



# Pemberton Township Schools

## Curriculum Guide

**Subject:** English Language Arts

**Course:** Read 180 Universal

**Grade Level(s):** 6

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**Date:** August 2021

### Course Description:

The READ 180 program is a Houghton-Mifflin Harcourt reading intervention program. The program uses differentiated and direct instruction, adaptive and instructional software, high-interest literature, and focuses on comprehension, reading, writing, and vocabulary skills. It is an intensive reading intervention program that has been proven effective for those students needing additional reading support. The objective of READ 180 is to provide systematic instruction that will improve achievement levels in reading, writing, and vocabulary. The READ 180 classroom is a special place for reading, learning, and sharing ideas that support and build academic language. The instructional sessions will include both Whole Group Instruction and Small-Group Rotations.

**Reviewed by:** Kimberly Brucale

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**Board of Education Approval:** APPROVED OCT 28 2021

# Read 180 Grade 6

**Unit Title:** Grade 6 - Read 180: Workshop #1-Stand Up

## Stage 1: Desired Results

### **Standards & Indicators:**

#### **Progress Indicators for Reading Literature**

**RL.6.1.** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.6.2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**RL.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

#### **Progress Indicators for Reading Informational Text**

**RI.6.1.** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.6.2.** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**RI.6.3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**RI.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**RI.6.5** Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

**RI.6.6.** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**RI.6.10.** By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

#### **Progress Indicators for Writing**

**W.6.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

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

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

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

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

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

**W.6.4.** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in

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standards 1–3 above.)

**W.6.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**W.6.10.** Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Progress Indicators for Speaking and Listening**

**SL.6.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

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

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

**SL.6.2.** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**SL.6.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**SL.6.5.** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**SL.6.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Progress Indicators for Language**

**L.6.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.6.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.6.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.6.4.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

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

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

**L.6.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

B. Use the relationship between particular words to better understand each of the words.

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

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**L.6.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **NJSLS Technology Standards**

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

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

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

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

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

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

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

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

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

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

### **Career Readiness, Life Literacies and Key Skills**

<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.	Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.

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9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.	Individuals can use their talents, resources, and abilities to give back.
9.4.8.GCA.1 9.4.8.GCA.2	Model how to navigate cultural differences with sensitivity and respect.  Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.IML.12 9.4.8.IML.13:	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.  Identify the impact of the creator on the content, production, and delivery of information	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.

### **Central Idea/Enduring Understanding:**

- Having a growth mindset can have a positive impact on your performance toward both academic and personal life goals.
- Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.
- Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.
- Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.

### **Essential/Guiding Question:**

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

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| <ul style="list-style-type: none"><li>● In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently.</li><li>● Knowledge-based information is an ever-changing genre, which encompasses daily communication. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands ones' sense of the world and self.</li><li>● Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.</li><li>● Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.</li><li>● To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts.</li><li>● Writers share information, opinions and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.</li><li>● Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change</li></ul> | <ul style="list-style-type: none"><li>● How does writing for various audiences strengthen my writing?</li><li>● Why does writing for a variety of purposes help me become a better writer?</li><li>● How does having writing as part of my daily routine strengthen my writing?</li><li>● How does knowing my purpose and tasks help me determine the amount of time needed for the writing task?</li><li>● How do you listen?</li><li>● What impact does listening have?</li><li>● How do the visual materials send messages?</li><li>● How do visuals impact our thoughts and actions?</li><li>● How can technology help us communicate with others?</li><li>● Why is it important to speak effectively in a range of settings?</li><li>● What is the purpose of applying grammar and mechanics skills?</li><li>● Why is it important to use correct spelling and punctuation?</li><li>● Why is it important to understand language functions in different contexts?</li></ul> |
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or clarify ideas. The stages of these processes are enhanced with collaboration and technology.

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

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<ul style="list-style-type: none"><li>• Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post- secondary setting, as well as the workplace, requires effective communication.</li><li>• The research process requires the use of a variety of resources to ensure validity. Proficient researchers utilize various media, including Internet sources, to gather information. They also understand that sources can be misleading and therefore need to be carefully analyzed and critiqued for accuracy and reliability. The Internet is a vast world of information that needs to be evaluated for reliable information.</li><li>• The Internet has both advantages and disadvantages to its use. The Internet should be used in a safe and ethical manner to ensure privacy and safe use.</li><li>• Intellectual property belongs to the author/developer. Stealing intellectual property, just like stealing anything, is unacceptable and must be avoided.</li><li>• Technology is important, but human thought and purpose drives the impact of technology. A tool is only as good as the person using it.</li><li>• Technology can have positive or negative impact on both users and those affected by their use.</li><li>• Technology can be used in a variety of ways for learning and collaboration.</li><li>• Technology is constantly changing and requires continuous learning of new skills.</li><li>• Learning is a continuous process throughout life. In a global society, the need to continue to learn is of great importance.</li></ul>	
<b><u>Content:</u></b> <b><u>Comprehension:</u></b>	<b><u>Skills(Objectives):</u></b> View media (anchor video) in order to:



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- Informational Text, Magazine Article, Timeline, Narrative Nonfiction, Interview, Poem

### **Vocabulary/Word Study:**

- Target academic vocabulary words: justice, abusive, advocate, dignity, illiteracy, rights, tolerance, earn, forbid, distribute, opposition, organization, associated, announce, appear, achieve, potential, activist, charity, donor, motivation, resources, responsibility, desperate, struggle, pursue, establish, scorn, wretchedness
- Prefixes pre- and re-
- Context clues

### **Writing:**

- Routine Writing (answering wh-questions, analyzing text)
- Summarize
- Informational writing/Essay
- Developing and supporting a claim
- Conventions

### **Conventions:**

- Using transitions to introduce evidence
- Correcting sentence fragments

### **Speaking and Listening:**

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

### **21st Century Literacy**

- Multimedia- videos, interviews, creating a flyer to inform people
- Career Focus- Social worker
- Daily Read 180 Software routines and responsible use of 1:1 devices

- Use active viewing and listening strategies to build background and content knowledge about key ideas in the unit
- Communicate using precise content-area words and academic language to discuss key ideas from the video

Complete concept maps and explore content-area vocabulary to:

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

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

- Identify the key idea of an information text.
- Blend sounds to read words
- Use high-utility academic vocabulary in written and verbal responses
- Articulate the topic of a text using precise academic vocabulary
- Speak in complete sentences to provide detail and clarification
- Use text evidence accurately when explaining the meaning of a text
- Engage in collaborative discussions on topics, texts, and issues, building on others' ideas and clearly expressing personal perspectives
- Apply high-utility academic words in example sentences including relevant and correct grammar
- Use clues in the text as a strategy to determine the meaning of words and phrases
- Analyze the development of a central idea and supporting details over the course of a text
- Use academic language to answer questions about central ideas and essential details in an information text

Complete a close reading of a timeline in order to:

- Analyze the development of a central idea and supporting details over the course of a text

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- Speak in complete sentences to provide detail and clarification
- Determine the key idea of a text, citing evidence
- Use high-utility academic vocabulary in verbal and written responses
- Compare and contrast the chronology of events, ideas, concepts, and information in two texts, a speech, and a timeline
- Determine the central idea of a text and summarize the text, avoiding personal opinions and judgments
- Use academic language to ask and answer questions about central ideas and essential details in an informational text

Complete a close reading of a narrative nonfiction in order to:

- Summarize the topic and important details of a narrative nonfiction text, avoiding personal judgments
- Speak in complete sentences to provide detail and clarification
- Determine the key idea of a text, citing evidence
- Use high-utility academic vocabulary in verbal and written responses

Complete a close reading of an interview in order to:

- Analyze what is clearly stated in the text and infer what is not clearly stated
- Speak in complete sentences to provide detail and clarification
- Determine the key idea of a text, citing evidence
- Use high-utility academic vocabulary in verbal and written responses

Complete a close reading of poems in order to:

- Use clues in the text as a strategy to determine the figurative meaning of words and phrases in a poem
- Speak in complete sentences to provide detail and clarification
- Determine the key idea of a text, citing evidence
- Use high-utility academic vocabulary in verbal and written responses
- Determine the theme of a poem from details in the text and identify how the speaker in the poem reflects upon a topic

## Read 180 Grade 6

- Use academic language to ask and answer questions about the theme in a poem

Complete language development activities to:

- Use context as a clue to the meaning of an unknown word or phrase
- Identify word families for new vocabulary, and identify and use prefixes to help determine word meaning

Explore informative writing to:

- Plan, organize, and write an informative paragraph with a topic sentence, central idea, supporting details, and a conclusion
- Use precise academic language to explain and elaborate ideas
- Evaluate the quality of the thesis statement, ideas, details, and conclusions in an informative essay
- Ask and answer specific questions with elaboration and detail by making comments that contribute to the topic under discussion
- Determine the main idea of an informative essay and explain how it is supported by key details
- Gather relevant information from multiple sources, take brief notes, and sort evidence into categories
- Refer to relevant evidence from prior reading and discussions when discussing a topic
- Plan writing using a series of steps and strategies for effective expression
- Quote or paraphrase information, avoiding plagiarism
- Write an informative essay to examine a topic and convey ideas, concepts, and information through the section, organization, and analysis of relevant content
- Develop and support a thesis statement with relevant evidence
- Use transitions to introduce evidence in writing
- Identify and correct sentence fragments
- Develop and strengthen writing by planning, revising, and editing
- Show understanding of the conventions of standard English grammar and usage when writing or speaking
- With guidance and support from peers and adults, develop and strengthen writing by planning, revising, and editing

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	<ul style="list-style-type: none"> <li>• Offer feedback to peers on effort, use of evidence, engagement, and structure of an informative essay</li> </ul> <p>Develop 21st century literacy skills to:</p> <ul style="list-style-type: none"> <li>• Develop a flyer, organizing ideas logically and using relevant acts and details to express the flyer's main idea</li> <li>• Present a flyer in a focused way, using relevant details, appropriate transitions, precise language and content-area vocabulary</li> <li>• Identify the key idea of an informational text</li> </ul>
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### **Interdisciplinary Connections:**

The texts in this unit connect with themes of social justice and current world events, character education, and Civil Rights. Students will also learn about a career as a social worker.

## Stage 2: Assessment Evidence

<b><u>Performance Task(s):</u></b> <ul style="list-style-type: none"> <li>• Complete Getting Started Workshop</li> <li>• Interim Checkpoint following Lesson 11</li> <li>• Write an information paragraph: “Write a paragraph explaining how Malala Yousafzai’s life has affected the work she does today.”</li> <li>• Write an argument essay: “Choose either Malala Yousafzai or James Kofi Annan. Write an essay that describes this activist’s life and explains the work she or he does.”</li> <li>• Career Focus Project p. 72-75- <i>Think Like a Social Worker</i>. Prompt: You are a volunteer with a social service organization. Create an informational flyer that describes a local service or event that will help people.</li> <li>• End-of Workshop Checkpoint - Administer to assess skills from the workshop</li> </ul>	<b><u>Other Evidence:</u></b> <ul style="list-style-type: none"> <li>• Real Book assignments</li> <li>• Routine Writing tasks</li> <li>• Class Discussions-Use Read 180U Observe Board as formative assessments for performance goals</li> <li>• <b>Reading Inventory (RI)</b> - Administer to determine new lexile score</li> <li>• Phonics Inventory (as needed) to monitor Phonics skills and progress</li> </ul>
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## Stage 3: Learning Plan

<b><u>Learning Opportunities/Strategies:</u></b> <b><u>Multimedia:</u></b>	<b><u>Resources:</u></b>
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### *Anchor Video - Speak Out!, p. 28-31*

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

### **Building Background Knowledge**

- Explore concept web around the word “justice” p. 32 and “activist” p. 52
- Identify definitions for content area vocabulary and use the words in context sentences- p.33 and 53

### **Reading #1: Lexile 400**

#### *Informational Text - It's Your Right, p. 34*

- Read text using Oral Cloze strategy
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Identify key idea using Think-Write-Pair-Share
- Review central idea and details
- Reinforce foundational skills to blend sounds in new or unfamiliar words

### **Reading #2: Lexile 840**

#### *Magazine Article- Street Smarts, p. 36*

- Read text using Oral Cloze and find key idea
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Activate Knowledge: Connect to Anchor Video and prior reading
- Identify the key idea of the text
- Use Oral Cloze strategy to reread and cite evidence to support a response.
- Use academic discussion routine to respond to stretch activity.
- Use word strategies to find context clues that tell the meaning of “herald of children’s rights”
- Explain the importance of determining a central idea using Think-Write-Pair-Share

- Read 180 Universal software and independent reading books
- System 44 software and independent reading books
- iPads and/or laptops
- Read U Real Books(student workbooks)
- Read 180 Community
- Read 180 data and SAM reports
- Projector/TV
- Google Classroom
- Optional Text: Lexile 460L- “My Name is Iqbal”
- Getting Started Workshop- Introduction to Read 180 routines, expectations, and growth mindset
- RDI Book 4: Assessment Strategies and Practice Lessons - Level A
- Read 180 Community Stretch Texts and Assessment Practices
- System 44 Decodable Digests
- Read 180 U REACH books
- Reach Units 10: Food for Thought, 11: Tell Us Your Story, and 12: Superhuman are also available as supplemental units as needed
- Performance Task Research Projects available after units 3, 10, and 12.

\*The New Jersey Amistad Commission Interactive Curriculum  
[www.njamistadcurriculum.net](http://www.njamistadcurriculum.net)

\*LGBT and Disabilities Law  
[For Educators: Supporting LGBTQIA Youth Resource List](#)

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

[GLSEN Educator Resources](#)

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- Determine the central idea of the text and supporting details using a graphic organizer

### **Language Development** p. 42-43

- Discuss finding base words
- Use words containing the prefixes pre- and re- in context sentences
- Identify context clues and use clues to draw conclusions about word meanings
- Use Think-Write-Pair-Share strategy to analyze responses
- Use resources to confirm the meanings of their words

### **Reading #4: Lexile - 800**

*Timeline- Malala Yousafzai's Amazing Journey, p. 44*

- Read text using Modeled Fluent Reading and Oral Cloze strategies
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Activate prior knowledge
- Identify the key idea of the text
- Reread and find central idea and details and discuss using Think-Pair-Share
- Work with small groups to identify text structure
- Respond to React and Write prompts using complete sentences and academic discussion
- Complete stretch activity using Think-Write-Pair- Share
- Discuss summaries and the importance of writing them
- Complete a graphic organizer to organize ideas for a summary.
- Write a draft of a summary of the text

### **Writing #1: Paragraph** p. 98-99

- Use Think-Pair-Share to review POW (Plan-Organize-Write) strategy
- Use Unpack the Prompt routine to analyze the prompt

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- Choose precise language using synonyms
- Use TIDE(Thesis Statement- Idea- Details- Ending) to organize writing
- Review the texts for details and use Think-Write-Pair- Share to report their findings
- Organize writing using a graphic organizer and write a paragraph

### **Reading #4: Lexile 550**

*Narrative Nonfiction- Story of a Child Slave, p. 54*

- Read text using Modeled Fluent Reading and Oral Cloze strategies
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Activate prior knowledge to anchor video and prior reading
- Reread using the oral cloze strategy and Identify the key idea
- Reread and summarize with text with a partner using Think-Write-Pair-Share
- Use academic discussion routine to complete React and Write

### **Reading #5: Lexile 960**

*Interview- The Fight Against Child Slavery, p. 56*

- Read text using Modeled Fluent Reading and Oral Cloze strategies
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Activate prior knowledge
- Identify the key idea of the text
- Reread using Oral Cloze strategy and make inferences with small group
- Respond to React and Write prompt using complete sentences
- Use academic discussion routines to structure responses to React and Write tasks and identify supporting evidence

### **Reading #6: Lexile NP (Non-Prose)**

*Poem: I Dream a World, p. 58*

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- Read text using Modeled Fluent Reading and Oral Cloze strategies
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Activate prior knowledge
- Identify the key idea of the text
- Reread and use word strategies to identify and interpret examples of personification
- Respond to React and Write prompt using complete sentences
- Use academic discussion routines to structure responses to React and Write tasks and identify supporting evidence
- Identify theme, and analyze the theme through academic discussion
- Complete a graphic organizer analyzing the theme of the poem

### **Writing #2: Argument Essay** p. 62-71

- "Choose an activist featured in the Workshop. Write an essay that describes the activist's life and explains the work he or she does."
- View a model informative essay and use marking strategies to identify features
- Identify the prompt and purpose using "Unpack the Prompt" routine
- Review and discuss TIDE strategy using Think-Pair-Share
- Analyze and select evidence from Workshop readings to incorporate into writing
- Use academic discussion routine to evaluate each other's evidence.
- Analyze a thesis statement and draft a thesis statement using guided instruction
- Use a graphic organizer to structure and write a rough draft
- Analyze model transitions using Think-Write- Pair- Share and practice using transitions



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- Identify sentence fragments sentences and the importance of using proper punctuation
- Edit a rough draft for use of transitions and to correct sentence fragments
- Use self-and peer revision using a revision checklist
- Use Google Classroom to submit and respond to writing.

### **Career Focus and Project: Effective Expression**

*Interview: Problem Solver p. 72-75*

- Connect Career Focus text to prior knowledge
- Identify the key idea of a text
- Identify the career of a social work and how they connect with the public
- Identify the rewards and challenges of the career of a social worker
- Create a flyer from the point of view of a volunteer with a social service organization that describes a local service or event that will help people.
- Have students present their flyers and use peer feedback routine

### **Independent Reading**

Students receive daily independent reading opportunities within the group rotations.

Student reading is differentiated based upon lexile level, and audiobooks are available to stretch student reading levels as well.

Students receive support through graphic organizers and journal prompts for each Read 180 book.

### **Software**

Students work with the Read 180U software. All activities are differentiated based upon the student's lexile score. Students can also earn the opportunity to differentiate based on interest.

Students testing as struggling decoders in the Phonics inventory will work with System 44

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

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	<p>reading tests as needed (book report summary forms/projects)</p> <p>Provide audiobook options for independent reading</p> <p>Use graphic organizers and outlines to plan writing</p> <p>Provide model pieces of writing.</p>	<p>group students to address their individualized needs</p> <p>Each lesson contains Boost and Stretch activities to accommodate struggling students and to challenge students nearing proficiency</p> <p>Use sentence frames to encourage students to formulate complete sentences</p> <p>Provide study guides for independent reading books</p> <p>Allow students to retake independent reading tests</p> <p>Provide alternative assessments for independent reading tests as needed (book report summary forms/projects)</p> <p>Reduce number of writing questions on interim and end-of-workshop checkpoint assessments as needed.</p> <p>Read aloud interim and end-of-workshop test and texts (as we are testing for skills mastery, not reading level).</p>	
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		Allow additional time for completing assessments Provide audiobook options for independent reading Use graphic organizers and outlines to plan writing Provide model pieces of writing.	
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**Unit Title:** Grade 6 - Read 180: Workshop #2-Water Fight

### Stage 1: Desired Results

**Standards & Indicators:**

**Progress Indicators for Reading Literature**

**RL.6.1.** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.6.2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**RL.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**Progress Indicators for Reading Informational Text**

**RI.6.1.** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.6.2.** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**RI.6.3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**RI.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other text.

**RI.6.5** Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

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**RI.6.6.** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**RI.6.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

**RI.6.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**RI.6.10.** By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

### **Progress Indicators for Writing**

**W.6.1.** Write arguments to support claims with clear reasons and relevant evidence.

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

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

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

D. Establish and maintain a formal style.

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

**W.6.4.** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.6.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**W.6.7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**W.6.8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**W.6.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

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

**W.6.10.** Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Progress Indicators for Speaking and Listening**

**SL.6.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

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

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

**SL.6.2.** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**SL.6.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**SL.6.5.** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**SL.6.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Progress Indicators for Language**

**L.6.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.6.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.6.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.6.4.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

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

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

**L.6.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

B. Use the relationship between particular words to better understand each of the words.

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

**L.6.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **NJSLS Technology Standards**

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

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

- 8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.

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

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

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

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

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

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

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

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

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4.8.CT.1 9.4.8.CT.2	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective  Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option	Multiple solutions often exist to solve a problem.

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9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.	Early planning can provide more options to pay for postsecondary training and employment.
9.4.8.IML.12 9.4.8.IML.13:	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.  Identify the impact of the creator on the content, production, and delivery of information	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4.8.TL.3 9.4.8.TL.4	Select appropriate tools to organize and present information digitally.  Synthesize and publish information about a local or global issue or event	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.

### **Central Idea/Enduring Understanding:**

- Having a growth mindset can have a positive impact on your performance toward both academic and personal life goals.
- Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.
- Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

### **Essential/Guiding Question:**

- How do we prevent Earth's freshwater supply from drying up?
- Why is it important to use background knowledge while reading?
- How do I read informational texts and fiction texts differently?
- How does identifying the main idea help me as a reader gain meaning from the text?(understand the author's purpose)
- How does identifying key details help me as a reader gain meaning from the text?
- How do I read with understanding so I am able to analyze and summarize key ideas and details?
- How do you interpret various types of texts?
- How does the information you are exposed to help to form knowledge and ideas?
- How can independently reading deepen my understanding of the world around me?
- How does the audience influence the format of your writing?



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| <ul style="list-style-type: none"><li>● Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.</li><li>● In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently.</li><li>● Knowledge-based information is an ever-changing genre, which encompasses daily communication. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands one's sense of the world and self.</li><li>● Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.</li><li>● Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.</li><li>● To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts.</li><li>● Writers share information, opinions and ideas by using multiple techniques</li></ul> | <ul style="list-style-type: none"><li>● How does the purpose influence the format of your writing?</li><li>● Why is it important to produce and develop quality writing?</li><li>● How can technology be used in written communication?</li><li>● How does the information gathered and organized through research help to form a written argument?</li><li>● How does writing for varying periods of time strengthen my writing?</li><li>● How does writing for various audiences strengthen my writing?</li><li>● Why does writing for a variety of purposes help me become a better writer?</li><li>● How does having writing as part of my daily routine strengthen my writing?</li><li>● How does knowing my purpose and tasks help me determine the amount of time needed for the writing task?</li><li>● How do you listen?</li><li>● What impact does listening have?</li><li>● How do the visual materials send messages?</li><li>● How do visuals impact our thoughts and actions?</li><li>● How can technology help us communicate with others?</li><li>● Why is it important to speak effectively in a range of settings?</li><li>● What is the purpose of applying grammar and mechanics skills?</li><li>● Why is it important to use correct spelling and punctuation?</li><li>● Why is it important to understand language functions in different contexts?</li></ul> |
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and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.

- Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.
- Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.
- To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating an understanding of the subjects they are studying, and conveying real and imagined experiences and events.
- Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.
- Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.
- Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.

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- Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.
- Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting, as well as the workplace, requires effective communication.
- The research process requires the use of a variety of resources to ensure validity. Proficient researchers utilize various media, including Internet sources, to gather information. They also understand that sources can be misleading and therefore need to be carefully analyzed and critiqued for accuracy and reliability. The Internet is a vast world of information that needs to be evaluated for reliable information.
- The Internet has both advantages and disadvantages to its use. The Internet should be used in a safe and ethical manner to ensure privacy and safe use.
- Intellectual property belongs to the author/developer. Stealing intellectual property, just like stealing anything, is unacceptable and must be avoided.
- Technology is important, but human thought and purpose drives the impact of technology. A tool is only as good as the person using it.
- Technology can have positive or negative impact on both users and those affected by their use.
- Technology can be used in a variety of ways for learning and collaboration.
- Technology is constantly changing and requires continuous learning of new skills.

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<ul style="list-style-type: none"> <li>Learning is a continuous process throughout life. In a global society, the need to continue to learn is of great importance.</li> </ul>	
<p><b><u>Content:</u></b></p> <p><b><u>Comprehension:</u></b></p> <ul style="list-style-type: none"> <li>Folktale, Informational Text, Photo Essay, Website, Op-ed Articles, Infographic</li> </ul> <p><b><u>Vocabulary/Word Study:</u></b></p> <ul style="list-style-type: none"> <li>Target academic vocabulary words: drought, access, conserve, contaminated, famine, recycle, region, final, destroy, factor, affect, impact, particular, severe, occur, adequate, widespread, conservation, depleted, groundwater, irrigation, resources, restriction, sustain, reduce, indirect, decline, significantly, essential, demand, system, process</li> <li>Prefixes in- and un-</li> <li>Multiple-meaning words</li> </ul> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>Routine Writing (answering wh-questions, analyzing text)</li> <li>Summarize</li> <li>Argument writing/Essay</li> <li>Developing and supporting a claim</li> <li>Conventions</li> </ul> <p><b><u>Conventions:</u></b></p> <ul style="list-style-type: none"> <li>Using transitions to connect ideas</li> <li>Correcting run-on sentences</li> </ul> <p><b><u>Speaking and Listening:</u></b></p> <ul style="list-style-type: none"> <li>Using academic words when speaking and writing</li> <li>Discuss, reflect, and paraphrase others' perspectives</li> <li>Share opinions and build on others' ideas when discussing topics, texts and issues.</li> <li>Summarize a text verbally</li> <li>Present a project</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <p>View media (anchor video) in order to:</p> <ul style="list-style-type: none"> <li>Use active viewing and listening strategies to build background and content knowledge about key ideas in the unit</li> <li>Communicate using precise content-area words and academic language to discuss key ideas from the video</li> </ul> <p>Complete concept maps and explore content-area vocabulary to:</p> <ul style="list-style-type: none"> <li>Use content-area vocabulary and generate examples to deepen understanding of central content-area content</li> <li>Collaborate to discuss the concepts, effectively expressing ideas, comparing and contrasting ideas, and building on other's ideas.</li> <li>Develop knowledge of a concept using synonyms, word family members, common phrases (word partners), examples, and non-examples</li> </ul> <p>Complete a close reading of a folktale in order to:</p> <ul style="list-style-type: none"> <li>Identify the most important event in a folktale</li> <li>Read and understand the meanings of compound words</li> <li>Use high-utility academic vocabulary in verbal and written responses</li> <li>Report on a topic or text, using appropriate facts and relevant details to support main ideas and themes</li> </ul> <p>Complete a close reading of an informational texts/ articles in order to:</p> <ul style="list-style-type: none"> <li>Use text evidence to identify the central idea and details of a text</li> <li>Engage in collaborative discussions on topics and texts, accurately citing text evidence</li> <li>Determine the key idea of a text, citing evidence</li> <li>Apply high-utility academic words in example sentences including relevant content and correct grammar</li> </ul>

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### 21st Century Literacy

- Multimedia- videos, interviews, creating a poster to educate the public
- Career Focus- Water resources specialist
- Daily Read 180 Software routines and responsible use of 1:1 devices

- Determine which claims in a text are supported by evidence and which are not
- Describe the overall structure (cause and effect) of events, ideas, concepts, and information in a text
- Use academic language to respond to questions about the structure of an informational text

Complete a close reading of a photo essay to:

- Integrate information in maps, photographs, and texts to develop an understanding of the impact of drought
- Engage in collaborative discussions on topics, texts, and issues, building on others' discussions on topics, texts, and issues, building on others' ideas and clearly expressing personal perspectives
- Determine the key idea of a text, citing evidence
- Use high-utility academic vocabulary in verbal and written responses
- Describe how an author uses cause and effect to structure the events, ideas, concepts, and information in a text
- Report on a topic or text in an organized manner, using appropriate facts and relevant details to express important ideas
- Analyze what is clearly stated in the text and infer what is not clearly stated
- Use academic language to ask and answer questions about the information and ideas in a text

Complete a close reading of a website in order to:

- Identify an author's purpose and explain how the author shares what he or she thinks through the text
- Report on a topic or text in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas; speak clearly at an understandable pace
- Determine the key idea of a text, citing evidence
- Use high-utility academic vocabulary in verbal and written responses

Complete a close reading of an opinion-editorial article to:

- Determine the figurative meaning and connotation of words used in an informational text

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- Report on a topic or text in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas; speak clearly at an understandable pace
- Determine the key idea of a text, citing evidence
- Use high-utility academic vocabulary in verbal and written responses
- Integrate information from several texts on drought in order to write and speak knowledgeably about the topic

Complete a close reading of an infographic in order to:

- Interpret information in a diagram and explain how this information contributes to understanding an informational text
- Report on a topic or text in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas; speak clearly at an understandable pace
- Determine the key idea of a text, citing evidence
- Use high-utility academic vocabulary in verbal and written responses

Complete language development activities to:

- Identify multiple-meaning words and use context as a clue to meaning
- Identify word families for new vocabulary, and identify and use prefixes to help determine word meaning

Explore argument writing to:

- Plan, organize, and write an argument paragraph with a claim, supporting details, and a conclusion
- Use precise language and academic vocabulary to identify and discuss the steps of POW (Plan-Organize-Write) and TREE (Thesis statement-Reasons-Evidence-Ending)
- Use precise academic language to support a claim
- Evaluate the quality of the claim, evidence, and conclusion in an argument essay
- Participate effectively in collaborative discussion
- Determine the claim of an argument essay and explain how it is supported by details
- Speak in complete sentences in order to provide detail in class discussions

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- Gather relevant information from multiple sources and take brief notes on sources and sort evidence into provided categories
- Plan effective writing, using a series of steps and strategies for effective expression
- Quote or paraphrase the data and conclusions of others, avoiding plagiarism
- Write an argument essay to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- Use appropriate precise language and academic vocabulary to develop and support a strong claim
- Develop and support a claim with relevant evidence
- Show understanding of conventions of standard English grammar and usage when writing or speaking
- Correct run-on sentences
- Develop and strengthen writing by planning, revising, and editing
- Use transitions to connect ideas
- Recognize and correct subject-verb agreement
- With guidance and support from peers and adults, develop and strengthen writing by planning, revising, and editing
- Offer feedback to peers on effort, use of evidence, engagement, and structure of an argument essay

Develop 21st century literacy skills to:

- Organize ideas logically and use relevant facts and details to express main ideas and themes of informational text
- Plan and present an argument that supports a claim, organizes evidence logically, and uses words and phrases effectively
- Identify the key idea of an informational text
- Include visual displays in presentations to clarify claims

### Interdisciplinary Connections:

The texts in this unit connect with themes of climate change, water conservation and water treatment. Students will also learn about a career as a water resources specialist.

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### Stage 2: Assessment Evidence

#### Performance Task(s):

- Interim Checkpoint following Lesson 11
- Write an argument paragraph: "'Drought Report' and 'Decade of Drought' both discuss what happens when parts of the world are hit by devastating droughts. Write a paragraph that argues which text is more informative about droughts."
- Write an argument essay: "Write an essay that argues why droughts are devastating. Choose two reasons and provide evidence from the text to support them."
- Career Focus Project p. 120-124 - *Think Like a Water Resources Specialist*. Prompt: You are a water resources specialist. Create a poster persuading your community to take steps to conserve water. List and explain for ways.
- End-of Workshop Checkpoint - Administer to assess skills from the workshop

#### Other Evidence:

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

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### **Multimedia:**

*Anchor Video - Drought- p. 76-79*

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

##### **Building Background Knowledge**

- Explore concept web around the word "drought" p. 80 and "conservation" p. 100

#### Resources:

- Read 180 Universal software and independent reading books
- System 44 software and independent reading books
- iPads and/or laptops
- Read U Real Books(student workbooks)
- Read 180 Community
- Read 180 data and SAM reports
- Projector/TV
- Google Classroom
- Optional Text: Lexile 510L- "California Cuts Back on Water"
- Getting Started Workshop- Introduction to Read 180 routines, expectations, and growth mindset



## Read 180 Grade 6

- Identify definitions for content area vocabulary and use the words in context sentences- p.81 and 101

### **Reading #1: Lexile 270**

*Folktale - Rain and Fire, p. 82*

- Read text using Oral Cloze strategy
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Identify key idea using Think-Write-Pair-Share
- Review central idea and details
- Reinforce foundational skills to identify compound words and break compound words into smaller words

### **Reading #2: Lexile 860**

*Informational Text- Drought Report, p. 84*

- Read text using Oral Cloze and find key idea
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Activate Knowledge: Connect to Anchor Video and prior reading
- Use Oral Cloze strategy to reread and identify central idea and details
- Respond to React and Write prompt using complete sentences
- Use academic discussion routines to structure responses to React and Write tasks
- Use Think-Write-Pair-Share to read critically
- Work in pairs to complete stretch question
- Use academic discussion to respond to stretch activity and cite evidence
- Analyze causes and effects by completing a graphic organizer and using academic discussion

### **Language Development**

*p. 90-91*

- Discuss finding base words

- RDI Book 4: Assessment Strategies and Practice Lessons - Level A
- Read 180 Community Stretch Texts and Assessment Practices
- System 44 Decodable Digests
- Read 180 U REACH books
- Reach Units 10: Food for Thought, 11: Tell Us Your Story, and 12: Superhuman are also available as supplemental units as needed
- Performance Task Research Projects available after units 3, 10, and 12.

\*LGBT and Disabilities Law

For Educators: Supporting LGBTQIA Youth Resource List

Respect Ability: Fighting Stigmas, Advancing Opportunities

GLSEN Educator Resources

## Read 180 Grade 6

- Use words containing the prefixes in- and un- in context sentences
- Identify multiple meaning words and use them in context sentences
- Use Think-Write-Pair-Share strategy to analyze responses

### **Reading #3: Lexile - 950**

*Photo Essay-Decade of Drought, p. 92*

- Read text using Modeled Fluent Reading and Oral Cloze strategies
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Activate prior knowledge
- Identify the key idea of the text
- Reread and read critically. Discuss using Think- Pair-Share
- Work with small groups to identify text structure
- Respond to React and Write prompts using complete sentences and academic discussion
- Complete stretch activity using Think-Write-Pair-Share
- Identify the importance of making inferences and make inferences using a graphic organizer

### **Writing #1: Paragraph p. 98-99**

- Use Think-Pair-Share to review POW (Plan-Organize-Write) strategy
- Use Unpack the Prompt routine to analyze the prompt
- Choose precise language using synonyms
- Use TREE (Thesis Statement- Reasons- Evidence- Ending) to organize writing
- Review the texts for evidence and discuss evidence through academic discussion routine
- Organize writing using a graphic organizer and write a paragraph

### **Reading #4: Lexile 880**

## Read 180 Grade 6

*Website- Are You a Water Saver or a Water Hog?, p. 102*

- Read text using Modeled Fluent Reading and Oral Cloze strategies
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Activate prior knowledge to anchor video and prior reading
- Reread using the oral cloze strategy and Identify the key idea
- Reread and identify the author's purpose. Discuss using Think-Write-Pair-Share
- Use academic discussion routine to complete stretch activities

### **Reading #5: Lexile 1030**

*Op-Ed Article- Running Dry, p. 104*

- Read text using Modeled Fluent Reading and Oral Cloze strategies
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Activate prior knowledge
- Identify the key idea of the text
- Review word strategies and how to use context
- Use academic discussion routine to complete stretch activity
- Read critically and discuss using Think-Write-Pair- Share
- Respond to React and Write prompt using complete sentences
- Use academic discussion routines to structure responses to React and Write tasks and identify supporting evidence

### **Reading #6: Lexile 880**

*Infographic: Toilet to Tap, p. 108*

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

## Read 180 Grade 6

- Read critically and discuss using Think- Write- Pair- Share
- Respond to React and Write prompt using complete sentences
- Use academic discussion routines to structure responses to React and Write tasks and identify supporting evidence

### **Writing #2: Argument Essay** p. 110-111

- “Write an essay that argues why droughts are devastating. Choose two reasons and provide evidence from the text to support them.”
- View a model argument essay and use marking strategies to identify features
- Identify the prompt and purpose using “Unpack the Prompt” routine
- Review and discuss TREE strategy using Think-Pair-Share
- Analyze and select evidence from Workshop readings to incorporate into writing
- Use academic discussion routine to evaluate each other’s evidence.
- Analyze supporting evidence and draft and support a claim..
- Use a graphic organizer to structure and write a rough draft
- Analyze model transitions using Think-Write- Pair- Share and practice using transitions
- Identify run-on sentences and the importance of using proper punctuation
- Edit a rough draft for use of transitions and to correct run-on sentences
- Use self-and peer revision using a revision checklist
- Use Google Classroom to submit and respond to writing.

### **Career Focus and Project: Effective Expression**

*Interview: Water Protector, p. 120-123*

- Connect Career Focus text to prior knowledge

## Read 180 Grade 6

- Identify the key idea of a text
- Identify the career of a water resources specialist and how they create posters to inform the public
- Identify the rewards and challenges of the career of a water resources specialist
- Create a poster from the point of view of a water resources specialist persuading the public to take steps to conserve water
- Have students present their posters and use peer feedback routine

### **Independent Reading**

Students receive daily independent reading opportunities within the group rotations. Student reading is differentiated based upon lexile level, and audiobooks are available to stretch student reading levels as well. Students receive support through graphic organizers and journal prompts for each Read 180 book.

### **Software**

Students work with the Read 180U software. All activities are differentiated based upon the student's lexile score. Students can also earn the opportunity to differentiate based on interest.

Students testing as struggling decoders in the Phonics inventory will work with System 44 software. Phonics skills will be differentiated based upon their tested needs.

### **Differentiation**

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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## Read 180 Grade 6

<p>Adaptation of materials and requirements</p> <p>Elevated text or question complexity</p> <p>Independent student options</p> <p>Projects completed individually or with partners</p> <p>Self-selection of research</p> <p>Open-ended activities</p>	<p>Varying instructional strategies</p> <p>In-class interventions</p> <p>Compacting activity</p> <p>Extend or abbreviate duration of assignments</p> <p>Software based on student lexile score and interest</p> <p>Independent reading choices based on lexile scores and interest</p> <p>Workshop checkpoints allow for assessment of student data and allow teachers to group students to address their individualized needs</p> <p>Each lesson contains Boost and Stretch activities to accommodate struggling students and to challenge students nearing proficiency</p> <p>Provide alternative assessments for independent reading tests as needed (book report summary forms/projects)</p> <p>Provide audiobook options for independent reading</p> <p>Use graphic organizers and</p>	<p>Provide text in alternative formats, such as Braille, large print, audio formats, or digital text</p> <p>Use peer readers</p> <p>Permit highlighting of text</p> <p>List discussion questions prior to reading text</p> <p>Vocabulary lists and/or study guides</p> <p>Provide lecture notes/outline</p> <p>ELL supports and strategies are built into each workbook lesson</p> <p>ELL supports are provided within the Read 180 software.</p> <p>Software based on student lexile score and interest</p> <p>Independent reading choices based on lexile scores and interest</p> <p>Workshop checkpoints allow for assessment of student data and allow teachers to group students to address their individualized needs</p> <p>Each lesson contains Boost and Stretch activities to accommodate struggling students and to challenge</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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## Read 180 Grade 6

	<p>outlines to plan writing Provide model pieces of writing.</p>	<p>students nearing proficiency Use sentence frames to encourage students to formulate complete sentences Provide study guides for independent reading books Allow students to retake independent reading tests Provide alternative assessments for independent reading tests as needed (book report summary forms/projects) Reduce number of writing questions on interim and end-of-workshop checkpoint assessments as needed. Read aloud interim and end-of-workshop test and texts (as we are testing for skills mastery, not reading level). Allow additional time for completing assessments Provide audiobook options for independent reading Use graphic organizers and outlines to plan writing</p>	
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## Read 180 Grade 6

		Provide model pieces of writing.	
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**Unit Title:** Grade 6 - Read 180: Workshop #3-Life in Dystopia

### Stage 1: Desired Results

**Standards & Indicators:**

**Progress Indicators for Reading Literature**

**RL.6.1.** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.6.2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**RL.6.3.** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**RL.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**RL.6.5.** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**RL.6.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

**RL.6.10.** By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

**Progress Indicators for Reading Informational Text**

**RI.6.1.** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.6.2.** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**RI.6.3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**RI.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other text.



## Read 180 Grade 6

**RI.6.6.** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**RI.6.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**RI.6.10.** By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

### **Progress Indicators for Writing**

**W.6.1.** Write arguments to support claims with clear reasons and relevant evidence.

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

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

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

D. Establish and maintain a formal style.

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

**W.6.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

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

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

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

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

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

**W.6.4.** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.6.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**W.6.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

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

**W.6.10.** Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Read 180 Grade 6

### **Progress Indicators for Speaking and Listening**

**SL.6.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

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

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

**SL.6.2.** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**SL.6.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**SL.6.5.** Integrate multimedia and visual displays in presentations to clarify information, strengthen claims and evidence, and add interest.

**SL.6.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Progress Indicators for Language**

**L.6.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.6.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.6.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.6.4.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

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

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

**L.6.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **NJSLS Technology Standards**

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

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

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

## Read 180 Grade 6

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

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

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.	Early planning can provide more options to pay for postsecondary training and employment.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option	Multiple solutions often exist to solve a problem.
9.4.8.IML.12 9.4.8.IML.13:	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.  Identify the impact of the creator on the content, production, and delivery of information	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4.8.TL.3 9.4.8.TL.4	Select appropriate tools to organize and present information digitally.  Synthesize and publish information about a local or global issue or event	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.

#### Central Idea/Enduring Understanding:

- Having a growth mindset can have a positive impact on your performance toward both academic and personal life goals.
- Imaginative texts can provide rich and timeless insights into universal

#### Essential/Guiding Question:

- What causes people to go along with the crowd, despite the costs?
- Why is it important to use background knowledge while reading?

## Read 180 Grade 6

themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.

- Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.
- Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.
- In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently.
- Knowledge-based information is an ever-changing genre, which encompasses daily communication. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands one's sense of the world and self.
- Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional

- How do I read informational texts and fiction texts differently?
- How does identifying the main idea help me as a reader gain meaning from the text?(understand the author's purpose)
- How does identifying key details help me as a reader gain meaning from the text?
- How do I read with understanding so I am able to analyze and summarize key ideas and details?
- How do you interpret various types of texts?
- How does the information you are exposed to help to form knowledge and ideas?
- How can independently reading deepen my understanding of the world around me?
- How does the audience influence the format of your writing?
- How does the purpose influence the format of your writing?
- Why is it important to produce and develop quality writing?
- How can technology be used in written communication?
- How does the information gathered and organized through research help to form a written argument?
- How does writing for varying periods of time strengthen my writing?
- How does writing for various audiences strengthen my writing?
- Why does writing for a variety of purposes help me become a better writer?
- How does having writing as part of my daily routine strengthen my writing?
- How does knowing my purpose and tasks help me determine the amount of time needed for the writing task?
- How do you listen?
- What impact does listening have?
- How do the visual materials send messages?
- How do visuals impact our thoughts and actions?
- How can technology help us communicate with others?
- Why is it important to speak effectively in a range of settings?
- What is the purpose of applying grammar and mechanics skills?
- Why is it important to use correct spelling and punctuation?

## Read 180 Grade 6

choice of tools such as word choice, point of view and structure.

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

- Why is it important to understand language functions in different contexts?

## Read 180 Grade 6

<p>new and unique understandings and solutions.</p> <ul style="list-style-type: none"> <li>• Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.</li> <li>• Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding</li> <li>• Technology can have positive or negative impact on both users and those affected by their use.</li> <li>• Technology can be used in a variety of ways for learning and collaboration.</li> <li>• Technology is constantly changing and requires continuous learning of new skills.</li> <li>• Learning is a continuous process throughout life. In a global society, the need to continue to learn is of great importance.</li> </ul>	
<p><b><u>Content:</u></b></p> <p><b><u>Comprehension:</u></b></p> <ul style="list-style-type: none"> <li>• Informational Text, Short Story, Lecture, Novel</li> </ul> <p><b><u>Vocabulary/Word Study:</u></b></p> <ul style="list-style-type: none"> <li>• Target academic vocabulary words: conformity, civic, generation, liberty, lottery, official, ritual, perfect, imaginary, tend, select, conduct, precede, reach, necessary, raise, apart, quit, gravely, precisely, chance, concerned, remove, general, force, dystopia, disturb, participate, podium, rebellion, sacrifice, base (on), current, remain, require, distressed, allow</li> <li>• Roots “civ” and “liber”</li> <li>• Synonyms and Antonyms</li> </ul> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>• Routine Writing (answering wh-questions, analyzing text)</li> <li>• Summarize</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <p>View media (anchor video) in order to:</p> <ul style="list-style-type: none"> <li>• Use active viewing and listening strategies to build background and content knowledge about key ideas in the unit</li> <li>• Communicate using precise content-area words and academic language to discuss key ideas from the video</li> </ul> <p>Complete concept maps and explore content-area vocabulary to:</p> <ul style="list-style-type: none"> <li>• Use content-area vocabulary and generate examples to deepen understanding of central content-area content</li> <li>• Collaborate to discuss the concepts, effectively expressing ideas, comparing and contrasting ideas, and building on other's ideas.</li> <li>• Develop knowledge of a concept using synonyms, word family members, common phrases (word partners), examples, and non-examples</li> </ul> <p>Complete a close reading of an informational texts/ articles in order to:</p>

## Read 180 Grade 6

- Informative Writing/Essay
- Writing an effective thesis
- Conventions

### **Conventions:**

- Using transitions to organize details
- Subject-Verb agreement

### **Speaking and Listening:**

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

### **21st Century Literacy**

- Multimedia- videos, interviews, analyzing media appropriate for press releases
- Career Focus- Publicist
- Daily Read 180 Software routines and responsible use of 1:1 devices

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

Complete a close reading of a short story to:

- Analyze how a particular scene develops the setting, and plot, in a short story.
- Engage in collaborative discussions on topics, texts, and issues, clearly expressing personal perspectives
- Determine the key idea of a text, citing evidence
- Apply high-utility academic words in example sentences including relevant content and correct grammar
- Analyze the impact of a specific word choice on the text's meaning and tone.
- Describe how characters react to or change in response to the story's plot
- Analyze what is clearly stated in the text and infer what is not clearly stated
- Discuss key ideas in a short story using new academic vocabulary
- Determine the theme of a story and analyze how it is conveyed through text details

Complete a close reading of a lecture to:

- Analyze what is clearly stated in the text and infer what is not clearly stated.
- Restate ideas and express opinions based on knowledge gained from the discussion
- Determine the key idea of a text, citing evidence
- Apply high-utility academic words in example sentences including relevant content and correct grammar

Complete a close reading of a novel excerpt to:

- Analyze what is clearly stated in the text and infer what is not clearly stated

## Read 180 Grade 6

- Restate ideas and express opinions based on knowledge gained from the discussion
- Determine the key idea of a text, citing evidence
- Apply high-utility academic words in example sentences including relevant content and correct grammar
- Analyze how a particular sentence fits into the overall structure of a text and contributes to the development of the plot.
- Use academic language to discuss a story's plot

Complete language development activities to:

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

Explore informative writing (literary analysis) to:

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



## Read 180 Grade 6

	<ul style="list-style-type: none"> <li>● Recognize and correct subject-verb agreement</li> <li>● Articulate and summarize helpful, actionable writing feedback with a partner</li> <li>● With guidance and support from peers and adults, develop and strengthen writing by planning, revising, and editing</li> </ul> <p>Develop 21st century literacy skills to:</p> <ul style="list-style-type: none"> <li>● Develop and present a press release for one of the texts in the Workshop, including relevant facts, definitions, details, quotations, or other information and examples</li> <li>● Present a press release in a focused way, using appropriate eye contact, volume, and pronunciation.</li> <li>● Identify the key ideas of an information text.</li> </ul>
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### **Interdisciplinary Connections:**

The texts in this unit connect with world politics and concepts of utopian societies, dystopian societies, and laws. Students consider themes of developing good character and bullying/ being a bystander. Students will also explore the career of a publicist.

## Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>● Interim Checkpoint following Lesson 14</li> <li>● Write an informational paragraph: "Choose one character from 'The Lottery' by Shirley Jackson. Write a paragraph that analyzes the character's attitude toward the community's annual lottery."</li> <li>● Write an informational essay: "Choose two characters from either 'The Lottery' or 'The Hunger Games', or one character from each. Write an essay analyzing the characters' attitudes about their communities' annual traditions."</li> <li>● Career Focus Project p. 174-177 - <i>Think Like a Publicist</i> Prompt: You are a publicist for a publishing company. Write a press release announcing the launch of a book or story.</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>● ReaL Book assignments</li> <li>● Routine Writing tasks</li> <li>● Class Discussions-Use Read 180U Observe Board as formative assessments for performance goals</li> <li>● <b>Reading Inventory (RI)</b> - Administer to determine new lexile score</li> <li>● Phonics Inventory (as needed) to monitor Phonics skills and progress</li> </ul>
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## Read 180 Grade 6

- End-of Workshop Checkpoint - Administer to assess skills from the workshop

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### **Multimedia:**

*Anchor Video - Dystopia- p. 124-127*

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

##### **Building Background Knowledge**

- Explore concept web around the word “conflict” p. 128 and “dystopia” p. 154
- Identify definitions for content area vocabulary and use the words in context sentences- p.129 and 155

##### **Reading #1: Lexile 400**

*Informational Text - World's Gone Wrong, p. 130*

- Read text using Oral Cloze strategy
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Identify key idea using Think-Write-Pair-Share
- Review central idea and details
- Reinforce foundational skills to determine the number of syllables in a word
- Identify literary elements-setting, characters, plot, and theme

##### **Reading #2: Lexile 1080**

*Short Story- The Lottery, p. 134*

- Read text using Oral Cloze and find key idea
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.

#### Resources:

- Read 180 Universal software and independent reading books
- System 44 software and independent reading books
- iPads and/or laptops
- Read U Real Books(student workbooks)
- Read 180 Community
- Read 180 data and SAM reports
- Projector/TV
- Google Classroom
- Optional Text: Lexile 460L- “My Name is Iqbal”
- Getting Started Workshop- Introduction to Read 180 routines, expectations, and growth mindset
- RDI Book 4: Assessment Strategies and Practice Lessons - Level A
- Read 180 Community Stretch Texts and Assessment Practices
- System 44 Decodable Digests
- Read 180 U REACH books
- Reach Units 10: Food for Thought, 11: Tell Us Your Story, and 12: Superhuman are also available as supplemental units as needed
- Performance Task Research Projects available after units 3, 10, and 12.

\*LGBT and Disabilities Law

For Educators: Supporting LGBTQIA Youth Resource List

Respect Ability: Fighting Stigmas, Advancing Opportunities

GLSEN Educator Resources

## Read 180 Grade 6

- Activate Knowledge: Connect to Anchor Video and prior reading
- Use Oral Cloze strategy to reread and focus on analyzing the setting, characters, plot and theme
- Respond to React and Write prompt using complete sentences
- Use academic discussion routines to structure responses to React and Write tasks
- Review strategies for making inferences and use academic discussion to share responses
- Use Think-Write-Pair-Share to make and discuss inferences
- Work in pairs to complete stretch question
- Use academic discussion to respond to stretch activity and cite evidence

### **Language Development** p. 150-151

- Discuss information about Latin roots and the importance of identifying word roots
- Identify word roots and their meanings.
- Use words containing the roots civ- and liber- in context sentences
- Identify synonyms and antonyms and use them in context
- Identify and use a thesaurus to research more synonyms and antonyms
- Use Think-Write-Pair-Share strategy to analyze responses

### **Writing #1: Paragraph** p. 152-153

- Use Think-Pair-Share to review POW (Plan-Organize-Write) strategy
- Use Unpack the Prompt routine to analyze the prompt
- Choose precise language using synonyms
- Use TIDE (Thesis Statement-Idea-Details-Ending) to organize writing
- Organize writing using a graphic organizer and write a paragraph

## Read 180 Grade 6

### **Reading #3: Lexile - 890L**

*Lecture-The Biography of a Story p. 156*

- Read text using Modeled Fluent Reading and Oral Cloze strategies
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Activate prior knowledge
- Identify the key idea of the text
- Reread and make and discuss inferences
- Respond to React and Write prompts using complete sentences and academic discussion

### **Reading #4: Lexile 960L**

*Novel-The Hunger Games, p. 158*

- Read text using Modeled Fluent Reading and Oral Cloze strategies
- Identify and define target words using context clues and use sentence frames to use vocabulary in context.
- Activate prior knowledge to anchor video and prior reading
- Reread using the oral cloze strategy and Identify the key idea
- Reread and make inferences
- Respond to React and Write and use academic discussion routine to structure responses
- Identify and analyze the text structure using Think-Write-Pair Share
- Use academic discussion routine to complete stretch activities
- Compare and contrast texts: The Lottery and the Hunger Games using a Venn diagram
- Analyze similarities and differences in genre types

### **Writing #2: Informational Essay p. 164-173**

- Choose two characters from either 'The Lottery' or 'The Hunger games or one character from each. Write an essay analyzing the characters'

## Read 180 Grade 6

attitudes about their communities' annual traditions.

- View a model informational essay (literary analysis) and use marking strategies to identify features
- Identify the prompt and purpose using "Unpack the Prompt" routine
- Review and discuss TIDE strategy using Think-Pair-Share
- Select evidence from Workshop readings to incorporate into writing
- Use academic discussion routine to evaluate each other's evidence.
- Analyze a thesis statement and draft an introduction.
- Use a graphic organizer to structure and write a rough draft
- Analyze model transitions using Think-Write-Pair-Share and practice using transitions
- Identify correct subject-verb agreement and the importance of using correct agreement.
- Edit a rough draft for use of transitions and correct subject-verb agreement
- Use self-and peer revision using a revision checklist
- Use Google Classroom to submit and respond to writing.

### **Career Focus and Project: Effective Expression**

*Interview: A Day on the Job, p. 174-176*

- Connect Career Focus text to prior knowledge
- Identify the key idea of a text
- Identify the career of a publicist and how they create press releases to gain public interest
- Identify the rewards and challenges of the career of a publicist
- Write a press release from the point of view of a publicist writing a press release announcing the launch of a book or short story

## Read 180 Grade 6

- Have students present their press releases and use peer feedback routine

### **Independent Reading**

Students receive daily independent reading opportunities within the group rotations. Student reading is differentiated based upon lexile level, and audiobooks are available to stretch student reading levels as well. Students receive support through graphic organizers and journal prompts for each Read 180 book.

### **Software**

Students work with the Read 180U software. All activities are differentiated based upon the student's lexile score. Students can also earn the opportunity to differentiate based on interest.

Students testing as struggling decoders in the Phonics inventory will work with System 44 software. Phonics skills will be differentiated based upon their tested needs.

### **Differentiation**

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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## Read 180 Grade 6

<p>Adaptation of materials and requirements</p> <p>Elevated text or question complexity</p> <p>Independent student options</p> <p>Projects completed individually or with partners</p> <p>Self-selection of research</p> <p>Open-ended activities</p>	<p>Varying instructional strategies</p> <p>In-class interventions</p> <p>Compacting activity</p> <p>Extend or abbreviate duration of assignments</p> <p>Software based on student lexile score and interest</p> <p>Independent reading choices based on lexile scores and interest</p> <p>Workshop checkpoints allow for assessment of student data and allow teachers to group students to address their individualized needs</p> <p>Each lesson contains Boost and Stretch activities to accommodate struggling students and to challenge students nearing proficiency</p> <p>Provide alternative assessments for independent reading tests as needed (book report summary forms/projects)</p> <p>Provide audiobook options for independent reading</p> <p>Use graphic organizers and</p>	<p>Provide text in alternative formats, such as Braille, large print, audio formats, or digital text</p> <p>Use peer readers</p> <p>Permit highlighting of text</p> <p>List discussion questions prior to reading text</p> <p>Vocabulary lists and/or study guides</p> <p>Provide lecture notes/outline</p> <p>ELL supports and strategies are built into each workbook lesson</p> <p>ELL supports are provided within the Read 180 software.</p> <p>Software based on student lexile score and interest</p> <p>Independent reading choices based on lexile scores and interest</p> <p>Workshop checkpoints allow for assessment of student data and allow teachers to group students to address their individualized needs</p> <p>Each lesson contains Boost and Stretch activities to accommodate struggling students and to challenge</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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## Read 180 Grade 6

	<p>outlines to plan writing Provide model pieces of writing.</p>	<p>students nearing proficiency Use sentence frames to encourage students to formulate complete sentences Provide study guides for independent reading books Allow students to retake independent reading tests Provide alternative assessments for independent reading tests as needed (book report summary forms/projects) Reduce number of writing questions on interim and end-of-workshop checkpoint assessments as needed. Read aloud interim and end-of-workshop test and texts (as we are testing for skills mastery, not reading level). Allow additional time for completing assessments Provide audiobook options for independent reading Use graphic organizers and outlines to plan writing</p>	
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## Read 180 Grade 6

		Provide model pieces of writing.	
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# Read 180 Grade 6

## Pacing Guide

Course Name: Read 180	Resource	Standards
MP 1-2		
<b>UNIT 1</b> Read 180: Workshop #1-Stand Up 60 Days total  15 days in cycle spent on writing development and effective expression  15 days in cycle spent on vocabulary, word study, and language development  15 days send on reading comprehension/strategies  15 days spent on software/independent reading for skill reinforcement	<b>CHAPTERS</b> Workshop #1- Stand UP  Unit Online Assessment: Interim Workshop Checkpoint End of Workshop Checkpoint Reading Inventory to Assess lexile score (administered at the end of each marking period) Phonics Inventory (as needed) to assess phonics skills  Read 180 Universal software and independent reading books  iPads and/or laptops  Read U Real  Books(student workbooks)  Read 180 Community  Read 180 data and SAM reports  Projector/TV  Google Classroom  Optional Text: Lexile 460L- "My Name is Iqbal"  Getting Started Workshop- Introduction to Read 180 routines, expectations, and growth mindset  RDI Book 4: Assessment Strategies and Practice Lessons - Level A  Read 180 Community Stretch Texts and Assessment Practices	<b>RL.6.1.</b> <b>RL.6.2.</b> <b>RL.6.4.</b> <b>RI.6.1.</b> <b>RI.6.2.</b> <b>RI.6.3.</b> <b>RI.6.4.</b> <b>RI.6.5</b> <b>RI.6.6.</b> <b>RI.6.10.</b> <b>W.6.2. A.</b> <b>W.6.2.B.</b> <b>W.6.2.C.</b> <b>W.6.2.D.</b> <b>W.6.2.E.</b> <b>W.6.4.</b> <b>W.6.5. .</b> <b>W.6.10.</b> <b>SL.6.1.A.</b> <b>SL.6.1B.</b> <b>SL.6.1C.</b> <b>SL.6.2.</b> <b>SL.6.4.</b> <b>SL.6.5.</b> <b>SL.6.6.</b> <b>L.6.1.</b> <b>L.6.2.</b> <b>L.6.3.</b> <b>L.6.4. A.</b> <b>L.6.4.B.</b> <b>L.6.5.B.</b> <b>L.6.5.C.</b> <b>L.6.6.</b>

## Read 180 Grade 6

	<p>System 44 Decodable Digests</p> <p>Read 180 U REACH books Reach Units 10: Food for Thought, 11: Tell Us Your Story, and 12: Superhuman are also available as supplemental units as needed</p> <p><u>*LGBT and Disabilities Law For Educators: Supporting LGBTQIA Youth Resource List</u></p> <p><u>Respect Ability: Fighting Stigmas, Advancing Opportunities</u></p> <p><u>GLSEN Educator Resources</u></p>	
MP 2-3	Resource	Standard
<p><b>UNIT 2</b> Read 180: Workshop #2-Water Fight 60 Days</p> <p>15 days in cycle spent on writing development and effective expression</p> <p>15 days in cycle spent on vocabulary, word study, and language development</p> <p>15 days send on reading comprehension/strategies</p> <p>15 days spent on software/independent reading for skill reinforcement</p>	<p><b>CHAPTERS</b> Workshop #2- Water Fight</p> <p><b>Unit Online Assessment:</b> Interim Workshop Checkpoint End of Workshop Checkpoint Reading Inventory to Assess lexile score (administered at the end of each marking period) Phonics Inventory (as needed) to assess phonics skills</p> <p>Read 180 Universal software and independent reading books</p> <p>iPads and/or laptops</p> <p>Read U Real</p> <p>Books(student workbooks)</p> <p>Read 180 Community</p> <p>Read 180 data and SAM reports</p> <p>Projector/TV</p>	<p><b>RL.6.1.</b> <b>RL.6.2.</b> <b>RL.6.4.</b> <b>RI.6.1.</b> <b>RI.6.2.</b> <b>RI.6.3.</b> <b>RI.6.4.</b> <b>RI.6.5</b> <b>RI.6.6.</b> <b>RI.6.10.</b> <b>W.6.2. A.</b> <b>W.6.2.B.</b> <b>W.6.2.C.</b> <b>W.6.2.D.</b> <b>W.6.2.E.</b> <b>W.6.4.</b> <b>W.6.5. .</b> <b>W.6.10.</b> <b>SL.6.1.A.</b> <b>SL.6.1B.</b> <b>SL.6.1C.</b> <b>SL.6.2.</b> <b>SL.6.4.</b> <b>SL.6.5.</b> <b>SL.6.6.</b> <b>L.6.1.</b> <b>L.6.2.</b> <b>L.6.3.</b> <b>L.6.4. A.</b></p>

## Read 180 Grade 6

	<p>Google Classroom</p> <p>Optional Text: Lexile 510L- "California Cuts Back on Water"</p> <p>Getting Started Workshop- Introduction to Read 180 routines, expectations, and growth mindset</p> <p>RDI Book 4: Assessment Strategies and Practice Lessons - Level A</p> <p>Read 180 Community Stretch Texts and Assessment Practices</p> <p>System 44 Decodable Digests</p> <p>Read 180 U REACH books Reach Units 10: Food for Thought, 11: Tell Us Your Story, and 12: Superhuman are also available as supplemental units as needed</p> <p><u>*LGBT and Disabilities Law For Educators: Supporting LGBTQIA Youth Resource List</u></p> <p><u>Respect Ability: Fighting Stigmas, Advancing Opportunities</u></p> <p><u>GLSEN Educator Resources</u></p>	<p>L.6.4.B. L.6.5.B. L.6.5.C. L.6.6.</p>
MP 3-4	Resource	Standard
<p><b>UNIT 3</b> Read 180: Workshop #3-Life in Dystopia 60 Days</p> <p>15 days in cycle spent on writing development and effective expression</p> <p>15 days in cycle spent on vocabulary, word study, and language development</p>	<p><b>CHAPTERS</b> Workshop #2- Water Fight</p> <p><b>Unit Online Assessment:</b> Interim Workshop Checkpoint End of Workshop Checkpoint Reading Inventory to Assess lexile score (administered at the end of each marking period)</p>	<p>RL.6.1. RL.6.2. RL.6.3. RL.6.4. RL.6.5. RL.6.9. RL.6.10. RI.6.1. RI.6.2. RI.6.3. RI.6.4. RI.6.6. RI.6.9.</p>

## Read 180 Grade 6

<p>15 days send on reading comprehension/strategies</p> <p>15 days spent on software/independent reading for skill reinforcement</p>	<p>Phonics Inventory (as needed) to assess phonics skills</p> <p>Read 180 Universal software and independent reading books</p> <p>iPads and/or laptops</p> <p>Read U Real</p> <p>Books(student workbooks)</p> <p>Read 180 Community</p> <p>Read 180 data and SAM reports</p> <p>Projector/TV</p> <p>Google Classroom</p> <p>Optional Text: Lexile 470L - "What is 'The Lottery' Really About?"</p> <p>Getting Started Workshop- Introduction to Read 180 routines, expectations, and growth mindset</p> <p>RDI Book 4: Assessment Strategies and Practice Lessons - Level A</p> <p>Read 180 Community Stretch Texts and Assessment Practices</p> <p>System 44 Decodable Digests</p> <p>Read 180 U REACH books</p> <p>Reach Units 10: Food for Thought, 11: Tell Us Your Story, and 12: Superhuman are also available as supplemental units as needed</p> <p><u>*LGBT and Disabilities Law For Educators: Supporting LGBTQIA Youth Resource List</u></p>	<p><b>RI.6.10.</b>  <b>W.6.1. A.</b>  <b>W.6.1.B.</b>  <b>W.6.1.C.</b>  <b>W.6.1.D.</b>  <b>W.6.1.E.</b>  <b>W.6.2. A.</b>  <b>W.6.2.B.</b>  <b>W.6.2.C.</b>  <b>W.6.2.D.</b>  <b>W.6.2.E.</b>  <b>W.6.2.F.</b>  <b>W.6.4.</b>  <b>W.6.5.</b>  <b>W.6.9. A.</b>  <b>W.6.9.B.</b>  <b>W.6.10.</b>  <b>SL.6.1. A.</b>  <b>SL.6.1B.</b>  <b>SL.6.1C.</b>  <b>SL.6.2.</b>  <b>SL.6.4.</b>  <b>SL.6.5.</b>  <b>SL.6.6.</b>  <b>L.6.1.</b>  <b>L.6.2.</b>  <b>L.6.3.</b>  <b>L.6.4. A.</b>  <b>L.6.4.B.</b>  <b>L.6.6.</b></p>
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## Read 180 Grade 6

	<u>Respect Ability: Fighting Stigmas,</u> <u>Advancing</u> <u>Opportunities</u>  <u>GLSEN Educator Resources</u>	
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