

**CITY OF BURLINGTON PUBLIC SCHOOL DISTRICT CURRICULUM**

**Read 180**

**Grade 8**

**Date: July, 2018**

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## Course Overview

This course is a blended learning course designed to build reading comprehension, academic vocabulary, and writing skills. The course blends whole group, small group, and independent learning to support literacy skills through a various mediums. Students will work with various types of text both in book and digital form as well as completing various activities on the student app. This course is designed to provide students with high interest reading, writing, and media material to support and build skills that will allow them to be successful in high school and beyond. The focus of this course is to provide support and resources for students to grow and meet the standards set by both the school district and the state as outlined in the New Jersey Student Learning Standards.

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 understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year

The New Jersey Student Learning Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

The curriculum guide has been generated to not only help students achieve the New Jersey Student Learning Standards, but to ensure that students will be prepared for college and career opportunities following high school graduation.

### **Primary Resource(s)**

#### **Textbook**

Title: *Read 180 Real Book: Stage B*

Publisher: Houghton Mifflin Harcourt Publishing Company

Copyright: 2017

#### **Supplemental/Other**

Read 180 Student App

Student Bookshelf

Read 180 Paperbacks

Read 180 Audiobooks

Read 180 eBooks & eReads

# Pacing Chart

<b>Unit # &amp; Title</b>	<b>Pacing</b> (must equal 165 days for full-year or 83 days for half-year course)
Unit 1: Introduction to Read 180	10 days
Unit 2: Stand Up	25 days
Unit 3: Water Fight	27 days
Unit 4: Life in Dystopia	26 days
Unit 5: The Hunt for Lincoln's Killer	27 days
Unit 6: Contagion	25 days
Unit 7: No Ordinary Sport	25 days

## Unit 1 Overview At-a-Glance

### **Unit #1 – Introduction to Read 180**

#### **Unit Description:**

In this unit, students will be introduced to the structure of the class, which includes whole group, small group, and independent learning activities. Students will become familiar with the routines of the course as well as the variety of materials available to them on a regular basis. Students will be introduced to the *Real Book*, Student Application, and variety of student resources. Students will complete assessments in order to determine the materials they will access throughout the class. They will also set goals that they would like to master throughout the year.

#### **Essential Skills:**

- Identify areas of strength and weakness in reading comprehension
- Identify topics of interest to help select reading materials that will interest them
- Identify their reading mindset through a variety of assessments
- Learn and utilize key vocabulary on a regular basis
- Write regularly on a variety of topics
- Utilize various types and forms of text to read regularly
- Identify and set learning goals
- Identify and discuss routines of the class

### **Standards Addressed within this Unit**

**Central Unit Standards-** This unit will focus primarily on learning goals aligned with the following standards:

NJLSA.R1, NJLSA.R4, NJLSA.R7, NJLSA.R10, NJLSA.W6, NJLSA.W10, NJLSA.SL2

**Supporting Unit Standards-** This unit will also include activities aligned with the following standards:

NJLSA.R2, NJLSA.R3, NJLSA.R6, NJLSA.R8, NJLSA.R9,

**Unit Details**

**Modifications for Special Education Students, English Language Learners, Students at Risk of Failure, and Gifted Students-** Modify instructional approach and/or assignments and evaluations as needed based on student’s individual needs, ability level, disabilities or 504/IEPs including but not limited to:

- Extended time
- Leveled reading library
- Enrichment activities
- Native language prompts
- Alternate reading and writing assignments as per reading level (grade level appropriate)
- Preferential seating
- Additional graphic organizers and outlines for crafting writing assignments
- Audio versions of texts
- Independent Study
- Increased integration of higher order thinking processes, creative and critical thinking activities, problem-solving, and open-ended tasks
- Self-regulated group interaction
- Various pacing levels
- Greater opportunities for freedom of choice and independent study that encourage independent and intrinsic
- Differentiated instruction infused throughout the unit

**Integration of 21st century skills through NJSL 9 and Career Education:**

- Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness.
- Critical thinking and problem-solving skills are a core component of learning and assessment throughout this curriculum.
- Communication and collaboration is crucial for student success as learners. Throughout this curriculum, students must be able to communicate deep understanding through open ended responses (both orally and in writing). In addition, students are often required to work collaboratively with their peers, which promotes the ability to succeed in the area of social cooperative work, increases communication skills, and promotes leadership and responsibility.
- Students must be information literate, i.e. they must be able to find and use information effectively, in order to succeed in class as learning activities require independent research of relevant information outside of the provided textbook and/or resources.
- Learning and assessment activities support the push to make students media literate, as they are often required to analyze, evaluate, and create messages in a wide variety of media modes, genres, and formats.
- In order to succeed in this course, students must be able to use technology as a tool in order to research, organize, evaluate, and communicate information.

**Assessments- including benchmarks, formative, summative, and alternative assessments**

- Student and teacher generated rubrics
- Read 180/NJSLS-based rubrics
- Graphic Organizers
- Daily Do Now
- Peer Interview
- Goal Map

**Suggested Interdisciplinary Activities for this Unit**

**Career Education:** Discuss the importance of the skills that are necessary to be successful both in school and beyond.

**English Language Arts/Literacy:** Participate in a reading inventory assessment to identify and measure reading growth.

<ul style="list-style-type: none"> <li>● Exit ticket</li> <li>● Quizzes</li> <li>● NWEA Map Testing</li> <li>● Reading inventory assessment</li> <li>● Mindset assessments</li> </ul>	<p><b>Math:</b> Identify goals in reading that you will set for the school year and create a graph to measure your starting point and goals.</p> <p><b>Science:</b> Participate in a mindset assessment to determine and measure each student’s beliefs about their abilities and intelligence.</p> <p><b>Social Studies:</b> Interview a classmate and use the information gathered to present them to the class.</p> <p><b>Technical Subjects:</b> Become familiar with the student app and the various learning zones they can work to unlock.</p> <p><b>Arts:</b> Develop a goal or vision board that highlights your goals for the school year in this course and beyond.</p>
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<p><b>Unit Resources</b></p> <p>Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.</p>	
<p><b>Leveled Supplemental Materials and Media/School Library Resources</b></p> <ul style="list-style-type: none"> <li>● Various texts and resources from the Read 180 program: <ul style="list-style-type: none"> <li>○ Read 180 Student App</li> <li>○ Student Bookshelf</li> <li>○ Read 180 Paperbacks</li> <li>○ Read 180 Audiobooks</li> <li>○ Read 180 eBooks &amp; eReads</li> </ul> </li> </ul>	<p><b>Integration of the Technology Standard</b></p> <p>8.1.12.E.1, 8.2.12.B.1, 8.2.12.B.3, 8.2.12.B.4,</p> <ul style="list-style-type: none"> <li>● Utilize technology to access student app to support reading and writing skills through the viewing of videos, reading leveled text, building vocabulary, targeting decoding skills, and writing on a regular basis.</li> <li>● Read and listen to audio books and leveled eBooks and eReaders.</li> <li>● Utilize technology to assess students on a regular basis.</li> </ul>

## Unit #1 Targeted Instructional Planning to Address Central Unit Standards:

Central Unit Standard and Student Learning Objective	Suggested Instructional Activities	Suggested Student Output	Formative Assessments (Portfolios, Projects, Tasks, Evaluations, & Rubrics)
<p><b>NJSLSA.R1.</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Read and model techniques to analyze a variety of text</p> <p>Model use of the student app Provide differentiated graphic organizers to evaluate text</p>	<p>Complete a Reading inventory assessment</p> <p>Utilize Read 180 materials to read regularly and evaluate text</p> <p>Complete differentiated activities to evaluate various types of text</p>	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Reading inventory assessment</li> <li>● Exit/Admit Slips</li> <li>● Completion of student app zones</li> </ul>
<p><b>NJSLSA.R4.</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Model proper use of relevant vocabulary in class regularly</p> <p>Provide access to vocabulary activities in the language zone of the student app</p> <p>Assess understanding of vocabulary through entrance and exit activities</p> <p>Provide a word wall highlighting key unit vocabulary</p>	<p>Use relevant vocabulary in speaking and writing on a regular basis</p> <p>Complete the language zone section of the student app</p> <p>Complete daily do now and exit activities to show mastery of relevant vocabulary</p> <p>Complete various differentiated activities that focus on key vocabulary</p>	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> <li>● Completion of Language Zone</li> </ul>
<p><b>NJSLSA.R7.</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>Create opportunities for students to compare a text in different formats such as video or audio recordings of the text</p> <p>Model and discuss with students how to find textual evidence to chart and apply between various mediums</p>	<p>View anchor videos and read anchor text from the Read 180 Universal program</p> <p>Read and view various types resources including print books, eBooks, audio books, etc.</p>	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> </ul>



	Provide various types of resources including print books, eBooks, audio books, etc.		
<b>NJSLA.R10.</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	Provide students with access to various types of resources including print books, eBooks, audio books, etc.  Provide students graphic organizers and other differentiated resources to assist in the reading and analyzing of various types of text	Read and view various types resources including print books, eBooks, audio books, etc.  Complete graphic organizers, do now and exit tickets, student app, and other differentiated activities to read and comprehend various types of text	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> </ul>
<b>NJSLSA.W6.</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Provide students with access to the Writing Zone on the student app  Provide digital exit tickets to check for understanding  Monitor progress on the student app	Complete Writing Zone module on the student app  Complete exit tickets electronically	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Completion of Writing Zone</li> <li>● Exit/Admit Slips</li> </ul>
<b>NJSLSA.W10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Provide students with access to the Writing Zone on the student app  Provide daily entrance and exit tickets  Provide differentiated graphic organizers for Read 180  Monitor progress on the student app	Complete Writing Zone module on the student app  Write routinely on the student app, graphic organizers, entrance/exit activities, and other assigned writing activities	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Completion of Writing Zone</li> <li>● Exit/Admit Slips</li> </ul>

<p><b>NJLSA.SL2.</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Create opportunities for students to compare and discuss text in different formats such as video or audio recordings of the text</p> <p>Provide students with small group activities that allow for verbal evaluation of material</p> <p>Provide students with videos and audiobooks as well as modeled teacher reading of text</p>	<p>Read and view various types resources including print books, eBooks, audio books, etc.</p> <p>Discuss various types of text in small and whole group setting</p> <p>Complete differentiated activities that require evaluation of various types of text</p> <p>Peer Interview</p>	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● Peer interview</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> </ul>
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## Unit 2 Overview At-a-Glance

### **Unit #2 – Stand Up ( Workshop 1)**

#### **Unit Description:**

In this unit, students will read and write about people who have overcome extreme hardships, prejudice, and abuse when they were children. By viewing videos, reading literature, informational text, and completing a variety of differentiated activities, students will gain key academic vocabulary, read a variety of resources, discuss key topics, and complete the Student Zone activities that focus on the concept of standing up for what they believe in.

#### **Essential Skills:**

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Assess how point of view or purpose shapes the content and style of a text.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Learn and utilize key vocabulary on a regular basis.
- Write regularly on a variety of topics.
- Utilize technology to complete various types of reading and writing activities.
- Utilize various types and forms of text to read regularly.
- Identify ways that people protest and stand up for their rights.

### **Standards Addressed within this Unit**

**Central Unit Standards-** This unit will focus primarily on learning goals aligned with the following standards:

NJLSA.R1, NJLSA.R2, NJLSA.R4, NJLSA.R7, NJLSA.R10,  
NJLSA.W6, NJLSA.W10, NJLSA.SL2

**Supporting Unit Standards-** This unit will also include activities aligned with the following standards:

NJLSA.R2, NJLSA.R3, NJLSA.R6, NJLSA.R8, NJLSA.R9,  
RI.8.1-10, RL.8.1-10, W.8.1-10

**Unit Details**

**Modifications for Special Education Students, English Language Learners, Students at Risk of Failure, and Gifted Students-** Modify instructional approach and/or assignments and evaluations as needed based on student’s individual needs, ability level, disabilities or 504/IEPs including but not limited to:

- Extended time
- Leveled reading library
- Enrichment activities
- Native language prompts
- Alternate reading and writing assignments as per reading level (grade level appropriate)
- Preferential seating
- Additional graphic organizers and outlines for crafting writing assignments
- Audio versions of texts
- Independent Study
- Increased integration of higher order thinking processes, creative and critical thinking activities, problem-solving, and open-ended tasks
- Self-regulated group interaction
- Various pacing levels
- Greater opportunities for freedom of choice and independent study that encourage independent and intrinsic
- Differentiated instruction infused throughout the unit

**Integration of 21st century skills through NJSLS 9 and Career Education:**

- Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness.
- Critical thinking and problem-solving skills are a core component of learning and assessment throughout this curriculum.
- Communication and collaboration is crucial for student success as learners. Throughout this curriculum, students must be able to communicate deep understanding through open ended responses (both orally and in writing). In addition, students are often required to work collaboratively with their peers, which promotes the ability to succeed in the area of social cooperative work, increases communication skills, and promotes leadership and responsibility.
- Students must be information literate, i.e. they must be able to find and use information effectively, in order to succeed in class as learning activities require independent research of relevant information outside of the provided textbook and/or resources.
- Learning and assessment activities support the push to make students media literate, as they are often required to analyze, evaluate, and create messages in a wide variety of media modes, genres, and formats.
- In order to succeed in this course, students must be able to use technology as a tool in order to research, organize, evaluate, and communicate information.

**Assessments- including benchmarks, formative, summative, and alternative assessments**

- Student and teacher generated rubrics
- Read 180/NJSLS-based rubrics
- Graphic Organizers
- Daily Do Now
- Exit ticket
- Essays

**Suggested Interdisciplinary Activities for this Unit**

**Career Education:** Create an informative flyer describing local services available to help people.

**English Language Arts/Literacy:** Read and complete activities on the narrative nonfiction “Story of a Slave.”

<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Competition of Student Zones</li> <li>● End of Workshop assessment</li> </ul>	<p><b>Math:</b> Use the Read 180 rubric to calculate and rate your performance on an informative essay.</p> <p><b>Science:</b> Research and discuss the impact of extreme trauma on the human body.</p> <p><b>Social Studies:</b> Research current event articles that highlight a person who has stood up for their beliefs.</p> <p><b>Technical Subjects:</b> Use the student app to complete various learning zones focused on reading, vocabulary, fluency, writing, and more.</p> <p><b>Arts:</b> Select a book, audiobook, eBook, or article on an art topic to read independently.</p>
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<p><b>Unit Resources</b></p> <p>Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.</p>	
<p><b>Leveled Supplemental Materials and Media/School Library Resources</b></p> <ul style="list-style-type: none"> <li>● Various texts and resources from the Read 180 program: <ul style="list-style-type: none"> <li>○ Read 180 Student App</li> <li>○ Student Bookshelf</li> <li>○ Read 180 Paperbacks</li> <li>○ Read 180 Audiobooks</li> <li>○ Read 180 eBooks &amp; eReads</li> </ul> </li> </ul>	<p><b>Integration of the Technology Standard</b></p> <p>8.1.12.E.1, 8.2.12.B.1, 8.2.12.B.3, 8.2.12.B.4,</p> <ul style="list-style-type: none"> <li>● Utilize technology to access student app to support reading and writing skills through the viewing of videos, reading leveled text, building vocabulary, targeting decoding skills, and writing on a regular basis.</li> <li>● Read and listen to audio books and leveled eBooks and eReaders.</li> <li>● Utilize technology to assess students on a regular basis.</li> </ul>

## Unit #2 Targeted Instructional Planning to Address Central Unit Standards:

Central Unit Standard and Student Learning Objective	Suggested Instructional Activities	Suggested Student Output	Formative Assessments (Portfolios, Projects, Tasks, Evaluations, & Rubrics)
<p><b>NJSLSA.R1.</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Read and model techniques to analyze a variety of text</p> <p>Model reading regularly through the use of anchor texts</p> <p>Provide differentiated graphic organizers to evaluate various pieces of text</p>	<p>Close read articles on Kesz Valdez, Malala Yousafzai, and James Kofi Annan</p> <p>Utilize Read 180 materials to read regularly, cite textual evidence, and draw conclusions from the text</p> <p>Complete differentiated activities to evaluate various types of text</p>	<ul style="list-style-type: none"> <li>● Read 180</li> <li>● Exit/Admit Slips</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Close read</li> <li>● <i>Real Book</i> activities</li> <li>● Graphic Organizers</li> <li>● Quizzes</li> <li>● Completion of student app zones</li> </ul>
<p><b>NJSLSA.R2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Read and analyze a variety of texts to determine central ideals or themes</p> <p>Provide students with making meaning activities in <i>Real Book</i>.</p> <p>Provide differentiated activities focused on central ideas and or themes.</p>	<p>Complete Central Idea and Details activities in the <i>Real Book</i> for anchor texts for the unit</p> <p>Complete Language Development activities requiring students to use context</p>	<ul style="list-style-type: none"> <li>● Read 180</li> <li>● Exit/Admit Slips</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Close read</li> <li>● <i>Real Book</i> activities</li> <li>● Graphic Organizers</li> <li>● Quizzes</li> <li>● Completion of student app zones</li> </ul>
<p><b>NJSLSA.R4.</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Model proper use of relevant vocabulary in class regularly</p> <p>Provide access to vocabulary activities in the language zone of the student app</p> <p>Assess understanding of vocabulary through entrance and exit activities</p>	<p>Use relevant vocabulary in speaking and writing on a regular basis</p> <p>Language Zone app</p> <p>Develop a concept map for the word justice</p>	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● <i>Real Book</i> activities</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> <li>● Completion of Language Zone</li> </ul>

	Provide a word wall highlighting key unit vocabulary	Complete content area vocabulary activities in <i>Real Book</i>  Focus on academic vocabulary throughout the workshop	
<b>NJSLA.R7.</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Create opportunities for students to compare a text in different formats such as video or audio recordings of the text  Model and discuss with students how to find textual evidence to chart and apply between various mediums  Provide various types of resources including print books, eBooks, audio books, etc.	View anchor video “Stand Up” and read anchor text on three individuals that had to “stand up” for their rights  Complete differentiated activities related to content presented  Read and view various types resources including print books, eBooks, audio books, etc.	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> </ul>
<b>NJSLA.R10.</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	Provide students with access to various types of resources including print books, eBooks, audio books, etc.  Provide students graphic organizers and other differentiated resources to assist in the reading and analyzing of various types of text	Read and view various types resources including print books, eBooks, audio books, etc.  Complete graphic organizers, do now and exit tickets, student app, and other differentiated activities to read and comprehend various types of text	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> </ul>
<b>NJSLA.W6.</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Provide students with access to the Writing Zone on the student app  Provide digital exit tickets to check for understanding	Complete Writing Zone module on the student app  Complete exit tickets electronically	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Essay</li> <li>● Completion of Writing Zone</li> <li>● Exit/Admit Slips</li> </ul>

	Monitor progress on the student app		
<p><b>NJSLSA.W10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Provide students with access to the Writing Zone on the student app</p> <p>Provide daily entrance and exit tickets</p> <p>Provide model essay as an example</p> <p>Provide differentiated graphic organizers for Read 180</p> <p>Monitor progress on the student app</p>	<p>Choose one of the three people highlighted in the workshop. Write an essay that describes the activist's life and the work he or she does</p> <p>Complete Writing Zone module on the student app</p> <p>Write routinely on the student app, graphic organizers, entrance/exit activities, and other assigned writing activities</p>	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Essay</li> <li>● Completion of Writing Zone</li> <li>● Exit/Admit Slips</li> </ul>
<p><b>NJSLSA.SL2.</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Create opportunities for students to compare and discuss text in different formats such as video or audio recordings of the text</p> <p>Provide students with small group activities that allow for verbal evaluation of material</p> <p>Provide students with videos and audiobooks as well as modeled teacher reading of text</p>	<p>Read and view various types resources including print books, eBooks, audio books, etc.</p> <p>Discuss various types of text in small and whole group setting</p> <p>Complete differentiated activities that require evaluation of various types of text</p>	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● Peer interview</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> </ul>



## Unit 3 Overview At-a-Glance

### **Unit #3 – Water Fight (Workshop 2)**

#### **Unit Description:**

In this unit, students will read and write about droughts and water shortages threatening the Earth’s supply of freshwater. By viewing videos, reading literature, informational text, and completing a variety of differentiated activities, students will gain key academic vocabulary, read a variety of resources, discuss key topics, and complete the Student Zone activities that focus on this global issue and what, if any solutions there are for the crisis.

#### **Essential Skills:**

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Assess how point of view or purpose shapes the content and style of a text.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Learn and utilize key vocabulary on a regular basis.
- Write regularly on a variety of topics.
- Utilize technology to complete various types of reading and writing activities.
- Utilize various types and forms of text to read regularly.
- Assess global problems that impact the earth.
- Identify the importance of access to fresh water.

### Standards Addressed within this Unit

**Central Unit Standards-** This unit will focus primarily on learning goals aligned with the following standards:

NJSLSA.R1, NJSLSA.R2, NJSLSA.R4, NJSLSA.R7, NJSLSA.R10, NJSLSA.W6, NJSLSA.W10, NJSLSA.SL2

**Supporting Unit Standards-** This unit will also include activities aligned with the following standards:

NJSLSA.R2, NJSLSA.R3, NJSLSA.R6, NJSLSA.R8, NJSLSA.R9, RI.8.1-10, RL.8.1-10, W.8.1-10

### Unit Details

**Modifications for Special Education Students, English Language Learners, Students at Risk of Failure, and Gifted Students-** Modify instructional approach and/or assignments and evaluations as needed based on student’s individual needs, ability level, disabilities or 504/IEPs including but not limited to:

- Extended time
- Leveled reading library
- Enrichment activities
- Native language prompts
- Alternate reading and writing assignments as per reading level (grade level appropriate)
- Preferential seating
- Additional graphic organizers and outlines for crafting writing assignments
- Audio versions of texts
- Independent Study
- Increased integration of higher order thinking processes, creative and critical thinking activities, problem-solving, and open-ended tasks
- Self-regulated group interaction
- Various pacing levels
- Greater opportunities for freedom of choice and independent study that encourage independent and intrinsic
- Differentiated instruction infused throughout the unit

**Integration of 21st century skills through NJSL 9 and Career Education:**

- Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness.
- Critical thinking and problem-solving skills are a core component of learning and assessment throughout this curriculum.
- Communication and collaboration is crucial for student success as learners. Throughout this curriculum, students must be able to communicate deep understanding through open ended responses (both orally and in writing). In addition, students are often required to work collaboratively with their peers, which promotes the ability to succeed in the area of social cooperative work, increases communication skills, and promotes leadership and responsibility.
- Students must be information literate, i.e. they must be able to find and use information effectively, in order to succeed in class as learning activities require independent research of relevant information outside of the provided textbook and/or resources.
- Learning and assessment activities support the push to make students media literate, as they are often required to analyze, evaluate, and create messages in a wide variety of media modes, genres, and formats.
- In order to succeed in this course, students must be able to use technology as a tool in order to research, organize, evaluate, and communicate information.

<p><b>Assessments- including benchmarks, formative, summative, and alternative assessments</b></p> <ul style="list-style-type: none"> <li>● Student and teacher generated rubrics</li> <li>● Read 180/NJSLS-based rubrics</li> <li>● Graphic Organizers</li> <li>● Daily Do Now</li> <li>● Exit ticket</li> <li>● Essays</li> <li>● Quizzes</li> <li>● Competition of Student Zones</li> <li>● End of Workshop assessment</li> </ul>	<p><b>Suggested Interdisciplinary Activities for this Unit</b></p> <p><b>Career Education:</b> Complete a close read on “Water Protector.” An interview with Mollie White who is a water resource specialist.</p> <p><b>Health/PE:</b> Identify the process and benefits of recycling water in which waste water is sent to a treatment plant to create clean usable water.</p> <p><b>English Language Arts/Literacy:</b> Read and complete activities on the folktale “Rain and Fire.”</p> <p><b>Math:</b> Complete water saver or water hog activity. Students will track and chart the amount of water that they use each day. Use the data to find ways to reduce water use in the future.</p> <p><b>Science:</b> Complete content-area vocabulary and a concept map on droughts.</p> <p><b>Social Studies:</b> Read and discuss the impact that the Dust Bowl had on the United States.</p> <p><b>Technical Subjects:</b> Use the student app to complete various learning zones focused on reading, vocabulary, fluency, writing, and more.</p> <p><b>Arts:</b> Create a poster to persuade your community to take steps to conserve water.</p>
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<p><b>Unit Resources</b></p>	
<p>Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.</p>	
<p><b>Leveled Supplemental Materials and Media/School Library Resources</b></p> <ul style="list-style-type: none"> <li>● Various texts and resources from the Read 180 program:</li> </ul>	<p><b>Integration of the Technology Standard</b> 8.1.12.E.1, 8.2.12.B.1, 8.2.12.B.3, 8.2.12.B.4,</p>

<ul style="list-style-type: none"> <li>○ Read 180 Student App</li> <li>○ Student Bookshelf</li> <li>○ Read 180 Paperbacks</li> <li>○ Read 180 Audiobooks</li> <li>○ Read 180 eBooks &amp; eReads</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize technology to access student app to support reading and writing skills through the viewing of videos, reading leveled text, building vocabulary, targeting decoding skills, and writing on a regular basis.</li> <li>● Read and listen to audio books and leveled eBooks and eReaders.</li> <li>● Utilize technology to assess students on a regular basis.</li> </ul>
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### Unit #3 Targeted Instructional Planning to Address Central Unit Standards:

Central Unit Standard and Student Learning Objective	Suggested Instructional Activities	Suggested Student Output	Formative Assessments (Portfolios, Projects, Tasks, Evaluations, & Rubrics)
<p><b>NJSLSA.R1.</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Read and model techniques to analyze a variety of text</p> <p>Model reading regularly through the use of anchor texts</p> <p>Provide differentiated graphic organizers to evaluate various pieces of text</p>	<p>Close read articles on droughts and water shortages that threaten the Earth’s supply of fresh water</p> <p>Utilize Read 180 materials to read regularly, cite textual evidence, and draw conclusions from the text</p> <p>Complete differentiated activities to evaluate various types of text</p>	<ul style="list-style-type: none"> <li>● Read 180</li> <li>● Exit/Admit Slips</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Close read</li> <li>● <i>Real Book</i> activities</li> <li>● Graphic Organizers</li> <li>● Quizzes</li> <li>● Completion of student app zones</li> </ul>
<p><b>NJSLSA.R2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Read and analyze a variety of texts to determine central ideas or themes</p> <p>Provide students with making meaning activities in <i>Real Book</i>.</p> <p>Provide differentiated activities focused on central ideas and or themes.</p>	<p>Complete Central Idea and Details activities in the <i>Real Book</i> for anchor texts for the unit</p> <p>Complete Language Development activities requiring students to use context</p>	<ul style="list-style-type: none"> <li>● Read 180</li> <li>● Exit/Admit Slips</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Close read</li> <li>● <i>Real Book</i> activities</li> <li>● Graphic Organizers</li> <li>● Quizzes</li> <li>● Completion of student app zones</li> </ul>

<p><b>NJSLSA.R4.</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Model proper use of relevant vocabulary in class regularly</p> <p>Provide access to vocabulary activities in the language zone of the student app</p> <p>Assess understanding of vocabulary through entrance and exit activities</p> <p>Provide a word wall highlighting key unit vocabulary</p>	<p>Use relevant vocabulary in speaking and writing on a regular basis</p> <p>Language Zone app</p> <p>Develop a concept map for the word drought</p> <p>Complete content area vocabulary activities in <i>Real Book</i></p> <p>Focus on academic vocabulary throughout the workshop</p>	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● <i>Real Book</i> activities</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> <li>● Completion of Language Zone</li> </ul>
<p><b>NJSLSA.R7.</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>Create opportunities for students to compare a text in different formats such as video or audio recordings of the text</p> <p>Model and discuss with students how to find textual evidence to chart and apply between various mediums</p> <p>Provide various types of resources including print books, eBooks, audio books, etc.</p>	<p>View anchor video “Drought” and read anchor text on ways the Earth’s water supply is threatened</p> <p>Complete differentiated activities related to content presented</p> <p>Read and view various types resources including print books, eBooks, audio books, etc.</p>	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> </ul>
<p><b>NJSLA.R10.</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>Provide students with access to various types of resources including print books, eBooks, audio books, etc.</p> <p>Provide students graphic organizers and other differentiated resources to assist</p>	<p>Read and view various types resources including print books, eBooks, audio books, etc.</p> <p>Complete graphic organizers, do now and exit tickets, student app, and other differentiated activities</p>	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> </ul>

	in the reading and analyzing of various types of text	to read and comprehend various types of text	
<b>NJSLSA.W6.</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Provide students with access to the Writing Zone on the student app  Monitor progress on the student app	Complete Writing Zone module on the student app  Complete exit tickets electronically	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Essay</li> <li>● Completion of Writing Zone</li> <li>● Exit/Admit Slips</li> </ul>
<b>NJSLSA.W10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Provide students with access to the Writing Zone on the student app  Provide daily entrance and exit tickets  Provide model essay as an example  Provide differentiated graphic organizers for Read 180  Monitor progress on the student app	Write an argumentative essay requiring the use of textual support that argues why drought is devastating  Complete Writing Zone module on the student app  Write routinely on the student app, graphic organizers, entrance/exit activities, and other assigned writing activities	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Essay</li> <li>● Completion of Writing Zone</li> <li>● Exit/Admit Slips</li> </ul>
<b>NJSLSA.SL2.</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Create opportunities for students to compare and discuss text in different formats such as video or audio recordings of the text  Provide students with small group activities that allow for verbal evaluation of material  Provide students with videos and audiobooks as well as modeled teacher reading of text	Read and view various types resources including print books, eBooks, audio books, etc.  Discuss various types of text in small and whole group setting  Complete differentiated activities that require evaluation of various types of text	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● Peer interview</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> </ul>

## Unit 4 Overview At-a-Glance

### **Unit #4 – Life in Dystopia (Workshop 3)**

#### **Unit Description:**

In this unit, students will read and write about conformity and the concept of a society where people have no choices. By viewing videos, reading literature, informational text, and completing a variety of differentiated activities, students will gain key academic vocabulary, read a variety of resources, discuss key topics, and complete the Student Zone activities that focus on the concept of conformity.

#### **Essential Skills:**

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Assess how point of view or purpose shapes the content and style of a text.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Learn and utilize key vocabulary on a regular basis.
- Write regularly on a variety of topics.
- Utilize technology to complete various types of reading and writing activities.
- Utilize various types and forms of text to read regularly.
- Assess the concept of conformity.
- Evaluate the ability to make choices.

### **Standards Addressed within this Unit**

**Central Unit Standards-** This unit will focus primarily on learning goals aligned with the following standards:

NJLSA.R1, NJLSA.R2, NJLSA.R4, NJLSA.R7, NJLSA.R10,  
NJLSA.W6, NJLSA.W10, NJLSA.SL2

**Supporting Unit Standards-** This unit will also include activities aligned with the following standards:

NJLSA.R2, NJLSA.R3, NJLSA.R6, NJLSA.R8, NJLSA.R9,  
RI.8.1-10, RL.8.1-10, W.8.1-10

**Unit Details**

**Modifications for Special Education Students, English Language Learners, Students at Risk of Failure, and Gifted Students-** Modify instructional approach and/or assignments and evaluations as needed based on student’s individual needs, ability level, disabilities or 504/IEPs including but not limited to:

- Extended time
- Leveled reading library
- Enrichment activities
- Native language prompts
- Alternate reading and writing assignments as per reading level (grade level appropriate)
- Preferential seating
- Additional graphic organizers and outlines for crafting writing assignments
- Audio versions of texts
- Independent Study
- Increased integration of higher order thinking processes, creative and critical thinking activities, problem-solving, and open-ended tasks
- Self-regulated group interaction
- Various pacing levels
- Greater opportunities for freedom of choice and independent study that encourage independent and intrinsic
- Differentiated instruction infused throughout the unit

**Integration of 21st century skills through NJSL 9 and Career Education:**

- Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness.
- Critical thinking and problem-solving skills are a core component of learning and assessment throughout this curriculum.
- Communication and collaboration is crucial for student success as learners. Throughout this curriculum, students must be able to communicate deep understanding through open ended responses (both orally and in writing). In addition, students are often required to work collaboratively with their peers, which promotes the ability to succeed in the area of social cooperative work, increases communication skills, and promotes leadership and responsibility.
- Students must be information literate, i.e. they must be able to find and use information effectively, in order to succeed in class as learning activities require independent research of relevant information outside of the provided textbook and/or resources.
- Learning and assessment activities support the push to make students media literate, as they are often required to analyze, evaluate, and create messages in a wide variety of media modes, genres, and formats.
- In order to succeed in this course, students must be able to use technology as a tool in order to research, organize, evaluate, and communicate information.

**Assessments- including benchmarks, formative, summative, and alternative assessments**

- Student and teacher generated rubrics
- Read 180/NJSLS-based rubrics
- Graphic Organizers
- Daily Do Now

**Suggested Interdisciplinary Activities for this Unit**

**Career Education:** Complete a close read on “A Day on the Job.” An interview with Charisse Meloto who is a publicist and discuss how publicists bring media attention to products, projects, or events.



<ul style="list-style-type: none"> <li>● Exit ticket</li> <li>● Quizzes</li> <li>● Essays</li> <li>● Competition of Student Zones</li> <li>● End of Workshop assessment</li> </ul>	<p><b>Health/PE:</b> Watch a scene from The Hunger Games. Discuss the physical abilities and traits that would allow a person to survive the games.</p> <p><b>English Language Arts/Literacy:</b> Read and complete activities on the short story “The Lottery.”</p> <p><b>Science:</b> Research the impact that conformity has on the human brain.</p> <p><b>Social Studies:</b> Using a concept map, define conformity. Evaluate various societies throughout history and determine if they align with your definition.</p> <p><b>Technical Subjects:</b> Use the student app to complete various learning zones focused on reading, vocabulary, fluency, writing, and more.</p> <p><b>Arts:</b> Create a pictowords visually defining the word conformity.</p>
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<b>Unit Resources</b>	
<p>Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.</p>	
<p><b>Leveled Supplemental Materials and Media/School Library Resources</b></p> <ul style="list-style-type: none"> <li>● Various texts and resources from the Read 180 program: <ul style="list-style-type: none"> <li>○ Read 180 Student App</li> <li>○ Student Bookshelf</li> <li>○ Read 180 Paperbacks</li> <li>○ Read 180 Audiobooks</li> <li>○ Read 180 eBooks &amp; eReads</li> </ul> </li> </ul>	<p><b>Integration of the Technology Standard</b>  8.1.12.E.1, 8.2.12.B.1, 8.2.12.B.3, 8.2.12.B.4,</p> <ul style="list-style-type: none"> <li>● Utilize technology to access student app to support reading and writing skills through the viewing of videos, reading leveled text, building vocabulary, targeting decoding skills, and writing on a regular basis.</li> <li>● Read and listen to audio books and leveled eBooks and eReaders.</li> <li>● Utilize technology to assess students on a regular basis.</li> </ul>

## Unit #4 Targeted Instructional Planning to Address Central Unit Standards:

Central Unit Standard and Student Learning Objective	Suggested Instructional Activities	Suggested Student Output	Formative Assessments (Portfolios, Projects, Tasks, Evaluations, & Rubrics)
<p><b>NJSLSA.R1.</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Read and model techniques to analyze a variety of text</p> <p>Model reading regularly through the use of anchor texts</p> <p>Provide differentiated graphic organizers to evaluate various pieces of text</p>	<p>Close read articles on dystopian societies and the concept of conformity in society</p> <p>Utilize Read 180 materials to read regularly, cite textual evidence, and draw conclusions from the text</p> <p>Complete differentiated activities to evaluate various types of text</p>	<ul style="list-style-type: none"> <li>● Read 180</li> <li>● Exit/Admit Slips</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Close read</li> <li>● <i>Real Book</i> activities</li> <li>● Graphic Organizers</li> <li>● Quizzes</li> <li>● Completion of student app zones</li> </ul>
<p><b>NJSLSA.R2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Read and analyze a variety of texts to determine central ideals or themes</p> <p>Provide students with making meaning activities in <i>Real Book</i>.</p> <p>Provide differentiated activities focused on central ideas and or themes.</p>	<p>Complete Central Idea and Details activities in the <i>Real Book</i> for anchor texts for the unit</p> <p>Complete Language Development activities requiring students to use context</p>	<ul style="list-style-type: none"> <li>● Read 180</li> <li>● Exit/Admit Slips</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Close read</li> <li>● <i>Real Book</i> activities</li> <li>● Graphic Organizers</li> <li>● Quizzes</li> <li>● Completion of student app zones</li> </ul>
<p><b>NJSLSA.R4.</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Model proper use of relevant vocabulary in class regularly</p> <p>Provide access to vocabulary activities in the language zone of the student app</p> <p>Assess understanding of vocabulary through entrance and exit activities</p>	<p>Use relevant vocabulary in speaking and writing on a regular basis</p> <p>Language Zone app</p> <p>Develop a concept map for the word conformity</p>	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● <i>Real Book</i> activities</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> <li>● Completion of Language Zone</li> </ul>

	Provide a word wall highlighting key unit vocabulary	Complete content area vocabulary activities in <i>Real Book</i>  Focus on academic vocabulary throughout the workshop	
<b>NJSLA.R7.</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Create opportunities for students to compare a text in different formats such as video or audio recordings of the text  Model and discuss with students how to find textual evidence to chart and apply between various mediums  Provide various types of resources including print books, eBooks, audio books, etc.	View anchor video “Dystopia” and read anchor text on ways that societies can conform  Complete differentiated activities related to content presented  Read and view various types resources including print books, eBooks, audio books, etc.	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> </ul>
<b>NJSLA.R10.</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	Provide students with access to various types of resources including print books, eBooks, audio books, etc.  Provide students graphic organizers and other differentiated resources to assist in the reading and analyzing of various types of text	Read and view various types resources including print books, eBooks, audio books, etc.  Complete graphic organizers, do now and exit tickets, student app, and other differentiated activities to read and comprehend various types of text	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> </ul>
<b>NJSLA.W6.</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Provide students with access to the Writing Zone on the student app  Provide digital exit tickets to check for understanding	Complete Writing Zone module on the student app  Complete exit tickets electronically	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Essay</li> <li>● Completion of Writing Zone</li> <li>● Exit/Admit Slips</li> </ul>

	Monitor progress on the student app		
<p><b>NJSLSA.W10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Provide students with access to the Writing Zone on the student app</p> <p>Provide daily entrance and exit tickets</p> <p>Provide model essay as an example</p> <p>Provide differentiated graphic organizers for Read 180</p> <p>Monitor progress on the student app</p>	<p>Write an informative essay choosing two characters from “The Lottery” or <i>The Hunger Games</i>, or one character from each, and analyze the characters’ attitudes about their communities’ annual traditions</p> <p>Complete Writing Zone module on the student app</p> <p>Write routinely on the student app, graphic organizers, entrance/exit activities, and other assigned writing activities</p>	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Essay</li> <li>● Completion of Writing Zone</li> <li>● Exit/Admit Slips</li> </ul>
<p><b>NJSLSA.SL2.</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Create opportunities for students to compare and discuss text in different formats such as video or audio recordings of the text</p> <p>Provide students with small group activities that allow for verbal evaluation of material</p> <p>Provide students with videos and audiobooks as well as modeled teacher reading of text</p>	<p>Read and view various types resources including print books, eBooks, audio books, etc.</p> <p>Discuss various types of text in small and whole group setting</p> <p>Complete differentiated activities that require evaluation of various types of text</p>	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● Peer interview</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> </ul>

## Unit 5 Overview At-a-Glance

### **Unit #5 – The Hunt for Lincoln’s Killer (Workshop 4)**

#### **Unit Description:**

In this unit, students will read and write about the end of the U.S. Civil War, Abraham Lincoln, and his assassination. By viewing videos, reading literature, informational text, and completing a variety of differentiated activities, students will gain key academic vocabulary, read a variety of resources, discuss key topics, and complete the Student Zone activities that focus on the hunt for Lincoln’s assassin.

#### **Essential Skills:**

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Assess how point of view or purpose shapes the content and style of a text.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Learn and utilize key vocabulary on a regular basis.
- Write regularly on a variety of topics.
- Utilize technology to complete various types of reading and writing activities.
- Utilize various types and forms of text to read regularly.
- Identify the reasons the United States had been at war.
- Evaluate John Wilkes Booth’s motive for assassinating Abraham Lincoln.

### **Standards Addressed within this Unit**

**Central Unit Standards-** This unit will focus primarily on learning goals aligned with the following standards:

NJLSA.R1, NJLSA.R2, NJLSA.R4, NJLSA.R7, NJLSA.R10, NJLSA.W6, NJLSA.W10, NJLSA.SL2

**Supporting Unit Standards-** This unit will also include activities aligned with the following standards:

NJLSA.R2, NJLSA.R3, NJLSA.R6, NJLSA.R8, NJLSA.R9, RI.8.1-10, RL.8.1-10, W.8.1-10

**Unit Details**

**Modifications for Special Education Students, English Language Learners, Students at Risk of Failure, and Gifted Students-** Modify instructional approach and/or assignments and evaluations as needed based on student’s individual needs, ability level, disabilities or 504/IEPs including but not limited to:

- Extended time
- Leveled reading library
- Enrichment activities
- Native language prompts
- Alternate reading and writing assignments as per reading level (grade level appropriate)
- Preferential seating
- Additional graphic organizers and outlines for crafting writing assignments
- Audio versions of texts
- Independent Study
- Increased integration of higher order thinking processes, creative and critical thinking activities, problem-solving, and open-ended tasks
- Self-regulated group interaction
- Various pacing levels
- Greater opportunities for freedom of choice and independent study that encourage independent and intrinsic
- Differentiated instruction infused throughout the unit

**Integration of 21st century skills through NJSLS 9 and Career Education:**

- Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness.
- Critical thinking and problem-solving skills are a core component of learning and assessment throughout this curriculum.
- Communication and collaboration is crucial for student success as learners. Throughout this curriculum, students must be able to communicate deep understanding through open ended responses (both orally and in writing). In addition, students are often required to work collaboratively with their peers, which promotes the ability to succeed in the area of social cooperative work, increases communication skills, and promotes leadership and responsibility.
- Students must be information literate, i.e. they must be able to find and use information effectively, in order to succeed in class as learning activities require independent research of relevant information outside of the provided textbook and/or resources.
- Learning and assessment activities support the push to make students media literate, as they are often required to analyze, evaluate, and create messages in a wide variety of media modes, genres, and formats.
- In order to succeed in this course, students must be able to use technology as a tool in order to research, organize, evaluate, and communicate information.

**Assessments- including benchmarks, formative, summative, and alternative assessments**

- Student and teacher generated rubrics
- Read 180/NJSLS-based rubrics
- Graphic Organizers
- Daily Do Now

**Suggested Interdisciplinary Activities for this Unit**

**Career Education:** Read “Reporting from Washington,” an article focusing on being a journalist. Write a new report on the assassination of Lincoln as a journalist from the time period.

<ul style="list-style-type: none"> <li>● Exit ticket</li> <li>● Quizzes</li> <li>● Essays</li> <li>● Competition of Student Zones</li> <li>● End of Workshop assessment</li> </ul>	<p><b>Health/PE:</b> Identify health issues that soldiers faced on the battlefields during the Civil War.</p> <p><b>Math:</b> Collect data on casualties during the Civil War and create a bar graph.</p> <p><b>English Language Arts/Literacy:</b> Read and complete activities on the Memoir “Behind the Scenes,” a first-hand account of one women’s memories of the assassination.</p> <p><b>Science:</b> Research forensic science that is used a crime scene.</p> <p><b>Social Studies:</b> Using a concept map, define conflict. Discuss what conflicts led to the Civil War.</p> <p><b>Technical Subjects:</b> Use the student app to complete various learning zones focused on reading, vocabulary, fluency, writing, and more.</p> <p><b>Arts:</b> Create an illustrated timeline on the events leading up to the assassination of Lincoln and capture of John Wilkes Booth.</p>
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<b>Unit Resources</b>	
<p>Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.</p>	
<p><b>Leveled Supplemental Materials and Media/School Library Resources</b></p> <ul style="list-style-type: none"> <li>● Various texts and resources from the Read 180 program: <ul style="list-style-type: none"> <li>○ Read 180 Student App</li> <li>○ Student Bookshelf</li> <li>○ Read 180 Paperbacks</li> <li>○ Read 180 Audiobooks</li> <li>○ Read 180 eBooks &amp; eReads</li> </ul> </li> </ul>	<p><b>Integration of the Technology Standard</b> 8.1.12.E.1, 8.2.12.B.1, 8.2.12.B.3, 8.2.12.B.4,</p> <ul style="list-style-type: none"> <li>● Utilize technology to access student app to support reading and writing skills through the viewing of videos, reading leveled text, building vocabulary, targeting decoding skills, and writing on a regular basis.</li> <li>● Read and listen to audio books and leveled eBooks and eReaders.</li> <li>● Utilize technology to assess students on a regular basis.</li> </ul>

## Unit #5 Targeted Instructional Planning to Address Central Unit Standards:

Central Unit Standard and Student Learning Objective	Suggested Instructional Activities	Suggested Student Output	Formative Assessments (Portfolios, Projects, Tasks, Evaluations, & Rubrics)
<p><b>NJSLSA.R1.</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Read and model techniques to analyze a variety of text</p> <p>Model reading regularly through the use of anchor texts</p> <p>Provide differentiated graphic organizers to evaluate various pieces of text</p>	<p>Close read articles on the assassination of Abraham Lincoln and the hunt for his killer</p> <p>Utilize Read 180 materials to read regularly, cite textual evidence, and draw conclusions from the text</p> <p>Complete differentiated activities to evaluate various types of text</p>	<ul style="list-style-type: none"> <li>● Read 180</li> <li>● Exit/Admit Slips</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Close read</li> <li>● <i>Real Book</i> activities</li> <li>● Graphic Organizers</li> <li>● Quizzes</li> <li>● Completion of student app zones</li> </ul>
<p><b>NJSLSA.R2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Read and analyze a variety of texts to determine central ideals or themes</p> <p>Provide students with making meaning activities in <i>Real Book</i>.</p> <p>Provide differentiated activities focused on central ideas and or themes.</p>	<p>Complete Central Idea and Details activities in the <i>Real Book</i> for anchor texts for the unit</p> <p>Complete Language Development activities requiring students to use context</p>	<ul style="list-style-type: none"> <li>● Read 180</li> <li>● Exit/Admit Slips</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Close read</li> <li>● <i>Real Book</i> activities</li> <li>● Graphic Organizers</li> <li>● Quizzes</li> <li>● Completion of student app zones</li> </ul>
<p><b>NJSLSA.R4.</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Model proper use of relevant vocabulary in class regularly</p> <p>Provide access to vocabulary activities in the language zone of the student app</p> <p>Assess understanding of vocabulary through entrance and exit activities</p>	<p>Use relevant vocabulary in speaking and writing on a regular basis</p> <p>Language Zone app</p> <p>Develop a concept map for the word conflict</p>	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● <i>Real Book</i> activities</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> <li>● Completion of Language Zone</li> </ul>



	Provide a word wall highlighting key unit vocabulary	Complete content area vocabulary activities in <i>Real Book</i>  Focus on academic vocabulary throughout the workshop	
<b>NJSLA.R7.</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Create opportunities for students to compare a text in different formats such as video or audio recordings of the text  Model and discuss with students how to find textual evidence to chart and apply between various mediums  Provide various types of resources including print books, eBooks, audio books, etc.	View anchor video “Most Wanted!” and read anchor text on the hunt for Lincoln’s killer  Complete differentiated activities related to content presented  Read and view various types resources including print books, eBooks, audio books, etc.	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> </ul>
<b>NJSLA.R10.</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	Provide students with access to various types of resources including print books, eBooks, audio books, etc.  Provide students graphic organizers and other differentiated resources to assist in the reading and analyzing of various types of text	Read and view various types resources including print books, eBooks, audio books, etc.  Complete graphic organizers, do now and exit tickets, student app, and other differentiated activities to read and comprehend various types of text	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> </ul>
<b>NJSLA.W6.</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Provide students with access to the Writing Zone on the student app  Provide digital exit tickets to check for understanding	Complete Writing Zone module on the student app  Complete exit tickets electronically	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Essay</li> <li>● Completion of Writing Zone</li> <li>● Exit/Admit Slips</li> </ul>

	Monitor progress on the student app		
<p><b>NJSLSA.W10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Provide students with access to the Writing Zone on the student app</p> <p>Provide daily entrance and exit tickets</p> <p>Provide model essay as an example</p> <p>Provide differentiated graphic organizers for Read 180</p> <p>Monitor progress on the student app</p>	<p>Write an informative essay choosing two people from the unit who reacted strongly to Lincoln’s assassination and describe their reactions</p> <p>Complete Writing Zone module on the student app</p> <p>Write routinely on the student app, graphic organizers, entrance/exit activities, and other assigned writing activities</p>	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Essay</li> <li>● Completion of Writing Zone</li> <li>● Exit/Admit Slips</li> </ul>
<p><b>NJSLSA.SL2.</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Create opportunities for students to compare and discuss text in different formats such as video or audio recordings of the text</p> <p>Provide students with small group activities that allow for verbal evaluation of material</p> <p>Provide students with videos and audiobooks as well as modeled teacher reading of text</p>	<p>Read and view various types resources including print books, eBooks, audio books, etc.</p> <p>Discuss various types of text in small and whole group setting</p> <p>Complete differentiated activities that require evaluation of various types of text</p>	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● Peer interview</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> </ul>

## Unit 6 Overview At-a-Glance

### **Unit #6 – Contagion (Workshop 5)**

#### **Unit Description:**

In this unit, students will read and write about contagious diseases, how they spread, and how medical experts work to stop them. By viewing videos, reading literature, informational text, and completing a variety of differentiated activities, students will gain key academic vocabulary, read a variety of resources, discuss key topics, and complete the Student Zone activities that focus on contagious diseases.

#### **Essential Skills:**

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Assess how point of view or purpose shapes the content and style of a text.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Learn and utilize key vocabulary on a regular basis.
- Write regularly on a variety of topics.
- Utilize technology to complete various types of reading and writing activities.
- Utilize various types and forms of text to read regularly.
- Identify the reasons diseases spread.
- Define what constitutes an outbreak.
- Evaluate ways that medical professionals work to stop the spread of disease.

### Standards Addressed within this Unit

**Central Unit Standards-** This unit will focus primarily on learning goals aligned with the following standards:

NJLSA.R1, NJLSA.R2, NJLSA.R4, NJLSA.R7, NJLSA.R10, NJLSA.W6, NJLSA.W10, NJLSA.SL2

**Supporting Unit Standards-** This unit will also include activities aligned with the following standards:

NJLSA.R2, NJLSA.R3, NJLSA.R6, NJLSA.R8, NJLSA.R9, RI.8.1-10, RL.8.1-10, W.8.1-10

### Unit Details

**Modifications for Special Education Students, English Language Learners, Students at Risk of Failure, and Gifted Students-** Modify instructional approach and/or assignments and evaluations as needed based on student's individual needs, ability level, disabilities or 504/IEPs including but not limited to:

- Extended time
- Leveled reading library
- Enrichment activities
- Native language prompts
- Alternate reading and writing assignments as per reading level (grade level appropriate)
- Preferential seating
- Additional graphic organizers and outlines for crafting writing assignments
- Audio versions of texts
- Independent Study
- Increased integration of higher order thinking processes, creative and critical thinking activities, problem-solving, and open-ended tasks
- Self-regulated group interaction
- Various pacing levels
- Greater opportunities for freedom of choice and independent study that encourage independent and intrinsic
- Differentiated instruction infused throughout the unit

**Integration of 21st century skills through NJSL 9 and Career Education:**

- Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness.
- Critical thinking and problem-solving skills are a core component of learning and assessment throughout this curriculum.
- Communication and collaboration is crucial for student success as learners. Throughout this curriculum, students must be able to communicate deep understanding through open ended responses (both orally and in writing). In addition, students are often required to work collaboratively with their peers, which promotes the ability to succeed in the area of social cooperative work, increases communication skills, and promotes leadership and responsibility.
- Students must be information literate, i.e. they must be able to find and use information effectively, in order to succeed in class as learning activities require independent research of relevant information outside of the provided textbook and/or resources.
- Learning and assessment activities support the push to make students media literate, as they are often required to analyze, evaluate, and create messages in a wide variety of media modes, genres, and formats.
- In order to succeed in this course, students must be able to use technology as a tool in order to research, organize, evaluate, and communicate information.

**Assessments- including benchmarks, formative, summative, and alternative assessments**

- Student and teacher generated rubrics
- Read 180/NJSLS-based rubrics
- Graphic Organizers
- Daily Do Now
- Exit ticket
- Quizzes
- Essays
- Competition of Student Zones
- End of Workshop assessment

**Suggested Interdisciplinary Activities for this Unit**

**Career Education:** Read “Disease Detective,” an interview with an epidemiologist. Select a disease outbreak from the workshop, and illness going around school, or a disease in the news and create a mock tweet to inform the public.

**Health/PE:** Complete a close read on “The War on Germs.” Discuss strategies that help stop the spread of germs.

**Math:** Collect data on casualties during the Civil War and create a bar graph.

**English Language Arts/Literacy:** Read and complete activities on the informational text “A Killer Strikes,” on the Bird Flu and how it spread.

**Science:** Complete a concept map on the word disease. Identify deadly diseases that have impacted the world.

**Social Studies:** Identify various outbreaks, epidemics, and pandemics that have occurred over history and create an infographic on one, highlighting the cause, impact, and cure (if available).

**Technical Subjects:** Use the student app to complete various learning zones focused on reading, vocabulary, fluency, writing, and more.

**Arts:** Create a poster highlighting key habits that stop the spread of disease.

### Unit Resources

Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.

#### Leveled Supplemental Materials and Media/School Library Resources

- Various texts and resources from the Read 180 program:
  - Read 180 Student App
  - Student Bookshelf
  - Read 180 Paperbacks
  - Read 180 Audiobooks
  - Read 180 eBooks & eReads

#### Integration of the Technology Standard

8.1.12.E.1, 8.2.12.B.1, 8.2.12.B.3, 8.2.12.B.4,

- Utilize technology to access student app to support reading and writing skills through the viewing of videos, reading leveled text, building vocabulary, targeting decoding skills, and writing on a regular basis.
- Read and listen to audio books and leveled eBooks and eReaders.
- Utilize technology to assess students on a regular basis.

## Unit #6 Targeted Instructional Planning to Address Central Unit Standards:

Central Unit Standard and Student Learning Objective	Suggested Instructional Activities	Suggested Student Output	Formative Assessments (Portfolios, Projects, Tasks, Evaluations, & Rubrics)
<p><b>NJSLSA.R1.</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Read and model techniques to analyze a variety of text</p> <p>Model reading regularly through the use of anchor texts</p> <p>Provide differentiated graphic organizers to evaluate various pieces of text</p>	<p>Close read articles on the contagious diseases, how they spread, and how medical professionals work to stop them</p> <p>Utilize Read 180 materials to read regularly, cite textual evidence, and draw conclusions from the text</p> <p>Complete differentiated activities to evaluate various types of text</p>	<ul style="list-style-type: none"> <li>• Read 180</li> <li>• Exit/Admit Slips</li> <li>• Questioning</li> <li>• Discussions</li> <li>• Close read</li> <li>• <i>Real Book</i> activities</li> <li>• Graphic Organizers</li> <li>• Quizzes</li> <li>• Completion of student app zones</li> </ul>
<p><b>NJSLSA.R2.</b> Determine central ideas or themes of a text and analyze their</p>	<p>Read and analyze a variety of texts to determine central ideas or themes</p>	<p>Complete Central Idea and Details activities in the <i>Real Book</i> for anchor texts for the unit</p>	<ul style="list-style-type: none"> <li>• Read 180</li> <li>• Exit/Admit Slips</li> <li>• Questioning</li> <li>• Discussions</li> </ul>

<p>development; summarize the key supporting details and ideas.</p>	<p>Provide students with making meaning activities in <i>Real Book</i>.</p> <p>Provide differentiated activities focused on central ideas and or themes.</p>	<p>Complete Language Development activities requiring students to use context</p>	<ul style="list-style-type: none"> <li>● Close read</li> <li>● <i>Real Book</i> activities</li> <li>● Graphic Organizers</li> <li>● Quizzes</li> <li>● Completion of student app zones</li> </ul>
<p><b>NJSLSA.R4.</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Model proper use of relevant vocabulary in class regularly</p> <p>Provide access to vocabulary activities in the language zone of the student app</p> <p>Assess understanding of vocabulary through entrance and exit activities</p> <p>Provide a word wall highlighting key unit vocabulary</p>	<p>Use relevant vocabulary in speaking and writing on a regular basis</p> <p>Language Zone app</p> <p>Develop a concept map for the word disease</p> <p>Complete content area vocabulary activities in <i>Real Book</i></p> <p>Focus on academic vocabulary throughout the workshop</p>	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● <i>Real Book</i> activities</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> <li>● Completion of Language Zone</li> </ul>
<p><b>NJSLSA.R7.</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>Create opportunities for students to compare a text in different formats such as video or audio recordings of the text</p> <p>Model and discuss with students how to find textual evidence to chart and apply between various mediums</p> <p>Provide various types of resources including print books, eBooks, audio books, etc.</p>	<p>View anchor video “Health Alert” and read anchor text contagious diseases</p> <p>Complete differentiated activities related to content presented</p> <p>Read and view various types resources including print books, eBooks, audio books, etc.</p>	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> </ul>

<p><b>NJSLA.R10.</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>Provide students with access to various types of resources including print books, eBooks, audio books, etc.</p> <p>Provide students graphic organizers and other differentiated resources to assist in the reading and analyzing of various types of text</p>	<p>Read and view various types resources including print books, eBooks, audio books, etc.</p> <p>Complete graphic organizers, do now and exit tickets, student app, and other differentiated activities to read and comprehend various types of text</p>	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> </ul>
<p><b>NJSLA.W6.</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Provide students with access to the Writing Zone on the student app</p> <p>Provide digital exit tickets to check for understanding</p> <p>Monitor progress on the student app</p>	<p>Complete Writing Zone module on the student app</p> <p>Complete exit tickets electronically</p>	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Essay</li> <li>● Completion of Writing Zone</li> <li>● Exit/Admit Slips</li> </ul>
<p><b>NJSLA.W10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Provide students with access to the Writing Zone on the student app</p> <p>Provide daily entrance and exit tickets</p> <p>Provide model essay as an example</p> <p>Provide differentiated graphic organizers for Read 180</p> <p>Monitor progress on the student app</p>	<p>Write a narrative essay describing your experience in the following prompt: you are a visitor who has traveled to a town experiencing an outbreak of a serious disease</p> <p>Complete Writing Zone module on the student app</p> <p>Write routinely on the student app, graphic organizers, entrance/exit activities, and other assigned writing activities</p>	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Essay</li> <li>● Completion of Writing Zone</li> <li>● Exit/Admit Slips</li> </ul>



<p><b>NJSLSA.SL2.</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Create opportunities for students to compare and discuss text in different formats such as video or audio recordings of the text</p> <p>Provide students with small group activities that allow for verbal evaluation of material</p> <p>Provide students with videos and audiobooks as well as modeled teacher reading of text</p>	<p>Read and view various types resources including print books, eBooks, audio books, etc.</p> <p>Discuss various types of text in small and whole group setting</p> <p>Complete differentiated activities that require evaluation of various types of text</p>	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● Peer interview</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> </ul>
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## Unit 7 Overview At-a-Glance

### **Unit #7 – No Ordinary Sport (Workshop 6)**

#### **Unit Description:**

In this unit, students will read and write about athletes and how they are taking sports to the extreme. By viewing videos, reading literature, informational text, and completing a variety of differentiated activities, students will gain key academic vocabulary, read a variety of resources, discuss key topics, and complete the Student Zone activities that focus on extreme sports.

#### **Essential Skills:**

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Assess how point of view or purpose shapes the content and style of a text.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Learn and utilize key vocabulary on a regular basis.
- Write regularly on a variety of topics.
- Utilize technology to complete various types of reading and writing activities.
- Utilize various types and forms of text to read regularly.
- Identify motivations for participating in extreme sports.
- Evaluate the preparation needed to participate in extreme sports.
- Identify the challenges athletes face when participating in extreme sports.

### Standards Addressed within this Unit

**Central Unit Standards-** This unit will focus primarily on learning goals aligned with the following standards:

NJLSA.R1, NJLSA.R2, NJLSA.R4, NJLSA.R7, NJLSA.R10, NJLSA.W6, NJLSA.W10, NJLSA.SL2

**Supporting Unit Standards-** This unit will also include activities aligned with the following standards:

NJLSA.R2, NJLSA.R3, NJLSA.R6, NJLSA.R8, NJLSA.R9, RI.8.1-10, RL.8.1-10, W.8.1-10

### Unit Details

**Modifications for Special Education Students, English Language Learners, Students at Risk of Failure, and Gifted Students-** Modify instructional approach and/or assignments and evaluations as needed based on student's individual needs, ability level, disabilities or 504/IEPs including but not limited to:

- Extended time
- Leveled reading library
- Enrichment activities
- Native language prompts
- Alternate reading and writing assignments as per reading level (grade level appropriate)
- Preferential seating
- Additional graphic organizers and outlines for crafting writing assignments
- Audio versions of texts
- Independent Study
- Increased integration of higher order thinking processes, creative and critical thinking activities, problem-solving, and open-ended tasks
- Self-regulated group interaction
- Various pacing levels
- Greater opportunities for freedom of choice and independent study that encourage independent and intrinsic
- Differentiated instruction infused throughout the unit

**Integration of 21st century skills through NJSL 9 and Career Education:**

- Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness.
- Critical thinking and problem-solving skills are a core component of learning and assessment throughout this curriculum.
- Communication and collaboration is crucial for student success as learners. Throughout this curriculum, students must be able to communicate deep understanding through open ended responses (both orally and in writing). In addition, students are often required to work collaboratively with their peers, which promotes the ability to succeed in the area of social cooperative work, increases communication skills, and promotes leadership and responsibility.
- Students must be information literate, i.e. they must be able to find and use information effectively, in order to succeed in class as learning activities require independent research of relevant information outside of the provided textbook and/or resources.
- Learning and assessment activities support the push to make students media literate, as they are often required to analyze, evaluate, and create messages in a wide variety of media modes, genres, and formats.
- In order to succeed in this course, students must be able to use technology as a tool in order to research, organize, evaluate, and communicate information.

<p><b>Assessments- including benchmarks, formative, summative, and alternative assessments</b></p> <ul style="list-style-type: none"> <li>● Student and teacher generated rubrics</li> <li>● Read 180/NJSLS-based rubrics</li> <li>● Graphic Organizers</li> <li>● Daily Do Now</li> <li>● Exit ticket</li> <li>● Quizzes</li> <li>● Essays</li> <li>● Competition of Student Zones</li> <li>● End of Workshop assessment</li> </ul>	<p><b>Suggested Interdisciplinary Activities for this Unit</b></p> <p><b>Career Education:</b> Read “Biceps and Brains,” an interview with a personal trainer. Imagine you are a personal trainer. Write a blog post persuading your athletes to take safety precautions when they train.</p> <p><b>Health/PE:</b> Create an infographic on the rise of extreme sports in the past 20 years.</p> <p><b>Math:</b> Collect data on the number of people who participate in extreme sports and track the rise in the sport over the past 20 years.</p> <p><b>English Language Arts/Literacy:</b> Read and complete activities on the drama “To The Top Of Dawn Wall,” on an attempt to free-climb Dawn Wall.</p> <p><b>Science:</b> Identify and discuss technologies that have enhanced and transformed sports into extreme sports.</p> <p><b>Social Studies:</b> Complete a concept organizer on perseverance and discuss various instances of it throughout history .</p> <p><b>Technical Subjects:</b> Use the student app to complete various learning zones focused on reading, vocabulary, fluency, writing, and more.</p> <p><b>Arts:</b> Create a pictowords illustrating the meaning of perseverance.</p>
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<p><b>Unit Resources</b></p>	
<p>Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.</p>	
<p><b>Leveled Supplemental Materials and Media/School Library Resources</b></p> <ul style="list-style-type: none"> <li>● Various texts and resources from the Read 180 program:</li> </ul>	<p><b>Integration of the Technology Standard</b> 8.1.12.E.1, 8.2.12.B.1, 8.2.12.B.3, 8.2.12.B.4,</p>

<ul style="list-style-type: none"> <li>○ Read 180 Student App</li> <li>○ Student Bookshelf</li> <li>○ Read 180 Paperbacks</li> <li>○ Read 180 Audiobooks</li> <li>○ Read 180 eBooks &amp; eReads</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize technology to access student app to support reading and writing skills through the viewing of videos, reading leveled text, building vocabulary, targeting decoding skills, and writing on a regular basis.</li> <li>● Read and listen to audio books and leveled eBooks and eReaders.</li> <li>● Utilize technology to assess students on a regular basis.</li> </ul>
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## Unit #6 Targeted Instructional Planning to Address Central Unit Standards:

Central Unit Standard and Student Learning Objective	Suggested Instructional Activities	Suggested Student Output	Formative Assessments (Portfolios, Projects, Tasks, Evaluations, & Rubrics)
<p><b>NJSLSA.R1.</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Read and model techniques to analyze a variety of text</p> <p>Model reading regularly through the use of anchor texts</p> <p>Provide differentiated graphic organizers to evaluate various pieces of text</p>	<p>Close read articles on the extreme sports, and why people participate in them</p> <p>Utilize Read 180 materials to read regularly, cite textual evidence, and draw conclusions from the text</p> <p>Complete differentiated activities to evaluate various types of text</p>	<ul style="list-style-type: none"> <li>● Read 180</li> <li>● Exit/Admit Slips</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Close read</li> <li>● <i>Real Book</i> activities</li> <li>● Graphic Organizers</li> <li>● Quizzes</li> <li>● Completion of student app zones</li> </ul>
<p><b>NJSLSA.R2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Read and analyze a variety of texts to determine central ideas or themes</p> <p>Provide students with making meaning activities in <i>Real Book</i>.</p> <p>Provide differentiated activities focused on central ideas and or themes.</p>	<p>Complete Central Idea and Details activities in the <i>Real Book</i> for anchor texts for the unit</p> <p>Complete Language Development activities requiring students to use context</p>	<ul style="list-style-type: none"> <li>● Read 180</li> <li>● Exit/Admit Slips</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Close read</li> <li>● <i>Real Book</i> activities</li> <li>● Graphic Organizers</li> <li>● Quizzes</li> <li>● Completion of student app zones</li> </ul>

<p><b>NJSLSA.R4.</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Model proper use of relevant vocabulary in class regularly</p> <p>Provide access to vocabulary activities in the language zone of the student app</p> <p>Assess understanding of vocabulary through entrance and exit activities</p> <p>Provide a word wall highlighting key unit vocabulary</p>	<p>Use relevant vocabulary in speaking and writing on a regular basis</p> <p>Language Zone app</p> <p>Develop a concept map for the word perseverance</p> <p>Complete content area vocabulary activities in <i>Real Book</i></p> <p>Focus on academic vocabulary throughout the workshop</p>	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● <i>Real Book</i> activities</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> <li>● Completion of Language Zone</li> </ul>
<p><b>NJSLSA.R7.</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>Create opportunities for students to compare a text in different formats such as video or audio recordings of the text</p> <p>Model and discuss with students how to find textual evidence to chart and apply between various mediums</p> <p>Provide various types of resources including print books, eBooks, audio books, etc.</p>	<p>View anchor video “Extreme Wheelz” and read anchor text contagious diseases</p> <p>Complete differentiated activities related to content presented</p> <p>Read and view various types resources including print books, eBooks, audio books, etc.</p>	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> </ul>
<p><b>NJSLA.R10.</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>Provide students with access to various types of resources including print books, eBooks, audio books, etc.</p> <p>Provide students graphic organizers and other differentiated resources to assist</p>	<p>Read and view various types resources including print books, eBooks, audio books, etc.</p> <p>Complete graphic organizers, do now and exit tickets, student app, and other differentiated activities</p>	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> </ul>

	in the reading and analyzing of various types of text	to read and comprehend various types of text	
<b>NJSLSA.W6.</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Provide students with access to the Writing Zone on the student app  Provide digital exit tickets to check for understanding  Monitor progress on the student app	Complete Writing Zone module on the student app  Complete exit tickets electronically	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Essay</li> <li>● Completion of Writing Zone</li> <li>● Exit/Admit Slips</li> </ul>
<b>NJSLSA.W10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Provide students with access to the Writing Zone on the student app  Provide daily entrance and exit tickets  Provide model essay as an example  Provide differentiated graphic organizers for Read 180  Monitor progress on the student app	Write an argumentative essay on whether or not the benefits of participating in extreme sports outweigh the risks  Complete Writing Zone module on the student app  Write routinely on the student app, graphic organizers, entrance/exit activities, and other assigned writing activities	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Graphic organizers</li> <li>● Quizzes</li> <li>● Essay</li> <li>● Completion of Writing Zone</li> <li>● Exit/Admit Slips</li> </ul>
<b>NJSLSA.SL2.</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Create opportunities for students to compare and discuss text in different formats such as video or audio recordings of the text  Provide students with small group activities that allow for verbal evaluation of material	Read and view various types resources including print books, eBooks, audio books, etc.  Discuss various types of text in small and whole group setting  Complete differentiated activities that require evaluation of various types of text	<ul style="list-style-type: none"> <li>● Read 180 rubrics</li> <li>● Questioning</li> <li>● Discussions</li> <li>● Graphic organizers</li> <li>● Peer interview</li> <li>● Quizzes</li> <li>● Exit/Admit Slips</li> </ul>

	Provide students with videos and audiobooks as well as modeled teacher reading of text		
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