

Read 180 Grade 7

Unit Title: Grade 7 - Read 180: Workshop #4-The Hunt for Lincoln's Killer

Stage 1: Desired Results

Standards & Indicators:

Progress Indicators for Reading Literature

RL.7.1. 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.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Progress Indicators for Reading Informational Text

RI.7.1. 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.7.2. 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.7.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.7.4. 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.7.5. 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.7.6. 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.

RI.7.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Progress Indicators for Writing

W.7.2. 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.

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

W.7.4. 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.7.5. 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.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 8 Reading standards to literature (e.g., “Analyze 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”).

B. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Progress Indicators for Speaking and Listening

SL.7.1. 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.

SL.7.2. 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.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence.

SL.7.4. 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.

SL.7.5. Integrate multimedia and visual displays in presentations to clarify information, strengthen claims and evidence, and add interest.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Progress Indicators for Language

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and

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spelling when writing.

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.4. 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.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g. verbal irony, puns) in context.

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

L.7.6. 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.

NJSLS Technology Standards

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

- 8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2: Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.

- 8.1.P.B.1: Create a story about a picture taken by the student on a digital camera or mobile device.
- 8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and resources.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- 8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.8.D.2: Demonstrate the application of appropriate citations to digital content.
- 8.1.8.D.3: Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.1.8.D.4: Assess the credibility and accuracy of digital content.
- 8.1.8.D.5: Understand appropriate uses for social media and the negative consequences of misuse.

E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

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<p>F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p>		
<p>Career Readiness, Life Literacies and Key Skills</p>		
Standard	Performance Expectations	Core Ideas
9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.	There are tradeoffs between allowing information to be public and keeping information private and secure.
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.
<p>Central Idea/Enduring Understanding:</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. ● Literary text, like all creative products, demonstrates style and craftsmanship. 		<p>Essential/Guiding Question:</p> <ul style="list-style-type: none"> ● How does a country respond to the death of a leader? ● 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?

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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.

- 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 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.

- 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?
- 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 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 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

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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.
- 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.

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<ul style="list-style-type: none">● 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, Narrative Nonfiction, Memoir, TimeLine, Poetry <p><u>Vocabulary/Word Study:</u></p> <ul style="list-style-type: none">● Target academic vocabulary words: conflict, assassin, avenge, defensive, slavery, surrender, tyrant, familiar, intend, manage, attempt, memorable, sorrow, approach, mourn, respect, accomplice, capture, cavalry, Confederate, emancipate, fugitive, witness, identify, remain, claim, declare, principle, voyage, object● Suffixes -able, -ible● Denotation and Connotation <p><u>Writing:</u></p> <ul style="list-style-type: none">● Routine Writing (answering wh-questions, analyzing text)● Summarize● Informative Writing/Essay● Writing effective introductions● Conventions <p><u>Conventions:</u></p> <ul style="list-style-type: none">● Using transitions to create cohesion● Using correct verb tense <p><u>Speaking and Listening:</u></p> <ul style="list-style-type: none">● Using academic words when speaking and writing	<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● Communicate using precise content-area words and academic language to discuss key ideas from the video <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 an informational texts/ articles in order to:</p> <ul style="list-style-type: none">● Identify the most important detail● Use strategies to read words with closed syllables● 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.

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- Discuss, reflect, and paraphrase others' perspectives
- Share opinions and build on others' ideas when discussing topics, texts and issues.
- Summarize a text verbally
- Present a project

21st Century Literacy

- Multimedia- videos, interviews, comparing media sources for news
- Career Focus-Journalist

Daily Read 180 Software routines and responsible use of 1:1 devices

- Integrate information from several texts to write or speak knowledgeably about a subject

Complete a close reading of a narrative nonfiction/memoir to:

- 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
- Analyze what the text says clearly and directly and infer what is not directly stated
- Discuss inferences about a narrative nonfiction text using academic vocabulary
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text
- Use academic language to share reflections on the people, events, and ideas in a historical text.
- restate ideas expressed in discussion and explain personal ideas in light of information and knowledge gained from discussion
- Explain how the author's point of view is conveyed in the text
- Use academic language to ask and answer questions about an author's point of view

Complete a close reading of a poem to:

- Determine the meaning of figurative words and phrases as they are used in a poem
- Restate ideas expressed in discussion and explain personal ideas in light of information and knowledge gained from discussion
- Use high-utility vocabulary in verbal and written responses

Complete a close reading of a timeline to:

- Analyze the use of graphics, headers, and captions when analyzing how a particular section of text fits into the overall structure and contributes to the ideals

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- Restate ideas expressed in discussion and explain personal ideas in light of information and knowledge gained from discussion
- Determine the key idea of a text, citing evidence
- Use high-utility academic vocabulary in verbal and written responses
- Use clues in a text as a strategy to determine the meaning of words and phrases
- Determine major events in a text, citing evidence
- Apply high-utility academic words in example sentences including relevant content and correct grammar.

Complete language development activities to:

- Determine the meaning of words and phrases in text, including connotative meanings
- 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 ideas
- Evaluate the quality of the thesis statement, ideas, details and conclusions in an informative essay
- Ask and answer specific questions with elaboration and detail by making comments that contribute to the topic under discussion
- Determine the main idea of an informative essay and explain how it is supported by key details.
- Gather relevant information from multiple sources, take brief notes, and sort evidence into categories
- 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, avoiding plagiarism
- Write an information essay to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Use a vivid description or an important fact to craft an original introduction.

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	<ul style="list-style-type: none">● Plan effective writing, using a series of steps and strategies for effective expression.● Use transitions to create cohesion in writing● Recognize and correct shifts in verb tense● Develop and strengthen writing by planning, revising, and editing● Show 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 a narrative● Self-evaluate 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 and present a news summary, including relevant facts, definitions, details, quotations, or other information and examples● Present a news summary in a focused way, using appropriate eye contact, volume and pronunciation.● Identify the key ideas of an information text.
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Interdisciplinary Connections:

The texts in this unit connect with studies of the Civil War, slavery, and Abraham Lincoln. Students will also explore the career of a journalist.

Stage 2: Assessment Evidence

Performance Task(s):

- Interim Checkpoint following Lesson 11
- Write an informational paragraph: “Write a paragraph analyzing how people in Washington, DC reacted to President Lincoln’s assassination in *Behind the Scenes*.”
- Write an informational essay: “Identify two people in this Workshop who reacted strongly to President Lincoln’s assassination. Write an essay describing their reactions.”
- Career Focus Project p. 234-237 - *Think Like a Journalist*. Prompt: You are a journalist for a local news

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

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organization. Write a summary of your news story.

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Multimedia:

Anchor Video - Most Wanted- p. 188-191

- 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 “conflict” p. 192 and “respect” p. 212
- Identify definitions for content area vocabulary and use the words in context sentences- p.193 and 213

Reading #1: Lexile 370

Informational Text - Who Was John Wilkes Booth?, p. 194

- 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-Write-Pair-Share
- Review central idea and details
- Reinforce foundational skills to read closed syllables

Reading #2: Lexile 800

Narrative Nonfiction - Chasing Lincoln’s Killer, p. 196

- Read text using Oral Cloze and find key idea
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Activate Knowledge: Connect to Anchor Video and prior reading
- Use Oral Cloze strategy to reread and focus on technical language

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 530L - “Presidential Protectors”
- Getting Started Workshop- Introduction to Read 180 routines, expectations, and growth mindset
- RDI Book 4: Assessment Strategies and Practice Lessons - Level B
- 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](#)

*The New Jersey Amistad Commission Interactive Curriculum
www.njamistadcurriculum.net

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- Summarize the text using Academic Discussion routine to structure responses.
- Respond to React and Write prompt using complete sentences
- Use academic discussion routines to structure responses to React and Write tasks
- Review strategies for making inferences and use academic discussion to share responses
- Work in pairs to complete stretch question
- Identify text elements: people, events, and ideas
- Explain the importance of analyzing text elements
- Use academic discussion to respond to stretch activity and cite evidence

Language Development

p. 202-203

- Review suffixes and define the suffixes -able, and -ible
- Identify word families and identify how to find the base word, noun form, and meaning
- Use -ible and -able words in context sentences
- Identify connotation of a word and work in pairs to analyze word choices
- Use Think-Write-Pair-Share strategy to analyze responses

Reading #3: Lexile - 720L

Memoir-Behind the Scenes p. 204

- 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
- Analyze People, events and Ideas with academic discussion

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- Respond to React and Write prompts using complete sentences and academic discussion
- Make inferences and discuss using academic discussion
- Students will work in pairs to interpret a quotation
- Analyze the author's point of view and how it is reflected in a text using academic discussion strategies

Writing #1: Paragraph p. 210-211

- 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
- Use TIDE (Thesis Statement-Idea-Details-Ending) to organize writing
- Organize writing using a graphic organizer and write a paragraph

Reading #4: Lexile 730L

Time Line-Tracking an Assassin, p. 214

- 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 to anchor video and prior reading
- Reread using the oral cloze strategy and Identify the key idea
- Identify and discuss the text structure using Think-Write-Pair-Share
- Respond to React and Write and use academic discussion routine to structure responses
- Use context to analyze the text
- Use academic discussion routine to complete stretch activities

Reading #5: Lexile 1210L

Informational Text: A Nation Mourns, p. 218

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- 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.
- Connect the anchor video and prior knowledge to the text
- Identify the key idea of the text
- Read critically and discuss using Think-Pair-Share
- Respond to React and Write prompt using complete sentences
- Use a graphic organizer to integrate and evaluate information

Reading #6: Lexile NP (Non-Prose)

Poetry-O Captain! My Captain!, p. 220-221

- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Activate knowledge-Introduce the poet Walt Whitman
- Read and identify the key idea
- Identify a metaphor and analyze extended metaphor in the poem
- Respond to React and Write prompt using complete sentences
- Use academic discussion routine to structure responses to React and Write

Writing #2: Informational Essay p. 224-233

- Identify two people in this Workshop who reacted strongly to president Lincoln's assassination. Write an essay describing their reactions.
- View a model informational essay and use marking strategies to identify features
- Identify the prompt and purpose using "Unpack the Prompt" routine
- Review and discuss TIDE strategy using Think-Pair-Share
- Select evidence from Workshop readings to incorporate into writing
- Use academic discussion routine to evaluate each other's evidence.

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- Analyze an introduction and review elements of effective introductions
- Use a graphic organizer to structure and write a rough draft
- Analyze model transitions using Think-Write-Pair-Share and practice using transitions
- Identify the correct verb tenses and the importance of using correct verb tense
- Edit a rough draft for use of transitions and correct verb tenses
- 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: Reporting from Washington, p. 234-237

- Connect Career Focus text to prior knowledge
- Identify the key idea of a text
- Identify the career of a journalist and how they use headlines and news summaries to gain reader attention
- Identify the rewards and challenges of the career of a journalist
- Write a news summary from the point of view of a journalist writing a news summary of their next story
- Have students present their news summaries and use peer feedback routine

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	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	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

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	<p>Independent reading choices based on lexile scores and interest</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>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>Vocabulary lists and/or study guides</p> <p>Provide lecture notes/outline</p> <p>ELL supports and strategies are built into each workbook lesson</p> <p>ELL supports are provided within the Read 180 software.</p> <p>Software based on student lexile score and interest</p> <p>Independent reading choices based on lexile scores and interest</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-</p>	<p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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		<p>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> <p>Use graphic organizers and outlines to plan writing</p> <p>Provide model pieces of writing.</p>	
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Unit Title: Grade 7 - Read 180: Workshop #5-Contagion

Stage 1: Desired Results

Standards & Indicators:

Progress Indicators for Reading Literature

RL.7.1. 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.7.3. 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.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Progress Indicators for Reading Informational Text

RI.7.1. 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.7.2. 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.7.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.7.4. 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.7.5. 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.7.6. 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.

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RI.7.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Progress Indicators for Writing

W.7.2. 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.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.7.4. 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.7.5. 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.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 8 Reading standards to literature (e.g., “Analyze 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”).

B. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Progress Indicators for Speaking and Listening

SL.7.1. 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.

SL.7.2. 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.7.4. 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.

SL.7.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Progress Indicators for Language

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.4. 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.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g. verbal irony, puns) in context.

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

L.7.6. 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.

NJSLS Technology Standards

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

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- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
- 8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.
 - 8.1.8.A.2: Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
- 8.1.P.B.1: Create a story about a picture taken by the student on a digital camera or mobile device.
 - 8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- 8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
 - 8.1.8.D.2: Demonstrate the application of appropriate citations to digital content.
 - 8.1.8.D.3: Demonstrate an understanding of fair use and Creative Commons to intellectual property.
 - 8.1.8.D.4: Assess the credibility and accuracy of digital content.
 - 8.1.8.D.5: Understand appropriate uses for social media and the negative consequences of misuse.
- E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
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	

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9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.	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.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	
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event	

<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. ● Literary 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. ● 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, 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> ● How do scientists meet the urgent need to contain killer diseases? ● 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?
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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 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

- 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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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 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,

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<p>effective communication and celebrating language. Success in the post- secondary setting, as well as the workplace, requires effective communication.</p> <ul style="list-style-type: none">● 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.	
<p><u>Content:</u></p> <p><u>Comprehension:</u></p> <ul style="list-style-type: none">● Magazine Article, Science Article, Informational Text, Historical Fiction, Poster	<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

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<p><u>Vocabulary/Word Study:</u></p> <ul style="list-style-type: none">● Target academic vocabulary words: contagious, disease, epidemic, immunize, public health, immune system, infect, protect, symptom, vaccine, virus, spread, avoid, overwhelm, mystery, contain, expose, rare, assign, confirm, determine, prevention, antibodies, bacteria, equipment, microbes, precaution, treat, refuse, cover, examine, investigate, obvious, produce, encourage, approved● Suffix -tion● Using a Dictionary <p><u>Writing:</u></p> <ul style="list-style-type: none">● Routine Writing (answering wh-questions, analyzing text)● Summarize● Narrative Essay● Writing effective descriptions: sensory details and figurative language● Conventions <p><u>Conventions:</u></p> <ul style="list-style-type: none">● Using transitions to convey sequence● Using subject and object pronouns correctly <p><u>Speaking and Listening:</u></p> <ul style="list-style-type: none">● 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● Present a project <p><u>21st Century Literacy</u></p> <ul style="list-style-type: none">● Multimedia- videos, interviews, social media as job outreach● Career Focus- Epidemiologist● Daily Read 180 Software routines and responsible use of 1:1 devices	<ul style="list-style-type: none">● Communicate using precise content-area words and academic language to discuss key ideas from the video <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 an informational texts/ articles in order to:</p> <ul style="list-style-type: none">● Identify the key issue of a text, citing evidence● Use strategies to read words with open syllables● Articulate the topic of a text using key vocabulary● Use high-utility academic vocabulary in verbal and written responses● Use clues in a text and use reference materials as strategies to determine the meaning of technical words and phrases● Engage in collaborative discussions on topics, texts, and issues, building on others' ideas and personal perspectives● Apply high-utility academic words in example sentences including relevant content and correct grammar● Identify a central idea and analyze its development over the course of a text● Compare key ideas and details in the text using new academic vocabulary● Determine an author's purpose and explain how text details help the author achieve that purpose● Use academic language to ask and answer questions about author's purpose● Analyze what is clearly stated in the text and infer what is not clearly stated● Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing● Explain the relationships or interactions between two or more individuals, events, ideas, or concepts
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in a scientific text based on specific information in the text

- Refer to evidence on the topic, text, or issue, to question and reflect on ideas under discussion
- Integrate information presented in different formats (text, numbers, and images) to understand a topic
- Use sequence clues to locate key information in a text

Complete a close reading of a historical fiction to:

- Analyze how a particular section of text fits into the overall structure and contributes to the development of the plot
- Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing
- Determine the key idea of a text, citing evidence
- Use high-utility academic vocabulary in verbal and written responses
- Analyze what is clearly stated in the text and infer what is not clearly stated
- Use academic language to ask and answer questions about the information and ideas in a text

Complete language development activities to:

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

Explore narrative writing to:

- Plan, organize, and write a narrative paragraph with a clear beginning, middle, and end
- Use precise academic language to explain and elaborate ideas
- Replace everyday words with precise word choices suitable for a narrative paragraph
- Evaluate the quality of the introduction, ideas, details, and conclusions in a narrative essay
- Participate effectively in discussions about the elements of a model narrative
- Determine the central idea of a narrative and explain how it is supported by key details

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- Speak in complete sentences in order to provide detail in class discussions
- Gather and organize elements to use in a narrative
- Use precise language and academic vocabulary to evaluate and discuss the elements of a narrative
- Plan effective writing using a series of steps and strategies for effective expression
- Use description to craft a vivid narrative essay
- Review and build on the ideas expressed in discussion
- Write a narrative that develops an imagined experience using literary elements, descriptive details, and well-structured plot
- Use transitions to convey a sequence
- Show an understanding of the conventions of standard English grammar and usage when writing or speaking
- Develop and strengthen writing by planning, revising, and editing
- Use subject and object pronouns correctly
- 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 a narrative
- Self-evaluate effort, use of engagement and structure of a narrative essay

Develop 21st century literacy skills to:

- Write and present a series of tweets to convince readers to protect themselves during a disease outbreak
- Plan and present an argument that supports a claim, organizes evidence logically, and uses words and phrases effectively

Interdisciplinary Connections:

The texts in this unit connect with the science of contagious diseases. Students will also explore the career of an infectious disease expert.

Stage 2: Assessment Evidence

Performance Task(s):

- Complete Getting Started Workshop
- Interim Checkpoint following Lesson 10

Other Evidence:

- ReaL Book assignments
- Routine Writing tasks

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<ul style="list-style-type: none">● Write a narrative paragraph: “Imagine you are Dr. Dowell when he arrives in Thailand to investigate this mysterious illness. Write a narrative paragraph from his perspective that describes how he feels.”● Write a narrative essay: “Imagine you are a visitor who has traveled to a town experiencing an outbreak of a serious disease. Write a narrative describing your experience there Consider how you feel, what you see and hear, and whom you encounter.”● Career Focus Project p. 284-287 - <i>Think Like an Infectious Disease Specialist</i>. Prompt: You are an epidemiologist for a public health department. Write two tweets to update the public about a disease outbreak. Encourage followers to take steps to help stop the disease from spreading● End-of Workshop Checkpoint - Administer to assess skills from the workshop	<ul style="list-style-type: none">● 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
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Multimedia: <i>Anchor Video - Health Alert - p. 238-241</i></p> <ul style="list-style-type: none">● 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 <p>Building Background Knowledge</p> <ul style="list-style-type: none">● Explore concept web around the word “disease” p. 242 and “prevention” p. 260● Identify definitions for content area vocabulary and use the words in context sentences- p.243 and 262 <p>Reading #1: Lexile 420 <i>Magazine Article - Silent Killer, p. 244</i></p>	<p><u>Resources:</u></p> <ul style="list-style-type: none">● 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 - “Tiny Killers”● Getting Started Workshop- Introduction to Read 180 routines, expectations, and growth mindset● RDI Book 4: Assessment Strategies and Practice Lessons - Level B● Read 180 Community Stretch Texts and Assessment Practices● System 44 Decodable Digests● Read 180 U REACH books
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- 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-Write-Pair-Share
- Reinforce foundational skills to read open syllables

Reading #2: Lexile 840

Science Article - Tiny Invaders p. 246

- Read text using Oral Cloze and find key idea
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Activate Knowledge: Connect to Anchor Video and prior reading
- Use Oral Cloze strategy to reread and focus on technical language
- Respond to React and Write prompt using complete sentences
- Use academic discussion routines to structure responses to React and Write tasks
- Use academic discussion to respond to stretch activity and cite evidence
- Identify the central idea and details
- Identify the author's purpose (p. 250-251) using a graphic organizer

Language Development

P. 252-253

- Review suffixes and define the suffix -tion
- Identify word families and identify how to find the base word, noun form, and meaning
- Use "-tion words in context sentences
- Consult a dictionary entry to analyze a word
- Use Think-Write-Pair-Share strategy to analyze responses

Reading #3: Lexile - 740L

Informational Text-A Killer Strikes p. 254

- 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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- 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
- Make Inferences
- Respond to React and Write prompts using complete sentences and academic discussion
- Analyze people, events and ideas
- Respond to stretch activity question using academic discussion

Writing #1: Paragraph p. 258-259

- 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 literary elements using the 5 Ws
- Organize writing using a graphic organizer and write a paragraph

Reading #4: Lexile 510L

Historical Fiction- Excerpt from "The Plague"
p. 262

- 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 to anchor video and prior reading
- Reread using the oral cloze strategy and Identify the key idea
- Analyze the plot and review elements of plot using Think-Write-Pair-Share
- Respond to React and Write and use academic discussion routine to structure responses
- Make inferences using graphic organizer and identify the importance of making inferences

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Reading #5: Lexile 900L

Informational Text: The War on Germs p. 266

- 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.
- Connect the anchor video and prior knowledge to the text
- Identify the key idea of the text
- Read critically and discuss using Think-Pair-Share
- Analyze the text structure
- Respond to React and Write prompt using complete sentences
- Use academic discussion to respond to the Stretch Task question
Use a graphic organizer to integrate and evaluate information

Reading #6: Lexile 1140L

Poster -Beware p. 272-273

- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Read using Oral Cloze strategy and identify the key idea
- Review text structure with focus on posters
- Respond to React and Write prompt using complete sentences
- Use academic discussion routine to structure responses to React and Write

Writing #2: Narrative Essay p. 274-275

- Write a narrative essay imagining you are a visitor to a town experiencing an outbreak of a serious disease
- View a model narrative and use marking strategies to identify features
- Identify the prompt and purpose using “Unpack the Prompt” routine
- Analyze and gather literary elements
- Use academic discussion to evaluate literary elements

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- Analyze elements of effective descriptions and draft a description
- use a graphic organizer to structure and write a rough draft
- Analyze model transitions using Think-Write-Pair-Share and practice using transitions
- Identify subject and object pronouns
- Edit a rough draft for use of transitions and correct subject and object pronouns
- 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: Disease Detective p. 284-285

- Connect Career Focus text to prior knowledge
- Identify the key idea of a text
- Identify the career of an epidemiologist and how they use social media to inform the public
- Identify the rewards and challenges of the career of an epidemiologist
- Write a tweet from the point of view of an epidemiologist updating the public about a disease outbreak
- Students will present their work using peer feedback routine.

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	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	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::

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	<p>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 model pieces of writing.</p>	<p>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 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</p>	<p>Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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		<p>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> <p>Use graphic organizers and outlines to plan writing</p> <p>Provide model pieces of writing.</p>	
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Unit Title: Grade 7 - Read 180: Workshop #6-No Ordinary Sport

Stage 1: Desired Results

Standards & Indicators:

Progress Indicators for Reading Literature

RL.7.1. 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.7.2. 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.7.4. 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.7.5. 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.

Progress Indicators for Reading Informational Text

RI.7.1. 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.7.2. 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.7.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.7.4. 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 texts.

RI.7.6. 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.

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

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Progress Indicators for Writing

W.7.1. 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.7.2. 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.7.4. 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.7.5. 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.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 8 Reading standards to literature (e.g., “Analyze 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”).

B. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Progress Indicators for Speaking and Listening

SL.7.1. 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

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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.

SL.7.2. 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.7.4. 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.

SL.7.5. Integrate multimedia and visual displays in presentations to clarify information, strengthen claims and evidence, and add interest.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Progress Indicators for Language

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.4. 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.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g. verbal irony, puns) in context.

L.7.6. 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.

NJSLS Technology Standards

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

- 8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2: Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.

- 8.1.P.B.1: Create a story about a picture taken by the student on a digital camera or mobile device.

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- 8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and resources.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- 8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.8.D.2: Demonstrate the application of appropriate citations to digital content.
- 8.1.8.D.3: Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.1.8.D.4: Assess the credibility and accuracy of digital content.
- 8.1.8.D.5: Understand appropriate uses for social media and the negative consequences of misuse.

E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.	Individuals can use their talents, resources, and abilities to give back.
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.
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.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.

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<u>Central Idea/Enduring Understanding:</u>	<u>Essential/Guiding Question:</u>
<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.● Literary 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.● 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	<ul style="list-style-type: none">● What can happen when athletes challenge themselves in extreme ways?● 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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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.
- 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

- 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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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 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

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<p>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, Drama, News Article, Interview <p><u>Vocabulary/Word Study:</u></p> <ul style="list-style-type: none">● Target academic vocabulary words: challenge, achievement, agility, athlete, practice, strain, perform, risk, accomplish, grasp summit, delay, ascend, perseverance, camaraderie, competition, discipline, obstacle, participant, visible, survival, serve, doubt, veterans, critical, significant, waivers, novice, evade, encounter, constraints, obligatory,● Root words graph- and form-● Idioms <p><u>Writing:</u></p>	<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● Communicate using precise content-area words and academic language to discuss key ideas from the video <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

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

Conventions:

- Using transitions to clarify relationships
- Writing compound and complex 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, blog posts
- Career Focus- Personal Trainer
- Daily Read 180 Software routines and responsible use of 1:1 devices

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

- Identify the author's main point
- Use strategies to unlock multi-syllable words
- Use high-utility academic vocabulary in verbal and written responses
- Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing.
- Determine the connotation of words used
- Discuss supporting details using academic vocabulary
- Determine the key idea of a text, citing evidence
- Explain the relationships or interactions between two or more individuals, events, or concepts in a news article based on specific information in the text
- Explain how the author's point of view is conveyed in the text
- Use academic vocabulary to discuss opinions about the subject of a news article
- Integrate information from several texts on extreme sports in order to knowledgeably write about the topic
- Analyze what is clearly stated in the text and infer what is not clearly stated

Complete a close reading of a drama to:

- Analyze how the setting of a play shapes the plot, citing evidence
- Discuss key ideas using academic vocabulary
- Apply high-utility academic words in example sentences including relevant content and correct grammar
- Engage in collaborative discussions on topics, texts, and issues, building on others' ideas and clearly expressing personal perspectives
- Analyze how a particular line of dialogue reveals aspects of a character and spark a decision
- Determine the key idea of a text, citing evidence
- Provide an objective summary, avoiding personal judgements and opinions
- Use academic language to ask and answer questions about central ideas and essential details in a text

Read 180 Grade 7

Complete language development activities to:

- Identify word families for Greek or Latin roots and use roots as clues to help determine word meaning
- Recognize and explain the meanings of common idioms

Explore argument writing to::

- Plan, organize, and write an argument paragraph with a claim, supporting details, and a conclusion.
- Use precise academic language to explain and elaborate ideas
- Replace everyday words with precise word choices suitable for an informative paragraph.
- Evaluate the quality of the claim, evidence, and conclusion in an argument essay
- Ask and answer specific questions with elaboration and detail by making comments that contribute to the topic under discussion
- Determine the claim of an argument essay and explain how it is supported by key details
- Gather relevant information from multiple sources, take brief notes, and sort evidence into categories
- 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, 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 refute counterclaims in an argument
- Use transitions to clarify relationships
- Write compound and complex sentences
- Develop and strengthen writing by planning, revising, and editing
- Show 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 argument essay.

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	Develop 21st century literacy skills to: <ul style="list-style-type: none">• Write a blog post from a trainer/coach to athletes in one of the sports in the Workshop or another of your choosing about a training regiment, safety precautions, and injury prevention• Present a series of steps in a focused way, maintaining appropriate eye contact, volume, and pronunciation
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Interdisciplinary Connections:

The texts in this unit are connected by the exploration of extreme sports. Students will also explore positive character traits, including grit, determination, hard work, and optimism. Students will also explore the career of a personal trainer

Stage 2: Assessment Evidence

Performance Task(s):

- Interim Checkpoint following Lesson 8
- Write an argument paragraph: "Argue whether or not free-climbing a rock face like the Dawn Wall is too dangerous for inexperienced climbers"
- Write an argument essay: "Write an essay arguing whether or not the benefits of participating in extreme sports outweigh the risks"
- Career Focus Project p. 328-331 - *Write a blog post.* Prompt: You are a trainer or coach. Write a blog post for your athletes persuading them to take safety precautions when they train for their sport.
- 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 - Extreme Wheelz - p. 288-291

- 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

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

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- Explore concept web around the word “challenge” p. 292 and “perseverance” p. 306
- Identify definitions for content area vocabulary and use the words in context sentences- p.293 and 307

Reading #1: Lexile 247

Informational Text - Going to the Extreme, p. 294

- 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
- Reinforce steps to unlock multi-syllable words

Reading #2: Lexile 860

Drama - To the Top of Dawn Wall p. 296

- Read text using Modeled Fluent Reading
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Identify features of a drama
- Use Oral Cloze strategy to reread and find details to analyze the setting
- Use academic discussion strategies to guide response to React and Write task
- Respond to React and Write prompt using complete sentences
- Use academic discussion to respond to stretch activity and cite evidence
- Write a summary of the text using details

Language Development

P. 302-303

- Define the roots “graph” and “form”
- Identify word families
- Use “graph” and “form” words in context sentences
- Identify idioms and determine their meanings.

- Optional Text: Lexile 530L - “Is Tough Mudder Really a Sport?”
- Getting Started Workshop- Introduction to Read 180 routines, expectations, and growth mindset
- RDI Book 4: Assessment Strategies and Practice Lessons - Level B
- 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 Think-Write-Pair-Share strategy to analyze idioms

Writing #1: Paragraph p. 304-305

- 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 (Thesis statement-Reasons-Evidence-Ending)
- Review evidence
- Organize writing using a graphic organizer and write a paragraph

Reading #3: Lexile - 970L

News Article-Tough Mudder-Too Extreme? "Exercise in Survival" p. 308

- 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
- Respond to React and Write prompts using complete sentences

Reading #4: Lexile 1000L

News Article-Tough Mudder-Too Extreme? "One Tough Mudder" p. 310

- 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.
- Analyze people, events, and ideas in the article and cite text evidence
- Use academic discussion to respond to a stretch activity and cite evidence

Reading #5: Lexile 1120L

News Article- Tough Mudder-Too Extreme? "Is Tough Mudder Too Dangerous?" P. 312

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- 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 author's purpose
- Read critically across all 3 Tough Mudder texts to compare and contrast their perspectives

Reading #6: Lexile 1050L

News Article: A Passion for Parkour- p. 316

- 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.
- Connect the anchor video and prior knowledge to the text
- Identify the key idea of the text
- Make Inferences and discuss using Think-Pair-Share
- Respond to React and Write prompt and support answer with cited text evidence.

Writing

Argument Essay, p. 318-327

- Write an argument essay about whether or not the benefits of participating in extreme sports outweigh the risks
- View a model research paper
- Identify the prompt and purpose
- Analyze and select evidence to support a claim
- Analyze the development and support of a claim
- Draft a claim, counterclaim, and refutation
- Organize a draft using an outline
- Use transitions to clarify relationships
- Write compound and complex sentences
- Use self-and peer revision using a revision checklist

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<ul style="list-style-type: none"> ● Use Google Classroom to submit and respond to writing. <p><u>Career Focus and Project: Effective Expression</u></p> <p><i>Interview: Biceps and Brains p. 328-329</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 personal trainer and how they use blog posts to stay in touch with athletes and encourage them to keep themselves safe as they train for a sport ● Identify the rewards and challenges of the career of a personal trainer ● Write a blog post from the point of view of a personal trainer or coach persuading athletes to take safety precautions when they train for their sport ● 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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Pacing Guide

Course Name	Resource	Standards
MP 1-2		
UNIT 1 Read 180: Workshop #4-The Hunt for Lincoln's Killer 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 #4- The Hunt for Lincoln's Killer 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	RL.7.1. RL.7.2. RL.7.3. RL.7.4. RL.7.5. RL.7.9. RL.7.10. RI.7.1. RI.7.2. RI.7.3. RI.7.4. RI.7.6. RI.7.9. RI.7.10. W.7.1. A. W.7.1.B. W.7.1.C. W.7.1.D. W.7.1.E. W.7.2. A. W.7.2.B. W.7.2.C. W.7.2.D. W.7.2.E. W.7.2.F. W.7.4. W.7.5. W.7.9. A. W.7.9.B. W.7.10. SL.7.1. A. SL.7.1B. SL.7.1C. SL.7.2.

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	<p>Google Classroom</p> <p>Optional Text: Lexile 530L - "Presidential Protectors"</p> <p>RDI Book 4: Assessment Strategies and Practice Lessons - Level B</p> <p>Read 180 Community Stretch Texts and Assessment Practices</p> <p>System 44 Decodable Digests</p> <p>Read 180 U REACH books</p> <p>Reach Units 10: Food for Thought, 11: Tell Us Your Story, and 12: Superhuman are also available as supplemental units as needed</p> <p>*LGBT and Disabilities Law For Educators: Supporting LGBTQIA Youth Resource List</p> <p>Respect Ability: Fighting Stigmas, Advancing Opportunities</p> <p>GLSEN Educator Resources</p> <p>*The New Jersey Amistad Commission Interactive Curriculum www.njamistadcurriculum.net</p>	<p>SL.7.4. SL.7.5. SL.7.6. L.7.1. L.7.2. L.7.3. L.7.4. A. L.7.4.B. L.7.6.</p>
MP 2-3		
<p>UNIT 2</p> <p>Read 180: Workshop #5 -Contagion 60 Days</p> <p>15 days in cycle spent on writing development and effective expression</p>	<p>CHAPTERS</p> <p>Workshop #5- Contagion</p> <p>Unit Online Assessment:</p> <p>Interim Workshop Checkpoint End of Workshop Checkpoint Reading Inventory to Assess lexile score (administered at the end of each marking period)</p>	<p>RL.7.1. RL.7.2. RL.7.4. RL.7.5. RI.7.1. RI.7.2. RI.7.3. RI.7.4. RI.7.6. RI.7.10. W.7.1. A. W.7.1.B.</p>

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<p>15 days in cycle spent on vocabulary, word study, and language development</p> <p>15 days spent 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 560L - "Tiny Killers"</p> <p>RDI Book 4: Assessment Strategies and Practice Lessons - Level B</p> <p>Read 180 Community Stretch Texts and Assessment Practices</p> <p>System 44 Decodable Digests</p> <p>Read 180 U REACH books</p> <p>Reach Units 10: Food for Thought, 11: Tell Us Your Story, and 12: Superhuman are also available as supplemental units as needed</p> <p>*LGBT and Disabilities Law For Educators: Supporting LGBTQIA Youth Resource List</p> <p>Respect Ability: Fighting Stigmas, Advancing Opportunities</p> <p>GLSEN Educator Resources</p>	<p>W.7.1.C. W.7.1.D. W.7.1.E. W.7.2.A. W.7.2.B. W.7.2.C. W.7.2.D. W.7.2.E. W.7.2.F. W.7.4. W.7.5. W.7.9.A. W.7.9.B. W.7.10. SL.7.1. SL.7.1.A. SL.7.1.B. SL.7.1.C. SL.7.2. SL.7.4. SL.7.5. SL.7.6. L.7.1. L.7.2. L.7.3. L.7.4. L.7.4.A. L.7.4B. L.7.5.A. L.7.6.</p>
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MP 3-4		
<p>UNIT 3 Read 180: Workshop #6 -No Ordinary Sport 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 spend on reading comprehension/strategies</p> <p>15 days spent on software/independent reading for skill reinforcement</p>	<p>CHAPTERS</p> <p>Workshop #6- No Ordinary Sport</p> <p>Unit Online Assessment:</p> <p>Interim Workshop Checkpoint</p> <p>End of Workshop Checkpoint</p> <p>Reading Inventory to Assess lexile score (administered at the end of each marking period)</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 530L - "Is Tough Mudder Really a Sport?"</p> <p>RDI Book 4: Assessment Strategies and Practice Lessons - Level B</p> <p>Read 180 Community Stretch Texts and Assessment Practices</p> <p>System 44 Decodable Digests</p> <p>Read 180 U REACH books</p> <p>Reach Units 10: Food for Thought, 11: Tell Us Your Story, and 12:</p>	<p>RL.7.1. RL.7.2. RL.7.4. RL.7.5. RI.7.1. RI.7.2. RI.7.3. RI.7.4. RI.7.6. RI.7.10. W.7.1. A. W.7.1.B. W.7.1.C. W.7.1.D. W.7.1.E. W.7.2.A. W.7.2.B. W.7.2.C. W.7.2.D. W.7.2.E. W.7.2.F. W.7.4. W.7.5. W.7.9.A. W.7.9.B. W.7.10. SL.7.1. SL.7.1.A. SL.7.1.B. SL.7.1.C. SL.7.2. SL.7.4. SL.7.5. SL.7.6. L.7.1. L.7.2. L.7.3. L.7.4. L.7.4.A. L.7.4B. L.7.5.A. L.7.6.</p>

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	<p>Superhuman are also available as supplemental units as needed</p> <p>*LGBT and Disabilities Law For Educators: Supporting LGBTQIA Youth Resource List</p> <p>Respect Ability: Fighting Stigmas, Advancing Opportunities</p> <p>GLSEN Educator Resources</p>	
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