

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Read 180 Level 1

Curriculum writing committee:

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Grade Level: 7

Date of Board Approval: _____2024_____

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Marking Period Course Grade Weighting

Major Assessments	45%
Skills Application	30%
Writing Skills Practice	10%
Reading Skills Practice	10%
Class Participation	5%
Total	100%

Major Assessments include:

- Success Zone - 2x per marking period
- Interim Workshop Assessments
- End of Workshop Assessments
- Text Dependent Analysis (TDA)
- Reading Counts tests- 2 per marking period

Skills Application includes:

- Computer software report - 3x per marking period

Writing Skills Practice includes:

- Interim Workshop Writing
- Software Writing

Reading Skills Practice includes:

- Quickwrites - 2 per marking period
- Weekly Reading Logs

Class Participation includes:

- Weekly Do Nows
- Software Time on Task

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Curriculum Map

Overview:

This course is a two class period block that will provide intensive, evidence-based reading interventions to students. Read 180 provides students with systematic and explicit instruction in order to improve upon their fluency, vocabulary, and comprehension skills, which will lead to improvement in overall reading abilities. Students will be given the opportunity to practice these skills in various settings such as whole group, small group, and independently.

Students who need instruction in foundational reading skills will be considered for The Code. This program, which 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.

Classroom Structure:

- **Whole Group Instruction:** 20 minutes per day
- **Independent Reading:** 20 minutes per day
- **Software Applications:** 20 minutes per day
- **Independent Reading:** 20 minutes per day
- **Wrap-up:** 10 minutes per day

Time/Credit for the Course: One full academic year/180 days; 2 periods per day/96 minutes each day

Goals:

1. Marking Period 1: Over a 45 day period of time, students will aim to understand:

WORKSHOP 0: Getting Started (10 days)

- Preview texts and topics
- Classroom routines and procedures
- Topic and important details in text
- Growth and fixed mindset
- Key ideas
- Formal and informal language
- Academic words
- Most important steps in classroom procedures
- Set goals and list ways to achieve them

WORKSHOP 1: Stand Up (35 days)

- Key ideas of informational text
- Blending sounds
- Academic vocabulary when speaking and writing
- Text evidence to explain text's meaning
- Making inferences
- Central idea and supporting details
- Connotations, prefixes, synonyms
- Context clues to identify meaning
- Key events in text and cite evidence
- Compare and contrast texts

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- Summarizing an informative text
- Writing an informative paragraph
- Figurative meaning of words and phrases in a poem
- Theme of a poem
- Informative text dependent analysis
- Main idea/details of text dependent analysis
- Collect information/use strategies to write
- Sentence fragments

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

WORKSHOP 2: Water Fight

- Key details in a folktale
- Compound words
- Academic vocabulary when speaking and writing
- Details from text to explain main ideas and themes
- Text evidence to find central ideas and details
- Identify important events from text and cite evidence
- Supported and unsupported claims in text
- Cause and effect text structure
- Multiple meaning words
- Maps, photographs, and texts to understand concepts
- Organization of events, ideas, concepts, and information
- Making inferences
- Writing an argument paragraph
- Author's purpose
- Diagrams for deepening understanding of text
- Argument text dependent analysis
- Main idea/details of text dependent analysis
- Collect information/use strategies to write
- Run-on sentences

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

WORKSHOP 3: Life in Dystopia

- Key ideas/details in an informational text
- Syllable identification
- Literary elements
- Analyze literary elements within a short story
- Identify important events from text and cite evidence
- Author's word choice affecting meaning and tone
- Making inferences
- Theme of a short story using evidence
- Synonyms and antonyms
- Writing an informative paragraph
- Analyze specific details in text
- Compare and contrast texts
- Analyze genre
- Informative text dependent analysis
- Main ideas/details of text dependent analysis

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- Collect information/use strategies to write
 - Subject-verb agreement.
- 4. Marking Period 4: Over a 45-day period of time, students will aim to understand:**
- WORKSHOP 4: The Hunt for Lincoln's Killer**
- Key ideas/details in an informational text
 - Reading words with closed syllables
 - Academic vocabulary when speaking and writing
 - Summarizing an informative text
 - Making inferences
 - Cite details as evidence
 - Text elements in a historical text
 - Connotations, prefixes, synonyms
 - Author's point of view
 - Writing an informative paragraph
 - Context clues
 - Figurative meaning of words and phrases in a poem
 - Informative text dependent analysis
 - Main idea/details of text dependent analysis
 - Collect information/use strategies to write
 - Verb tense

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. Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.
5. Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.
6. Effective research requires multiple sources of information to gain or expand knowledge.
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 Supplemental Resources:

Name of Textbooks:

HMH READ 180 Stage B Workshop 1 Stand Up
HMH READ 180 Stage B Workshop 2 Water Fight
HMH READ 180 Stage B Workshop 3 Life in Dystopia
HMH READ 180 Stage B Workshop 4 The Hunt for Lincoln's Killer
HMH READ 180 Stage B Code One Segments 1-6
HMH READ 180 Stage B Code Two Segments 7-12
HMH READ 180 Stage B Code Three Segments 13-17
HMH READ 180 Stage B Code Four Segments 18-25

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Textbook ISBNs:

978-0-358-73926-5

978-0-358-73940-1

978-0-358-73946-3

978-0-358-73952-4

978-0-358-73932-6

978-0-358-73933-3

978-0-358-73934-0

978-0-358-73035-7

Textbooks Publisher and Year: Houghton Mifflin Harcourt, 2023

Classroom Novel: *The Outsiders* by S. E. Hinton (ISBN 978-0142407332)

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Curriculum Plan

Workshop 0: Getting Started

Time/Days: 10 days

Standards: PA Core Standards English Language Arts Grade 7
CC.1.2.7.F, CC.1.2.7.J, CC.1.4.7.F

Anchors:

E07.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.

E07.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.

E07.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

E07.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

Eligible Content:

E07.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

E07.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Determine the meaning of technical words and phrases used in a text.

E07.B-V.4.1.2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

E07.D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences.

E07.D.1.1.2 Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

E07.D.1.1.3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

E07.D.1.1.4 Recognize and correct inappropriate shifts in pronoun number and person.

E07.D.1.1.5 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

E07.D.1.1.6 Recognize and correct inappropriate shifts in verb tense.

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E07.D.1.1.7 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

E07.D.1.1.8 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).

E07.D.1.1.9 Ensure subject-verb and pronoun-antecedent agreement.

E07.D.1.2.1 Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).

E07.D.1.2.2 Spell correctly.

E07.D.1.2.3 Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.

E07.D.1.2.4 Use punctuation to separate items in a series.

Objectives:

1. Preview texts to activate prior knowledge about mindset, setting goals and the READ 180 experience to make predictions (DOK 2)
2. Identify reading personal challenges and record ideas (DOK 1)
3. Analyze reading challenges (DOK 3)
4. Assess challenges and synthesize information to write a personal profile (DOK 4)
5. Identify aspects of his or her personal mindset (DOK 1)
6. Compare/Contrast mindset with others and summarize findings (DOK 2, 3)
7. Watch a video to interpret and make connections (DOK 2)
8. Identify and reflect further on mindset (DOK 2)
9. Perform routine procedures in rotations (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Lesson GS.1 The *READ 180* Experience

Whole Group Instruction

- REAL Book pages 4-5
- Share Today's Goals

Direct Instruction

Introduce program and daily do-now

- Wrap-up

2. Lesson GS.2 Shadrack's Story

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 6-7
- Share Today's Goals

Direct Instruction:

What is your story?

- Wrap-up

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3. Lesson GS.3 What's Your Mindset?

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 8-9
- Share Today's Goals

Direct Instruction:

Introduce mindset; Evaluate and interpret data about mindset

- Wrap-up

4. Lesson GS.4 Anchor Video: Mindset Matters

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 10-11
- Share Today's Goals
- Viewing with a Purpose: Play the anchor video

Direct Instruction:

Understanding Mindset: build vocabulary, share vocabulary words, read each word, give a quick definition, model an example, replay video, complete vocabulary outline, reflect

- Wrap-up

5. Lesson GS.5 Speaking the Language of School

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 12-13
- Share Today's Goals

Direct Instruction:

Introduce academic language, explain that language varies based on context

- Wrap-up

6. Lesson GS.6 Classroom Rotations, Learning Routines, Growth Measure

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 14-15
- Share Today's Goals

Direct Instruction:

Introduce classroom rotations, practice transitioning

- Wrap-up

7. Lesson GS.7 Explore the Knowledge Map and Explore Your Interests

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 16-19
- Share Today's Goals

Direct Instruction:

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Explore the Knowledge Map: introduce *Read 180* topics and play the Student Applications Demo Video

Small Group Instruction

- Explore your interests: Guide students to identify interests and choose Student Applications topics to explore
- Wrap-up

8. Lesson GS.8 Settings Goals

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 20-21
- Share Today's Goals

Direct Instruction:

Activate Knowledge, Set Reading Goals: demonstrate how to write a strong reading goal, focus on six tips for achieving goals

Small Group Instruction

- Set Reading Goals: Brainstorm possible reading goals, support students as they set school, life, and personal goals
- Wrap-up

9. Lesson GS.9 The 180 Effect

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 22-23
- Share Today's Goals

Direct Instruction:

Watch Javorskie Lane's *Read 180* story video, read A 180 Story, review text type and features

Small Group Instruction

- Imagine Your *Read 180* Story: prepare and assist students in writing their *Read 180* story
- Wrap-up

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Workshop 1: Stand Up

Time/Days: 35 days

Standards: PA Core Standards English Language Arts Grade 7

CC.1.2.7.A-F, CC.1.2.7.I-J, CC.1.2.7.L, CC.1.4.7.A-F, CC.1.4.7.T, CC.1.4.7.X

Anchors:

E07.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.

E07.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.

E07.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.

E07.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.

E07.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

E07.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

E07.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

E07.D.2.1 Use knowledge of language and its conventions.

E07.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

Eligible Content:

E07.B-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

E07.B-K.1.1.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

E07.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

E07.B-C.3.1.2 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

E07.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Determine the meaning of technical words and phrases used in a text.

E07.B-V.4.1.2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations

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(associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

E07.C.1.2.1 Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.

E07.C.1.2.2 Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

E07.C.1.2.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

E07.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.

E07.C.1.2.5 Establish and maintain a formal style.

E07.C.1.2.6 Provide a concluding section that follows from and supports the information or explanation presented.

E07.D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences.

E07.D.1.1.2 Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

E07.D.1.1.3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

E07.D.1.1.4 Recognize and correct inappropriate shifts in pronoun number and person.

E07.D.1.1.5 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

E07.D.1.1.6 Recognize and correct inappropriate shifts in verb tense.

E07.D.1.1.7 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

E07.D.1.1.8 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).

E07.D.1.1.9 Ensure subject-verb and pronoun-antecedent agreement.

E07.D.1.2.1 Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).

E07.D.1.2.2 Spell correctly.

E07.D.1.2.3 Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.

E07.D.1.2.4 Use punctuation to separate items in a series.

E07.D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

E07.D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style.

E07.D.2.1.3 Maintain consistency in style and tone.

E07.D.2.1.4 Choose punctuation for effect.

E07.D.2.1.5 Choose words and phrases for effect.

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E07.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

E07.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).

E07.E.1.1.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

E07.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

E07.E.1.1.5 Establish and maintain a formal style.

E07.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.

Objectives:

1. Identify the key ideas, important details, and cite evidence in an informational text (DOK 1)
2. Analyze what the text says and make inferences (DOK 3)
3. Summarize what a text is mainly about using important details, find the key idea, and cite text details as evidence (DOK 2)
4. Analyze a poem using extended metaphor (DOK 4)
5. Identify the main idea of an informative essay and explain how details support it (DOK 1)
6. Compare/Contrast pieces of text (DOK 3)
7. Explain the relationships or interactions between two or more individuals, events, ideas, nor concepts in a historic text (DOK 3)
8. Analyze how graphics, headers, and captions fit into a text (DOK 4)
9. Identify word families for new vocabulary, using prefixes (DOK 1)
10. Use text evidence to explain how individuals, events, ideas, or concepts interact in a text (DOK 3)

Core Activities and Corresponding Instructional Methods:

1. Lesson 1.1 Anchor Video: Speak Out!

Whole Group Instruction

- Do Now: Make Predictions
- REAL Book pages 6-9
- Share Today's Goals
- Viewing With a Purpose: Play the Anchor Video

Direct Instruction:

Build Vocabulary: Share the content area words, introduce the outline, model an example, replay the video, have students complete their outlines

- Wrap-up

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2. Lesson 1.2 Concept Map and Content Area Vocabulary

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 10-11
- Share Today's Goals

Direct Instruction:

Build Knowledge-Develop the concept map and compare responses

Rotations: Small Group/Independent Reading/Software Application

- Introduce the words and identify word families
- Pronounce each word, clarify the part of speech, rate word knowledge, provide and explain the meaning, discuss examples, deepen understanding
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

3. Lesson 1.3 Informational Text: *It's Your Right*

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 12-13
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words: 'earn' and 'forbid'

Activate knowledge: Connect the anchor video to the text

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Identify Central Idea and Details
- Reinforce Foundational Skills: Blend Words
- The Takeaway: Do you agree with the UN? Is there anything you would add or take away from their list of rights children should have? Why?
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

4. Lesson 1.4 Informational Text: *Street Smarts* (Day 1)

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 14-15
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'distribute' and 'opposition'

Activate knowledge: Connect the anchor video to the text

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

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- Build Fluency and Comprehension, 2nd Read: Cite Text Evidence
- React and Write: Cite text evidence: Revisit the text to have students make their choices and highlight text evidence in support of their choices.
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

5. Lesson 1.5 Informational Text: *Street Smarts* (Day 2)

Whole Group Instruction

- Do Now: Make Predictions
- REAL Book pages 16-17
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'organization' and 'associated'

Establish context of setting from Day 1 reading

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Use Word Strategies
- React and Write: Link the vocabulary word 'advocate' to Kesz's excerpt. Revisit the text to have students make their choices and highlight text evidence in support of their choices.
- The Takeaway: Reflect on the relevance of *Street Smarts*
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

6. Lesson 1.6 Comprehension: Central Ideas and Details

Whole Group Instruction

- Do Now: Check Predictions
- REAL Book pages 18-19
- Share Today's Goals

Direct Instruction:

Guide student to identify details from the text *Street Smarts* that support the central Idea.

Rotations: Small Group/Independent Reading/Software Application

- Practice comprehension: Determine Central Ideas
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

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7. Lesson 1.7 Word Analysis: Prefixes pre- and re-; Context Clues

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 20-21
- Share Today's Goals

Direct Instruction:

Build Morphological Strategies: Teach Word Families

Use context clues

Rotations: Small Group/Independent Reading/Software Application

- Determine Meaning: Introduce & Identify Context Clues
- Analyze word choice
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

8. Lesson 1.8 Time Line: *Malala Yousafzai's Amazing Journey* (Day 1)

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 22-23
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'announce' and 'appear'

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Identify Central Ideas and Details
- React and Write
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

9. Lesson 1.9 Timeline: *Malala Yousafzai's Amazing Journey* (Day 2)

Whole Group Instruction

- Do Now: Make Predictions
- REAL Book pages 24-25
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'achieve' and 'potential'

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Text Structure
- Stretch Question
- The Takeaway: What surprises you the most about Malala's life? Why?
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs

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- Wrap-up

10. Lesson 1.10 Comprehension: Summarizing

Whole Group Instruction

- Do Now: Check Predictions
- REAL Book pages 26-27
- Share Today's Goals

Direct Instruction:

Teach Comprehension Focus: Summarizing

Rotations: Small Group/Independent Reading/Software Application

- Practice Comprehension: Write a Summary
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

11. Lesson 1.11 Informative Paragraph

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 28-29
- Share Today's Goals

Direct Instruction:

Plan Writing: Identify Prompt and Purpose, Choose Precise Language

Rotations: Small Group/Independent Reading/Software Application

- Organize Writing: Topic Sentence and Central Idea
- Gather Details and Analyze Text Evidence
- Review Concluding Statements
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

12. Lesson 1.12 Interim Checkpoint

Whole Group Instruction

- Do Now: Show You Know
- Checkpoint Vocabulary

Direct Instruction:

Guide Vocabulary Practice: Review Academic Vocabulary

Use Data to Group Students and Choose RDI Lessons

Rotations: Small Group/Independent Reading/Software Application

- During Technology rotation, begin to administer Interim Workshop A or B, based on Lexile. (Additional time may be needed)
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

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13. Lesson 1.13 Concept Organizer and Content-Area Vocabulary

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 30-31
- Share Today's Goals

Direct Instruction:

Map Concepts: Build Concepts

Rotations: Small Group/Independent Reading/Software Application

- Introduce the words and identify word families
- Pronounce each word, clarify the part of speech, rate word knowledge, provide and explain the meaning, discuss examples, deepen understanding
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

14. Lesson 1.14 Narrative Nonfiction: *Story of an Enslaved Child*

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 32-33
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'desperate' and 'struggle'

Activate Knowledge: Connect the Anchor Video and prior reading to the text

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Summarize
- React and Write
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

15. Lesson 1.15 Interview: *The Fight Against Child Slavery*

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 34-35
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'pursue' and 'establish'

Establish Context: Remind students about prior reading

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Make Inferences
- Stretch Question

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- The Takeaway: What else would you like to know about Challenging Heights? How do you think you would get this information?
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

16. Lesson 1.16 Poetry: *I Dream a World*

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 36-37
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'scorn' and 'wretchedness'

Activate Knowledge: Connect the prior reading and vocabulary to the text

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Use Word Strategies
- React and Write: Interpret ideas across texts
- The Takeaway: What other figurative language do you see in the poem? What kind of figurative language is it (metaphor, simile, personification, etc.)
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

17. Lesson 1.17 Literary Elements: Theme

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 38-39
- Share Today's Goals

Direct Instruction:

Teach Literary Element: Theme

Identify theme within poetry

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Analyze Theme
- React and Write
- The Takeaway: People have found Langston Hughes' poem so moving that we still read it almost a hundred years later. Tell one reason you think it is still worth reading.
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

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18. Lesson 1.18 Informative Essay: Analyze a Model Essay

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 40-41
- Share Today's Goals

Direct Instruction:

Analyze a Model Essay

Rotations: Small Group/Independent Reading/Software Application

- Evaluate a Model: Review the Writing Strategy TIDE
- Mark and Evaluate Text Elements
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

19. Lesson 1.19 Informative Essay/TDA: Plan Your Essay

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 42-43
- Share Today's Goal

Direct Instruction:

Plan Writing: Identify Prompt and Purpose

Rotations: Small Group/Independent Reading/Software Application

- Analyze and Select Text Evidence
- Activate Prior Knowledge from the Workshop Readings
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

20. Lesson 1.20 Informative Essay/TDA: Developing and Supporting a Thesis Statement; Organizing Your Draft

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 44-45
- Share Today's Goal

Direct Instruction:

Focus on Effective Introductions: Analyze and Draft a Thesis Statement

Rotations: Small Group/Independent Reading/Software Application

- Organize and Write a Draft: Introduction, Body, Ending
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

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21. Lesson 1.21 Informative Essay/TDA: Transitions and Sentence Fragments

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 46-47
- Share Today's Goal

Direct Instruction:

Use of Transitions to Introduce Evidence

Rotations: Small Group/Independent Reading/Software Application

- Focus on Conventions of Writing: Teach, Identify and Correct Sentence Fragments
- Edit the Draft
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

22. Lesson 1.22 Informative Essay/TDA: Rate and Revise

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 48-49
- Share Today's Goal

Direct Instruction:

Evaluate Informative Essays: Assess Your Draft

Rotations: Small Group/Independent Reading/Software Application

- Reflect and Revise, Check and Edit, and Publish and Submit Essays
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

23. Lesson 1.23 Career Focus and Project

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 50-53
- Share Today's Goal

Direct Instruction:

Close Reading, 1st Read: Key Idea; 2nd Reading: Identify Reasons for Choosing a Career

Rotations: Small Group/Independent Reading/Software Application

- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

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24. Lesson 1.24 End-of-Workshop Checkpoint

Whole Group Instruction

- Do Now: Show You Know
- Focus on Academic Vocabulary: Guide Vocabulary Practice

Direct Instruction:

Use Data to Group Students and Choose RDI Lessons

Rotations: Small Group/Independent Reading/Software Application

- During Technology rotation, begin to administer Workshop A or B, based on Lexile. (Additional time may be needed)
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

Assessments:

- **Diagnostic:**
 - NWEA Map Growth Measure (August/September)
 - Benchmark as per district plan
- **Formative:**
 - READ 180 Student Applications Software
 - Reading Logs
 - Do-Nows
 - Software Writing
- **Summative:**
 - Interim Workshop Assessment
 - End of Workshop Assessment
 - Success Zone in READ 180 software
 - Reading Counts tests
 - Text Dependent Analysis

Extensions:

- Project: Create a flyer describing a local service or event that will help people
- Research examples of local events that have happened in the area that have benefited people
- Look at examples of flyers for the events to gather formatting and details ideas
- Launch the Project, Analyze Purpose and Format, Plan and Write, Revise, Present

Correctives:

- Use additional examples to reinforce vocabulary
- Use of a graphic organizer to reinforce concepts for reading and writing skills
- Oral summary
- Developing readers: review aspects of syntax, semantics, phonics and morphology using various resources and texts (compound words, identify syllables, closed syllables, past tense verbs, present tense verbs, modal verbs, open syllables, multisyllabic words, blend sounds, possessive nouns, homophones, phrasal verbs, comparatives and superlatives, subject/object pronouns, initial r-blends, irregular past tense verbs, contractions,

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possessive nouns, time order words, past perfect tense, possessive apostrophe omission, verb-be)

- Use Sentence Starters to promote interaction and to complete verbal and written responses
- Reading Interventions as per District's Reading Programs and Interventions
- Support from READ 180 in Resources for: (Reading for Details, Central Ideas and Details, Multisyllabic Words, Identify Point of View, Evaluate Author's Viewpoint, Informational Summary, Analyzing Story elements (plot, theme, characters, setting), Making Inferences, Making Predictions, Drawing Conclusions, Text and Visual Representations, Summarize, Context Clues, Argument Essay, Taking Notes, Paraphrasing, Creating a Topic Sentence, analyzing Digital Media, Greek Roots, Denotations and Connotations, Analyzing Word Choice, Text Structure: Problem and Solution)
- Model READ 180 routines

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Workshop 2: Water Fight

Time/Days: 45 days

Standards: PA Core Standards English Language Arts Grade 7

CC.1.2.7.A-G, CC.1.2.7.J-L, CC.1.3.7.A, CC.1.3.7.D, CC.1.3.7.F, CC.1.3.7.K, CC.1.4.7.G-H, CC.1.4.7.J-L, CC.1.4.7.T, CC.1.4.7.X

Anchors:

E07.A-K.1.1 Demonstrate understanding of key ideas and details in literature.

E07.A-C.2.1 Demonstrate understanding of craft and structure in literature.

E07.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

E07.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.

E07.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.

E07.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.

E07.C.1.1 Write arguments to support claims with clear reasons and relevant evidence.

E07.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

E07.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

E07.D.2.1 Use knowledge of language and its conventions.

E07.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

Eligible Content:

E07.A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

E07.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

E07.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

E07.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym,

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analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

E07.B-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

E07.B-K.1.1.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

E07.B-K.1.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).

E07.B-C.2.1.1 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

E07.B-C.2.1.2 Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.

E07.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

E07.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Determine the meaning of technical words and phrases used in a text.

E07.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

E07.C.1.1.1 Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.

E07.C.1.1.3 Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

E07.C.1.1.4 Establish and maintain a formal style.

E07.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.

E07.D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences.

E07.D.1.1.2 Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

E07.D.1.1.3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

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E07.D.1.1.4 Recognize and correct inappropriate shifts in pronoun number and person.

E07.D.1.1.5 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

E07.D.1.1.6 Recognize and correct inappropriate shifts in verb tense.

E07.D.1.1.7 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

E07.D.1.1.8 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).

E07.D.1.1.9 Ensure subject-verb and pronoun-antecedent agreement.

E07.D.1.2.1 Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).

E07.D.1.2.2 Spell correctly.

E07.D.1.2.3 Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.

E07.D.1.2.4 Use punctuation to separate items in a series.

E07.D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

E07.D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style.

E07.D.2.1.3 Maintain consistency in style and tone.

E07.D.2.1.4 Choose punctuation for effect.

E07.D.2.1.5 Choose words and phrases for effect.

E07.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

E07.E.1.1.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

E07.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

E07.E.1.1.5 Establish and maintain a formal style.

E07.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.

Objectives:

1. Identify the key ideas, important details, and cite evidence in literature (DOK 1)
2. Analyze what the text says and make inferences (DOK 3)
3. Explain main ideas and themes using details from the text (DOK 3)
4. Analyze maps, photographs, diagrams, and pictures to understand concepts (DOK 4)
5. Identify the author's purpose of a multimedia source (DOK 1)
6. Explain ways in which a drought can be devastating (DOK 3)
7. Analyze the organization of events, ideas, concepts, and information in an informational text (DOK 4)
8. Identify word families for new vocabulary, using prefixes (DOK 1)

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9. Use text evidence to explain how individuals, events, ideas, or concepts interact in a text (DOK 3)
10. Analyze multiple-meaning words in order to identify their meaning (DOK 1 and 4)

Core Activities and Corresponding Instructional Methods:

1. Lesson 2.1 Anchor Video: Drought

Whole Group Instruction

- Do Now: Make Predictions
- REAL Book pages 6-9
- Share Today's Goals
- Viewing With a Purpose: Play the Anchor Video

Direct Instruction:

Build Vocabulary: Share the content area words, introduce the outline, model an example, replay the video, have students complete their outlines

Rotations: Small Group/Independent Reading/Software Application

- Write, Discuss, Report, Reflect
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

2. Lesson 2.2 Concept Map and Content Area Vocabulary

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 10-11
- Share Today's Goals

Direct Instruction:

Activate Knowledge-Develop the concept map and compare responses

Rotations: Small Group/Independent Reading/Software Application

- Introduce the words and identify word families
- Pronounce each word, clarify the part of speech, rate word knowledge, provide and explain the meaning, discuss examples, deepen understanding
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

3. Lesson 2.3 Folktale: *Rain and Fire*

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 12-13
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words: 'final' and 'destroy'

Activate knowledge: Connect the anchor video to the text

Close Reading, 1st Read: Key Idea

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Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Identify Central Idea and Details
- Reinforce Foundational Skills: Compound Words
- The Takeaway: What hidden meaning do you think there is in this piece of text? What details did you use to figure that out?
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

4. Lesson 2.4 Informational Text/TDA: *Drought Report* (Day 1)

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 14-15
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'factor' and 'affect'

Activate knowledge: Connect the anchor video to the text

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Identify Central Idea and Details
- Stretch Question
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

5. Lesson 2.5 Informational Text/TDA: *Drought Report* (Day 2)

Whole Group Instruction

- Do Now: Make Predictions
- REAL Book pages 16-17
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'impact' and 'particular'

Establish context of setting from Day 1 reading

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Read Critically
- Stretch Question
- The Takeaway: What are some things that you can do in your daily life to help prevent drought?
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

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6. Lesson 2.6 Comprehension: Identify Text Structure

Whole Group Instruction

- Do Now: Check Predictions
- REAL Book pages 18-19
- Share Today's Goals

Direct Instruction:

Guide student to identify causes and effects from the text

Rotations: Small Group/Independent Reading/Software Application

- Practice comprehension: Analyze Causes and Effects of a drought occurring
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

7. Lesson 2.7 Word Analysis: Prefixes in- and un-; Multiple-Meaning Words

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 20-21
- Share Today's Goals

Direct Instruction:

Build Morphological Strategies: Teach Word Families

Use context clues

Rotations: Small Group/Independent Reading/Software Application

- Determine Meaning: Introduce and define multiple-meaning words
- Use multiple-meaning Words in a sentence
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

8. Lesson 2.8 Photo Essay: *Decade of Drought* (Day 1)

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 22-23
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'severe' and 'occur'

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Read Critically
- React and Write
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

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9. Lesson 2.9 Photo Essay: *Decade of Drought* (Day 2)

Whole Group Instruction

- Do Now: Make Predictions
- REAL Book pages 24-25
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'adequate' and 'widespread'

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Identify Text Structure
- Stretch Question
- The Takeaway: Take 5 minutes to search for a severe drought that has occurred within the United States. Where was it? What happened?
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

10. Lesson 2.10 Comprehension: Making Inferences

Whole Group Instruction

- Do Now: Check Predictions
- REAL Book pages 26-27
- Share Today's Goals

Direct Instruction:

Teach Comprehension Focus: Identify Text Evidence

Rotations: Small Group/Independent Reading/Software Application

- Practice Comprehension: Make Inferences
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

11. Lesson 2.11 Informative Paragraph/TDA

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 28-29
- Share Today's Goals

Direct Instruction:

Plan Writing: Identify Prompt and Purpose, Choose Precise Language

Rotations: Small Group/Independent Reading/Software Application

- Organize Writing: Topic Sentence and Central Idea
- Gather Details and Analyze Text Evidence
- Review Concluding Statements
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs

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- Wrap-up

12. Lesson 2.12 Interim Checkpoint

Whole Group Instruction

- Do Now: Show You Know
- Checkpoint Vocabulary

Direct Instruction:

Guide Vocabulary Practice: Review Academic Vocabulary

Use Data to Group Students and Choose RDI Lessons

Rotations: Small Group/Independent Reading/Software Application

- During Technology rotation, begin to administer Interim Workshop A or B, based on Lexile. (Additional time may be needed)
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

13. Lesson 2.13 Concept Organizer and Content-Area Vocabulary

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 30-31
- Share Today's Goals

Direct Instruction:

Map Concepts: Build Concepts

Rotations: Small Group/Independent Reading/Software Application

- Teach Content Area Vocabulary: Introduce the Words
- Identify Word Families and Make Connections
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

14. Lesson 2.14 Website: *Are you a Water Saver or Water Hog?*

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 32-33
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'reduce' and 'indirect'

Activate Knowledge: Connect the Anchor Video and prior reading to the text

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Identify Author's Purpose
- Stretch Question
- The Takeaway: What activities do you think you could decrease in your daily lives to help save water?
- Use software to differentiate instruction

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- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

15. Lesson 2.15 Op. Ed. Articles: *Running Dry* (Day 1)

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 34-35
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'decline' and 'significantly'

Establish Context: Remind students about prior reading

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Use Word Strategies
- Stretch Question
- The Takeaway: Do you agree or disagree with Jay Famiglietti? Why?
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

16. Lesson 2.16 Op. Ed. Articles: *Running Dry* (Day 2)

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 36-37
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'essential' and 'demand'

Activate Knowledge: Connect the prior reading and vocabulary to the text

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Read Critically
- React and Write
- The Takeaway: Discuss how reusing wastewater with the proper filtration system is sanitary. Research examples of places that do this.
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

17. Lesson 2.17 Infographic: *Toilet to Tap*

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 38-39
- Share Today's Goals

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Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'system' and 'process'

Activate Knowledge: Connect the prior reading and vocabulary to the text

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Read Critically
- React and Write
- The Takeaway: Do you think this filtration system is enough to make the water clean enough to use? Why or why not?
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

18. Lesson 2.18 Argument Essay/TDA: Analyze a Model Essay

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 40-41
- Share Today's Goals

Direct Instruction:

Analyze a Model Essay

Rotations: Small Group/Independent Reading/Software Application

- Evaluate a Model: Review the Writing Strategy TREE
- Mark and Evaluate Text Elements
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

19. Lesson 2.19 Argument Essay/TDA: Plan Your Essay

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 42-43
- Share Today's Goal

Direct Instruction:

Plan Writing: Identify Prompt and Purpose

Rotations: Small Group/Independent Reading/Software Application

- Analyze and Select Text Evidence
- Activate Prior Knowledge from the Workshop Readings
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

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20. Lesson 2.20 Argument Essay/TDA: Developing and Supporting a Claim

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 44-45
- Share Today's Goal

Direct Instruction:

Focus on Effective Introductions: Analyze Supporting Evidence and Draft and Support a Claim

Rotations: Small Group/Independent Reading/Software Application

- Organize and Write a Draft: Introduction, Body, Ending
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

21. Lesson 2.21 Argument Essay/TDA: Transitions and Conventions

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 46-47
- Share Today's Goal

Direct Instruction:

Use of Transitions to Connect Ideas

Rotations: Small Group/Independent Reading/Software Application

- Focus on Conventions of Writing: Teach, Identify and Correct Run-On Sentences
- Edit the Draft
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

22. Lesson 2.22 Argument Essay/TDA: Rate and Revise

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 48-49
- Share Today's Goal

Direct Instruction:

Evaluate Argument Essays: Assess Your Draft

Rotations: Small Group/Independent Reading/Software Application

- Reflect and Revise, Check and Edit, and Publish and Submit Essays
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

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23. Lesson 2.23 Career Focus and Project

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 52-53
- Share Today's Goal

Direct Instruction:

Close Reading, 1st Read: Key Idea; 2nd Reading: Identify Challenges

Rotations: Small Group/Independent Reading/Software Application

- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

24. Lesson 2.24 End-of-Workshop Checkpoint

Whole Group Instruction

- Do Now: Show You Know
- Focus on Academic Vocabulary: Guide Vocabulary Practice

Direct Instruction:

Use Data to Group Students and Choose RDI Lessons

Rotations: Small Group/Independent Reading/Software Application

- During Technology rotation, begin to administer Workshop A or B, based on Lexile. (Additional time may be needed)
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

Assessments:

- **Diagnostic:**
 - NWEA Map Growth Measure (January)
 - Benchmark as per district plan
- **Formative:**
 - READ 180 Student Applications Software
 - Reading Logs
 - Do-Nows
 - Software Writing
- **Summative:**
 - Interim Workshop Assessment
 - End of Workshop Assessment
 - Success Zone in READ 180 software
 - Reading Counts tests
 - Text Dependent Analysis

Extensions:

- Project: Create a poster persuading your community to take steps to conserve water
- Research various ways to conserve water in the community

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- Interview a conservationist about the benefits of conserving water and the various initiatives offered for conserving water
- Launch the Project, Analyze Purpose and Format, Plan and Write, Revise, Present

Correctives:

- Use additional examples to reinforce vocabulary
- Use of a graphic organizer to reinforce concepts for reading and writing skills
- Oral summary
- Developing readers: review aspects of syntax, semantics, phonics and morphology using various resources and texts (compound words, identify syllables, closed syllables, past tense verbs, present tense verbs, modal verbs, open syllables, multisyllabic 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)
- Use Sentence Starters to promote interaction and to complete verbal and written responses
- Reading Interventions as per District's Reading Programs and Interventions
- Support from READ 180 in Resources for: (Reading for Details, Central Ideas and Details, Multisyllabic Words, Identify Point of View, Evaluate Author's Viewpoint, Informational Summary, Analyzing Story elements (plot, theme, characters, setting), Making Inferences, Making Predictions, Drawing Conclusions, Text and Visual Representations, Summarize, Context Clues, Argument Essay, Taking Notes, Paraphrasing, Creating a Topic Sentence, analyzing Digital Media, Greek Roots, Denotations and Connotations, Analyzing Word Choice, Text Structure: Problem and Solution)
- Model READ 180 routines

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Workshop 3: Life in Dystopia

Time/Days: 45 days

Standards: PA Core Standards English Language Arts Grade 7

CC.1.2.7.A-C, CC.1.2.7.F-G, CC.1.2.7.J, CC.1.2.7.L, CC.1.3.7.A-D, CC.1.3.7.F, CC.1.3.7.I-K, CC.1.4.7.A-F, CC.1.4.7.S-T, CC.1.4.7.X

Anchors:

E07.A-K.1.1 Demonstrate understanding of key ideas and details in literature.

E07.A-C.2.1 Demonstrate understanding of craft and structure in literature.

E07.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

E07.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.

E07.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.

E07.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.

E07.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

E07.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

E07.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

E07.D.2.1 Use knowledge of language and E07.D.2.1.1 Choose language that expresses ideas precisely its conventions.

E07.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

Eligible Content:

E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

E07.A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

E07.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).

E07.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate

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Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

E07.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

E07.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

E07.B-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

E07.B-K.1.1.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

E07.B-K.1.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).

E07.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Determine the meaning of technical words and phrases used in a text.

E07.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

E07.C.1.2.1 Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.

E07.C.1.2.2 Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

E07.C.1.2.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

E07.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.

E07.C.1.2.5 Establish and maintain a formal style.

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E07.C.1.2.6 Provide a concluding section that follows from and supports the information or explanation presented.

E07.D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences.

E07.D.1.1.2 Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

E07.D.1.1.3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

E07.D.1.1.4 Recognize and correct inappropriate shifts in pronoun number and person.

E07.D.1.1.5 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

E07.D.1.1.6 Recognize and correct inappropriate shifts in verb tense.

E07.D.1.1.7 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

E07.D.1.1.8 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).

E07.D.1.1.9 Ensure subject-verb and pronoun-antecedent agreement.

E07.D.1.2.1 Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).

E07.D.1.2.2 Spell correctly.

E07.D.1.2.3 Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.

E07.D.1.2.4 Use punctuation to separate items in a series.

E07.D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

E07.D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style.

E07.D.2.1.3 Maintain consistency in style and tone.

E07.D.2.1.4 Choose punctuation for effect.

E07.D.2.1.5 Choose words and phrases for effect.

E07.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

E07.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).

E07.E.1.1.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

E07.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

E07.E.1.1.5 Establish and maintain a formal style.

E07.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.

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Objectives:

1. Identify the key ideas, important details, and cite evidence in an informational text (DOK 1)
2. Analyze what the text says and make inferences (DOK 3)
3. Explain how the author's word choice affects the meaning and tone (DOK 3)
4. Compare and contrast texts (DOK 2)
5. Analyze genre of fiction texts (DOK 4)
6. Identify the main idea of an informative essay and explain how details support it (DOK 1)
7. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in nonfiction texts (DOK 3)
8. Analyze literary elements within a short story (DOK 4)
9. Identify word families for new vocabulary, using root words (DOK 1)
10. Use text evidence to explain how individuals, events, ideas, or concepts interact in a text (DOK 3)

Core Activities and Corresponding Instructional Methods:

1. Lesson 3.1 Anchor Video: Dystopia

Whole Group Instruction

- Do Now: Make Predictions
- REAL Book pages 6-9
- Share Today's Goals
- Viewing With a Purpose: Play the Anchor Video

Direct Instruction:

Build Vocabulary: Share the content area words, introduce the outline, model an example, replay the video, have students complete their outlines

Rotations: Small Group/Independent Reading/Software Application

- Write, Discuss, Report, Reflect
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

2. Lesson 3.2 Concept Map and Content Area Vocabulary

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 10-11
- Share Today's Goals

Direct Instruction:

Activate Knowledge-Develop the concept map and compare responses

Rotations: Small Group/Independent Reading/Software Application

- Introduce the words and identify word families
- Pronounce each word, clarify the part of speech, rate word knowledge, provide and explain the meaning, discuss examples, deepen understanding
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs

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- Wrap-up
3. Lesson 3.3 Informational Text: *Worlds Gone Wrong*
- Whole Group Instruction
- Do Now: Show You Know
 - REAL Book pages 12-13
 - Share Today's Goals
- Direct Instruction:
- Build Vocabulary and Knowledge: Teach vocabulary words: 'perfect' and 'imaginary'
- Activate knowledge: Connect the anchor video to the text
- Close Reading, 1st Read: Key Idea
- Rotations: Small Group/Independent Reading/Software Application
- Build Fluency and Comprehension, 2nd Read: Identify Central Idea and Details
 - Reinforce Foundational Skills: Identify Syllables
 - The Takeaway: What do you think happens in dystopia if you do not do what they tell you? Would you conform or would you fight for your freedom?
 - Use software to differentiate instruction
 - Determine and teach differentiated lessons for small group learning based on student needs
 - Wrap-up
4. Lesson 3.4 Literary Elements: Setting, Character, Plot, and Theme
- Whole Group Instruction
- Do Now: Show You Know
 - REAL Book pages 14-15
 - Share Today's Goals
- Direct Instruction:
- Guide students to identify literary elements: setting, characters, plot, and theme
- Rotations: Small Group/Independent Reading/Software Application
- Practice comprehension: Analyze Literary Elements
 - Use software to differentiate instruction
 - Determine and teach differentiated lessons for small group learning based on student needs
 - Wrap-up
5. Lesson 3.5 Short Story: *The Lottery* (Day 1)
- Whole Group Instruction
- Do Now: Show You Know
 - REAL Book pages 16-17
 - Share Today's Goals
- Direct Instruction:
- Build Vocabulary and Knowledge: Teach vocabulary words 'tend' and 'select'
- Activate knowledge: Connect the anchor video to the text
- Close Reading, 1st Read: Key Idea
- Rotations: Small Group/Independent Reading/Software Application
- Build Fluency and Comprehension, 2nd Read: Analyze Setting

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- React and Write: Cite text evidence: Revisit the text to have students make their choices and highlight text evidence in support of their choices.
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

6. Lesson 3.6 Short Story: *The Lottery* (Day 2)

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 18-19
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'conduct' and 'precede'

Establish context of setting from Day 1 reading

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Analyze Plot
- Stretch Question
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

7. Lesson 3.7 Short Story: *The Lottery* (Day 3)

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 20-21
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'reach' and 'necessary'

Establish context of setting from Day 1 reading

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Use Word Strategies
- React and Write: Revisit the text to have students make their choices and highlight text evidence in support of their choices.
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

8. Lesson 3.8 Short Story: *The Lottery* (Day 4)

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 22-23
- Share Today's Goals

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Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'raise' and 'apart'

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Analyze Character
- Stretch Question
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

9. Lesson 3.9 Short Story: *The Lottery* (Day 5)

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 24-25
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'quit' and 'gravely'

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Make Inferences
- React and Write
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

10. Lesson 3.10 Short Story: *The Lottery* (Day 6)

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 26-27
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'precisely' and 'chance'

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Analyze plot
- React and Write
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

11. Lesson 3.11 Short Story: *The Lottery* (Day 7)

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 28-29

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- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'concerned' and 'removed'

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Analyze Character
- React and Write
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

12. Lesson 3.12 Short Story: *The Lottery* (Day 8)

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 30-31
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'general' and 'force'

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Analyze Theme
- Stretch Question
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

13. Lesson 3.13 Word Analysis: Roots civ and liber; Synonyms and Antonyms

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 32-33
- Share Today's Goals

Direct Instruction:

Build Morphological Strategies: Teach Word Families

Use context clues

Rotations: Small Group/Independent Reading/Software Application

- Determine Meaning: Introduce and identify synonyms and antonyms
- Use a thesaurus to find synonyms and antonyms
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

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14. Lesson 3.14 Informative Paragraph/TDA

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 34-35
- Share Today's Goals

Direct Instruction:

Plan Writing: Identify Prompt and Purpose, Choose Precise Language

Rotations: Small Group/Independent Reading/Software Application

- Organize Writing: Topic Sentence and Central Idea
- Gather Details and Analyze Text Evidence
- Review Concluding Statements
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

15. Lesson 3.15 Interim Checkpoint

Whole Group Instruction

- Do Now: Show You Know
- Checkpoint Vocabulary

Direct Instruction:

Guide Vocabulary Practice: Review Academic Vocabulary

Use Data to Group Students and Choose RDI Lessons

Rotations: Small Group/Independent Reading/Software Application

- During Technology rotation, begin to administer Interim Workshop A or B, based on Lexile. (Additional time may be needed)
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

16. Lesson 3.16 Concept Organizer and Content-Area Vocabulary

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 36-37
- Share Today's Goals

Direct Instruction:

Map Concepts: Build Concepts

Rotations: Small Group/Independent Reading/Software Application

- Teach Content Area Vocabulary: Introduce the Words
- Identify Word Families and Make Connections
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

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17. Lesson 3.17 Lecture: from *The Biography of a Story*

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 38-39
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'base (on)' and 'current'

Activate Knowledge: Connect the Anchor Video and prior reading to the text

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Make Inferences
- React and Write
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

18. Lesson 4.15 Novel: from *The Hunger Games* (Day 1)

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 40-41
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'remain' and 'require'

Establish Context: Remind students about prior reading

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Make Inferences
- Stretch Question
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

19. Lesson 3.19 Novel: from *The Hunger Games* (Day 2)

Whole Group Instruction

- Do Now: Make Predictions
- REAL Book pages 42-43
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'distressed' and 'allow'

Activate Knowledge: Connect the prior reading and vocabulary to the text

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Identify Text Structure
- Stretch Question

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- The Takeaway: Would you sacrifice your freedom for a family member or friend like Katniss did? Why or why not?
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

20. Lesson 3.20 Comprehension: Analyzing Genre

Whole Group Instruction

- Do Now: Check Predictions
- REAL Book pages 44-45
- Share Today's Goals

Direct Instruction:

Guide student to compare and contrast "The Lottery" and *The Hunger Games*

Rotations: Small Group/Independent Reading/Software Application

- Practice comprehension: Analyze Genre using text elements
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

21. Lesson 3.21 Informative Essay/TDA: Analyze a Model Essay

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 46-47
- Share Today's Goals

Direct Instruction:

Analyze a Model Essay

Rotations: Small Group/Independent Reading/Software Application

- Evaluate a Model: Review the Writing Strategy TIDE
- Mark and Evaluate Text Elements
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

22. Lesson 3.22 Informative Essay/TDA: Plan Your Essay

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 48-49
- Share Today's Goal
- Direct Instruction: Plan Writing: Identify Prompt and Purpose

Rotations: Small Group/Independent Reading/Software Application

- Analyze and Select Text Evidence
- Activate Prior Knowledge from the Workshop Readings
- Use software to differentiate instruction

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- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

23. Lesson 3.23 Informative Essay/TDA: Organize and Write

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 50-51
- Share Today's Goal

Direct Instruction:

Analyze a Thesis Statement; Draft an Introduction

Rotations: Small Group/Independent Reading/Software Application

- Organize and Write a Draft: Introduction, Body, Ending
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

24. Lesson 3.24 Informative Essay/TDA: Transitions and Conventions

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 52-53
- Share Today's Goal

Direct Instruction:

Use of Transitions to Organize Details

Rotations: Small Group/Independent Reading/Software Application

- Focus on Conventions of Writing: Teach, Identify and Correct Subject-Verb Agreement
- Edit the Draft
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

25. Lesson 3.25 Informative Essay/TDA: Rate and Revise

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 54-55
- Share Today's Goal

Direct Instruction:

Evaluate Informative Essays: Assess Your Draft

Rotations: Small Group/Independent Reading/Software Application

- Reflect and Revise, Check and Edit, and Publish and Submit Essays
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

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26. Lesson 3.26 Career Focus and Project

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 56-57
- Share Today's Goal

Direct Instruction:

Close Reading, 1st Read: Key Idea; 2nd Reading: Understand Charisse's Motto

Rotations: Small Group/Independent Reading/Software Application

- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

27. Lesson 3.27 End-of-Workshop Checkpoint

Whole Group Instruction

- Do Now: Show You Know
- Focus on Academic Vocabulary: Guide Vocabulary Practice

Direct Instruction:

Use Data to Group Students and Choose RDI Lessons

Rotations: Small Group/Independent Reading/Software Application

- During Technology rotation, begin to administer Workshop A or B, based on Lexile. (Additional time may be needed)
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

Assessments:

- **Diagnostic:**
 - NWEA Map Growth Measure (January)
 - Benchmark as per district plan
- **Formative:**
 - READ 180 Student Applications Software
 - Reading Logs
 - Do-Nows
 - Software Writing
- **Summative:**
 - Interim Workshop Assessment
 - End of Workshop Assessment
 - Success Zone in READ 180 software
 - Reading Counts tests
 - Text Dependent Analysis

Extensions:

- Project: Write a Press Release Announcing the Launch of a New Book or Story
- Research examples of press releases for formatting purposes
- Review the classroom and school library books as well as stories that have been read and discussed throughout the workshop

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- Launch the Project, Analyze Purpose and Format, Plan and Write, Revise, Present

Correctives:

- Use additional examples to reinforce vocabulary
- Use of a graphic organizer to reinforce concepts for reading and writing skills
- Oral summary
- Developing readers: review aspects of syntax, semantics, phonics and morphology using various resources and texts (compound words, identify syllables, closed syllables, past tense verbs, present tense verbs, modal verbs, open syllables, multisyllabic 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)
- Use Sentence Starters to promote interaction and to complete verbal and written responses
- Reading Interventions as per District's Reading Programs and Interventions
- Support from READ 180 in Resources for: (Reading for Details, Central Ideas and Details, Multisyllabic Words, Identify Point of View, Evaluate Author's Viewpoint, Informational Summary, Analyzing Story elements (plot, theme, characters, setting), Making Inferences, Making Predictions, Drawing Conclusions, Text and Visual Representations, Summarize, Context Clues, Argument Essay, Taking Notes, Paraphrasing, Creating a Topic Sentence, analyzing Digital Media, Greek Roots, Denotations and Connotations, Analyzing Word Choice, Text Structure: Problem and Solution)
- Model READ 180 routines

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Workshop 4: The Hunt for Lincoln's Killer

Time/Days: 45 days

Standards: PA Core Standards English Language Arts Grade 7

CC.1.2.7.A-G, CC.1.2.7.J-L, CC.1.3.7.A, CC.1.3.7.D-F, CC.1.3.7.I-K, CC.1.4.7.B-C

Anchors:

E07.A-K.1.1 Demonstrate understanding of key ideas and details in literature.

E07.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

E07.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.

E07.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.

E07.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.

E07.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Eligible Content:

E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

E07.A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

E07.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

E07.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

E07.B-C.2.1.1 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

E07.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

E07.B-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

E07.B-K.1.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).

E07.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate

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Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Determine the meaning of technical words and phrases used in a text.

E07.C.1.2.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

E07.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.

E07.C.1.2.6 Provide a concluding section that follows from and supports the information or explanation presented.

Objectives:

1. Identify the key ideas, important details, and cite evidence in an informational text (DOK 1)
2. Analyze what the text says and make inferences (DOK 3)
3. Explain how the author's point of view is shown in a text (DOK 3)
4. Summarize what a text is mainly about using important details, find the key idea, and cite text details as evidence (DOK 2)
5. Analyze a poem using extended metaphor (DOK 4)
6. Identify the main idea of an informative essay and explain how details support it (DOK 1)
7. Explain the relationships or interactions between two or more individuals, events, ideas, nor concepts in a historic text (DOK 3)
8. Analyze how graphics, headers, and captions fit into a text (DOK 4)
9. Identify word families for new vocabulary, using prefixes (DOK 1)
10. Use text evidence to explain how individuals, events, ideas, or concepts interact in a text (DOK 3)

Core Activities and Corresponding Instructional Methods:

1. Lesson 4.1 Anchor Video: Most Wanted!

Whole Group Instruction

- Do Now: Make Predictions
- REAL Book pages 6-9
- Share Today's Goals
- Viewing With a Purpose: Play the Anchor Video

Direct Instruction:

Build Vocabulary: Share the content area words, introduce the outline, model an example, replay the video, have students complete their outlines

Rotations: Small Group/Independent Reading/Software Application

- Write, Discuss, Report, Reflect
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

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2. Lesson 4.2 Concept Map and Content Area Vocabulary

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 10-11
- Share Today's Goals

Direct Instruction:

Activate Knowledge-Develop the concept map and compare responses

Rotations: Small Group/Independent Reading/Software Application

- Introduce the words and identify word families
- Pronounce each word, clarify the part of speech, rate word knowledge, provide and explain the meaning, discuss examples, deepen understanding
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

3. Lesson 4.3 Informational Text: *Who Was John Wilkes Booth?*

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 12-13
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words: accept and support

Activate knowledge: Connect the anchor video to the text

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Identify Central Idea and Details
- Reinforce Foundational Skills: Closed Syllables
- The Takeaway: Discuss the relevance of the text as a way of identifying how to handle profound disappointment in a rational, peaceful way.
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

4. Lesson 4.4 Narrative Nonfiction: from *Chasing Lincoln's Killer* (Day 1)

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 14-15
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'familiar' and 'intend'

Activate knowledge: Connect the anchor video to the text

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Summarize

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- React and Write: Cite text evidence: Revisit the text to have students make their choices and highlight text evidence in support of their choices.
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

5. Lesson 4.5 Narrative Nonfiction: from *Chasing Lincoln's Killer* (Day 2)

Whole Group Instruction

- Do Now: Make Predictions
- REAL Book pages 16-17
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'manage' and 'attempt'

Establish context of setting from Day 1 reading

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Make Inferences
- Stretch Question
- The Takeaway: Reflect on the relevance of *Chasing Lincoln's Killer*
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

6. Lesson 4.6 Comprehension: People, Events, and Ideas

Whole Group Instruction

- Do Now: Check Predictions
- REAL Book pages 18-19
- Share Today's Goals

Direct Instruction:

Guide student to identify text elements: people, events, and ideas

Rotations: Small Group/Independent Reading/Software Application

- Practice comprehension: Analyze People, Events, and Ideas
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

7. Lesson 4.7 Word Analysis: Suffixes -able, -ible; Denotation and Connotation

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 20-21
- Share Today's Goals

Direct Instruction:

Build Morphological Strategies: Teach Word Families

Use context clues

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Rotations: Small Group/Independent Reading/Software Application

- Determine Meaning: Introduce & Identify Connotation
- Analyze word choice
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

8. Lesson 4.8 Memoir: from *Behind the Scenes* (Day 1)

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 22-23
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'memorable' and 'sorrow'

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Analyze People, Event, and Ideas
- React and Write
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

9. Lesson 4.9 Memoir: from *Behind the Scenes* (Day 2)

Whole Group Instruction

- Do Now: Make Predictions
- REAL Book pages 24-25
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'approach' and 'mourn'

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Make Inferences
- Stretch Question
- The Takeaway: Think about why people today are still captivated by Elizabeth Keckley's memoir?
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

10. Lesson 4.10 Comprehension: Point of View

Whole Group Instruction

- Do Now: Check Predictions
- REAL Book pages 26-27

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- Share Today's Goals

Direct Instruction:

Teach Comprehension Focus: Identify Author's Point of View

Rotations: Small Group/Independent Reading/Software Application

- Practice Comprehension: Analyze Point of View
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

11. Lesson 4.11 Informative Paragraph/TDA

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 28-29
- Share Today's Goals

Direct Instruction:

Plan Writing: Identify Prompt and Purpose, Choose Precise Language

Rotations: Small Group/Independent Reading/Software Application

- Organize Writing: Topic Sentence and Central Idea
- Gather Details and Analyze Text Evidence
- Review Concluding Statements
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

12. Lesson 4.12 Interim Checkpoint

Whole Group Instruction

- Do Now: Show You Know
- Checkpoint Vocabulary

Direct Instruction:

Guide Vocabulary Practice: Review Academic Vocabulary

Use Data to Group Students and Choose RDI Lessons

Rotations: Small Group/Independent Reading/Software Application

- During Technology rotation, begin to administer Interim Workshop A or B, based on Lexile. (Additional time may be needed)
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

13. Lesson 4.13 Concept Organizer and Content-Area Vocabulary

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 30-31
- Share Today's Goals

Direct Instruction:

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Map Concepts: Build Concepts

Rotations: Small Group/Independent Reading/Software Application

- Teach Content Area Vocabulary: Introduce the Words
- Identify Word Families and Make Connections
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

14. Lesson 4.14 Timeline: *Tracking an Assassin* (Day 1)

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 32-33
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'witness' and 'identify'

Activate Knowledge: Connect the Anchor Video and prior reading to the text

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Identify Text Structure
- React and Write
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

15. Lesson 4.15 Timeline: *Tracking an Assassin* (Day 2)

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 34-35
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'remain' and 'claim'

Establish Context: Remind students about prior reading

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Use Word Strategies
- Stretch Question
- The Takeaway: How might tracking Lincoln's assassin have been different if the search were happening today?
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

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16. Lesson 4.16 Informational Text: *A Nation Mourns*

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 36-37
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'declare' and 'principle'

Activate Knowledge: Connect the prior reading and vocabulary to the text

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Read Critically
- React and Write
- The Takeaway: Which city's tributes to President Lincoln did you find most poignant or touching?
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

17. Lesson 4.17 Poetry: *O Captain! My Captain!*

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 38-39
- Share Today's Goals

Direct Instruction:

Build Vocabulary and Knowledge: Teach vocabulary words 'voyage' and 'object'

Activate Knowledge: Introduce the poet Walt Whitman

Close Reading, 1st Read: Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension, 2nd Read: Analyze Extended Metaphor
- React and Write
- The Takeaway: People have found Walt Whitman's poem so moving that we still read it over a hundred years later. Tell one reason you think it is still worth reading.
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

18. Lesson 4.18 Literacy Elements: Extended Metaphor

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 40-41
- Share Today's Goals

Direct Instruction:

Teach Literary Element: Extended Metaphor

Discuss Meaning: Relate extended metaphor to *O Captain! My Captain!*

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Rotations: Small Group/Independent Reading/Software Application

- Practice Comprehension: Explain the Extended Metaphor
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

19. Lesson 4.19 Informative Essay/TDA: Analyze a Model Essay

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 42-43
- Share Today's Goals

Direct Instruction:

Analyze a Model Essay

Rotations: Small Group/Independent Reading/Software Application

- Evaluate a Model: Review the Writing Strategy
- Mark and Evaluate Text Elements
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

20. Lesson 4.20 Informative Essay/TDA: Plan Your Essay

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 44-45
- Share Today's Goal

Direct Instruction:

Plan Writing: Identify Prompt and Purpose

Rotations: Small Group/Independent Reading/Software Application

- Analyze and Select Text Evidence
- Activate Prior Knowledge from the Workshop Readings
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

21. Lesson 4.21 Informative Essay/TDA: Organize and Write

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 46-47
- Share Today's Goal

Direct Instruction:

Focus on Effective Introductions: Analyze and Draft an Introduction

Rotations: Small Group/Independent Reading/Software Application

- Organize and Write a Draft: Introduction, Body, Ending
- Use software to differentiate instruction

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- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

22. Lesson 4.22 Informative Essay/TDA: Transitions and Conventions

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 48-49
- Share Today's Goal

Direct Instruction:

Use of Transitions to Create Cohesion

Rotations: Small Group/Independent Reading/Software Application

- Focus on Conventions of Writing: Teach, Identify and Use Correct Verb Tense
- Edit the Draft
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

23. Lesson 4.23 Informative Essay/TDA: Rate and Revise

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 50-51
- Share Today's Goal

Direct Instruction:

Evaluate Informative Essays: Assess Your Draft

Rotations: Small Group/Independent Reading/Software Application

- Reflect and Revise, Check and Edit, and Publish and Submit Essays
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

24. Lesson 4.24 Career Focus and Project

Whole Group Instruction

- Do Now: Show You Know
- REAL Book pages 52-53
- Share Today's Goal

Direct Instruction:

Close Reading, 1st Read: Key Idea; 2nd Reading: Ask Questions

Rotations: Small Group/Independent Reading/Software Application

- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

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25. Lesson 4.25 End-of-Workshop Checkpoint

Whole Group Instruction

- Do Now: Show You Know
- Focus on Academic Vocabulary: Guide Vocabulary Practice

Direct Instruction:

Use Data to Group Students and Choose RDI Lessons

Rotations: Small Group/Independent Reading/Software Application

- During Technology rotation, begin to administer Workshop A or B, based on Lexile. (Additional time may be needed)
- Use software to differentiate instruction
- Determine and teach differentiated lessons for small group learning based on student needs
- Wrap-up

Assessments:

- **Diagnostic:**
 - NWEA Map Growth Measure (May/June)
 - Benchmark as per district plan
- **Formative:**
 - READ 180 Student Applications Software
 - Reading Logs
 - Do-Nows
 - Software Writing
- **Summative:**
 - Interim Workshop Assessment
 - End of Workshop Assessment
 - Success Zone in READ 180 software
 - Reading Counts tests
 - Text Dependent Analysis

Extensions:

- Project: Write a News Summary & Make Career Connections as a Journalist
- Research current events in the community
- Interview the student council to obtain information regarding upcoming events happening at the school
- Launch the Project, Analyze Purpose and Format, Plan and Write, Revise, Present

Correctives:

- Use additional examples to reinforce vocabulary
- Use of a graphic organizer to reinforce concepts for reading and writing skills
- Oral summary
- Developing readers: review aspects of syntax, semantics, phonics and morphology using various resources and texts (compound words, identify syllables, closed syllables, past tense verbs, present tense verbs, modal verbs, open syllables, multisyllabic 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)

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- Use Sentence Starters to promote interaction and to complete verbal and written responses
- Reading Interventions as per District's Reading Programs and Interventions
- Support from READ 180 in Resources for: (Reading for Details, Central Ideas and Details, Multisyllabic Words, Identify Point of View, Evaluate Author's Viewpoint, Informational Summary, Analyzing Story elements (plot, theme, characters, setting), Making Inferences, Making Predictions, Drawing Conclusions, Text and Visual Representations, Summarize, Context Clues, Argument Essay, Taking Notes, Paraphrasing, Creating a Topic Sentence, analyzing Digital Media, Greek Roots, Denotations and Connotations, Analyzing Word Choice, Text Structure: Problem and Solution)
- Model READ 180 routines