

Grade 8 Read 180

Unit Title: Grade 8 Workshop # 7- Vanished

Stage 1: Desired Results

Standards & Indicators:

Progress Indicators for Reading Literature

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Progress Indicators for Reading Informational Text

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other text.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

Progress Indicators for Speaking and Listening

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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Progress Indicators for Language

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Progress Indicators for Writing

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

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

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

E. Establish and maintain a formal style/academic style, approach, and form.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose	Sources of information are evaluated for accuracy and relevance when considering the use of information.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence

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		and is intended for authentic audiences.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event	
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective	Multiple solutions often exist to solve a problem.
9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.	Early planning can provide more options to pay for postsecondary training and employment.

Central Idea/Enduring Understanding:

- Having a growth mindset can have a positive impact on your performance toward both academic and personal life goals.
- Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.
- Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.
- In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely

Essential/Guiding Question:

- How do scientists search for lost worlds?
- Why is it important to use background knowledge while reading?
- How do I read informational texts and fiction texts differently?
- How does identifying the main idea help me as a reader gain meaning from the text?(understand the author's purpose)
- How does identifying key details help me as a reader gain meaning from the text?
- How do I read with understanding so I am able to analyze and summarize key ideas and details?
- How do you interpret various types of texts?
- How does the information you are exposed to help to form knowledge and ideas?
- How can independently reading deepen my understanding of the world around me?
- How does the audience influence the format of your writing?
- How does the purpose influence the format of your writing?
- Why is it important to produce and develop quality writing?
- How can technology be used in written communication?

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and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently.

- Knowledge-based information is an ever-changing genre, which encompasses daily communication. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands one's sense of the world and self.
- Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.
- Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.
- To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts.
- Writers share information, opinions and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.
- Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.
- Writing is a tool for thinking and problem solving. In order to create new

- How does the information gathered and organized through research help to form a written argument?
- How does writing for varying periods of time strengthen my writing?
- How does writing for various audiences strengthen my writing?
- Why does writing for a variety of purposes help me become a better writer?
- How does having writing as part of my daily routine strengthen my writing?
- How does knowing my purpose and tasks help me determine the amount of time needed for the writing task?
- How do you listen?
- What impact does listening have?
- How do the visual materials send messages?
- How do visuals impact our thoughts and actions?
- How can technology help us communicate with others?
- Why is it important to speak effectively in a range of settings?
- What is the purpose of applying grammar and mechanics skills?
- Why is it important to use correct spelling and punctuation?
- Why is it important to understand language functions in different contexts?

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understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.

- To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating an understanding of the subjects they are studying, and conveying real and imagined experiences and events.
- Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.
- Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.
- Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.
- Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.
- Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting, as well as the

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workplace, requires effective communication.

- The research process requires the use of a variety of resources to ensure validity. Proficient researchers utilize various media, including Internet sources, to gather information. They also understand that sources can be misleading and therefore need to be carefully analyzed and critiqued for accuracy and reliability. The Internet is a vast world of information that needs to be evaluated for reliable information.
- The Internet has both advantages and disadvantages to its use. The Internet should be used in a safe and ethical manner to ensure privacy and safe use.
- Intellectual property belongs to the author/developer. Stealing intellectual property, just like stealing anything, is unacceptable and must be avoided.
- Technology is important, but human thought and purpose drives the impact of technology. A tool is only as good as the person using it.
- Technology can have positive or negative impact on both users and those affected by their use.
- Technology can be used in a variety of ways for learning and collaboration.
- Technology is constantly changing and requires continuous learning of new skills.
- Learning is a continuous process throughout life. In a global society, the need to continue to learn is of great importance.

Content:

Comprehension:

- Informational Text, Photo Essay, Magazine Article, Myth , Online News Article

Vocabulary/Word Study:

- Target academic vocabulary words: excavate, ancient, method, relic,

Skills(Objectives):

View media (anchor video) in order to:

- Use active viewing and listening strategies to build background and content knowledge about key ideas in the unit

Complete concept maps and explore content-area vocabulary to:

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satellite, site, technology, epic, exist, reference, siege, uncover, verify, analyze, data, remain, equip, annual, transport, potential, feature, structure, visibility, trigger, survey, prepare, instantly, anxiously, interfere, convinced, display, substantial, estimate

- Suffix -tion
- Using a Dictionary

Writing:

- Routine Writing (answering wh-questions, analyzing text)
- Summarize
- Informative Essay
- Citing evidence to support a claim
- Conventions

Conventions:

- Using transitions to introduce evidence
- Identifying and correcting sentence fragments

Speaking and Listening:

- Using academic words when speaking and writing
- Discuss, reflect, and paraphrase others' perspectives
- Share opinions and build on others' ideas when discussing topics, texts and issues.
- Summarize a text verbally

21st Century Literacy

- Multimedia- videos, interviews, writing a field journal entry
- Career Focus- Epidemiologist
- Daily Read 180 Software routines and responsible use of 1:1 devices

- Use content-area vocabulary and generate examples to deepen understanding of central content-area content
- Collaborate to discuss the concepts, effectively expressing ideas, comparing and contrasting ideas, and building on other's ideas.
- Develop knowledge of a concept using synonyms, word family members, common phrases (word partners), examples, and non-examples

Complete a close reading of an informational texts/ articles in order to:

- Identify the key idea of an informational text.
- Blend sounds to read words.
- Articulate the topic of a text using key vocabulary
- Use high-utility academic vocabulary in verbal and written responses
- Articulate the most important details in the text using precise academic vocabulary
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.
- Integrate information from several texts to write or speak knowledgeably about a subject

Complete a close reading of a reader's theater play/myth to:

- Use clues in the text as a strategy to determine the meaning of words and phrases.
- Summarize the topic and important details of a narrative nonfiction text, avoiding personal judgments
- Engage in collaborative discussions on topics, texts, and issues, clearly expressing personal perspectives
- Determine the key idea of a text, citing evidence
- Apply high-utility academic words in example sentences including relevant content and correct grammar

Complete a close reading of a photo essay to:

- Use text evidence accurately when explaining the meaning of a text.
- Engage in collaborative discussions on topics, texts, and issues, building on others' ideas and clearly expressing personal perspectives.

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- Determine key ideas in a photo essay using academic vocabulary.
- Apply high-utility academic words in example sentences including relevant content and correct grammar.

Complete language development activities to:

- Use a dictionary to find a word's pronunciation, precise meaning, spelling, or part of speech.
- Identify word families for new vocabulary and identify and use suffixes to help determine word meaning.

Explore informative writing to::

- Plan, organize, and write an informative paragraph with a topic sentence, central idea, supporting details, and a conclusion.
- Use precise academic language to explain and elaborate on ideas.
- Evaluate the quality of the thesis statement, ideas, details, and conclusions in an informative essay.
- Use academic language when discussing the parts of an informative essay.
- Determine the main idea of an informative essay and explain how it is supported by key details.
- Gather and analyze relevant information from multiple sources.
- Refer to relevant evidence from prior reading and discussions when discussing a topic.
- Plan writing, using a series of steps and strategies for effective expression.
- Quote or paraphrase information to avoid plagiarism.
- Write an informative essay to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Develop and support a thesis statement with relevant evidence.
- Plan writing, using a series of steps and strategies for effective expression.
- Use transitions to introduce evidence in writing
- Identify and correct sentence fragments.
- Develop and strengthen writing by planning, revising, and editing.

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	<ul style="list-style-type: none">● Show an understanding of the conventions of standard English grammar and usage when writing or speaking.● With guidance and support from peers and adults, develop and strengthen writing by planning, revising, and editing.● Offer feedback to peers on effort, use of evidence, engagement, and structure of an informative essay. <p>Develop 21st century literacy skills to:</p> <ul style="list-style-type: none">● Develop a field journal entry describing an object, including details about its location, appearance, and potential uses.● Use precise language and content-area vocabulary to present specific details of a field journal entry.● Identify the key idea of an informational text.
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Interdisciplinary Connections:

The texts in this unit connect to the study of ancient civilizations and history as well as the use of science to pursue knowledge about our past. This unit also explores the career of a high-altitude archaeologist

Stage 2: Assessment Evidence

Performance Task(s):

- Interim Checkpoint following Lesson 11
- Write an informational paragraph: “Write an informational paragraph explaining how space archaeologists use satellite imagery to discover historical artifacts.”
- Write an informational essay: “Satellite technology and geomythology are methods that have been used to find lost worlds. Choose one method. Then, using the texts in this Workshop, explain how scientists use this method to find out information about the past.”
- Career Focus Project Reach Book p. 54-57- *Write a Field Journal Entry*. Prompt: You are an archaeologist. Write a field journal entry about something you have discovered.
- End-of Workshop Checkpoint - Administer to assess skills from the workshop

Other Evidence:

- Real Book assignments
- Routine Writing tasks
- Class Discussions-Use Read 180U Observe Board as formative assessments for performance goals
- **Reading Inventory** (RI) - Administer to determine new lexile score
- Phonics Inventory (as needed) to monitor Phonics skills and progress

Stage 3: Learning Plan

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Learning Opportunities/Strategies:

Multimedia:

Anchor Video - A Stone Age Mystery - p. 6-9

- View and discuss using pair-share
- Respond to video through journaling and viewing with a purpose routine
- Use sentence frames to have an academic discussion and build background knowledge

Building Background Knowledge

- Explore concept web around the word “excavate” p.10 and “civilization” p. 30
- Identify definitions for content area vocabulary and use the words in context sentences- p.11 and 31

Reading #1: Lexile 500

Informational Text - Buried Secrets, p. 12

- Read text using Oral Cloze strategy
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Identify key idea using Think-Pair-Share
- Identify supporting details
- Reinforce steps to blend word sounds

Reading #2: Lexile 840

Photo Essay- Gateway to the Mediterranean p. 14-19

- Read text using Oral Cloze
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Use Academic Discussion routine to find text evidence
- Use Think-Pair-Share to discuss an inference.
- Use Think-Write-Pair-Share to collaborate and complete a central ideas and details graphic organizer

Language Development

P. 20-21

- Define the suffix “-tion”
- Identify word families

Resources:

- Read 180 Universal software and independent reading books
- System 44 software and independent reading books
- iPads and/or laptops
- Read U ReaL Books(student workbooks)
- Read 180 Community
- Read 180 data and SAM reports
- Projector/TV
- Google Classroom
- Optional Text: Lexile 590L- Vikings Come to Life
- Getting Started Workshop- Introduction to Read 180 routines, expectations, and growth mindset
- RDI Book 4: Assessment Strategies and Practice Lessons - Level C
- Read 180 Community Stretch Texts and Assessment Practices
- System 44 Decodable Digests
- Read 180 U REACH books
- Reach Units 10: Food for Thought, 11: Tell Us Your Story, and 12: Superhuman are also available as supplemental units as needed
- Performance Task Research Projects available after units 3, 10, and 12.

*LGBT and Disabilities Law

[For Educators: Supporting LGBTQIA Youth Resource List](#)

[Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

[GLSEN Educator Resources](#)

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- Use “-tion” words in context sentences
- Use a dictionary entry to identify parts of speech, syllabification, and determining meanings in multiple meaning words.

Reading #3: Lexile - 870L

Magazine Article- Sarah Parcak is a Space Archaeologist. You Can be Too. p. 22-25

- Read text using Modeled Fluent Reading and Oral Cloze strategies
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Activate prior knowledge
- Identify the key idea of the text
- Use word strategies to analyze word choice and connotation
- Use Think Pair Share to cite text evidence
- Respond to Stretch activity using complete sentence

Writing #1: Paragraph p. 28-29

- Use Think-Pair-Share to review POW (Plan-Organize-Write) strategy
- Use Unpack the Prompt routine to analyze the prompt
- Choose precise language using synonyms
- Review TIDE (Topic Sentence, Idea, Details, End)
- Review the topic and central ideas
- Organize writing using a graphic organizer and write a paragraph

Reading #4: Lexile 690L

Informational Text- Truth in Fiction p.32-33

- Read text using Modeled Fluent Reading and Oral Cloze strategies
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Use Academic discussion to report responses to key idea item
- Reread and use think-write-pair share to identify text structure

- Complete a React and Write response

Reading #5: Lexile 760L

Myth- The Trojan War p. 34-39

- Introduce definitions of key literary elements (p. 34)
- Complete readings of the text using Modeled Fluent Reading and Oral Cloze routines
- Complete literary elements chart during reading
- After reading, use Think-Write-Pair Share to respond to key idea items and to look for context clues to help determine the meaning of a phrase.
- Use Academic Discussion routine to share React and Write responses.

Reading #6: Lexile 890L

News Article: The Hunt for Troy p. 40-43

- Read text using Modeled Fluent Reading and Oral Cloze strategies
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Identify key idea using Think-Write-Pair-Share
- Cite evidence to support a response using Think-Pair-Share
- Use academic discussion strategy to identify text structure
- Complete React and Write item
- Complete a Stretch response

Writing

Informative Essay, p. 44-53

- Write an informative essay about one method used by scientists to find lost worlds
- View a model essay
- Identify the prompt and purpose
- Organize using the TIDE strategy and complete an outline
- Use identify and use transitions to introduce evidence
- Identify and correct sentence fragments

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<ul style="list-style-type: none"> ● Use self-and peer revision using a revision checklist ● Use Google Classroom to submit and respond to writing. <p><u>Career Focus and Project: Effective Expression</u></p> <p><i>Interview: She's on Top of the World p. 54-57</i></p> <ul style="list-style-type: none"> ● Connect Career Focus text to prior knowledge ● Identify the key idea of a text ● Identify the career of a high altitude archaeologist and how they use field journals to document their discoveries ● Identify the rewards and challenges of the career of high-altitude archaeologist and build connections with other careers ● Write a field journal entry describing a newly discovered artifact ● Students will present work using peer feedback routine 	
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Adaptation of materials and requirements Elevated text or question complexity Independent student options Projects completed individually or with partners Self-selection of research Open-ended activities	Varying instructional strategies In-class interventions Compacting activity Extend or abbreviate duration of assignments Software based on student lexile score and interest Independent reading choices based on lexile scores and interest Workshop checkpoints allow for assessment of student data and allow teachers to group students to address their individualized needs Each lesson contains Boost and Stretch	Provide text in alternative formats, such as Braille, large print, audio formats, or digital text Use peer readers Permit highlighting of text List discussion questions prior to reading text Vocabulary lists and/or study guides Provide lecture notes/outline ELL supports and strategies are built into each workbook lesson ELL supports are provided within the Read 180 software.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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	<p>activities to accommodate struggling students and to challenge students nearing proficiency Provide alternative assessments for independent reading tests as needed (book report summary forms/projects) Provide audiobook options for independent reading Use graphic organizers and outlines to plan writing Provide model pieces of writing.</p>	<p>Software based on student lexile score and interest Independent reading choices based on lexile scores and interest Workshop checkpoints allow for assessment of student data and allow teachers to group students to address their individualized needs Each lesson contains Boost and Stretch activities to accommodate struggling students and to challenge students nearing proficiency Use sentence frames to encourage students to formulate complete sentences Provide study guides for independent reading books Allow students to retake independent reading tests Provide alternative assessments for independent reading tests as needed (book report summary forms/projects) Reduce number of writing questions on interim and end-of-workshop checkpoint assessments as needed. Read aloud interim and end-of-workshop test and texts (as we are testing for skills mastery, not reading level).</p>	
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		Allow additional time for completing assessments Provide audiobook options for independent reading Use graphic organizers and outlines to plan writing Provide model pieces of writing.	
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Unit Title: Grade 8 Workshop # 8- Follow the Money

Stage 1: Desired Results

Standards & Indicators:

Progress Indicators for Reading Literature

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Progress Indicators for Reading Informational Text

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other text.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Progress Indicators for Speaking and Listening

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Progress Indicators for Language

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Progress Indicators for Writing

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

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

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

D. Establish and maintain a formal style.

E. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.	Early planning can provide more options to pay for postsecondary training and employment.

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9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4.8.IML.13	Identify the impact of the creator on the content, production, and delivery of information	
9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.	
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.	
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event	
9.1.8.FP.1	Describe the impact of personal values on various financial scenarios.	An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being.
9.1.8.FP.2	Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.	
9.1.8.FP.3	Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).	
9.1.8.FP.5	Determine how spending, investing, and using credit wisely contributes to financial well-being	
9.1.8.PB.1	Predict future expenses or opportunities that should be included in the budget planning process.	
9.1.8.PB.2	Explain how different circumstances can affect one's personal budget.	A budget aligned with an individual's financial goals can help prepare for life events.
9.1.8.PB.3	Explain how to create budget that aligns with financial goals.	
9.1.8.PB.4	Construct a simple personal savings and spending plan based on various sources	

Grade 8 Read 180

	of income and different stages of life (e.g. teenager, young adult, family).	
<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> ● Having a growth mindset can have a positive impact on your performance toward both academic and personal life goals. ● Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life. ● Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored. ● In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently. ● Knowledge-based information is an ever-changing genre, which encompasses daily communication. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands one's sense of the world and self. ● Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> ● How does money shape our lives? ● Why is it important to use background knowledge while reading? ● How do I read informational texts and fiction texts differently? ● How does identifying the main idea help me as a reader gain meaning from the text?(understand the author's purpose) ● How does identifying key details help me as a reader gain meaning from the text? ● How do I read with understanding so I am able to analyze and summarize key ideas and details? ● How do you interpret various types of texts? ● How does the information you are exposed to help to form knowledge and ideas? ● How can independently reading deepen my understanding of the world around me? ● How does the audience influence the format of your writing? ● How does the purpose influence the format of your writing? ● Why is it important to produce and develop quality writing? ● How can technology be used in written communication? ● How does the information gathered and organized through research help to form a written argument? ● How does writing for varying periods of time strengthen my writing? ● How does writing for various audiences strengthen my writing? ● Why does writing for a variety of purposes help me become a better writer? ● How does having writing as part of my daily routine strengthen my writing? ● How does knowing my purpose and tasks help me determine the amount of time needed for the writing task? ● How do you listen? ● What impact does listening have? ● How do the visual materials send messages? ● How do visuals impact our thoughts and actions? ● How can technology help us communicate with others? 	

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reason behind the author's intentional choice of tools such as word choice, point of view and structure.

- Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.
- To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts.
- Writers share information, opinions and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.
- Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.
- Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.
- To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating an understanding of the subjects they are studying, and conveying real and imagined experiences and events.
- Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Applying these skills to collaboration amplifies each individual's contributions and leads to

- Why is it important to speak effectively in a range of settings?
- What is the purpose of applying grammar and mechanics skills?
- Why is it important to use correct spelling and punctuation?
- Why is it important to understand language functions in different contexts?

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new and unique understandings and solutions.

- Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.
- Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.
- Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.
- Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting, as well as the workplace, requires effective communication.
- The research process requires the use of a variety of resources to ensure validity. Proficient researchers utilize various media, including Internet sources, to gather information. They also understand that sources can be misleading and therefore need to be carefully analyzed and critiqued for accuracy and reliability. The Internet is a vast world of information that needs to be evaluated for reliable information.
- The Internet has both advantages and disadvantages to its use. The Internet should be used in a safe and ethical manner to ensure privacy and safe use.

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<ul style="list-style-type: none">● Intellectual property belongs to the author/developer. Stealing intellectual property, just like stealing anything, is unacceptable and must be avoided.● Technology is important, but human thought and purpose drives the impact of technology. A tool is only as good as the person using it.● Technology can have positive or negative impact on both users and those affected by their use.● Technology can be used in a variety of ways for learning and collaboration.● Technology is constantly changing and requires continuous learning of new skills.● Learning is a continuous process throughout life. In a global society, the need to continue to learn is of great importance.	
<p><u>Content:</u></p> <p><u>Comprehension:</u></p> <ul style="list-style-type: none">● Timeline, Infographic, Magazine Article, Novel, Nonfiction Book <p><u>Vocabulary/Word Study:</u></p> <ul style="list-style-type: none">● Target academic vocabulary words: currency, circulation, denomination, financial, institution, service, vendor, evolve, issue, represent, engage, guarantee, exchange, economy, considerable, rely, investigate, budget, business, expenses, income, interest, market, profit, program, initiative, reinvest, benefit, rival, generate, exactly, plant, otherwise, charge, accusing, hesitate, admit, competitor, refer, adjust, fund, minimal● Prefixes in-, un-● Using context clues <p><u>Writing:</u></p> <ul style="list-style-type: none">● Routine Writing (answering wh-questions, analyzing text)● Summarize● Argument Essay● Citing evidence to support a claim	<p><u>Skills(Objectives):</u></p> <p>View media (anchor video) in order to:</p> <ul style="list-style-type: none">● Use active viewing and listening strategies to build background and content knowledge about key ideas in the unit <p>Complete concept maps and explore content-area vocabulary to:</p> <ul style="list-style-type: none">● Use content-area vocabulary and generate examples to deepen understanding of central content-area content● Collaborate to discuss the concepts, effectively expressing ideas, comparing and contrasting ideas, and building on other's ideas.● Develop knowledge of a concept using synonyms, word family members, common phrases (word partners), examples, and non-examples <p>Complete a close reading of a timeline to:</p> <ul style="list-style-type: none">● Determine the central idea of an informational text.● Read and understand the meaning of compound words.● Articulate the topic of a text using precise academic vocabulary (e.g., <i>topic</i>, <i>text</i>).

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- Conventions

Conventions:

- Using transitions to connect ideas
- Correcting run-on sentences

Speaking and Listening:

- Using academic words when speaking and writing
- Discuss, reflect, and paraphrase others' perspectives
- Share opinions and build on others' ideas when discussing topics, texts and issues.
- Summarize a text verbally

21st Century Literacy

- Multimedia- videos, interviews, writing a blog post
- Career Focus- Entrepreneur
- Daily Read 180 Software routines and responsible use of 1:1 devices

- Speak in complete sentences to provide detail and clarification.

Complete a close reading of an infographic to:

- Describe how an author uses steps in a process to structure the events, ideas, concepts, and information in a text.
- Report on a topic or text in an organized manner, using appropriate facts and relevant details to express important ideas.
- Determine the key idea of a text, citing evidence.
- Use high-utility academic vocabulary in verbal and written responses.
- Summarize the topic and important details of a text, avoiding personal judgments.
- Engage in collaborative discussions on topics, texts, and issues, clearly expressing personal perspectives.

Complete a close reading of a magazine article to:

- Analyze what is clearly stated in the text and infer what is not clearly stated.
- Engage in collaborative discussions on topics, texts, and issues, building on others' ideas and clearly expressing personal perspectives.
- Determine the key idea of a text, citing evidence.
- Apply high-utility academic words in example sentences including relevant content and correct grammar.
- Analyze the impact of a specific word choice on the text's meaning and tone.
- Summarize the topic and important details of a text, avoiding personal judgments.
- Use text evidence accurately when explaining the meaning of a text.
- Speak in complete sentences to provide detail and clarification.

Complete a close reading of a novel to:

- Analyze what is clearly stated in the text and infer what is not clearly stated.
- Engage in collaborative discussions on topics, texts, and issues, building on others' ideas and clearly expressing personal perspectives.
- Determine the key idea of a text, citing evidence.

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- Apply high-utility academic words in example sentences including relevant content and correct grammar.
- Analyze how a particular scene reveals the setting in a novel excerpt.
- Determine the figurative meaning and connotation of words used in a novel.
- Analyze what is clearly stated in the text and infer what is not clearly stated.
- Analyze how a particular scene develops the plot in a story.

Complete a close reading of a nonfiction book to:

- Use clues in the text as a strategy to determine the meaning of words and phrases.
- Restate ideas addressed in discussion, and explain personal ideas in light of information and knowledge gained from discussion.
- Determine the key ideas of a text, citing evidence.
- Apply high-utility academic words in example sentences including relevant content and correct grammar.
- Identify an author's purpose and explain how the author shares what he or she thinks through the text.

Complete language development activities to:

- Use context clues to identify a word's meaning.
- Identify word families for new vocabulary and identify and use prefixes to help determine word meaning.

Explore argument writing to:

- Plan, organize, and write an argument paragraph with a claim, supporting details, and a conclusion.
- Use appropriate precise language and academic vocabulary to develop and support a strong claim.
- Develop and support a strong claim using complete sentences and precise vocabulary.
- Evaluate the quality of the claim, evidence, and conclusions in an argument essay.
- Participate effectively in collaborative discussions.
- Determine the claim of an argument essay and explain how it is supported by key details.
- Speak in complete sentences in order to provide detail in class discussions.

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	<ul style="list-style-type: none">● Gather relevant information from multiple sources, take brief notes, and sort evidence into categories.● Plan writing, using a series of steps and strategies for effective expression.● Quote or paraphrase the data and conclusions of others, avoiding plagiarism.● Write an argument essay to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.● Develop and support a claim with relevant evidence.● Plan writing, using a series of steps and strategies for effective expression.● Use transitions to connect ideas in writing.● Show an understanding of the conventions of standard English grammar and usage when writing or speaking.● Correct run-on sentences.● Develop and strengthen writing by planning, revising, and editing.● With guidance and support from peers and adults, develop and strengthen writing by planning, revising, and editing.● Offer feedback to peers on effort, use of evidence, engagement, and structure of an argument essay. <p>Develop 21st century literacy skills to:</p> <ul style="list-style-type: none">● Write and present a blog post from the perspective of an entrepreneur providing readers with step-by-step financial advice.● Present information as a series of steps using appropriate eye contact, adequate volume, and clear pronunciation.● Identify the key ideas of an informational text.
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Interdisciplinary Connections:

The texts in this unit connect to an understanding of money and financial literacy. This unit also explores the career of an entrepreneur.

Stage 2: Assessment Evidence

Performance Task(s):

- Interim Checkpoint following Lesson 11
- Write an argument paragraph: “In “Making Money” you learned that Frank Bourassa broke the law by

Other Evidence:

- ReaL Book assignments
- Routine Writing tasks

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counterfeiting money. Write a paragraph that argues whether or not Bourassa should be allowed to work with the Secret Service to catch other counterfeiters.”

- Write an argument essay: “Suppose you were asked to write an article for a school newspaper about managing money. Based on the texts in this Workshop, how would you tell your classmates to manage their money? Write an essay that argues your opinion using two reasons and supporting evidence.”
- Career Focus Project Reach Book p. 62-65- *Write a Blog Post* Prompt: “You are a successful entrepreneur like Daymond John. People look to you for financial advice. Write a blog post that includes tips for using money wisely.”
- End-of Workshop Checkpoint - Administer to assess skills from the workshop

- Class Discussions-Use Read 180U Observe Board as formative assessments for performance goals
- **Reading Inventory** (RI) - Administer to determine new lexile score
- Phonics Inventory (as needed) to monitor Phonics skills and progress

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Multimedia:

Anchor Video - Taking Stock p. 6-9

- View and discuss using pair-share
- Respond to video through journaling and viewing with a purpose routine
- Use sentence frames to have an academic discussion and build background knowledge

Building Background Knowledge

- Explore concept web around the word “currency” p.10 and “budget” p. 30
- Identify definitions for content area vocabulary and use the words in context sentences- p.11 and 31

Reading #1: Lexile 600

TimeLine - Money Through the Years, p. 12

- Read text using Oral Cloze strategy

Resources:

- Read 180 Universal software and independent reading books
- System 44 software and independent reading books
- iPads and/or laptops
- Read U Real Books(student workbooks)
- Read 180 Community
- Read 180 data and SAM reports
- Projector/TV
- Google Classroom
- Optional Text: Lexile 560L- Cash In!
- Getting Started Workshop- Introduction to Read 180 routines, expectations, and growth mindset
- RDI Book 4: Assessment Strategies and Practice Lessons - Level C
- Read 180 Community Stretch Texts and Assessment Practices
- System 44 Decodable Digests
- Read 180 U REACH books
- Reach Units 10: Food for Thought, 11: Tell Us Your Story, and 12: Superhuman are also available as supplemental units as needed

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- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Identify key idea using Think-Pair-Share
- Identify supporting details
- Reinforce foundational skills- compound words activity

Reading #2: Lexile 810

Infographic- Life and Death of a Dollar Bill p. 14-19

- Read text using Oral Cloze
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Use Think-Write-Pair-Share to identify key idea.
- Use Think Pair-Share to complete text structure activity
- Use Academic Discussion routine to complete Stretch item.
- Use shoulder partners to complete summarize task.
- Students will complete a React and Write item.
- Work in small groups to identify author's purpose and complete graphic organizer

Language Development

P. 20-21

- Define the prefixes "in- and un-"
- Identify word families
- Use "-tion" words in context sentences
- Use context clues to identify a word's meaning.

Reading #3: Lexile - 760L

Magazine Article- Making Money p. 22-25

- Read text using Modeled Fluent Reading and Oral Cloze strategies
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Identify the key idea of the text using Think-Pair-Share

- Performance Task Research Projects available after units 3, 10, and 12.

*LGBT and Disabilities Law

[For Educators: Supporting LGBTQIA Youth Resource List](#)

[Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

[GLSEN Educator Resources](#)

Grade 8 Read 180

- Use academic discussion strategy to make inferences
- Complete a React and Write task
- Use Think-Pair-Share to use word strategies to analyze word choice.
- Complete a Stretch item
- Work in small groups to complete a cause and effect graphic organizer

Writing #1: Paragraph p. 28-29

- Use Think-Pair-Share to review POW (Plan-Organize-Write) strategy
- Use Unpack the Prompt routine to analyze the prompt
- Choose precise language using synonyms
- Review TREE (Topic Sentence, Reasons, Evidence, End)
- Use academic discussion to review the claims and evidence

Reading #4: Lexile 780L

Magazine Article- Growing Brighter Futures
p.32-35

- Read text using Modeled Fluent Reading and Oral Cloze strategies
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Use Think-Pair-Share to share responses to key idea item
- Use Think-Pair-Share and sentence frames to identify supporting details and create a summary
- Use Think-Write-Pair share to complete Stretch item
- Use academic discussion to cite text evidence

Reading #5: Lexile 640L

Novel- Sour Business (excerpt from Lunch Money p. 36-47

- Introduce definitions of key literary elements (p. 34)
- Complete readings of the text using Modeled Fluent Reading and Oral Cloze routines

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- Complete literary elements chart during reading
- Use Think-Pair-Share to identify key idea and share inferences
- Complete React and Write tasks
- Use academic discussion strategy to analyze setting
- Complete stretch tasks
- Use Think-Pair-Share to analyze author's word choice
- Use Think-Pair-Share to analyze plot development

Reading #6: Lexile 910L

Nonfiction Book- How to Turn \$100 Into 1,000,000 p. 48-51

- Read text using Modeled Fluent Reading and Oral Cloze strategies
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Identify key idea using Think-Write-Pair-Share
- Use Think-Pair-Share to analyze author's word choice
- Complete React and Write task
- Use Think-Write-Pair-Share to discuss the author's purpose
- Complete Stretch task

Writing

Argument Essay, p. 52-61

- Write an argument essay supporting an opinion on how to best manage money
- View a model essay
- Identify the prompt and purpose
- Organize using the TREE strategy and complete an outline
- Use identify and use transitions to connect ideas
- Identify and correct run-on sentences
- Use self-and peer revision using a revision checklist
- Use Google Classroom to submit and respond to writing.

Grade 8 Read 180

<p><u>Career Focus and Project: Effective Expression</u> <i>Interview: Business Shark 62-65</i></p> <ul style="list-style-type: none"> ● Connect Career Focus text to prior knowledge ● Identify the key idea of a text ● Identify the career of an entrepreneur and how blogs allow authors and entrepreneurs to connect with their audience ● Identify the rewards and challenges of the career of an entrepreneur and build connections with other careers ● Write a blog entry offering tips for using money wisely ● Students will present work using peer feedback routine 	
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Adaptation of materials and requirements Elevated text or question complexity Independent student options Projects completed individually or with partners Self-selection of research Open-ended activities	Varying instructional strategies In-class interventions Compacting activity Extend or abbreviate duration of assignments Software based on student lexile score and interest Independent reading choices based on lexile scores and interest Workshop checkpoints allow for assessment of student data and allow teachers to group students to address their individualized needs Each lesson contains Boost and Stretch activities to accommodate struggling students and to challenge students nearing proficiency	Provide text in alternative formats, such as Braille, large print, audio formats, or digital text Use peer readers Permit highlighting of text List discussion questions prior to reading text Vocabulary lists and/or study guides Provide lecture notes/outline ELL supports and strategies are built into each workbook lesson ELL supports are provided within the Read 180 software. Software based on student lexile score and interest Independent reading choices based on lexile scores and interest	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Grade 8 Read 180

	<p>Provide alternative assessments for independent reading tests as needed (book report summary forms/projects)</p> <p>Provide audiobook options for independent reading</p> <p>Use graphic organizers and outlines to plan writing</p> <p>Provide model pieces of writing.</p>	<p>Workshop checkpoints allow for assessment of student data and allow teachers to group students to address their individualized needs</p> <p>Each lesson contains Boost and Stretch activities to accommodate struggling students and to challenge students nearing proficiency</p> <p>Use sentence frames to encourage students to formulate complete sentences</p> <p>Provide study guides for independent reading books</p> <p>Allow students to retake independent reading tests</p> <p>Provide alternative assessments for independent reading tests as needed (book report summary forms/projects)</p> <p>Reduce number of writing questions on interim and end-of-workshop checkpoint assessments as needed.</p> <p>Read aloud interim and end-of-workshop test and texts (as we are testing for skills mastery, not reading level).</p> <p>Allow additional time for completing assessments</p> <p>Provide audiobook options for independent reading</p>	
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Grade 8 Read 180

		Use graphic organizers and outlines to plan writing Provide model pieces of writing.	
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Unit Title: Grade 8 Workshop # 9- Unreal

Stage 1: Desired Results

Standards & Indicators:

Progress Indicators for Reading Literature

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new

Progress Indicators for Reading Informational Text

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

Progress Indicators for Speaking and Listening

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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SL.8.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Progress Indicators for Language

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Progress Indicators for Writing

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

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

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

E. Establish and maintain a formal style/academic style, approach, and form.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence

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		and is intended for authentic audiences.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event	
9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.	Early planning can provide more options to pay for postsecondary training and employment.

Central Idea/Enduring Understanding:

- Having a growth mindset can have a positive impact on your performance toward both academic and personal life goals.
- Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.
- Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.
- In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently.

Essential/Guiding Question:

- What makes a story fantastic?
- Why is it important to use background knowledge while reading?
- How do I read informational texts and fiction texts differently?
- How does identifying the main idea help me as a reader gain meaning from the text?(understand the author's purpose)
- How does identifying key details help me as a reader gain meaning from the text?
- How do I read with understanding so I am able to analyze and summarize key ideas and details?
- How do you interpret various types of texts?
- How does the information you are exposed to help to form knowledge and ideas?
- How can independently reading deepen my understanding of the world around me?
- How does the audience influence the format of your writing?
- How does the purpose influence the format of your writing?
- Why is it important to produce and develop quality writing?
- How can technology be used in written communication?
- How does the information gathered and organized through research help to form a written argument?
- How does writing for varying periods of time strengthen my writing?
- How does writing for various audiences strengthen my writing?

Grade 8 Read 180

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| <ul style="list-style-type: none">● Knowledge-based information is an ever-changing genre, which encompasses daily communication. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands one's sense of the world and self.● Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.● Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.● To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts.● Writers share information, opinions and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.● Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.● Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential. | <ul style="list-style-type: none">● Why does writing for a variety of purposes help me become a better writer?● How does having writing as part of my daily routine strengthen my writing?● How does knowing my purpose and tasks help me determine the amount of time needed for the writing task?● How do you listen?● What impact does listening have?● How do the visual materials send messages?● How do visuals impact our thoughts and actions?● How can technology help us communicate with others?● Why is it important to speak effectively in a range of settings?● What is the purpose of applying grammar and mechanics skills?● Why is it important to use correct spelling and punctuation?● Why is it important to understand language functions in different contexts? |
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- To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating an understanding of the subjects they are studying, and conveying real and imagined experiences and events.
- Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.
- Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.
- Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.
- Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.
- Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting, as well as the workplace, requires effective communication.
- The research process requires the use of a variety of resources to ensure validity. Proficient researchers utilize

Grade 8 Read 180

<p>various media, including Internet sources, to gather information. They also understand that sources can be misleading and therefore need to be carefully analyzed and critiqued for accuracy and reliability. The Internet is a vast world of information that needs to be evaluated for reliable information.</p> <ul style="list-style-type: none">• The Internet has both advantages and disadvantages to its use. The Internet should be used in a safe and ethical manner to ensure privacy and safe use.• Intellectual property belongs to the author/developer. Stealing intellectual property, just like stealing anything, is unacceptable and must be avoided.• Technology is important, but human thought and purpose drives the impact of technology. A tool is only as good as the person using it.• Technology can have positive or negative impact on both users and those affected by their use.• Technology can be used in a variety of ways for learning and collaboration.• Technology is constantly changing and requires continuous learning of new skills.• Learning is a continuous process throughout life. In a global society, the need to continue to learn is of great importance.	
<p><u>Content:</u></p> <p><u>Comprehension:</u></p> <ul style="list-style-type: none">• Informational Text, Novel Excerpt, Graphic Novel Excerpt, Interview <p><u>Vocabulary/Word Study:</u></p> <ul style="list-style-type: none">• Target academic vocabulary words: fantasy, alternate, depict, device, legendary, portal, scheme, surreal, concept, dimension, inspire, marvelous, publish, quest, vary, impact, acquire, regulate, decline,	<p><u>Skills(Objectives):</u></p> <p>View media (anchor video) in order to:</p> <ul style="list-style-type: none">• Use active viewing and listening strategies to build background and content knowledge about key ideas in the unit <p>Complete concept maps and explore content-area vocabulary to:</p> <ul style="list-style-type: none">• Use content-area vocabulary and generate examples to deepen understanding of central content-area content

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obvious, visible, recover, occupy, intend, inevitable, appear, deduction, confirm, despair, confident, impractical, experience, beyond, term, distance, possibly, illustration, creative, option, necessarily

- Roots “cept” and “imag”
- Using Synonyms and Antonyms

Writing:

- Routine Writing (answering wh-questions, analyzing text)
- Summarize
- Literary Analysis Paragraph and Essay
- Citing evidence to support a claim
- Conventions

Conventions:

- Using transitions to organize details
- Correcting subject-verb agreement

Speaking and Listening:

- Using academic words when speaking and writing
- Discuss, reflect, and paraphrase others’ perspectives
- Share opinions and build on others’ ideas when discussing topics, texts and issues.
- Summarize a text verbally

21st Century Literacy

- Multimedia- videos, interviews, writing a field journal entry
- Career Focus- Book Editor
- Daily Read 180 Software routines and responsible use of 1:1 devices

- Collaborate to discuss the concepts, effectively expressing ideas, comparing and contrasting ideas, and building on other’s ideas.
- Develop knowledge of a concept using synonyms, word family members, common phrases (word partners), examples, and non-examples

Complete a close reading of an informational text in order to:

- Identify and explain important details in an informational text.
- Identify syllables to help read unfamiliar words.
- Use high-utility academic vocabulary in verbal and written responses.
- Language Goal: Articulate the topic of a text using precise academic vocabulary.

Complete a close reading of a novel excerpt to:

- Determine a story’s theme and analyze how it is conveyed through text details.
- Use academic language, such as *theme* and *reflect*, to ask and answer questions about the theme of a story.
- Analyze how a particular scene develops the setting in a story.
- Engage in collaborative discussions on topics, texts, and issues, clearly expressing personal perspectives.
- Determine the key idea of a text, citing evidence.
- Apply high-utility academic words in example sentences including relevant content and correct grammar.
- Describe how characters respond or change as the plot moves forward toward a resolution.
- Analyze how a particular scene develops the plot in a story.
- Use clues in the text as a strategy to determine the meaning of words and phrases.
- Analyze how particular sentences, chapters, or scenes of text fit into the overall structure and contribute to the development of the plot.
- Analyze what is clearly stated in the text and infer what is not clearly stated.

Complete a close reading of an interview to:

- Analyze how information is organized to determine its effect.

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- Restate ideas addressed in discussion, and explain personal ideas in light of information and knowledge gained from discussion.
- Determine the key idea of a text, citing evidence.
- Apply high-utility academic words in example sentences including relevant content and correct grammar.
- Analyze what is clearly stated in the text and infer what is not clearly stated.
- Engage in collaborative discussions on topics, texts, and issues, building on others' ideas and clearly expressing personal perspectives.

Complete language development activities to:

- Deepen understanding of meaning by relating words to their synonyms and antonyms.
- Identify word families for Greek or Latin roots and use roots as clues to help determine word meaning.

Explore writing a literary analysis:

- Plan, organize, and write a literary analysis that includes evidence and direct quotations.
- Use precise academic language to describe a character and the character's reaction.
- Evaluate the quality of the thesis statement, ideas, details, and conclusions in a literary analysis essay.
- Ask and answer specific questions with elaboration and detail by making comments that contribute to the topic under discussion.
- Determine the central idea of a literary analysis essay and explain how it is supported by key details.
- Gather relevant information from multiple sources, take brief notes, and sort evidence into categories.
- With guidance and support from peers and adults, develop and strengthen writing by planning, revising, and editing.
- Articulate and summarize helpful, actionable writing feedback with a partner and evidence from prior reading and discussions when discussing a topic.
- Plan writing, using a series of steps and strategies for effective expression.
- Quote or paraphrase information, avoiding plagiarism.
- Write a literary analysis essay to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Review and build on ideas expressed in discussion.
- Plan effective writing, using a series of steps and strategies for effective expression.

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- Use transitions to organize details in writing.
- Recognize and correct subject-verb agreement.
- Develop and strengthen writing by planning, revising, and editing.
- Show understanding of the conventions of standard English grammar and usage when writing or speaking.

Interdisciplinary Connections:

The texts in this unit connect with careers in book writing and editing as well as fantasy writing's application to other creative job fields such as movie-making. The excerpt from "A Wrinkle in Time" also explores concepts of space and time.

Stage 2: Assessment Evidence

Performance Task(s):

- Interim Checkpoint following Lesson 12
- Write a literary analysis paragraph: "In the excerpt from *The Last Last-Day-of-Summer* by Lamar Giles, you are introduced to Mr. Flux. Write a paragraph that analyzes what makes Mr. Flux a fantasy character."
- Write a literary analysis essay: "Choose one character from either the *Last Last-Day-of-Summer* or *A Wrinkle in Time*. Is the character a part of his or her fantasy world, or is he or she an outsider. Write an essay that analyzes what makes the character fit or not fit into the story's fantasy world.
- Career Focus Project Reach Book p. 58-61- *Create a Book Jacket*. Prompt: "You are a book editor. Create the front and back of a book jacket so that readers will want to read the book."
- End-of Workshop Checkpoint - Administer to assess skills from the workshop

Other Evidence:

- ReaL Book assignments
- Routine Writing tasks
- Class Discussions-Use Read 180U Observe Board as formative assessments for performance goals
- **Reading Inventory (RI)** - Administer to determine new lexile score
- Phonics Inventory (as needed) to monitor Phonics skills and progress

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Multimedia:

Anchor Video - Get Unreal - p. 6-9

- View and discuss using pair-share
- Respond to video through journaling and viewing with a purpose routine

Resources:

- Read 180 Universal software and independent reading books
- System 44 software and independent reading books
- iPads and/or laptops
- Read U ReaL Books(student workbooks)

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- Use sentence frames to have an academic discussion and build background knowledge

Building Background Knowledge

- Explore concept web around the word “fantasy” p.10 and “surreal” p. 32
- Identify definitions for content area vocabulary and use the words in context sentences- p.11 and 33

Reading #1: Lexile 660

Informational Text - Imagine That, p. 12

- Read text using Oral Cloze strategy
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Identify key idea using Think-Pair-Share
- Identify central idea and supporting details in small groups
- Reinforce steps to identify syllables

Reading #2: Lexile 720

The Last Last-Day-of Summer p. 14-19

- Read aloud using Modeled Fluent Reading strategy
- Use Academic Discussion routine to discuss and complete chart to determine overall theme.
- Re-read text using Oral Cloze
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Use Think-Write-Pair-Share to respond to Key Idea item.
- Use Academic Discussion routine to find text evidence
- Complete a React and Write item.
- Use Think-Pair-Share to analyze character
- Complete a stretch item activity
- Use Think-Write-Pair-Share to analyze plot
- Use Think-Pair-Share to analyze author’s word choice

- Read 180 Community
- Read 180 data and SAM reports
- Projector/TV
- Google Classroom
- Optional Text: Lexile 520- Out of This World
- Getting Started Workshop- Introduction to Read 180 routines, expectations, and growth mindset
- RDI Book 4: Assessment Strategies and Practice Lessons - Level C
- Read 180 Community Stretch Texts and Assessment Practices
- System 44 Decodable Digests
- Read 180 U REACH books
- Reach Units 10: Food for Thought, 11: Tell Us Your Story, and 12: Superhuman are also available as supplemental units as needed
- Performance Task Research Projects available after units 3, 10, and 12.

*LGBT and Disabilities Law

[For Educators: Supporting LGBTQIA Youth Resource List](#)

[Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

[GLSEN Educator Resources](#)

Grade 8 Read 180

- Use discussion strategies to discuss and identify inferences.

Language Development

P. 20-21

- Define the roots “cept” and “imag”
- Identify word families
- Use “cept” and “imag” words in context sentences
- Identifying and using synonyms and antonym

Writing #1: Paragraph *p. 30-31*

- Use Think-Pair-Share to review POW (Plan-Organize-Write) strategy
- Use Unpack the Prompt routine to analyze the prompt
- Choose precise language using synonyms
- Review TIDE (Topic Sentence, Idea, Details, End)
- Identify text evidence
- Organize writing using a graphic organizer and write a paragraph

Reading #3: Lexile - 600L

Graphic Novel Excerpt- A Wrinkle in Time

34-41

- Read text using Modeled Fluent Reading and Oral Cloze strategies
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Use Think-Write-Pair-Share to discuss character traits
- Complete React and Write tasks
- Use discussion strategies and sentence frames to cite text evidence
- Complete Stretch tasks
- Use discussion strategies to analyze illustrations as part of text structure

Reading #4: Lexile 760L

Interview- An Interview With Madeleine

L'Engle p.34-43

- Read text using Modeled Fluent Reading and Oral Cloze strategies

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- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Use Academic discussion to report responses to key idea item
- Reread and use think-write-pair share to identify text structure
- Complete a React and Write response
- Work with small group to make inferences
- Complete Stretch task
- Work with small groups to analyze genre and to complete a graphic organizer.

Writing

Literary Analysis Essay, p. 48-57

- Write a literary analysis essay to analyze one character from the texts in the workshop, and identify whether or not they are an outsider.
- View a model essay
- Identify the prompt and purpose
- Organize using the TIDE strategy and complete an outline
- Use identify and use transitions to organize details.
- Identify and correct subject-verb agreement
- Use self-and peer revision using a revision checklist
- Use Google Classroom to submit and respond to writing.

Career Focus and Project: Effective

Expression

Interview: Fantasy Job p. 58-61

- Connect Career Focus text to prior knowledge
- Identify the key idea of a text
- Identify the career of a book editor and how they use book jackets to draw in readers
- Identify the rewards and challenges of a book editor and build connections with other careers

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<ul style="list-style-type: none"> ● Create the front and back of a book jacket to attract readers to read their book ● Students will present work using peer feedback routine 			
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Adaptation of materials and requirements Elevated text or question complexity Independent student options Projects completed individually or with partners Self-selection of research Open-ended activities	Varying instructional strategies In-class interventions Compacting activity Extend or abbreviate duration of assignments Software based on student lexile score and interest Independent reading choices based on lexile scores and interest Workshop checkpoints allow for assessment of student data and allow teachers to group students to address their individualized needs Each lesson contains Boost and Stretch activities to accommodate struggling students and to challenge students nearing proficiency Provide alternative assessments for independent reading tests as needed (book report summary forms/projects) Provide audiobook options for independent reading Use graphic organizers and outlines to plan writing	Provide text in alternative formats, such as Braille, large print, audio formats, or digital text Use peer readers Permit highlighting of text List discussion questions prior to reading text Vocabulary lists and/or study guides Provide lecture notes/outline ELL supports and strategies are built into each workbook lesson ELL supports are provided within the Read 180 software. Software based on student lexile score and interest Independent reading choices based on lexile scores and interest Workshop checkpoints allow for assessment of student data and allow teachers to group students to address their individualized needs Each lesson contains Boost and Stretch activities to accommodate struggling students and to challenge	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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	<p>Provide model pieces of writing.</p>	<p>students nearing proficiency Use sentence frames to encourage students to formulate complete sentences Provide study guides for independent reading books Allow students to retake independent reading tests Provide alternative assessments for independent reading tests as needed (book report summary forms/projects) Reduce number of writing questions on interim and end-of-workshop checkpoint assessments as needed. Read aloud interim and end-of-workshop test and texts (as we are testing for skills mastery, not reading level). Allow additional time for completing assessments Provide audiobook options for independent reading Use graphic organizers and outlines to plan writing Provide model pieces of writing.</p>	
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Grade 8 Read 180

Pacing Guide

Course Name	Resource	Standards
MP 1-2		
UNIT 1 Read 180: Workshop #7-Vanished 60 Days 15 days in cycle spent on writing development and effective expression 15 days in cycle spent on vocabulary, word study, and language development 15 days send on reading comprehension/strategies 15 days spent on software/independent reading for skill reinforcement	CHAPTERS Workshop #7- Vanished! Unit Online Assessment: Interim Workshop Checkpoint End of Workshop Checkpoint Reading Inventory to Assess lexile score (administered at the end of each marking period) Phonics Inventory (as needed) to assess phonics skills Read 180 Universal software and independent reading books iPads and/or laptops Read U Real Books(student workbooks) Read 180 Community Read 180 data and SAM reports Projector/TV Google Classroom Optional Text: Lexile 590L- Vikings Come to Life RDI Book 4: Assessment Strategies and Practice Lessons - Level C	RI.8.1. RI.8.2. RI.8.3. RI.8.4. RI.8.5. RL.8.1. RL.8.2. RL.8.3. RL.8.4. SL.8.1.A. SL.8.1B. SL.8.1C. SL.8.1.D. SL.8.4. W.8.2.A W.8.2.B W.8.2.C W.8.2.D W.8.2.E W.8.2.F W.8.4. W.8.5. W.8.8. L.8.4.A L.8.4.B L.8.4.D L.8.6.
MP 2-3		

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<p>UNIT 2 Read 180: Workshop #8-Follow the Money 60 Days</p> <p>15 days in cycle spent on writing development and effective expression</p> <p>15 days in cycle spent on vocabulary, word study, and language development</p> <p>15 days send on reading comprehension/strategies</p> <p>15 days spent on software/independent reading for skill reinforcement</p>	<p>CHAPTERS Workshop 8- Follow the Money</p> <p>Unit Online Assessment: Interim Workshop Checkpoint End of Workshop Checkpoint Reading Inventory to Assess lexile score (administered at the end of each marking period) Phonics Inventory (as needed) to assess phonics skills</p> <p>Read 180 Universal software and independent reading books</p> <p>iPads and/or laptops</p> <p>Read U Real</p> <p>Books(student workbooks)</p> <p>Read 180 Community</p> <p>Read 180 data and SAM reports</p> <p>Projector/TV</p> <p>Google Classroom</p> <p>Optional Text: Cash In!- Lexile 560</p> <p>RDI Book 4: Assessment Strategies and Practice Lessons - Level C</p>	<p>RI.8.1. RI.8.2. RI.8.3. RI.8.4. RI.8.5. RI.8.6 RL.8.1. RL.8.2. RL.8.3. SL.8.1.A. SL.8.1B. SL.8.1C. SL.8.1.D. SL.8.4. L.8.4.A L.8.4.B L.8.6. W.8.1.A W.8.1.B W.8.1.C W.8.1.D W.8.1.E W.8.4. W.8.5. W.8.8.</p>
<p>MP 3-4</p>		
<p>UNIT 3 Read 180: Workshop #9-Unreal 60 Days</p> <p>15 days in cycle spent on writing development and effective expression</p> <p>15 days in cycle spent on vocabulary, word study, and language</p>	<p>CHAPTERS Workshop 9- Unreal</p> <p>Unit Online Assessment: Interim Workshop Checkpoint End of Workshop Checkpoint Reading Inventory to Assess lexile score (administered at the end of each marking period)</p>	<p>RI.8.1. RI.8.2. RI.8.3. RL.8.2. RL.8.3. RL.8.4. RL.8.5. RL.8.9. SL.8.1.A. SL.8.1B. SL.8.1C.</p>

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<p>development</p> <p>15 days spend on reading comprehension/strategies</p> <p>15 days spent on software/independent reading for skill reinforcement</p>	<p>Phonics Inventory (as needed) to assess phonics skills</p> <p>Read 180 Universal software and independent reading books</p> <p>iPads and/or laptops</p> <p>Read U ReaL</p> <p>Books(student workbooks)</p> <p>Read 180 Community</p> <p>Read 180 data and SAM reports</p> <p>Projector/TV</p> <p>Google Classroom</p> <p>Optional Text: Lexile 520L- Out of This World</p> <p>RDI Book 4: Assessment Strategies and Practice Lessons - Level C</p>	<p>SL.8.1.D.</p> <p>SL.8.2.</p> <p>SL.8.4.</p> <p>L.8.4.A</p> <p>L.8.4.B</p> <p>L.8.5.C</p> <p>L.8.6.</p> <p>W.8.2.A</p> <p>W.8.2.B</p> <p>W.8.2.C</p> <p>W.8.2.D</p> <p>W.8.2.E</p> <p>W.8.2.F</p> <p>W.8.4.</p> <p>W.8.5.</p>
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