will identify rewards and challenges of a career as an aerospace engineer and how it relates to the content of the Workshop. An optional project involves creating a Podcast. Students will complete the Interim and End-of-Workshop Assessments and the data will be used to differentiate instruction. They will continue to read Independently, write in journals and complete Reading Counts Quizzes and other related activities. As part of the rotation procedure students will engage in the READ 180 Application Software. Data from the administration of the RI will provide data to differentiate and remediate.

### **Objectives:**

Students will preview the text and activate prior knowledge with a video about Mars and outer space, interpreting content of media and text. (DOK- Level 2)

The student will preview texts and make predictions. (DOK-Level 2)

The student will think deeply about the concepts of *discovery* and *exploration* and apply to the workshop content. (DOK-Level 3)

The student will recall content area vocabulary and formulate examples. (DOK- Level 1)

The student will identify important details in a text (infographic, magazine article, memoir, news article and short story). (DOK-Level 1)

The student will use word strategies to understand the author's choice of words. (DOK- Level 2)



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The student will analyze literary elements, such as character, setting, plot and theme in a story. (DOK- Level 2)

The student will assess how media and illustrations enhance the reading of a text. (DOK- Level 3)

The student will apply understanding of a text to a personal reaction (DOK-Level 2,3)

The student will identify central ideas and details to make meaning and improve comprehension. (DOK- Level 2)

The student will make inferences about character and plot in a short story. (DOK- Level 2)

The student will 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 an argumentative paragraph. (DOK-Level 3)

The student will cite evidence from the text and analyze content in this argumentative paragraph. (DOK- Level 3)

The student will examine, analyze and apply meaning for word parts, Greek roots, and they will identify and analyze context clues. (DOK- Level-1, 2)

The student will identify word connotation and analyze word choice in reference to these connotations. (DOK- Level 1, 2)

The student will use context clues to understand the meanings of words. (DOK-Level 2)

The student will summarize a text. (DOK- Level 2)

The student will analyze a model essay and then synthesize information from the Workshop to plan, organize and write an argumentative essay, citing evidence and analyzing content. They will draft a claim, counterclaim and refutation. (DOK- Level 4)

(optional) The student will analyze, synthesize and format a project that entails the production of a Podcast based on knowledge gained from the workshop. (DOK- Level 4)

The student will demonstrate learning through assessment, discussion and written communication. (DOK-Level 2,3)

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### Core Activities and Corresponding Instructional Methods:

1. Lesson 5.1- Introduction to Workshop #5 “To Mars and Beyond”  
Whole Group
  - Do Now
  - Share Daily Goals
  - Workshop Overview, *Real Book* p. 234–235- Preview the Workshop
  - Building Knowledge: Use Analyzing Media Routine to view Anchor Video: “The Red Planet”Rotations-Software Application/Independent Reading/Small Group
  - Build Content Area Vocabulary
  - Viewing with a Purpose, *Real Book* p. 236
  - Discussing Media, *Real Book* p. 237
  - Wrap-Up
2. Lesson 5.2- Astronomy/Robotics/Concept Map and Content-Area Vocabulary  
Whole Group
  - Do Now
  - Use Academic Discussion to develop Concept Map, *Real Book* p. 238- (*discovery*)Rotations-Software Application/Independent Reading/Small Group
  - Teach Content-Area Vocabulary, *Real Book* p. 239  
(*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  
Whole Group
  - Do Now
  - Share Daily Goals
  - Teach Academic Vocabulary *Real Book* p. 240 (*familiar / presence*)
  - Activate Knowledge by connecting anchor video to the text
  - Oral Cloze of First Read of “All About Mars,” *Real Book* p. 240-241
  - Think-Pair-Share for Key IdeaRotations-Software Application/Independent Reading/Small Group
  - Second Read to Identify Central Ideas and Details, *Real Book* p. 241
  - Reinforce Foundational Skills, *Real Book* p. 241, Read Multisyllable Words
  - Wrap-up
4. Lessons 5.4- Making Meaning/Magazine Article  
Whole Group
  - Do Now
  - Share Daily Goals
  - Teach Academic Vocabulary, *Real Book* p. 242 (*recent / confirm*)
  - Activate Knowledge- Connect to prior reading and anchor video
  - Oral Cloze of First Read of “Water Found on Mars” by Stephanie Kraus, *Real Book* p. 242-243

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- Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Cite Text Evidence, *Real Book* p. 243
  - React and Write to text and turn in for a grade
  - Wrap-up
5. Lesson 5.5- Writing/Argument Paragraph
- Whole Group
- Do Now
  - Share Daily Goals
  - Plan Your Paragraph, *Real Book* p. 244- Unpack the Task
  - Choose Precise Language
- Rotations-Software Application/Independent Reading/Small Group
- Organize Your Paragraph, *Real Book* p. 245 with a Topic Sentence and Reasons using TREE Strategy
  - Collect Evidence to Support Claim
  - Write a Conclusion
  - Use Notes to Write Paragraph, *Real Book* p. 245 (This will require additional time to complete.)
  - Wrap-up
6. Lessons 5.6-5.7- Making Meaning/Memoir
- Whole Group- Day 1- Lesson 5.6
- Do Now
  - Share Daily Goals
  - Review Academic Vocabulary, *Real Book* p.246 (*numerous / varying*)
  - Activate Prior Knowledge and connect the anchor video to the text
  - Oral Cloze of First Read of “The Sky is not the Limit” by Neil deGrasse Tyson, *Real Book* p. 246-247
  - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Use Word Strategies, *Real Book* p. 247
  - Read and Write “Stretch” for student analysis
  - Wrap-up
- Whole Group-Day 2- Lesson 5.7
- Do Now
  - Share Daily Goals
  - Review Academic Vocabulary, *Real Book* p.248 (*accurate / acute*)
  - Establish context and connect to prior reading
  - Oral Cloze of First Read of “The Sky is not the Limit” by Neil deGrasse Tyson, *Real Book* p. 248-249
  - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Make Inferences, *Real Book* p. 249
  - React and Write to text for a grade

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- Wrap-up
7. Lesson 5.8- Making Meaning/Analyze Point of View  
Whole Group
- Do Now
  - Share Daily Goals
  - Read introductory text on page 250 and Identify Author's Point of View, *Real Book* p. 250
- Rotations-Software Application/Independent Reading/Small Group
- Analyze and Draw Conclusions about Author's Point of View, *Real Book* p. 251
  - Wrap-up
9. Lesson 5.9- Language Development/Word Analysis/Greek Roots and Denotations and Connotations  
Whole Group
- Do Now
  - Share Daily Goals
  - Build Morphological Strategies by reading about Greek Roots
  - Use Greek Roots and Use Context to complete sentences, *Real Book* p. 252
- Rotations-Software Application/Independent Reading/Small Group
- Define Denotation and Connotations, Connotations in Context, Identify Connotation and Analyze Word Choice, *Real Book* p. 253
  - Wrap-up
10. Lesson 5.10- Effective Expression/Debate  
Whole Group
- Do Now
  - Share Daily Goals
  - Read the Debate Text- "Should the US government fund space exploration?" *Real Book* p. 254
  - Analyze Counterclaims and Arguments, *Real Book*, p. 254-255
- Rotations-Software Application/Independent Reading/Small Group
- Plan and present Debate, *Real Book* p. 255 (optional)
  - Extra time can be used to finish Argument Paragraphs and other assignments
  - Wrap-up
11. Lesson 5.11- Assessment Strategies & Practice/Using Data to Differentiate  
Use Whole and Small group as needed
- Use HMH Teacher Central to view student data.
  - 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 5A
  - Use paper Assessment B to prepare student for Interim Assessment A
  - During the technology rotation, administer the READ 180 Workshop Assessment: Workshop 5 Interim A

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- Determine focus areas for Small-Group Learning based on student needs.
  - Wrap-up
12. Lesson 5.12- Building Knowledge/Astronomy/Robotics/Concept Organizer and Content-Area Vocabulary
- Whole Group
- Do Now
  - Share Daily Goals
  - Introduce the Concept Organizer, *Real Book* p. 256 (*exploration*)
  - Think/Pair/Share to complete organizer
- Rotations-Software Application/Independent Reading/Small Group
- Teach Content-Area Vocabulary, *Real Book* p. 257 (*aerospace/ colony/ frontier/ humanity/ orbital/ prototype*)
  - Review Vocabulary and examples
  - Use additional examples to deepen understanding and review
  - Identify Word Families
  - Wrap-up
13. Lessons 5.13-5.16- Making Meaning/News Article
- Whole Group- Day 1- Lesson 5.13
- Do Now
  - Share Daily Goals
  - Review Academic Vocabulary, *Real Book* p.258 (*achievable / advocate*)
  - Activate Prior Knowledge- Connect to anchor video and prior reading
  - Oral Cloze of First Read of "Reusable Rockets," by Mike Wall, *Real Book* p. 258-259
  - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Identify Central Ideas and Details, *Real Book* p. 259
  - React and Write for grade
  - Wrap-up
- Whole Group- Day 2- Lesson 5.14
- Do Now
  - Share Daily Goals
  - Teach Academic Vocabulary, *Real Book* p. 260 (*dramatic / ultimate*)
  - Establish Context from prior reading
  - Oral Cloze of First Read of "Reusable Rockets," by Mike Wall, *Real Book* p. 260-261
  - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Analyze Visual Content, *Real Book* p. 261
  - React and Write task for grade
  - Wrap-up
- Whole Group- Day 3- Lesson 5.15
- Do Now
  - Share Daily Goals
  - Teach Academic Vocabulary, *Real Book* p. 262 (*feat / efficiency*)

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- Establish Context from prior reading
- Oral Cloze of First Read of “Reusable Rockets,” by Mike Wall, *Real Book* p. 262-263
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Analyze Point of View, *Real Book* p. 263
- Read and Write “Stretch” for student analysis
- Wrap-up

Whole Group- Day 4- Lesson 5.16

- Do Now
- Share Daily Goals
- Identify Text Structure and Identify Problem and Solution examples, *Real Book* p. 264

Rotations-Software Application/Independent Reading/Small Group

- Analyze Problem and Solution Structure, *Real Book* p. 265
- Wrap-up

### 14. Lessons 5.17-5.20- Making Meaning/Short Story

Whole Group- Day 1- Lesson 5.17

- Do Now
- Share Daily Goals
- Review Figurative Language by reading introductory text on *Real Book* p. 266
- Read the text, “The Martian Chronicles” by Ray Bradbury using Modeled Fluent Reading, *Real Book* p. 268-273 (The reading may require additional time.)

Rotations-Software Application/Independent Reading/Small Group

- Identify and Review Literary Elements (Words and Phrases, Imagery and Similes) on page 266 (Could also be used in Prereading.)
- Wrap-up

Whole Group- Day 2- Lesson 5.18

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *Real Book* p. 268 (*ancient/ ancestor*)
- Activate Prior Knowledge and introduce the author
- Oral Cloze of First Read of “The Martian Chronicles” by Ray Bradbury, *Real Book* p. 268-269
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Analyze Setting, *Real Book* p. 269
- React and Write for grade
- Wrap-up

Whole Group- Day 3- Lesson 5.19

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *Real Book* p.270 (*occur/ incapable*)
- Establish Context about prior reading

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- Oral Cloze of First Read of “The Martian Chronicles” by Ray Bradbury, *Real Book* p. 270-271

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Analyze Plot, *Real Book* p. 271
- Write “Stretch” for student analysis
- Wrap-up

Whole Group- Day 4- Lesson 5.20

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *Real Book* p.272 (*compose/ hesitate*)
- Establish Context about prior reading
- Oral Cloze of First Read of “The Martian Chronicles” by Ray Bradbury, *Real Book* p. 272-273

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Make Inferences, *Real Book* p. 273
- React and Write for grade
- Wrap-up

### 15. Lessons 5.21-5.24 Writing/Argument Essay

Whole Group- Day 1- Lesson 5.21

- Do Now
- Share Daily Goals
- Analyze a Model Essay using TREE, *Real Book* p. 274
- Read the prompt and the Model Essay, *Real Book* p. 274

Rotations-Software Application/Independent Reading/Small Group

- Evaluate the Model Essay and Mark and Evaluate Text Elements, *Real Book* p. 275
- Wrap-up

Whole Group- Day 2- Lesson 5.22

- Do Now
- Share Daily Goals
- Plan Your Essay using POW, *Real Book* p. 276
- Unpack the Prompt to guide students’ understanding of the task.

Rotations-Software Application/Independent Reading/Small Group

- Practice Analyzing Evidence and Select Evidence, *Real Book* p. 276-277
- Wrap-up

Whole Group- Day 3- Lesson 5.23

- Do Now
- Share Daily Goals
- Writing and Refuting Counterclaims: Analyze the Development and Support of a Claim, *Real Book* p. 278
- Draft a Claim, Counterclaim and Refutation

Rotations-Software Application/Independent Reading/Small Group

- Organize and Write Your Draft with Introduction, Body and End (TREE), *Real Book* p. 279 (Writing the essay will take a few days’ class time)

## DELAWARE VALLEY SCHOOL DISTRICT

- Wrap Up

Whole Group- Day 4- Lesson 5.24 (2-3 days may be needed to complete)

- Do Now
- Share Daily Goals
- Identify and Use Parallel Structure, *Real Book* p. 280

Rotations-Software Application/Independent Reading/Small Group

- Continue to Write Essays
- Evaluate Argument Essays using self and peer feedback
- Reflect on and Revise essays using feedback and checking for examples of parallel structure and places to include it
- Check and Edit
- Publish and Submit Essay
- Rating Your Argument Essay, *Real Book* p. 281
- Wrap-up

### 16. Lesson 5.25- Career Focus: An Aerospace Engineer

Whole Group

- Do Now
- Share Daily Goals
- Build Prior Knowledge and Connect the Career Focus text to students' experiences.
- Oral Cloze First Read for Key Ideas of "Her Job is Rocket Science" by Ilana Satchell, *Real Book* p. 282-283
- Second Read to Identify Career Path
- Optional: Find video to portray work of Victoria Garcia

Rotations-Software Application/Independent Reading/Small Group

- Use time to finish essays or

#### **Used as an Extension:**

- Produce a Podcast, *Real Book* p. 284-285
- Launch the Project
- Analyze Purpose and Format
- Plan and Write
- Revise and Present
- Wrap-up

### 17. 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.
- 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 5B
- Question Type: Selected Response with Multiple Answers
- Use paper Assessment B to prepare student for End-of-Workshop Assessment A (optional)



## DELAWARE VALLEY SCHOOL DISTRICT

- During the technology rotation, administer the READ 180 Workshop Assessment 5. (Assessment may take additional days to complete)
  - Determine focus areas for Small-Group Learning based on student needs.
  - Wrap-up
18. Independent Reading (Daily)
- Read a novel within acceptable Lexile level range
  - Complete questions and/or respond to a novel in a journal.
  - Complete Graphic Organizers and Quickwrites
  - Reading Conference/Complete Projects (optional)
  - Reading Counts! Quizzes (30 questions for review while reading before 10-question online assessment)
19. Read 180 Software (Daily)
- Complete the assignments on the Read 180 software for at least 15-20 minutes a day.
  - Complete assignments/activities/review that are individualized to meet students' needs.

### Assessments:

- **Diagnostic:**  
Benchmark as per District's Plan  
READ 180 Application (for Diagnostics and Skills Differentiation)
- **Formative:**  
READ 180 Application  
Workshop 5 Interim Checkpoint  
Workshop 5 Interim Workshop Assessment  
Reading Journals/Warm-up Logs  
Discussion and Observation in Whole Group and Small Group
- **Summative:**  
Success Zone in READ 180 Application  
Workshop 5 End-of-Workshop Assessment  
Reading Counts Quizzes  
RI

### Extensions:

- Project: Produce a Podcast found on pages 284-285 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

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- 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 and report on the work of Neil deGrasse Tyson. The author, astrophysicist and science commentator has many videos of his shows for viewing online.
- Oral summary
- Generate examples of sentences using vocabulary
- Reread with a partner
- Self-monitor with a partner
- 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
- Review Keystone Vocabulary
- Complete a book report/project for independent reading book

### Correctives:

- 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*)
- 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 skills

**Materials and Resources:** (See Last page of curriculum.)

## DELAWARE VALLEY SCHOOL DISTRICT

**Unit:** Workshop #6- *Money Matters*

**Marking Period:** 2

**Standard(s): PA Core Standards, Keystone Literature Eligible Content, Keystone Literature Anchors Standards Addressed:**

CC.1.2.9-10.A, CC.1.2.9-10.B, CC.1.2.9-10.C, CC.1.2.9-10.D, CC.1.2.9-10.E, CC.1.2.9-10.F, CC.1.2.9-10.H, CC.1.2.9-10.J, CC.1.2.9-10.K, CC.1.2.9-10.L

CC.1.3.9-10.A, CC.1.3.9-10.B, CC.1.3.9-10.C, CC.1.3.9-10.D, CC.1.3.9-10.E, CC.1.3.9-10.F, CC.1.3.9-10.G, CC.1.3.9-10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K,

CC.1.4.9-10.A, CC.1.4.9-10.B, CC.1.4.9-10.C, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.F, CC.1.4.9-10.G, CC.1.4.9-10.H, CC.1.4.9-10.I, CC.1.4.9-10.J, CC.1.4.9-10.K, CC.1.4.9-10.L, CC.1.4.9-10.M, CC.1.4.9-10.N, CC.1.4.9-10.O, CC.1.4.9-10.P, CC.1.4.9-10.Q, CC.1.4.9-10.R, CC.1.4.9-10.S, CC.1.4.9-10.T, CC.1.4.9-10.U, CC.1.4.9-10.V, CC.1.4.9-10.X, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.C, CC.1.5.9-10.D, CC.1.5.9-10.E, CC.1.5.9-10.F, CC.1.5.9-10.G

**PA Information Technology Standards:**

15.3.12.C, 15.3.12.E, 15.3.12.F, 15.3.12.G, 15.3.12.H

**Anchors/Eligible Content:**

L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2,

L.F.2.1.1, L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1, L.F.2.5.2, L.F.2.5.3

L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.2.1, L.N.1.2.2, L.N.1.2.3, L.N.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.2.2, L.N.2.2.3, L.N.2.3.1, L.N.2.3.2, L.N.2.3.4, L.N.2.3.5, L.N.2.3.6, L.N.2.4.1, L.N.2.4.2, L.N.2.4.3, L.N.2.4.4, L.N.2.4.5, L.N.2.5.1, L.N.2.5.2, L.N.2.5.3, L.N.2.5.4, L.N.2.5.5, L.N.2.5.6

**Overview:** As students prepare for life outside of school, one of the most important skills they can develop is money management. Learning how to earn and save money appropriately can help students become independent, successful, and happy adults. The Workshop provides a window into the world of entrepreneurship, starting with an Anchor Video in which students meet “disruptive” young innovator Shubham Banerjee. After an NBA player shares how he learned financial literacy the hard way, a text explores how three young entrepreneurs came up with and developed their business ideas. Part 2 features an excerpt from “A Raisin in the Sun,” in which a Chicago family considers what to do with a large check they receive. The next text reveals one student’s tips for cutting down on college costs. The Workshop concludes with a profile of entrepreneur Premal Shah, whose organization lets people help entrepreneurs in need through microlending. (*Real Book*, 2017)

**Goals:**

Student will be introduced to and engage in content as they build background knowledge about money management and other topics discussed in Workshop #6 by viewing and discussing an opening video. They will preview the workshop and explore ideas in a Concept Map for the word “*finances*” and a Concept Organizer for the term “*literacy*.” In the course of the lessons, they will review Content-Area Vocabulary and use the words in multiple examples to illustrate the meanings. Student will identify

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Central Ideas and Details in the following texts: a profile, a magazine article, an excerpt from a drama, and a blog post. They will identify base words in larger multisyllabic words and apply skills learned about word families. The students will further read about and make inferences about teens in business in a magazine article and analyze people, events and ideas in the article. As they read, they will React and Write to passages to gain a better understanding of the content and they will identify, analyze and compare authors' purposes in texts. In addition, students will plan, organize, and write a paragraph about a personal experience in a narrative format with an opening sentence and narrative details with the use of a graphic organizer that answers question such as Who, When, Where, What, and How. Students will strive to use precise language in writing and build morphological strategies by looking at base words and word families. They will determine the meaning of idioms. Furthermore, students will evaluate sources and analyze arguments in the texts. Students will read an excerpt from a drama. They will review literary elements in the drama, analyze the characters, contrast characters' points of view and summarize events. Additionally, Students will analyze visual content in a Blog Post and analyze the author's purpose as they read the post. Throughout the workshop, students will read critically to identify information and analyze the information across texts to integrate this information. Students will analyze a model narrative essay and then plan, organize, and write a narrative essay about a hypothetical scenario. In the narrative, they will use narrative techniques, such as dialogue and imagery, and carefully place punctuation for effect to make the essay believable and interesting for the reader. After a peer and self-assessment of the writing, students will edit and publish their writing. Finally, students will identify rewards and challenges of a career as an entrepreneur. As an option, they can also plan a debate and write a business plan. All work culminates in Interim Workshop and End-of-Workshop Assessments.

### **Objectives:**

Students will 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)

The student will preview texts and make predictions. (DOK-Level 2)

The student will think deeply about the concepts of *finances* and *literacy* and apply to the workshop content. (DOK-Level 3)

The student will recall content area vocabulary and formulate examples. (DOK- Level 1)

The student will identify important details in a text (a profile, a magazine article, an excerpt from a drama, and a blog post). (DOK-Level 1)

The student will read critically to assess logic in a text. (DOK- Level 3)

The student will identify and analyze the author's point of view and purposes in a text. (DOK- Level 1, 3)

The student will read and identify base words and apply skills. (DOK-Level 2)

The student will identify central ideas and details to make meaning and improve comprehension. (DOK- Level 2)

The student will make inferences and analyze people, events and ideas in an article. (DOK-Level 2)

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The student will synthesize ideas and write a narrative about a personal experience. (DOK-Level 3)

The student will determine the meaning of idioms in context. (DOK-Level 1)

The student will identify literary elements in a drama. (DOK-Level 1)

The student will analyze and then compare and contrast characters in a play. (DOK-Level 2)

The student will analyze information across texts and then integrate this information. (DOK-Level 3)

The student will synthesize all information from a text, and plan, organize and write a narrative about a hypothetical scenario. (DOK-Level 4)

The student will assess their writing and the writing of other students with peer feedback. (DOK-Level 3)

The student will cite evidence from the text. (DOK-Level 3)

The student will identify and assess the effectiveness of visual content in a blog post. (DOK- Level 1, 3)

The student will use context clues to understand the meanings of words. (DOK-Level 2)

The student will summarize a text. (DOK- Level 2)

(optional) The student will write a business plan and present the work to the class. (DOK- Level 3)

The student will demonstrate learning through assessment, discussion and written communication. (DOK-Level 2,3)

## DELAWARE VALLEY SCHOOL DISTRICT

### Core Activities and Corresponding Instructional Methods:

1. Lesson 6.1- Workshop 6 “Money Matters”  
Whole Group
  - Do Now
  - Share Daily Goals
  - Workshop Overview, *Real Book* p. 286-287- Preview the Workshop
  - Building Knowledge: Use Analyzing Media Routine to view Anchor Video: “From Idea to Investment”Rotations-Software Application/Independent Reading/Small Group
  - Build Content Area Vocabulary
  - Viewing with a Purpose, *Real Book* p. 288-289
  - Discussing Media, *Real Book* p. 289
  - Wrap-Up
2. Lesson 6.2- Building Knowledge/Economics/Math/Concept Map and Content-Area Vocabulary  
Whole Group
  - Do Now
  - Use Academic Discussion to develop Concept Map, *Real Book* p. 290 (*finances*)Rotations-Software Application/Independent Reading/Small Group
  - Teach Content-Area Vocabulary, *Real Book* p. 291 (*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  
Whole Group
  - Do Now
  - Share Daily Goals
  - Teach Academic Vocabulary *Real Book* p. 292 (*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, *Real Book* p. 292-293
  - Think-Pair-Share for Key IdeaRotations-Software Application/Independent Reading/Small Group
  - Second Read to Identify Central Ideas and Details, *Real Book* p. 293
  - Reinforce Foundational Skills, Identify Base Words, *Real Book* p. 293
  - Wrap-up
4. Lessons 6.4-6.6-Making Meaning/Magazine Article  
Whole Group Day 1- Lesson 6.4
  - Do Now
  - Share Daily Goals

## DELAWARE VALLEY SCHOOL DISTRICT

- Teach Academic Vocabulary, *Real Book* p. 294 (*resource /promote*)
- Activate Knowledge- Connect to prior reading
- Independent Reading/Oral Cloze of First Read of “Want to Make Money from Your Hobbies? See How Other Teens Do It” by Shaun Dreisbach, *Real Book* p. 294-295
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Make Inferences, *Real Book* p. 295
- Write “Stretch” for student analysis
- Wrap-up

Whole Group- Day 2- Lesson 6.5

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *Real Book* p. 296 (*mentor / pursue*)
- Independent Reading/Oral Cloze of First Read of “Want to Make Money from Your Hobbies? See How Other Teens Do It” by Shaun Dreisbach, *Real Book* p. 296-297
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Analyze People, Events and Ideas, *Real Book* p. 297
- React and Write for grade
- Wrap-up

Whole Group- Day 3- Lesson 6.6

- Do Now
- Share Daily Goals
- Compare and Identify Authors’ Purposes, *Real Book* p.298

Rotations-Software Application/Independent Reading/Small Group

- Analyze Authors’ Purposes and the importance for reading, *Real Book* p. 299
- Complete chart to Compare Authors’ Purposes, *Real Book* p. 299
- Wrap-up

### 5. Lesson 6.7- Writing/Narrative Paragraph

Whole Group

- Do Now
- Share Daily Goals
- Plan Your Paragraph, *Real Book* p. 300- Unpack the Task
- Choose Precise Language

Rotations-Software Application/Independent Reading/Small Group

- Organize Your Paragraph, a narrative paragraph to allow students to make connections to their own experiences, *Real Book* p. 301 with an Opening Sentence, and use of the WWW graphic organizer to generate ideas
- Use Notes to Write Paragraph, *Real Book* p. 301 (This will require additional time to complete.)
- Wrap-up

### 6. Lesson 6.8- Language Development/Word Analysis/Word Families and Idioms

Whole Group

## DELAWARE VALLEY SCHOOL DISTRICT

- Do Now
- Share Daily Goals
- Build Morphological Strategies: Use Base Words and Identify Word Families, *Real Book* p. 302

Rotations-Software Application/Independent Reading/Small Group

- Introduce and Determine Meaning of Idioms in Context
- Identify and Analyze Idioms, *Real Book* p. 303
- Wrap-up

### 7. Lesson 6.9-Effective Expression/Debate

Whole Group

- Do Now
- Share Daily Goals
- Read the Debate Text, “Is it better to spend your money on things or experiences?”, *Real Book* p. 304
- Evaluate Sources and Analyze Arguments, *Real Book* p. 305

Rotations-Software Application/Independent Reading/Small Group

- Work on paragraphs and additional assignments

**Use as an Extension:**

- Plan Debate, *Real Book* p. 305
- Present Debate using presentation skills
- Wrap-up

### 8. 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.
- 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 B to prepare student for Interim Assessment A (optional)
- During the technology rotation, administer the READ 180 Workshop Assessment: Workshop 6 Interim A (Assessment may take additional time to complete.)
- Determine focus areas for Small-Group Learning based on student needs.
- Wrap-up

### 9. Lesson 6.11-Building Knowledge/Economics/Math/Concept Organizer and Content-Area Vocabulary

Whole Group

- Do Now
- Share Daily Goals
- Introduce the Concept Organizer, *Real Book* p. 306 (*literacy*)
- Think-Pair-Share to complete it

Rotations-Software Application/Independent Reading/Small Group



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- Teach Content-Area Vocabulary, *Real Book* p. 307  
(*budget / debt / expense / insurance / tuition / unemployed*)
  - Review Vocabulary and Word Families
  - Use additional examples to deepen understanding and review
  - Wrap-up
10. Lessons 6.12-6.15-Making Meaning/Literary Elements and Drama
- Whole Group- Day 1- Lesson 6.12
- Do Now
  - Share Daily Goals
  - Introduce Literary Elements and how they apply to the drama, *Real Book* p. 308  
(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, *Real Book* p. 310-315
  - Identify Literary Elements, *Real Book*, p. 308
  - Wrap-up
- Whole Group- Day 2- Lesson 6.13
- Do Now
  - Share Daily Goals
  - Review Academic Vocabulary, *Real Book* p. 310 (*inspect / intently*)
  - Activate Prior Knowledge and identify features of the drama
  - Oral Cloze of First Read of “A Raisin in the Sun” by Lorraine Hansberry, *Real Book* p. 310-311
  - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read with assigned parts to Analyze Character, *Real Book* p. 311
  - React and Write for grade
  - Wrap-up
- Whole Group- Day 3- Lesson 6.14
- Do Now
  - Share Daily Goals
  - Review Academic Vocabulary, *Real Book* p. 312 (*directly / civil*)
  - Establish Context and connect to prior reading
  - Oral Cloze of First Read of “A Raisin in the Sun” by Lorraine Hansberry, *Real Book* p. 312-313
  - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read with assigned parts (optional) to Summarize, *Real Book* p. 313
  - Write “Stretch” for student analysis
  - Wrap-up
- Whole Group- Day 4- Lesson 6.15
- Do Now
  - Share Daily Goals

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- Review Academic Vocabulary, *Real Book* p. 314 (*immense / dignity*)
- Establish Context and connect to prior reading
- Oral Cloze of First Read of “A Raisin in the Sun” by Lorraine Hansberry, *Real Book* p. 314-315
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read with assigned parts (optional) to Contrast Points of View, *Real Book* p. 315
- Write “Stretch” for student analysis
- Wrap-up

### 11. Lessons 6.16-6.18- Making Meaning/Blog Post

Whole Group- Day 1- Lesson 6.16

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *Real Book* p. 316 (*reasonable / tend to*)
- Activate Prior Knowledge and connect Workshop focus to text
- Independent/Oral Cloze Reading of First Read of “6 Ways I Saved Money on College Costs” by Michelle Schroeder-Gardner, *Real Book* p. 316-317
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Analyze Visual Content, *Real Book* p. 317
- Write “Stretch” for student analysis
- Wrap-up

Whole Group- Day 2- Lesson 6.17

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *Real Book* p. 318 (*require / option*)
- Establish Context and connect to prior reading
- Independent/Oral Cloze Reading of First Read of “6 Ways I Saved Money on College Costs” by Michelle Schroeder-Gardner, *Real Book* p. 318-319
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Analyze Author’s Purpose, *Real Book* p. 319
- React and Write for grade
- Wrap-up

Whole Group- Day 3- Lesson 6.18

- Do Now
- Share Daily Goals
- Read aloud the Introductory Text
- Review all previous passages and Identify Information and Important Details, *Real Book* p. 320
- Analyze Information Across Text and Integrate Information, *Real Book* p. 321  
(Can be rewritten as a final draft with extra time allowance)

## DELAWARE VALLEY SCHOOL DISTRICT

- Wrap-up
12. Lessons 6.19-6.22-Writing/Narrative
- Whole Group- Day 1- Lesson 6.19
- Do Now
  - Share Daily Goals
  - Read and Analyze a Model Narrative, *Real Book* p. 322
- Rotations-Software Application/Independent Reading/Small Group
- Evaluate the Model Narrative and Mark and Evaluate Text Elements, *Real Book* p. 323
  - Wrap-up
- Whole Group- Day 2- Lesson 6.20
- Do Now
  - Share Daily Goals
  - Plan Your Essay using POW, *Real Book* p. 324
  - Unpack the Prompt to guide students' understanding of the task.
- Rotations-Software Application/Independent Reading/Small Group
- Plan Your Narrative by brainstorming ideas and Gathering and Evaluating Elements, *Real Book* p. 325
  - Evaluate Elements with an Academic Discussion
  - Wrap-up
- Whole Group- Day 3- Lesson 6.21
- Do Now
  - Share Daily Goals
  - Analyze Narrative Techniques: Dialogue and Imagery and Draft Dialogue and Imagery, *Real Book* p. 326
- Rotations-Software Application/Independent Reading/Small Group
- Organize and Write Your Draft with Beginning, Middle and End, *Real Book* p. 327 using WWW (Writing the essay with take a few days' class time)
  - Wrap Up
- Whole Group- Day 4- Lesson 6.22
- Do Now
  - Share Daily Goals
  - Identifying and Using Effective Punctuation and Punctuation for Effect, *Real Book* p. 328
- Rotations-Software Application/Independent Reading/Small Group
- 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
  - Check and Edit
  - Publish and Submit
  - Rating Your Narrative Essay, *Real Book* p. 329
  - Wrap-up

## DELAWARE VALLEY SCHOOL DISTRICT

### 13. Lesson 6.23-Career Focus: Entrepreneur

Whole Group

- Do Now
- Share Daily Goals
- Build Prior Knowledge by connecting the career to students' experiences
- Independent Reading/Oral Cloze First Read for Key Ideas "Fighting Poverty \$25 at a Time" by Mary Catherine Wellons, *Real Book* p. 330-331
- Second Read to Identify Reasons for Starting a Business
- Optional: Find video to portray work of an entrepreneur

Rotations-Software Application/Independent Reading/Small Group

- Use time to finish essays

**Used as an Extension:**

- Write a Business Plan, *Real Book* p. 332-333
- Launch the Project
- Analyze Purpose and Format
- Plan and Write
- Revise and Present
- Wrap-up

### 14. Lesson 6.24- Assessment Strategies & Practice/Using Data to Differentiate

Use Whole and Small group as needed

- Use HMH Teacher Central to view student data.
- 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 6B
- Use paper Assessment B to prepare student for End-of-Workshop Assessment A (optional)
- During the technology rotation, administer the READ 180 Workshop Assessment (Assessment may take additional time to complete.)
- Determine focus areas for Small-Group Learning based on student needs.
- Wrap-up

### 15. Independent Reading (Daily)

- Read a novel on Lexile level
- Complete questions and/or respond to a novel in a journal.
- Complete Graphic Organizers and Quickwrites
- Reading Conference/Complete Projects (optional)
- Reading Counts! Quizzes (30 questions for review while reading before 10-question online assessment)

### 16. Read 180 Software (Daily)

- Complete the assignments on the Read 180 software for at least 15-20

## DELAWARE VALLEY SCHOOL DISTRICT

minutes a day.

- Complete assignments/activities/review that are individualized to meet student's needs.

### Assessments:

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

### Extensions:

- Oral summary
- Generate examples of sentences using vocabulary
- Reread with a partner
- Self-monitor with a partner
- Create a Business Plan- project pages 332-333 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 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 business person. Prepare questions about his/her life business and present information to the class

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- Create a Budget for your finances and financial goals (resources are available online)
- Complete Research Paper and Multi-Media Presentation outlined in *Real Book*, p. 334-343
- Complete Constructed Response Questions
- Review Keystone Vocabulary

### Correctives:

- 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 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

**Materials and Resources:** (See last page of curriculum.)

## DELAWARE VALLEY SCHOOL DISTRICT

**Unit:** Workshop #7- *Futurescapes*

**Marking Period:** 3

**Standard(s):** PA Core Standards, Keystone Literature Eligible Content, Keystone Literature Anchors Standards Addressed:

CC.1.2.9-10.A, CC.1.2.9-10.B, CC.1.2.9-10.C, CC.1.2.9-10.D, CC.1.2.9-10.E, CC.1.2.9-10.F, CC.1.2.9-10.H, CC.1.2.9-10.I, CC.1.2.9-10.J, CC.1.2.9-10.K, CC.1.2.9-10.L  
CC.1.3.9-10.A, CC.1.3.9-10.B, CC.1.3.9-10.C, CC.1.3.9-10.D, CC.1.3.9-10.E, CC.1.3.9-10.F, CC.1.3.9-10.G, CC.1.3.9-10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K,  
CC.1.4.9-10.A, CC.1.4.9-10.B, CC.1.4.9-10.C, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.F, CC.1.4.9-10.G, CC.1.4.9-10.H, CC.1.4.9-10.I, CC.1.4.9-10.J, CC.1.4.9-10.K, CC.1.4.9-10.L, CC.1.4.9-10.M, CC.1.4.9-10.N, CC.1.4.9-10.O, CC.1.4.9-10.P, CC.1.4.9-10.Q, CC.1.4.9-10.R, CC.1.4.9-10.S, CC.1.4.9-10.T, CC.1.4.9-10.U, CC.1.4.9-10.V, CC.1.4.9-10.X,  
CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.C, CC.1.5.9-10.D, CC.1.5.9-10.E, CC.1.5.9-10.F, CC.1.5.9-10.G

**PA Information Technology Standards:**

15.3.12.C, 15.3.12.E, 15.3.12.F, 15.3.12.G, 15.3.12.H

**Anchors/Eligible Content:**

L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2,  
L.F.2.1.1, L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1, L.F.2.5.2, L.F.2.5.3  
L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.2.1, L.N.1.2.2, L.N.1.2.3, L.N.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.2.2, L.N.2.2.3, L.N.2.3.1, L.N.2.3.2, L.N.2.3.4, L.N.2.3.5, L.N.2.3.6, L.N.2.4.1, L.N.2.4.2, L.N.2.4.3, L.N.2.4.4, L.N.2.4.5, L.N.2.5.1, L.N.2.5.2, L.N.2.5.3, L.N.2.5.4, L.N.2.5.5, L.N.2.5.6

**Overview:** Thinking about what the future holds is irresistible for most human beings, and if that future includes cool, new technology, even better! “Futurescapes” explores the possibilities. The workshop begins with a look at a hyper-fast train. Then, it examines what it is like to spend a day in the future. And while there is a lot of technology to make life easier, there is also some important innovations designed to help the planet survive a vastly larger global population. While looking at the future, the reader will consider what and how to buy the things they need. To help, there will be virtual fitting rooms and robot assistants, not to mention the next generation of scanning technology. But, has all of this technology gone too far? “The Rise of the Machines” invites the reader to consider the question, along with a debate that addresses the issue. Part two looks at the city of the future and what innovations will keep everyone safe and well in urban environments. In a short story, reader will see where the future has taken a turn for the worse. And last, the workshop takes a glimpse at a flying car in “The Future of Transportation.” (*Real Book*, 2017)

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### Goals:

Students will be introduced to and engage in content as they build background knowledge about the future of technology and transportation in the Workshop through video and discussion, and as they preview Workshop #7. They will complete a Concept Map for the word, “*technology*” and a Concept Organizer for the ideas associated with the word, “*prediction*.” Throughout the workshop, they will learn about Content-Area Vocabulary and look at word families and examples of each word. Also, students will identify central ideas and details in numerous texts, including a journal entry, a news article, a blog article, a short story, a magazine article, and text with an infographic, and they will React and Write to the content of each passage. For word study, they will identify syllables in words as they decode multi-syllabic words. Students will read a new article and cite evidence to create meaning, as well as, to identify central ideas and details in the article. After reading a blog article, students will use word strategies to clarify meaning and they will analyze the author’s point of view. In addition, students will plan, organize and write an informative paragraph about artificial intelligence with a topic sentence, evidence and a conclusion using TIDE and precise language to convey their thoughts. In Language Development and Word Analysis, students will identify parts of speech and practice using a dictionary. As they continue in the workshop, students will read and analyze the visual content in an infographic and learn how new technologies will make a greener, safer, more livable world. For a fiction selection, students will read a short story and review literary elements, especially analyzing characters, setting, plot and theme. They will use word strategies and cite evidence to review the plot, and make inferences as they determine the theme. Finally, students will identify the text structure and analyze the visual content in a magazine article. They will read critically to identify information, analyze information across texts and integrate the information in a graphic organizer. Students will analyze a model informative essay before they plan, organize and write their own informative essay about the benefits and risks of future technologies. They will analyze and select evidence for the essay, and include an effective thesis statement. They will assess the essay with self-evaluation and peer feedback and work to identify and correct sentence fragments as the skill focus. At the close of the workshop, students will identify the rewards and challenges of a theoretical physicist. As an optional project, students will work to produce a Podcast in 2050.

### Objectives:

Students will 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)

The student will preview texts and make predictions. (DOK-Level 2)

The student will think deeply about the concepts of *technology* and making a *prediction* and apply to the workshop content. (DOK-Level 3)

The student will recall content area vocabulary and formulate examples. (DOK- Level 1)



## DELAWARE VALLEY SCHOOL DISTRICT

The student will 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)

The student will read critically to assess logic in a text. (DOK- Level 3)

The student will identify syllables in words and apply their knowledge to word study. (DOK- Level 1,2)

The student will cite evidence to create meaning from a news article and other texts. (DOK- Level 3)

The student will react and write to passages to make connections and clarify understanding of texts. (DOK- Level 2)

The student will plan, organize and write an informative paragraph to synthesize information from a blog article with text evidence and interpretation of the evidence. (DOK- Level 2, 3)

The student will identify parts of speech and use a dictionary and thesaurus. (DOK- Level 1)

The student will identify reasons and analyze an argument about a reliance on technology. (DOK- Level 2)

The student will draw conclusions about visual content in an infographic. (DOK- Level 3)

The student will identify story elements and then make inferences about the story elements. (DOK- Level 1,2)

The student will make inferences about details in the story and then analyze these elements to determine the theme of the story. (DOK- Level 2,3)

The student will identify and assess the effectiveness of text structure in a passage. (DOK- Level 2, 3)

The student will read critically to identify information, analyze the information across texts and integrate this information for better understanding. (DOK- Level 4)

The student will plan, organize and write an informative essay about the benefits and risks of future technology by gathering, evaluating and citing evidence from numerous texts in the workshop. (DOK- Level 4)

The student will analyze and draft an effective thesis statement. (DOK- Level 3)

The student will assess an essay with self-evaluation and peer feedback. (DOK- Level 3)

The student will read about and engage in a debate about a reliance on technology in the future. (DOK- Level 3) (optional)

(optional) The student will produce a Podcast. (DOK- Level 4)

The student will demonstrate learning through assessment, discussion and written communication. (DOK-Level 2,3)

## DELAWARE VALLEY SCHOOL DISTRICT

### Core Activities and Corresponding Instructional Methods:

**\*Note: For Workshops 7 and 8, the *Real Book* page numbers refer to the supplemental “Reach” materials. When the workshops are incorporated into one volume, page numbers will have to be modified.**

1. Lesson 7.1- Building Knowledge/Anchor Video  
Whole Group
  - Do Now
  - Share Daily Goals
  - Workshop Overview, *Real Book* (Reach, Workshop 7) p.8-9 - Preview the Workshop
  - Building Knowledge: Use Analyzing Media Routine to view Anchor Video: “Supersonic”Rotations-Software Application/Independent Reading/Small Group
  - Build Content Area Vocabulary
  - Viewing with a Purpose, *Real Book* (Reach, Workshop 7) p.10
  - Discussing Media, *Real Book* (Reach, Workshop 7) p. 11
  - Wrap-Up
2. Lesson 7.2- Building Knowledge/Science/Technology/Concept Map and Content-Area Vocabulary  
Whole Group
  - Do Now
  - Use Academic Discussion to develop Concept Map Organizer, *Real Book* (Reach, Workshop 7) p. 12 (*technology*)Rotations-Software Application/Independent Reading/Small Group
  - Teach Content-Area Vocabulary, *Real Book* (Reach, Workshop 7) p. 13 (*drone / ensure / experience /increase/ mobile / navigate*)
  - Use additional examples to review
  - Identify Word Families
  - Wrap-up
3. Lesson 7.3-Making Meaning/Journal  
Whole Group
  - Do Now
  - Share Daily Goals
  - Teach Academic Vocabulary *Real Book* (Reach, Workshop 7) p. 14 (*input / automatically*)
  - Activate Knowledge and connect to the anchor video
  - Oral Cloze of First Read of “Welcome to the Future, by Jennifer Johnson, “*Real Book* (Reach, Workshop 7) p. 14-15
  - Think-Pair-Share for Key IdeaRotations-Software Application/Independent Reading/Small Group
  - Second Read to Identify Central Ideas and Details, *Real Book* (Reach, Workshop 7) p. 15

## DELAWARE VALLEY SCHOOL DISTRICT

- Reinforce Foundational Skills, *Real Book* (Reach, Workshop 7) p. 15, Identify Syllables
  - Wrap-up
4. Lessons 7.4–7.5-Making Meaning/News Article
- Whole Group- Day 1- Lesson 7.4
- Do Now
  - Share Daily Goals
  - Review Academic Vocabulary, *Real Book* (Reach, Workshop 7) p. 16 (*consumer /data*)
  - Activate Prior Knowledge and connect to prior reading
  - Oral Cloze of First Read of “The Future of Shopping” by Sarah Butler, *Real Book* (Reach, Workshop 7) p. 16-17
  - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Cite Text Evidence, *Real Book* (Reach, Workshop 7) p. 17
  - React and Write for grade
  - (optional) Find video of technology described in text
  - Wrap-up
- Whole Group- Day 2- Lesson 7.5
- Do Now
  - Share Daily Goals
  - Define Central Ideas and Details and Identify Details, *Real Book* (Reach, Workshop 7) p. 18
  - Think-Pair-Share to complete chart
- Rotations-Software Application/Independent Reading/Small Group
- Determine Central Idea, *Real Book* (Reach, Workshop 7) p. 19
  - Think-Pair-Share to complete chart
  - Wrap-up
5. Lessons 7.6–7.7-Making Meaning/Blog Article
- Whole Group- Day 1- Lesson 7.6
- Do Now
  - Share Daily Goals
  - Review Academic Vocabulary, *Real Book* (Reach, Workshop 7) p. 20 (*debate /estimate*)
  - Activate Prior Knowledge, Connect to Anchor Video and introduce text type
  - Oral Cloze of First Read of “The Rise of the Machines” by Daniel Newman, *Real Book* (Reach, Workshop 7) p. 20-21
  - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Use Word Strategies, *Real Book* (Reach, Workshop 7) p. 21
  - React and Write for grade
  - Wrap-up
- Whole Group- Day 2- Lesson 7.7

## DELAWARE VALLEY SCHOOL DISTRICT

- Do Now
  - Share Daily Goals
  - Review Academic Vocabulary, *Real Book* (Reach, Workshop 7) p. 22 (*beneficial* /*eliminate*)
  - Establish Context and connect to prior reading
  - Oral Cloze of First Read of “The Rise of the Machines” by Daniel Newman, *Real Book* (Reach, Workshop 7) p. 22-23
  - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Analyze Author’s Point of View, *Real Book* (Reach, Workshop 7) p. 23
  - Write “Stretch” for student analysis
  - Wrap-up
6. Lesson 7.8-Writing/Informative Paragraph
- Whole Group
- Do Now
  - Share Daily Goals
  - Plan Your Paragraph, *Real Book* (Reach, Workshop 7) p. 24- Unpack the Task
  - Choose Precise Language
- Rotations-Software Application/Independent Reading/Small Group
- Organize Your Paragraph, *Real Book* (Reach, Workshop 7) p. 25 with a Topic Sentence, Ideas, Details and an Ending (TIDE)
  - Teach about and find Details
  - Write a Concluding Sentence
  - Use Notes to Write Paragraph, *Real Book* (Reach, Workshop 7) p. 25 (This will require additional time to complete.)
  - Wrap-up
7. Lesson 7.9-Language Development/Word Analysis/Parts of Speech and Using a Dictionary
- Whole Group
- Do Now
  - Share Daily Goals
  - Recognize Parts of Speech: Identify Nouns, Adjectives, Verbs and Adverbs and Apply Meaning, *Real Book* (Reach, Workshop 7) p. 26
- Rotations-Software Application/Independent Reading/Small Group
- Use a Dictionary and Reference a Dictionary, *Real Book* (Reach, Workshop 7) p. 27
  - Wrap-up
8. Lesson 7.10-Effective Expression/Debate
- Whole Group
- Do Now
  - Share Daily Goals
  - Oral Cloze to read the Debate Text- “Do you think we will be relying too heavily on technology in the future?”, *Real Book* (Reach, Workshop 7) p. 28

## DELAWARE VALLEY SCHOOL DISTRICT

- Identify Reasons and Analyze Arguments, *Real Book* (Reach, Workshop 7) p. 29  
Rotations-Software Application/Independent Reading/Small Group
  - Work on paragraphs and additional assignments
- Use as an Extension:**
- Plan Debate, *Real Book* (Reach, Workshop 7) p. 29
  - Present Debate using presentation skills
  - Wrap-up
9. 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.
  - 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
  - Use paper Assessment B to prepare student for Interim Assessment A (optional)
  - During the technology rotation, administer the READ 180 Workshop Assessment: Workshop 7 Interim A (This assessment may take extra time to complete.)
  - Determine focus areas for Small-Group Learning based on student needs.
  - Wrap-up
10. Lesson 7.12-Building Knowledge/Science/Technology/Concept Organizer and Content-Area Vocabulary  
Whole Group
- Do Now
  - Share Daily Goals
  - Introduce the Concept Organizer, *Real Book* (Reach, Workshop 7) p. 30 (*prediction*)  
Rotations-Software Application/Independent Reading/Small Group
  - Teach Content-Area Vocabulary, *Real Book* (Reach, Workshop 7) p. 31  
(*anticipate / equipped / install / limited / network / transmit*)
  - Review Vocabulary and Word Families
  - Use additional examples to review
  - Wrap-up
11. Lessons 7.13-Making Meaning/Infographic  
Whole Group
- Do Now
  - Share Daily Goals
  - Review Academic Vocabulary, *Real Book* (Reach, Workshop 7) p. 32  
(*rely / analysis*)
  - Activate Prior Knowledge and connect to Anchor Video
  - Oral Cloze of First Read of “Smart Cities of the Future” by Inez Prieto, *Real Book* (Reach, Workshop 7) p. 32-33
  - Think-Pair-Share for Key Idea  
Rotations-Software Application/Independent Reading/Small Group

## DELAWARE VALLEY SCHOOL DISTRICT

- Second Read to Analyze Visual Content, *Real Book* (Reach, Workshop 7) p. 33
  - Write “Stretch” for student analysis
  - Wrap-up
12. Lessons 7.14-7.22-Making Meaning/Short Story
- Whole Group-Day 1- Lesson 7.14
- Do Now
  - Share Daily Goals
  - Introduce Literary Elements: Setting, Character, Plot, Theme, *Real Book* (Reach, Workshop 7) p. 34
  - Modeled Fluent Reading of the entire text “The Last Dog” by Katherine Paterson, *Real Book* (Reach, Workshop 7) p. 36-51 (May require additional time to read)
- Rotations-Software Application/Independent Reading/Small Group
- Identify Literary Elements, *Real Book* (Reach, Workshop 7) p. 34
  - Wrap-up
- Whole Group-Day 2- Lesson 7.15
- Do Now
  - Share Daily Goals
  - Review Academic Vocabulary, *Real Book* (Reach, Workshop 7) p. 36 (*external / virtual*)
  - Activate Prior Knowledge and connect text to prior reading
  - Oral Cloze of First Read of ““The Last Dog” by Katherine Paterson, *Real Book* (Reach, Workshop 7) p. 36-37
  - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Analyze Character, *Real Book* (Reach, Workshop 7) p. 37
  - React and Write for grade
  - Wrap-up
- Whole Group-Day 3- Lesson 7.16
- Do Now
  - Share Daily Goals
  - Review Academic Vocabulary, *Real Book* (Reach, Workshop 7) p. 38 (*pose / register*)
  - Activate Prior Knowledge and connect text to prior reading
  - Oral Cloze of First Read of ““The Last Dog” by Katherine Paterson, *Real Book* (Reach, Workshop 7) p. 38-39
  - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Analyze Plot, *Real Book* (Reach, Workshop 7) p. 39
  - Write “Stretch” for student analysis
  - Revisit *Real Book*, (Reach, Workshop 7) p. 35 to Analyze Literary Elements for Part I
  - Wrap-up
- Whole Group-Day 4- Lesson 7.17

## DELAWARE VALLEY SCHOOL DISTRICT

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *Real Book* (Reach, Workshop 7) p. 40 (*objectivity / consult*)
- Establish Context and connect text to prior reading
- Oral Cloze of First Read of ““The Last Dog” by Katherine Paterson, *Real Book* (Reach, Workshop 7) p. 40-41
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Analyze Setting, *Real Book* (Reach, Workshop 7) p. 41
- React and Write for grade
- Wrap-up

Whole Group-Day 5- Lesson 7.18

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *Real Book* (Reach, Workshop 7) p. 42 (*domesticated / source*)
- Establish Context and connect text to prior reading
- Oral Cloze of First Read of ““The Last Dog” by Katherine Paterson, *Real Book* (Reach, Workshop 7) p. 42-43
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Use Word Strategies, *Real Book* (Reach, Workshop 7) p. 43
- Write “Stretch” for student analysis
- Wrap-up

Whole Group-Day 6- Lesson 7.19

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *Real Book* (Reach, Workshop 7) p. 44 (*transitional / denote*)
- Establish Context and connect text to prior reading
- Oral Cloze of First Read of ““The Last Dog” by Katherine Paterson, *Real Book* (Reach, Workshop 7) p. 44-45
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Cite Text Evidence, *Real Book* (Reach, Workshop 7) p. 45
- React and Write for grade
- Revisit *Real Book*, (Reach, Workshop 7) p. 35 to Analyze Literary Elements for Part II
- Wrap-up

Whole Group-Day 7- Lesson 7.20

- Do Now
- Share Daily Goals

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- Review Academic Vocabulary, *Real Book* (Reach, Workshop 7) p. 46 (*interact / isolate*)
- Establish Context and connect text to prior reading
- Oral Cloze of First Read of ““The Last Dog” by Katherine Paterson, *Real Book* (Reach, Workshop 7) p. 46-47
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Make Inferences, *Real Book* (Reach, Workshop 7) p. 47
- Write “Stretch” for student analysis
- Wrap-up

Whole Group-Day 8- Lesson 7.21

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *Real Book* (Reach, Workshop 7) p. 48 (*trigger / modify*)
- Establish Context and connect text to prior reading
- Oral Cloze of First Read of ““The Last Dog” by Katherine Paterson, *Real Book* (Reach, Workshop 7) p. 48-49
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Analyze Plot, *Real Book* (Reach, Workshop 7) p. 49
- React and Write for grade
- Wrap-up

Whole Group-Day 9- Lesson 7.22

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *Real Book* (Reach, Workshop 7) p. 50 (*obviously / occur*)
- Establish Context and connect text to prior reading
- Oral Cloze of First Read of ““The Last Dog” by Katherine Paterson, *Real Book* (Reach, Workshop 7) p. 50-51
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Analyze Theme, *Real Book* (Reach, Workshop 7) p. 51
- Write “Stretch” for student analysis
- Revisit *Real Book*, (Reach, Workshop 7) p. 35 to Analyze Literary Elements for Part III
- Wrap-up

### 13. Lessons 7.23-7.25-Making Meaning/Magazine Article

Whole Group-Day 1- Lesson 7.23

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *Real Book* (Reach, Workshop 7) p. 52 (*transform / mode*)



## DELAWARE VALLEY SCHOOL DISTRICT

- Activate Prior Knowledge and Connect to Anchor Video
- Oral Cloze of First Read of “The Future of Transportation” by Claudia Atticot, *Real Book* (Reach, Workshop 7) p. 52-53
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Identify Text Structure, *Real Book* (Reach, Workshop 7) p. 53
- Read and Write “Stretch” for student analysis
- Wrap-up

Whole Group-Day 2- Lesson 7.24

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *Real Book* (Reach, Workshop 7) p. 54 (*legislation / route*)
- Establish Context and Connect Prior Reading
- Oral Cloze of First Read of “The Future of Transportation” by Claudia Atticot, *Real Book* (Reach, Workshop 7) p. 54-55
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Analyze Visual Content, *Real Book* (Reach, Workshop 7) p. 55
- React and Write for grade
- Wrap-up

Whole Group-Day 3- Lesson 7.25

- Do Now
- Share Daily Goals
- Read Introductory Text for Read Critically and Identify Information by reviewing previously read texts in workshop, *Real Book* (Reach, Workshop 7) p. 56
- Think-Pair-share for details

Rotations-Software Application/Independent Reading/Small Group

- Analyze Information Across Texts and Integrate Information, *Real Book* (Reach, Workshop 7) p. 57
- Wrap-up

### 14. Lessons 7.26-7.29-Writing/Informative Essay

Whole Group- Day 1- Lesson 7.26

- Do Now
- Share Daily Goals
- Read and Analyze a Model Essay, *Real Book* (Reach, Workshop 7) p. 58

Rotations-Software Application/Independent Reading/Small Group

- Evaluate the Model Essay Using TIDE Strategy and Mark and Evaluate Text Elements, *Real Book* (Reach, Workshop 7) p. 58-59
- Wrap-up

Whole Group- Day 2- Lesson 7.27

## DELAWARE VALLEY SCHOOL DISTRICT

- Do Now
- Share Daily Goals
- Plan Your Essay using POW, *Real Book* (Reach, Workshop 7) p. 60
- Unpack the Prompt to guide students' understanding of the task.

Rotations-Software Application/Independent Reading/Small Group

- Practice Analyzing Evidence and Select Evidence, *Real Book* (Reach, Workshop 7) p. 60-61
- Wrap-up

Whole Group- Day 3- Lesson 7.28

- Do Now
- Share Daily Goals
- Analyze and Draft a Thesis Statement, *Real Book* (Reach, Workshop 7) p. 62

Rotations-Software Application/Independent Reading/Small Group

- Organize and Write Your Draft with Thesis, Ideas, Details, and Ending, *Real Book* p. 63 using TIDE (Writing the essay with take a few days' class time)
- Wrap Up

Whole Group- Day 4- Lesson 7.29

- Do Now
- Share Daily Goals
- Identifying and Correcting Sentence Fragments, *Real Book* (Reach, Workshop 7) p. 64

Rotations-Software Application/Independent Reading/Small Group

- Continue to Write Essays
- Evaluate Informative essays using self-correction and peer feedback
- Reflect on and Revise essays using feedback and checking for sentence fragments
- Check and Edit
- Rating Your Informative Essay, *Real Book* (Reach, Workshop 7) p. 65
- Publish and Submit
- Wrap-up

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

Whole Group

- Do Now
- Share Daily Goals
- Build Prior Knowledge
- Oral Cloze First Read for Key Ideas "Predicting the Future" by Claudia Atticot, *Real Book* (Reach, Workshop 7) p. 66-67
- Second Read to Identify Career Role Models
- Optional: Find video of Michio Kaku

Rotations-Software Application/Independent Reading/Small Group

- Use time to finish essays

**Used as an Extension:**

- Produce a Podcast in 2050, *Real Book* (Reach, Workshop 7) p. 68-69

## DELAWARE VALLEY SCHOOL DISTRICT

- Launch the Project
  - Analyze Purpose and Format
  - Plan and Write
  - Revise and Present
  - Wrap-up
16. Lesson 7.31- Assessment Strategies & Practice/Using Data to Differentiate  
Use Whole and Small group as needed
- Use HMH Teacher Central to view student data.
  - 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 7B
  - Use paper Assessment B to prepare student for End-of-Workshop Assessment A  
(optional)
  - During the technology rotation, administer the READ 180 Workshop Assessment  
(The completion of this assessment will require extra time.)
  - Determine focus areas for Small-Group Learning based on student needs.
  - Wrap-up
17. Independent Reading (Daily)
- Read a novel on Lexile level
  - Complete questions and/or respond to a novel in a journal.
  - Complete Graphic Organizers and Quickwrites
  - Reading Conference/Complete Projects (optional)
  - Reading Counts! Quizzes (30 questions for review while reading before online  
assessment)
18. Read 180 Software (Daily)
- Complete the assignments on the Read 180 software for at least 15-20  
minutes a day.
  - Complete assignments/activities/review that are individualized to meet student's  
needs.

### Assessments:

- **Diagnostic:**  
Benchmark as per District's Plan  
READ 180 Application (for Diagnostics and Skills Differentiation)
- **Formative:**  
READ 180 Application  
Workshop 7 Interim Checkpoint  
Workshop 7 Interim Workshop Assessment  
Reading Journals/Warm-up Logs

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Discussion and Observation in Whole Group and Small Group

○ **Summative:**

Success Zone in READ 180 Application

Workshop 7 End-of-Workshop Assessment

Reading Counts Quizzes

RI

### Extensions:

- Oral summary
- Generate examples of sentences using vocabulary
- Reread with a partner
- Self-monitor with a partner
- Produce a Podcast- see Workshop guidelines pages 68-69 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
- Review Keystone Vocabulary

### Correctives:

- 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 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

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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

**Materials and Resources:** (See the last page of the curriculum.)

## DELAWARE VALLEY SCHOOL DISTRICT

**Unit:**            **Workshop #8- Justice for All?**

**Marking Period: 4**

**Standard(s): PA Core Standards, Keystone Literature Eligible Content, Keystone Literature Anchors Standards Addressed:**

CC.1.2.9-10.A, CC.1.2.9-10.B, CC.1.2.9-10.C, CC.1.2.9-10.D, CC.1.2.9-10.E, CC.1.2.9-10.F, CC.1.2.9-10.H, CC.1.2.9-10.J, CC.1.2.9-10.K, CC.1.2.9-10.L

CC.1.3.9-10.A, CC.1.3.9-10.B, CC.1.3.9-10.C, CC.1.3.9-10.D, CC.1.3.9-10.E, CC.1.3.9-10.F, CC.1.3.9-10.G, CC.1.3.9-10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K,

CC.1.4.9-10.A, CC.1.4.9-10.B, CC.1.4.9-10.C, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.F, CC.1.4.9-10.G, CC.1.4.9-10.H, CC.1.4.9-10.I, CC.1.4.9-10.J, CC.1.4.9-10.K, CC.1.4.9-10.L, CC.1.4.9-10.M, CC.1.4.9-10.N, CC.1.4.9-10.O, CC.1.4.9-10.P, CC.1.4.9-10.Q, CC.1.4.9-10.R, CC.1.4.9-10.S, CC.1.4.9-10.T, CC.1.4.9-10.U, CC.1.4.9-10.V, CC.1.4.9-10.X,

CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.C, CC.1.5.9-10.D, CC.1.5.9-10.E, CC.1.5.9-10.F, CC.1.5.9-10.G

**PA Information Technology Standards:**

15.3.12.C, 15.3.12.E, 15.3.12.F, 15.3.12.G, 15.3.12.H

**Anchors/Eligible Content:**

L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2,

L.F.2.1.1, L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1, L.F.2.5.2, L.F.2.5.3

L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.2.1, L.N.1.2.2, L.N.1.2.3, L.N.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.2.2, L.N.2.2.3, L.N.2.3.1, L.N.2.3.2, L.N.2.3.4, L.N.2.3.5, L.N.2.3.6, L.N.2.4.1, L.N.2.4.2, L.N.2.4.3, L.N.2.4.4, L.N.2.4.5, L.N.2.5.1, L.N.2.5.2, L.N.2.5.3, L.N.2.5.4, L.N.2.5.5, L.N.2.5.6

**Overview:** Our examination of the court system is no small undertaking for students. From a look at the everyday workings of criminal justice all the way to the Supreme Court, students will gain an understanding of the differences between criminal and civil courts, and understand the impact both can have on their day-to-day lives and those of the people in their community. “Justice for All” begins with an overview of two Supreme Court cases that had a major impact on education. Then, they will examine the local level with an explanation of the court system from state to federal, and from criminal to civil. Next, an infographic about the process of a criminal case will be explored. What will the verdict be? Then, they will look at a Supreme Court case that helped changed the way many people live, before they consider the question of term limits for the judges that make those decisions. In part 2, students will examine the ways that citizens, and students, can make an impact on how we are living —protesting, organizing and speaking out. (*Real Book*, 2017)

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### Goals:

Students will be introduced to and engage in content as they build background knowledge about the judicial system in Workshop #8. They will watch a video, preview the content and discuss what they see and hear. They will complete a Concept Map for “*justice*” and a Concept Organizer for the word, “*resist*” and review Content-Area Vocabulary. Throughout the course of the workshop, students will identify central ideas and details in two informational texts, an infographic, a piece of narrative nonfiction, a poem, and a magazine article, and they will write reactions to the passages. In one passage, students will analyze multiple accounts of an incident, and identify the text structure as sequential. In another text, they will analyze people, events and ideas, make inferences about events and cite evidence to answer a question as they also summarize key ideas. In addition, students will plan, organize and write an argumentative paragraph to synthesize information from the narrative nonfiction selection including a topic sentence, reasons, evidence, and an ending (TREE), while also using precise language in the writing. For Word Analysis, students will examine word parts (prefixes) and apply meaning, and they will identify and analyze context clues. Furthermore, the students will read and analyze arguments in a debate about Supreme Court justices and their lifetime appointments. In the second half of the workshop, students will read an informational text and cite evidence to answer questions. They will read critically to determine how details are related. As students read a poem, they will summarize details, use word strategies to clarify ideas and analyze the author’s technique using repetition to emphasize ideas and feelings and create a specific tone. As students read a magazine article, they will analyze people, events and ideas and identify elements of a summary while they also write a summary of their own. Finally, students will analyze a model argumentative essay, mark and evaluate text elements and then, plan, organize and write an argumentative essay by synthesizing information about different methods for addressing an injustice. They will use text evidence from the methods described in the workshop, analyze a claim and create an effective claim statement for the essay. To improve writing, students will identify and use correct verb tense and then assess the essay with self-evaluation and peer feedback. A short career exploration of the rewards and challenges of a career as a judge will end the workshop on justice. As with each workshop students will complete the Interim and End-of-Workshop Assessments, read independently and engage in the READ 180 Application Software. A final RI will assess yearly growth.

### Objectives:

Students will preview the text and activate prior knowledge with a video about the judicial system and the concept of justice for all. (DOK- Level 2)

The student will preview texts and make predictions. (DOK-Level 2)

The student will think deeply about the words *justice* and *resist* and apply to the workshop content. (DOK-Level 2,3)

The student will recall content area vocabulary and formulate examples. (DOK- Level 1)

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The student will identify important details in a text (two informational texts, an infographic, a piece of narrative nonfiction, a poem and a magazine article). (DOK-Level 1)

The student will read critically to assess logic in a text. (DOK- Level 3)

The student will cite text evidence to answer questions. (DOK Level 2,3)

The student will identify and categorize people, events and ideas in an infographic. (DOK-Level 2)

The student will identify Text Structure: Sequence. (DOK-Level 1)

The student will make inferences about the events and ideas in numerous texts. (DOK- Level 2)

The student will plan, organize and write an argumentative paragraph to synthesize information from narrative nonfiction. (DOK- Level 3)

The student will identify and analyze context clues, and examine prefixes in words as they apply meaning. (DOK- Level 1,2)

The student will analyze arguments in a debate about Supreme Court justices and their lifetime appointments. (DOK- Level 2)

The student will summarize details in a poem and then analyze the author's use of repetition to add meaning and tone to the poem. (DOK- Level 2,3)

The student will plan, organize and write an argumentative essay synthesizing information about methods for addressing injustice and using text evidence from a variety of passages in the workshop. (DOK- Level 3, 4)

The student will identify and use correct verb tenses in writing. (DOK- Level 1)

The student will identify the author's point of view in a text. (DOK- Level 1)

The student will identify central ideas and details to make meaning and improve comprehension. (DOK- Level 2)

The student will demonstrate learning through assessment, discussion and written communication. (DOK-Level 2,3)



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**\*Note: For Workshops 7 and 8, the Real Book page numbers refer to the supplemental “Reach” materials. When the workshops are incorporated into one volume, page numbers will have to be modified.**

### Core Activities and Corresponding Instructional Methods:

1. Lesson 8.1- Workshop Overview

Whole Group

- Do Now
- Share Daily Goals
- Workshop Overview, *Real Book* (Reach, Workshop 8) p. 8-9- Preview the Workshop
- Building Knowledge: Use Analyzing Media Routine to view Anchor Video: “Class Action”

Rotations-Software Application/Independent Reading/Small Group

- Build Content Area Vocabulary
- Viewing with a Purpose, *Real Book* (Reach, Workshop 8) p.10
- Discussing Media, *Real Book* (Reach, Workshop 8) p. 11
- Wrap-Up

2. Lesson 8.2- Building Knowledge/Government/Concept Map and Content-Area Vocabulary

Whole Group

- Do Now
- Use Academic Discussion to develop Concept Map Organizer, *Real Book* (Reach, Workshop 8) p. 12 (*justice*)

Rotations-Software Application/Independent Reading/Small Group

- Teach Content-Area Vocabulary, *Real Book* (Reach, Workshop 8) p. 13 (*discrimination /dispute/ infringe/ plea/ preside/ unanimous*)
- Use additional examples to review
- Identify Word Families
- Wrap-up

3. Lesson 8.3-Making Meaning/Informational Text

Whole Group

- Do Now
- Share Daily Goals
- Teach Academic Vocabulary *Real Book* (Reach, Workshop 8) p. 14 (*civil / convicted*)
- Activate Knowledge and connect to the anchor video
- Oral Cloze of First Read of “See You in Court!” by Jennifer Johnson, “*Real Book* (Reach, Workshop 8) p. 14-15
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Identify Central Ideas and Details, *Real Book* (Reach, Workshop 8) p. 15

## DELAWARE VALLEY SCHOOL DISTRICT

- Reinforce Foundational Skills, *Real Book* (Reach, Workshop 8) p. 15, Closed Syllables
  - Wrap-up
4. Lessons 8.4–8.6-Making Meaning/Infographic
- Whole Group- Day 1- Lesson 8.4
- Do Now
  - Share Daily Goals
  - Review Academic Vocabulary, *Real Book* (Reach, Workshop 8) p. 16 (*evidence/ appoint*)
  - Activate Prior Knowledge and connect to prior reading
  - Oral Cloze of First Read of “The Life Cycle of a Criminal Case” by Delores Diaz, *Real Book* (Reach, Workshop 8) p. 16-17
  - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Analyze Multiple Accounts, *Real Book* (Reach, Workshop 8) p. 17
  - React and Write for grade
  - Wrap-up
- Whole Group- Day 2- Lesson 8.5
- Do Now
  - Share Daily Goals
  - Review Academic Vocabulary, *Real Book* (Reach, Workshop 8) p. 18 (*unbiased/ implicate*)
  - Establish Context and connect to prior reading
  - Oral Cloze of First Read of The Life Cycle of a Criminal Case” by Delores Diaz, *Real Book* (Reach, Workshop 8) p. 18-19
  - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Identify Text Structure, *Real Book* (Reach, Workshop 8) p. 19
  - Read and Write “Stretch” for student analysis
  - Wrap-up
- Whole Group- Day 3- Lesson 8.6
- Do Now
  - Share Daily Goals
  - Identify People, Events and Ideas and complete Graphic Organizer, *Real Book* (Reach, Workshop 8) p. 20
- Rotations-Software Application/Independent Reading/Small Group
- Analyze People, Events and Ideas, *Real Book* (Reach, Workshop 8) p. 21
  - Wrap-up
5. Lessons 8.7–8.9-Making Meaning/Narrative Nonfiction
- Whole Group- Day 1- Lesson 8.7
- Do Now
  - Share Daily Goals
  - Review Academic Vocabulary, *Real Book* (Reach, Workshop 8) p. 22 (*resolve / exile*)

## DELAWARE VALLEY SCHOOL DISTRICT

- Activate Prior Knowledge and connect to Anchor Video
- Oral Cloze of First Read of “Mildred and Richard: The Love Story that Changed America” by Brynn Holland, *Real Book* (Reach, Workshop 8) p. 22-23

- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Make Inferences, *Real Book* (Reach, Workshop 8) p. 23
- React and Write for grade
- Wrap-up

Whole Group- Day 2- Lesson 8.8

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *Real Book* (Reach, Workshop 8) p.24 (*periodically/reverse*)
- Establish Context and connect to prior reading
- Oral Cloze of First Read of “Mildred and Richard: The Love Story that Changed America” by Brynn Holland, *Real Book* (Reach, Workshop 8) p. 24-25
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Cite Text Evidence, *Real Book* (Reach, Workshop 8) p. 25
- Read and Write “Stretch” for student analysis
- Wrap-up

Whole Group- Day 3- Lesson 8.9

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *Real Book* (Reach, Workshop 8) p.26 (*reside/persistent*)
- Establish Context and connect to prior reading
- Modeled Fluent Reading or Oral Cloze of First Read of “Mildred and Richard: The Love Story that Changed America” by Brynn Holland, *Real Book* (Reach, Workshop 8) p. 26-27
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Summarize, *Real Book* (Reach, Workshop 8) p. 27
- React and Write for grade
- Wrap-up

### 6. Lesson 8.10-Writing/Argument Paragraph

Whole Group

- Do Now
- Share Daily Goals
- Plan Your Paragraph, *Real Book* (Reach, Workshop 8) p. 28- Unpack the Task
- Choose Precise Language

Rotations-Software Application/Independent Reading/Small Group

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- Organize Your Paragraph, *Real Book* (Reach, Workshop 8) p. 29 with a Topic Sentence, Reasons, Evidence and an Ending using TREE Strategy for an Argument Paragraph
  - Use Notes to Write Paragraph, *Real Book* (Reach, Workshop 8) p. 29 (This will require additional time to complete.)
  - Wrap-up
7. Lesson 8.11-Language Development/Word Analysis/Prefixes and Context Clues
- Whole Group
- Do Now
  - Share Daily Goals
  - Build Morphological Strategies: Analyze Prefixes and Apply Meaning, *Real Book* (Reach, Workshop 8) p. 30
- Rotations-Software Application/Independent Reading/Small Group
- Determine Meaning Using Context Clues
  - Identify and Analyze Context Clues, *Real Book* (Reach, Workshop 8) p. 31
  - Wrap-up
8. Lesson 8.12- Effective Expression/Debate
- Whole Group
- Do Now
  - Share Daily Goals
  - Oral Cloze Reading of the Debate Text- “Should Supreme Court justices be appointed for life?” *Real Book* (Reach, Workshop 8) p. 32
  - Identify Evidence and Analyze Arguments, *Real Book* (Reach, Workshop 8) p. 33
- Rotations-Software Application/Independent Reading/Small Group
- Work on paragraphs and additional assignments
- Use as an Extension**
- Plan Debate, *Real Book* (Reach, Workshop 8) p. 33
  - Present Debate using presentation skills
  - Wrap-up
9. Lesson 8.13- Assessment Strategies & Practice/Using Data to Differentiate
- Use Whole and Small group as needed
- Use HMH Teacher Central to view student data.
  - 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 8A
  - Use paper Assessment B to prepare student for Interim Assessment A (optional)
  - During the technology rotation, administer the READ 180 Workshop Assessment: Workshop 8 Interim A (The assessment may take extra time to complete.)
  - Determine focus areas for Small-Group Learning based on student needs.
  - Wrap-up

## DELAWARE VALLEY SCHOOL DISTRICT

10. Lesson 8.14- Building Knowledge/Government/Concept Organizer and Content-Area Vocabulary  
Whole Group
- Do Now
  - Share Daily Goals
  - Introduce the Concept Organizer and complete using Think-Pair-Share, *Real Book* (Reach, Workshop 8) p. 34 (*resist*)
- Rotations-Software Application/Independent Reading/Small Group
- Teach Content-Area Vocabulary, *Real Book*. (Reach, Workshop 8) p. 35 (*abolish/ campaign/ document/ expose/ misconduct/ momentous*)
  - Review Vocabulary and Word Families
  - Use additional examples to review
  - Wrap-up
11. Lesson 8.15-8.16- Making Meaning/Informational Text  
Whole Group- Day 1- Lesson 8.15
- Do Now
  - Share Daily Goals
  - Teach Academic Vocabulary *Real Book* (Reach, Workshop 8) p. 36 (*prohibit/ mission*)
  - Activate Knowledge and connect to prior reading
  - Oral Cloze of First Read of “No Justice, No Peace” by Inez Prieto, “*Real Book* (Reach, Workshop 8) p. 36-37
  - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Cite Text Evidence, *Real Book* (Reach, Workshop 8) p. 37
  - React and Write for grade
  - Wrap-up
- Whole Group- Day 2- Lesson 8.16
- Teach Academic Vocabulary *Real Book* (Reach, Workshop 8) p. 38 (*regulate/ reform*)
  - Establish Context and connect to prior reading
  - Oral Cloze of First Read of “No Justice, No Peace” by Inez Prieto, “*Real Book* (Reach, Workshop 8) p. 38-39
  - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Read Critically, *Real Book* (Reach, Workshop 8) p. 39
  - Read and Write “Stretch” for student analysis
  - Wrap-up
12. Lessons 8.17-8.20-Making Meaning/Poem  
Whole Group- Day 1- Lesson 8.17
- Do Now
  - Share Daily Goals
  - Review Academic Vocabulary, *Real Book* (Reach, Workshop 8) p. 40 (*motivate/ incident*)

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- Activate Prior Knowledge and connect to Anchor Video
  - Oral Cloze of First Read of “Rosa Parks” by Nikki Giovanni, *Real Book* (Reach, Workshop 8) p. 40-41
  - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Summarize, *Real Book* (Reach, Workshop 8) p. 41
  - React and Write for grade
  - Wrap-up
- Whole Group- Day 2- Lesson 8.18
- Do Now
  - Share Daily Goals
  - Review Academic Vocabulary, *Real Book* (Reach, Workshop 8) p. 42 (*rejoice/inherently*)
  - Establish Context and connect to prior reading
  - Oral Cloze of First Read of “Rosa Parks” by Nikki Giovanni, *Real Book* (Reach, Workshop 8) p. 42-43
  - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Use Word Strategies, *Real Book* (Reach, Workshop 8) p. 43
  - Read and Write “Stretch” for student analysis
  - Wrap-up
- Whole Group- Day 3- Lesson 8.19
- Do Now
  - Share Daily Goals
  - Review Academic Vocabulary, *Real Book* (Reach, Workshop 8) p. 44 (*inexcusably/reliance*)
  - Establish Context and connect to prior reading
  - Oral Cloze of First Read of “Rosa Parks” by Nikki Giovanni, *Real Book* (Reach, Workshop 8) p. 44-45
  - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Analyze Repetition, *Real Book* (Reach, Workshop 8) p. 45
  - React and Write for grade
  - Wrap-up
- Whole Group- Day 4- Lesson 8.20
- Do Now
  - Share Daily Goals
  - Analyze Meaning and Tone in a Poem
  - Identify Tone, *Real Book* (Reach, Workshop 8) p. 46
- Rotations-Software Application/Independent Reading/Small Group
- Explain Meaning and Tone, *Real Book* (Reach, Workshop 8) p. 47
  - Discuss Meaning as poem is reread
  - Wrap-up

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### 13. Lessons 8.21-8.22- Making Meaning/Magazine Article

Whole Group- Day 1- Lesson 8.21

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *Real Book* (Reach, Workshop 8) p. 48 (*promote/alternative*)
- Activate Prior Knowledge and connect to prior reading
- Oral Cloze of First Read of “How Ben Rattray’s Change.org Became a Viral Consumer Watchdog” by Adam Bluestein, *Real Book* (Reach, Workshop 8) p. 48-49
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Analyze People, Events, and Ideas, *Real Book* (Reach, Workshop 8) p. 49
- Read and Write “Stretch” for student analysis
- Wrap-up

Whole Group- Day 2- Lesson 8.22

- Do Now
- Share Daily Goals
- Identify Elements of a Summary, *Real Book* (Reach, Workshop 8) p. 50

Rotations-Software Application/Independent Reading/Small Group

- Write a Summary, *Real Book* (Reach, Workshop 8) p. 51 (Summary may take extra time to complete.)
- Wrap-up

### 14. Lessons 8.23-8.26-Writing/Argument Essay

Whole Group- Day 1- Lesson 8.23

- Do Now
- Share Daily Goals
- Read and Analyze a Model Essay, *Real Book* (Reach, Workshop 8) p. 52

Rotations-Software Application/Independent Reading/Small Group

- Evaluate the Model Essay Using TREE Strategy and Mark and Evaluate Text Elements, *Real Book* (Reach, Workshop 8) p. 52-53
- Wrap-up

Whole Group- Day 2- Lesson 8.24

- Do Now
- Share Daily Goals
- Plan Your Essay using POW, *Real Book* (Reach, Workshop 8) p. 54
- Unpack the Prompt to guide students’ understanding of the task.

Rotations-Software Application/Independent Reading/Small Group

- Practice Analyzing Evidence and Select Evidence, *Real Book* (Reach, Workshop 8) p. 54-55
- Wrap-up

Whole Group- Day 3- Lesson 8.25

- Do Now

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- Share Daily Goals
- Analyze a Claim and Draft and Support a Claim, *Real Book* (Reach, Workshop 8) p. 56  
Rotations-Software Application/Independent Reading/Small Group
- Organize and Write Your Draft with Introduction, Body and End, *Real Book* (Reach, Workshop 8) p. 57 using TREE (Writing the Essay with take a few days' class time)
- Wrap Up

Whole Group- Day 4- Lesson 8.26

- Do Now
- Share Daily Goals
- Identifying and Using Correct Verb Tense, *Real Book* (Reach, Workshop 8) p. 58

Rotations-Software Application/Independent Reading/Small Group

- Continue to Write Essays
- Evaluate Argument Essays using self-correction and peer feedback
- Reflect on and Revise essays using feedback and checking for Correct Verb Tense
- Check and Edit
- Rating Your Argument Essay, *Real Book* (Reach, Workshop 8) p. 59
- Publish and Submit
- Wrap-up

### 15. Lesson 8.27-Career Focus

Whole Group

- Do Now
- Share Daily Goals
- Build Prior Knowledge
- Oral Cloze First Read for Key Ideas "Here Comes the Judge" by Jasmine Twitty, *Real Book* (Reach, Workshop 8) p. 60-61
- Second Read to Identify Commitment
- Optional: Find video to portray work of a judge

Rotations-Software Application/Independent Reading/Small Group

- Use time to finish essays

**Used as an Extension:**

- Create a New Amendment, *Real Book* (Reach, Workshop 8) p. 62-63
- Launch the Project
- Analyze Purpose and Format
- Plan and Write
- Revise and Present
- Wrap-up

### 16. Lesson 8.28- Assessment Strategies & Practice/Using Data to Differentiate

Use Whole and Small group as needed

- Use HMH Teacher Central to view student data.
- Identify and Review Key Ideas from the Workshop



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Summarize, Informational Summary, Defending a Claim, Argument Essay, Correct Verb Tenses

- Question Type: Selected Response with Multiple Answers
- Review Academic Vocabulary-Checkpoint Vocabulary Resource 8B
- Use paper Assessment B to prepare student for End-of-Workshop Assessment A
- During the technology rotation, administer the READ 180 Workshop Assessment:
- Determine focus areas for Small-Group Learning based on student needs.
- Wrap-up

### 17. Independent Reading (Daily)

- Read a novel on Lexile level
- Complete questions and/or respond to a novel in a journal.
- Complete Graphic Organizers and Quickwrites
- Reading Conference/Complete Projects (optional)
- Reading Counts! Quizzes (30 questions for review while reading before online assessment)

### 18. Read 180 Software (Daily)

- Complete the assignments on the Read 180 software for at least 15-20 minutes a day.
- Complete assignments/activities/review that are individualized to meet student's needs.

### Assessments:

- **Diagnostic:**
  - Benchmark as per District's Plan
  - READ 180 Application (for Diagnostics and Skills Differentiation)
- **Formative:**
  - READ 180 Application
  - Workshop 8 Interim Checkpoint
  - Workshop 8 Interim Workshop Assessment
  - Reading Journals/Warm-up Logs
  - Discussion and Observation in Whole Group and Small Group
- **Summative:**
  - Success Zone in READ 180 Application
  - Workshop 8 End-of-Workshop Assessment
  - Reading Counts Quizzes
  - Final RI to determine growth

### Extensions:

- Oral summary

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- Generate examples of sentences using vocabulary
- Reread with a partner
- Self-monitor with a partner
- Create a New Amendment, Real Book Project (Reach, Workshop 8), p. 62-62
- Conduct research about famous judges and write about their careers
- Read a script for a Mock Trial or create a Mock Trial script
- Find information about important Supreme Court cases and report on the impact of these cases today
- Write a poem to honor people like Rosa Parks who have stood up for “justice”
- Interview a classmate on a current social issue/injustice and write about his or her viewpoint. Compare/contrast this viewpoint on the topic to your own.
- Visit [www.Change.org](http://www.Change.org) to examine the petitions to determine their validity. Decide if you would support these petitions and/or create one of your own.
- After reading a passage, answer a constructed- response question.
- Review Keystone Vocabulary

### Correctives:

- 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, Closed Syllables, Compare and Contrast, Writing an Argument, Informational Summary, Argument Essay, Prefixes, Suffixes  
Context Clues, Defending a Claim, Cross-Text Analysis: Digital Media, Summarize, Taking Notes, Paraphrasing, Writing a Conclusion, Verb Tense, Multiple-meaning Words, Denotation/Connotation, Free Verse Poem, Poetic Devices, Tone, Making Inferences, Making Predictions, Drawing Conclusions, Summarize, Text Structure: Sequence, Text Structure: Problem and Solution, Analyzing People, Events and Ideas, Reading Across Texts)

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- Use of graphic organizer to reinforce concepts

**Materials and Resources:** (See the last page of the curriculum.)

## Primary Textbook(s) Used for this Course of Instruction

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

Textbook ISBN #: 978-1-328-00337-9

Textbook Publisher & Year of Publication:  
Houghton Mifflin Publishing Company, 2017

Curriculum Textbook is utilized in  
Foundation of English 10  
Foundations of Reading 10

Read 180 application software  
Novels for Independent Reading  
Reading Inventory  
Also: "Reach" materials for Workshops 7, 8

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### Appendix

PA Core Standards / Eligible Content Covered:

CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on author's explicit assumptions and beliefs about the subject.

CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view

CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in text.

CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

CC.1.2.9-10.J Acquire and use accurately general and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.9-10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CC.1.3.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.

CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.

CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.

CC.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

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CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

CC.1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of Strategies and tools.

CC.1.3.9-10.J Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related works.

CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.9-10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.9-10.B Write a sharp distinct focus identifying topic, task, and audience.

CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.9-10.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.9-10.E Write with an awareness of the stylistics aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.

CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience.

CC.1.4.9-10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from the supports the argument presented.

CC.1.4.9-10.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.

CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or character.

CC.1.4.9-10.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion

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that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9-10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience.

CC.1.4.9-10.U Use technology including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.1.4.9-10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.1.4.9-10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.1.4.9-10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.

CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. C

C.1.5.9-10.E Adapt speech to a variety of contexts and tasks.

CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9-10 level and content.

Keystone Assessment Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.

L.F.2.1 Use appropriate strategies to make and support interpretations of literature.

L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms. Use appropriate strategies to compare, analyze, and evaluate literary elements.

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- L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.
- L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.
- L.N. 1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature
- L.N. 1.2. Use appropriate strategies to determine and clarify meaning in vocabulary in literature.
- L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.
- L.N.2.1 Use appropriate strategies to make and support interpretations of literature
- L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.N.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.
- L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

### Keystone 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



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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

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.2.1.2 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.2.2.2. 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.

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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.2.4.2 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

### **PA Information Technology Standards:**

[http://static.pdesas.org/content/documents/BCIT\\_standards.pdf](http://static.pdesas.org/content/documents/BCIT_standards.pdf)

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**Checklist to Complete and Submit:**  
(Scan and email)

- \_\_\_\_\_ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.
- \_\_\_\_\_ The primary textbook form(s).
- \_\_\_\_\_ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name \_\_\_\_\_

First Reader/Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_

Second Reader/Reviewer Printed Name \_\_\_\_\_

Second Reader/Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_

