

**DELAWARE VALLEY SCHOOL DISTRICT**

**PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Foundations of English 9  
Foundations of Reading 9**

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**Curriculum Writing Committee: Susan Lemenille**

**Grade Level: 9**

**Date of Board Approval: \_\_\_\_\_2024\_\_\_\_\_**

## DELAWARE VALLEY SCHOOL DISTRICT

### Marking Period Course Grade Weighting

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

#### **Major Assessments include:**

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

#### **Skills Application includes:**

- Computer software report- 3 per marking period

#### **Writing Skills Practice includes:**

- Workshop Writing
- Software Writing

#### **Reading Skills Practice includes:**

- Reading Logs
- Quick writes/Reading Counts Paper Copies

#### **Class Participation:**

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

# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Map

### Overview:

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

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

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

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

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

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

# DELAWARE VALLEY SCHOOL DISTRICT

## Classroom Structure

**Whole Group Instruction-** 20 minutes per day

**Software Application-** 20 minutes per day

**Small Group Instruction-** 20 minutes per day

**Independent Reading-** 20 minutes per day

**Wrap-up-** 10 minutes per day

## Goals:

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

“Getting Started”

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

Workshop 1 “At First Sight”

- Content by Building Background Knowledge Using Video and Discussion
- Preview Workshop 1, “At First Sight”
- Concept Map for “*vision*”
- Concept Organizer for “*perception*”
- Content-Area Vocabulary
- Central Ideas and Details in a Magazine Article, an excerpt from a Nonfiction Book, an excerpt from a Novel, and a News Article
- Syllables in Words
- Reading Critically to Determine Support for Author’s Argument
- Author’s Point of View
- React and Write to Passages
- Planning, Organizing and Writing a Constructed Response about Eyewitness Testimony
- Precise Language in Writing
- Various Parts of Speech
- Using a Dictionary
- Reasons to Support a Claim and Analyze an Argument

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- Literary Elements in an excerpt from a Novel
- Reading an excerpt from a Novel
- Analyzing Character
- Making Inferences about Plot
- Reading a News Article
- Text Structure and Labels on Pictures and Diagrams
- Citing Text Evidence
- Word Strategies
- Elements of a Summary
- Write a Summary with a Central Idea, Relevant Details, and a Conclusion
- Analyzing a Model Essay
- Marking and Evaluating Text Elements in the Essay about Perception
- Planning, Organizing, and Writing a Constructed Response about Perception
- Selecting Relevant Evidence
- Analyzing and Drafting a Thesis Statement
- Assessing Writing with Self-evaluation and Peer Feedback
- Identifying and Correcting Sentence Fragments
- Identifying Rewards and Challenges of a Career related to Content- a Police Detective
- Write Constructed-responses

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

- Content by Building Background Knowledge Using Video and Discussion
- Preview Workshop #2, “Who Am I?”
- Complete a Concept Map for “*community*”
- Complete a Concept Organizer for “*identity*”
- Content-Area Vocabulary
- Central Ideas and Details in two Essays, an Author’s Q&A, an excerpt from a Novel, and a Poem
- Closed Syllables
- Word Strategies to Clarify Author’s Ideas
- React and Write to Passages
- Literary Elements in a Novel excerpt
- Read an excerpt from a Novel
- Analyze Media and Illustrations in relation to the Novel
- Analyze Plot
- Make Inferences about the Characters and Plot
- Cite Text Evidence about the Plot
- Analyze Figurative Language in Fiction
- Analyze the Character and Character Development
- Cite Evidence from an Author Q&A

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- Use Word Strategies in a Text
- Plan, Organize, and Write Constructed Response about a Character's Emotions and Motivation
- Use Precise Language in Writing
- Examine Word Parts- Analyze and Apply Meaning of Prefixes
- Context Clues
- Similes in an Essay
- Theme of an Essay
- Figurative Language in a Poem
- Theme of a Poem
- Analyze Model Literary Analysis
- Mark and Evaluate Text Elements in a Literary Analysis
- Plan, Organize, and Write a Constructed Response that Compares/Contrasts People from the Workshop using Multiple Sources
- Analyze Citations
- Assess Writing with Self-evaluation and Peer Feedback
- Using Correct Verb Tenses
- Rewards and Challenges of a Career related to Content- Photographer
- Write Constructed-responses

### 3. Marking Period Three: Over a 45-day period, students will aim to understand:

- Content by Building Background Knowledge through Video and Discussion
- Preview Workshop #3, "It's Your Right"
- Complete a Concept Map for "*right*"
- Complete a Concept Organizer for "*justice*"
- Content-Area Vocabulary
- Central Ideas and Details in a Summary, a Magazine Article, a Timeline, a News Article, an excerpt from a Drama, and a Letter to the Editor
- Open Syllables and Apply Skills
- React and Write to Passages
- Read Critically to Support Ideas
- Make Inferences about the Magazine Article
- Plan, Organize and Write Constructed Response about the Rights of Teens from Landmark Court Cases
- Precise Language in Writing
- Text Structure in a Timeline
- Word Part- Suffixes
- Multiple-Meaning Words in Context
- Identify Evidence and Analyze Arguments in a Debate about Government Wiretapping

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- Make Inferences in a Magazine Article
- Analyze Multiple Accounts of an Incident
- Point of View in a Play
- Meaning, Characters, and Plot of a Play
- Word Meaning of Shakespearean Terms
- Point of View in an Editorial
- Summarize Important Ideas and Details in a Passage
- Author's Purpose
- Analyze a Model Argumentative Essay
- Mark and Evaluate Text Elements
- Plan, Organize and Write Constructed Response about the Most Important Amendment to the Bill of Rights
- Analyze and Select Evidence for the Constructed Response
- Analyze a Claim
- Assess Writing with Self-evaluation and Peer Feedback
- Independent Clauses
- Rewards and Challenges of a Career related to content- a Lawyer
- Write Constructed-responses

#### 4. Marking Period Four: Over a 45-day period, students will gain an understanding of:

- Content by Building Background Knowledge through Video and Discussion
- Preview Workshop #4, "D-Day"
- Complete a Concept Map for "*invasion*"
- Complete a Concept Organizer for "*honor*"
- Content-Area Vocabulary
- Central Ideas and Details in two Narrative Nonfiction Passages, an Interview, a News Article, a Poem, and a Magazine Article
- Cite Evidence
- React and Write to Passages
- Analyze People, Events, and Ideas in an Interview
- Identify Text Structure in an Interview- Cause and Effect
- Analyze Causes and Effects in a Text
- Plan, Organize and Write Constructed Response to Synthesize Information from the Interview about a Soldier's Challenges on D-Day
- Precise Language in Writing
- Word Strategies to Clarify Ideas
- Read a Poem and Analyze the Author's Technique Using Repetition
- Meaning and Tone in Poetry
- Word Parts: Word Families and Latin Roots
- Synonyms and Antonyms
- Using a Thesaurus
- Read and Analyze Arguments in a Debate about Journalists in War

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- Read a Magazine Article and Identify Text Structure
- Visual Content in a Text
- Summarize Important Details in Narrative Nonfiction
- Cite Text Evidence in Narrative Nonfiction
- Word Strategies to Visualize Content of Narrative Nonfiction
- Analyze the Relationships of People, Events, and Ideas in a Text
- Analyze a Model Informational Essay
- Mark and Evaluate Text Elements
- Plan, Organize and Write Constructed Response by Synthesizing Information about Challenges the Allies Faced on D-Day
- Using Text Evidence
- Analyze and then Write an Effective Conclusion
- Dependent Clauses in Writing
- Assess Writing with Self-evaluation and Peer Feedback
- Rewards and Challenges of a Career related to content- an Army Nurse
- Write Constructed-responses

### **Big Ideas**

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

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

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

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

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

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

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

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

### **Textbook and Supplementary Resources**

READ 180, ReaL Book: Stage C

ISBN# 978-0-358-73927-2 Workshop 1- Teacher

ISBN# 978-0-358-73924-1 Workshop 1- Student

ISBN# 978-0-358-73941-8 Workshop 2- Teacher

ISBN# 978-0-358-73938-8 Workshop 2- Student

ISBN# 978-0-358-73947-0 Workshop 3- Teacher

ISBN# 978-0-358-73944-9 Workshop 3- Student

ISBN# 978-0-358-73953-1 Workshop 4- Teacher

ISBN# 978-0-358-73950-0 Workshop 4- Student

Houghton Mifflin Publishing Company, 2023

## DELAWARE VALLEY SCHOOL DISTRICT

Also used:

Read 180 Application Software

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

NWEA MAP® Growth™ (HMH Growth Measure administered 3 times yearly-

August/September, January, May)

### **Supplemental Resources:**

Class Novel:

*The Westing Game*

by Ellen Raskin

ISBN 0-14-034991-X

Puffin Group, Penguin Books (New York, N.Y.)

## DELAWARE VALLEY SCHOOL DISTRICT

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

**10 days**

**Standards: PA Core Standards, Keystone Literature:**

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

**Anchors:**

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

**Eligible Content:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

L.N.2.5.3 Distinguish essential from nonessential information

**Objectives:**

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

## DELAWARE VALLEY SCHOOL DISTRICT

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

### Core Activities and Corresponding Instructional Methods:

1. GS.1-Introduction to Workshop “Getting Started”
  - *ReaL Book*, pgs. 4-5
  - Whole Group Instruction
  - Share Daily Goals
  - Direct Instruction:
    - Introduction to *ReaL Book* and READ 180 Instructional Model
    - Preview the Workshop
    - Share Daily Goals
    - *Modeled Fluent Reading* “The READ 180 Experience”
    - Identify and Record Reading Challenges.
    - Wrap-up
2. GS.2-Darline’s Story and Your Story
  - *ReaL Book*, p. 6-7
  - Whole Group Instruction
  - Share Daily Goals
  - Direct Instruction:
    - Preview Text Type and Text Features in “Darline’s Story”
    - Use *Modeled Fluent Reading* and *Choral Reading*
    - Use Listening Skills to identify important details in a text.
    - Think about and Share Personal Challenges, Inspirations, and Dreams.
    - Use *Think (Write)/Pair/Share* to Share Ideas
    - Take Notes for Personal Profile
    - Write a Profile
    - Wrap-up
3. GS.3-What’s Your Mindset?
  - *ReaL Book* p. 8-9
  - Whole Group Instruction
  - Share Daily Goals
  - Direct Instruction:
    - Explain the Concept of “Mindset”
    - Complete a Mindset Survey
    - Respond in Writing to Reflection Questions about Mindset.
    - Learn about Fixed and Growth Mindsets

## DELAWARE VALLEY SCHOOL DISTRICT

- Engage in Academic Discussion
  - Wrap-up
4. GS.4-Understanding Mindset and Building Your Brain
- *Real Book* p. 10-11
- Whole Group Instruction
- Share Daily Goals
- Direct Instruction:
- Use *Analyzing Media Routine*
  - Build Background and Close Viewing of Anchor Video: “Mindset Matters”
  - Use Content Words to Complete an Outline
  - Reflect on Video
  - Identify Positive Behaviors that Lead to a Growth Mindset
  - Make Connections Between Positive Behaviors and Mindset
  - Wrap-up
5. GS.5- Classroom Routines and Learning Rotations
- *Real Book* p. 12-13
- Whole Group Instruction
- Share Daily Goals
- Direct Instruction:
- Introduce Instructional Model and Classroom Expectations
  - Use *Think (Write)/Pair/Share* for Examples and Non-Examples for Small Group
  - Practice the *Do Now Routine*
  - Practice Transitioning
  - Discuss and Take Notes on Classroom Routines and Procedures.
  - Practice Routines and Procedures.
  - Teach *Independent Reading Procedures*
  - Pick Independent Reading Books, as time permits
  - Wrap-up
6. GS.6-Explore the Knowledge Map and Your Interests
- *Real Book* p. 14-17
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direct Instruction:
- Explore the Knowledge Map
  - *Think (Write)/Pair/Share*
  - Introduce the Student Application with Demo Video
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
  - Explore Students’ Interests
  - Make a Learning Plan
  - Choral Reading of Steps

## DELAWARE VALLEY SCHOOL DISTRICT

- Share Interests with a Partner
  - Wrap-up
7. GS.7-The 180 Effect and Your READ 180 Story
- *Real Book* p. 18-19
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direct Instruction:
- Explore the Concept of “180” with Images, Text and Videos
  - View Video: “Jorvorskie Lane’s READ 180 Story”
  - Introduce and Practice Oral *Cloze I* Routine
  - Preview and Read “A 180 Story”
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
  - Imagine Your READ 180 Story
  - Set Reading Goals
  - Record Ways to Reach Goals
  - Present Personal Goals Using a Public Voice
  - Wrap-up

### Assessments:

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

### Extensions:

- Read and annotate “Charles” by Shirley Jackson
- Write a constructed response for “Charles” - indirect characterization
- Conduct research on theories of Growth Mindset. Make posters that highlight aspects of growth mindset and fixed mindset.

## DELAWARE VALLEY SCHOOL DISTRICT

- Research life of prominent figures mentioned in this workshop: JK Rowling, Sonia Sotomayor, Javorskie Lane, Michael Jordan, Darline Manfred.  
Present a short biography of the person's life including his or her challenges and how he/she became successful. Present as a Power Point or other Media Presentation.

### **Correctives:**

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

## DELAWARE VALLEY SCHOOL DISTRICT

**Unit:**

**Workshop #1- *At First Sight***

**35 days**

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

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

**Anchors:**

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

**Eligible Content:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## DELAWARE VALLEY SCHOOL DISTRICT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## DELAWARE VALLEY SCHOOL DISTRICT

- L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts
- L.N.2.4.3 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

### Objectives:

1. Preview the text and activate prior knowledge with a video about the concept of visual perception, and interpret content of media and text. (DOK- Level 2)
2. Make predictions about the text. (DOK-Level2)
3. Think deeply about the concepts of *vision* and *perception* and apply to the workshop content. (DOK-Level-3)
4. Recall content area vocabulary and formulate examples. (DOK- Level 1)
5. Identify important details in a text (magazine article, excerpt from a fiction book, excerpt from a nonfiction book, news article). (DOK-Level 1)
6. Read critically to assess logic in a text. (DOK- Level 3)
7. Identify the author's point of view in a text. (DOK- Level 1)
8. Apply understanding of a text to a personal reaction (DOK-Level 2,3)
9. Identify central ideas and details to make meaning and improve comprehension. (DOK-Level 2)
10. Synthesize all information from a text and develop an informative paragraph/constructed response. (DOK-Level 3)
11. Cite evidence from the text and analyze content in writing. (DOK-Level 3)
12. Review parts of speech and how to use a dictionary. (DOK- Level-1)
13. Read about and engage in a debate about the use of eyewitness testimony in a trial. (DOK-Level 3)
14. Analyze story elements, such as character, setting, plot and theme in a story. (DOK-Level 4)
15. Make inferences about character and plot in a novel excerpt. (DOK- Level 2)
16. Identify and apply text structure in a news article. (DOK- Level 1, 2)
17. Use context clues to understand the meanings of words. (DOK-Level 2)
18. Summarize a text. (DOK- Level 2)
19. Analyze a model essay and then synthesize information from the Workshop to plan, organize and write an informative essay/constructed response, citing evidence and analyzing content. (DOK- Level 4)
20. Identify key ideas in an interview. (DOK-Level 1)
21. (optional) Conduct an experiment on human memory based on observation from a shared experience. (DOK- Level 4)
22. Demonstrate learning through assessment, discussion, and written communication. (DOK-Level 2,3)

## DELAWARE VALLEY SCHOOL DISTRICT

### Core Activities and Corresponding Instructional Methods:

#### 1. Lesson 1.1- Introduction to Workshop #1 “At First Sight”

##### Whole Group Instruction

- *Real Book* p. 6-9
- Do Now
- Share Daily Goals

##### Direction Instruction:

- Preview the Workshop
- Share Observations
- Building Knowledge: Use *Analyzing Media* Routine to View Anchor Video: “Abracadabra”
- Build Content Area Vocabulary
- Viewing with a Purpose
- Discussing Media
- Wrap-Up

#### 2. Lesson 1.2- Concept Map and Content-Area Vocabulary

- *Real Book* p. 10-11

##### Whole Group Instruction

- Do Now
- Share Daily Goals

##### Direction Instruction:

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

##### Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Teach Content-Area Vocabulary (*distortion / optical / psychologist/recall / testimony / witness*)
- Use Additional Examples to Deepen Understanding and Review
- Identify Word Families
- Wrap-up

#### 3. Lesson 1.3- Making Meaning/Magazine Article

- *Real Book* p. 12-13

##### Whole Group Instruction

- Do Now
- Share Daily Goals

##### Direction Instruction:

- Teach Academic Vocabulary (*ability / convince*)
- Activate Knowledge by Connecting Anchor Video to Text
- Oral Cloze 1 of First Read of “Can We Believe What We See?” by Cheryl Clark
- *Think (Write)/Pair/Share* for Key Idea

##### Rotations: Small Group/Independent Reading/Software Application

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

## DELAWARE VALLEY SCHOOL DISTRICT

- Wrap-up
4. Lesson 1.4- Making Meaning/ excerpt from Nonfiction Book -Day 1
- *Real Book* p. 14-15
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Teach Academic Vocabulary, (*outcome / reliable*)
  - Activate Knowledge and Connect to Prior Reading
  - Oral Cloze 1 of First Read of “The Magic of the Mind” by Dr. Elizabeth Loftus
  - *Think (Write)/Pair/Share* for Key Idea
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
  - Oral Cloze 2 of Second Read to Read Critically
  - Read and Write “Stretch”
  - Wrap-up
5. Lesson 1.5- Making Meaning/ excerpt from Nonfiction Book, Day 2
- *Real Book* p.16-17
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Teach Academic Vocabulary, (*indicate/factor*)
  - Establish Context from Prior Reading
  - Oral Cloze 1 of First Read of “The Magic of the Mind” by Dr. Elizabeth Loftus
  - *Think (Write)/Pair/Share* for Key Idea
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
  - Oral Cloze 2 of Second Read to Analyze Point of View
  - React and Write
  - Wrap-up
6. Lesson 1.6- Making Meaning and Comprehension/Central Ideas and Details
- *Real Book* p. 18-19
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Identify Central Idea and Details
  - *Oral Cloze 2* and *Think (Write)/Pair/Share* to Complete Chart
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
  - Determine Central Idea

## DELAWARE VALLEY SCHOOL DISTRICT

- *Think (Write)/Pair/Share* to Collaborate
  - Wrap-up
7. Lesson 1.7- Writing/ Informative/Constructed Response
- *Real Book* p. 20-21
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direct Instruction:
- Plan Writing- (The Importance of Accurate Eyewitness Testimony in Court)
  - Unpack the Task to Analyze the Prompt
  - Choose Precise Language
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
  - Organize Writing in Graphic Organizer
  - Write Answer/Claim
  - Collect Evidence and Analyze Evidence (May require additional time.)
  - Write a Conclusion
  - Wrap-up
8. Lesson 1.8- Language Development/Parts of Speech and Using a Dictionary
- *Real Book* p. 22-23
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Recognize Parts of Speech
  - Identify Nouns, Adjectives, Verbs, Adverbs
  - Apply Meaning in Context
- Rotations: Small Group/Independent Reading/Software Application
- Use Software Data to Differentiate Instruction
  - Determine Meaning Using Dictionary Skills
  - Using a Dictionary Entry
  - Reference a Dictionary
  - Wrap-up
9. Lesson 1.9- Effective Expression/Debate Question
- *Real Book* p. 24-25
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Read the Debate Text- “Should trials use eyewitness testimony?”
  - Identify Reasons
  - Analyze Arguments

## DELAWARE VALLEY SCHOOL DISTRICT

### Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Plan Debate (optional- see Extensions)
- Finish Writing and Other Assignments
- Wrap-up

### 10. Lesson 1.10- Assessment Strategies & Practice/Using Data to Differentiate Use Whole and Small Group as needed (May require multiple days to complete.)

- Do Now
- Share Daily Goals
- Use HMH Teacher Central to View Student Data.
- Use Software Data to Differentiate Instruction
- Identify and Review Key Ideas from the Workshop
- Identify Central Ideas and Details; Analyze Point of View; Parts of Speech; Using a Dictionary
- Question Type: Selected Response with Multiple Answers
- Review Academic Vocabulary-Checkpoint Vocabulary Resource 1A/B
- Use Paper Assessment A/B to Prepare Students for Interim Assessment 1 A/B (optional)
- Administer the READ 180 Workshop 1 Interim Assessment A/B (Assessment may take additional days to complete.)
- Determine Focus Areas for Small-Group Learning Based on Students' Needs.
- Wrap-up

### 11. Lesson 1.11- Building Knowledge/Concept Organizer and Content-Area Vocabulary

- *Real Book* p. 26-27

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Complete Concept Organizer, (*perception*)
- *Think (Write)/Pair/Share* to Complete Organizer

### Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Teach Content-Area Vocabulary  
(*cognition / delusion / reality/receptor / symptom / trauma*)
- Review Vocabulary and Word Families
- Use Additional Examples to Deepen Understanding
- Identify Word Families
- Wrap-up

### 12. Lesson 1.12- Making Meaning/Novel excerpt -Day 1

- *Real Book* p. 28-33

#### Whole Group Instruction

- Do Now

## DELAWARE VALLEY SCHOOL DISTRICT

- Share Daily Goals

Direction Instruction:

- Introduce Literary Elements- Setting, Characters, Plot, and Theme
- Using *Modeled Fluent Reading* Read the Text, *The Echo Maker* by Richard Powers

Rotations: Small Group/Independent Reading/Software Application

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

### 13. Lesson 1.13- Making Meaning from Novel excerpt-Day 2

- *Real Book* p. 30-31

Whole Group Instruction

- Do Now
- Share Daily Goals
  - Direction Instruction:
- Review Academic Vocabulary, (*deny / insist*)
- Activate Prior Knowledge and Connect to Prior Reading
- Oral Cloze 1 of First Read of *The Echo Maker* by Richard Powers
- Think (Write)/Pair/Share for Key Idea

Rotations: Small Group/Independent Reading/Software Application

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

### 14. Lesson 1.14- Making Meaning from Novel excerpt - Day 3

- *Real Book* p.32-33

Whole Group Instruction

- Do Now
- Share Daily Goals
- Direction Instruction:
  - Review Academic Vocabulary, (*process / sufficiently*)
  - Establish Context about Prior Reading
  - *Oral Cloze 1* of First Read of *The Echo Maker* by Richard Powers

Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Oral Cloze 2 of Second Read to Make Inferences
- React and Write
- Analyze Literary Elements
- Wrap-up

## DELAWARE VALLEY SCHOOL DISTRICT

### 15. Lesson 1.15- Making Meaning from a News Article- Day 1

- *Real Book* p.34-35

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Review Academic Vocabulary, (*distinct / feature*)
- Activate Prior Knowledge
- *Oral Cloze 1* of First Read of “The Cute Factor” by Natalie Angier
- *Think (Write)/Pair/Share* for Key Idea

#### Rotations: Small Group/Independent Reading/Software Application

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

### 16. Lesson 1.16- Making Meaning from a News Article- Day 2

- *Real Book* p. 36-37

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Teach Academic Vocabulary, (*appealing / impulse*)
- Establish Context from Prior Reading
- *Oral Cloze 1* of First Read of “The Cute Factor” by Natalie Angier
- *Think (Write)/Pair/Share* for Key Idea

#### Rotations: Small Group/Independent Reading/Software Application

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

### 17. Lesson 1.17- Making Meaning from a News Article- Day 3

- *Real Book* p. 38-39

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Teach Academic Vocabulary, (*adaptation / contribute*)
- Establish Context from Prior Reading
- *Oral Cloze 1* of First Read of “The Cute Factor” by Natalie Angier
- *Think (Write)/Pair/Share* for Key Idea

#### Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction

## DELAWARE VALLEY SCHOOL DISTRICT

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

### 18. Lesson 1.18- Summarize a Text

- *Real Book* p. 40-41

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Identify Elements of a Summary

#### Rotations: Small Group/Independent Reading/Software Application

- Use Software Data to Differentiate Instruction
- Summarize a Text
- Take Notes and Write Final Draft (May require additional time to complete.)
- Wrap-up

### 19. Lesson 1.19 Writing/Informative/ Constructed Response- Day 1

- *Real Book* p. 42-43

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

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

#### Rotations: Small Group/Independent Reading/Software Application

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

### 20. Lesson 1.20 Writing/Informative/Constructed Response- Day 2

- *Real Book* p. 44-45

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Plan Writing- (How the Mind Affects Perception)
- Unpack the Task to Analyze the Prompt

#### Rotations: Small Group/Independent Reading/Software Application

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

## DELAWARE VALLEY SCHOOL DISTRICT

### 21. Lesson 1.21 Writing/Informative/Constructed Response/Thesis Statement- Day 3

- *Real Book* p. 46-47

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Analyze and Draft a Thesis Statement/Answer

#### Rotations: Small Group/Independent Reading/Software Application

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

### 22. Lesson 1.22 Writing/Sentence Fragments- Day 4

- *Real Book* p. 48-49

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Identifying and Correcting Sentence Fragments

#### Rotations: Small Group/Independent Reading/Software Application

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

### 23. Lesson 1.23- Career Focus: Detective

- *Real Book* p. 50-51

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Build Prior Knowledge about Career Qualities/Qualifications
- Oral Cloze 1 of First Read for Key Ideas “Detecting the Truth” by Jennifer Johnson
- Oral Cloze 2 of Second Read to Identify Rewards and Challenges
- Optional: Find Video about Work of a Detective

#### Rotations: Small Group/Independent Reading/Software Application

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

## DELAWARE VALLEY SCHOOL DISTRICT

### 24. Lesson 1.24- Assessment Strategies & Practice/Using Data to Differentiate Whole and Small Group as needed

- Do Now
- Share Daily Goals
- Use HMH Teacher Central to View Student Data.
- Use Software Data to Differentiate Instruction
- Identify and Review Key Ideas from the Workshop  
Summarize a text; Thesis Statements; Topic Sentences; Identifying and Correcting Sentence Fragments; Linking Clauses
- Review Academic Vocabulary-Checkpoint Vocabulary Resource 1A/B
- Question Type: Selected Response with Multiple Answers
- Use Paper Assessment A/B to Prepare Students for End-of-Workshop Assessment 1 A/B (optional)
- Administer the READ 180 End-of-Workshop 1 Assessment A/B. (Assessment may take additional days to complete)
- Determine Focus Areas for Small-Group Learning Based on Students' Needs.
- Wrap-up

#### **Assessments:**

- **Diagnostic:**  
Benchmark as per District's Plan  
READ 180 Application (for Diagnostics and Skills Differentiation)
- **Formative:**  
READ 180 Student Application  
Reading Journals  
Do Now/Warm-up Logs  
Observation in Whole Group and Small Group  
Software Writing
- **Summative:**  
Success Zone in READ 180 Application  
Workshop 1 Interim Workshop Assessment  
Workshop 1 End-of-Workshop Assessment  
Reading Counts Quizzes  
Constructed Responses/Workshop Writing

#### **Extensions:**

- Read and annotate "Charles" by Shirley Jackson
- Write a constructed-response for "Charles" - indirect characterization
- Project: Conduct the Memory experiment found in the *Real Book*
- Consult books and websites that deal with the concept of "optical illusions" and share with the class as a visual presentation.
- Learn about magic and present a magic trick

## DELAWARE VALLEY SCHOOL DISTRICT

- Find pictures to illustrate “cute vs. beautiful” from prompt from “The Cute Factor”
- Generate examples of sentences using vocabulary
- Explore career related to one of the following: a magician, court psychologist, lawyer, judge, or detective. Write about the profession that sounds most interesting and explain why. For more information about careers, consult job/career websites.
- Review Keystone Vocabulary and Keystone passages and questions
- After reading a passage, answer a constructed- response question using the ACE graphic organizer.
- Complete a book report/project for independent reading book

### Correctives:

- Reading Interventions as per District’s Reading Programs and Interventions
- Oral summary
- Model READ 180 Routines
- Use additional examples to reinforce vocabulary
- Beginning Readers/EL Students/Developing Readers:  
Review aspects of Phonics, Morphology, Syntax, Semantics using various resources and texts. Topics may include: compound words, identify syllables, closed syllables, past tense verbs, present tense verbs, modal verbs, open syllables, multi-syllabic words, blend sounds, possessive nouns, homophones, phrasal verbs, comparatives and superlatives, subject/object pronouns, initial r-blends, irregular past tense verbs, contractions, possessive nouns, time order words, past perfect tense, possessive apostrophe omission, verb-*be*
- Reread with a partner
- Self-monitor with a partner
- Support from READ 180 in Resources for:  
(Reading for Details, Central Ideas and Details, Multisyllabic Words, Identify Point of View, Evaluate Author’s Viewpoint, Informational Summary, Paragraph Building, Using a Dictionary/Thesaurus, Common and Proper Nouns, Action Verbs, Adjectives and Adverbs, Defending a Claim, Structuring an Argument, Analyzing a Persuasive Speech, Analyzing Story Elements (plot, theme, characters, setting), Making Inferences, Making Predictions, Drawing Conclusions, Text and Visual Representations, Summarize, Cross-Text Analysis, Context Clues, Tone, Informative Essay, Taking Notes, Paraphrasing, Combining Sentences, Creating a Topic Sentence, Identifying and Correcting Sentence Fragments, Linking Clauses, analyzing Digital Media, Skimming and Scanning)
- Use of graphic organizer to reinforce concepts and assist in reading and writing.

## DELAWARE VALLEY SCHOOL DISTRICT

**Unit:**            **Workshop #2- *Who Am I?***

**45 days**

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

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

**Anchor(s):**

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

**Eligible Content:**

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

## DELAWARE VALLEY SCHOOL DISTRICT

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

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.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 a text to determine how one idea or event may interact and influence another.

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

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

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

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

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

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

## DELAWARE VALLEY SCHOOL DISTRICT

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

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

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

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

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

### Objectives:

1. Preview the text and activate prior knowledge with a video about the concept of *identity*, interpreting content of media and text. (DOK- Level 2)
2. Make predictions about the text. (DOK-Level 2)
3. Think deeply about the concepts of *community* and *identity* and apply to the workshop content. (DOK-Level 3)
4. Recall content area vocabulary and formulate examples. (DOK- Level 1)
5. Identify important details in a text (two essays, an interview (author Q&A), an excerpt from a novel, and a poem). (DOK-Level 1)
6. Read critically to assess logic in a text. (DOK- Level 3)
7. Identify the author's point of view in a text. (DOK- Level 1)
8. Apply understanding of a text to a personal reaction (DOK-Level 2,3)
9. Identify central ideas and details to make meaning and improve comprehension. (DOK- Level 2)
10. Synthesize all information from a text, and plan, organize and write an informative paragraph/constructed response. (DOK-Level 3)
11. Cite evidence from the text and analyze content in this informative paragraph/constructed response. (DOK-Level 3)
12. Review word parts (prefixes) and context clues. (DOK- Level-1)
13. Analyze story elements, such as character, setting, plot and theme in a story. (DOK-Level 2)
14. Make inferences about character and plot in a novel excerpt. (DOK- Level 2)
15. Identify and assess the effectiveness of media and illustrations in a text. (DOK- Level 1, 3)
16. Use context clues to understand the meanings of words. (DOK-Level 2)
17. Summarize a text. (DOK- Level 2)

## DELAWARE VALLEY SCHOOL DISTRICT

18. Analyze a model essay. (DOK- Level 4)
19. Synthesize information from the Workshop to plan, organize and write an informative essay/constructed response, citing evidence, analyzing content, and comparing, and contrasting people and situations from multiple sources. (DOK- Level 4)
20. Identify key ideas in an interview. (DOK-Level 1)
21. Demonstrate learning through assessment, discussion, and written communication. (DOK-Level 2,3)

### Core Activities and Corresponding Instructional Methods:

1. Lesson 2.1- Introduction to Workshop #2 “Who Am I?”
  - *Real Book* p. 6-9
  - Whole Group Instruction
    - Do Now
    - Share Daily Goals
  - Direction Instruction:
    - Workshop Overview
    - Preview the Workshop
    - Building Knowledge: Use Analyzing Media Routine to View Anchor Video: “More Than a Sport”
  - Rotations: Small Group/Independent Reading/Software Application
    - Use Software Data to Differentiate Instruction
    - Build Content Area Vocabulary
    - Viewing with a Purpose
    - Discussing Media
    - Wrap-Up
2. Lesson 2.2- Concept Map and Content-Area Vocabulary
  - *Real Book* p. 10-11
  - Whole Group Instruction
    - Do Now
    - Share Daily Goals
  - Direction Instruction:
    - Use Academic Discussion to Develop Concept Map, (*identity*)
  - Rotations-Software Application/Independent Reading/Small Group
    - Use Software Data to Differentiate Instruction
    - Teach Content-Area Vocabulary (*circumstance / culture /existence /immigrant/individual/obstacle*)
    - Review Vocabulary and Word Families
    - Use Additional Examples to Deepen Understanding and Review
    - Wrap-up

## DELAWARE VALLEY SCHOOL DISTRICT

### 3. Lesson 2.3- Making Meaning/Essay

- *Real Book* p. 12-13

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Teach Academic Vocabulary (*maximize / potential*)
- Activate Knowledge and Connect to Anchor Video
- Oral Cloze 1 of First Read of “Road to Success” by Viviana Andazola Marquez
- Think (Write)/Pair/Share for Key Idea

#### Rotations-Software Application/Independent Reading/Small Group

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

### 4. Lesson 2.4- Making Meaning/Literary Elements/Novel excerpt

- *Real Book* p. 14-26

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Introduce Literary Elements-Setting, Characters, Plot, and Theme
- Using Modeled Fluent Reading, Read the Text- *Untwine* by Edwidge Danticat

#### Rotations-Software Application/Independent Reading/Small Group

- Use Software Data to Differentiate Instruction
- Identify and Review Literary Elements (Can Be Used to Activate Prior Knowledge)
- Analyze Literary Elements
- Wrap-up

### 5. Lesson 2.5- Making Meaning/Analyze Media and Illustrations/Novel excerpt – Day 1

- *Real Book* p. 16-17

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Review Academic Vocabulary, (*bond/recover*)
- Activate Prior Knowledge and Connect to Prior Reading
- Oral Cloze 1 of First Read of *Untwine* by Edwidge Danticat
- Think (Write)/Pair/Share for Key Idea

#### Rotations-Software Application/Independent Reading/Small Group

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

## DELAWARE VALLEY SCHOOL DISTRICT

- Wrap-up
6. Lesson 2.6- Making Meaning/Make Inferences/Novel excerpt-Day 2
- *Real Book* p.18-19
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Review Academic Vocabulary, (*several/skim*)
  - Establish Context about Prior Reading
  - Oral Cloze 1 of First Read of *Untwine* by Edwidge Danticat
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Oral Cloze 2 of Second Read to Make Inferences
  - Read and Write “Stretch”
  - Revisit “Analyze Literary Elements”
  - Wrap-up
7. Lesson 2.7- Making Meaning/Analyze Plot/Novel excerpt-Day 3
- *Real Book* p. 20-21
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Review Academic Vocabulary (*remind/immediately*)
  - Activate Prior Knowledge and Connect to Prior Reading
  - Oral Cloze 1 of First Read of *Untwine* by Edwidge Danticat
  - Think (Write)/Pair/Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Oral Cloze 2 of Second Read to Analyze Plot
  - React and Write
  - Revisit “Analyze Literary Elements”
  - Wrap-up
8. Lesson 2.8- Making Meaning/Figurative Language/Novel excerpt-Day 4
- *Real Book* p. 22-23
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Review Academic Vocabulary, (*source/layer*)
  - Activate Prior Knowledge and Connect to Prior Reading
  - Oral Cloze 1 of First Read of *Untwine* by Edwidge Danticat
  - Think (Write)/Pair/Share for Key Idea

## DELAWARE VALLEY SCHOOL DISTRICT

### Rotations-Software Application/Independent Reading/Small Group

- Use Software Data to Differentiate Instruction
- Oral Cloze 2 of Second Read to Analyze Figurative Language
- React and Write
- Revisit “Analyze Literary Elements”
- Wrap-up

### 9. Lesson 2.9- Making Meaning/Analyze Character/Novel excerpt-Day 5

- *Real Book* p. 24-25

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Review Academic Vocabulary, (*visible/lurk*)
- Establish Context about Prior Reading
- Oral Cloze 1 of First Read of *Untwine* by Edwidge Danticat

### Rotations-Software Application/Independent Reading/Small Group

- Use Software Data to Differentiate Instruction
- Oral Cloze 2 of Second Read to Analyze Character
- Read and Write “Stretch”
- Revisit “Analyze Literary Elements”

### 10. Lesson 2.10- Writing/Literary Analysis/Constructed Response

- *Real Book* p. 26-27

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Plan Your Writing- (Analysis of Character’s Emotions and Motivation)
- Unpack the Task to Analyze the Prompt
- Choose Precise Language

### Rotations-Software Application/Independent Reading/Small Group

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

### 11. Lesson 2.11–Making Meaning/Q&A with Author- Day 1

- *Real Book* p. 28-29

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

## DELAWARE VALLEY SCHOOL DISTRICT

- Teach Academic Vocabulary, (*impact/experience*)
- Activate Knowledge- Connect to Anchor Video
- Using Modeled Fluent Reading, First Read of “Q & A with Author Edwidge Danticat” by Ervin Dyer
- Think (Write)/Pair/Share for Key Idea

### Rotations-Software Application/Independent Reading/Small Group

- Use Software Data to Differentiate Instruction
- Oral Cloze 1 of Second Read to Cite Text Evidence
- Wrap-up

#### 12. Lesson 2.12–Making Meaning/Q&A with Author- Day 2

- *Real Book* p. 30-31

### Whole Group Instruction

- Do Now
- Share Daily Goals

### Direction Instruction:

- Teach Academic Vocabulary, (*dedicate/ties*)
- Activate Knowledge- Connect to Anchor Video
- Oral Cloze 1 of First Read of “Q & A with Author Edwidge Danticat” by Ervin Dyer
- Think (Write)/Pair/Share for Key Idea

### Rotations-Software Application/Independent Reading/Small Group

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

#### 13. Lesson 2.13- Language Development/Examining Word Parts (Prefixes) and Context Clues

- *Real Book* p. 32-33

### Whole Group Instruction

### Whole Group

- Do Now
- Share Daily Goals

### Direction Instruction:

- Build Morphological Strategies: Analyze Prefixes; Apply Meaning
- Additional Practice, as needed

### Rotations-Software Application/Independent Reading/Small Group

- Use Software Data to Differentiate Instruction
- Determine Meaning Using Context Clues
- Identify and Analyze Context Clues
- Wrap-up

#### 14. Lesson 2.14- Assessment Strategies & Practice/Using Data to Differentiate

### Use Whole and Small Group as needed

- Do Now

## DELAWARE VALLEY SCHOOL DISTRICT

- Share Daily Goals
- Use HMH Teacher Central to View Student Data.
- Use Software Data to Differentiate Instruction
- Identify and Review Key Ideas from the Workshop  
Literary Elements: Setting, Plot, Characters, and Theme; Figurative Language: Similes, Metaphors; Symbolism; Context Clues and Affixes: Prefixes
- Question Type: Selected Response with Multiple Answers
- Review Academic Vocabulary-Checkpoint Vocabulary Resource 2A/B
- Use Paper Assessment A/B to Prepare Students for Interim Assessment 2 A/B (optional)
- Administer the READ 180 Workshop 2 Interim Assessment A/B (Assessment may take additional time to complete.)
- Determine Focus Areas for Small-Group Learning Based on Students' Needs.
- Wrap-up

### 15. Lesson 2.15-Building Knowledge/Concept Organizer and Content-Area Vocabulary

- *Real Book* p. 34-35

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction

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

#### Rotations-Software Application/Independent Reading/Small Group

- Use Software Data to Differentiate Instruction
- Teach Content-Area Vocabulary  
(*confidence / insecurity / purpose/relative / shame / voiceless*)
- Review Vocabulary and Word Families
- Use Additional Examples to Deepen Understanding and Review
- Wrap-up

### 16. Lesson 2.16-Making Meaning/Analyze Figurative Language/Essay- Day1

- *Real Book* p.36-37

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Review Academic Vocabulary, (*plead / resemble*)
- Activate Prior Knowledge and Connect to Prior Reading
- Oral Cloze 1 of First Read of “Fish Cheeks” by Amy Tan
- Think (Write)/Pair/Share for Key Idea

#### Rotations-Software Application/Independent Reading/Small Group

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

## DELAWARE VALLEY SCHOOL DISTRICT

- Wrap-up
17. Lesson 2.17- Making Meaning/Analyze Theme/Essay- Day2
- *Real Book* p. 38-39
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Review Academic Vocabulary, (*appreciate / astonished*)
  - Activate Prior Knowledge and Connect to Prior Reading
  - Oral Cloze 1 of First Read of “Fish Cheeks” by Amy Tan
  - Think (Write)/Pair/Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Oral Cloze 2 of Second Read to Analyze Theme
  - Read and Write “Stretch”
  - Wrap-up
18. Lesson 2.18–Making Meaning/Poetry
- *Real Book* p. 40-41
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Review Academic Vocabulary, (*invisibility / unintelligible*)
  - Activate Prior Knowledge and Connect to Prior Reading
  - Modeled Fluent Reading of First Read of “A Place Without Shame” by David Baraza
  - Think (Write)/Pair/Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Oral Cloze 2 of Second Read to Analyze Figurative Language
  - Read and Write “Stretch”
  - Wrap-up
19. Lesson 2.19- Literary Elements: Analyze Language and Theme
- *Real Book* p. 42-43
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Read Examples of Figurative Language
  - Analyze the Language and Fill in Chart for Literal and Figurative Meaning
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Analyze the Theme of the Poem- Complete with Text Evidence

## DELAWARE VALLEY SCHOOL DISTRICT

- Wrap-up
20. Lesson 2.20-Writing/Literary Analysis/Constructed Response- Day 1
- *Real Book* p. 44-45
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Read and Analyze a Model Essay
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Evaluate the Model Essay and Mark and Evaluate Text Elements
  - Wrap-up
21. Lesson 2.21- Writing/Literary Analysis/Constructed Response- Day 2
- *Real Book* p. 46-47
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Plan Writing- (Compare/Contrast of Two Characters)
  - Unpack the Task to Analyze the Prompt
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Organize Writing in Graphic Organizer
  - Write Answer
  - Collect Evidence and Analyze Evidence (May require additional time.)
  - Wrap-up
22. Lesson 2.22- Writing/Literary Analysis/Constructed Response/Evidence- Day 3
- *Real Book* p. 48-49
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Analyze Citations and Draft Evidence and Citations
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Write Conclusion
  - Write Draft of Constructed Response (Writing may require extra class time.)
  - Wrap Up
23. Lesson 2.23- Writing/ Verb Tenses- Day 4
- *Real Book* p. 50-51
- Whole Group Instruction

## DELAWARE VALLEY SCHOOL DISTRICT

- Do Now
- Share Daily Goals

Direction Instruction:

- Identifying and Using Correct Verb Tense

Rotations-Software Application/Independent Reading/Small Group

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

### 24. Lesson 2.24-Career Focus: Photographer

- *Real Book* p. 52-53

Whole Group Instruction

- Do Now
- Share Daily Goals

Direction Instruction:

- Build Prior Knowledge
- Oral Cloze 1 of First Read for Key Ideas “Photographing His Heritage” by Emily R. Stern
- Oral Cloze 2 of Second Read to Identify Challenges
- Optional: Find Video to Portray Career of Photographer

Rotations-Software Application/Independent Reading/Small Group

- Use Software Data to Differentiate Instruction
- Use Time to Finish Essays/Constructed Response and Other Assignments
- Extension Activity

### 25. Lesson 2.25- Assessment Strategies & Practice/Using Data to Differentiate

Use Whole and Small Group as needed

- Do Now
- Share Daily Goals
- Use Software Data to Differentiate Instruction
- Use HMH Teacher Central to View Student Data.
- Identify and Review Key Ideas from the Workshop  
Analyze Language and Theme in a Poem; Poetic Devices; Figurative Language and Universal Theme; Paraphrasing; Using Citations; Using Correct Verb Tense; Active and Passive Voice in Verbs
- Question Type: Selected Response with Multiple Answers
- Review Academic Vocabulary-Checkpoint Vocabulary Resource 2A/B
- Use paper Assessment 2 A/B to Prepare Students for End-of-Workshop Assessment 2 A/B (optional)
- Administer the READ 180 End-of- Workshop 2 Assessment A/B (Assessment may take additional time to complete.)

## DELAWARE VALLEY SCHOOL DISTRICT

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

### Assessments:

- **Diagnostic:**  
Benchmark as per District's Plan  
READ 180 Application (for Diagnostics and Skills Differentiation)
- **Formative:**  
READ 180 Application  
Reading Journals  
Do Now/Warm-up Logs  
Observation in Whole Group and Small Group  
Software Writing  
NWEA MAP® Growth™ (HMH Growth Measure- January)
- **Summative:**  
Success Zone in READ 180 Application  
Workshop 2 Interim Workshop Assessment  
Workshop 2 End-of-Workshop Assessment  
Reading Counts Quizzes  
Constructed Responses/Workshop Writing

### Extensions:

- Read and annotate "The Gift of the Magi" by O. Henry
- Write a constructed-response for "The Gift of the Magi" - theme
- Read and annotate "The Interlopers" by Saki
- Write a constructed-response for "The Interlopers" - situational irony
- Read and annotate "The Necklace" by Guy de Maupassant
- Write a constructed response for "The Necklace" - indirect characterization
- Further research on authors and subjects in Workshop: Edwidge Danticat, Amy Tan, and David Baraza. Read more of their works and critique/compare to the stories in the Workshop
- Write poems that expresses feelings about a culture using a variety of formats
- Photography Project (*Real Book*, pages 54-55)
- Complete Constructed Response Questions using ACE format to prepare for Keystone Exams
- Review Keystone Vocabulary and Keystone passages and questions
- Complete a book report/project for independent reading book

## DELAWARE VALLEY SCHOOL DISTRICT

### Correctives:

- Reading Interventions as per District's Reading Programs and Interventions
- Oral summary
- Generate examples of sentences using vocabulary
- Reread with a partner
- Self-monitor with a partner
- Model READ 180 Routines
- Use additional examples to reinforce Vocabulary
- Beginning Readers/El Students/Struggling Readers:  
Review aspects of Phonics, Morphology, Syntax, Semantics using various resources and texts to review skills:  
(compound words, identify syllables, closed syllables, past tense verbs, present tense verbs, modal verbs, open syllables, multi-syllabic words, blend sounds, possessive nouns, homophones, phrasal verbs, comparatives and superlatives, subject/object pronouns, initial r-blends, irregular past tense verbs, contractions, possessive nouns, time order words, past perfect tense, possessive apostrophe omission, verb-*be*)
- Support from READ 180 in Resources for:  
(Reading for Details, Central Ideas and Details, Closed Syllables, Denotation/Connotation, Figurative Language: Metaphors and Similes, Realistic Narrative, Writing in the First Person, Literary Analysis, Analyzing a Graphic Organizer, Prefixes, Suffixes, 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, Digital Media, Description of a Person, Critical Reading, Reading Poetry, Symbolism, Using Correct Verb Tenses, Present Tense and Past Tense Verbs, Active and Passive Verbs, Analyzing Poetic Devices, Universal Themes)
- Use of graphic organizer to reinforce concepts

## DELAWARE VALLEY SCHOOL DISTRICT

**Unit:** Workshop #3- *It's Your Right*

**45 days**

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

**Anchor Standards Addressed:**

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

**Anchor**

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

**Eligible Content:**

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

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

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

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

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

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

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

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

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

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

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

L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

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

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

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

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

## DELAWARE VALLEY SCHOOL DISTRICT

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

L.F.2.4.1 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.2.5.3 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 a text to determine how one idea or event may interact and influence another.

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

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

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

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

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

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

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

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

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

## DELAWARE VALLEY SCHOOL DISTRICT

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

### Objectives:

1. Preview the text and activate prior knowledge with a video about the Bill of Rights, interpreting content of media and text. (DOK- Level 2)
2. Make predictions about the text. (DOK-Level2)
3. Think deeply about the concepts of *rights* and *justice* and apply to the workshop content. (DOK-Level 3)
4. Recall content area vocabulary and formulate examples. (DOK- Level 1)
5. Identify important details in a text (summary, magazine article, timeline, news article, drama, and letter to the editor). (DOK-Level 1)
6. Read critically to assess logic in a text. (DOK- Level 3)
7. Make inferences about details that are not directly stated in the text by analyzing what is stated in the magazine article. (DOK- Level 2)
8. Apply understanding of a text to a personal reaction (DOK-Level 2,3)
9. Identify central ideas and details to make meaning and improve comprehension. (DOK-Level 2)
10. Synthesize all information from a text, and plan, organize and write an argumentative paragraph/constructed response. (DOK-Level 3)
11. Cite evidence from the text and analyze content in writing. (DOK-Level 3)
12. Describe how an author sequences events, ideas, concepts, and information in a timeline. (DOK-Level 1)
13. Identify and analyze the text structure of a timeline to determine its usefulness to the reader. (DOK-Level 3)
14. Examine, analyze, and apply word parts-suffixes and multiple-meaning words in context. (DOK- Level 1)
15. Read about and engage in a debate about allowing the government to wiretap phone calls. (DOK-Level 3) (optional)
16. Make inferences about facts in a news article. (DOK- Level 2)
17. Analyze multiple accounts of an incident in an article. (DOK-Level-3)

## DELAWARE VALLEY SCHOOL DISTRICT

18. Identify the point of view of a character in a drama. (DOK- Level 1)
19. Identify and analyze meaning, characters, and plot in a drama. (DOK-Level 1, 3)
20. Identify and interpret the author's point of view in a Letter to the Editor. (DOK- Level 2)
21. Summarize key points in a Letter to the Editor. (DOK- Level 2)
22. Identify and assess the author's purpose in a text. (DOK- Level 1, 3)
23. Use context clues to understand the meanings of words. (DOK-Level 2)
24. Analyze a model essay (DOK- Level 3)
25. Synthesize information from the Workshop to plan, organize and write about the most important amendment in the Bill of Rights, citing evidence and analyzing content from all sources in the workshop. (DOK- Level 4)
26. Interpret a claim and work to write their own example of a claim. (DOK-Level 2)
27. Identify and write independent clauses. (DOK- Level 1)
28. Analyze the format of a petition for an amendment and draft a possible amendment to the Bill of Rights. (DOK- Level 4)
29. Demonstrate learning through assessment, discussion, and written communication. (DOK-Level 2,3)

### Core Activities and Corresponding Instructional Methods:

1. Lesson 3.1- Building Knowledge/Anchor Video
  - *Real Book* p.6-9
  - Whole Group Instruction
    - Do Now
    - Share Daily Goals
  - Direction Instruction:
    - Workshop Overview
    - Preview the Workshop
    - Building Knowledge: Use Analyzing Media Routine to view Anchor Video: "The First Ten Amendments"
  - Rotations-Software Application/Independent Reading/Small Group
    - Use Software Data to Differentiate Instruction
    - Build Content Area Vocabulary
    - Viewing with a Purpose
    - Discussing Media
    - Wrap-Up
2. Lesson 3.2- Building Knowledge/Concept Map and Content-Area Vocabulary
  - *Real Book* p. 10-11
  - Whole Group Instruction
    - Do Now
    - Share Daily Goals
  - Direction Instruction:
    - Use Academic Discussion to develop Concept Map Organizer, (*right*)
  - Rotations-Software Application/Independent Reading/Small Group

## DELAWARE VALLEY SCHOOL DISTRICT

- Use Software Data to Differentiate Instruction
  - Teach Content-Area Vocabulary  
(*amendment / censor / citizen/federal / petition / surveillance*)
  - Use Additional Examples to Review
  - Identify Word Families
  - Wrap-up
3. Lesson 3.3-Making Meaning/Summary
- *Real Book* p. 12-13
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Teach Academic Vocabulary, (*guarantee / prohibit*)
  - Activate Knowledge
  - Oral Cloze 1 of First Read of “Bill of Rights”
  - Think (Write)/Pair/Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Oral Cloze 2 of Second Read to Identify Central Ideas and Details
  - Reinforce Foundational Skills, Open Syllables
  - Wrap-up
4. Lesson 3.4-Making Meaning/Magazine Article- Day1
- *Real Book* p. 14-15
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Review Academic Vocabulary, (*express / violation*)
  - Activate Prior Knowledge and Connect to Prior Reading
  - Oral Cloze 1 of First Read of “Supreme Court Cases Every Teen Should Know” by Tom Jacobs
  - Think (Write)/Pair/Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Oral Cloze 2 of Second Read to Identify Central Ideas and Details
  - React and Write
  - Find Video of Court Case Online (optional)
  - Wrap-up
5. Lesson 3.5-Making Meaning/Magazine Article- Day 2
- *Real Book* p. 16-17
- Whole Group Instruction
- Do Now

## DELAWARE VALLEY SCHOOL DISTRICT

- Share Daily Goals

Direction Instruction:

- Review Academic Vocabulary, (*disruption / impose*)
- Activate Prior Knowledge and Connect to Prior Reading
- Oral Cloze 1 of First Read of “Supreme Court Cases Every Teen Should Know” by Tom Jacobs
- Think (Write)/Pair/Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Use Software Data to Differentiate Instruction
- Oral Cloze 2 of Second Read to Read Critically
- Read and Write “Stretch”
- Find Video of Court Case Online (optional)
- Wrap-up

### 6. Lesson 3.6- Making Meaning/Make Inferences

- *Real Book* p. 18-19

Whole Group Instruction

- Do Now
- Share Daily Goals

Direction Instruction:

- Practice Making an Inference- Read and Use a Graphic Organizer

Rotations-Software Application/Independent Reading/Small Group

- Use Software Data to Differentiate Instruction
- Make an Inference and Fill in the Graphic Organizer
- Wrap-up

### 7. Lesson 3.7-Writing/Argumentative/Constructed Response

- *Real Book* p.20-21

Whole Group Instruction

- Do Now
- Share Daily Goals

Direction Instruction:

- Plan Writing- (The Impact of Supreme Court Case on Teenagers)
- Unpack the Task to Analyze the Prompt
- Choose Precise Language

Rotations-Software Application/Independent Reading/Small Group

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

## DELAWARE VALLEY SCHOOL DISTRICT

### 8. Lesson 3.8-Making Meaning/Time Line

- *Real Book* p. 22-23

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Review Academic Vocabulary, (*communication / restrict*)
- Activate Prior Knowledge and Connect to Prior Reading
- Oral Cloze 1 of First Read of “A History of Listening In” by Erin Keddie
- Think (Write)/Pair/Share for Key Idea

#### Rotations-Software Application/Independent Reading/Small Group

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

### 9. Lesson 3.9-Language Development/Word Analysis/Suffixes and Multiple-Meaning Words

- *Real Book* p. 24-25

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Build Morphological Strategies: Analyze Suffixes; Apply Meaning

#### Rotations-Software Application/Independent Reading/Small Group

- Use Software Data to Differentiate Instruction
- Determine Meaning of Multiple-Meaning Words
- Identify and Analyze Multiple Meaning Words in Context
- Wrap-up

### 10. Lesson 3.10-Effective Expression/Debate

- *Real Book* p. 26-27

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Oral Cloze 1 to Read the Debate Text- “Should the government be allowed to wiretap your phone?”
- Identify Evidence
- Analyze Arguments

#### Rotations-Software Application/Independent Reading/Small Group

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

## DELAWARE VALLEY SCHOOL DISTRICT

### 11. Lesson 3.11- Assessment Strategies & Practice/Using Data to Differentiate

#### Use Whole and Small Group

- Do Now
- Share Daily Goals
- Use HMH Teacher Central to View Student Data.
- Use Software Data to Differentiate Instruction
- Identify and Review Key Ideas from the Workshop  
Make Inferences; Draw Conclusions; Identify Central Ideas and Details; Suffixes and Multiple-Meaning Words
- Question Type: Selected Response with Multiple Answers
- Review Academic Vocabulary-Checkpoint Vocabulary Resource 3 A/B
- Use Paper Assessment 3 A/B to Prepare Students for Interim Assessment 3 A/B (optional)
- Administer the READ 180 Workshop 3 Interim Assessment A/B (This assessment may take extra time to complete.)
- Determine Focus Areas for Small-Group Learning Based on Students' Needs.
- Wrap-up

### 12. Lesson 3.12-Building Knowledge/Concept Organizer and Content-Area Vocabulary

- *Real Book* p. 28-29

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Introduce the Concept Organizer, (*justice*)

#### Rotations-Software Application/Independent Reading/Small Group

- Use Software Data to Differentiate Instruction
- Teach Content-Area Vocabulary  
(*commit / juvenile / misdemeanor / offender / prosecution / sentence*)
- Review Vocabulary and Word Families
- Use Additional Examples to Review
- Wrap-up

### 13. Lesson 3.13-Making Meaning/News Article- Day 1

- *Real Book* p. 30-31

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Review Academic Vocabulary, (*impartial / initially*)
- Activate Prior Knowledge and Connect to Prior Reading
- Oral Cloze 1 of First Read of “The Brownsville Youth Court” by Cristina Costantini and Kristofer Ríos
- Think (Write)/Pair/Share for Key Idea

#### Rotations-Software Application/Independent Reading/Small Group

## DELAWARE VALLEY SCHOOL DISTRICT

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

### 14. Lesson 3.14-Making Meaning/News Article- Day 2

- *Real Book* p. 32-33

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Review Academic Vocabulary, (*initiative / significantly*)
- Activate Prior Knowledge and Connect to Prior Reading
- Oral Cloze 1 of First Read of “The Brownsville Youth Court” by Cristina Costantini and Kristofer Ríos
- Think (Write)/Pair/Share for Key Idea

#### Rotations-Software Application/Independent Reading/Small Group

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

### 15. Lesson 3.15-Making Meaning/Drama

- *Real Book* p. 34-35

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Review Academic Vocabulary, (*alter / sound*)
- Activate Prior Knowledge and Introduce William Shakespeare
- Modeled Fluent Reading of First Read of “The Merchant of Venice” by William Shakespeare
- Think (Write)/Pair/Share for Key Idea

#### Rotations-Software Application/Independent Reading/Small Group

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

### 16. Lesson 3.16- Making Meaning/Literary Elements

- *Real Book* p. 36-37

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

## DELAWARE VALLEY SCHOOL DISTRICT

- Introduce Shakespearean Terms
  - Identify Meaning and Fill in Graphic Organizer
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Analyze Characters and Events and Make Connections to the Plot
  - Wrap-up

### 17. Lesson 3.17–Making Meaning/Letter to the Editor- Day 1

- *Real Book* p. 38-39

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Review Academic Vocabulary, (*attain / spectacular*)
- Activate Prior Knowledge and Connect to Anchor Video
- Oral Cloze 1 of First Read of “Freed Man Talking: Death Penalty System Broken” by Ray Krone
- Think (Write)/Pair/Share for Key Idea

#### Rotations-Software Application/Independent Reading/Small Group

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

### 18. Lesson 3.18- Making Meaning/Letter to the Editor- Day 2

- *Real Book* p. 40-41

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Review Academic Vocabulary (*access / obtain*)
- Activate Prior Knowledge and Connect to Prior Reading
- Oral Cloze 1 of First Read of “Freed Man Talking: Death Penalty System Broken” by Ray Krone
- Think (Write)/Pair/Share for Key Idea

#### Rotations-Software Application/Independent Reading/Small Group

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

## DELAWARE VALLEY SCHOOL DISTRICT

19. Lesson 3.19-Making Meaning/Comprehension/Identify Author's Purpose
- *Real Book* p. 42-43
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Identify and Determine the Author's Purpose
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Analyze the Author's Purpose
  - Wrap-up
20. Lesson 3.20-Writing/Argumentative/Constructed Response- Day 1
- *Real Book* p. 44-45
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Analyze a Model Essay,
  - Read the Model Essay
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Evaluate the Model Essay Using TREE Strategy and Mark and Evaluate Text Elements
  - Wrap-up
21. Lesson 3.21-Writing/Argumentative /Constructed Response- Day 2
- *Real Book* p. 46-47
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Plan Writing- (The Importance of the Fourth Amendment)
  - Unpack the Task to Analyze the Prompt
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Organize Writing in Graphic Organizer
  - Write Answer
  - Collect Evidence and Analyze Evidence (May require additional time.)
  - Wrap-up

## DELAWARE VALLEY SCHOOL DISTRICT

22. Lesson 3.22- Writing/Argumentative /Constructed Response/Claims- Day 3
- *Real Book* p. 48-49
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Stating, Distinguishing, and Analyzing a Claim
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Write Conclusion
  - Write Draft of Constructed Response (Writing may require extra class time.)
  - Wrap Up
23. Lesson 3.23- Writing/Independent Clauses- Day 4
- *Real Book* p. 50-51
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Identifying and Using Independent Clauses
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Continue to Write
  - Evaluate Using Self and Peer Feedback
  - Check for Independent Clauses
  - Edit, Publish and Submit
  - Rate Your Writing
  - Wrap-up
24. Lesson 3.24-Career Focus: Lawyer
- *Real Book* p. 52-53
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Build Prior Knowledge
  - Oral Cloze 1 of First Read for Key Ideas “Fighting for Justice” by Abbi Newman
  - Oral Cloze 2 of Second Read to Identify Mission and Motivation
  - Optional: Find Video to Portray Career of Lawyer
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Use Time to Finish Writing and Other Assignments
  - Extension Activity
  - Wrap-up

## DELAWARE VALLEY SCHOOL DISTRICT

### 25. Lesson 3.25- Assessment Strategies & Practice/Using Data to Differentiate

#### Use Whole and Small Group as needed

- Do Now
- Share Daily Goals
- Use HMH Teacher Central to View Student Data.
- Use Software Data to Differentiate Instruction
- Identify and Review Key Ideas from the Workshop  
Identify and Evaluate Author's Purpose; Defend a Claim; Write with Dependent and Independent Clauses; Link Clauses
- Question Type: Selected Response with Multiple Answers
- Review Academic Vocabulary-Checkpoint Vocabulary Resource 3A/B
- Use paper Assessment 3 A/B to Prepare Students for End-of-Workshop Assessment 3 A/B (optional)
- Administer the READ 180 End-of-Workshop 3 Assessment A/B (The completion of this assessment with require extra time.)
- Determine Focus Areas for Small-Group Learning Based on Students' Needs.
- Wrap-up

#### **Assessments:**

- **Diagnostic:**  
Benchmark as per District's Plan  
READ 180 Application (for Diagnostics and Skills Differentiation)
- **Formative:**  
READ 180 Student Application  
Reading Journals/Warm-up Logs  
Observation in Whole Group and Small Group  
Software Writing
- **Summative:**  
Success Zone in READ 180 Application  
Workshop 3 Interim Workshop Assessment  
Workshop 3 End-of-Workshop Assessment  
Reading Counts Quizzes  
Constructed Responses/Workshop Writing

#### **Extensions:**

- Read and annotate "The Scarlet Ibis" by James Hurst
- Write a constructed response for "The Scarlet Ibis" - internal conflict
- Read and annotate "The Most Dangerous Game" by Richard Connell
- Write a constructed response for "The Most Dangerous Game" - change character's attitude
- Write an Amendment to the Constitution- see Workshop guidelines in the *Real Book*
- Research Paper- End of Workshop

## DELAWARE VALLEY SCHOOL DISTRICT

- Write a letter to a politician in reference to an issue in your community
- Read and perform the complete play “The Merchant of Venice” as a Reader’s Theater
- Apply other Amendments to everyday life and present as a Power Point/Slide Presentation
- Conduct research about the “Brownsville Youth Court” or “The Innocence Project” and report on the current status and cases.
- Watch online videos of summary of court cases in Workshop (Brownsville Youth Court, Ray Krone Case, Tinker vs. Des Moines Independent School District and Hazelwood School District vs. Kuhlmeier).
- Read and Perform a Mock Trial
- After reading a passage, answer a constructed- response question using the ACE graphic organizer.
- Review Keystone Vocabulary and Keystone passages and questions
- Complete a report/project for independent reading book

### Correctives:

- Reading Interventions as per District’s Reading Programs and Interventions
- Oral summary
- Generate examples of sentences using vocabulary
- Reread with a partner
- Self-monitor with a partner
- Model READ 180 Routines
- Use additional Examples to Reinforce Vocabulary
- Beginning Readers/El Students/Struggling Readers:  
Review aspects of Phonics, Morphology, Syntax, Semantics using various resources and texts for skills:  
(compound words, identify syllables, closed syllables, past tense verbs, present tense verbs, modal verbs, open syllables, multi-syllabic words, blend sounds, possessive nouns, homophones, phrasal verbs, comparatives and superlatives, subject/object pronouns, initial r-blends, irregular past tense verbs, contractions, possessive nouns, time order words, past perfect tense, possessive apostrophe omission, verb-*be*)
- Support from READ 180 in Resources for:  
(Reading for Details, Central Ideas and Details, Open Syllables, Denotation/Connotation, Analyzing a Graphic Organizer, Suffixes, 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, Writing an Argument, Dramatic Elements, Independent and Dependent Clauses, Linking Clauses, Punctuation, Multiple-Meaning Words, Citing Evidence, Multiple Sources)
- Use of graphic organizer to reinforce concepts and assist in reading and writing

## DELAWARE VALLEY SCHOOL DISTRICT

**Unit:** Workshop #4- *D-Day*

**45 days**

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

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

**Anchors:**

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

**Eligible Content:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## DELAWARE VALLEY SCHOOL DISTRICT

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

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

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

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

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

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 a text to determine how one idea or event may interact and influence another.

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

L.N.2.2.2. Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts

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

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

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

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

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

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

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

## DELAWARE VALLEY SCHOOL DISTRICT

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

### Objectives:

1. Preview the text and activate prior knowledge with a video about World War II and various aspects of D-Day. (DOK- Level 2)
2. Make predictions about the content of texts. (DOK-Level2)
3. Think deeply about the words *invasion* and *honor* and apply to the workshop content. (DOK-Level 2,3)
4. Recall content area vocabulary and formulate examples. (DOK- Level 1)
5. Identify important details in a text (narrative nonfiction, interview, news article, poetry, and magazine article). (DOK-Level 1)
6. Read critically to assess logic in a text. (DOK- Level 3)
7. Cite text evidence while reading an interview. (DOK Level 2,3)
8. Identify and categorize people, events, and ideas in the interview. (DOK-Level 2)
9. Identify text structure and assess cause and effect relationships. (DOK-Level 3)
10. Identify the author's point of view in a text. (DOK- Level 1)
11. Apply understanding of a text to a personal reaction (DOK-Level 2,3)
12. Identify central ideas and details to make meaning and improve comprehension. (DOK-Level 2)
13. Synthesize all information from a text, and plan, organize and write an informative paragraph/constructed response. (DOK-Level 3)
14. Cite evidence from the text and use reasoning to analyze content in this informative paragraph/constructed response about how an individual in the passage overcame his challenges in the war. (DOK-Level 3)
15. Use context clues to understand the meanings of words. (DOK-Level 2)
16. Interpret author's rhetoric in the use of repetition in a poem. (DOK-Level 2)
17. Critique how the author's word choice affects the text's meaning and tone of a poem. (DOK-Level 3)

## DELAWARE VALLEY SCHOOL DISTRICT

18. Examine word parts (Latin roots), find word families, and use the words in context. (DOK-Level 1)
19. Identify and apply the use of antonyms and synonyms. (DOK-Level 1)
20. Read about and engage in a debate about the idea of having journalists risk their lives to cover war stories. (DOK-Level 3)
21. Identify and apply text structure in a magazine article. (DOK- Level 1, 2)
22. Investigate the effect of the visual content of a magazine article. (DOK-Level 3)
23. Summarize a narrative nonfiction text. (DOK- Level 2)
24. Cite evidence from a nonfiction narrative. (DOK-Level 2)
25. Analyze how the author’s word choice affects the text’s meaning and tone in a piece of narrative nonfiction. (DOK-Level 3)
26. Assess the role of people, events, and ideas in a text. (DOK-Level 3)
27. Analyze a model essay and then synthesize information from the Workshop to plan, organize and write an informative essay/constructed response about the challenges faced by the Allies on D-Day, citing evidence and analyzing content. (DOK- Level 4)
28. Analyze an effective conclusion and then write an effective conclusion for the essay. (DOK-Level 2,3)
29. Identify and use dependent clauses in an essay. (DOK-Level 1)
30. (optional) Create a presentation that honors veterans and their contributions to the country’s fight for freedom. (DOK- Level 4)
31. Demonstrate learning through assessment, discussion, and written communication. (DOK-Level 2,3)

### **Core Activities and Corresponding Instructional Methods:**

1. Lesson 4.1- Workshop Overview
  - *Real Book* p. 6-9
  - Whole Group Instruction
    - Do Now
    - Share Daily Goals
  - Direction Instruction:
    - Workshop Overview
    - Timeline
    - Preview the Workshop
    - Building Knowledge: Use Analyzing Media Routine to View Anchor Video: “Operation Overlord”
  - Rotations-Software Application/Independent Reading/Small Group
    - Use Software Data to Differentiate Instruction
    - Build Content Area Vocabulary
    - Viewing with a Purpose
    - Discussing Media
    - Wrap-Up

## DELAWARE VALLEY SCHOOL DISTRICT

2. Lesson 4.2- Building Knowledge/Concept Map and Content-Area Vocabulary
- *Real Book* p. 10-11
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Use Academic Discussion to Develop Concept Map, (*invasion*)
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Teach Content-Area Vocabulary  
(*amphibious / casualty / dictator/enlist / paratrooper / valor*)
  - Use Additional Examples to Review
  - Identify Word Families
  - Wrap-up
3. Lesson 4.3-Making Meaning/Narrative Nonfiction
- *Real Book* p. 12-13
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Teach Academic Vocabulary (*encounter / range*)
  - Activate Knowledge and Connect to the Anchor Video
  - Modeled Fluent Reading and Oral Cloze 1 of First Read of “The Allies Strike Back” by Terry Miller
  - Think (Write/-Pair/Share for Key Idea)
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Oral Cloze 2 of Second Read to Identify Central Ideas and Details
  - Reinforce Foundational Skills, Compound Words
  - Wrap-up
4. Lesson 4.4–Making Meaning/ Interview- Day 1
- *Real Book* p. 14-15
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Review Academic Vocabulary, (*eventually / historic*)
  - Activate Prior Knowledge and Connect to Prior Reading
  - Modeled Fluent Reading and Oral 1 Cloze of First Read of “Invading by Air” by Meg Chorlian and Andrew Chorlian
  - Think (Write)/Pair/Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction

## DELAWARE VALLEY SCHOOL DISTRICT

- Oral Cloze 2 of Second Read to Cite Text Evidence
  - React and Write
  - Wrap-up
5. Lesson 4.5- Making Meaning/ Interview- Day 2
- *Real Book* p. 16-17
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Review Academic Vocabulary, (*instinct/complexity*)
  - Establish Context and Connect to Prior Reading
  - Modeled Fluent Reading and Oral Cloze 1 of First Read of “Invading by Air” by Meg Chorlian and Andrew Chorlian
  - Think (Write)/Pair/Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Oral Cloze 2 of Second Read to Analyze People, Events, and Ideas
  - Read and Write “Stretch”
  - Wrap-up
6. Lesson 4.6- Identify Text Structure- Cause and Effect
- *Real Book* p. 18-19
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Identify Text Structure (Causes and Effects) and Complete Graphic Organizer
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Analyze Causes and Effects
  - Wrap-up
7. Lesson 4.7-Writing/Informative/Constructed Response
- *Real Book* p. 20-21
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Plan Your Writing- (Challenges on D-Day for Lynn D. “Buck” Compton)
  - Unpack the Task
  - Choose Precise Language
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Organize Writing in Graphic Organizer

## DELAWARE VALLEY SCHOOL DISTRICT

- Write Answer/Claim
  - Collect Evidence and Analyze Evidence (May require additional time.)
  - Write a Conclusion
  - Wrap-up
8. Lesson 4.8- Making Meaning/News Article
- *Real Book* p. 22-23
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Teach Academic Vocabulary, (*establish / segregated*)
  - Activate Knowledge from Anchor Video and Vocabulary
  - Modeled Fluent Reading and Oral Cloze 1 of First Read of “Black Soldiers on D-Day” by Will J. Wright
  - Think (Write)/Pair/Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Oral Cloze 2 of Second Read to Use Word Strategies for Words in Context
  - React and Write
  - Wrap-up
9. Lesson 4.9-Making Meaning/Poetry
- *Real Book* p. 24-25
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Review Academic Vocabulary, (*generation/veteran*)
  - Activate Prior Knowledge
  - Modeled Fluent Reading of First Read of “Longest Day” by Rob Aitchison
  - Think (Write)/Pair/Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Oral Cloze 2 of Second Read to Analyze Repetition and Style
  - Find Recording, if available
  - Read and Write “Stretch”
  - Wrap-up
10. Lesson 4.10-Comprehension/ Analyze Meaning and Tone
- *Real Book* p. 26-27
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:

## DELAWARE VALLEY SCHOOL DISTRICT

- Analyze Meaning and Tone in a Poem
- Identify Tone

### Rotations-Software Application/Independent Reading/Small Group

- Use Software Data to Differentiate Instruction
- Explain Meaning and Tone
- Wrap-up

### 11. Lesson 4.11-Language Development/Word Analysis/Latin Roots and Synonyms and Antonyms

- *Real Book* p. 28-29

### Whole Group Instruction

- Do Now
- Share Daily Goals

### Direction Instruction:

- Build Morphological Strategies: Examining Word Parts: Latin Roots; Teach Word Families and Use Context

### Rotations-Software Application/Independent Reading/Small Group

- Use Software Data to Differentiate Instruction
- Determine Meaning of Synonyms and Antonyms
- Identify Synonyms and Antonyms in Context and Use a Thesaurus
- Wrap-up

### 12. Lesson 4.12- Effective Expression/Debate

- *Real Book* p. 30-31

### Whole Group Instruction

- Do Now
- Share Daily Goals

### Direction Instruction:

- Oral Cloze 1 of First Read of the Debate- “Should journalists risk their lives to cover wars?”
- Identify Challenges and Evaluate Evidence
- Analyze Arguments

### Rotations-Software Application/Independent Reading/Small Group

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

### 13. Lesson 4.13- Assessment Strategies & Practice/Using Data to Differentiate

### Use Whole and Small Group as needed

- Do Now
- Share Daily Goals
- Use HMH Teacher Central to View Student Data.
- Use Software Data to Differentiate Instruction
- Identify and Review Key Ideas from the Workshop

## DELAWARE VALLEY SCHOOL DISTRICT

Identify Text Structure; Understand Cause and Effect; Analyze Meaning and Tone;  
Read and Respond to Poetry; Latin Roots; Antonyms and Synonyms and Context  
Clues

- Question Type: Selected Response with Multiple Answers
- Review Academic Vocabulary-Checkpoint Vocabulary Resource 4A/B
- Use paper Assessment A/B to Prepare Students for Interim Assessment 4 A/B (optional)
- Administer the READ 180 Workshop 4 Interim Assessment A/B (The assessment may take extra time to complete.)
- Determine Focus Areas for Small-Group Learning Based on Students' Needs.
- Wrap-up

### 14. Lesson 4.14- Building Knowledge/Concept Organizer and Content-Area Vocabulary

- *Real Book* p. 32-33

#### Whole Group Instruction

- Do Now
- Share Daily Goals

Direction Instruction:

- Introduce the Concept Organizer, (*honor*)

#### Rotations-Software Application/Independent Reading/Small Group

- Use Software Data to Differentiate Instruction
- Teach Content-Area Vocabulary  
(*crisis / disarm /fortified/fuel / outfit /overwhelming*)
- Review Vocabulary and Word Families
- Use Additional Examples to Review
- Wrap-up

### 15. Lesson 4.15- Making Meaning/Magazine Article- Day 1

- *Real Book* p. 34-35

#### Whole Group Instruction

- Do Now
- Share Daily Goals

Direction Instruction:

- Review Academic Vocabulary, (*crucial / innovative*)
- Activate Prior Knowledge
- Preview Text Features and Structure
- Modeled Fluent Reading and Oral Cloze 1 of First Read of “Engineering Solutions,” by Kenneth Hoffman
- Think/(Write)/Pair/Share for Key Idea

#### Rotations-Software Application/Independent Reading/Small Group

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

## DELAWARE VALLEY SCHOOL DISTRICT

### 16. Lesson 4.16- Making Meaning/Magazine Article- Day 2

- *Real Book* p. 36-37

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Review Academic Vocabulary, (*rotate / tackle*)
- Establish Context from Prior Reading
- Modeled Fluent Reading and Oral Cloze 1 of First Read of “Engineering Solutions,” by Kenneth Hoffman
- Think (Write)/Pair/Share for Key Idea

#### Rotations-Software Application/Independent Reading/Small Group

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

### 17. Lesson 4.17-Making Meaning/Narrative Nonfiction- Day 1

- *Real Book* p. 38-39

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Review Academic Vocabulary, (*condition / despite*)
- Activate Prior Knowledge by Connecting to Anchor Video and Prior Reading
- Modeled Fluent Reading and Oral Cloze 1 of First Read of “Dawn on D-Day” by Patricia Brennan Demuth
- Think (Write)/Pair/Share for Key Idea

#### Rotations-Software Application/Independent Reading/Small Group

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

### 18. Lesson 4.18-Making Meaning/Narrative Nonfiction- Day 2

- *Real Book* p. 40-41

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Review Academic Vocabulary, (*jumbled / motion*)
- Establish Context from Prior Reading
- Modeled Fluent Reading and Oral Cloze 1 of First Read of “Dawn on D-Day” by Patricia Brennan Demuth
- Think (Write)/Pair/Share for Key Idea

## DELAWARE VALLEY SCHOOL DISTRICT

### Rotations-Software Application/Independent Reading/Small Group

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

#### 19. Lesson 4.19- Making Meaning/Narrative Nonfiction- Day 3

- *Real Book* p. 42-43

### Whole Group Instruction

- Do Now
- Share Daily Goals

### Direction Instruction:

- Review Academic Vocabulary, (*inspire / rage*)
- Establish Context from Prior Reading
- Modeled Fluent Reading and Oral Cloze 1 of First Read of “Dawn on D-Day” by Patricia Brennan Demuth
- Think (Write)/Pair/Share for Key Idea

### Rotations-Software Application/Independent Reading/Small Group

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

#### 20. Lesson 4.20- Making Meaning/Analyze People, Events, and Ideas

- *Real Book* p. 44-45

### Whole Group Instruction

- Do Now
- Share Daily Goals

### Direction Instruction:

- Identify People, Events, and Ideas in a Text

### Rotations-Software Application/Independent Reading/Small Group

- Use Software Data to Differentiate Instruction
- Analyze People, Events, and Ideas in a Text
- Wrap-up

#### 21. Lesson 4.21-Writing/Informative/ Constructed Response- Day 1

- *Real Book* p. 46-47

### Whole Group Instruction

- Do Now
- Share Daily Goals

### Direction Instruction:

- Read and Analyze a Model Essay,

### Rotations-Software Application/Independent Reading/Small Group

- Use Software Data to Differentiate Instruction

## DELAWARE VALLEY SCHOOL DISTRICT

- Evaluate the Model Essay Using TIDE Strategy and Mark and Evaluate Text Elements
  - Wrap-up
22. Lesson 4.22- Writing/Informative/Constructed Response- Day 2
- *Real Book* p.48-49
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Plan Your Writing- (Challenges on D-Day)
  - Unpack the Task to Analyze the Prompt
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Organize Writing in Graphic Organizer
  - Write Answer
  - Collect Evidence and Analyze Evidence (May require additional time.)
- Wrap-up
23. Lesson 4.23- Writing/Informative/Constructed Response/ Effective Conclusions-Day 3
- *Real Book* p. 50-51
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Analyze a Conclusion
  - Draft a Conclusion
  - Writing Effective Conclusions
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Write Conclusion
  - Write Draft of Constructed Response (Writing may require extra class time.)
  - Wrap Up
24. Lesson 4.24- Writing/Dependent Clauses- Day 4
- *Real Book* p. 52-53
- Whole Group Instruction
- Do Now
  - Share Daily Goals
- Direction Instruction:
- Identifying and Using Dependent Clauses
- Rotations-Software Application/Independent Reading/Small Group
- Use Software Data to Differentiate Instruction
  - Continue to Write
  - Evaluate Using Self and Peer Feedback

## DELAWARE VALLEY SCHOOL DISTRICT

- Check for Dependent Clauses
- Edit, Publish and Submit
- Rate Your Writing
- Wrap-up

### 25. Lesson 4.25-Career Focus: Army Nurse

- *Real Book* p. 54-55

#### Whole Group Instruction

- Do Now
- Share Daily Goals

#### Direction Instruction:

- Build Prior Knowledge
- Modeled Fluent Reading and Oral Cloze 1 of First Read for Key Ideas “Army Nurse” by Keith Carlson
- Oral Cloze 2 of Second Read to Ask Questions
- Optional: Find Video to Portray Career of Army Nurse

#### Rotations-Software Application/Independent Reading/Small Group

- Use Software Data to Differentiate Instruction
- Use Time to Finish Writing and Other Assignments
- Extension Activity
- Wrap-up

### 26. Lesson 4.26- Assessment Strategies & Practice/Using Data to Differentiate

#### Use Whole and Small Group as needed

- Do Now
- Share Daily Goals
- Use HMH Teacher Central to View Student Data.
- Use Software Data to Differentiate Instruction
- Identify and Review Key Ideas from the Workshop  
Analyze People, Events and Ideas and Read across Texts; Writing Conclusions;  
Using Dependent and Independent Clauses
- Question Type: Selected Response with Multiple Answers
- Review Academic Vocabulary-Checkpoint Vocabulary Resource 4A/B
- Use paper Assessment A/B to Prepare Students for End-of-Workshop Assessment 4 A/B (optional)
- Administer the READ 180 End-of-Workshop 4 Assessment A/B (This assessment may take extra time to complete.)
- Determine Focus Areas for Small-Group Learning Based on Students’ Needs.
- Wrap-up

#### **Assessments:**

- **Diagnostic:** Benchmark as per District’s Plan  
READ 180 Application (for Diagnostics and Skills Differentiation)
- **Formative:**  
READ 180 Student Application

## DELAWARE VALLEY SCHOOL DISTRICT

Reading Journals/Warm-up Logs  
Observation in Whole Group and Small Group  
Software Writing

○ **Summative:**

Success Zone in READ 180 Application  
Workshop 4 Interim Workshop Assessment  
Workshop 4 End-of-Workshop Assessment  
Reading Counts Quizzes  
Constructed Responses/Workshop Writing  
NWEA MAP® Growth™ (HMH Growth Measure- May/June)

### Extensions:

- Read *Of Mice and Men* by John Steinbeck
- Write a constructed-response for *Of Mice and Men* - mood
- Create a war memorial- design and present to the class
- Research war memorials and create a presentation
- Write a poem to honor a military hero
- Write group/partner stories using synonyms
- Research and Create a Power Point/Slide Presentation about aspects of military life.
- Listen to recording of the poem, “The Longest Day”
- Find and read more military poems from World War II
- View historical videos of D-Day inventions and battles
- After reading a passage, answer a constructed- response question using the ACE graphic organizer.
- Review Keystone Vocabulary and Keystone passages and questions
- Complete a book report/project for independent reading book

### Correctives:

- Reading Interventions as per District’s Reading Programs and Interventions
- Oral summary
- Generate examples of sentences using vocabulary
- Reread with a partner
- Self-monitor with a partner
- Model READ 180 Routines
- Use additional Examples to Reinforce Vocabulary
- Beginning Readers/El Students/Struggling Readers:  
Review aspects of Phonics, Morphology, Syntax, Semantics using various resources and texts specific for skills:  
(compound words, identify syllables, closed syllables, past tense verbs, present tense verbs, modal verbs, open syllables, multi-syllabic words, blend sounds, possessive nouns, homophones, phrasal verbs, comparatives and superlatives, subject/object pronouns, initial r-blends, irregular past tense verbs, contractions, possessive nouns, time order words, past perfect tense, possessive apostrophe omission, verb-*be*)
- Support from READ 180 in Resources for:  
(Reading for Details, Central Ideas and Details, Compound Words, Multiple-meaning Words, Denotation/Connotation, Realistic Narrative, Analyzing a Graphic Organizer,

## DELAWARE VALLEY SCHOOL DISTRICT

Multisyllabic Words, Identify Point of View, Evaluate Author's Viewpoint, Making Inferences, Bias/Propaganda, Fact/Opinion, Making Predictions, Drawing Conclusions, Text and Visual Representations, Summarize, Context Clues, Informative Essay, Taking Notes, Paraphrasing, Combining Sentences, Creating a Topic Sentence, Cross-Text Analysis, Text Structure: Cause and Effect and Problem/Solution, Word Origins, Rhyme, Rhyme Scheme, Poetic Devices, Synonyms/Antonyms, Latin Roots, Dependent and Independent Clauses)

- Use of graphic organizer to reinforce concepts and to assist with reading and writing