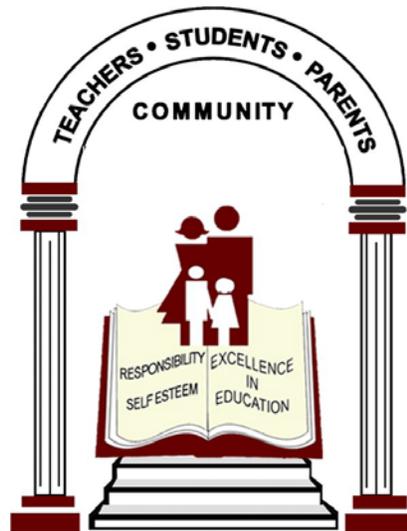


Read 180 – Stage C

Grade 9



Curriculum

Vineland Public Schools
Vineland, NJ

2010

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Course Description:

Read180 is a research-based reading intervention program designed to target below-level and struggling readers. Each day, students participate in Whole-Group Instruction as well as rotate through three small group stations: Small-Group Instruction, Instructional Software, and Modeled and Independent Reading. Read180 provides comprehensive, developmental reading instruction designed to meet state and district standards for struggling readers. Direct and explicit reading instruction is provided in decoding, fluency, vocabulary, comprehension, and writing. This research-based balanced literacy program utilizes high-interest literature and data-driven technology to ensure that differentiated instruction and guided practice take place to support and motivate students as they progress toward becoming lifelong readers and learners.

Course Goals:

- A. Identify what leading researchers have determined are the most effective ways to help struggling readers and use *READ 180* to put these findings into practice.
- B. Implement best-teaching practices in an effectively managed *READ 180* classroom.
- C. Use the *READ 180* Software to guide students' growth and to communicate with parents and administrators about the Software's impact.
- D. Analyze *READ 180* assessment data and use this information to inform instruction.
- E. Student will improve basic reading techniques and develop an appreciation of reading for pleasure.

Course Enduring Understandings:

Ideas that have lasting value beyond the classroom. Consider, “what do we want students to understand and be able to use several years from now, after they have forgotten the details?”

- Equip students to be productive citizens by addressing needs, enhancing intellect, developing character, and instilling pride and hope.
- Read180 hopes to turn the lives of struggling readers around by giving them the tools and confidence to read well.

21st Century Skills:

A. Creativity and Innovation

B. Critical Thinking and Problem-solving

C. Communication and Collaboration

D. Information Literacy

E. Accountability, Productivity and Ethics

F. Media Literacy

G. Life and Career Skills

Unit Names:

First Three Weeks

Workshop 1: Survivors

Workshop 2: Killer Plagues

Workshop3: Combat Zone

Workshop 4: When Music Offends

Workshop 5: In The Money

Workshop 6: Amigo Brothers

Workshop 7: Your Brain Exposed

Workshop 8: Crime, Punishment...and Teens

Workshop 9: The Front Lines of Justice

Materials:

- RBook-Teacher Edition
- RBook-Student Edition
- Read180 Instructional Software
- Assessment Guides (Test-Taking Strategies, R-Skills Tests, Placement, Assessment and Reporting Guide)
- RDI Books 1,2, 3
- RBook Anchor Video
- Read180 Library: (Paperback for Independent Reading and Audiobooks for Modeled Reading)

Infusion of Technology

:

- Instructional Software
- Anchor Videos
- Audiobooks

Course Assessments:

District Grading Policy:

Tests 30%

Quizzes 25%

Alternative Assessments 25%

Homework/Classwork 20%

Formative Assessments:

Scholastic Reading Inventory

R-Skills (Student Skills Report, Test Summary Skills Report)

Read 180 Computer Software (Comprehension Skills Report, Student Diagnostic Report)

Checkpoints for Differentiated Instruction

Graphic Organizers

REACT Questions

AIMSweb

Writing Benchmarks

Summative Assessments:

Workshop Wrap-up

R-Skills (After every two workshops)

Final Writing Piece

Skills Check

Writing Portfolio

HSPA

Vineland School District Unit Plan	
Course: Read 180 Stage B	
Unit Title: Your First Three Weeks with Read 180	
Grade Level: 6, 7, 8	
Unit Summary: <u>Your First Three Weeks with Read180</u> , has step-by-step daily lessons for setting up your classroom, managing the Instructional Model Using Program Components, and Establishing Instructional Routines.	
Interdisciplinary connections: Building Community	
21st century skills: Following Routines and Expectations	
Learning Targets	
Strand (Big Ideas) – Learn about the Read180 Instructional Model, understand expectations for each rotation, become acquainted with Read180 Library, and become familiar with the Instructional Software.	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Where do I store my materials? • How do I move from one rotation to the next? • What are the instructional routines? • What is a Lexile level? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Focus on building community, • Establishing routines • Take Scholastic Inventory • Begin full rotations with Topic Software and rBook Instruction.
<p>Unit Learning Targets</p> <p><i>Students will understand ...</i></p> <ul style="list-style-type: none"> • Where to store materials. • How to move from one rotation to the next. • The instructional routines. • What a Lexile level is and how to use it to pick books. • How to use the Instructional Software 	<p>Skills (cumulative progress indicator)</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Get acquainted with classmates. • Practice routines , procedures, taking turns and working in small groups. • Learn about the Read180 Instructional Model. • Become familiar with the rotation centers. • Get familiar with the Instructional Software. • Practice completing an Exit Slip. • Listen to teacher model good, fluent reading during a Read Aloud. • Become excited about Read180 Paperbacks and Audiobooks. • Preview the rBook • Understand Expectations. • Develop ownership of their classroom community.

	<ul style="list-style-type: none"> • Stay engaged during a Read Aloud • Identify personal reading interests. • Develop strategies for choosing Paperbacks and Audiobooks. • Promote student accountability during independent reading.
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Evidence of Learning

Formative Assessments:
 ~SRI ~KWL ~Reader’s Survey

Lesson	Timeframe
Week One Planner	5 Days
Week Two Planner	5 Days
Week Three Planner	5 Days

Teacher Notes:

Please follow Your First Three Weeks With Read180 and complete each lesson.

Small-Group Rotations				
Whole-Group Direct Instruction	Small-Group Direct Instruction	READ 180 Software	Modeled and Independent Reading	Whole-Group Wrap-Up
Using the <i>READ 180</i> instructional materials, the teacher begins the day by providing systematic instruction in reading, writing, and vocabulary to the whole class.	Using the <i>rBook</i> and <i>Resources for Differentiated Instruction</i> , the teacher works closely with students so that individual needs can be met.	Students use the Software independently, providing them with intensive, individualized skills practice. <u>See the Software in Action</u>	Students build reading comprehension skills through modeled and independent reading of the <i>READ 180</i> Paperbacks and Audiobooks.	The session ends with 10 more minutes of Whole-Group Instruction

Vineland School District Unit Plan	
Course: Stage C	
Unit Title: Workshop 1 – Survivors	
Grade Level: 9	
Unit Summary: In Workshop 1, readers learn about teens who overcame great obstacles. Throughout the workshop, students will enhance their comprehension skills of identifying main idea and details; vocabulary/word study skills of learning and using target words and identifying prefixes and suffixes; writing skills by constructing an expository paragraph; and grammar skills by identifying sentences and fragments and using end punctuation.	
Interdisciplinary connections: Technology - Anchor Video (“The Lost Boys”) Newspaper Article (“Juanes-Songs of Survival”), Life Issues Feature (Homeboy to the Rescue)	
21st century skills: Career (Functional Literacy: Careers –Life Skills Counselor, Real-World Skills – Budget), Media Literacy (Anchor Video)	
Learning Targets	
Strand (Big Ideas): Finding the Main Idea and Details helps readers focus on what they need to know to make meaning.	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is the text mostly about? • What is the main idea, or the most important point in a text? • What information supports or tells more about the main idea? • What is a short statement, or summary, of the main idea and its supporting details? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • When there is a lot of information in a text, it can be hard to remember all of it. Finding the main idea and details will help you remember what’s important.
<p>Unit Learning Targets <i>Students will understand...</i></p> <ul style="list-style-type: none"> • The main idea answers the question: “What is the most important?” • The details tell you more about the main idea. • The steps to identify the main idea and details in a text: Step 1 - Identify the topic. Ask yourself, “What is this mostly about?” Step 2 – Find the main idea that relates to the topic. Ask yourself, “What is the most important idea about this topic?” Step 3 – Find the details. Ask yourself, 	<p>Skills (cumulative progress indicator) <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Apply strategies for finding the main idea and details of a text. • Use text marking to identify the main idea and supporting details. • Use a graphic organizer to organize information around the main idea.

<p>“Does this tell me more about the main idea?”</p>	
<p>Evidence of Learning</p>	
<p>Summative Assessment: Workshop Wrap-Up (p. 30 – 31) R-Skills tests (After Workshops 1 & 2) NJ ASK Skills Check (p. 19) Final Writing Piece (p. 25)</p>	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • SRI • Graphic Organizers (p. 11, 15, 23) • R-Skills (See Student Skills Report, Test Summary Skills Report) 	<ul style="list-style-type: none"> • Checkpoints for Differentiated Instruction • Read 180 Computer Software (Comprehension Skills Report, Student Diagnostic Report) • REACT (p. 10, 12, 14, 16, 18)
<p>Lesson Plans</p>	
<p>Lesson</p>	<p>Timeframe</p>
<p>Pre-reading</p>	<p>2 days</p>
<p>Reading</p>	<p>5 - 6 days</p>
<p>Vocabulary/Word Study</p>	<p>1 – 2 days</p>
<p>Writing and Grammar</p>	<p>3 – 6 days</p>
<p>Functional Literacy</p>	<p>1 day</p>
<p>Workshop Wrap-Up</p>	<p>1 day</p>
<p>Checkpoints for Differentiated Instruction</p>	<p>1 – 20 days</p>
<p>Teacher Notes: Differentiated Support – RDI: Use these instructional options throughout the workshop to meet specific student needs and extend instruction in context. RDI Book 1: Main Idea and Details p.288, 289 RDI Book 1: Read for Detail p. 292, 293</p>	

Vineland School District Unit Plan	
Course: Stage C	
Unit Title: Workshop 2 – Killer Plagues	
Grade Level: 9	
Unit Summary: In Workshop 2, the readings tell about deadly diseases past and present, how they spread, and their killer impact on entire civilizations. Throughout the workshop, students will enhance their comprehension skills of identifying sequence of events; vocabulary/word study skills of learning and using target words and identifying synonyms and antonyms; writing skills by constructing a narrative paragraph; and grammar skills by correcting sentence fragments and using capitals.	
Interdisciplinary connections: Technology - Anchor Video (“A Modern Epidemic”), Newspaper Article (“Prepared for Smallpox.”), Magazine Article (“A Killer Without a Cure”, Science Feature (“The Black Death”)	
21st century skills: Career Skills (Functional Literacy: Careers – Pharmacist Technician, Real-World Skills – Medicine Label), Media Literacy (Anchor Video)	
Learning Targets	
Strand (Big Ideas): Identifying the sequence within a text helps students recognize and understand time-order relationships. Sequencing also helps a reader summarize text, identify causes and effects, and draw conclusions.	
Unit Essential Questions <ul style="list-style-type: none"> • What are the events, or important things that happen in a text? • What is the sequence, or order in which events happen? 	Unit Enduring Understandings <ul style="list-style-type: none"> • When there is a lot of information in a text, it can be hard to remember all of it. Finding the main idea and details will help you remember what’s important.
Unit Learning Targets <i>Students will understand...</i> <ul style="list-style-type: none"> • Sequence is the order in which events happen. • The steps to identify sequence in a text: Step 1 – Look for signal words or phrases to help understand the order of events. Step 2 – Ask yourself, “What was first, next, last?” Step 3 – Review the sequence in your mind. If it doesn’t make sense, reread it and look for clues you may have missed. 	Skills (cumulative progress indicator) <i>Students will be able to...</i> <ul style="list-style-type: none"> • Apply strategies for finding sequence of events in a text. • Use text marking to identify the sequence of events. • Use a graphic organizer to sequence events.

Evidence of Learning

Summative Assessment:

Workshop Wrap-Up (p. 54-55)
 R-Skills tests (After Workshops 1 & 2)
 NJ ASK
 Skills Check (p. 43)
 Final Writing Piece (p. 49)

Formative Assessments

- SRI
- Graphic Organizers (p. 35, 39, 47)
- R-Skills (See Student Skills Report, Test Summary Skills Report)

- Checkpoints for Differentiated Instruction
- Read 180 Computer Software (Comprehension Skills Report, Student Diagnostic Report)
- REACT (p. 34, 36, 38, 40, 42)

Lesson Plans

Lesson	Timeframe
Pre-reading	2 days
Reading	5 - 6 days
Vocabulary/Word Study	1 – 2 days
Writing and Grammar	3 - 6 days
Functional Literacy	1 day
Workshop Wrap-Up	1 day
Checkpoints for Differentiated Instruction	1 – 20 days

Teacher Notes: Differentiated Support – RDI: Use these instructional options throughout the workshop to meet specific student needs and extend instruction in context.

RDI Book 1: Sequence of Events p. 290, 291

Vineland School District Unit Plan	
Course: Stage C	
Unit Title: Workshop 3 – Combat Zone	
Grade Level: 9th	
<p>Unit Summary: In Workshop 3, readers find out about the toll of war and terrorist attacks on people’s lives. Throughout the workshop, students will enhance their comprehension skills of identifying story elements of setting, character, plot and theme, as well as literary elements of symbolism and imagery; vocabulary/word study skills of learning and using target words and identifying verb endings and word families; writing skills by constructing a literature response; and grammar skills by correcting run-on sentences and using correct word order.</p>	
<p>Interdisciplinary connections: Technology - Anchor Video (“The Wall”), History (“Ambush”, “The Names”)</p>	
<p>21st century skills: Life and Career Skills (Functional Literacy: Meet the Author – Tim O’Brien, Real-World Skills – Editorial Cartoon), Media Literacy (Anchor Video)</p>	
Learning Targets	
<p>Strand (Big Ideas): <u>Setting:</u> Identifying setting helps readers understand story events, problems and characters’ behavior. <u>Plot:</u> Understanding the plot helps students to sequence events, identify problems and solutions, recall critical information, and summarize. <u>Character:</u> Analyzing characters helps students develop key reading strategies such as drawing inferences, making predictions, and summarizing. <u>Theme:</u> Identifying the theme helps readers to recognize the author’s purpose, appreciate a text, and think deeply about ideas. It also requires readers to comprehend the text, make inferences, synthesize ideas, and use high-order thinking.</p>	
<p>Unit Essential Questions:</p> <p><u>Setting</u></p> <ul style="list-style-type: none"> • What is the time and place of the story? • What is the mood, or the feeling the story gives to readers? • What is the flashback, or when the story goes back in time? • What is the flash-forward, or when the story goes ahead in time? <p><u>Plot</u></p> <ul style="list-style-type: none"> • What is the plot, or what happens in the story, including the problem, the events that lead to solving the problem and the solution? • What are the events, or important things that happen? • What is the problem, or the difficult situation of the text? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Knowing the time and place of a story helps you better understand events and characters’ behaviors. • Identifying the plot helps you recognize important events and understand how they fit together. • Analyzing characters helps students develop key reading strategies such as drawing inferences, making predictions, and summarizing. • Identifying the theme of a narrative text helps readers recognize the author’s purpose, appreciate a text, and think deeply about ideas. Exploring theme also requires readers to comprehend the text, make inferences, synthesize ideas, and use higher-order thinking.

<ul style="list-style-type: none"> • What is the rising action, or the problem(s) that build toward the climax? • What is the falling action, or the steps that lead to the solution to the problem? • What is the solution, or outcome that brings the story to a close? <p><u>Character</u></p> <ul style="list-style-type: none"> • Who is the protagonist, or main character in a story? • What is a trait, or quality of a character’s personality? • What are all of the qualities that make up someone? (personality) What is the motivation, or reason someone does something? • How would you describe a character’s behavior, or the way they act? <p><u>Theme</u></p> <ul style="list-style-type: none"> • What is the theme, or the message the author wants the reader to take away from the story? • What is the author’s purpose, or the author’s reason for creating a work? 	
<p>Unit Learning Targets <i>Students will understand...</i></p> <ul style="list-style-type: none"> • Setting refers to the place and time of a story. • The steps to identify the setting: Step 1 – Look at the cover and any illustrations. Step 2 – To identify where the story takes place, ask yourself, “What words help me imagine what the place looks like? Step 3 – To identify the time, ask yourself, “Is it long ago, in the future, or in the present?” Step 4 – Pay attention to any changes in the setting, such as a flashback or flash-forward. • Plot refers to what happens in a story, 	<p>Skills (cumulative progress indicator) <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Analyze setting, including setting changes and their effect on character and plot. • Analyze character, including motives, actions, words, feelings. • Analyze plot, identifying the plot problem, solution, and important events. • Analyze story theme to determine author’s message. • Use a graphic organizer to organize information around story elements. • Use text marking to identify details about setting and character.

<p>including the problem, the events that lead to solving the problem, and the solution.</p> <ul style="list-style-type: none">• The steps to identify the plot, ask yourself: Step 1 – What is the character’s problem? Step 2 – How do the characters try to solve the problem? Step 3 – What happens to help solve the problem? What happens that hinders solving the problem? Step 4 – How does the story turn out?• A character is a person or animal in a story. It’s who the story is about. Characters have special qualities, or traits, that make up their personalities.• The steps to analyze a character: Step 1 – What words are used to describe him or her? Step 2 – Notice the character’s actions, thoughts, and words. Step 3 – Notice what other characters say about the character. Step 4 – Think about what you already know about people.• The theme is the message of a text, or the “meaning” that the author wants you to take away from the story.• The steps to identify the theme in a narrative. Ask yourself,: Step 1 – What do the characters do and say? Step 2 – What are the results of their actions? Step 3 – What is the author focusing on?	
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Evidence of Learning

Summative Assessment:

Workshop Wrap-Up (p. 80-81)
 R-Skills tests (After Workshops 3 & 4)
 Skills Check (p. 65)
 Final Writing Piece (p. 75)

Formative Assessments

- SRI
- Graphic Organizers (p. 59, 73)
- R-Skills (See Student Skills Report, Test Summary Skills Report)

- Checkpoints for Differentiated Instruction
- Read 180 Computer Software (Comprehension Skills Report, Student Diagnostic Report)
- REACT (p. 60, 62, 64, 66, 68)

Lesson Plans

Lesson	Timeframe
Pre-reading	2 days
Reading	5 -8 days
Vocabulary/Word Study	1 - 2 days
Writing and Grammar	3 – 6 days
Functional Literacy	1 day
Workshop Wrap-Up	1 day
Checkpoints for Differentiated Instruction	1 – 20 days

Teacher Notes: Differentiated Support – RDI: Use these instructional options throughout the workshop to meet specific student needs and extend instruction in context.

RDI Book 1: Analyze Character, p. 306, 307

RDI Book 1: Analyze Setting, p. 308, 309

RDI Book 1: Analyze Plot, p. 310, 311

RDI Book 1: Analyze Theme, p. 312, 313

Vineland School District Unit Plan	
Course: Stage C	
Unit Title: Workshop 4: When Music Offends	
Grade Level: 9 th	
<p>Unit Summary: In Workshop 4, readers think about who decides what we listen to (Musicians? Parents? Lawmakers? Industry executives?) Students will read about and discuss free speech and music. Throughout the workshop, students will enhance their comprehension skills of summarizing; vocabulary/word study skills of learning and using target words, antonyms and suffixes; writing skills by constructing an expository summary; and grammar skills by correcting verb tense and using commas in a series.</p>	
<p>Interdisciplinary connections: Anchor Video (“Too Hot to Handle”), Letter (“MTV Unplugged”), Magazine Article (“The Day the Music Died”), Social Studies Feature (“Rockers, Rappers, and Freedom of Speech”)</p>	
<p>21st century skills: Life and Career Skills (Functional Literacy: Careers- Music Video Producer, Real World Skills: Music Web Sites), Media Literacy (Anchor Video)</p>	
Learning Targets	
<p>Strand (Big Ideas): Summarizing helps students monitor their comprehension, review what they read, and focus on important concepts.</p>	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is the text mostly about? • What information that tells more about the topic? • What is a short statement in your own words that tells the most important ideas in the text? (Summary) • What is it called when you put ideas together? (Synthesize) 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Summarizing helps you focus on the most important ideas in your reading so that you understand what you read better.
<p>Unit Learning Targets</p> <p><i>Students will understand ...</i></p> <ul style="list-style-type: none"> • When readers summarize, they organize the topic and important details of a text to make a short statement in their own words. • Step 1: Find the topic, or what the passage is mostly about. Step 2: Look for the most important details Step 3: Restate the topic and details in a short summary. Use your own words. 	<p>Skills (cumulative progress indicator)</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify the topic and important details to summarize a letter. • Use a graphic organizer to summarize important details about a topic. • Use text marking to identify important details about a topic.

Evidence of Learning	
Summative Assessment: Workshop Wrap-Up (p. 104 - 05) R-Skills (After Workshop 3 and 4) Skills Check (p. 93) Final Writing Piece (p. 99)	
Formative Assessments	
<ul style="list-style-type: none"> • SRI (See Implementation Calendar) • Graphic Organizers (p. 85, 89, 97) • R-Skills (Student Skills Report, Test Summary Skills Report) 	<ul style="list-style-type: none"> • Checkpoints for Differentiated Instruction • Read180 Computer Software (Comprehension Skills Report, Student Diagnostic Report) • REACT (p. 84, 86, 88, 90, 92)
Lesson Plans	
Lesson	Timeframe
Pre-reading	2 days
Reading	5 – 6 days
Vocabulary/Word Study	1 - 2 days
Writing and Grammar	3 - 6 days
Functional Literacy	1 Day
Workshop Wrap-Up	1 Day
Checkpoint for Differentiated Instructions	1-20 days
Teacher Notes: Differentiated Support-RDI Use these instructional options throughout the reading to meet specific student needs and extend instruction in context.	
RDI Book 1: Summarize - p 294, 295	

Vineland School District Unit Plan	
Course: Read180 Stage C	
Unit Title: Workshop 5: In the Money	
Grade Level: 9	
Unit Summary: In Workshop 5, readers will learn about money management. More than ever, today's teens need a crash course in managing their cash. Throughout the workshop, students will enhance their comprehension skills of problem and solution; vocabulary/word study skills of learning and using target words, dictionary skills, multiple-meaning words; writing skills by constructing a persuasive paragraph; and grammar skills by using irregular verbs and using commas with introductory words.	
Interdisciplinary connections: Anchor Video ("Maxed out"), Newspaper Article ("Money Matters"), Magazine Article ("Caught in Gambling's Grip")	
21st century skills: Career Skills (Music Store Manager: Worker, Real World Skills: "Sales Receipt"), Media Literacy (Anchor Video)	
Learning Targets	
Strand (Big Ideas): Identifying problem and solution in a text helps engage the reader, aids readers in making sense of events, and improves overall comprehension.	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is a difficult situation that must be fixed? • What is an effort to make a situation better? • What is a way of successfully dealing with a problem or difficulty? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • When reading, it's important to identify a problem, determine the cause, and think about what steps are taken to solve it.
<p>Unit Learning Targets</p> <p><i>Students will understand ...</i></p> <ul style="list-style-type: none"> • A problem is a difficult situation that requires a solution. • An attempt is the effort to make the situation better, or to solve the problem. • The solution is the answer to problem, or what makes the situation better. • Step 1: Find the problem or challenge (s) <p style="padding-left: 20px;">Step 2: Identify attempts to solve the problem/challenge.</p> <p style="padding-left: 20px;">Step 3: Find the solution to the problem.</p>	<p>Skills (cumulative progress indicator)</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify the problems and solutions in an encyclopedia article. • Use a graphic organizer to organize information about problem and solution. • Use text marking to identify problem and solutions.

Evidence of Learning

Summative Assessment:

Workshop Wrap-Up (p. 128, 129)
 R-Skills (After Workshop 5 and 6)
 Skills Check (p. 117)
 Final Writing Piece (p. 123)

Formative Assessments

- SRI (See Implementation Calendar)
- Graphic Organizers (p.109, 113, 121, 123)
- R-Skills (After Workshop 5 and 6 Student Skills Report, Test Summary Skills Report)

- Checkpoints for Differentiated Instruction
- Read180 Computer Software (Comprehension Skills Report, Student Diagnostic Report)
- REACT (p. 108, 110, 112, 114, 116)

Lesson Plans

Lesson	Timeframe
Pre-reading	2 days
Reading	5 – 6 days
Vocabulary/Word Study	1-2 day
Writing and Grammar	3-6 days
Functional Literacy	1 Day
Workshop Wrap-Up	1 Day
Checkpoint for Differentiated Instructions	1-20 days

Teacher Notes:

Differentiated Support-RDI Use these instructional options throughout the reading to meet specific student needs and extend instruction in context.

RDI Book 1: Problem and Solution (p. 300, 301)

Vineland School District Unit Plan

Course: Stage C

Unit Title: Workshop 6 – Amigo Brothers

Grade Level: 9th

Unit Summary: In Workshop 6, readers explore whether a strong friendship can survive intense competition. Throughout the workshop, students will enhance their comprehension skills of identifying story elements of setting, character, plot, theme; vocabulary/word study skills of learning and using target words and identifying prefixes and word families; writing skills by constructing a literature critique; and grammar skills by subject-verb agreement and using possessives

Interdisciplinary connections: Technology - Anchor Video (“Boxing Brothers”)

21st century skills: Life and Career Skills (Functional Literacy: Meet the Author – Piri Thomas, Real-World Skills – Book Review), Media Literacy (Anchor Video)

Learning Targets

Strand (Big Ideas): Setting: Identifying setting helps readers understand story events, problems and characters’ behavior. Plot: Understanding the plot helps students to sequence events, identify problems and solutions, recall critical information, and summarize. Character: Analyzing characters helps students develop key reading strategies such as drawing inferences, making predictions, and summarizing. Theme: Identifying the theme helps readers to recognize the author’s purpose, appreciate a text, and think deeply about ideas. It also requires readers to comprehend the text, make inferences, synthesize ideas, and use high-order thinking.

Unit Essential Questions	Unit Enduring Understandings
<p><u>Character</u></p> <ul style="list-style-type: none">• Who is the protagonist, or main character in a story?• What is a trait, or quality of a character’s personality?• What are all of the qualities that make up someone? (personality) What is the motivation, or reason someone does something?• How would you describe a character’s behavior, or the way they act? <p><u>Theme</u></p> <ul style="list-style-type: none">• What is the theme, or the message the author wants the reader to take away from the story?• What is the author’s purpose, or the author’s reason for creating a work?	<ul style="list-style-type: none">• Knowing the time and place of the a story helps you better understand events and characters’ behaviors.• Identifying the plot helps you recognize important events and understand how they fit together.• Analyzing characters helps students develop key reading strategies such as drawing inferences, making predictions, and summarizing.• Identifying the theme of a narrative text helps readers recognize the author’s purpose, appreciate a text, and think deeply about ideas. Exploring theme also requires readers to comprehend the text, make inferences, synthesize ideas, and use higher-order thinking.

<p><u>Setting</u></p> <ul style="list-style-type: none"> • What is the time and place of the story? • What is the mood, or the feeling the story gives to readers? • What is the flashback, or when the story goes back in time? • What is the flash-forward, or when the story goes ahead in time? <p><u>Plot</u></p> <ul style="list-style-type: none"> • What is the plot, or what happens in the story, including the problem, the events that lead to solving the problem and the solution? • What are the events, or important things that happen? • What is the problem, or the difficult situation of the text? • What is the rising action, or the problem(s) that build toward the climax? • What is the falling action, or the steps that lead to the solution to the problem? • What is the solution, or outcome that brings the story to a close? 	
<p>Unit Learning Targets <i>Students will understand...</i></p> <ul style="list-style-type: none"> • Setting refers to the place and time of a story. • The steps to identify the setting: Step 1 – Look at the cover and any illustrations. Step 2 – To identify where the story takes place, ask yourself, “What words help me imagine what the place looks like?” Step 3 – To identify the time, ask yourself, “Is it long ago, in the future, or in the present?” Step 4 – Pay attention to any changes in the setting, such as a flashback or flash-forward. • Plot refers to what happens in a story, including the problem, the events that 	<p>Skills (cumulative progress indicator) <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Analyze setting, including setting changes and their effect on character and plot. • Analyze character, including motives, actions, words, feelings. • Analyze plot, identifying the plot problem, solution, and important events. • Analyze story theme to determine author’s message. • Use a graphic organizer to organize information around story elements. • Use text marking to identify details about setting and character.

lead to solving the problem, and the solution.

- The steps to identify the plot, ask yourself:
Step 1 – What is the character’s problem?
Step 2 – How do the characters try to solve the problem?
Step 3 – What happens to help solve the problem? What happens that hinders solving the problem?
Step 4 – How does the story turn out?
- A character is a person or animal in a story. It’s who the story is about. Characters have special qualities, or traits, that make up their personalities.
- The steps to analyze a character:
Step 1 – What words are used to describe him or her?
Step 2 – Notice the character’s actions, thoughts, and words.
Step 3 – Notice what other characters say about the character.
Step 4 – Think about what you already know about people.
- The theme is the message of a text, or the “meaning” that the author wants you to take away from the story.
- The steps to identify the theme in a narrative. Ask yourself,:
Step 1 – What do the characters do and say?
Step 2 – What are the results of their actions?
Step 3 – What is the author focusing on?

Evidence of Learning

Summative Assessment:

Workshop Wrap-Up (p. 160-161)
 R-Skills tests (After Workshops 5 & 6)
 Skills Check (p. 149)
 Final Writing Piece (p. 155)

Formative Assessments

- SRI
- Graphic Organizers (p. 133, 153)
- R-Skills (See Student Skills Report, Test Summary Skills Report)

- Checkpoints for Differentiated Instruction
- Read 180 Computer Software (Comprehension Skills Report, Student Diagnostic Report)
- REACT (p. 134, 136, 138, 140, 142, 144, 146, 148)

Lesson Plans

Lesson	Timeframe
Pre-reading	2 days
Reading	9 - 10 days
Vocabulary/Word Study	1 – 2 days
Writing and Grammar	3 – 6 days
Functional Literacy	1 day
Workshop Wrap-Up	1 day
Checkpoints for Differentiated Instruction	1 – 20 days

Teacher Notes: Differentiated Support – RDI: Use these instructional options throughout the workshop to meet specific student needs and extend instruction in context.

RDI Book 1: Analyze Character, p. 306, 307

RDI Book 1: Analyze Setting, p. 308, 309

RDI Book 1: Analyze Plot, p. 310, 311

RDI Book 1: Analyze Theme, p. 312, 313

Vineland School District Unit Plan	
Course: Stage C	
Unit Title: Workshop 7 – Your Brain Exposed	
Grade Level: 9	
Unit Summary: In Workshop 7, readers discover the awesome powers of the human brain and its profound effect on our lives. Throughout the workshop, students will enhance their comprehension skills of identifying cause and effect; vocabulary/word study skills of learning and using target words, synonyms, and Latin and Greek roots ; writing skills by constructing a narrative paragraph; and grammar skills by identifying subject and object pronouns and avoiding double negatives.	
Interdisciplinary connections: Technology - Anchor Video (“It’s all in Your Head”), Newspaper Article (“Super Mouse”), Magazine Article (“Life with Half a Brain.”)	
21st century skills: Life and Career Skills (Functional Literacy: Careers – Medical Assistant, Real-World Skills – Medical Form), Media Literacy (Anchor Video)	
Learning Targets	
Strand (Big Ideas): Recognizing Cause and Effect relationships helps students learn how ideas fit together.	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is the cause, or reason something happens? • What is the effect, or the result, or the outcome/consequence? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Knowing the time and place of a story helps you better understand events and characters’ behaviors. • Identifying the plot helps you recognize important events and understand how they fit together.
<p>Unit Learning Targets <i>Students will understand...</i></p> <ul style="list-style-type: none"> • A cause is the reason something happens. It answers the question: Why did this happen? • An effect is the result. It answers the question: What happened? • The steps to identify cause and effect in a text: Step 1 – Look for signal words or phrases to help you find causes and effects. Step 2 – Find the effect, or result. Ask, “What happened?” Step 3 – Identify the cause. Ask, “Why did it happen?” 	<p>Skills (cumulative progress indicator) <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Apply strategies for identifying cause and effect in a science text. • Practice identifying cause and effect and signal words. • Practice using a graphic organizer to organize cause and effect information.

Evidence of Learning

Summative Assessment:

Workshop Wrap-Up (p. 184-185)
 R-Skills tests (After Workshops 7 & 8)
 Skills Check (p. 173)
 Final Writing Piece (p. 179)

Formative Assessments

- SRI
- Graphic Organizers (p. 165, 169, 177, 178, 179)
- R-Skills (See Student Skills Report, Test Summary Skills Report)

- Checkpoints for Differentiated Instruction
- Read 180 Computer Software (Comprehension Skills Report, Student Diagnostic Report)
- REACT (p. 164, 166, 168, 170, 172)

Lesson Plans

Lesson	Timeframe
Pre-reading	2 days
Reading	5 - 6 days
Vocabulary/Word Study	1 – 2 days
Writing and Grammar	3 – 6 days
Functional Literacy	1 day
Workshop Wrap-Up	1 day
Checkpoints for Differentiated Instruction	1 – 20 days

Teacher Notes: Differentiated Support – RDI: Use these instructional options throughout the workshop to meet specific student needs and extend instruction in context.

RDI Book 1: Cause and Effect, p. 296, 297

Vineland School District Unit Plan	
Course: Stage C	
Unit Title: Workshop 8: Crime, Punishment...and Teens	
Grade Level: 9th	
Unit Summary: In Workshop 8, readers look into the lives of teens who commit crimes. Throughout the workshop, students will enhance their comprehension skills of compare and contrast; vocabulary/word study skills of learning and using target words, idioms and context clues; writing skills by constructing a descriptive paragraph; and grammar skills by using adjectives that compare and quotation marks.	
Interdisciplinary connections: Anchor Video (“A Second Chance”), Newspaper Article (“Too Tough on Teens?”), Social Studies Test (“Youth Crime...Adult Time”)	
21st century skills: Life and Career Skills (Functional Literacy: Careers: Wilderness Instructor, Real World Skills: Job Application, Media Literacy (Anchor Video)	
Learning Targets	
Strand (Big Ideas): Comparing and contrasting builds vocabulary, develops concepts, and promotes higher-level thinking.	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is it called when you tell how two or more things are alike? • What is it called when you tell how two or more things are different? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Thinking about how things in a text are similar and different will help you remember and understand how different ideas go together.
<p>Unit Learning Targets</p> <p><i>Students will understand ...</i></p> <ul style="list-style-type: none"> • When you compare, you tell how two or more things are alike. • When you contrast, you tell how two or more things are different. • Step 1: Look for signal words or phrases to help you understand similarities and differences. <p>Step 2: Find similarities. Ask, “How are these two things alike?”</p> <p>Step 3: Find differences. Ask, “How are these two things different?”</p>	<p>Skills (cumulative progress indicator)</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Use strategies to compare and contrast information in a newspaper article. • Use signal words to help identify comparisons and contrasts. • Use a graphic organizer to organize comparison and contrast information.

Evidence of Learning	
<p>Summative Assessment: Workshop Wrap-Up (p. 208-209) R-Skills (After Workshop 7 and 8) Skills Check (p.197) Final Writing Piece (p. 203)</p>	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • SRI (See Implementation Calendar) • Graphic Organizers (p.189, 193, 201) • R-Skills (After Workshop 7 & 8 Student Skills Report, Test Summary Skills Report) 	<ul style="list-style-type: none"> • Checkpoints for Differentiated Instruction • Read180 Computer Software (Comprehension Skills Report, Student Diagnostic Report) • REACT (p. 188, 190, 192, 194, 196)
Lesson Plans	
Lesson	Timeframe
Pre-reading	2 days
Reading	5 – 6 days
Vocabulary/Word Study	1 - 2 days
Writing and Grammar	3 - 6 days
Functional Literacy	1 day
Workshop Wrap-Up	1 day
Checkpoint for Differentiated Instructions	1-20 days
<p>Teacher Notes: Differentiated Support-RDI Use these instructional options throughout the reading to meet specific student needs and extend instruction in context.</p>	
RDI Book 1: Problem and Solution - p. 298, 299	

Vineland School District Unit Plan	
Course: Stage C	
Unit Title: Workshop 9: The Front Lines of Justice	
Grade Level: 9th	
<p>Unit Summary: In Workshop 9, students learn about some of the most dramatic and important battles that took place in the fight for civil rights in our country during the 1960’s. Throughout the workshop, students will enhance their comprehension skills of making inferences and cross-text analysis; literary elements through use of rhyme, point of view, and irony; vocabulary/word study skills of learning and using target words, noun endings, and verb endings; writing skills by constructing a personal narrative; and grammar skills by using adverbs and correcting sentence fragments.</p>	
<p>Interdisciplinary connections: Anchor Video (“The Road to Equality”), Biographical Sketch (“Angry Young Man”), Historical Documents (“In Their Own Words”)</p>	
<p>21st century skills: Life and Career Skills (Functional Literacy: Careers: Government Office Worker, Real-World Skills: Voter Registration Form), Media Literacy (Anchor Video)</p>	
Learning Targets	
<p>Strand (Big Ideas): Making inferences promotes questioning of the text. When readers make inferences, they combine background knowledge with text clues to improve comprehension.</p>	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are the key words or details that help a reader figure out the unstated ideas? (text clues) • What is it called when you put together a combination of text clues and what you already know? (Inference) • What you already know about a topic is called? • (Background Knowledge) • Something that has happened to you or something you have done is called? (Experience) • Information that is given in the text is called? (Stated Ideas) • Information that is not found in the text is called? (Unstated Idea) 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • An author doesn’t always explicitly tell readers everything they might want to know or understand. Making inferences helps you figure out the unstated ideas so you will better understand what you are reading.
<p>Unit Learning Targets</p> <p><i>Students will understand ...</i></p> <ul style="list-style-type: none"> • To make an inference means to combine your prior experience, or what you 	<p>Skills (cumulative progress indicator)</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify the steps used to make inferences from a nonfiction article.

<p>already know about a topic, with what you read to figure out something that the author did not state.</p> <ul style="list-style-type: none"> • Making inferences is an active strategy that requires asking questions, such as “Why did the person in the text behave that way?” • Step 1: Ask yourself what is being stated or is happening in the text. <p>Step 2: Think about what you already know from background knowledge or experience.</p> <p>Step 3: Combine the text clues with what you already know to make an inference.</p> <p>Step 4: Check that the inference makes sense.</p>	<ul style="list-style-type: none"> • Use a graphic organizer to organize information about making inferences. • Identify rhyming words, rhyme patterns, and repetition. • Use cross-text analysis to connect ideas in text of different genres.
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Evidence of Learning

<p>Summative Assessment: Workshop Wrap-Up (p. 236-237) R-Skills (After Workshop 9) Skills Check (p.221) Final Writing Piece (p. 231)</p>	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • SRI (See Implementation Calendar) • Graphic Organizers (p. 213, 217, 229) • R-Skills (After Workshop 9 Student Skills Report, Test Summary Skills Report) 	<ul style="list-style-type: none"> • Checkpoints for Differentiated Instruction • Read180 Computer Software (Comprehension Skills Report, Student Diagnostic Report) • REACT (p. 212, 214, 216, 218, 220, 222, 224)

Lesson Plans	
Lesson	Timeframe
Pre-reading	2 days
Reading	5 – 9 days
Vocabulary/Word Study	1 - 2 days
Writing and Grammar	3 - 6 days
Functional Literacy	1 day
Workshop Wrap-Up	1 day
Checkpoint for Differentiated Instructions	1-20 days
<p>Teacher Notes: Differentiated Support-RDI Use these instructional options throughout the reading to meet specific student needs and extend instruction in context.</p>	
<p>RDI Book 1: Problem and Solution - p. 302, 303</p>	

Pacing Chart			
Grade: 9		Subject: Read 180 – Stage C	
		Workshop 1 – Survivors	
Essential Questions	Learning Targets	Skills	Assessment
<ul style="list-style-type: none"> • What is the text mostly about? • What is the main idea, or the most important point in a text? • What information supports or tells more about the main idea? • What is a short statement, or summary, of the main idea and its supporting details? 	<p>Students will understand...</p> <ul style="list-style-type: none"> • The main idea answers the question: “What is the most important point?” • The details tell you more about the main idea. • The steps to identify the main idea and details in a text: Step 1 - Identify the topic. Ask yourself, “What is this mostly about?” Step 2 – Find the main idea that relates to the topic. Ask yourself, “What is the most important idea about this topic?” Step 3 – Find the details. Ask yourself, “Does this tell me more about the main idea?” 	<p>Students will be able to...</p> <p>Viewing</p> <ul style="list-style-type: none"> • Use viewing strategies to build background about tales of survival. <p>Reading Comprehension</p> <ul style="list-style-type: none"> • Preview text to activate prior knowledge about surviving tough circumstances. • Preview text features to make predictions about reading. • Respond to questions, stating and supporting opinions with reasons and explanations. • Preview text features to activate prior knowledge, set purpose, and generate questions before reading. • Identify the steps used to find the main idea. • Distinguish between the topic and the main idea of a narrative. • Use a graphic organizer to organize information around the main idea. • Respond to reading through discussion. • Practice identifying the topic, important details, and main idea of a newspaper article. 	<ul style="list-style-type: none"> • Workshop Wrap-Up (p. 30-31) • R-Skills (After Workshop 1&2) • Skills Check (p. 19) • Final Writing Piece (p.25) • SRI (See Implementation Calendar) • Graphic Organizers (p. 15, 23, 24, 25, • Checkpoints for Differentiated Instruction • Read 180 Computer Software (Comprehension Skills Report, Student diagnostic report) • REACT (p.10, 12, 14, 16, 18)

		<ul style="list-style-type: none">• Apply strategies for finding the main idea and details of a science text.• Use text marking to identify the main idea and supporting details.• Review strategies for reading for detail.• Read and interpret a diagram• Respond to reading through writing. <p>Vocabulary</p> <ul style="list-style-type: none">• Learn and practice vocabulary. Generate examples to reinforce meaning.• Relate word meaning to self and the topic, survival.• Learn new vocabulary and practice previously taught words.• Review and apply meaning of target vocabulary. <p>Word Study</p> <ul style="list-style-type: none">• Identify and choose appropriate prefixes and suffixes.• Apply knowledge of prefixes and suffixes to determine the meanings of words. <p>Writing</p> <ul style="list-style-type: none">• Identify the topic sentence, details, and ending of an expository paragraph.• Identify the form, audience, and purpose for writing.• Brainstorm ideas and appropriate word choices for writing.• Use a graphic organizer to plan and write a first draft of an expository paragraph.• Use a rubric to assess and review writing	
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		<p>Grammar and Usage</p> <ul style="list-style-type: none">• Identify subject/predicate and correct sentence fragments.• Use correct end punctuation.• Edit draft to correct specific spelling, grammar, and usage errors.• Proofread a writing sample. <p>Functional Literacy Comprehension</p> <ul style="list-style-type: none">• Read to find out about careers.• Identify aspects of a specific job, including qualifications, prerequisites and salary.• Read and use formation from a budget. <p>Critical Thinking</p> <ul style="list-style-type: none">• State a point of view and support it using text information.• Analyze and rate abilities to do a job.• Justify and explain reasons to an assessment. <p>Test-Taking Strategies and Skills Review</p> <ul style="list-style-type: none">• Practice test-taking strategies: using cue words to analyze test questions.• Demonstrate understanding of text selections, vocabulary, and skills.• Practice answering multiple-choice questions.• Practice on-demand writing by responding to an open-ended short answer prompt.	
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Pacing Chart			
Grade: 9	Subject: Read 180 – Stage C		Workshop 2 – Killer Plagues
Essential Questions	Learning Targets	Skills	Assessment
<ul style="list-style-type: none"> • What are the events, or important things that happen in a text? • What is the sequence, or order in which events happen? 	<p>Students will understand...</p> <ul style="list-style-type: none"> • Sequence is the order in which events happen • The steps to identify sequence in a text: Step 1 – Look for signal words or phrases to help understand the order of events. Step 2 – Ask yourself, “What was first, next, last?” Step 3 – Review the sequence in your mind. If it doesn’t make sense, reread it and look for clues you may have missed. 	<p>Students will be able to...</p> <p>Viewing</p> <ul style="list-style-type: none"> • Use viewing strategies to build background about Killer Plagues. <p>Reading Comprehension</p> <ul style="list-style-type: none"> • Preview text to activate prior knowledge about epidemic diseases. • Preview text features to make predictions about reading. • Respond to questions, stating and supporting opinions with reasons and explanations. • Preview text features to activate prior knowledge, set purpose, and generate questions before reading. • Identify the steps used to find sequence of events in a newspaper article. • Use strategies such as identifying signal words to find sequence of events. • Use a graphic organizer to sequence events. • Respond to reading through discussion. • Respond to reading through writing. 	<ul style="list-style-type: none"> • Workshop Wrap-Up (p. 54-55) • R-Skills (After Workshop 1&2) • Skills Check (p. 43) • Final Writing Piece (p.49) • SRI (See Implementation Calendar) • Graphic Organizers (p. 35, 39, 47, 48, 49) • Checkpoints for Differentiated Instruction • Read 180 Computer Software (Comprehension Skills Report, Student diagnostic report) • REACT (p.34, 36, 38, 40, 42)

		<p>Vocabulary</p> <ul style="list-style-type: none">• Learn and practice vocabulary. Generate examples to reinforce meaning.• Relate word meaning to self and the topic: immigration to America.• Learn new vocabulary and practice previously taught words.• Review and apply meaning of target vocabulary. <p>Word Study</p> <ul style="list-style-type: none">• Identify and choose appropriate synonyms.• Identify and choose appropriate antonyms <p>Writing</p> <ul style="list-style-type: none">• Identify the topic sentence, details, and summary of a narrative paragraph.• Identify the form, audience, and purpose for writing.• Brainstorm ideas and appropriate word choices for writing.• Use a graphic organizer to plan and write a first draft of a narrative paragraph• Use a rubric to assess and review writing	
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		<p>Grammar and Usage</p> <ul style="list-style-type: none">• Identify and correct sentence fragments.• Identify and use capitals• Edit draft to correct specific spelling, grammar, and usage errors.• Proofread a writing sample. <p>Functional Literacy Comprehension</p> <ul style="list-style-type: none">• Read to find out about careers.• Identify aspects of a specific job, including qualifications and salary.• Read and use information from a medicine label. <p>Critical Thinking</p> <ul style="list-style-type: none">• State a point of view and support it using text information.• Analyze and rate abilities to do a job.• Justify and explain reasons to an assessment. <p>Test-Taking Strategies and Skills Review</p> <ul style="list-style-type: none">• Practice test-taking strategies: fill-in-the-blanks.• Demonstrate understanding of text selections, vocabulary, and skills.• Practice answering multiple-choice questions.• Practice on-demand writing by responding to an open-ended short answer prompt.	
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Pacing Chart							
Grade: 9th		Subject: Read 180 – Stage C		Workshop 3 – Combat Zone			
Essential Questions		Learning Targets		Skills		Assessment	
<p><u>Setting</u></p> <ul style="list-style-type: none"> • What is the time and place of the story? • What is the mood, or the feeling the story gives to readers? • What is the flashback, or when the story goes back in time? • What is the flash-forward, or when the story goes ahead in time? <p><u>Plot</u></p> <ul style="list-style-type: none"> • What is the plot, or what happens in the story, including the problem, the events that lead to solving the problem and the solution? • What are the events, or important things that happen? • What is the problem, or the difficult situation of the text? 		<p>Students will understand...</p> <ul style="list-style-type: none"> • Setting refers to the place and time of a story. • The steps to identify the setting: <ul style="list-style-type: none"> Step 1 – Look at the cover and any illustrations. Step 2 – To identify where the story takes place, ask yourself, “What words help me imagine what the place looks like?” Step 3 – To identify the time, ask yourself, “Is it long ago, in the future, or in the present?” Step 4 – Pay attention to any changes in the setting, such as a flashback or flash-forward. • Plot refers to what happens in a story, including the problem, the events that lead to solving the problem, and the solution. • The steps to identify the plot, ask yourself: 		<p>Students will be able to...</p> <p>Viewing</p> <ul style="list-style-type: none"> • Use viewing strategies to build background about the Vietnam War. <p>Reading Comprehension</p> <ul style="list-style-type: none"> • Use pre-reading strategies to build background about the Vietnam War. • Preview genre to make predictions about the reading. • Respond to questions, stating and supporting opinions with reasons and explanations. • Preview story elements and text features to activate prior knowledge, set purpose, and generate questions before reading. • Review strategies for reading for detail. • Respond to reading through discussion and writing. <p>Story Elements</p> <ul style="list-style-type: none"> • Analyze setting, including its effect on character and plot. • Analyze character, including motives, actions, words and feelings. • Analyze plot, identifying the plot problem, solution, and important events. • Analyze story theme to determine author’s message. 		<ul style="list-style-type: none"> • Workshop Wrap-Up (p.80 - 81) • R-Skills (After Workshop 3 & 4) • Skills Check (p. 65) • Final Writing Piece (p 75) • SRI (See Implementation Calendar) • Graphic Organizers (p. 59, 73) • Checkpoints for Differentiated Instruction • Read 180 Computer Software (Comprehension Skills Report, Student diagnostic report) • REACT (p. 60, 62, 64, 66, 68) 	

<ul style="list-style-type: none"> • What is the rising action, or the problem(s) that build toward the climax? • What is the falling action, or the steps that lead to the solution to the problem? • What is the solution, or outcome that brings the story to a close? <p><u>Character</u></p> <ul style="list-style-type: none"> • Who is the protagonist, or main character in a story? • What is a trait, or quality of a character's personality? • What are all of the qualities that make up someone? (personality) What is the motivation, or reason someone does something? <p>How would you describe a character's behavior, or the way they act?</p> <p><u>Theme</u></p> <ul style="list-style-type: none"> • What is the theme, or the message the author wants the reader to take away from the story? <ul style="list-style-type: none"> • 	<p>Step 1 – What is the character's problem? Step 2 – How do the characters try to solve the problem? Step 3 – What happens to help solve the problem? What happens that hinders solving the problem? Step 4 – How does the story turn out?</p> <ul style="list-style-type: none"> • A character is a person or animal in a story. It's who the story is about. Characters have special qualities, or traits, that make up their personalities. • The steps to analyze a character: Step 1 – What words are used to describe him or her? Step 2 – Notice the character's actions, thoughts, and words. Step 3 – Notice what other characters say about the character. Step 4 – Think about what you already know about people. 	<ul style="list-style-type: none"> • Use a graphic organizer to organize information around story elements. • Use text marking to identify details about story elements. <p>Vocabulary</p> <ul style="list-style-type: none"> • Learn and practice vocabulary. Generate examples to reinforce meaning. • Relate word meaning to self and the topic, war. • Learn new vocabulary and practice previously taught words. • Review and apply meaning of target vocabulary. • Use Target Words expressively and in writing. <p>Word Study</p> <ul style="list-style-type: none"> • Correctly use verb endings –ed, -ing • Develop vocabulary by expanding on base words. <p>Writing</p> <ul style="list-style-type: none"> • Identify the topic sentence, details, and ending of a literature response. • Identify the form, audience, and purpose for writing. • Brainstorm ideas and appropriate word choices for writing. • Use a graphic organizer to plan and write a first draft of a literature response. • Use a rubric to assess and review writing <p>Grammar and Usage</p> <ul style="list-style-type: none"> • Correct run-on sentences and apply to own writing. • Identify and use correct word order. 	
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<ul style="list-style-type: none"> • What is the author’s purpose, or the author’s reason for creating a work? 	<ul style="list-style-type: none"> • The theme is the message of a text, or the “meaning” that the author wants you to take away from the story. The steps to identify the theme in a narrative. Ask yourself,: Step 1 – What do the characters do and say? Step 2 – What are the results of their actions? Step 3 – What is the author focusing on? 	<ul style="list-style-type: none"> • Edit draft to correct specific spelling, grammar, and usage errors. • Proofread a writing sample. <p>Functional Literacy Comprehension</p> <ul style="list-style-type: none"> • Read biographical information about an author. • Relate literary works to the historical context in which they were created. • Identify the features of an editorial cartoon. <p>Critical Thinking</p> <ul style="list-style-type: none"> • State a point of view and support it using text information. • Analyze symbolism within an editorial cartoon. • Evaluate point of view of an editorial cartoon. <p>Test-Taking Strategies and Skills Review</p> <ul style="list-style-type: none"> • Practice test-taking strategies: restating the question. • Demonstrate understanding of text selections, vocabulary, and skills. • Practice answering multiple-choice questions. • Practice on-demand writing by responding to an open-ended short answer prompt. 	
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Pacing Chart			
Grade: 9th		Subject: Read 180 – Stage C	
Essential Questions		Workshop 4 – When Music Offends	
Essential Questions		Learning Targets	Skills
<ul style="list-style-type: none"> • What is the text mostly about? • What information that tells more about the topic? • What is a short statement in your own words that tells the most important ideas in the text? (Summary) • What is it called when you put ideas together? (Synthesize) 		<p>Students will understand...</p> <ul style="list-style-type: none"> • When readers summarize, they organize the topic and important details of a text to make a short statement in their own words. • Step 1: Find the topic, or what the passage is mostly about. • Step 2: Look for the most important details • Step 3: Restate the topic and details in a short summary. Use your own words. 	<p>Students will be able to...</p> <p>Viewing</p> <ul style="list-style-type: none"> • Use viewing strategies to build background about freedom of speech and music censorship. <p>Reading Comprehension</p> <ul style="list-style-type: none"> • Preview text to activate prior knowledge about censorship. • Preview text features to make predictions about reading. • Respond to questions, stating and supporting opinions with reasons and explanations. • Preview text features to activate prior knowledge, set purpose, and generate questions before reading. • Identify the topic and important details to summarize a letter to the editor. • Organize important details to use in a summary. • Respond to reading through writing and discussion. • Practice summarizing a magazine article. • Use text marking to identify important details for a summary.
			<p>Assessment</p> <ul style="list-style-type: none"> • Workshop Wrap-Up (p. 104 - 105) • R-Skills (After Workshop 3 & 4) • Skills Check (p. 93) • Final Writing Piece (p.99) • SRI (See Implementation Calendar) • Graphic Organizers (p. 85, 89, 97) • Checkpoints for Differentiated Instruction • Read 180 Computer Software (Comprehension Skills Report, Student diagnostic report) • REACT (p. 84, 86, 88, 90, 92)

		<ul style="list-style-type: none">• Apply strategies to summarize a social studies text.• Use a graphic organizer to summarize important details about a topic.• Review strategies for finding sequence of events in a text.• Read and interpret a circle graph. <p>Vocabulary</p> <ul style="list-style-type: none">• Learn and practice vocabulary. Generate examples to reinforce meaning.• Relate word meaning to self and the topic: music and freedom of speech.• Learn new vocabulary and practice previously taught words.• Review and apply meaning of Target vocabulary.• Use Target Words expressively in discussion and in writing. <p>Word Study</p> <ul style="list-style-type: none">• Identify and choose appropriate antonyms.• Identify and use suffixes. <p>Writing</p> <ul style="list-style-type: none">• Identify the features of an expository summary.• Identify the form, audience, and purpose for writing.• Brainstorm ideas and appropriate word choices for writing.• Use a graphic organizer to plan and write a first draft of an expository summary.• Use a rubric to assess and review writing	
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		<p>Grammar and Usage</p> <ul style="list-style-type: none">• Identify and use correct verb tense.• Recognize commas in a series.• Edit draft to correct specific spelling, grammar, and usage errors.• Check for double negatives.• Edit draft to correct specific spelling, grammar, and usage errors.• Proofread a writing sample. <p>Functional Literacy Comprehension</p> <ul style="list-style-type: none">• Read to find out about careers.• Identify aspects of a specific job, including qualification, prerequisites and salary.• Navigate a Music Web site. <p>Critical Thinking</p> <ul style="list-style-type: none">• State a point of view and support it using text information.• Analyze and rate abilities to do a job.• Justify and explain reasons to an assessment. <p>Test-Taking Strategies and Skills Review</p> <ul style="list-style-type: none">• Practice test-taking strategies: making an educated guess• Demonstrate understanding of text selections, vocabulary, and skills.• Practice answering multiple-choice questions.• Practice on-demand writing by responding to an open-ended short answer prompt.	
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Pacing Chart			
Grade: 9	Subject: Read 180 – Stage C	Workshop 5 – In the Money	
Essential Questions	Learning Targets	Skills	Assessment
<ul style="list-style-type: none"> • What is a difficult situation that must be fixed? • What is an effort to make a situation better? • What is a way of successfully dealing with a problem or difficulty? 	<p>Students will understand...</p> <ul style="list-style-type: none"> • A problem is a difficult situation that requires a solution. • An attempt is the effort to make the situation better, or to solve the problem. • The solution is the answer to problem, or what makes the situation better. • Step 1: Find the problem or challenge(s). Step 2: Identify attempt to solve the problem/challenge. Step 3: Find the solution to the problem. 	<p>Students will be able to...</p> <p>Viewing</p> <ul style="list-style-type: none"> • Use viewing strategies to build background about money management. <p>Reading Comprehension</p> <ul style="list-style-type: none"> • Preview text to activate prior knowledge about handling money. • Preview text features to make predictions about reading. • Respond to questions, stating and supporting opinions with reasons and explanations. • Preview text features to activate prior knowledge, set purpose, and generate questions before reading. • Identify the problems and solutions in a newspaper article. • Identify attempts to solve a problem. • Use a graphic organizer to organize information about problem and solution. • Respond to reading through discussion and writing. • Practice identifying problem and solution in a magazine article. • Use text marking to identify problem and solution. • Practice identifying the problem and solution in a social studies text. 	<ul style="list-style-type: none"> • Workshop Wrap-Up (p. 128-129) • R-Skills (After Workshop 5 & 6) • Skills Check (p. 117) • Final Writing Piece (p.123) • SRI (See Implementation Calendar) • Graphic Organizers (p. 109, 113, 121, 122, 123) • Checkpoints for Differentiated Instruction • Read 180 Computer Software (Comprehension Skills Report, Student diagnostic report) • REACT (p. 108, 110, 112, 114, 116)

- Read and interpret a diagram.
 - Review strategies for summarizing.
- Read and interpret a bar graph.

Vocabulary

- Learn and practice vocabulary. Generate examples to reinforce meaning.
- Relate word meaning to self and the topic, ancient Egypt.
- Learn new vocabulary and practice previously taught words.
- Review and apply meaning of target vocabulary.

Word Study

- Use a dictionary pronunciation guide to pronounce words.
- Apply knowledge of multiple-meaning words to understand vocabulary.

Writing

- Identify the features of a persuasive paragraph.
- Identify the form, audience, and purpose for writing.
- Brainstorm ideas and appropriate word choices for writing.
- Use a graphic organizer to plan and write a first draft of a persuasive paragraph.
- Use a rubric to assess and review writing

Grammar and Usage

- Identify and correct irregular verb forms.
- Use commas with introductory words in own writing.
- Edit draft to correct specific spelling, grammar, and usage errors.
- Proofread a writing sample.

		<p>Functional Literacy Comprehension</p> <ul style="list-style-type: none">• Read to find out about careers.• Identify aspects of a specific job, including qualifications, prerequisites and salary.• Read and use information from a sales receipt. <p>Critical Thinking</p> <ul style="list-style-type: none">• State a point of view and support it using text information.• Analyze and rate abilities to do a job.• Justify and explain responses to an assessment. <p>Test-Taking Strategies and Skills Review</p> <ul style="list-style-type: none">• Practice test-taking strategies: identifying literal and interpretive questions.• Demonstrate understanding of text selections, vocabulary, and skills.• Practice on-demand writing by responding to an open-ended short answer prompt.	
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Pacing Chart			
Grade: 9th		Subject: Read 180 – Stage C	
Essential Questions		Workshop 6 – Amigo Brothers	
Essential Questions		Learning Targets	Skills
Assessment			
<p><u>Setting</u></p> <ul style="list-style-type: none"> • What is the time and place of the story? • What is the mood, or the feeling the story gives to readers? • What is the flashback, or when the story goes back in time? • What is the flash-forward, or when the story goes ahead in time? <p><u>Plot</u></p> <ul style="list-style-type: none"> • What is the plot, or what happens in the story, including the problem, the events that lead to solving the problem and the solution? • What are the events, or important things that happen? • What is the problem, or the difficult situation of the text? 	<p>Students will understand...</p> <ul style="list-style-type: none"> • Setting refers to the place and time of a story. • The steps to identify the setting: <ul style="list-style-type: none"> Step 1 – Look at the cover and any illustrations. Step 2 – To identify where the story takes place, ask yourself, “What words help me imagine what the place looks like?” Step 3 – To identify the time, ask yourself, “Is it long ago, in the future, or in the present?” Step 4 – Pay attention to any changes in the setting, such as a flashback or flash-forward. • Plot refers to what happens in a story, including the problem, the events that lead to solving the problem, and the solution. • The steps to identify the plot, ask yourself: 	<p>Students will be able to...</p> <p>Viewing</p> <ul style="list-style-type: none"> • Use viewing strategies to build background about friendship, family ties, and competition. <p>Reading Comprehension</p> <ul style="list-style-type: none"> • Use pre-reading strategies to develop ideas about the effects of competing against a good friend. • Preview story elements and text features to activate prior knowledge, set purpose, and generate questions before reading. • Respond to reading through discussion and writing. <p>Story Elements</p> <ul style="list-style-type: none"> • Analyze setting, including its effect on character and plot. • Analyze character, including motives, actions, words and changes. • Analyze plot, identifying the plot problem, attempts to solve the problem, and story ending.. • Analyze story theme to determine author’s message. • Use a graphic organizer to organize information around story elements. • Use text marking to identify details about setting and character. 	<ul style="list-style-type: none"> • Workshop Wrap-Up (p.160 – 161) • R-Skills (After Workshop 5 & 6) • Skills Check (p. 149) • Final Writing Piece (p 155) • SRI (See Implementation Calendar) • Graphic Organizers (p. 133, 153) • Checkpoints for Differentiated Instruction • Read 180 Computer Software (Comprehension Skills Report, Student diagnostic report) • REACT (p. 134, 136, 138, 140, 142, 144, 146, 148)

<ul style="list-style-type: none"> • What is the rising action, or the problem(s) that build toward the climax? • What is the falling action, or the steps that lead to the solution to the problem? • What is the solution, or outcome that brings the story to a close? <p><u>Character</u></p> <ul style="list-style-type: none"> • Who is the protagonist, or main character in a story? • What is a trait, or quality of a character's personality? • What are all of the qualities that make up someone? (personality) What is the motivation, or reason someone does something? • How would you describe a character's behavior, or the way they act? <p><u>Theme</u></p> <ul style="list-style-type: none"> • What is the theme, or the message the author wants the reader to take away from the story? 	<p>Step 1 – What is the character's problem? Step 2 – How do the characters try to solve the problem? Step 3 – What happens to help solve the problem? What happens that hinders solving the problem? Step 4 – How does the story turn out?</p> <ul style="list-style-type: none"> • A character is a person or animal in a story. It's who the story is about. Characters have special qualities, or traits, that make up their personalities. • The steps to analyze a character: Step 1 – What words are used to describe him or her? Step 2 – Notice the character's actions, thoughts, and words. Step 3 – Notice what other characters say about the character. Step 4 – Think about what you already know about people. 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Learn and practice vocabulary. Generate examples to reinforce meaning. • Relate word meaning to self and the topic: friendship vs. competition • Learn new vocabulary and practice previously taught words. • Review and apply meaning of target vocabulary. • Use Target Words expressively and in writing. <p>Word Study</p> <ul style="list-style-type: none"> • Identify and correctly use the prefix <i>dis-</i>. • Develop vocabulary by expanding on base words. <p>Writing</p> <ul style="list-style-type: none"> • Identify the writer's opinion, reasons, details, and conclusion in a literature critique. • Identify the form, audience, and purpose for writing. • Brainstorm ideas and appropriate word choices for writing. • Use a graphic organizer to plan and write a first draft of a literature critique. • Use a rubric to assess and revise writing. <p>Grammar and Usage</p> <ul style="list-style-type: none"> • Identify subject-verb agreement. • Correct possessive errors and apply to own writing. • Edit draft to correct specific spelling, grammar, and usage errors. • Proofread a writing sample. 	
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<ul style="list-style-type: none"> • What is the author’s purpose, or the author’s reason for creating a work? 	<ul style="list-style-type: none"> • The theme is the message of a text, or the “meaning” that the author wants you to take away from the story. • The steps to identify the theme in a narrative. Ask yourself: <ul style="list-style-type: none"> Step 1 – What do the characters do and say? Step 2 – What are the results of their actions? Step 3 – What is the author focusing on? 	<p>Functional Literacy Comprehension</p> <ul style="list-style-type: none"> • Read biographical information about an author. • Relate literary works to the cultural context in which they were created. • Identify the features of a book review. <p>Critical Thinking</p> <ul style="list-style-type: none"> • State a point of view and support it using text information. • Evaluate point of view of book reviews. • Justify and explain responses to an assessment. <p>Test-Taking Strategies and Skills Review</p> <ul style="list-style-type: none"> • Practice test-taking strategies: using text evidence. • Demonstrate understanding of text selections, vocabulary, and skills. • Practice answering multiple-choice questions. • Practice on-demand writing by responding to an open-ended short answer prompt. 	
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Grade: 9	Subject: Read 180 – Stage C	Workshop 7 – Your Brain Exposed	
Essential Questions	Learning Targets	Skills	Assessment
<ul style="list-style-type: none"> • What is the cause, or reason something happens? • What is the effect, or the result, or the outcome/consequence? 	<p>Students will understand...</p> <ul style="list-style-type: none"> • A cause is the reason something happens. It answers the question: Why did this happen? • An effect is the result. It answers the question: What happened? • The steps to identify cause and effect in a text: Step 1 – Look for signal words or phrases to help you find causes and effects. Step 2 – Find the effect, or result. Ask, “What happened?” Step 3 – Identify the cause. Ask, “Why did it happen?” 	<p>Students will be able to...</p> <p>Viewing</p> <ul style="list-style-type: none"> • Use viewing strategies to build background about the human brain. <p>Reading Comprehension</p> <ul style="list-style-type: none"> • Preview text to activate prior knowledge about the human brain. • Preview text features to make predictions about reading. • Respond to questions, stating and supporting opinions with reasons and explanations. • Preview text features to activate prior knowledge, set purpose, and generate questions before reading. • Identify the steps used to find cause and effect. • Use a graphic organizer to recognize cause-and-effect relationships. • Respond to reading through discussion. • Practice finding causes and effects in a magazine article. • Use text marking to identify cause-and-effect relationships. • Read and interpret a diagram. 	<ul style="list-style-type: none"> • Workshop Wrap-Up (p. 184-185) • R-Skills (After Workshop 7 & 8) • Skills Check (p. 173) • Final Writing Piece (p.179) • SRI (See Implementation Calendar) • Graphic Organizers (p. 165, 169, 177, 178, 179) • Checkpoints for Differentiated Instruction • Read 180 Computer Software (Comprehension Skills Report, Student diagnostic report) • REACT (p. 164, 166, 168, 170, 172)

		<ul style="list-style-type: none">• Apply strategies to find cause and effect in an encyclopedia article.• Use text marking to identify details that include cause and effect.• Review strategies for summarizing a text.• Respond to reading through writing. <p>Vocabulary</p> <ul style="list-style-type: none">• Learn and practice vocabulary. Generate examples to reinforce meaning.• Relate word meaning to self and the topic, the human brain.• Learn new vocabulary and practice previously taught words.• Review and apply meaning of target vocabulary. <p>Word Study</p> <ul style="list-style-type: none">• Identify and choose appropriate synonyms.• Identify Latin and Greek roots or English words• Choose appropriate verb endings. <p>Writing</p> <ul style="list-style-type: none">• Identify the topic sentence, details, and ending of a narrative paragraph.• Identify the form, audience, and purpose for writing.• Brainstorm ideas and appropriate word choices for writing.• Use a graphic organizer to plan and write a first draft of a narrative paragraph.• Use a rubric to assess and review writing <p>Grammar and Usage</p> <ul style="list-style-type: none">• Identify subject and object pronouns.• Check for double negatives.	
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		<ul style="list-style-type: none">• Avoid using double negatives.• Edit draft to correct specific spelling, grammar, and usage errors.• Proofread a writing sample. <p>Functional Literacy Comprehension</p> <ul style="list-style-type: none">• Read to find out about careers.• Identify aspects of a specific job, including qualifications, prerequisites and salary.• Read and understand how to complete a medical history form. <p>Critical Thinking</p> <ul style="list-style-type: none">• State a point of view and support it using text information.• Analyze and rate abilities to do a job.• Justify and explain responses to an assessment. <p>Test-Taking Strategies and Skills Review</p> <ul style="list-style-type: none">• Practice test-taking strategies: using cue words to analyze test questions.• Demonstrate understanding of text selections, vocabulary, and skills.• Practice answering multiple-choice questions.• Practice on-demand writing by responding to an open-ended short answer prompt.	
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Pacing Chart							
Grade: 9th		Subject: Read 180 – Stage C		Workshop 8 – Crime, Punishment...and Teens			
Essential Questions		Learning Targets		Skills		Assessment	
<ul style="list-style-type: none"> • What is it called when you tell how two or more things are alike? • What is it called when you tell how two or more things are different? 		Students will understand... <ul style="list-style-type: none"> • When you compare, you tell how two or more things are alike. • When you contrast, you tell how two or more things are different. • Step 1: Look for signal words or phrases to help you understand similarities and differences. Step 2: Find similarities. Ask, “How are these two things alike?” Step 3: Find differences. Ask, “How are these two things different?” 		Students will be able to... <p>Viewing</p> <ul style="list-style-type: none"> • Use viewing strategies to build background about teen boot camps. <p>Reading Comprehension</p> <ul style="list-style-type: none"> • Preview text to activate prior knowledge about teens and crime. • Preview text features to make predictions about reading. • Respond to questions, stating and supporting opinions with reasons and explanations. • Preview text features to activate prior knowledge, set purpose, and generate questions before reading. • Compare and contrast subjects in a newspaper article. • Use strategies to compare and contrast information in a newspaper article. • Use signal words to help identify comparison and contrast information. • Use a graphic organizer to organize compare and contrast information. • Compare and contrast information in a magazine article. 		<ul style="list-style-type: none"> • Workshop Wrap-Up (p. 208-209) • R-Skills (After Workshop 7 & 8) • Skills Check (p. 197) • Final Writing Piece (p.203) • SRI (See Implementation Calendar) • Graphic Organizers (p. 189, 193, 201) • Checkpoints for , Differentiated Instruction • Read 180 Computer Software (Comprehension Skills Report, Student diagnostic report) • REACT (p. 188, 190, 192, 194, 196) 	

		<ul style="list-style-type: none">• Practice identifying comparisons and contrasts using signal words.• Use text marking to identify comparisons and signal words.• Identify comparisons in a social studies text.• Respond to reading through discussion and writing.• Review strategies for finding cause and effect.• Read and interpret a map. <p>Vocabulary</p> <ul style="list-style-type: none">• Learn and practice vocabulary. Generate examples to reinforce meaning.• Relate word meaning to self and the topic, teens and crime.• Learn new vocabulary and practice previously taught words.• Review and apply meaning of target vocabulary. <p>Word Study</p> <ul style="list-style-type: none">• Identify and interpret meanings of idioms.• Use context clues to determine word meaning. <p>Writing</p> <ul style="list-style-type: none">• Identify the subject and details of a descriptive paragraph.• Identify the form, audience, and purpose for writing.• Brainstorm ideas and appropriate word choices for writing.	
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		<ul style="list-style-type: none">• Use a graphic organizer to plan and write a first draft of a descriptive paragraph..• Use a rubric to assess and review writing. <p>Grammar and Usage</p> <ul style="list-style-type: none">• Identify adjectives that compare in sentences.• Correct quotation mark errors.• Edit draft to correct specific spelling, grammar, and usage errors.• Proofread a writing sample. <p>Functional Literacy Comprehension</p> <ul style="list-style-type: none">• Read to find out about careers.• Identify aspects of a specific job, including qualification and salary.• Read and complete a job application. <p>Critical Thinking</p> <ul style="list-style-type: none">• Analyze and rate abilities to do a job.• Evaluate a Nutrition Facts label.• Justify and explain reasons to an assessment. <p>Test-Taking Strategies and Skills Review</p> <ul style="list-style-type: none">• Practice test-taking strategies: check your answer.• Demonstrate understanding of text selections, vocabulary, and skills.• Practice answering multiple-choice questions.• Practice on-demand writing by responding to an open-ended short answer prompt.	
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Pacing Chart							
Grade: 6, 7, 8		Subject: Read 180 – Stage A		Workshop 9 – No Small Hero			
Essential Questions		Learning Targets		Skills		Assessment	
<ul style="list-style-type: none"> • What are the key words or details that help a reader figure out the unstated ideas? (text clues) • What is it called when you put together a combination of text clues and what you already know? (Inference) • What you already know about a topic is called? • (Background Knowledge) • Something that has happened to you or something you have done is called? (Experience) • Information that is given in the text is called? (Stated Ideas) • Information that is not found in the text is called? (Unstated Idea) 		<p>Students will understand...</p> <ul style="list-style-type: none"> • To make an inference means to combine your prior experience, or what you already know about a topic, with what you read to figure out something that the author did not state. • Making inferences is an active strategy that requires asking questions, such as “Why did the person in the text behave that way? • Step 1: Ask yourself what is being state or is happening in the text. Step 2: Think about what you already know from background knowledge or experience. Step 3: Combine the text clues with what you already know to make an inference. Step 4: Check that the inference makes sense. 		<p>Students will be able to...</p> <p>Viewing</p> <ul style="list-style-type: none"> • Use viewing strategies to build background about civil rights. <p>Reading Comprehension</p> <ul style="list-style-type: none"> • Preview text to activate prior knowledge about the civil rights movement. • Preview text features to make predictions about reading. • Respond to questions, stating and supporting opinions with reasons and explanations. • Preview text features to activate prior knowledge, set purpose, and generate questions before reading. • Identify the steps used to make inferences from a biographical sketch. • Use a graphic organizer to organize information about making inferences. • Respond to reading through discussion and writing. • Practice making inferences from historical documents. • Read a time line about civil rights. • Review how to compare and contrast within a historical text. • Distinguish fact and opinion in a historical document. 		<ul style="list-style-type: none"> • Workshop Wrap-Up (p. 236-237) • R-Skills (After Workshop 9) • Skills Check (p. 221) • Final Writing Piece (p.233) • SRI (See Implementation Calendar) • Graphic Organizers (p. 213, 217 229 230, 231, 232, 233) • Checkpoints for Differentiated Instruction • Read 180 Computer Software (Comprehension Skills Report, Student diagnostic report) • REACT (p. 212,214,216, 218, 220, 222, 224) 	

		<ul style="list-style-type: none">• Draw conclusions about the civil rights movement• Practice using a graphic organizer to make inferences.• Identify rhyming words and rhyme patterns.• Analyze varied points of view in a poem.• Identify irony in a poem.• Use cross-text analysis to connect ideas in text of different genres.• Read a timeline about the civil rights movement <p>Vocabulary</p> <ul style="list-style-type: none">• Learn and practice vocabulary. Generate examples to reinforce meaning.• Relate word meaning to self and the topic, civil rights.• Learn new vocabulary and practice previously taught words.• Review and apply meaning of target vocabulary. <p>Word Study</p> <ul style="list-style-type: none">• Identify and choose appropriate noun endings for plural words.• Correctly use verb endings –ed, -ing <p>Writing</p> <ul style="list-style-type: none">• Identify the main event, details, and ending of a personal narrative.• Identify the form, audience, and purpose for writing.• Use a rubric to assess and review writing.	
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		<ul style="list-style-type: none"> • Brainstorm ideas and appropriate word choices for writing. • Use a graphic organizer to plan and write a first draft of a personal narrative. <p>Grammar and Usage</p> <ul style="list-style-type: none"> • Use adverbs correctly. • Recognize and correct sentence fragments. • Edit draft to correct specific spelling, grammar, and usage errors. • Proofread a writing sample. <p>Functional Literacy Comprehension</p> <ul style="list-style-type: none"> • Read to find out about the job of a government office worker. • Identify aspects of a job, including qualifications, prerequisites, and salary. • Read and use information to fill out a voter registration form. <p>Critical Thinking</p> <ul style="list-style-type: none"> • State a point of view and support it using text information. • Justify and explain responses to an assessment. <p>Test-Taking Strategies and Skills Review</p> <ul style="list-style-type: none"> • Practice test-taking strategies: justifying your answer • Demonstrate understanding of text selections, vocabulary, and skills. 	
		<ul style="list-style-type: none"> • Practice answering multiple-choice questions. • Practice on-demand writing by responding to an open-ended short answer prompt. 	

Vineland Public Schools

Course Syllabus

Course:

Teacher:

Materials:

Course Description:

Instructional Methodologies: Learning activities will be provided through guided instruction, discussion, problem-solving and group work. Students will be expected to work with appropriate technology, work collaboratively and communicate both orally and in writing.

Course Goals:

Course Enduring Understandings:

Grading Policy:

Appendix A: Guide Effective Instructional Strategies

The first two pages of this appendix should remain intact. Starting on the third page of this appendix, you may delete the subject areas that are not directly related to your course of study.

Marzano's Nine Instructional Categories Divided into Specific Behaviors

General Instructional Category	Specific Behaviors
1. Identifying similarities and differences	<ul style="list-style-type: none"> *assigning in-class and homework tasks that involve comparison and classification *assigning in-class and homework tasks that involve metaphors and analogies
2. Summarizing and note taking	<ul style="list-style-type: none"> *asking students to generate verbal summaries *asking students to generate written summaries *asking students to take notes *asking students to revise their notes, correcting errors and adding information
3 Reinforcing effort and providing recognition	<ul style="list-style-type: none"> *recognizing and celebrating progress toward learning goals throughout a unit *recognizing and reinforcing the importance of effort *recognizing and celebrating progress toward learning goals at the end of a unit
4. Homework and practice	<ul style="list-style-type: none"> *providing specific feedback on all assigned homework *assigning homework for the purpose of students practicing skills and procedures that have been the focus of instruction
5. Nonlinguistic representations	<ul style="list-style-type: none"> *asking students to generate mental images representing content *asking students to draw pictures or pictographs representing content *asking students to construct graphic organizers representing content *asking students to act out content *asking students to make physical models of content *asking students to make revisions in their mental images, pictures, pictographs, graphic organizers, and physical models

<p>6. Cooperative Learning</p>	<ul style="list-style-type: none"> *organizing students in cooperative groups when appropriate *organizing students in ability groups when appropriate
<p>7. Setting objectives and providing feedback</p>	<ul style="list-style-type: none"> *setting specific learning goals at the beginning of a unit *asking students to set their own learning goals at the beginning of a unit *providing feedback on learning goals throughout the unit *asking students to keep track of their progress on learning goals *providing summative feedback at the end of a unit *asking students to assess themselves at the end of a unit
<p>8. Generating and testing hypotheses</p>	<ul style="list-style-type: none"> *engaging students in projects that involve generating and testing hypotheses through problem solving tasks *engaging students in projects that involve generating and testing hypotheses through decision making tasks *engaging students in projects that involve generating and testing hypotheses through investigation tasks *engaging students in projects that involve generating and testing hypotheses through experimental inquiry tasks *engaging students in projects that involve generating and testing hypotheses through systems analysis tasks *engaging students in projects that involve generating and testing hypotheses through invention tasks
<p>9. Questions, cues, and advance organizers</p>	<ul style="list-style-type: none"> *prior to presenting new content, asking questions that help students recall what they might already know about the content *prior to presenting new content, providing students with direct links with what they have studied previously *prior to presenting new content, providing ways for students to organize or think about the content

Appendix B: Habits of Minds

The success of a well-prepared college student is built upon a foundation of key habits of mind that enable students to learn content from a range of disciplines. Unfortunately, the development of key habits of mind in high school is often overshadowed by an instructional focus on de-contextualized content and facts necessary to pass exit examinations or simply to keep students busy and classrooms quiet. For the most part, state high-stakes standardized tests require students to recall or recognize fragmented and isolated bits of information. Those that do contain performance tasks are severely limited in the time the tasks can take and their breadth or depth. The tests rarely require students to apply their learning and almost never require students to exhibit proficiency in higher forms of cognition (Marzano, Pickering, & McTighe, 1993). Several studies of college faculty members nationwide, regardless of the selectivity of the university, expressed near-universal agreement that most students arrive unprepared for the intellectual demands and expectations of post-secondary (Conley, 2003a). For example, one study found that faculty reported that the primary areas in which first-year students needed further development were critical thinking and problem solving (Lundell, Higbee, Hipp, & Copeland, 2004). The term “habits of mind” was selected for this model to describe the intelligent behaviors necessary for college readiness and to emphasize that these behaviors need to be developed over a period of time such that they become ways of thinking, habits in how intellectual activities are pursued. In other words, habits of mind are patterns of intellectual behavior that lead to the development of cognitive strategies and capabilities necessary for college-level work. The term habits of mind invokes a more disciplined approach to thinking than terms such as “dispositions” or “thinking skills.” The term indicates intentional and practiced behaviors that become a habitual way of working toward more thoughtful and intelligent action (Costa & Kallick, 2000). The specific habits of mind referenced in this paper are those shown to be closely related to college success. They include the following as the most important manifestations of this way of thinking:

- Intellectual openness:** The student possesses curiosity and a thirst for deeper understanding, questions the views of others when those views are not logically supported, accepts constructive criticism, and changes personal views if warranted by the evidence. Such open-mindedness helps students understand the ways in which knowledge is constructed, broadens personal perspectives and helps students deal with the novelty and ambiguity often encountered in the study of new subjects and new materials.
- Inquisitiveness:** The student engages in active inquiry and dialogue about subject matter and research questions and seeks evidence to defend arguments, explanations, or lines of reasoning. The student does not simply accept as given any assertion that is presented or conclusion that is reached, but asks why things are so.
- Analysis:** The student identifies and evaluates data, material, and sources for quality of content, validity, credibility and relevance. The student compares and contrasts sources and findings and generates summaries and explanations of source materials.
- Reasoning, argumentation, proof:** The student constructs well-reasoned arguments or proofs to explain phenomena or issues, utilizes recognized forms of reasoning to construct an argument and defend a point of view or conclusion, accepts critiques of or challenge to assertions, and addresses critiques and challenges by providing a logical explanation or refutation, or by acknowledging the accuracy of the critique or challenge.
- Interpretation:** The student analyzes competing and conflicting descriptions of an event or issue to determine the strengths and flaws in each description and any commonalities among or distinctions between them; synthesizes the results of an analysis of competing or conflicting descriptions of an event or issue or phenomenon into a coherent explanation; states the interpretation that is most likely correct or is most reasonable, based on the available evidence; and presents orally or in writing an extended description, summary, and evaluation of varied perspectives and conflicting points of view on a topic or issue.
- Precision and accuracy:** The student knows what type of precision is appropriate to the task and the subject area, is able to increase precision and accuracy through successive approximations generated from a task or process that is repeated, and uses precision appropriately to reach correct conclusions in the context of the task or subject area at hand.
- Problem solving:** The student develops and applies multiple strategies to solve routine problems, generate strategies to solve non-routine problems, and applies methods of problem solving to complex problems requiring method-based problem solving. These habits of mind are broadly representative of the foundational elements that underlie various “ways of knowing.” These are at the heart of the intellectual endeavor of the university. They are necessary to discern truth and meaning as well as to pursue them. They are at the heart of how post-secondary faculty members think, and how they think about their subject areas. Without the capability to think in these ways, the entering college student either struggles mightily until these habits begin to develop or misses out on the largest portion of what college has to offer, which is how to think about the world.

Best Practice: Today's Standards for Teaching

COMMON RECOMMENDATIONS OF NATIONAL CURRICULUM REPORTS

- *LESS whole-class, teacher-directed instruction (e.g., lecturing)
- *LESS student passivity: sitting, listening, receiving, and absorbing information
- *LESS presentational, one-way transmission of information from teacher to student
- *LESS praising and rewarding of silence in the classroom
- *LESS classroom time devoted to fill-in-the-blank worksheets, dittos, workbooks, & other "seatwork"
- *LESS student time spent reading textbooks and basal readers
- *LESS attempts by teachers to thinly "cover" large amounts of material in every subject area
- *LESS rote memorization of facts and details
- *LESS emphasis on the competition and grades in school
- *LESS tracking or leveling students into "ability groups"
- *LESS use of pull-out special programs
- *LESS use of and reliance on standardized tests

- *MORE experiential, inductive, hands-on learning
- *MORE active learning, with all the attendant noise and movement of students doing, talking, and Collaborating
- *MORE diverse roles for teachers, including coaching, demonstrating, and modeling
- *MORE emphasis on higher-order thinking: learning a field's key concepts and principles
- *MORE deep study of a smaller number of topics, so that students internalize the field's way of inquiry
- *MORE reading of real texts: whole books, primary sources, and nonfiction materials
- *MORE responsibility transferred to students for their work: goal setting, record keeping, monitoring, sharing, exhibiting, and evaluating
- *MORE choice for students (e.g., choosing their own books, writing topics, team partners, and research projects)
- *MORE enacting and modeling of the principles of democracy in school
- *MORE attention to affective needs and varying cognitive styles of individual students
- *MORE cooperative, collaborative activity; developing the classroom as an interdependent community
- *MORE heterogeneous classrooms where individual needs are met through individualized activities, not segregation of bodies
- *MORE delivery of special help to students in regular classrooms
- *MORE varied and cooperative roles for teachers, parents, and administrators
- *MORE reliance on descriptive evaluations of student growth, including observational/anecdotal records, conference notes, and performance assessment rubrics

Best Practices ~ Reading

RECOMMENDATIONS ON TEACHING READING	
<i>Increase</i>	<i>Decrease</i>
Teacher reading good literature aloud to Students	Students compelled to read aloud to whole class or reading group, being corrected and marked down for errors
Time for independent reading	Exclusive emphasis on whole-class or reading-group activities
Children's choice of their own reading Materials	Teacher selection of all reading materials for individuals and groups
Balance of easy and hard books	Exclusively difficult "instructional level" books
Teacher modeling and discussing his/her own reading processes	Teacher keeping his/her own reading tastes and habits private
Primary instructional emphasis on comprehension	Primary instructional emphasis on reading sub-skills such as phonics, word analysis, syllabication
Teaching reading as a process: *Use strategies that activate prior knowledge *Help students make and test predictions *Structure help during reading *Provide after-reading applications	
Social, collaborative activities with much discussion and interaction	Solitary seatwork
Grouping by interests or book choices	Grouping by reading level
Silent reading followed by discussion	Round-robin oral reading
Teaching skills in the context of whole and meaningful literature	Teaching isolated skills in phonics workbooks or drills
Writing before and after reading	Little or no chance to write
Encouraging invented spelling in children's early writings	Punishing pre-conventional spelling in students' early writings
Use of reading in content fields (e.g., historical novels in social studies)	Segregation of reading to reading time
Evaluation focused on holistic, higher-order thinking processes	Evaluation focused on individual, low-level sub-skills
Measuring success of reading program by students' reading habits, attitudes, and comprehension	Measuring success of reading program only by test scores

Best Practices ~ Writing

RECOMMENDATIONS ON TEACHING WRITING	
<i>Increase</i>	<i>Decrease</i>
<p>Student ownership and responsibility by:</p> <ul style="list-style-type: none"> *helping students choose their own topics and goals for improvement *using brief teacher-student conferences *teaching students to review their own progress <p>Class time on writing whole, original pieces through:</p> <ul style="list-style-type: none"> *real purposes and audiences for writing *instruction and support for all stages of writing *prewriting, drafting, revising, editing <p>Writing for real audiences, publishing for the class and wider communities</p> <p>Teacher modeling writing</p> <ul style="list-style-type: none"> *drafting, revising, sharing *as a fellow author and as demonstration of processes <p>Learning grammar and mechanics in context, at the editing Stage, and as items are needed</p> <p>Making the classroom a supportive setting, using:</p> <ul style="list-style-type: none"> *active exchange and valuing of students' ideas *collaborative small-group work *conferences and peer critiquing that give responsibility to authors <p>Writing across the curriculum as a tool for learning</p> <p>Constructive and efficient evaluation that involves:</p> <ul style="list-style-type: none"> *brief informal oral responses as students work *focus on a few errors at a time *thorough grading of just a few of student-selected, polished pieces *cumulative view of growth and self-evaluation *encouragement of risk taking and honest expression 	<p>Teacher control of decision making by:</p> <ul style="list-style-type: none"> *deciding all writing topics *dictating improvements without student problem-solving *setting learning objectives without student input *providing instruction only through whole-class activity <p>Time spent on isolated drills on “sub-skills” of grammar, vocabulary, spelling, etc. Writing assignments given briefly, with no context or purpose, completed in one step</p> <p>Finished pieces read only by teacher</p> <p>Teacher talks about writing but never writes or shares own work</p> <p>Isolated grammar lessons, given in order determined by textbook, before writing is begun</p> <p>Devaluation of students' ideas:</p> <ul style="list-style-type: none"> *students viewed as lacking knowledge and language abilities *sense of class as competing individuals *cooperation among students viewed as cheating, disruptive <p>Writing taught only during “language arts” period</p> <p>Evaluation as negative burden for teacher and student by:</p> <ul style="list-style-type: none"> *marking all papers heavily for all errors, making teacher a bottleneck *editing by teacher, and only after paper completed, rather than student making improvements *grading punitively, focused on errors, not growth