

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Foundations of English 9
Foundations of Reading 9
(Read 180)

Grade Level: 9

Date of Board Approval: _____ 2019 _____

Planned Instruction

**Title of Planned Instruction: Foundations of English 9
Foundations of Reading 9
(Read 180)**

Subject Area: English/Reading

Grade(s): 9

Course Description:

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

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

Curriculum Writing Committee: Susan Lemenille

Curriculum Map

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

1. Marking Period One:

- Overview based on 45 days: The first few days and weeks of READ 180 are a critical time to build community, establish classroom routines and procedures, and communicate high expectations to students. Students will also begin the first Workshop, "At First Sight," and learn about aspects of perception from optical illusions to eyewitness testimony to the perception of "cuteness."
- Goals:
 - Introduce Students to *Real Book* and READ 180 Instructional Model
 - Preview the Introductory Workshop and *Real Book* topics
 - Read and React to text about *Darline's READ 180 Experience*
 - Take notes for and write Personal Profile
 - Model procedures like *Fluent Reading, Think/Pair/Share, Cloze, etc.*
 - Explain about and determine Fixed and Growth Mindset
 - Introduce *Analyze Media Routine* and watch related video
 - Prepare Students for Classroom Rotations, Do Now, and Independent Reading Procedures (performed each day)
 - Practice transitioning from group to group
 - Administer the RI- Reading Inventory (each marking period)
 - Explore the Knowledge Map for READ 180 topics
 - Introduce the Student Application (performed each day)
 - Explore the READ 180 Effect; Read "A 180 Story"
 - Identify personal reading challenges
 - Determine and plan for Reading Goals/Success Goals
 - Pick and read Independent Reading Books (performed each day)
 - Introduce and Engage Content/Build Background Knowledge in Workshop through video and discussion
 - Preview Workshop #1- "At First Sight"
 - Teach and complete Concept Map for "vision" and Concept Organizer for "perception"
 - Teach and review Content-Area Vocabulary
 - Identify Central Ideas and Details in a magazine article and an excerpt from a nonfiction book, an excerpt from a novel, and a news article
 - Identify Syllables in words and apply skills
 - Read Critically to determine support for author's argument
 - Analyze Point of View to determine author's feelings
 - React and Write to passages

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- Identify Central Ideas and Details for deeper understanding
- Plan, Organize and Write an Informative Paragraph about eyewitness testimony with a topic sentence, details and conclusion using TIDE (Topic Sentence, Ideas, Details and End)
- Use Precise Language in writing
- Identify and correctly use various Parts of Speech
- Practice using a Dictionary
- Identify Reasons to Support a Claim and Analyze an Argument
- Read about and Plan a Debate (optional- see Extensions)
- Identify Literary Elements in an excerpt from a novel
- Read an excerpt from a novel
- Analyze Character
- Make Inferences about a plot
- Read a news article
- Identify Text Structure and Labels on pictures and diagrams
- Cite Text Evidence to clarify meaning
- Use Word Strategies to clarify author's ideas
- Identify Elements of a Summary and Write a Summary with a central idea, relevant details, and a conclusion
- Analyze a Model Essay
- Mark and Evaluate Text Elements in the essay about perception
- Plan, Organize, and Write an Informative Essay with accurate use of text evidence (TIDE)
- Select relevant evidence
- Analyze and draft a Thesis Statement
- Assess essay with self-evaluation and peer feedback
- Identify and Correct Sentence Fragments
- Identify Rewards and Challenges of a Career related to content- a police detective
- Optional Project- Memory Experiment (see Extensions)
- Complete Interim and End-of-Workshop Assessments and use data to differentiate
- Read Independently and Engage in READ 180 Application Software
- Complete Reading Counts Tests
- Administer RI at end of marking period
- Use data to differentiate and remediate

2. Marking Period Two:

- Overview based on 45 days: Students will explore the concept of identity in Workshop #2 "Who Am I?" They will read fictional and nonfictional passages about a variety of people who struggle with determining who they are as individuals and as members of cultural communities.

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- **Goals:**
 - **Introduce and Engage Content/Build Background Knowledge in Workshop through video and discussion**
 - **Preview Workshop #2- “Who Am I?”**
 - **Teach and complete a Concept Map for “community” and a Concept Organizer for “identity”**
 - **Teach and review Content-Area Vocabulary**
 - **Identify Central Ideas and Details in two essays, an interview, an excerpt from a novel, and a poem**
 - **Read words with Closed Syllables and apply skills**
 - **Use Word Strategies to clarify author’s ideas**
 - **React and Write to passages**
 - **Review Literary Elements in a novel excerpt**
 - **Read an excerpt from a novel**
 - **Analyze Media and Illustrations in relation to the novel**
 - **Analyze Plot**
 - **Make Inferences about the characters and plot**
 - **Cite Text Evidence about the plot**
 - **Analyze Figurative Language in Fiction**
 - **Analyze the Character and Character Development**
 - **Plan, Organize, and Write an Informative Paragraph about Character Development with a topic sentence, story details and a conclusion using TIDE**
 - **Use Precise Language in writing**
 - **Examine Word Parts- Analyze and Apply Meaning of Prefixes**
 - **Identify and Analyze Context Clues**
 - **Read and Analyze Similes in an essay**
 - **Analyze the Theme of an essay**
 - **Read and Analyze Figurative Language in a poem**
 - **Analyze the Theme of a poem**
 - **Analyze a Model Essay- Literary Analysis**
 - **Mark and Evaluate Text Elements in a Literary Analysis**
 - **Plan, Organize, and Write a Literary Analysis that Compares/Contrasts people from the Workshop (TIDE) using multiple sources**
 - **Analyze Citations and draft evidence and citations**
 - **Assess essay with self-evaluation and peer feedback**
 - **Practice Using Correct Verb Tenses**
 - **Identify Rewards and Challenges of a Career related to content- cartoonist**
 - **Optional Project- Design, plan and write a page for a graphic novel**

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- Complete Interim and End-of-Workshop Assessments and use data to differentiate
- Read Independently and Engage in READ 180 Application Software
- Complete Reading Counts Tests
- Administer RI at end of marking period
- Use data to differentiate and remediate

3. Marking Period Three:

- Overview based on 45 days: In Workshop #3 “It’s Your Right,” students will learn about the Ten Amendments that make up the Bill of Rights and see how they are used today. Students will gain background knowledge about their rights and freedoms as teens in America by reading a summary of the Bill of Rights, a magazine article about court cases, a time-line about Fourth Amendment rights, a news article about a youth court, an excerpt from a Shakespearean drama, and a letter to the editor about a man wrongly accused of a crime.
- Goals:
 - Introduce and Engage Content/Build Background Knowledge in Workshop through video and discussion
 - Preview Workshop #3- “It’s Your Right”
 - Teach and complete a Concept Map for “*right*” and a Concept Organizer for “*justice*”
 - Teach and review Content-Area Vocabulary
 - Identify Central Ideas and Details in a summary, a magazine article, a time line, a news article, an excerpt from a drama, and a letter to the editor
 - Read Words with Open Syllables and apply skills
 - React and Write to passages
 - Read Critically to support ideas presented
 - Make Inferences about the magazine article’s content
 - Plan, Organize and Write an Argumentative Paragraph with a topic sentence, evidence and a conclusion using TREE (Thesis statement, Reasons, Evidence, Ending)
 - Use Precise Language in writing
 - Identify Text Structure in a Time Line
 - Examine Word Part- Analyze and Apply Meaning of Suffixes
 - Analyze Multiple-Meaning Words in Context
 - Identify evidence and analyze arguments in a debate about government wiretapping
 - Optional- Plan and Present a Debate (see Extensions)
 - Make Inferences in a magazine article
 - Analyze Multiple Accounts of an incident
 - Read and Analyze Point of View in a play

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- Analyze the Meaning, Characters, and Plot of a play
- Analyze the Word Meaning of Shakespearean Terms
- Analyze the Point of View in an editorial
- Summarize Important Ideas and Details in a passage
- Identify and Analyze the Author's Purpose
- Analyze a Model Argumentative Essay
- Mark and Evaluate Text Elements
- Plan, Organize and Write an Argumentative Essay (TREE) about the most important amendment to the Bill of Rights
- Analyze and Select Evidence for the essay
- Analyze a claim and draft and support a claim
- Assess essay with self-evaluation and peer feedback
- Identify and Use Independent Clauses
- Identify Rewards and Challenges of a Career related to content- a lawyer
- Optional Project- Write a new amendment to the Constitution
- Complete Interim and End-of-Workshop Assessments and use data to differentiate
- Read Independently and Engage in READ 180 Application Software
- Complete Reading Counts Tests
- Administer RI at end of marking period
- Use data to differentiate and remediate

4. Marking Period Four:

- Overview based on 45 days: In Workshop #4, students will learn about the importance of D-Day as event in World War II. They will examine various aspects of the war effort, from the role of black soldiers to journalists and army nurses.
- Goals:
 - Introduce and Engage Content/Build Background Knowledge in Workshop through video and discussion
 - Preview Workshop #4- "D-Day"
 - Teach and complete a Concept Map for "invasion" and a Concept Organizer for "honor"
 - Teach and review Content-Area Vocabulary
 - Identify Central Ideas and Details in two narrative nonfiction passages, an interview, a news article, a poem, and a magazine article
 - Cite Evidence from the text to clarify meaning
 - React and Write to passages
 - Analyze People, Events and Ideas in an Interview
 - Identify Text Structure in an Interview- Cause and Effect
 - Analyze Causes and Effects in a Text

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- **Plan, Organize and Write an Informative Paragraph to synthesize information from the Interview with a topic sentence, ideas, details and an ending (TIDE)**
- **Use Precise Language in writing**
- **Use Word Strategies to clarify ideas**
- **Read a Poem and Analyze the Author’s Technique Using Repetition to emphasize ideas and feelings**
- **Analyze Meaning and Tone in Poetry**
- **Examine Word Parts: Determine Word Families and Use Context with Latin Roots**
- **Identify Synonyms and Antonyms and Use a Thesaurus**
- **Read and Analyze Arguments in a Debate about journalists in the War**
- **Optional- Plan and Present a Debate (see Extension)**
- **Read a Magazine Article and Identify Text Structure**
- **Analyze Visual Content in a Text**
- **Summarize Important Details in Narrative Nonfiction**
- **Cite Text Evidence in Narrative Nonfiction**
- **Use Word Strategies to Visualize Content of Narrative Nonfiction**
- **Analyze the Relationships of People, Events, and Ideas in a Text**
- **Analyze a Model Informational Essay**
- **Mark and Evaluate Text Elements**
- **Plan, Organize and Write an Informational Essay by Synthesizing Information about Two Challenges the Allies Faced on D-Day Using Text Evidence (TIDE)**
- **Analyze and then write an Effective Conclusion to an Essay**
- **Identify and Use Dependent Clauses in Writing**
- **Assess essay with self-evaluation and peer feedback**
- **Identify Rewards and Challenges of a Career related to content- an army nurse**
- **Optional Project- Create a Presentation**
- **Complete Interim and End-of-Workshop Assessments and use data to differentiate**
- **Read Independently and Engage in READ 180 Application Software**
- **Complete Reading Counts Tests**
- **Administer RI at end of marking period/end of year to assess growth**

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Curriculum Plan

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

Getting Started Workshop (G)- Marking Period 1

Workshop #1 *At First Sight* (1)- Marking Period 1

Workshop #2 *Who Am I?* (2)- Marking Period 2

Workshop #3 *It's Your Right* (3)- Marking Period 3

Workshop #4 *D-Day* (4)- Marking Period 4

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

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

Essential Questions:

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

Concepts:

Text Analysis: (G, 1,2,3,4)

Competencies:

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

Concepts:

Vocabulary Acquisition and Use (G,1,2,3,4)

Competencies:

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

Text Structure (G,1,2,3,4)

Competencies:

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

Theme (G,1,2,3,4)

Competencies:

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

Literary Elements (1,2,3)

Competencies:

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

Strategies (G,1,2,3,4)

Competencies:

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

Essential Questions:

What is this text really about?

Concepts:

Diverse Media (G,1,2,3,4)

Competencies:

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

Evaluating Arguments (G,1,2,3,4)

Competencies:

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

Analysis Across Texts (1,2,3,4)

Competencies:

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

Main Idea (G,1,2,3,4)

Competencies:

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

Essential Questions:

How do readers know what to believe?

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

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

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Concepts:

Range of Reading (G,1,2,3,4)

Competencies:

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

Sources of Information (G,1,2,3,4)

Competencies:

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

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

Essential Questions:

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

Concepts:

Response to Literature (1,2,3,4)

Competencies:

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

How does the interaction with text provoke thinking and response?

Diverse Media (G,1,2,3,4)

Competencies:

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

Evaluating Arguments (1,2,3,4)

Competencies:

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

Analysis Across Texts (1,2,3,4)

Competencies:

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

Text Analysis (1,2,3,4)

Competencies:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions

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based on an author's explicit assumptions and beliefs about a subject.

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

Point of View (G,1,2,3,4)

Competencies:

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

Text Structure (1,2,3,4)

Competencies:

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

Vocabulary (G,1,2,3,4)

Competencies:

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

Sources of Information (1,2,3,4)

Competencies:

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

Theme (G,1,2,3,4)

Competencies:

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

Literary Elements (1,2,3)

Competencies:

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

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

Essential Questions:

Why learn new words?

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

How does one develop and refine vocabulary?

Concepts:

Vocabulary Acquisition and Use (G,1,2,3,4)

Competencies:

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

Vocabulary (G,1,2,3,4)

Competencies:

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

Strategies (1,2,3,4)

Competencies:

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

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

Essential Questions:

How does one best present findings?

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

Concepts:

Conducting Research (G,1,2,3,4- Extensions)

Competencies:

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

How does a reader know a source can be trusted?

Concepts:

Credibility, Reliability, and Validity of Sources (G,1,2,3,4- Extensions)

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Competencies:

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

How does one organize and synthesize information from various sources?

Technology and Publication (G,1,2,3,4- Extensions)

Competencies:

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

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

Essential Questions:

Why do writers write? What is the purpose?

Concepts:

Focus for Writing (See below for Workshop)

Competencies:

- Informational: Write with a sharp distinct focus identifying topic, task, and audience. **(1,2,4)**
- Argumentative: Write with a sharp distinct focus identifying topic, task, and audience. **(3)**
- Narrative: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or character. **(G)**

Range of Writing (G,1,2,3,4)

Competencies:

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

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

Concepts:

Content for Writing (See below for Workshop)

Competencies:

- Informational: Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and

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examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. **(1,2,4)**

- **Argumentative:** Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. **(3)**
- **Narrative:** Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. **(G)**

Writing Style (G,1,2,3,4)

Competencies:

- Write with an awareness of the stylistic aspects of composition

What makes clear and effective writing?

Concepts:

Organization for Writing (See below for Workshop)

Competencies:

- **Informational:** Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. **(1,2,4)**
- **Argumentative:** Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. **(3)**
- **Narrative:** Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **(G)**

Production and Distribution of Writing (G,1,2,3,4)

Competencies:

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on

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addressing what is most significant for a specific purpose and audience.

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

Essential Questions:

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

Concepts:

Writing Conventions (G,1,2,3,4)

Competencies:

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

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

Essential Questions:

What do good listeners do?

How do active listeners make meaning?

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

Concepts:

Collaborative Discussion (G,1,2,3,4)

Competencies:

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

Critical Listening (G,1,2,3,4)

Competencies:

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

Evaluating Information (1,2,3,4)

Competencies:

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

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

Essential Questions:

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

Concepts:

Multimedia (1,2,3,4, Extensions)

Competencies:

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

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

Concepts:

Conventions of Standard English (G,1,2,3,4, Extensions)

Competencies:

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

Purpose, Audience and Task (G,1,2,3,4, Extensions)

Competencies:

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

Context (G,1,2,3,4, Extensions)

Competencies:

- Adapt speech to a variety of contexts and tasks.

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Unit: The READ 180 Experience- *Getting Started*

Marking Period: 1

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

Anchors Standards Addressed:

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

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

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

Anchors/Eligible Content:

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

PA Information Technology Standards:

15.3.12.C., 15.3.12.E., 15.3.12

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

Goals: Students will be introduced to the *Real Book* and the READ 180 Instructional Model. They will Read and React to a text about Darline, a READ 180 student, and her READ 180 experience. Students will observe the teacher modeling procedures like *Fluent Reading*, *Think/Pair/Share*, *Cloze*, etc. Furthermore, students will understand and determine their Growth Mindset. Students will be introduced to the *Analyze Media Routine* and prepare for *Classroom Rotations*, *Do Now*, and *Independent Reading* procedures. An RI (Reading Inventory) will be administered to determine Lexile level and to assist in book selection. In addition, students will explore the Knowledge Map. They will be introduced to the *Student Application*. As the Workshop progresses, students will explore the READ 180 Effect, read a 180 Story and watch a video. Students will determine and plan for reading goals and challenges.

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Objectives:

The student will preview texts to activate prior knowledge about mindset, setting goals and the READ 180 experience to make predictions (DOK – Level 2).

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

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

The student will assess challenges and synthesize information to write a personal profile (DOK- Level 4)

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

The student will compare/contrast mindset with others and summarize findings (DOK- Level 2, 3)

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

The student will identify and reflect further on mindset (DOK Level 2)

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

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Core Activities and Corresponding Instructional Methods:

1. GS.1-Workshop Overview, *ReaL Book* p. 8–9
 - Introduction to *ReaL Book* and READ 180 Instructional Model
 - Preview the Workshop
 - Read and React to Darline’s READ 180 Experience using Modeled Fluent Reading
 - Identify and record personal reading challenges.
 - Preview the READ 180 rotations and *ReaL Book* topics
 - Students can also complete pages 6-7 “Welcome to the *ReaL Book*,” as time permits
 - Wrap-up
2. GS.2-Darline’s Story, *ReaL Book* p. 10 and Your Story, *ReaL Book* p. 11
 - Getting Started Goals
 - Activate Prior Knowledge by previewing text type and text feature of “Darline’s Story”
 - Use listening/reading skills to identify important details in a text.
 - Use Modeled Fluent Reading and Choral Reading
 - Think about and share personal challenges, inspirations, and dreams.
 - Take Notes for Personal Profile
 - Use Think-Pair-Share to share ideas
 - Write a Profile
 - Wrap-up
3. GS.3-What’s Your Mindset? *ReaL Book* p. 12–13
 - Getting Started Goals
 - Explain the Concept of Mindset
 - Complete a Mindset Survey
 - Respond in writing to reflection questions about mindset.
 - Learn about Fixed and Growth Mindsets
 - Engage in Academic Discussion
 - Wrap-up
4. GS.4-Understanding Mindset, *ReaL Book* p. 14 and Building Your Brain p. 15
 - Use Analyzing Media Routine to guide close viewing of Anchor Video: “Mindset Matters”
 - Pay active attention to a video, and use content words to complete an outline about its key ideas and make a reflection.
 - Identify positive behaviors that lead to a growth mindset and make connections.
 - Wrap-up
5. GS.5- Classroom Routines, *ReaL Book* p. 16 and Learning Rotations, *ReaL Book* p. 17
 - Introduce instructional model and classroom expectations
 - Practice the *Do Now Routine*
 - Practice transitioning

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- Take notes to remember classroom routines and procedures.
 - Learn and practice classroom routines and procedures.
 - Teach *Independent Reading* procedures
 - Administer the Reading Inventory and determine placement, and grouping and then, pick books based on Lexile range (RI)
 - Wrap-up
6. GS.6-Explore the Knowledge Map, *ReaL Book* p. 18–19 and explore Your Interests p. 20-21
- Do Now
 - Explore the Knowledge Map
 - Introduce the Student Application with READ 180 Demo Video
 - Small Group-Explore Your Interests, *ReaL Book* p. 20–21
 - Write a learning plan with topics and texts to explore.
 - Discuss and restate your interests with a partner using academic language.
 - Wrap-up
7. GS.7-The 180 Effect, *ReaL Book* p. 22 and Your READ 180 Story, *ReaL Book* p. 23
- Explore the Concept of “180” with images, text and videos
 - View Video: “Jorvorskie Lane’s READ 180 Story”
 - Introduce and practice *Cloze Procedure*
 - Preview and Read “A 180 Story”
 - Imagine Your READ 180 Story, *ReaL Book* p. 23
 - Set reading goals and record ways to reach them.
 - Present personal goals using a public voice
 - Wrap-up

Assessments:

- **Diagnostic:**
 - Reading Inventory (RI)
 - Benchmark as per district’s plan
 - Personal Profiles- determine writing needs/strengths
- **Formative:**
 - Read 180 software
 - Reading Journals/Warm-up Logs
- **Summative:**
 - Proper movement in READ 180 routines
 - Completion of Mindset Activities
 - Success Zone in READ 180 Application

Extensions:

- Conduct research on theories of Growth Mindset. Make posters that highlight aspects of growth mindset and fixed mindset.

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

Correctives:

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

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

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Unit: Workshop #1- *At First Sight*

Marking Period: 1

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

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

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

CC.1.4.9-10.A, CC.1.4.9-10.B, CC.1.4.9-10.C, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.F, CC.1.4.9-10.G, CC.1.4.9-10.H, CC.1.4.9-10.I, CC.1.4.9-10.J, CC.1.4.9-10.K, CC.1.4.9-10.L, CC.1.4.9-

10.M, CC.1.4.9-10.N, CC.1.4.9-10.O, CC.1.4.9-10.P, CC.1.4.9-10.Q, CC.1.4.9-10.R, CC.1.4.9-10.S, CC.1.4.9-10.T, CC.1.4.9-10.U, CC.1.4.9-10.V, CC.1.4.9-10.X,

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

Anchors/Eligible Content:

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

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

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

PA Information Technology Standards:

15.3.12.C., 15.3.12.E., 15.3.12

Overview: As human beings, we rely heavily on our sense of sight to interpret the world around us. However, our sense of sight is more than what we see with our eyes. Our brain's ability to process this visual information and create memories of it is just as important. So how does our brain understand and store information about what our eyes see? What happens if there is a breakdown in this process? The Workshop starts by introducing students to the world of illusion, as expert magicians reveal the tricks of their trade in the Anchor Video. Three texts that follow explore how what you see is not always what is real, a disparity that is particularly impactful in some court cases. Part 2 begins with a gripping excerpt from Richard Powers' novel *The Echo Maker*, in which a man who has suffered a mysterious head injury in a car accident does not recognize his own sister. The next text examines "cute cues"—why we find babies and certain animals cute. The Workshop concludes with a glimpse at the career of a detective, in which observation and perception are key. (*Real Book*, 2017)

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Goals:

Students will be introduced to and engage in content and build background knowledge about the subjects in the Workshop. They will review content-area vocabulary. Students will identify central ideas and details in a magazine article and an excerpt from a nonfiction book. They will identify syllables in words. In addition, students will read critically and analyze point of view. They will React and Write to texts. Furthermore, students will write an informative paragraph. They will identify and use various parts of speech and they will practice using a dictionary. Using texts, students will identify reasons to support a claim. They will read and identify literary elements in an excerpt from a novel and they will analyze the main character and make inferences about the plot. In addition, students will read a news article, identify text structure, cite text evidence and use word strategies. Furthermore, students will identify elements of a summary and subsequently write a summary. They will analyze a model essay and plan, organize and write an Informative essay. In an effort to edit their writing, students will identify and correct sentence fragments. Finally, they will identify rewards and challenges of a career related to the content of the Workshop.

Objectives:

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

The student will preview texts and make predictions. (DOK-Level2)

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

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

The student will identify important details in a text (magazine article, excerpt from a fiction book, excerpt from a nonfiction book, news article). (DOK-Level 1)

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

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

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

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

The student will synthesize all information from a text and develop an informative paragraph. (DOK-Level 3)

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

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The student will review parts of speech and how to use a dictionary. (DOK- Level 1)

The student will read about and engage in a debate about the use of eyewitness testimony in a trial, (DOK-Level 3)

The student will analyze story elements, such as character, setting, plot and theme in a story. (DOK-Level 4)

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

The student will identify and apply text structure in a news article. (DOK- Level 1, 2)

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

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

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

The student will identify key ideas in an interview. (DOK-Level 1)

(optional) The student will conduct an experiment on human memory based on observation from a shared experience. (DOK- Level 4)

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

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Core Activities and Corresponding Instructional Methods:

1. Lesson 1.1- Introduction to Workshop #1 “At First Sight”
Whole Group
 - Do Now
 - Share Daily Goals
 - Workshop Overview, *ReaL Book* p. 24–25- Preview the Workshop
 - Building Knowledge: Use Analyzing Media Routine to view Anchor Video: “Abracadabra”Rotations-Software Application/Independent Reading/Small Group
 - Build Content Area Vocabulary
 - Viewing with a Purpose, *ReaL Book* p. 26
 - Discussing Media, *ReaL Book* p. 27
 - Wrap-Up
2. Lesson 1.2- Building Knowledge/Psychology/Biology- Concept Map and Content-Area Vocabulary
Whole Group
 - Do Now
 - Use Academic Discussion to develop Concept Map Organizer, *ReaL Book* p. 28-*vision*Rotations-Software Application/Independent Reading/Small Group
 - Teach Content-Area Vocabulary, *ReaL Book* p. 29
distortion / optical / psychologist/recall / testimony / witness
 - Use additional examples to deepen understanding and review
 - Review Word families
 - Wrap-up
3. Lesson 1.3- Making Meaning/Magazine Article
Whole Group
 - Do Now
 - Share Daily Goals
 - Teach Academic Vocabulary *ReaL Book* p. 30 (*ability / convince*)
 - Activate Knowledge by connecting anchor video to the text
 - Oral Cloze of First Read of “Can We Believe What We See?” by Cheryl Clark, *ReaL Book* p. 30-31
 - Think-Pair-Share for Key IdeaRotations-Software Application/Independent Reading/Small Group
 - Second Read to Identify Central Ideas and Details, *ReaL Book* p. 31
 - Reinforce Foundational Skills, *ReaL Book* p. 31, Identify Syllables
 - Wrap-up
4. Lessons 1.4–1.6- Making Meaning/excerpt from Nonfiction Book
Whole Group- Day 1- Lesson 1.4
 - Do Now
 - Share Daily Goals
 - Teach Academic Vocabulary, *ReaL Book* p. 32 (*outcome / reliable*)
 - Activate Knowledge- Connect to prior reading

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- Oral Cloze of First Read of “The Magic of the Mind” by Dr. Elizabeth Loftus, *ReaL Book* p. 32-33
 - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Read Critically, *ReaL Book* p. 33
 - Read and Write “Stretch” for student analysis
 - Wrap-up
- Whole Group- Day 2- Lesson 1.5
- Do Now
 - Share Daily Goals
 - Teach Academic Vocabulary, *ReaL Book* p. 34 (*indicate/factor*)
 - Establish Context from prior reading
 - Oral Cloze of First Read of “The Magic of the Mind” by Dr. Elizabeth Loftus, *ReaL Book* p. 34-35
 - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Analyze Point of View, *ReaL Book* p. 35
 - React and Write task for grade
 - Wrap-up
- Whole Group- Day 3- Lesson 1.6
- Do Now
 - Share Daily Goals
 - Identify Central Idea and Details, *ReaL Book* p. 36-37
 - Oral Cloze and Think-Pair-share to complete chart, *ReaL Book* p. 36
- Rotations-Software Application/Independent Reading/Small Group
- Determine Central Idea, *ReaL Book* p. 37
 - Wrap-up
5. Lesson 1.7- Writing/Informative Paragraph
- Whole Group
- Do Now
 - Share Daily Goals
 - Plan Your Paragraph, *ReaL Book* p. 38- Unpack the Task
 - Choose Precise Language
- Rotations-Software Application/Independent Reading/Small Group
- Organize Your Paragraph, *ReaL Book* p. 39 with a Topic Sentence and Central Ideas using TIDE Strategy
 - Collect Details to Support Central Idea
 - Write a Conclusion
 - Use Notes to Write Paragraph, *ReaL Book* p. 39 (This will require additional time to complete.)
 - Wrap-up
6. Lesson 1.8- Language Development/Parts of Speech and Using a Dictionary
- Whole Group
- Do Now
 - Share Daily Goals

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- Recognize Parts of Speech; Identify Nouns, Adjectives, Verbs, Adverbs; Apply Meaning and Complete Parts of Speech, *ReaL Book* p. 40
- Rotations-Software Application/Independent Reading/Small Group
- Determine Meaning Using Dictionary Skills
 - Using a Dictionary Entry and Reference a Dictionary, *ReaL Book* p. 41
 - Wrap-up
7. Lesson 1.9- Effective Expression/Debate
- Whole Group
- Do Now
 - Share Daily Goals
 - Read the Debate Text- "Should trials use eyewitness testimony?", *ReaL Book* p. 42
 - Identify Reasons, *ReaL Book* p. 43
 - Analyze Arguments
- Rotations-Software Application/Independent Reading/Small Group
- Plan Debate, *ReaL Book* p. 44 (optional- see Extensions)
 - Present Debate using presentation skills
 - Extra time to finish Informative Paragraphs from Lesson 1.7
 - Wrap-up
8. Lesson 1.10- Assessment Strategies & Practice/Using Data to Differentiate
- Use Whole and Small group as needed
- Use HMH Teacher Central to view student data.
 - Identify and Review Key Ideas from the Workshop
 - Identify Central Ideas and Details; Analyze Point of View; Parts of Speech; Using a Dictionary
 - Question Type: Selected Response with Multiple Answers
 - Review Academic Vocabulary-Checkpoint Vocabulary Resource 1A
 - Use paper Assessment B to prepare student for Interim Assessment A (optional)
 - During the technology rotation, administer the READ 180 Workshop Assessment: Workshop 1 Interim A (Note: Assessment may take additional time to complete.)
 - Determine focus areas for Small-Group Learning based on student needs.
 - Wrap-up
9. Lesson 1.11- Building Knowledge/Psychology/Biology/Concept Organizer and Content-Area Vocabulary
- Whole Group
- Do Now
 - Share Daily Goals
 - Introduce the Concept Organizer, *ReaL Book* p. 44 (*perception*)
 - Think/Pair/Share to complete organizer
- Rotations-Software Application/Independent Reading/Small Group
- Teach Content-Area Vocabulary, *ReaL Book*. 45 (*cognition / delusion / reality/receptor / symptom / trauma*)
 - Review Vocabulary and Word Families
 - Use additional examples to deepen understanding and review

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- Identify Word Families
 - Wrap-up
10. Lessons 1.12–1.14- Making Meaning/Novel excerpt *The Echo Maker*
Whole Group- Day 1- Lesson 1.12
- Do Now
 - Share Daily Goals
 - Introduce Literary Elements, *ReaL Book* p. 46–47
Setting, Characters, Plot, and Theme
 - Read the text- *The Echo Maker* by Richard Powers Using Modeled Fluent Reading, *ReaL Book* p. 48-51
- Rotations-Software Application/Independent Reading/Small Group
- Identify and Review Literary Elements on page 46 (Could also be used in Prereading)
 - Wrap-up
- Whole Group- Day 2- Lesson 1.13
- Do Now
 - Share Daily Goals
 - Review Academic Vocabulary, *ReaL Book* p. 48 (*deny / insist*)
 - Activate Prior Knowledge and connect to prior reading
 - Oral Cloze of First Read of *The Echo Maker* by Richard Powers, *ReaL Book* p. 48-49
 - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Analyze Character, *ReaL Book* p. 49
 - Read and Write “Stretch” for student analysis
 - Revisit page 47 to Analyze Literary Elements for Part I
 - Wrap-up
- Whole Group- Day 3- Lesson 1.14
- Do Now
 - Share Daily Goals
 - Review Academic Vocabulary, *ReaL Book* p.50 (*process / sufficiently*)
 - Establish Context about prior reading
 - Oral Cloze of First Read of *The Echo Maker* by Richard Powers, *ReaL Book* p. 50-51
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Make Inferences, *ReaL Book* p. 51
 - React and Write for assessment
 - Revisit page 47 to Analyze Literary Elements for Part II
 - Wrap-up
11. Lessons 1.15–1.18- Making Meaning/News Article
Whole Group- Day 1- Lesson 1.15
- Do Now
 - Share Daily Goals
 - Review Academic Vocabulary, *ReaL Book* p.52 (*distinct / feature*)
 - Activate Prior Knowledge

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- Oral Cloze of First Read of “The Cute Factor” by Natalie Angier, *ReaL Book* p. 52-53

- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Identify Text Structure, *ReaL Book* p. 53
- Review pictures and labels while reading
- Read and Write “Stretch” for student analysis
- Wrap-up

Whole Group- Day 2- Lesson 1.16

- Do Now
- Share Daily Goals
- Teach Academic Vocabulary, *ReaL Book* p. 54 (*appealing / impulse*)
- Establish Context from prior reading
- Oral Cloze of First Read of “The Cute Factor” by Natalie Angier, *ReaL Book* p. 54-55
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Cite Evidence, *ReaL Book* p. 55
- React and Write task for grade
- Wrap-up

Whole Group- Day 3- Lesson 1.17

- Do Now
- Share Daily Goals
- Teach Academic Vocabulary, *ReaL Book* p. 56 (*adaptation / contribute*)
- Establish Context from prior reading
- Oral Cloze of First Read of “The Cute Factor” by Natalie Angier, *ReaL Book* p. 56-57
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Use Word Strategies, *ReaL Book* p. 57
- Read and Write “Stretch” for student analysis
- Wrap-up

Whole Group- Day 4- Lesson 1.18

- Do Now
- Share Daily Goals
- Identify Elements of a Summary, *ReaL Book* p. 58

Rotations-Software Application/Independent Reading/Small Group

- Summarize a Text, *ReaL Book* p. 59
- Take Notes and write final draft (This assignment will take additional time to complete.)
- Wrap-up

12. Lessons 1.19–1.22- Writing/Informative Essay

Whole Group- Day 1- Lesson 1.19

- Do Now
- Share Daily Goals
- Analyze a Model Essay using TIDE, *ReaL Book* p. 60

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- Read the prompt and the Model Essay, *ReaL Book* p. 60
- Rotations-Software Application/Independent Reading/Small Group
- Evaluate the Model Essay and Mark and Evaluate Text Elements, *ReaL Book* p. 61

• Wrap-up

Whole Group- Day 2- Lesson 1.20

- Do Now
- Share Daily Goals
- Plan Your Essay using POW, *ReaL Book* p. 62
- Unpack the Prompt

Rotations-Software Application/Independent Reading/Small Group

- Practice Analyzing Evidence and Select Evidence, *ReaL Book* p. 62-63
- Wrap-up

Whole Group- Day 3- Lesson 1.21

- Do Now
- Share Daily Goals
- Analyze and Draft a Thesis Statement, *ReaL Book* p. 64

Rotations-Software Application/Independent Reading/Small Group

- Organize and Write Your Draft with Introduction, Body and End (TIDE), *ReaL Book* p. 65 (Writing the Essay will take a few days' class time)
- Wrap Up

Whole Group- Day 4- Lesson 1.22 (2-3 days may be needed to complete)

- Do Now
- Share Daily Goals
- Identifying and Correcting Sentence Fragments, *ReaL Book* p. 66

Rotations-Software Application/Independent Reading/Small Group

- Continue to Write Essays
- Evaluate Informative essays using self and peer feedback
- Reflect on and Revise essays using feedback and checking for sentences fragments
- Check and Edit
- Publish and Submit Essay
- Rating Your Informative Essay, *ReaL Book* p. 67
- Wrap-up

13. Lesson 1.23- Career Focus: Detective

Whole Group

- Do Now
- Share Daily Goals
- Build Prior Knowledge about qualities/qualifications necessary for detectives.
- Oral Cloze First Read for Key Ideas "Detecting the Truth" by Jennifer Johnson, *ReaL Book* p. 68–69
- Second Read to Identify Rewards and Challenges
- Optional: Find video to portray work of a detective

Rotations-Software Application/Independent Reading/Small Group

- Use time to finish essays or

Used as an Extension:

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- Create a Presentation, *Real Book* p. 70–71
 - Launch the Project
 - Analyze Purpose and Format
 - Plan and Write
 - Revise and Present
 - Wrap-up
14. Lesson 1.24- Assessment Strategies & Practice/Using Data to Differentiate
Use Whole and Small group as needed
- Use HMH Teacher Central to view student data.
 - Identify and Review Key Ideas from the Workshop
Summarize a text; Thesis Statements; Topic Sentences; Identifying and Correcting Sentence Fragments; Linking Clauses
 - Review Academic Vocabulary-Checkpoint Vocabulary Resource 1B
 - Question Type: Selected Response with Multiple Answers
 - Use paper Assessment B to prepare student for End-of-Workshop Assessment A (optional)
 - During the technology rotation, administer the READ 180 Workshop Assessment. (Assessment may take additional days to complete)
 - Determine focus areas for Small-Group Learning based on student needs.
 - Wrap-up
15. Independent Reading (Daily)
- Read a novel within acceptable Lexile level range
 - Complete questions and/or respond to a novel in a journal.
 - Complete Graphic Organizers and Quickwrites
 - Reading Conference/Complete Projects (optional)
 - Reading Counts! Quizzes (30 questions for review while reading before 10-question online assessment)
16. Read 180 Software (Daily)
- Complete the assignments on the Read 180 software for at least 15-20 minutes a day.
 - Complete assignments/activities/review that are individualized to meet student's needs.

Assessments:

- **Diagnostic:**
Benchmark as per District's Plan
READ 180 Application (for Diagnostics and Skills Differentiation)
- **Formative:**
READ 180 Application
Workshop 1 Interim Checkpoint
Workshop 1 Interim Workshop Assessment

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Reading Journals/Warm-up Logs

Discussion and Observation in Whole Group and Small Group

○ **Summative:**

Success Zone in READ 180 Application

Workshop 1 End-of-Workshop Assessment

Reading Counts Quizzes

RI

Extensions:

- Project: Conduct the Memory experiment found on page 70-71 in the *Real Book*
- Consult books and websites that deal with the concept of “optical illusions” and share with the class as a visual presentation.
- Learn about magic and present a magic trick
- Oral summary
- Generate examples of sentences using vocabulary
- Reread with a partner
- Self-monitor with a partner
- Explore career related to one of the following: a magician, court psychologist, lawyer, judge or detective. Write about the profession that sounds most interesting and explain why. For more information about careers consult job/career websites.
- After reading a passage, answer a constructed- response question using the ACE graphic organizer.
- Review Keystone Vocabulary
- Complete a book report/project for independent reading book

Correctives:

- Model READ 180 Routines
- Use additional examples to reinforce vocabulary
- Beginning Readers/EL Students/Developing Readers:
Review aspects of Phonics, Morphology, Syntax, Semantics using various resources and texts (compound words, identify syllables, closed syllables, past tense verbs, present tense verbs, modal verbs, open syllables, multi-syllabic words, blend sounds, possessive nouns, homophones, phrasal verbs, comparatives and superlatives, subject/object pronouns, initial r-blends, irregular past tense verbs, contractions, possessive nouns, time order words, past perfect tense, possessive apostrophe omission, verb-*be*)
- Support from READ 180 in Resources for:

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(Reading for Details, Central Ideas and Details, Multisyllabic Words, Identify Point of View, Evaluate Author's Viewpoint, Informational Summary, Paragraph Building, Using a Dictionary/Thesaurus, Common and Proper Nouns, action Verbs, Adjectives and Adverbs, Defending a claim, structuring an argument, analyzing a persuasive speech, Analyzing Story elements (plot, theme, characters, setting), Making Inferences, Making Predictions, Drawing Conclusions, Text and Visual Representations, Summarize, Cross-Text Analysis, Context Clues, Tone, Informative Essay, Taking Notes, Paraphrasing, Combining Sentences, Creating a Topic Sentence, Identifying and Correcting Sentence Fragments, Linking Clauses, analyzing Digital Media, skimming and scanning)

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

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

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

Marking Period: 2

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

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

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

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

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

Anchors/Eligible Content:

L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1, L.F.2.5.2, L.F.2.5.3

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

PA Information Technology Standards:

15.3.12.C., 15.3.12.E., 15.3.12

Overview: What makes us who we are? Having a sense of identity is fundamental to a person's well-being. It is what makes people who they are and allows each person to stand out as a unique individual. Many factors contribute to our sense of identity, including family, culture, and our unique talents and personalities. Developing an understanding of our identities helps us to value ourselves. At the beginning of the Workshop, students meet Sherman Alexie and learn about his difficult choice to leave his Indian reservation as a teen. Students then read about a young writer's journey from homelessness to being accepted to Yale University. This is followed by an interview with Alexie and a chapter from his celebrated novel *The Absolutely True Diary of a Part-Time Indian*. In Part 2, author Amy Tan recalls navigating a life among two cultures one Christmas Eve. Finally, a poem colorfully describes the search for a sense of belonging in a new place, and a professional cartoonist explains how she tells her story through her art. (*Real Book*, 2017)

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Goals:

Students will be introduced to and engage in topic with a video about the concept of “*Identity*” and how it connects to their lives. They will build prior knowledge through Concept Maps and learn about content-area vocabulary. Students will identify central ideas and details in two essays, an interview, an excerpt from a novel, and a poem. They will learn how to read words with closed syllables and use other words strategies to decipher meaning and usage. Students will React and Write to texts read. They will review literary elements as they read an excerpt from a novel. In the novel, they will analyze how media and illustrations enhance the meaning of the text. Also, while reading the novel, students will analyze the plot and make inferences about the characters and plot. In addition, they will cite text evidence about the plot. Students will analyze figurative language in fiction and they will analyze the character and write a paragraph about character development. Students will examine word parts- prefixes- and how knowledge of word parts helps to understand the meaning of words. Furthermore, students will identify context clues to help determine word meaning. Students will read and analyze similes in an essay and identify the theme of the essay. Likewise, they will read and analyze figurative language in a poem and analyze the theme of the poem. Finally, students will analyze a model essay and evaluate text elements to help them plan, organize, and write a Literary Analysis that compares or contrasts individuals from the Workshop. While editing their writing, they will practice using correct verb tenses. At the conclusion of the workshop, students will identify the rewards and challenges of a career in Media Design as a cartoonist. All work culminates in Interim Workshop and End-of-Workshop Assessments.

Objectives:

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

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

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

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

The student will identify important details in a text (two essays, an interview, an excerpt from a fiction book, and a poem). (DOK-Level 1)

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

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

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

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

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The student will synthesize all information from a text, and plan, organize and write an informative paragraph. (DOK-Level 3)

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

The student will review word parts (prefixes) and context clues. (DOK- Level-1)

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

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

The student will identify and assess the effectiveness of media and illustrations in a text. (DOK- Level 1, 3)

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

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

The student will analyze a model essay and then synthesize information from the Workshop to plan, organize and write an informative essay, citing evidence, analyzing content and comparing and contrasting people and situations from multiple sources. (DOK- Level 4)

The student will identify key ideas in an interview. (DOK-Level 1)

(optional) The student will develop a page for a graphic novel and present the work to the class. (DOK-Level 3)

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

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Core Activities and Corresponding Instructional Methods:

1. Lesson 2.1- Workshop #2 “Who Am I?”
Whole Group
 - Do Now
 - Share Daily Goals
 - Workshop Overview, *ReaL Book* p. 72-73- Preview the Workshop
 - Building Knowledge: Use Analyzing Media Routine to view Anchor Video: “Leaving the Rez”Rotations-Software Application/Independent Reading/Small Group
 - Build Content Area Vocabulary
 - Viewing with a Purpose, *ReaL Book* p. 74
 - Discussing Media, *ReaL Book* p. 75
 - Wrap-Up
2. Lesson 2.2- Building Knowledge/Literature/Sociology-/Concept Map and Content-Area Vocabulary
Whole Group
 - Do Now
 - Use Academic Discussion to develop Concept Map Organizer, *ReaL Book* p. 76 (*community*)Rotations-Software Application/Independent Reading/Small Group
 - Teach Content-Area Vocabulary, *ReaL Book* p. 77 (*circumstance / culture / ethnicity/existence / immigrant / obstacle*)
 - Review Vocabulary and Word Families
 - Use additional examples to deepen understanding and review
 - Wrap-up
3. Lesson 2.3- Making Meaning/Essay
Whole Group
 - Do Now
 - Share Daily Goals
 - Teach Academic Vocabulary *ReaL Book* p. 78 (*maximize / potential*)
 - Activate Knowledge and connect to anchor video
 - Oral Cloze of First Read of “Road to Success” by Viviana Andazola Marquez, *ReaL Book* p. 78-79
 - Think-Pair-Share for Key IdeaRotations-Software Application/Independent Reading/Small Group
 - Second Read to Identify Central Ideas and Details, *ReaL Book* p. 79
 - Reinforce Foundational Skills, *ReaL Book* p. 79, Read Words with Closed Syllables
 - Wrap-up
4. Lessons 2.4–Making Meaning/Interview
Whole Group
 - Do Now
 - Share Daily Goals
 - Teach Academic Vocabulary, *ReaL Book* p. 80 (*excel/realize*)
 - Activate Knowledge- Connect to Anchor Video

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- Oral Cloze of First Read of “Living Outside Tribal Lines” by Bill Moyers, *ReaL Book* p. 80-81
 - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Use Word Strategies, *ReaL Book* p. 81
 - React and Write for grade
 - Wrap-up
5. Lessons 2.5-2.11- Making Meaning/Novel excerpt *The Absolutely True Diary of a Part-Time Indian*
- Whole Group- Day 1- Lesson 2.5
- Do Now
 - Share Daily Goals
 - Introduce Literary Elements, *ReaL Book* p. 82-83
Setting, Characters, Plot, and Theme
 - Read the text- *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie Using Modeled Fluent Reading, *ReaL Book* p. 84-95
- Rotations-Software Application/Independent Reading/Small Group
- Identify and Review Literary Elements on page 82 (can be used to activate prior knowledge)
 - Wrap-up
- Whole Group- Day 2- Lesson 2.6
- Do Now
 - Share Daily Goals
 - Review Academic Vocabulary, *ReaL Book* p. 84 (*constantly / transfer*)
 - Activate Prior Knowledge and connect to prior reading
 - Oral Cloze of First Read of *The Absolutely True Diary of a Part-time Indian* by Sherman Alexie, *ReaL Book* p. 84-85
 - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Analyze Media and Illustrations, *ReaL Book* p. 85
 - React and Write for grade
 - Wrap-up
- Whole Group- Day 3- Lesson 2.7
- Do Now
 - Share Daily Goals
 - Review Academic Vocabulary, *ReaL Book* p.86- (*assume / major*)
 - Establish Context about prior reading
 - Oral Cloze of First Read of *The Absolutely True Diary of a Part-time Indian* by Sherman Alexie, *ReaL Book* p. 86-87
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Analyze Plot, *ReaL Book* p. 87
 - Read and Write “Stretch” for student analysis
 - Revisit page 83 to Analyze Literary Elements
 - Wrap-up
- Whole Group- Day 4- Lesson 2.8
- Do Now

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- Share Daily Goals
- Review Academic Vocabulary, *ReaL Book* p. 88 (*association / reveal*)
- Activate Prior Knowledge and connect to prior reading
- Oral Cloze of First Read of *The Absolutely True Diary of a Part-time Indian* by Sherman Alexie, *ReaL Book* p. 88-89
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Make Inferences, *ReaL Book* p. 89
- React and Write for grade
- Wrap-up

Whole Group- Day 5- Lesson 2.9

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *ReaL Book* p. 90 (*count on / particular*)
- Activate Prior Knowledge and connect to prior reading
- Oral Cloze of First Read of *The Absolutely True Diary of a Part-time Indian* by Sherman Alexie, *ReaL Book* p. 90-91
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Cite Text Evidence, *ReaL Book* p. 91
- React and Write for grade
- Revisit page 83 to Analyze Literary Elements
- Wrap-up

Whole Group- Day 6- Lesson 2.10

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *ReaL Book* p.92- (*generous / private*)
- Establish Context about prior reading
- Oral Cloze of First Read of *The Absolutely True Diary of a Part-time Indian* by Sherman Alexie, *ReaL Book* p. 92-93

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Analyze Figurative Language, *ReaL Book* p. 93
- Read and Write “Stretch” for student analysis
- Wrap-up

Whole Group- Day 7- lesson 2.11

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *ReaL Book* p.94- (*concerned / shallow*)
- Establish Context about prior reading
- Oral Cloze of First Read of *The Absolutely True Diary of a Part-time Indian* by Sherman Alexie, *ReaL Book* p. 94-95

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Analyze Character, *ReaL Book* p. 95
- Read and Write “Stretch” for student analysis
- Revisit page 83 to Analyze Literary Elements
- Wrap-up

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6. Lesson 2.12- Writing/Literary Analysis Paragraph
Whole Group
 - Do Now
 - Share Daily Goals
 - Plan Your Paragraph, *ReaL Book* p. 96- Unpack the Task
 - Choose Precise LanguageRotations-Software Application/Independent Reading/Small Group
 - Organize Your Paragraph about character development, *ReaL Book* p. 97 with a Topic Sentence and Central Ideas using TIDE Strategy
 - Collect Details to Support Central Idea
 - Write a Conclusion
 - Use Notes to Write Paragraph, *ReaL Book* p. 97 (This will require additional time to complete.)
 - Wrap-up
7. Lesson 2.13- Language Development/Examining Word Parts (Prefixes) and Context Clues
Whole Group
 - Do Now
 - Share Daily Goals
 - Build Morphological Strategies: Analyze Prefixes; Apply Meaning, *ReaL Book* p. 98Rotations-Software Application/Independent Reading/Small Group
 - Determine Meaning Using Context Clues
 - Identify and Analyze Context Clues, *ReaL Book* p. 99
 - Wrap-up
8. Lesson 2.14- Assessment Strategies & Practice/Using Data to Differentiate
Use Whole and Small group as needed
 - Use HMH Teacher Central to view student data.
 - Identify and Review Key Ideas from the Workshop
Literary Elements: Setting, Plot, Characters and Theme; Figurative Language: Similes, Metaphors; Symbolism; Context Clues and Affixes: Prefixes
 - Question Type: Selected Response with Multiple Answers
 - Review Academic Vocabulary-Checkpoint Vocabulary Resource 2A
 - Use paper Assessment B to prepare student for Interim Assessment A (optional)
 - During the technology rotation, administer the READ 180 Workshop Assessment: Workshop 2 Interim A (Assessment may take additional time to complete.)
 - Determine focus areas for Small-Group Learning based on student needs.
 - Wrap-up
9. Lesson 2.15-Building Knowledge/-Literature/Sociology/Concept Organizer and Content-Area Vocabulary
Whole Group
 - Do Now
 - Share Daily Goals
 - Introduce the Concept Organizer, *ReaL Book* p. 100 (*identity*)

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Rotations-Software Application/Independent Reading/Small Group

- Teach Content-Area Vocabulary, *ReaL Book* p. 101 (*confidence / insecurity / purpose/relative / shame / voiceless*)
- Review Vocabulary and Word Families
- Use additional examples to deepen understanding and review
- Wrap-up

10. Lessons 2.16–2.17-Making Meaning/Essay

Whole Group- Day 1- Lesson 2.16

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *ReaL Book* p. 102 (*plead / resemble*)
- Activate Prior Knowledge and connect to prior reading
- Oral Cloze of First Read of “Fish Cheeks” by Amy Tan, *ReaL Book* p. 102-103
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Analyze Similes, *ReaL Book* p. 103
- React and Write for grade
- Wrap-up

Whole Group- Day 2- Lesson 2.17

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *ReaL Book* p. 104 (*appreciate / astonished*)
- Activate Prior Knowledge and connect to prior reading
- Oral Cloze of First Read of “Fish Cheeks” by Amy Tan, *ReaL Book* p. 104-105
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Analyze Theme, *ReaL Book* p. 105
- Read and Write “Stretch” for student analysis
- Wrap-up

11. Lessons 2.18–2.19- Making Meaning/Poetry

Whole Group- Day 1- Lesson 2.18

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *ReaL Book* p. 106 (*invisibility / unintelligible*)
- Activate Prior Knowledge and connect to prior reading
- Modeled Fluent Reading of First Read of “A Place Without Shame” by David Baraza, *ReaL Book* p. 106-107
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Analyze Figurative Language, *ReaL Book* p. 107
- Read and Write “Stretch” for student analysis
- Wrap-up

Whole Group- Day 2- Lesson 2.19

- Do Now

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- Share Daily Goals
 - Read Examples of Figurative Language on page 108
 - Analyze the Language and fill in chart for literal and figurative meaning
- Rotations-Software Application/Independent Reading/Small Group
- Analyze the Theme of the Poem- complete with text evidence, *ReaL Book* p. 109
 - Wrap-up
12. Lessons 2.20–2.23-Writing/Literary Analysis
- Whole Group- Day 1- Lesson 2.20
- Do Now
 - Share Daily Goals
 - Read and Analyze a Model Essay, *ReaL Book* p. 110
- Rotations-Software Application/Independent Reading/Small Group
- Evaluate the Model Essay and Mark and evaluate Text Elements, *ReaL Book* p. 111
 - Wrap-up
- Whole Group- Day 2- Lesson 2.21
- Do Now
 - Share Daily Goals
 - Plan Your Essay using POW, *ReaL Book* p. 112
 - Unpack the Prompt
- Rotations-Software Application/Independent Reading/Small Group
- Practice Analyzing Evidence and Select Evidence, *ReaL Book* p. 112-113
 - Wrap-up
- Whole Group- Day 3- Lesson 2.22
- Do Now
 - Share Daily Goals
 - Analyze Citations and Draft Evidence and Citations, *ReaL Book* p. 114
- Rotations-Software Application/Independent Reading/Small Group
- Organize and Write Your Draft with Introduction, Body and End, *ReaL Book* p. 115 using TIDE (Writing the essay with take a few days' class time)
 - Wrap Up
- Whole Group- Day 4- Lesson 2.23
- Do Now
 - Share Daily Goals
 - Identifying and Using Correct Verb Tense, *ReaL Book* p. 116
- Rotations-Software Application/Independent Reading/Small Group
- Continue to Write Essays
 - Evaluate Informative essays using self and peer feedback
 - Reflect on and Revise essays using feedback and checking for correct verb tense
 - Check and Edit
 - Publish and Submit
 - Rating Your Informative Essay, *ReaL Book* p. 117
 - Wrap-up
13. Lesson 2.24-Career Focus: Cartoonist

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Whole Group

- Do Now
- Share Daily Goals
- Build Prior Knowledge
- Oral Cloze First Read for Key Ideas “Drawing Her Life” by Jessica Warren, *ReaL Book* p. 118–119
- Second Read to Identify Challenges
- Optional: Find video to portray work of a cartoonist (see Extensions)

Rotations-Software Application/Independent Reading/Small Group

- Use time to finish essays

Used as an Extension:

- Write a Page of a Graphic Novel, *ReaL Book* p. 120–121
- Launch the Project
- Analyze Purpose and Format
- Plan and Write
- Revise and Present
- Wrap-up

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

Use Whole and Small group as needed

- Use HMH Teacher Central to view student data.
- Identify and Review Key Ideas from the Workshop
Analyze Language and Theme in a Poem; Poetic Devices; Figurative Language and Universal Theme; Paraphrasing; Using Citations; Using correct Verb tense; active and Passive Voice in Verbs
- Question Type: Selected Response with Multiple Answers
- Review Academic Vocabulary-Checkpoint Vocabulary Resource 2B
- Use paper Assessment B to prepare student for End-of-Workshop Assessment A (optional)
- During the technology rotation, administer the READ 180 Workshop Assessment (Assessment may take additional time to complete.)
- Determine focus areas for Small-Group Learning based on student needs.
- Wrap-up

15. Independent Reading (Daily)

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

16. Read 180 Software (Daily)

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

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Assessments:

- **Diagnostic:**
 - Benchmark as per District's Plan
 - READ 180 Application (for Diagnostics and Skills Differentiation)
- **Formative:**
 - READ 180 Application
 - Workshop 2 Interim Checkpoint
 - Workshop 2 Interim Workshop Assessment
 - Reading Journals/Warm-up Logs
 - Discussion and Observation in Whole Group and Small Group
- **Summative:**
 - Success Zone in READ 180 Application
 - Workshop 2 End-of-Workshop Assessment
 - Reading Counts Quizzes
 - RI

Extensions:

- Oral summary
- Generate examples of sentences using vocabulary
- Reread with a partner
- Self-monitor with a partner
- Find and Design Cartoons- project pages 120-121 in the *Real Book*
- Further research on authors in Workshop: Sherman Alexie, Amy Tan, David Baraza, illustrator- Ellen Forney- read more of their works and critique/compare to the stories in the Workshop
- Write poems that expresses feelings about a culture using a variety of formats
- Find cartoon sites like:

<http://www.readwritethink.org/classroom-resources/student-interactives/comic-creator-30021.html?tab=4>

http://www.makebeliefscomix.com/Printables/PrintablesThumbs.php?category=Your_Life_in_Comics_Boys

Print comics and have students enter in captions or create comics of their own

- Complete Constructed Response Questions using ACE format to prepare for Keystone Exams
- Review Keystone Vocabulary

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Correctives:

- Model READ 180 Routines
- Use additional examples to reinforce Vocabulary
- Beginning Readers/El Students/Struggling Readers:
Review aspects of Phonics, Morphology, Syntax, Semantics using various resources and texts to review skills:
(compound words, identify syllables, closed syllables, past tense verbs, present tense verbs, modal verbs, open syllables, multi-syllabic words, blend sounds, possessive nouns, homophones, phrasal verbs, comparatives and superlatives, subject/object pronouns, initial r-blends, irregular past tense verbs, contractions, possessive nouns, time order words, past perfect tense, possessive apostrophe omission, verb-*be*)
- Support from READ 180 in Resources for:
(Reading for Details, Central Ideas and Details, Closed Syllables, Denotation/Connotation, Figurative Language: Metaphors and Similes, Realistic Narrative, Writing in the First Person, Literary Analysis, Analyzing a Graphic Organizer, Prefixes, Suffixes, Reading, Multisyllabic Words, Identify Point of View, Evaluate Author's Viewpoint, Analyzing Story elements (plot, theme, characters, setting), Making Inferences, Making Predictions, Drawing Conclusions, Text and Visual Representations, Summarize, Context Clues, Tone, Informative Essay, Taking Notes, Paraphrasing, Combining Sentences, Creating a Topic Sentence, Digital Media, Description of a Person, Critical Reading, Reading Poetry, Symbolism, Using Correct Verb Tenses, Present tense and Past tense verbs, Active and Passive Verbs, Analyzing Poetic Devices, Universal themes)
- Use of graphic organizer to reinforce concepts

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

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

Marking Period: 3

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

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

Anchors/Eligible Content:

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

PA Information Technology Standards:

15.3.12.C., 15.3.12.E., 15.3.12

Overview: For more than 200 years, the US Constitution's Bill of Rights has been in place to guarantee freedoms and liberties that are highly valued in American society. Teens should know what their rights are and understand the importance of protecting these rights. The Workshop begins by exploring the Bill of Rights—why the Constitutional amendments were created and how they protect our individual freedoms. The following text looks at two Supreme Court cases and their impact on students today. Next, a text examines how laws about surveillance of citizens have changed with the technology we use to communicate. Part 2 starts by highlighting the Brownsville Youth Court, a successful court diversion program run by teens, for teens. Students then read one of fiction's best-known court cases, from Shakespeare's "The Merchant of Venice." The Workshop concludes with a letter by a man wrongfully convicted and sentenced to death and a look at the career of a lawyer who is fighting to free the imprisoned innocent. (*Real Book*, 2017)

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Goals:

The student will be introduced and engage in a topic with a video about the Bill of Rights. They will build prior knowledge and complete a Concept Map about “rights”. Students will learn about content-area vocabulary and apply word meanings. They will identify central ideas and details in a summary, a magazine article, a timeline, a news article, a drama, and a letter to the editor. For word study, they will read words with open syllables. Students will React and Write and read critically. They will make Inferences about the magazine article’s content. Then, they will plan, organize and write an argumentative paragraph about the most significant court case in the article, including precise language and evidence. Students will identify text structure in a time-line. They will examine word parts- suffixes- and apply meaning. In addition, they will analyze multiple-meaning words in context. In the selection, students will analyze multiple accounts of an incident. They will read and analyze the point of view in a play and then further explore the meaning, characters, and plot of the play. Students will analyze the word meaning of Shakespearean terms. They will analyze the point of view in an editorial and summarize important ideas and details. In addition, they will identify and analyze the author’s purpose. Students will analyze a model argumentative essay and then plan, organize and write an argumentative essay of their own. Students will identify and use independent clauses and check for proper usage in their essays as they edit. Students will identify rewards and challenges of a career related to content about a lawyer, culminating in an optional project and the Interim and End-of-Workshop Assessments.

Objectives:

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

The student will preview texts and make predictions. (DOK-Level2)

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

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

The student will identify important details in a text (summary, magazine article, timeline, news article, drama, and Letter to the Editor). (DOK-Level 1)

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

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The student will make inferences about details that are not directly stated in the text by analyzing what is stated in the magazine article. (DOK- Level 2)

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

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

The student will synthesize all information from a text, and plan, organize and write an argumentative paragraph. (DOK-Level 3)

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

The student will describe how an author sequences events, ideas, concepts, and information in a timeline. (DOK-Level 1)

The student will identify and analyze the text structure of a timeline to determine its usefulness to the reader. (DOK-Level 3)

The student will examine, analyze and apply word parts-suffixes- and they will analyze multiple-meaning words in context. (DOK- Level 1)

The student will read about and engage in a debate about allowing the government to wiretap phone calls. (DOK-Level 3) (optional)

The student will make inferences about facts in a news article. (DOK- Level 2)

The student will analyze multiple accounts of an incident in an article. (DOK-Level 3)

The student will identify the point of view of a character in a drama. (DOK- Level 1)

The student will identify and analyze meaning, characters and plot in a drama. (DOK-Level 1, 3)

The student will identify and interpret the author's point of view in a Letter to the Editor. (DOK- Level 2)

The student will summarize key points in a Letter to the Editor. (DOK- Level 2)

The student will identify and assess the author's purpose in a text. (DOK- Level 1, 3)

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

The student will analyze a model essay and then synthesize information from the Workshop to plan, organize and write an argumentative about the most important amendment in the Bill of Rights, citing evidence and analyzing content from all sources in the workshop. (DOK- Level 4)

The student will interpret a claim and work to write their own example of a claim. (DOK-Level 2)

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The student will practice identifying and writing independent clauses in their final draft of an essay.
(DOK- Level 1)

(optional) The student will analyze the format of a petition for an amendment and draft a possible amendment to the Bill of Rights. (DOK- Level 4)

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

Core Activities and Corresponding Instructional Methods:

1. Lesson 3.1- Building Knowledge/Anchor Video
Whole Group
 - Do Now
 - Share Daily Goals
 - Workshop Overview, *ReaL Book* p. 122-123- Preview the Workshop
 - Building Knowledge: Use Analyzing Media Routine to view Anchor Video: “The First Ten Amendments”Rotations-Software Application/Independent Reading/Small Group
 - Build Content Area Vocabulary
 - Viewing with a Purpose, *ReaL Book* p.124
 - Discussing Media, *ReaL Book* p. 125
 - Wrap-Up
2. Lesson 3.2- Building Knowledge/Government/Criminal Justice/Concept Map and Content-Area Vocabulary
Whole Group
 - Do Now
 - Use Academic Discussion to develop Concept Map Organizer, *ReaL Book* p. 126 (*right*)Rotations-Software Application/Independent Reading/Small Group
 - Teach Content-Area Vocabulary, *ReaL Book* p. 127 (*amendment / censor / citizen/federal / petition / surveillance*)
 - Use additional examples to review
 - Identify Word Families
 - Wrap-up
3. Lesson 3.3-Making Meaning/Summary
Whole Group
 - Do Now
 - Share Daily Goals
 - Teach Academic Vocabulary *ReaL Book* p. 128 (*guarantee / prohibit*)
 - Activate Knowledge
 - Oral Cloze of First Read of “Bill of Rights, “*ReaL Book* p. 128-129
 - Think-Pair-Share for Key IdeaRotations-Software Application/Independent Reading/Small Group
 - Second Read to Identify Central Ideas and Details, *ReaL Book* p. 129
 - Reinforce Foundational Skills, *ReaL Book* p. 129, Open Syllables

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- Wrap-up
4. Lessons 3.4–3.5-Making Meaning/Magazine Article
- Whole Group- Day 1- Lesson 3.4
- Do Now
 - Share Daily Goals
 - Review Academic Vocabulary, *ReaL Book* p. 130 (*express / violation*)
 - Activate Prior Knowledge and connect to prior reading
 - Oral Cloze of First Read of “Supreme Court Cases Every Teen Should Know” by Tom Jacobs, *ReaL Book* p. 130-131
 - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Identify Central Ideas and Details, *ReaL Book* p. 131
 - React and Write for grade
 - Wrap-up
- Whole Group- Day 2- Lesson 3.5
- Do Now
 - Share Daily Goals
 - Review Academic Vocabulary, *ReaL Book* p. 132 (*disruption / impose*)
 - Activate Prior Knowledge and connect to prior reading
 - Oral Cloze of First Read of “Supreme Court Cases Every Teen Should Know” by Tom Jacobs, *ReaL Book* p. 132-133
 - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Read Critically, *ReaL Book* p. 133
 - Read and Write “Stretch” for student analysis
 - Wrap-up
5. Lesson 3.6- Making Meaning/Make Inferences
- Whole Group
- Do Now
 - Share Daily Goals
 - Practice Making an Inference- read and use a graphic organizer, *ReaL Book* p. 134
- Rotations-Software Application/Independent Reading/Small Group
- Make an Inference and fill in the Graphic Organizer, *ReaL Book* p. 135
 - Wrap-up
6. Lesson 3.7-Writing/Argument Paragraph
- Whole Group
- Do Now
 - Share Daily Goals
 - Plan Your Paragraph, *ReaL Book* p. 136- Unpack the Task
 - Choose Precise Language
- Rotations-Software Application/Independent Reading/Small Group
- Organize Your Paragraph, *ReaL Book* p. 137 with a Topic Sentence and Reasons using TREE Strategy for an Argumentative Paragraph
 - Explain how evidence is used to support details and record evidence
 - Write a Conclusion

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- Use Notes to Write Paragraph, *ReaL Book* p. 197 (This will require additional time to complete.)
 - Wrap-up
7. Lesson 3.8-Making Meaning/Time Line
- Whole Group
- Do Now
 - Share Daily Goals
 - Review Academic Vocabulary, *ReaL Book* p. 138 (*communication / restrict*)
 - Activate Prior Knowledge and connect to prior reading
 - Oral Cloze of First Read of “A History of Listening In” by Erin Keddie, *ReaL Book* p. 138-139
 - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Identify Text Structure, *ReaL Book* p. 139
 - React and Write for grade
 - Wrap-up
8. Lesson 3.9-Language Development/Word Analysis/Suffixes and Multiple-Meaning Words
- Whole Group
- Do Now
 - Share Daily Goals
 - Build Morphological Strategies: Analyze Suffixes; Apply Meaning, *ReaL Book* p. 140
- Rotations-Software Application/Independent Reading/Small Group
- Determine Meaning of Multiple-Meaning Words
 - Identify and Analyze Multiple Meaning Words in Context, *ReaL Book* p. 141
 - Wrap-up
9. Lesson 3.10-Effective Expression/Debate
- Whole Group
- Do Now
 - Share Daily Goals
 - Read the Debate Text- “Should the government be allowed to wiretap your phone?”, *ReaL Book* p. 142
 - Identify Evidence, *ReaL Book* p. 142
 - Analyze Arguments
- Rotations-Software Application/Independent Reading/Small Group
- Work on paragraphs and additional assignments
- Use as an Extension:**
- Plan Debate, *ReaL Book* p. 143
 - Present Debate using presentation skills
 - Wrap-up
10. Lesson 3.11- Assessment Strategies & Practice/Using Data to Differentiate
- Use Whole and Small group as needed
- Use HMH Teacher Central to view student data.
 - Identify and Review Key Ideas from the Workshop

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- Make Inferences; Draw Conclusions; Identify Central Ideas and Details; Suffixes and Multiple-Meaning Words
- Question Type: Selected Response with Multiple Answers
 - Review Academic Vocabulary-Checkpoint Vocabulary Resource 3A
 - Use paper Assessment B to prepare student for Interim Assessment A (optional)
 - During the technology rotation, administer the READ 180 Workshop Assessment: Workshop 3 Interim A (This assessment may take extra time to complete.)
 - Determine focus areas for Small-Group Learning based on student needs.
 - Wrap-up
11. Lesson 3.12-Building Knowledge/Government/Criminal Justice/Concept Organizer and Content-Area Vocabulary
- Whole Group
- Do Now
 - Share Daily Goals
 - Introduce the Concept Organizer, *ReaL Book* p. 144 (*justice*)
- Rotations-Software Application/Independent Reading/Small Group
- Teach Content-Area Vocabulary, *ReaL Book* p. 145 (*commit / juvenile / misdemeanor / offender / prosecution / sentence*)
 - Review Vocabulary and Word Families
 - Use additional examples to review
 - Wrap-up
12. Lessons 3.13–3.14-Making Meaning/News Article
- Whole Group- Day 1- Lesson 3.13
- Do Now
 - Share Daily Goals
 - Review Academic Vocabulary, *ReaL Book* p. 146 (*impartial / initially*)
 - Activate Prior Knowledge and connect to prior reading
 - Oral Cloze of First Read of “The Brownsville Youth Court” by Cristina Costantini and Kristofer Ríos, *ReaL Book* p. 146–147
 - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Make Inferences, *ReaL Book* p. 147
 - React and Write for grade
 - Wrap-up
- Whole Group- Day 2- Lesson 3.14
- Do Now
 - Share Daily Goals
 - Review Academic Vocabulary, *ReaL Book* p. 148 (*initiative / significantly*)
 - Activate Prior Knowledge and connect to prior reading
 - Oral Cloze of First Read of The Brownsville Youth Court” by Cristina Costantini and Kristofer Ríos, *ReaL Book* p. 148–149
 - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Analyze Multiple Accounts, *ReaL Book* p. 149

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- Read and Write “Stretch” for student analysis
 - Wrap-up
13. Lessons 3.15–3.16-Making Meaning/Drama
- Whole Group-Day 1- Lesson 3.15
- Do Now
 - Share Daily Goals
 - Review Academic Vocabulary, *ReaL Book* p. 150 (*alter / sound*)
 - Activate Prior Knowledge and Introduce William Shakespeare
 - Modeled Fluent Reading of First Read of “The Merchant of Venice” by William Shakespeare, *ReaL Book* p. 150–151
 - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Analyze Point of View, *ReaL Book* p. 151
 - Read and Write “Stretch” for student analysis
 - Wrap-up
- Whole Group-Day 2- Lesson 3.16
- Do Now
 - Share Daily Goals
 - Introduce Shakespearean Terms, *ReaL Book* p. 152
 - Identify meaning and fill in Graphic Organizer, *ReaL Book* p. 152
- Rotations-Software Application/Independent Reading/Small Group
- Analyze Characters and Events and Make Connections to the Plot, *ReaL Book* p. 153
 - Wrap-up
14. Lessons 3.17–3.19-Making Meaning/Letter to the Editor
- Whole Group-Day 1- Lesson 3.17
- Do Now
 - Share Daily Goals
 - Review Academic Vocabulary, *ReaL Book* p. 154 (*attain / spectacular*)
 - Activate Prior Knowledge and Connect to Anchor Video
 - Oral Cloze of First Read of “Freed Man Talking: Death Penalty System Broken” by Ray Krone, *ReaL Book* p. 154-155
 - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group
- Second Read to Analyze Point of View, *ReaL Book* p. 155
 - Read and Write “Stretch” for student analysis
 - Wrap-up
- Whole Group-Day 2- Lesson 3.18
- Do Now
 - Share Daily Goals
 - Review Academic Vocabulary, *ReaL Book* p. 156 (*access / obtain*)
 - Activate Prior Knowledge and Connect Prior Reading
 - Oral Cloze of First Read of “Freed Man Talking: Death Penalty System Broken” by Ray Krone, *ReaL Book* p. 156-157
 - Think-Pair-Share for Key Idea
- Rotations-Software Application/Independent Reading/Small Group

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- Second Read to Summarize, *ReaL Book* p. 157
 - React and Write for grade
 - Wrap-up
- Whole Group-Day 3- Lesson 3.19
- Do Now
 - Share Daily Goals
 - Determine the Author's Purpose, *ReaL Book* p. 158
- Rotations-Software Application/Independent Reading/Small Group
- Analyze the Author's Purpose, *ReaL Book* p. 159
 - Wrap-up
15. Lessons 3.20–3.23-Writing/Argumentative Essay
- Whole Group- Day 1- Lesson 3.20
- Do Now
 - Share Daily Goals
 - Analyze a Model Essay, *ReaL Book* p. 160
 - Read the Model Essay *ReaL Book* p. 160
- Rotations-Software Application/Independent Reading/Small Group
- Evaluate the Model Essay Using TREE Strategy and Mark and Evaluate Text Elements, *ReaL Book* p. 160-161
 - Wrap-up
- Whole Group- Day 2- Lesson 3.21
- Do Now
 - Share Daily Goals
 - Plan Your Essay using POW, *ReaL Book* p. 162
 - Unpack the Prompt
- Rotations-Software Application/Independent Reading/Small Group
- Practice Analyzing Evidence and Select Evidence, *ReaL Book* p. 163
 - Wrap-up
- Whole Group- Day 3- Lesson 3.22
- Do Now
 - Share Daily Goals
 - Analyze and Draft and Support a Claim, *ReaL Book* p. 164
- Rotations-Software Application/Independent Reading/Small Group
- Organize and Write Your Draft with Introduction, Body and End, *ReaL Book* p. 165 using TREE (Writing the essay with take a few days' class time)
 - Wrap Up
- Whole Group- Day 4- Lesson 3.23
- Do Now
 - Share Daily Goals
 - Identifying and Use Independent Clauses, *ReaL Book* p. 166
- Rotations-Software Application/Independent Reading/Small Group
- Continue to Write Essays
 - Evaluate Argumentative essays using self and peer feedback
 - Reflect on and Revise essays using feedback and checking for independent clauses
 - Check and Edit

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- Rating Your Argumentative Essay, *ReaL Book* p. 167
 - Publish and Submit
 - Wrap-up
16. Lesson 3.24-Effective Expression/Career Focus: Lawyer
- Whole Group
- Do Now
 - Share Daily Goals
 - Build Prior Knowledge
 - Oral Cloze First Read for Key Ideas “Fighting for Justice” by Abbi Newman, *ReaL Book* p. 168–169
 - Second Read to Identify Mission and Motivation
 - Optional: Find video to portray work of a lawyer
- Rotations-Software Application/Independent Reading/Small Group
- Use time to finish essays
- Used as an Extension:**
- Petition for a New Amendment, *ReaL Book* p. 170–171
 - Launch the Project
 - Analyze Purpose and Format
 - Plan and Write
 - Revise and Present
 - Wrap-up
17. Lesson 3.25- Assessment Strategies & Practice/Using Data to Differentiate
- Use Whole and Small group as needed
- Use HMH Teacher Central to view student data.
 - Identify and Review Key Ideas from the Workshop
Identify and Evaluate Author’s Purpose; Defend a Claim; Write with
Dependent and Independent Clauses; Link Clauses
 - Question Type: Selected Response with Multiple Answers
 - Review Academic Vocabulary-Checkpoint Vocabulary Resource 3B
 - Use paper Assessment B to prepare student for End-of-Workshop
Assessment A (optional)
 - During the technology rotation, administer the READ 180 Workshop
Assessment (The completion of this assessment with require extra time.)
 - Determine focus areas for Small-Group Learning based on student needs.
 - Wrap-up
18. Independent Reading (Daily)
- Read a novel on Lexile level
 - Complete questions and/or respond to a novel in a journal.
 - Complete Graphic Organizers and Quickwrites
 - Reading Conference/Complete Projects (optional)
 - Reading Counts! Quizzes (30 questions for review while reading before online
assessment)
19. Read 180 Software (Daily)
- Complete the assignments on the Read 180 software for at least 15-20
minutes a day.

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

Assessments:

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

Extensions:

- Oral summary
- Generate examples of sentences using vocabulary
- Reread with a partner
- Self-monitor with a partner
- Write an Amendment to the Constitution- see Workshop guidelines pages 170-171 in the *Real Book*
- Research Paper- see pages 172-181
- Write a letter to a politician in reference to an issue in your community
- Read and perform the complete play *The Merchant of Venice* as a Reader's Theater
- Apply other Amendments to everyday life and present as a Power Point
- Conduct research about the Brownsville Youth Court or The Innocence Project and report on current status and cases

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- After reading a passage, answer a constructed- response question using the ACE graphic organizer.
- Review Keystone Vocabulary

Correctives:

- Model READ 180 Routines
- Use additional Examples to Reinforce Vocabulary
- Beginning Readers/El Students/Struggling Readers:
Review aspects of Phonics, Morphology, Syntax, Semantics using various resources and texts for skills:
(compound words, identify syllables, closed syllables, past tense verbs, present tense verbs, modal verbs, open syllables, multi-syllabic words, blend sounds, possessive nouns, homophones, phrasal verbs, comparatives and superlatives, subject/object pronouns, initial r-blends, irregular past tense verbs, contractions, possessive nouns, time order words, past perfect tense, possessive apostrophe omission, verb-*be*)
- Support from READ 180 in Resources for:
(Reading for Details, Central Ideas and Details, Open Syllables, Denotation/Connotation, Analyzing a Graphic Organizer, Suffixes, Reading Multisyllabic Words, Identify Point of View, Evaluate Author's Viewpoint, Analyzing Story elements (plot, theme, characters, setting), Making Inferences, Making Predictions, Drawing Conclusions, Text and Visual Representations, Summarize, Context Clues, Tone, Informative Essay, Taking Notes, Paraphrasing, Combining Sentences, Creating a Topic Sentence, Text Structure: Sequence, Compare/Contrast, Writing an Argument, Dramatic Elements, Independent and Dependent Clauses, Linking Clauses, Punctuation, Multiple-Meaning Words, Citing Evidence, Multiple Sources)
- Use of graphic organizer to reinforce concepts

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

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Unit: Workshop #4- D-Day

Marking Period: 4

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

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

Anchors/Eligible Content:

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

PA Information Technology Standards:

15.3.12.C., 15.3.12.E., 15.3.12

Overview: The D-Day invasion of northern France in 1944 was the most significant victory of the Western Allies in World War II. This event would change the tide of the war in Europe. From this point forward, the Nazis would continue to lose ground in Europe and would eventually surrender on May 7, 1945. The Workshop opens with the Anchor Video depicting the historic Operation Overlord, now known as D-Day. Three texts that follow explore the circumstances and significance of the invasion, spotlighting paratrooper Lynn D. “Buck” Compton and the contributions of black US soldiers. Part 1 concludes with a somber poetic ode to the “real heroes” of D-Day. Part 2 examines “Hobart’s Funnies,” the innovative tanks Allies created to overcome German fortifications on the Normandy beaches. The following text details the battle at Omaha, where US forces suffered mass casualties but ultimately prevailed. The Workshop concludes with a look at the career of an army nurse. (*Real Book*, 2017)

Goals:

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Students will be introduced to and engage in topics about D-Day by building background knowledge through discussion and by watching a video. They will use a Concept Map to think about the ideas associated with the word, *invasion*. Students will review content-area vocabulary and explore word families and additional examples of the meanings of the words. As students progress through the workshop, they will identify central ideas in the texts and review supporting details. Students will cite evidence from the text and React and Write to the content. In addition, students will analyze people, events and ideas in an interview and they will identify the text structure as they analyze cause and effect relationships. Furthermore, students will plan, organize and write an informative paragraph to synthesize information from the interview about the challenges faced by the paratroopers. In a news article, students will use word strategies to clarify meaning and then react to the content. While reading a poem, students will analyze the author's technique and determine the effect of repetition to emphasize ideas and feelings. They will determine how the author makes meaning and uses tone to express thoughts. Word skills include examining word parts by looking at Latin roots and identifying synonyms and antonyms while using a thesaurus. A debate about journalists in war will be read and analyzed. Students will read a magazine article, identify text structure, and review the effectiveness of visual content to enhance the reading of the text. Students will read a piece of narrative nonfiction, summarize important details and cite text evidence while also using word strategies to visualize content. Students will use text evidence to explain how individuals, events and concepts interact within a text as they explore the historical time period in the workshop. As students begin to write, they will look at a model informational essay to help them plan, organize and write their own essay by synthesizing information about two challenges the Allies faced on D-Day. They will include relevant text evidence and work to write an effective conclusion to the essay. In addition, they will identify and use dependent clauses in the writing. Finally, students will identify rewards and challenges of a career as an army nurse. In the course of the workshop, they will be assessed using the interim and end-of-workshop tests.

Objectives:

Students will preview the text and activate prior knowledge with a video about the World War II and various aspects of D-Day. (DOK- Level 2)

The student will preview texts and make predictions. (DOK-Level2)

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

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

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The student will identify important details in a text (narrative nonfiction, interview, news article, poetry, and magazine article). (DOK-Level 1)

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

The student will cite text evidence while reading an interview. (DOK Level 2,3)

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

The student will identify Text Structure and assess Cause and Effect relationships. (DOK-Level 3)

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

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

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

The student will synthesize all information from a text, and plan, organize and write an informative paragraph. (DOK-Level 3)

The student will cite evidence from the text and analyze content in this informative paragraph about how an individual in the passage and overcame his challenges using text evidence and reasoning. (DOK-Level 3)

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

The student will interpret author's rhetoric in the use of repetition in a poem. (DOK-Level 2)

The student will critique how the author's word choice affects the text's meaning and tone of a poem. (DOK-Level 3)

The student will examine word parts (Latin roots), find word families and use the words in context. (DOK-Level 1)

The student will identify and apply the use of antonyms and synonyms. (DOK-Level 1)

The student will read about and engage in a debate about the idea of having journalists risk their lives to cover war stories. (DOK-Level 3)

The student will identify and apply text structure in a magazine article. (DOK- Level 1, 2)

The student will investigate the effect of the visual content of a magazine article. (DOK-Level 3)

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

The student will cite evidence from a nonfiction narrative. (DOK-Level 2)

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The student will analyze how the author's word choice affects the text's meaning and tone in a piece of narrative nonfiction. (DOK-Level 3)

The student will assess the role of people, events, and ideas in a text. (DOK-Level 3)

The student will analyze a model essay and then synthesize information from the Workshop to plan, organize and write an informative essay about the challenges faced by the Allies on D-Day, citing evidence and analyzing content. (DOK- Level 4)

The student will analyze an effective conclusion and then write an effective conclusion for the essay. (DOK-Level 2,3)

The student will identify and use dependent clauses in an essay. (DOK-Level 1)

(optional) The student will create a presentation that honors veterans and their contributions to the country's fight for freedom. (DOK- Level 4)

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

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Core Activities and Corresponding Instructional Methods:

1. Lesson 4.1- Workshop Overview
Whole Group
 - Do Now
 - Share Daily Goals
 - Workshop Overview, *ReaL Book* p. 182-183- Preview the Workshop
 - Building Knowledge: Use Analyzing Media Routine to view Anchor Video: “Operation Overlord”Rotations-Software Application/Independent Reading/Small Group
 - Build Content Area Vocabulary
 - Viewing with a Purpose, *ReaL Book* p.184
 - Discussing Media, *ReaL Book* p. 185
 - Wrap-Up
2. Lesson 4.2- Building Knowledge/History and International Relations/Concept Map and Content-Area Vocabulary
Whole Group
 - Do Now
 - Use Academic Discussion to develop Concept Map Organizer, *ReaL Book* p. 186 (*invasion*)Rotations-Software Application/Independent Reading/Small Group
 - Teach Content-Area Vocabulary, *ReaL Book* p. 187 (*amphibious / casualty / dictator/enlist / paratrooper / valor*)
 - Use additional examples to review
 - Identify Word Families
 - Wrap-up
3. Lesson 4.3-Making Meaning/Narrative Nonfiction
Whole Group
 - Do Now
 - Share Daily Goals
 - Teach Academic Vocabulary *ReaL Book* p. 188 (*encounter / range*)
 - Activate Knowledge and connect to the anchor video
 - Modeled Fluent Reading and Oral Cloze of First Read of “The Allies Strike Back” by Terry Miller, “*ReaL Book* p. 188-189
 - Think-Pair-Share for Key IdeaRotations-Software Application/Independent Reading/Small Group
 - Second Read to Identify Central Ideas and Details, *ReaL Book* p. 189
 - Reinforce Foundational Skills, *ReaL Book* p. 189, Compound Words
 - Wrap-up
4. Lessons 4.4–4.6-Interview
Whole Group- Day 1- Lesson 4.4
 - Do Now
 - Share Daily Goals
 - Review Academic Vocabulary, *ReaL Book* p. 190 (*eventually / historic*)
 - Activate Prior Knowledge and connect to prior reading

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- Modeled Fluent Reading and Oral Cloze of First Read of “Invading by Air” by Meg Chorlian and Andrew Chorlian, *ReaL Book* p. 190-191
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Cite Text Evidence, *ReaL Book* p. 191
- React and Write for grade
- Wrap-up

Whole Group- Day 2- Lesson 4.5

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *ReaL Book* p. 192 (*complexity / instinct*)
- Establish Context and connect to prior reading
- Modeled Fluent Reading and Oral Cloze of First Read of “Invading by Air” by Meg Chorlian and Andrew Chorlian, *ReaL Book* p. 192-193
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Analyze People, Events and Ideas, *ReaL Book* p. 193
- Read and Write “Stretch” for student analysis
- Wrap-up

Whole Group- Day 3- Lesson 4.6

- Do Now
- Share Daily Goals
- Identify Text Structure (Causes and Effects) and complete Graphic Organizer, *ReaL Book* p. 194

Rotations-Software Application/Independent Reading/Small Group

- Analyze Causes and Effects with one cause and multiple effects as a text structure, *ReaL Book* p. 195
- Wrap-up

5. Lesson 4.7-Writing/Informative Paragraph

Whole Group

- Do Now
- Share Daily Goals
- Plan Your Paragraph, *ReaL Book* p. 196- Unpack the Task
- Choose Precise Language

Rotations-Software Application/Independent Reading/Small Group

- Organize Your Paragraph, *ReaL Book* p. 197 with a Topic Sentence and Central Ideas and conclusion using TIDE Strategy for an Informative Paragraph
- Explain how to include supporting details
- Write a Conclusion
- Use Notes to Write Paragraph, *ReaL Book* p. 197 (This will require additional time to complete.)
- Wrap-up

6. Lesson 4.8- Making Meaning/News Article

Whole Group

- Do Now

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- Share Daily Goals
- Teach Academic Vocabulary *ReaL Book* p. 198 (*establish / segregated*)
- Activate Knowledge from Anchor Video and Vocabulary
- Modeled Fluent Reading and Oral Cloze of First Read of “Black Soldiers on D-Day” by Will J. Wright, “*ReaL Book* p. 198-199
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Use Word Strategies for Words in Context, *ReaL Book* p. 199
- React and Write for grade
- Wrap-up

7. Lessons 4.9–4.10-Making Meaning/Poetry

Whole Group- Day 1- Lesson 4.9

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *ReaL Book* p. 200 (*generation/veteran*)
- Activate Prior Knowledge and discuss the human cost of war
- Modeled Fluent Reading of First Read of “Longest Day” by Rob Aitchison, *ReaL Book* p. 200-201 (or find online recording set to music)
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Analyze Repetition and Style, *ReaL Book* p. 201
- Read and Write “Stretch” for student analysis
- Wrap-up

Whole Group- Day 2- Lesson 4.10

- Do Now
- Share Daily Goals
- Analyze Meaning and Tone in a Poem
- Identify Tone, *ReaL Book* p. 202

Rotations-Software Application/Independent Reading/Small Group

- Explain meaning and tone, *ReaL Book* p. 203 as poem is reread
- Wrap-up

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

Whole Group

- Do Now
- Share Daily Goals
- Build Morphological Strategies: Examining Word Parts: Latin Roots; Teach Word families and use Context, *ReaL Book* p. 204

Rotations-Software Application/Independent Reading/Small Group

- Determine Meaning of Synonyms and Antonyms
- Identify Synonyms and Antonyms in Context and Use a Thesaurus, *ReaL Book* p. 205
- Wrap-up

9. Lesson 4.12- Effective Expression/Debate

Whole Group

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- Do Now
- Share Daily Goals
- Read the Debate Text- “Should journalists risk their lives to cover wars?”
ReaL Book p. 206
- Evaluate Evidence, *ReaL Book* p. 206
- Analyze Arguments

Rotations-Software Application/Independent Reading/Small Group

- Work on Paragraphs and additional assignments

Use as an Extension:

- Plan Debate, *ReaL Book* p. 207
- Present Debate using presentation skills
- Wrap-up

10. Lesson 4/13- Assessment Strategies & Practice/Using Data to Differentiate

Use Whole and Small group as needed

- Use HMH Teacher Central to view student data.
- Identify and Review Key Ideas from the Workshop
Identify Text Structure; Understand Cause and Effect; Analyze Meaning and Tone; Read and Respond to Poetry; Latin Roots; Antonyms and Synonyms and Context Clues
- Question Type: Selected Response with Multiple Answers
- Review Academic Vocabulary-Checkpoint Vocabulary Resource 4A
- Use paper Assessment B to prepare student for Interim Assessment A (optional)
- During the technology rotation, administer the READ 180 Workshop Assessment: Workshop 4 Interim A (The assessment may take extra time to complete.)
- Determine focus areas for Small-Group Learning based on student needs.
- Wrap-up

11. Lesson 4.14- Building Knowledge/History/International Relations/Concept Organizer and Content-Area Vocabulary

Whole Group

- Do Now
- Share Daily Goals
- Introduce the Concept Organizer, *ReaL Book* p. 208 (*honor*)

Rotations-Software Application/Independent Reading/Small Group

- Teach Content-Area Vocabulary, *ReaL Book*. 209
(*crisis / disarm /fortified/fuel / outfit /overwhelming*)
- Review Vocabulary and Word Families
- Use additional examples to review
- Wrap-up

12. Lessons 4.15–4.16- Making Meaning/Magazine Article

Whole Group- Day 1- Lesson 4.15

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *ReaL Book* p. 210 (*crucial / innovative*)
- Activate Prior Knowledge and preview text features and structure

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- Modeled Fluent Reading and Oral cloze of First Read of “Engineering Solutions,” by Kenneth Hoffman, *ReaL Book* p. 210–211
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Identify Text Structure, *ReaL Book* p. 211
- React and Write for grade
- Wrap-up

Whole Group- Day 2- Lesson 4.16

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *ReaL Book* p. 212 (*rotate / tackle*)
- Establish Context from prior reading
- Modeled Fluent Reading and Oral cloze of First Read of “Engineering Solutions,” by Kenneth Hoffman, *ReaL Book* p. 212–213
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Analyze Visual Content, *ReaL Book* p. 213
- Read and Write “Stretch” for student analysis
- Wrap-up

13. Lessons 4.17–4.20-Making Meaning/Narrative Nonfiction

Whole Group- Day 1- Lesson 4.17

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *ReaL Book* p. 214 (*condition / despite*)
- Activate Prior Knowledge by connecting to Anchor Video and prior reading
- Modeled Fluent Reading and Oral cloze of First Read of “Dawn on D-Day” by Patricia Brennan Demuth, *ReaL Book* p. 214-215
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Summarize, *ReaL Book* p. 215
- Read and Write “Stretch” for student analysis
- Wrap-up

Whole Group- Day 2- Lesson 4.18

- Do Now
- Share Daily Goals
- Review Academic Vocabulary, *ReaL Book* p. 216 (*jumbled / motion*)
- Establish Context from prior reading
- Modeled Fluent Reading and Oral cloze of First Read of “Dawn on D-Day” by Patricia Brennan Demuth, *ReaL Book* p. 216-217
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Cite Text Evidence, *ReaL Book* p. 217
- React and Write for grade
- Wrap-up

Whole Group- Day 3- Lesson 4.19

- Do Now

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- Share Daily Goals
- Review Academic Vocabulary, *ReaL Book* p. 218 (*inspire / rage*)
- Establish Context from prior reading
- Modeled Fluent Reading and Oral cloze of First Read of “Dawn on D-Day” by Patricia Brennan Demuth, *ReaL Book* p. 218-219
- Think-Pair-Share for Key Idea

Rotations-Software Application/Independent Reading/Small Group

- Second Read to Use Word Strategies, *ReaL Book* p. 219
- Read and Write “Stretch” for student analysis
- Wrap-up

Whole Group- Day 4- Lesson 4.20

- Do Now
- Share Daily Goals
- Identify People, Events and Ideas in a Text, *ReaL Book* p. 220

Rotations-Software Application/Independent Reading/Small Group

- Analyze People, Events and Ideas in a Text, *ReaL Book* p. 221
- Wrap-up

14. Lessons 4.21–4.24-Writing/Informative Essay

Whole Group- Day 1- Lesson 4.21

- Do Now
- Share Daily Goals
- Read and Analyze a Model Essay, *ReaL Book* p. 222

Rotations-Software Application/Independent Reading/Small Group

- Evaluate the Model Essay Using TIDE Strategy and Mark and Evaluate Text Elements, *ReaL Book* p. 222-223
- Wrap-up

Whole Group- Day 2- Lesson 4.22

- Do Now
- Share Daily Goals
- Plan Your Essay using POW, *ReaL Book* p. 224
- Unpack the Prompt

Rotations-Software Application/Independent Reading/Small Group

- Practice Analyzing Evidence and Select Evidence, *ReaL Book* p. 224-225
- Wrap-up

Whole Group- Day 3- Lesson 4.23

- Do Now
- Share Daily Goals
- Analyze a Conclusion and Draft a Conclusion
- Writing Effective Conclusions, *ReaL Book* p. 226

Rotations-Software Application/Independent Reading/Small Group

- Organize and Write Your Draft with Introduction, Body and End, *ReaL Book* p. 227 (Writing the Essay with take a few days’ class time)
- Wrap Up

Whole Group- Day 4- Lesson 4.24

- Do Now
- Share Daily Goals

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- Identifying and Using Dependent Clauses, *ReaL Book* p. 228
- Rotations-Software Application/Independent Reading/Small Group
- Continue to Write Essays
 - Evaluate Informative essays using self and peer feedback
 - Reflect on and Revise essays using feedback and checking for dependent clauses
 - Check and Edit
 - Rating Your Argumentative Essay, *ReaL Book* p. 229
 - Publish and Submit
 - Wrap-up
15. Lesson 4.25-Career Focus
- Whole Group
- Do Now
 - Share Daily Goals
 - Build Prior Knowledge
 - Modeled and fluent Reading and Oral Cloze First Read for Key Ideas “Army Nurse” by Keith Carlson, *ReaL Book* p. 230–231
 - Second Read to Ask Questions
 - Optional: Find video to portray work of an army nurse
- Rotations-Software Application/Independent Reading/Small Group
- Use time to finish essays
- Used as an Extension:**
- Create a Presentation, *ReaL Book* p. 232-233
 - Launch the Project
 - Analyze Purpose and Format
 - Plan and Write
 - Revise and Present
 - Wrap-up
16. Lesson 4.26- Assessment Strategies & Practice/Using Data to Differentiate
- Use Whole and Small group as needed
- Use HMH Teacher Central to view student data.
 - Identify and Review Key Ideas from the Workshop
Analyze People, Events and Ideas and Read across Texts; Writing Conclusions; Using Dependent and Independent Clauses
 - Question Type: Selected Response with Multiple Answers
 - Review Academic Vocabulary-Checkpoint Vocabulary Resource 4B
 - Use paper Assessment B to prepare student for End-of-Workshop Assessment A (optional)
 - During the technology rotation, administer the READ 180 Workshop Assessment (This assessment may take extra time to complete.)
 - Determine focus areas for Small-Group Learning based on student needs.
 - Wrap-up
17. Independent Reading (Daily)
- Read a novel on Lexile level
 - Complete questions and/or respond to a novel in a journal.
 - Complete Graphic Organizers and Quickwrites

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- Reading Conference/Complete Projects (optional)
 - Reading Counts! Quizzes (30 questions for review while reading before online assessment)
18. Read 180 Software (Daily)
- Complete the assignments on the Read 180 software for at least 15-20 minutes a day.
 - Complete assignments/activities/review that are individualized to meet student's needs.

Assessments:

- **Diagnostic:**
 - Benchmark as per District's Plan
 - READ 180 Application (for Diagnostics and Skills Differentiation)
- **Formative:**
 - READ 180 Application
 - Workshop 4 Interim Checkpoint
 - Workshop 4 Interim Workshop Assessment
 - Reading Journals/Warm-up Logs
 - Discussion and Observation in Whole Group and Small Group
- **Summative:**
 - Success Zone in READ 180 Application
 - Workshop 4 End-of-Workshop Assessment
 - Reading Counts Quizzes
 - Final RI to determine growth

Extensions:

- Oral summary
- Generate examples of sentences using vocabulary
- Reread with a partner
- Self-monitor with a partner
- Create a War memorial- design and present to the class
- Research War Memorials and create a presentation
- Write a poem to honor a military hero
- Write group/partner stories using synonyms for common words
- After reading a passage, answer a constructed- response question using the ACE graphic organizer.
- Review Keystone Vocabulary

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Correctives:

- Model READ 180 Routines
- Use additional Examples to Reinforce Vocabulary
- Beginning Readers/El Students/Struggling Readers:
Review aspects of Phonics, Morphology, Syntax, Semantics using various resources and texts specific for skills:
(compound words, identify syllables, closed syllables, past tense verbs, present tense verbs, modal verbs, open syllables, multi-syllabic words, blend sounds, possessive nouns, homophones, phrasal verbs, comparatives and superlatives, subject/object pronouns, initial r-blends, irregular past tense verbs, contractions, possessive nouns, time order words, past perfect tense, possessive apostrophe omission, verb-*be*)
- Support from READ 180 in Resources for:
(Reading for Details, Central Ideas and Details, Compound Words, Multiple-meaning Words, Denotation/Connotation, Realistic Narrative, Analyzing a Graphic Organizer, Multisyllabic Words, Identify Point of View, Evaluate Author's Viewpoint, Making Inferences, Making Predictions, Drawing Conclusions, Text and Visual Representations, Summarize, Context Clues, Informative Essay, Taking Notes, Paraphrasing, Combining Sentences, Creating a Topic Sentence, Cross-Text Analysis, Text Structure: Cause and Effect and Problem /Solution, Word Origins, Rhyme, Rhyme Scheme, Poetic Devices, Synonyms/Antonyms, Latin Roots, Dependent and Independent Clauses)
- Use of graphic organizer to reinforce concepts and to assist with reading and writing

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

Primary Textbook(s) Used for this Course of Instruction

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

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

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

Curriculum Textbook is utilized in
Foundation of English 9
Foundations of Reading 9

Also used:

Read 180 Application Software

Novels for Independent Reading

RI (Reading Inventory, formerly SRI)

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Appendix

PA Core Standards / Eligible Content Covered:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Keystone Assessment Anchors:

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

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

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

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

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

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

Keystone Eligible Content:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions

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

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

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

LN.2.5.1 Differentiate between fact and opinion

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

L.N.2.5.3 Distinguish essential from nonessential information

L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text

L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfiction text

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

PA Information Technology Standards:

http://static.pdesas.org/content/documents/BCIT_standards.pdf

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Checklist to Complete and Submit:

(Scan and email)

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

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

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____

