

Delaware Valley School District

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

READ 180 Level 2

Curriculum writing committee: Nicole Cafarella

Grade Level: 8

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

Skills Application includes:

- Computer software report - 3 per marking period

Writing Skills Practice includes:

- Workshop Writing
- Software Writing

Reading Skills Practice includes:

- Quickwrites - 2 per marking period
- Weekly Reading Logs

Class Participation includes:

- Do Nows/Warm-ups
- 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: Full Academic Year; 180 days; 2 periods per day/90 minutes each day

Goals:

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

- Key issue of a magazine article
- Reading words with open syllables
- Cite evidence of a science article
- Identify central idea
- Author's purpose
- Dictionary use
- Sequencing events
- Make inferences
- Plan, organize, and write a constructed response on traveling epidemiologists
- Structure and plot
- Text features
- Central ideas/details of a constructed response

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- Arguments and claims
- Write Constructed Responses

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

- Reading multiple syllable words
- Plot of a play
- Understanding dialogue
- Summarize a drama
- Vocabulary of Greek and Latin roots
- Common idioms
- Plan, organize, and write a constructed response on extreme sports
- Connotation/Denotation
- Text evidence of a news article
- Author's point of view
- Sequence events
- Academic vocabulary/correct grammar
- Paraphrasing others' perspectives
- Categorize evidence
- Writing strategies
- Quoting/paraphrasing information
- Plan a counterclaim
- Compound and complex sentences
- Write a blog post and research paper
- Eye contact when presenting
- Multimedia Presentation
- Write Constructed Responses

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

- Key idea of an informational text
- Text evidence to explain meaning
- Make inferences
- Identify central idea and details
- Dictionary usage
- Suffix context
- Key ideas of a magazine article
- Context clues
- Summarize a central idea
- Plan, organize, and write a constructed response on space archaeologists
- Compare and contrast events, ideas, concepts
- Literary Elements - setting, characters, plot and theme
- Collect evidence from multiple sources

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- Transitions in writing
- Revise and edit a written work
- Create a field journal entry
- Write Constructed Responses

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

- Central idea of an informational text
- Meaning of compound words
- Cite text details
- Summarize a text
- Author's purpose
- Context clues of new vocabulary
- Make inferences
- Analyze author's word choice
- Cause and effect structure
- Plan, organize, and write a constructed response on counterfeits
- Identify setting, characters, plot, theme
- Evaluate claim and evidence of an argument essay
- Collect and sort information from multiple sources
- Quote and paraphrase information
- Strategies to plan writing
- Transitions to connect ideas
- Correct run-on sentences
- Write a blog post
- Write Constructed Responses

Big Ideas

1. Effective readers use appropriate strategies to construct meaning.
2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
3. An expanded vocabulary enhances one's ability to express ideas and information.
4. 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.

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Textbooks and Supplemental Resources:

Name of Textbooks:

HMH READ 180 Stage B Workshop 5 Contagion
HMH READ 180 Stage B Workshop 6 No Ordinary Sport
HMH READ 180 Stage B Workshop 7 Vanished
HMH READ 180 Stage B Workshop 8 Follow the Money
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

Textbook ISBN:

978-0-358-73955-5
978-0-358-73961-6
978-0-358-73976-0
978-0-358-73982-1
978-0-358-73932-6
978-0-358-73933-3
978-0-358-73934-0
978-0-358-73035-7

Textbook Publisher and Year: Houghton Mifflin Harcourt, 2023

Classroom Novel: *The Giver* by Lois Lowry (ISBN 978-0544336261)

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Curriculum Plan

READ 180 Workshop 5 Contagion

Time/Days: 45 days

Standards (by number): PA Core Standards English Language Arts Grade 8
CC.1.3.8.A, CC.1.4.8.L, CC.1.4.8.P, CC.1.4.8.R, CC.1.4.8.T, CC.1.4.8.X, CC.1.5.8.A

Anchors:

E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
E08.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.
E08.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
E08.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

Eligible Content:

E08.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
E08.C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
E08.C.1.3.5 Provide a conclusion that follows from and reflects on the narrated experiences or events.
E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

Objectives:

1. Identify the key idea of a science article and cite evidence (DOK 1 & 3)
2. Use context clues to find the meaning of technical words and phrases (DOK 2)
3. Identify central idea and analyze how it develops (DOK 1 & 4)
4. Use a dictionary to find pronunciation, meaning, spelling, and part of speech (DOK 1)
5. Analyze what a text says explicitly (DOK 4)
6. Make inferences (DOK 2)
7. Construct a narrative paragraph (DOK 2)
8. Use vocabulary about a topic (DOK 1)
9. Analyze structure and plot of a story (DOK 4)
10. Sequence events in a text (DOK 2)
11. Analyze how text features are used (DOK 4)
12. Construct a text dependent analysis (DOK 3)

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Core Activities and Corresponding Instructional Methods:

1. Lesson 5.1 Anchor Video: Health Alert!

Whole Group Instruction:

- Do Now
- REAL Book p. 6-9
- Share Today's Goal
- Direct Instruction: Introduce and Engage: Preview the Workshop Vocabulary

Rotations: Small Group/Independent Reading/Software Application

- Building Knowledge: Health Alert - Viewing with a Purpose, Build Vocabulary, Write, Discuss, Report, Reflect
- Use software data to differentiate instruction
- Wrap-up

2. Lesson 5.2 Concept Map and Content-Area Vocabulary

Whole Group Instruction:

- Do Now
- REAL Book p. 10-11
- Share Today's Goal
- Direct Instruction: Content Area Vocabulary

Rotations: Small Group/Independent Reading/Software Application

- Introduce the Words, Identify Word Families, Activate Prior Knowledge, Write, Discuss, Report, Reflect
- Use software data to differentiate instruction
- Wrap-up

3. Lesson 5.3 Magazine Article: Silent Killer

Whole Group Instruction:

- Do Now
- REAL Book p. 12-13
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary and Knowledge - Teach vocabulary words: spread and avoid
 - 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
- The Takeaway: How might this text help you better understand upcoming texts about contagious diseases?
- Use software data to differentiate instruction
- Wrap-up

4. Lesson 5.4 Science Article: Tiny Invaders (Day 1)

Whole Group Instruction:

- Do Now
- REAL Book p. 14-15

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- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary and Knowledge - Teach vocabulary words: overwhelm and mystery
 - 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 - Use Word Strategies
- React and Write
- Use software data to differentiate instruction
- Wrap-up

5. Lesson 5.5 Science Article: Tiny Invaders (Day 2)

Whole Group Instruction:

- Do Now
- REAL Book p. 16-17
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary and Knowledge - Teach vocabulary words: contain and exposed
 - Establish Content - Remind students about prior reading
 - 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
- The Takeaway - If you were a scientist, which disease would you be most interested in studying and why?
- Use software data to differentiate instruction
- Wrap-up

6. Lesson 5.6 Comprehension: Author's Purpose

Whole Group Instruction:

- Do Now
- REAL Book p. 18-19
- Share Today's Goal
- Direct Instruction: Teach Comprehension: Identify Author's Purpose

Rotations: Small Group/Independent Reading/Software Application

- Practice Comprehension: Analyze Author's Purpose
- Use software data to differentiate instruction
- Wrap-up

7. Lesson 5.7 Word Analysis: Suffix-tion; Dictionary Skills

Whole Group Instruction:

- Do Now
- REAL Book p. 20-21

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- Share Today's Goal
- Direct Instruction:
 - Build Morphological Strategies: Teach Word Families
 - Use Context Clues

Rotations: Small Group/Independent Reading/Software Application

- Determine Meaning: Introduce Dictionary Skills, Use a Dictionary Entry, Reference a Dictionary
- Use software data to differentiate instruction
- Wrap-up

8. Lesson 5.8 Informational Text: A Killer Strikes (Day 1)

Whole Group Instruction:

- Do Now
- REAL Book p. 22-23
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary and Knowledge - Teach vocabulary words: rare and assign
 - 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 data to differentiate instruction
- Wrap-up

9. Lesson 5.9 Informational Text: A Killer Strikes (Day 2)

Whole Group Instruction:

- Do Now
- REAL Book p. 24-25
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary and Knowledge - Teach vocabulary words: confirm and determine
 - Activate Knowledge - Remind students about prior reading
 - Close Reading - 1st Read - Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension: Analyze People, Events, and Ideas
- Stretch Question
- The Takeaway - Think about why someone would want to be an epidemiologist like Dr. Dowell. What might make a person want to take on a career like this?
- Use software data to differentiate instruction
- Wrap-up

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10. Lesson 5.10 Narrative Paragraph

Whole Group Instruction:

- Do Now
- REAL Book p. 26-27
- Share Today's Goal
- Direct Instruction on Text Dependent Analysis (TDA): Plan Writing - Identify Prompt/Purpose and Choose Precise Language

Rotations: Small Group/Independent Reading/Software Application

- Break down prompt - Write an answer
- Use Say, Mean, Matter graphic organizer
- Use software data to differentiate instruction
- Wrap-up

11. Lesson 5.11 Interim Checkpoint

Whole Group Instruction:

- Do Now
- 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

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

12. Lesson 5.12 Concept Organizer and Content-Area Vocabulary

Whole Group Instruction:

- Do Now
- REAL Book p. 28-29
- Share Today's Goal
- Direct Instruction: Content Area Vocabulary

Rotations: Small Group/Independent Reading/Software Application

- Introduce the Words, Pronounce, Clarify Part of Speech, Rate Word Knowledge, Provide Meaning, Discuss Examples, Make Connections, Deepen Understanding
- Use software data to differentiate instruction
- Wrap-up

13. Lesson 5.13 Historical Fiction: from The Plague

Whole Group Instruction:

- Do Now
- REAL Book p. 30-31
- Share Today's Goal
- Direct Instruction:

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- Build Vocabulary and Knowledge - Teach vocabulary words: refuse and cover
- Active knowledge - Connect 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 - Analyze Plot
- React and Write
- The Takeaway - Which aspects of the plague were most frightening to people of Christophe's time?
- Use software data to differentiate instruction
- Wrap-up

14. Lesson 5.14 Comprehension: Making Inferences

Whole Group Instruction:

- Do Now
- REAL Book p. 32-33
- Share Today's Goal
- Direct Instruction: Teach Comprehension Focus - Making Inferences - Identify Text Details

Rotations: Small Group/Independent Reading/Software Application

- Practice Comprehension - Make Inferences
- Use software data to differentiate instruction
- Wrap-up

15. Lesson 5.15 Informational Text: The War on Germs (Day 1)

Whole Group Instruction:

- Do Now
- REAL Book p. 34-35
- Share Today's Goal
- Direct instruction:
 - Build Vocabulary and Knowledge - Teach vocabulary words: examine and investigate
 - Active Knowledge - Connect Anchor Video 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
- Use software data to differentiate instruction
- Wrap-up

16. Lesson 5.16 Informational Text: The War on Germs (Day 2)

Whole Group Instruction:

- Do Now
- REAL Book p. 36-37
- Share Today's Goal
- Direct instruction:

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- Build Vocabulary and Knowledge - Teach vocabulary words: obvious and produce
- 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 - Analyze Text Structure
- Stretch Question
- The Takeaway: What information have you learned from these texts that you would share with friends and family members?
- Use software data to differentiate instruction
- Wrap-up

17. Lesson 5.17 Comprehension: Reading Critically

Whole Group Instruction:

- Do Now
- REAL Book p. 38-39
- Share Today's Goal
- Direct instruction: Teach Comprehension Focus - Reading critically to organize information

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension - 2nd Read - Analyze Text Structure
- Stretch Question
- The Takeaway - What information have you learned about these texts that you would share with friends and family members?
- Use software data to differentiate instruction
- Wrap-up

18. Lesson 5.18 Poster: Beware

Whole Group Instruction:

- Do Now
- REAL Book p. 40-41
- Share Today's Goal
- Direct instruction:
 - Build Vocabulary and Knowledge - Teach vocabulary words: encourage and approved
 - Active knowledge - Connect the rest of the Workshop to the text
 - Close Reading – 1st Read - Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension - 2nd Read - Analyze Text Structure
- React and Write
- The Takeaway - Do you think it's acceptable for a health poster to show images that may be disturbing as long as it gets the viewer's attention?
- Use software data to differentiate instruction
- Wrap-up

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19. Lesson 5.19 Writing/Narrative/TDA : Analyze a Model Essay

Whole Group Instruction:

- Do Now
- REAL Book p. 42-43
- Share Today's Goal
- Direct instruction: Analyze a Model Essay

Rotations: Small Group/Independent Reading/Software Application

- Evaluate a Model - Review the writing strategy
- Use software data to differentiate instruction
- Wrap-up

20. Lesson 5.20 Writing/Narrative/Constructed response: Plan Your Essay

Whole Group Instruction:

- Do Now
- REAL Book p. 44-45
- Share Today's Goal
- Direct instruction: Plan Writing - Identify Prompt and Purpose

Rotations: Small Group/Independent Reading/Software Application

- Analyze and Gather Elements
- Use software data to differentiate instruction
- Wrap-up

21. Lesson 5.21 Writing/Narrative/Constructed response: Organize and Write

Whole Group Instruction:

- Do Now
- REAL Book p. 46-47
- Share Today's Goal
- Direct instruction: Focus on Effective Descriptions - Analyze and Draft

Rotations: Small Group/Independent Reading/Software Application

- Organize and Write a Draft
- Use software data to differentiate instruction
- Wrap-up

22. Lesson 5.22 Writing/Narrative/Constructed response: Transitions and Conventions

Whole Group Instruction:

- Do Now
- REAL Book p. 48-49
- Share Today's Goal
- Direct instruction: Focus on Transitions to Convey Sequence

Rotations: Small Group/Independent Reading/Software Application

- Focus on Conventions of Writing
- Edit your Draft
- Use software data to differentiate instruction
- Wrap-up

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23. Lesson 5.23 Writing/Narrative/Constructed response: Rate and Revise

Whole Group Instruction:

- Do Now
- REAL Book p. 50-51
- Share Today's Goal
- Direct instruction: Evaluate Narratives - Assess your Draft

Rotations: Small Group/Independent Reading/Software Application

- Revise, Edit, and Publish Essays
- Use software data to differentiate instruction
- Wrap-up

24. Lesson 5.24 Career Focus and Project

Whole Group Instruction:

- Do Now
- REAL Book p. 52-55
- Share Today's Goal
- Direct instruction:
 - Build and Activate Knowledge
 - Close Reading – 1st Read - Key Idea
 - 2nd Read - Identify Risks

Rotations: Small Group/Independent Reading/Software Application

Used as an extension:

- Project: Tweet Outbreak Updates from perspective of an epidemiologist
- Launch the Project: Analyze Purpose/Format, Plan/Write, Revise/Present
- Use software data to differentiate instruction
- Wrap-up

25. Lesson 5.25 End-of-Workshop Checkpoint

Whole Group Instruction:

- Do Now
- Direct Instruction:
 - Focus on Academic Vocabulary: Guide Vocabulary Practice
 - Use Data to Group Students and Choose RDI Lessons

Rotations: Small Group/Independent Reading/Software Application

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

Assessments:

- **Diagnostic:**
NWEA Map Growth (August/September)
Benchmark as per district plan

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- **Formative:**
 - READ 180 student application
 - 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 (TDA)/Workshop Writing

Extensions:

- Project: Develop a series of tweets, as a public health official, on an outbreak.
- Conduct more in-depth research about subjects explored in this workshop, including but not limited to: Ebola, superbugs, SARS, bird flu, epidemiologists, etc, and present findings to the class.
- Learn more about the life and works of Dr. Scott Dowell, a traveling epidemiologist.
- Explore more information about epidemiologists and how they track disease outbreaks.
- Launch the project, analyze purpose and format, plan and write, revise and 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,

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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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READ 180 Workshop 6 No Ordinary Sport

Time/Days: 45 days

Standards (by number): PA Core Standards English Language Arts Grade 8

CC.1.3.8.A, CC.1.3.8.I, CC.1.4.8.C, CC.1.4.8.F, CC.1.4.8.G, CC.1.4.8.H, CC.1.4.8.T, CC.1.4.8.U, CC.1.4.8.X, CC.1.5.8.A, CC.1.5.8.F

Anchors:

E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature.

E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

E08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

E08.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

E08.C.1.1 Write arguments to support claims with clear reasons and relevant evidence.

Eligible Content:

E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.

E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 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., precede, recede, secede).

E08.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).

E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

E08.C.1.1.3 Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

E08.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.

Objectives:

1. Compare ideas in an academic discussion (DOK 2)
2. Identify author's main point of an informational text (DOK 1)
3. Recall strategies to read and understand multi syllabic words (DOK 1)
4. Analyze how a play's setting shapes plot (DOK 4)
5. Recognize academic vocabulary and correct grammar in sentences (DOK 1)
6. Analyze what dialogue says about a character (DOK 4)
7. Sequence important events in a text and cite evidence (DOK 3)
8. Summarize a drama (DOK 2)
9. Identify word families of Greek and Latin roots (DOK 1)
10. Interpret common idioms (DOK 2)
11. Identify connotation of words in a text (DOK 1)

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12. Recognize author's point of view (DOK 1)
13. Analyze what the text states and make inferences (DOK 4)
14. Create an argument paragraph and essay (DOK 4)
15. Identify key ideas in an informational text (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Lesson 6.1 Anchor Video: Extreme Wheelz

Whole Group Instruction:

- Do Now
- REAL Book p. 6-9
- Share Today's Goal
- Direct Instruction: Building Knowledge: No Ordinary Sport - Viewing with a Purpose, Build Vocabulary, Write, Discuss, Report, Reflect

Rotations: Small Group/Independent Reading/Software Application

- Use software data to differentiate instruction
- Wrap-up

2. Lesson 6.2 Concept Map and Content-Area Vocabulary

Whole Group Instruction:

- Do Now
- REAL Book p. 10-11
- Share Today's Goal
- Direct Instruction: Content Area Vocabulary

Rotations: Small Group/Independent Reading/Software Application

- Introduce the Words and Identify Word Families
- Use software data to differentiate instruction
- Wrap-up

3. Lesson 6.3 Informational Text: Going to the Extreme

Whole Group Instruction:

- Do Now
- REAL Book p. 12-13
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: perform and risk
 - Activate knowledge - Connect Anchor Video to text
 - Close Reading - 1st Read - Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension - 2nd Read - Identify Central Idea/Details
- Reinforce Foundational Skills - Read Multi-Syllable Words
- The Takeaway: Now that you've had a taste of extreme sports, what are you eager to learn more about?
- Use software data to differentiate instruction
- Wrap-up

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4. Lesson 6.4 Drama: To the Top of Dawn Wall (Day 1)

Whole Group Instruction:

- Do Now
- REAL Book p. 14-15
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: accomplish and grasp
 - Activate knowledge - Compare text types
 - Close Reading - 1st Read - Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension - 2nd Read - Analyze setting
- React and Write
- Use software data to differentiate instruction
- Wrap-up

5. Lesson 6.5 Drama: To the Top of Dawn Wall (Day 2)

Whole Group Instruction:

- Do Now
- REAL Book p. 16-17
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: delay and ascend
 - Establish Context
 - 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
- The Takeaway: How has this drama helped you gain a better understanding of what it takes to realize a great accomplishment such as climbing to the top of Dawn Wall?
- Use software data to differentiate instruction
- Wrap-up

6. Lesson 6.6 Comprehension: Summarizing

Whole Group Instruction:

- Do Now
- REAL Book p. 18-19
- Share Today's Goal
- Direct Instruction:
 - Teach Comprehension Focus: Summarizing
 - Identify Details in a Summary

Rotations: Small Group/Independent Reading/Software Application

- Practice Comprehension: Write a Summary
- Use software data to differentiate instruction
- Wrap-up

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7. Lesson 6.7 Word Analysis: Roots graph and form; Idioms

Whole Group Instruction:

- Do Now
- REAL Book p. 20-21
- Share Today's Goal
- Direct Instruction:
 - Build Morphological Strategies
 - Teach Word Families
 - Use Context

Rotations: Small Group/Independent Reading/Software Application

- Determine Meaning: Introduce, Understand and Analyze Idioms
- Use software data to differentiate instruction
- Wrap-up

8. Lesson 6.8 Argument Paragraph

Whole Group Instruction:

- Do Now
- REAL Book p. 22-23
- Share Today's Goal
- Direct Instruction:
 - Plan Writing
 - Identify Prompt and Purpose
 - Choose Precise Language

Rotations: Small Group/Independent Reading/Software Application

- Organize Writing: Topic Sentence, Claim, Evidence, Ending
- Write Paragraph
- Use software data to differentiate instruction
- Wrap-up

9. Lesson 6.9 Interim Checkpoint

Whole Group Instruction:

- Do Now
- Checkpoint Vocabulary
- Direct Instruction:
 - Guide Vocabulary Practice: Focus on Academic Vocabulary
 - Use Data to Group Students and Choose RDI Lessons

Rotations: Small Group/Independent Reading/Software Application

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

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10. Lesson 6.10 Concept Organizer and Content-Area Vocabulary

Whole Group Instruction:

- Do Now
- REAL Book p. 24-25
- Share Today's Goal
- Direct Instruction: Map Concepts: Build Concepts

Rotations: Small Group/Independent Reading/Software Application

- Teach Content Area Vocabulary:
 - Introduce the Words
 - Identify Word Families
- Use software data to differentiate instruction
- Wrap-up

11. Lesson 6.11 News Article: Tough Mudder—Too Extreme? (Day 1)

Whole Group Instruction:

- Do Now
- REAL Book p. 26-27
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: visible and survival
 - Activate knowledge
 - 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
- Use software data to differentiate instruction
- Wrap-up

12. Lesson 6.12 News Article: Tough Mudder—Too Extreme? (Day 2)

Whole Group Instruction:

- Do Now
- REAL Book p. 28-29
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: serve and doubt
 - Establish Context
 - Close Reading - 1st Read - Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension - 2nd Read - Analyze People, Events, and Ideas
- Stretch Question
- Use software data to differentiate instruction
- Wrap-up

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13. Lesson 6.13 News Article: Tough Mudder—Too Extreme? (Day 3)

Whole Group Instruction:

- Do Now
- REAL Book p. 30-31
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: critical and significant
 - Establish Context
 - Close Reading - 1st Read - Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension - 2nd Read - Identify Author's Purpose
- React and Write
- The Takeaway: Considering what you learned in these texts, would you try a Tough Mudder event if you had the chance?
- Use software data to differentiate instruction
- Wrap-up

14. Lesson 6.14 Comprehension: Reading Critically

Whole Group Instruction:

- Do Now
- REAL Book p. 32-33
- Share Today's Goal
- Direct Instruction:
 - Teach Comprehension Focus: Reading Critically
 - Identify Information

Rotations: Small Group/Independent Reading/Software Application

- Practice Comprehension: Analyze Information Across Texts
- Use software data to differentiate instruction
- Wrap-up

15. Lesson 6.15 News Article: A Passion for Parkour

Whole Group Instruction:

- Do Now
- REAL Book p. 34-35
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: evade and encounter
 - Activate Knowledge
 - Close Reading - 1st Read - Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension - 2nd Read - Make Inferences
- React and Write
- The Takeaway: What would you say to her now that you know more about Parkour and the risks that Iranian women take to participate in it?
- Use software data to differentiate instruction
- Wrap-up

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16. Lesson 6.16 Writing/Argument/TDA: Analyze a Model Essay

Whole Group Instruction:

- Do Now
- REAL Book p. 36-37
- Share Today's Goal
- Direct Instruction: Analyze a Model Argument Essay
- Rotations: Small Group/Independent Reading/Software Application
- Evaluate a Model: Review the Writing Strategy
- Use software data to differentiate instruction
- Wrap-up

17. Lesson 6.17 Writing/Argument/TDA: Plan Your Essay

Whole Group Instruction:

- Do Now
- REAL Book p. 38-39
- Share Today's Goal
- Direct Instruction: Analyze and Select Evidence
- Rotations: Small Group/Independent Reading/Software Application
- Use software data to differentiate instruction
- Wrap-up

18. Lesson 6.18 Writing/Argument/TDA: Organize and Write

Whole Group Instruction:

- Do Now
- REAL Book p. 40-41
- Share Today's Goal
- Direct Instruction:
 - Developing and Refuting Counterclaims
 - Analyze the Development and Support a Claim
 - Draft a Claim, Counterclaim, and Refutation
- Rotations: Small Group/Independent Reading/Software Application
- Organize and Write a Draft: Introduction, Body, Ending
- Use software data to differentiate instruction
- Wrap-up

19. Lesson 6.19 Writing/Argument/TDA: Transitions and Conventions

Whole Group Instruction:

- Do Now
- REAL Book p. 42-43
- Share Today's Goal
- Direct Instruction: Use Transitions to Clarify Relationships
- Rotations: Small Group/Independent Reading/Software Application
- Teach, Identify, and Rewrite Compound and Complex Sentences
- Edit Your Draft
- Use software data to differentiate instruction

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- Wrap-up

20. Lesson 6.20 Writing/Argument/TDA: Rate and Revise

Whole Group Instruction:

- Do Now
- REAL Book p. 44-45
- Share Today's Goal
- Direct Instruction:
 - Evaluate Argument Essays
 - Assess Your Draft

Rotations: Small Group/Independent Reading/Software Application

- Break down prompt - Write an answer
- Use Say, Mean, Matter graphic organizer
- Use software data to differentiate instruction
- Wrap-up

21. Lesson 6.21 Career Focus and Project

Whole Group Instruction:

- Do Now
- REAL Book p. 46-49
- Share Today's Goal
- Direct Instruction:
 - Build and Activate Knowledge
 - Close Reading - 1st Read - Key Idea
 - 2nd Read - Identify Rewards and Challenges of the Job

Used as an extension:

- Project: Write a Blog Post - Launch the Project, Analyze the Purpose and Format, Plan and Write, Revise, Present

Rotations: Small Group/Independent Reading/Software Application

- Use software data to differentiate instruction
- Wrap-up

22. Lesson 6.22 End-of-Workshop Checkpoint

Whole Group Instruction:

- Do Now
- Direct Instruction:
 - Focus on Academic Vocabulary: Guide Vocabulary Practice
 - Use Data to Group Students and Choose RDI Lessons

Rotations: Small Group/Independent Reading/Software Application

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

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23. Lesson 6.23 Research Paper: Finding Sources

Whole Group Instruction:

- Do Now
- REAL Book p. 50-51
- Share Today's Goal
- Direct Instruction:
 - Analyze and Select a Prompt
 - Introduce the Task, Choose a Prompt, Restate the Prompt

Rotations: Small Group/Independent Reading/Software Application

- Search For and Evaluate Resources
 - Finding Sources Online
 - Analyzing a Wiki Entry
 - Choosing Your Sources
- Use software data to differentiate instruction
- Wrap-up

24. Lesson 6.24 Research Paper: Analyze a Model

Whole Group Instruction:

- Do Now
 - REAL Book p. 52-53
 - Share Today's Goal
 - Direct Instruction: Analyze a Model Research Paper
- #### Rotations: Small Group/Independent Reading/Software Application
- Evaluate a Model
 - Mark and Evaluate Text Elements
 - Use software data to differentiate instruction
 - Wrap-up

25. Lesson 6.25 Research Paper: Plan, Organize, and Write

Whole Group Instruction:

- Do Now
 - REAL Book p. 54-55
 - Share Today's Goal
 - Direct Instruction:
 - Plan your Research Paper
 - Craft a Thesis Statement
- #### Rotations: Small Group/Independent Reading/Software Application
- Organize and Write your Draft: Introduction, Body, Ending
 - Use software data to differentiate instruction
 - Wrap-up

26. Lesson 6.26 Research Paper: Rate and Revise

Whole Group Instruction:

- Do Now
- REAL Book p. 56-57
- Share Today's Goal

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- Direct Instruction:
 - Evaluate and Revise your Research Paper
 - Assess and Rate your Draft
- Rotations: Small Group/Independent Reading/Software Application
- Revise, Edit, and Publish:
 - Reflect and Revise
 - Check and Edit
 - Publish and Submit
- Use software data to differentiate instruction
- Wrap-up

27. Lesson 6.27 Create a Multimedia Presentation

Whole Group Instruction:

- Do Now
- REAL Book p. 58-59
- Share Today's Goal
- Direct Instruction: Create a Multimedia Presentation

Rotations: Small Group/Independent Reading/Software Application

- Planning and Presenting your Presentation
- Use software data to differentiate instruction
- Wrap-up

28. Lesson 6.28 Present a Multimedia Presentation

Whole Group Instruction:

- Do Now
- REAL Book p. 58-59
- Share Today's Goal
- Direct Instruction: Presentation Skills

Rotations: Small Group/Independent Reading/Software Application

- Presenting: Present, Listen, and Respond
- Use software data to differentiate instruction
- Wrap-up

Assessments:

- **Diagnostic:**
Benchmark as per district plan
- **Formative:**
READ 180 student application
Reading Logs
Do-Nows
Software Writing
- **Summative:**
Interim Workshop Assessment
End of Workshop Assessment
Success Zone in READ 180 software

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Reading Counts tests

Text Dependent Analysis/Workshop Writing

Extensions:

- Project: Write a blog post as outlined in the REAL Book
- Conduct more in-depth research about subjects explored in this workshop, including but not limited to: Extreme sports, Rock climbing, Tough Mudder, Parkour, etc and present findings to the class.
- Learn more about the life and works of Dariusz Stankiewicz, a personal trainer.
- Explore more information about personal trainers and how they help athletes stay healthy and reach their goals.

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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READ 180 Workshop 7 Vanished

Time/Days: 45 days

Standards (by number): PA Core Standards English Language Arts Grade 8
CC.1.2.8.A, CC.1.2.8.C, CC.1.2.8.L, CC.1.3.8.A, CC.1.3.8.J, CC.1.4.8.A-D, CC.1.4.8.T-U,
CC.1.4.8.X, CC.1.5.8.A

Anchors:

E08.B-K.1.1.1 Demonstrate understanding of key ideas and details in informational texts.
E08.A-K.1.1.1 Demonstrate understanding of key ideas and details in literature.
E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.
E08.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.
E08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

Eligible Content:

E08.B-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
E08.B-K.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).
E08.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
E08.C.1.2.2 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
E08.C.1.2.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
E08.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.
E08.C.1.2.6 Provide a concluding section that follows from and supports the information or explanation presented.
E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.

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Objectives:

1. Use vocabulary about a topic with related examples (DOK 1)
2. Identify the key idea of an informational text (DOK 1)
3. Analyze what the text says and make inferences (DOK 4)
4. Cite evidence from a text (DOK 3)
5. Analyze how central idea/details develop (DOK 4)
6. Use context clues to determine meaning (DOK 2)
7. Summarize central idea of a text (DOK 2)
8. Construct an informative paragraph (DOK 3)
9. Compare and contrast items in a text (DOK 2)
10. Identify setting, characters, plot, theme (DOK 1)
11. Analyze evidence from multiple sources (DOK 4)
12. Use transitional words and phrases (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Lesson 7.1 Anchor Video: A Stone Age Mystery

Whole Group Instruction:

- Do Now
- REAL Book p. 6-9
- Share Today's Goal
- Direct Instruction: Building Knowledge: A Stone Age Mystery - Viewing with a Purpose, Build Vocabulary

Rotations: Small Group/Independent Reading/Software Application

- Discussing Media: Write, Discuss, Report, Reflect
- Use software data to differentiate instruction
- Wrap-up

2. Lesson 7.2 Concept Map and Content-Area Vocabulary

Whole Group Instruction:

- Do Now
- REAL Book p. 10-11
- Share Today's Goal
- Direct Instruction: Map Concepts - Activate Knowledge

Rotations: Small Group/Independent Reading/Software Application

- Teach Content Area Vocabulary - Introduce Words, Identify Word Families
- Use software data to differentiate instruction
- Wrap-up.

3. Lesson 7.3 Informational Text: Buried Secrets

Whole Group Instruction:

- Do Now
- REAL Book p. 12-13
- Share Today's Goal
- Direct Instruction:

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- Build Vocabulary and Knowledge - Teach vocabulary words: analyze and data
- 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: Why do you think it is important to investigate what caused the collapse of this lost world and others like it?
- Use software data to differentiate instruction
- Wrap-up

4. Lesson 7.4 Photo Essay: Gateway to the Mediterranean (Day 1)

Whole Group Instruction:

- Do Now
- REAL Book p. 14-15
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: remain and equip
 - Activate knowledge - Compare text types
 - Close Reading - 1st Read - Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension - 2nd Read - Cite Text Evidence
- Stretch Question
- Use software data to differentiate instruction
- Wrap-up

5. Lesson 7.5 Photo Essay: Gateway to the Mediterranean (Day 2)

Whole Group Instruction:

- Do Now
- REAL Book p. 16-17
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: annual and transport
 - Establish Context
 - Close Reading - 1st Read - Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension - 2nd Read - Make Inferences
- React and Write
- The Takeaway: What do you think motivated Frank Goddio to search for the ruins? Do you think he is satisfied with what he found?
- Use software data to differentiate instruction
- Wrap-up

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6. Lesson 7.6 Comprehension: Central Idea and Details

Whole Group Instruction:

- Do Now
- REAL Book p. 18-19
- Share Today's Goal
- Direct Instruction: Teach Comprehension: Central Idea and Details

Rotations: Small Group/Independent Reading/Software Application

- Practice Comprehension: Determine Central Idea
- Use software data to differentiate instruction
- Wrap-up

7. Lesson 7.7 Word Analysis: Suffix -tion; Using a Dictionary

Whole Group Instruction:

- Do Now
- REAL Book p. 20-21
- Share Today's Goal
- Direct Instruction:
 - Build Morphological Strategies: Teach Word Families
 - Use Context Clues

Rotations: Small Group/Independent Reading/Software Application

- Determine Meaning: Introduce Dictionary Skills, Use a Dictionary Entry, Reference a Dictionary
- Use software data to differentiate instruction
- Wrap-up

8. Lesson 7.8 Magazine Article: Sarah Parcak Is a Space Archaeologist. You Can Be, Too. (Day 1)

Whole Group Instruction:

- Do Now
- REAL Book p. 22-23
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: potential and feature
 - Activate knowledge - Connect Anchor Video to the Text
 - Close Reading - 1st Read - Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension - 2nd Read - Cite Text Evidence
- Stretch Question
- Use software data to differentiate instruction
- Wrap-up

9. Lesson 7.9 Magazine Article: Sarah Parcak Is a Space Archaeologist. You Can Be, Too. (Day 2)

Whole Group Instruction:

- Do Now
- REAL Book p. 24-25

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- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: structure and visibility
 - Establish Context
 - 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
- The Takeaway: What did you find most interesting about this article? What would you like to learn more about?
- Use software data to differentiate instruction
- Wrap-up

10. Lesson 7.10 Comprehension: Summarizing

Whole Group Instruction:

- Do Now
- REAL Book p. 26-27
- Share Today's Goal
- Direct Instruction:
 - Teach Comprehension Focus: Summarizing
 - Identify Elements of a Summary

Rotations: Small Group/Independent Reading/Software Application

- Practice Comprehension: Write a Summary
- Use software data to differentiate instruction
- Wrap-up

11. Lesson 7.11 Informative Paragraph

Whole Group Instruction:

- Do Now
- REAL Book p. 28-29
- Share Today's Goal
- Direct Instruction: Plan Writing - Identify Prompt/Purpose and Choose Precise Language

Rotations: Small Group/Independent Reading/Software Application

- Organize Writing - Topic Sentence, Central Idea, Details, Ending
- Write Paragraph using notes
- Use software data to differentiate instruction
- Wrap-up

12. Lesson 7.12 Interim Checkpoint

Whole Group Instruction:

- Do Now
- Checkpoint Vocabulary
- Direct Instruction:
 - Guide Vocabulary Practice: Focus on Academic Vocabulary
 - Use Data to Group Students and Choose RDI Lessons

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Rotations: Small Group/Independent Reading/Software Application

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

13. Lesson 7.13 Concept Organizer and Content-Area Vocabulary

Whole Group Instruction:

- Do Now
- REAL Book p. 30-31
- Share Today's Goal
- Direct Instruction: Map Concepts: Build Concepts

Rotations: Small Group/Independent Reading/Software Application

- Teach Content Area Vocabulary:
 - Introduce the Words
 - Identify Word Families
- Use software data to differentiate instruction
- Wrap-up

14. Lesson 7.14 Informational Text: Truth in Fiction

Whole Group Instruction:

- Do Now
- REAL Book p. 32-33
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: trigger and survey
 - Activate knowledge - Connect 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 Text Structure
- React and Write
- The Takeaway: What did you find most interesting about this article?
- Use software data to differentiate instruction
- Wrap-up

15. Lesson 7.15 Literary Elements: Setting, Character, Plot, and Theme

Whole Group Instruction:

- Do Now
- REAL Book p. 34-35
- Share Today's Goal
- Direct Instruction:
 - Teach Literary Elements: Introduce the Elements
 - Read the Text

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Rotations: Small Group/Independent Reading/Software Application

- Practice Comprehension: Identify Literary Elements
- Use software data to differentiate instruction
- Wrap-up

16. Lesson 7.16 Myth: The Trojan War (Day 1)

Whole Group Instruction:

- Do Now
- REAL Book p. 36-37
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: prepare and instantly
 - Activate knowledge
 - 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
- Use software data to differentiate instruction
- Wrap-up

17. Lesson 7.17 Myth: The Trojan War (Day 2)

Whole Group Instruction:

- Do Now
- REAL Book p. 38-39
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: anxiously and interfere
 - Establish Context
 - Close Reading - 1st Read - Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension - 2nd Read - Analyze Plot
- Stretch Question
- The Takeaway: After reading this selection, do you think you should interfere with others' plans or let them continue on even if it may be dangerous for them?
- Use software data to differentiate instruction
- Wrap-up

18. Lesson 7.18 Online News Article: The Hunt for Troy (Day 1)

Whole Group Instruction:

- Do Now
- REAL Book p. 40-41
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: convinced and display
 - Activate knowledge
 - Close Reading - 1st Read - Key Idea

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Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension - 2nd Read - Cite Text Evidence
- React and Write
- Use software data to differentiate instruction
- Wrap-up

19. Lesson 7.19 Online News Article: The Hunt for Troy (Day 2)

Whole Group Instruction:

- Do Now
- REAL Book p. 42-43
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: substantial and estimate
 - Establish Context
 - 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: Which detail surprised you most about the article?
- Use software data to differentiate instruction
- Wrap-up

20. Lesson 7.20 Writing/Informational/TDA: Analyze a Model Essay

Whole Group Instruction:

- Do Now
- REAL Book p. 44-45
- Share Today's Goal
- Direct Instruction: Analyze a Model Informative Essay

Rotations: Small Group/Independent Reading/Software Application

- Evaluate a Model:
 - Review the Writing Strategy
 - Mark and Evaluate Text Elements
- Use software data to differentiate instruction
- Wrap-up

21. Lesson 7.21 Writing/Informational/Constructed response: Plan Your Essay

Whole Group Instruction:

- Do Now
- REAL Book p. 46-47
- Share Today's Goal
- Direct instruction: Plan Writing - Identify Prompt and Purpose

Rotations: Small Group/Independent Reading/Software Application

- Analyze and Select Evidence
- Use software data to differentiate instruction
- Wrap-up

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22. Lesson 7.22 Writing/Informational/TDA: Organize and Write

Whole Group Instruction:

- Do Now
- REAL Book p. 48-49
- Share Today's Goal
- Direct Instruction:
 - Developing and Supporting a Thesis Statement
 - Analyze and Draft a Thesis Statement

Rotations: Small Group/Independent Reading/Software Application

- Break down prompt - Write an answer
- Use Say, Mean, Matter graphic organizer
- Use software data to differentiate instruction
- Wrap-up

23. Lesson 7.23 Writing/Informational/TDA: Transitions and Conventions

Whole Group Instruction:

- Do Now
- REAL Book p. 50-51
- Share Today's Goal
- Direct Instruction: Use Transitions to Introduce Evidence

Rotations: Small Group/Independent Reading/Software Application

- Teach Sentence Fragments: Identify and Correct Sentence Fragments
- Edit Your Draft
- Use software data to differentiate instruction
- Wrap-up

24. Lesson 7.24 Writing/Informational/TDA: Rate and Revise

Whole Group Instruction:

- Do Now
- REAL Book p. 52-53
- Share Today's Goal
- Direct instruction: Evaluate Informative Essays - Assess your Draft

Rotations: Small Group/Independent Reading/Software Application

- Revise, Edit, and Publish Essays
- Use software data to differentiate instruction
- Wrap-up

25. Lesson 7.25 Career Focus and Project

Whole Group Instruction:

- Do Now
- REAL Book p. 54-57
- Share Today's Goal
- Direct Instruction:
 - Build and Activate Knowledge
 - Close Reading - 1st Read - Key Idea
 - 2nd Read - Identify Reasons for Choosing a Career

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Use as an extension:

- Project: Create a Field Entry Journal- Make Career Connections: High Altitude Archaeologist
- Launch the Project, Analyze the Purpose and Format, Plan and Write, Revise, Present

Rotations: Small Group/Independent Reading/Software Application

- Project: Create a Field Entry Journal
 - Make Career Connections: High Altitude Archaeologist
- Launch the Project, Analyze the Purpose and Format, Plan and Write, Revise, Present
- Use software data to differentiate instruction
- Wrap-up
-

26. Lesson 7.26 End-of-Workshop Checkpoint

Whole Group Instruction:

- Do Now
- Direct Instruction:
 - Focus on Academic Vocabulary: Guide Vocabulary Practice
 - Use Data to Group Students and Choose RDI Lessons

Rotations: Small Group/Independent Reading/Software Application

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

Assessments:

- **Diagnostic:**
Benchmark as per district plan
- **Formative:**
NWEA Map Growth (January)
READ 180 student application
Reading Logs
Do-Nows
Software Writing
- **Summative:**
Interim Workshop Assessment
End of Workshop Assessment
Success Zone in READ 180 software
Reading Counts tests
TDA/Workshop Writing

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Extensions:

- Project: Write a field journal entry as outlined in the REAL Book
- Conduct more in-depth research about subjects explored in this workshop, including but not limited to: Space archaeology, geomythology, satellite technology, etc and present findings to the class.
- Learn more about the life and works of Constanza Ceruti, a high altitude archaeologist..
- Explore more information about archaeology and how they discover ancient relics, tombs, pyramids, etc.

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 8 Follow The Money

Time/Days: 45 days

Standards (by number): PA Core Standards English Language Arts Grade 8

CC.1.2.8.A-B, CC.1.2.8.D, CC.1.2.8.H, CC.1.2.8.L, CC.1.3.8.A, CC.1.3.8.J-K, CC.1.4.8.F-H

Anchors:

E08.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.

E08.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.

E08.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.

E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature.

E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

E08.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

E08.C.1.1 Write arguments to support claims with clear reasons and relevant evidence.

Eligible Content:

E08.B-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

E08.B-K.1.1.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

E08.B-C.2.1.1 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

E08.B-C.3.1.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

E08.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 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., precede, recede, secede).

E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

E08.C.1.1.2 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

E08.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.

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Core Activities and Corresponding Instructional Methods:

1. Lesson 8.1 Anchor Video: Taking Stock

Whole Group Instruction:

- Do Now
- REAL Book p. 6-9
- Share Today's Goal
- Direct Instruction:
 - Introduce and Engage - Preview the Workshop Overview
 - Building Knowledge - Taking Stock: Viewing with a Purpose, Build Vocabulary

Rotations: Small Group/Independent Reading/Software Application

- Discussing Media: Write, Discuss, Report, Reflect
- Use software data to differentiate instruction
- Wrap-up

2. Lesson 8.2 Concept Map and Content-Area Vocabulary

Whole Group Instruction:

- Do Now
- REAL Book p. 10-11
- Share Today's Goal
- Direct Instruction: Map Concepts - Activate Knowledge

Rotations: Small Group/Independent Reading/Software Application

- Teach Content Area Vocabulary - Introduce Words, Identify Word Families
- Use software data to differentiate instruction
- Wrap-up

3. Lesson 8.3 Timeline: Money Through the Years

Whole Group Instruction:

- Do Now
- REAL Book p. 12-13
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary and Knowledge - Teach vocabulary words: evolve and issue
 - Activate Knowledge - Connect Prior Knowledge 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: Compound Words
- The Takeaway: What is another way we could improve money?
- Use software data to differentiate instruction
- Wrap-up

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4. Lesson 8.4 Infographic: The Life and Death of a Dollar Bill (Day 1)

Whole Group Instruction:

- Do Now
- REAL Book p. 14-15
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: represent and engage
 - Activate knowledge - Connect Prior Reading to the Text and Introduce Text Type
 - Close Reading - 1st Read - Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension - 2nd Read - Identify Text Structure
- Stretch Question
- Use software data to differentiate instruction
- Wrap-up

5. Lesson 8.5 Infographic: The Life and Death of a Dollar Bill (Day 2)

- Do Now
- REAL Book p. 16-17
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: guarantee and exchange
 - Establish Context
 - Close Reading - 1st Read - Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension - 2nd Read - Summarize
- React and Write
- The Takeaway: The infographic explains how money is printed, used, and removed from circulation. Now that you know this, what else would you like to learn about money?
- Use software data to differentiate instruction
- Wrap-up

6. Lesson 8.6 Comprehension: Author's Purpose

Whole Group Instruction:

- Do Now
- REAL Book p. 18-19
- Share Today's Goal
- Direct Instruction: Teach Comprehension: Author's Purpose

Rotations: Small Group/Independent Reading/Software Application

- Practice Comprehension: Analyze Author's Purpose
- Use software data to differentiate instruction
- Wrap-up

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7. Lesson 8.7 Word Analysis: Prefixes in- and un-; Context Clues

Whole Group Instruction:

- Do Now
- REAL Book p. 20-21
- Share Today's Goal
- Direct Instruction:
 - Build Morphological Strategies: Teach Word Families
 - Use Context Clues

Rotations: Small Group/Independent Reading/Software Application

- Determine Meaning: Review, Identify, and Analyze Context Clues
- Use software data to differentiate instruction
- Wrap-up

8. Lesson 8.8 Magazine Article: Making Money (Day 1)

Whole Group Instruction:

- Do Now
- REAL Book p. 22-23
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: economy and considerable
 - Activate knowledge - Connect 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 data to differentiate instruction
- Wrap-up

9. Lesson 8.9 Magazine Article: Making Money (Day 2)

Whole Group Instruction:

- Do Now
- REAL Book p. 24-25
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: rely and investigate
 - Establish Context
 - 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: In this text, we learn about Frank Bourassa, a criminal who created very authentic looking counterfeit money. What did you find most interesting or surprising about this article?
- Use software data to differentiate instruction
- Wrap-up

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10. Lesson 8.10 Comprehension: Identify Text Structure

Whole Group Instruction:

- Do Now
- REAL Book p. 26-27
- Share Today's Goal
- Direct Instruction:
 - Teach Comprehension Focus: Identify Text Structure
 - Identify Causes and Effects

Rotations: Small Group/Independent Reading/Software Application

- Practice Comprehension: Analyze Causes and Effects
- Use software data to differentiate instruction
- Wrap-up

11. Lesson 8.11 Plan Your Paragraph

Whole Group Instruction:

- Do Now
- REAL Book p. 28-29
- Share Today's Goal
- Direct Instruction: Plan Writing - Identify Prompt/Purpose and Choose Precise Language

Rotations: Small Group/Independent Reading/Software Application

- Organize Writing - Topic Sentence and Reasons, Evidence, Ending
- Write Paragraph using notes
- Use software data to differentiate instruction
- Wrap-up

12. Lesson 8.12 Interim Checkpoint

Whole Group Instruction:

- Do Now
- Checkpoint Vocabulary
- Direct Instruction:
 - Guide Vocabulary Practice: Focus on Academic Vocabulary
 - Use Data to Group Students and Choose RDI Lessons

Rotations: Small Group/Independent Reading/Software Application

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

13. Lesson 8.13 Concept Organizer and Content-Area Vocabulary

Whole Group Instruction:

- Do Now
- REAL Book p. 30-31
- Share Today's Goal

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- Direct Instruction: Map Concepts: Build Concepts

Rotations: Small Group/Independent Reading/Software Application

- Teach Content Area Vocabulary:
 - Introduce the Words
 - Identify Word Families
- Use software data to differentiate instruction
- Wrap-up

14. Lesson 8.14 Magazine Article: Growing Brighter Futures (Day 1)

Whole Group Instruction:

- Do Now
- REAL Book p. 32-33
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: program and initiate
 - Activate knowledge - Connect 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
- Stretch Question
- Use software data to differentiate instruction
- Wrap-up

15. Lesson 8.15 Magazine Article: Growing Brighter Futures (Day 2)

Whole Group Instruction:

- Do Now
- REAL Book p. 34-35
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: reinvest and benefit
 - Establish Context
 - Close Reading - 1st Read - Key Idea

Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension - 2nd Read - Cite Text Evidence
- Stretch Question
- The Takeaway: Would you want to participate in a program like this? Why or why not?
- Use software data to differentiate instruction
- Wrap-up

16. Lesson 8.16 Literary Elements: Setting, Character, Plot, and Theme

Whole Group Instruction:

- Do Now
- REAL Book p. 36-37
- Share Today's Goal
- Direct Instruction:

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- Teach Literary Elements: Introduce Literary Elements
- Read the Text
- Identify Literary Elements

Rotations: Small Group/Independent Reading/Software Application

- Use software data to differentiate instruction
- Wrap-up

17. Lesson 8.17 Novel: Sour Business (Day 1)

Whole Group Instruction:

- Do Now
- REAL Book p. 38-39
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: rival and generate
 - Activate knowledge - Connect Anchor Video to the Text and Introduce Text Type
 - 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 data to differentiate instruction
- Wrap-up

18. Lesson 8.18 Novel: Sour Business (Day 2)

Whole Group Instruction:

- Do Now
- REAL Book p. 40-41
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: exactly and plant
 - 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 - Analyze Setting
- Stretch Question
- Use software data to differentiate instruction
- Wrap-up

19. Lesson 8.19 Novel: Sour Business (Day 3)

Whole Group Instruction:

- Do Now
- REAL Book p. 42-43
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: otherwise and charge
 - Establish Context - Remind students about prior reading
 - Close Reading - 1st Read - Key Idea

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Rotations: Small Group/Independent Reading/Software Application

- Build Fluency and Comprehension - 2nd Read - Use Word Strategies
- React and Write
- Use software data to differentiate instruction
- Wrap-up

20. Lesson 8.20 Novel: Sour Business (Day 4)

Whole Group Instruction:

- Do Now
- REAL Book p. 44-45
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: accusing and hesitate
 - 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 data to differentiate instruction
- Wrap-up

21. Lesson 8.21 Novel: Sour Business (Day 5)

Whole Group Instruction:

- Do Now
- REAL Book p. 46-47
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: admit and competitor
 - 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 - Analyze Plot
- Stretch Question
- The Takeaway: Which of their business ideas did you find most realistic? Which did you find least realistic?
- Use software data to differentiate instruction
- Wrap-up

22. Lesson 8.22 Nonfiction Book: How to Turn \$100 Into \$1,000,000 (Day 1)

Whole Group Instruction:

- Do Now
- REAL Book p. 48-49
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: refer and adjust

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- Activate knowledge - Connect Anchor Video to the Text and Review the Genre
- 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
- Use software data to differentiate instruction
- Wrap-up

23. Lesson 8.23 Nonfiction Book: How to Turn \$100 Into \$1,000,000 (Day 2)

Whole Group Instruction:

- Do Now
- REAL Book p. 50-51
- Share Today's Goal
- Direct Instruction:
 - Build Vocabulary Knowledge - Teach vocabulary: fund and minimal
 - 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 - Identify Author's Purpose
- Stretch Question
- The Takeaway: Do you think having this information will change how you think about spreading and earning money? Will you make a budget? Why or why not?
- Use software data to differentiate instruction
- Wrap-up

24. Lesson 8.24 Writing/Argument/TDA: Analyze a Model Essay

Whole Group Instruction:

- Do Now
- REAL Book p. 52-53
- Share Today's Goal
- Direct Instruction:
 - Analyze a Model Essay
 - Provide a Focus Question

Rotations: Small Group/Independent Reading/Software Application

- Evaluate a Model:
 - Review the Writing Strategy
 - Mark and Evaluate Text Elements
- Use software data to differentiate instruction
- Wrap-up

25. Lesson 8.25 Writing/Argument/TDA: Plan Your Essay

Whole Group Instruction:

- Do Now
- REAL Book p. 54-55
- Share Today's Goal

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- Direct instruction: Plan Writing - Identify Prompt and Purpose
- Rotations: Small Group/Independent Reading/Software Application

- Analyze and Select Evidence
- Use software data to differentiate instruction
- Wrap-up

26. Lesson 8.26 Writing/Argument/TDA: Organize and Write

Whole Group Instruction:

- Do Now
- REAL Book p. 56-57
- Share Today's Goal
- Direct Instruction:
 - Developing and Supporting a Claim
 - Analyze Supporting Evidence
 - Draft and Support a Claim

Rotations: Small Group/Independent Reading/Software Application

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

27. Lesson 8.27 Writing/Argument/TDA: Transitions and Conventions

Whole Group Instruction:

- Do Now
- REAL Book p. 58-59
- Share Today's Goal
- Direct Instruction: Transitions to Connect Ideas - Practice Using Transitions

Rotations: Small Group/Independent Reading/Software Application

- Run-on Sentences: Teach, Identify, and Correct
- Edit Your Draft
- Use software data to differentiate instruction
- Wrap-up

28. Lesson 8.28 Writing/Argument/TDA: Rate and Revise

Whole Group Instruction:

- Do Now
- REAL Book p. 60-61
- Share Today's Goal
- Direct instruction: Evaluate Argument Essays - Assess your Draft and Discuss Criteria

Rotations: Small Group/Independent Reading/Software Application

- Break down prompt - Write an answer
- Use Say, Mean, Matter graphic organizer
- Revise, Edit, and Publish Essays
- Use software data to differentiate instruction
- Wrap-up

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29. Lesson 8.29 Career Focus and Project

Whole Group Instruction:

- Do Now
 - REAL Book p. 62-65
 - Share Today's Goal
 - Direct Instruction:
 - Build and Activate Knowledge
 - Close Reading - 1st Read - Key Idea
 - 2nd Read - Identify a Challenge
- Use as an extension:**
- Project: Write a Blog Post- Make Career Connections: Entrepreneur
 - Launch the Project, Analyze the Purpose and Format, Plan and Write, Revise, Present

Rotations: Small Group/Independent Reading/Software Application

- Project: Create a Field Entry Journal
 - Make Career Connections: High Altitude Archaeologist
- Launch the Project, Analyze the Purpose and Format, Plan and Write, Revise, Present
- Use software data to differentiate instruction
- Wrap-up

30. Lesson 8.30 End-of-Workshop Checkpoint

Whole Group Instruction:

- Do Now
- Direct Instruction:
 - Focus on Academic Vocabulary: Guide Vocabulary Practice
 - Use Data to Group Students and Choose RDI Lessons

Rotations: Small Group/Independent Reading/Software Application

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

Assessments:

- **Diagnostic:**
Benchmark as per district plan
- **Formative:**
READ 180 student application
Reading Logs
Do-Nows
Software Writing
- **Summative:**

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NWEA Map Growth (May/June)
Interim Workshop Assessment
End of Workshop Assessment
Success Zone in READ 180 software
Reading Counts tests
TDA/Workshop Writing

Extensions:

- Project: Write a blog post as outlined in the REAL Book
- Conduct more in-depth research about subjects explored in this workshop, including but not limited to: making and investing money, counterfeiting, the evolution of money, student entrepreneurial skills, etc and present findings to the class.
- Learn more about the life and works of Daymond John, an entrepreneur. Explore more information about entrepreneurship and how your ideas can be turned into reality.

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
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- Model READ 180 routines