

# Southern York County School District Instructional Plan

<b>Name:</b>	<b>Dates:</b> September
<b>Course/Subject:</b> READ 180	<b>Unit Plan 1: Training</b>
<b>Stage 1 – Desired Results</b>	
<b>PA Standard(s)/Assessment Anchors Addressed:</b> No state standards are addressed in the training segment of this program.	
<b>Understanding(s):</b> <i>Students will understand . . .</i> <ol style="list-style-type: none"> <li>1. Knowing how the READ 180 program works will help them improve their reading proficiency.</li> <li>2. Understanding how to troubleshoot certain issues, especially computer problems, will increase their independence in each of the rotations.</li> <li>3. Their success depends on their participation in the program, especially during the independent rotations.</li> </ol>	<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>▪ How will the READ 180 program make me a better reader? (<i>overarching</i>)</li> <li>▪ How can being independent make me more successful with this program? (<i>unit and lesson</i>)</li> </ul>
<b>Learning Objectives:</b> <i>Students will know . . .</i> <ul style="list-style-type: none"> <li>▪ How READ 180 differs from a more traditional English class</li> <li>▪ How developing routine procedures will increase their success</li> <li>▪ How to access the software portion of the program</li> <li>▪ How to select books appropriate to their Lexile level</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>▪ Perform routine classroom procedures such as where to place their backpacks, what materials to access when they enter the room, and how to perform all rotations</li> <li>▪ Access both the SRI using spotlight on the macs and the daily READ 180 software</li> <li>▪ Read independently during their 20-minute reading rotation and complete their daily reading logs</li> </ul>
<b>Name:</b>	<b>Dates:</b> September – October
<b>Course/Subject:</b> READ 180	<b>Unit Plan 2: Workshop I “Survivors”</b>
<b>Stage 1 – Desired Results</b>	
<b>PA Standard(s)/Assessment Anchors Addressed:</b> 1.1 A, E, G; 1.2 A; 1.3 A; 1.6 A; 1.9 A	
<b>Understanding(s):</b> <i>Students will understand . . .</i> <ol style="list-style-type: none"> <li>4. Teenagers can overcome great obstacles through desire and hard work.</li> <li>5. Finding the main idea of a selection is crucial to understanding it.</li> <li>6. Supporting details must develop the main idea of any selection.</li> </ol>	<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>▪ How can we handle challenges when we’re presented with them? (<i>overarching</i>)</li> <li>▪ How do main ideas and details work together to help us understand what we read? (<i>unit</i>)</li> </ul>
<b>Learning Objectives:</b>	

<p><b>Students will know . . .</b></p> <ul style="list-style-type: none"> <li>▪ Vocabulary lesson essential question:             <ol style="list-style-type: none"> <li>1. How can using a word’s context help us determine its meaning and connect it to other words dealing with survival?                 <ul style="list-style-type: none"> <li>○ 15 words for Workshop I</li> <li>○ basic prefixes and suffixes</li> </ul> </li> </ol> </li> <li>▪ Main idea lesson essential question:             <ol style="list-style-type: none"> <li>2. How do we find the most important point in a text?                 <ul style="list-style-type: none"> <li>○ How to locate the main idea in all three selections: “Juanes – Songs of Survival,” “Beyond Brave,” and “Homeboy to the Rescue”</li> </ul> </li> </ol> </li> <li>▪ Supporting details lesson essential question:             <ol style="list-style-type: none"> <li>3. How do we find the details an author thinks are important?                 <ul style="list-style-type: none"> <li>○ How to find the important details to support the main idea in the above three selections</li> </ul> </li> </ol> </li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Make connections to prior knowledge about teenagers who have survived difficult challenges.</li> <li>▪ Preview text features to set purpose and generate questions before reading.</li> <li>▪ Use graphic organizers to identify the main idea and important supporting details in reading selections.</li> <li>▪ Read and interpret a bar graph.</li> <li>▪ Identify aspects of a specific job, including qualifications, prerequisites, and salary.</li> <li>▪ Read and use information from a budget.</li> </ul>
<p><b>Name:</b></p>	<p><b>Dates: September – June</b></p>
<p><b>Course/Subject: READ 180</b></p>	<p><b>Unit Plan 3: Communications</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Standard(s)/Assessment Anchors Addressed:</b> 1.4 A-C; 1.5 A-F</p>	
<p><b>Understanding(s):</b> <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> <li>7. A person makes a positive first impression by speaking and writing coherently, correctly, and fluently.</li> <li>8. Each step in the writing process contributes to effective writing.</li> <li>9. Each mode of writing requires different approaches and skills.</li> <li>10. Effective writing is focused, organized, and developed with supporting details.</li> <li>11. Effective writers develop a style.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ How can we speak and write clearly? (overarching)</li> </ul>
<p><b>Learning Objectives:</b></p>	

**Students will know . . .**

- Writing process lesson essential question:
  1. To what extent does the writing process promote effective writing?
    - the four/five steps of the writing process [prewriting (brainstorming and organization), drafting, revising and editing (with proofreading), publishing/presenting]
- Developing logical, well-developed paragraphs and essays lesson essential question:
  1. How is writing altered to suit purpose and audience?
  2. How does a writer create structure in a work?
    - three modes of writing (narrative, informational, and persuasive, with emphasis on the latter two)
    - supporting thesis statements and topic sentences with sufficient and well-developed details, reasons, and explanations
- Self-editing and peer editing lesson essential question:
  1. How do the five domains promote effective writing?
    - the five domains of PSSA writing [focus (thesis statement, topic sentence, awareness of audience and purpose), content (types of evidence), organization (introduction, conclusion, transition, paragraph unity), style (word choice and sentence structure), conventions (spelling, mechanics, usage)]; the parts of a five-paragraph essay (introduction, body paragraphs, conclusion)

**Students will be able to:**

- Demonstrate proficiency in all steps of the writing process.
- Demonstrate proficiency in all modes of writing.
- Demonstrate proficiency in all five writing domains.
- Decode prompts and rubrics and use them to plan, organize, and write formal essays, pssa prompts, weekly quick writes, and responses to workshop prompts.

<b>Name:</b>	<b>Dates: September – June</b>
<b>Course/Subject: READ 180</b>	<b>Unit Plan 4: Grammar and Usage</b>
<b>Stage 1 – Desired Results</b>	
<b>PA Standard(s)/Assessment Anchors Addressed:</b> 1.5 D-F	
<b>Understanding(s):</b>	<b>Essential Question(s):</b>

**Students will understand . . .**

12. Correct usage enables us to communicate more effectively, especially when making a good impression is important.
13. A person makes a positive first impression by speaking and writing coherently, correctly, and fluently.
14. The conventions of language are the tools of an effective writer and speaker.

- How does good grammar help us in the real world? (*overarching*)
- How can we speak and write clearly? (*unit*)
- How do the conventions of language make a difference in our writing and speaking? (*unit*)

**Learning Objectives:  
Students will know . . .**

- Clauses and conjunctions lesson essential question:
  1. How can choosing effective conjunctions with correct punctuation make our writing better?
    - sentence fragment, run-on sentence, comma splice, independent and subordinate clauses, compound and complex sentences, coordinating and subordinate conjunctions, conjunctive adverbs, end punctuation
    - Workshops I, II, III
- Pronouns lesson essential question:
  1. How can we present ourselves well by choosing correct pronouns?
    - nominative and objective pronouns, indefinite pronouns, antecedents, compound antecedents, pronoun-antecedent agreement, compound pronoun construction, possessive pronouns
    - Workshop VII
- Commas lesson essential question:
  1. How can using commas correctly make a difference in our writing?
    - Basic capitalization rules (e.g., proper nouns, proper adjectives, the pronoun "I")
    - Workshop II
- Capitalization lesson essential question:
  1. Why do we need to know correct capitalization?
    - basic capitalization rules (e.g., proper nouns, proper adjectives, the pronoun "I")
    - Workshop II

**Students will be able to:**

- Identify and correct sentence fragments and run-ons.
- Identify independent and subordinate clauses.
- Correctly combine and punctuate independent and subordinate clauses to create compound and complex sentences.
- Identify and correct usage problems with nominative and objective pronouns and indefinite pronouns.
- Identify and correct these pronoun problems: compound constructions, comparisons, possessive pronouns, who/whom, and them/those.
- Identify and correct problems with pronoun-antecedent agreement.
- Use commas with a series, interrupters, introductory elements, non-essential phrases and clauses, quotations, and compound sentences.
- Recognize and capitalize proper nouns, proper adjectives, titles, first words, and the pronoun "I."
- Recognize and correctly use principal parts of irregular verbs and troublesome verbs
- Distinguish between active and passive voice and use each appropriately
- Correctly use the comparative and superlative forms of modifiers
- Identify and correct problems with modifiers

<ul style="list-style-type: none"> <li>▪ Verb lesson essential question:             <ol style="list-style-type: none"> <li>1. How can we present ourselves well by using the correct verbs when we speak and write?                 <ul style="list-style-type: none"> <li>○ verb (action, state of being, condition), auxiliary verbs, irregular and troublesome verbs, verb tense, active vs. passive voice</li> <li>○ Workshops IV, V, VII</li> </ul> </li> </ol> </li> <li>▪ Modifier lesson essential question:             <ol style="list-style-type: none"> <li>1. Why does using the correct modifier matter?                 <ul style="list-style-type: none"> <li>○ adjective, adverb, comparative vs. superlative forms, irregular comparisons, problems with modifiers (e.g., good vs. well, not using them before a noun)</li> <li>○ Workshop VIII</li> </ul> </li> </ol> </li> </ul>	
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<b>Name:</b>	<b>Dates: September – June</b>
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<b>Course/Subject: READ 180</b>	<b>Unit Plan 5: Vocabulary</b>
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<b>Stage 1 – Desired Results</b>
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<b>PA Standard(s)/Assessment Anchors Addressed:</b> 1.1 C, E, G-H; 1.2 A; 1.5 D, F
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<b>Understanding(s):</b> <i>Students will understand . . .</i> 15. Expanding one's vocabulary has an impact on reading comprehension and oral and written communication. 16. Comprehensive vocabulary development requires the identification and appropriate use of words in reading, writing, and speaking. 17. Vocabulary is not mastered until it can be explained in one's own words and used naturally.	<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>▪ How can the knowledge of many words make us better readers, writers, speakers, and thinkers? (<i>overarching</i>)</li> <li>▪ How does the part of speech affect a word's usage? (<i>unit</i>)</li> </ul>
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<b>Learning Objectives:</b> <i>Students will know . . .</i> <ul style="list-style-type: none"> <li>▪ READ 180 workshop lesson essential questions:             <ol style="list-style-type: none"> <li>1. Why is it important to be able to figure out new words in context?</li> <li>2. How can using a word's context help us determine its meaning?</li> <li>3. How can using context help us understand our reading in other classes?                 <ul style="list-style-type: none"> <li>▪ variety of context clue techniques (definition, restatement, example, comparison, contrast, cause and effect, inference)</li> <li>▪ Workshops I – V, VII – VIII</li> <li>▪ independently read nonfiction</li> </ul> </li> </ol> </li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>▪ Define The Meaning Of A Word In Context.</li> <li>▪ Use The Word In Context By Using Word Clues In The Surrounding Sentence/S To Determine Meaning.</li> <li>▪ Use The Word Correctly By Part Of Speech.</li> </ul>
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<ul style="list-style-type: none"> <li>▪ selections</li> <li>▪ Independent reading lesson essential question:</li> </ul> <p>1. How does understanding an author's vocabulary help us to understand the author's purpose as well as the plot and characters?</p> <ul style="list-style-type: none"> <li>▪ independently read fiction selections</li> </ul>	
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<b>Name:</b>	<b>Dates: October-November</b>
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<b>Course/Subject: READ 180</b>	<b>Unit Plan 6: Workshop II "Killer Plagues"</b>
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**Stage 1 – Desired Results**

<b>PA State Standard(s)/Assessment Anchors Addressed:</b> 1.1 A, E, G; 1.2 A; 1.3 A; 1.6 A; 1.9 A	
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<p><b>Understanding(s):</b> <i>Students will understand that . . .</i></p> <p>18. Plagues have killed millions throughout history and may return again.</p> <p>19. Locating and understanding transitions while reading will help sequencing and comprehension.</p>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• To what extent can lethal plagues affect us today? (overarching)</li> <li>• How can transition words and phrases be used to determine sequence when we read new material? (unit)</li> </ul>
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<p><b>Learning Objectives:</b> <i>Students will know . . .</i></p> <ul style="list-style-type: none"> <li>▪ Vocabulary lesson essential question: How can using a word's context help us determine its meaning and connect it to other words dealing with health-related issues in history? <ul style="list-style-type: none"> <li>○ 15 words for Workshop II</li> <li>○ basic synonyms and antonyms</li> </ul> </li> <li>▪ Sequence lesson essential question: How can we locate transition words and phrases that indicate sequence? <ul style="list-style-type: none"> <li>○ how to locate transition words and phrases in all three selections: "Prepared for Smallpox," "A Killer Without a Cure," and "The Black Death"</li> </ul> </li> </ul>	<p><b>Students will be able to . . .</b></p> <ul style="list-style-type: none"> <li>▪ Make Connections To Prior Knowledge About Killer Diseases Throughout History.</li> <li>▪ Preview Text Features To Set Purpose And Generate Questions Before Reading.</li> <li>▪ Use Graphic Organizers To Identify Transitions Of Sequence In Reading Selections.</li> <li>▪ Read And Interpret A Chart.</li> <li>▪ Identify Aspects Of A Specific Job, Including Qualifications, Prerequisites, And Salary.</li> <li>▪ Read And Use Information From A Medicine Label.</li> </ul>
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<b>Name:</b>	<b>Dates: November - December</b>
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<b>Course/Subject: READ 180</b>	<b>Unit Plan 7: Workshop III "Combat Zone"</b>
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**Stage 1 – Desired Results**

<b>PA State Standard(s)/Assessment Anchors Addressed:</b> 1.1 A, E, G; 1.2 A; 1.3 A; 1.6 A; 1.9 A	
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<p><b>Understanding(s):</b> <i>Students will understand that . . .</i></p> <p>20. Historical events and the parts we play in them can have lasting effects on our lives.</p> <p>21. Using literary elements to analyze fiction and nonfiction helps us to understand what the story means as well as the author's purpose.</p>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ How can history affect our day-to-day lives? (overarching)</li> <li>▪ How does understanding literature help us to understand ourselves? (unit)</li> </ul>
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<p><b>Learning Objectives:</b> <i>Students will know . . .</i></p> <p>Vocabulary lesson essential question: How can using a word's context help us determine its meaning and connect it to other words we encounter in literature?</p> <ul style="list-style-type: none"> <li>▪ 15 words for Workshop III</li> <li>▪ verb endings and word families</li> </ul> <p>Literary elements lesson essential questions:</p> <ol style="list-style-type: none"> <li>1. How can literary elements be used to understand and analyze fiction and nonfiction?</li> <li>2. How can literary elements be used to help us figure out an author's purpose? <ul style="list-style-type: none"> <li>▪ setting, characters (protagonist and antagonist), plot (exposition, complicating incident, rising action, climax, falling action, denouement), theme, mood, symbolism, and imagery in "Ambush" and "The Names"</li> </ul> </li> </ol>	<p><i>Students will be able to . . .</i></p> <ul style="list-style-type: none"> <li>▪ Make connections to prior knowledge about the Vietnam War and 9/11.</li> <li>▪ Preview text features to set purpose and generate questions before reading.</li> <li>▪ Use graphic organizers to identify literary elements in a nonfiction piece, a poem, and a piece of historical fiction.</li> <li>▪ Determine how the author's experience in Vietnam influences his writing.</li> <li>▪ Read and analyze an editorial cartoon.</li> </ul>
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<b>Name:</b>	<b>Dates: December - January</b>
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<b>Course/Subject: READ 180</b>	<b>Unit Plan 8: Research</b>
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**Stage 1 – Desired Results**

**PA State Standard(s)/Assessment Anchors Addressed:**  
1.1 A, G; 1.2 A; 1.4 B or C; 1.5 A-F (paper year); 1.6 A, C (speech year); 1.8 A-C; 1.9 A

<p><b>Understanding(s):</b> <i>Students will understand that . . .</i></p> <p>22. The research process requires following a number of sequential steps.</p> <p>23. Effective research enables individuals to access information on any subject.</p>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ How can we do good research? (overarching)</li> <li>▪ How can research help us to learn new things? (unit)</li> </ul>
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<p><b>Learning Objectives:</b> <i>Students will know:</i></p> <p>Research lesson essential question: How do I begin to develop my research?</p> <ul style="list-style-type: none"> <li>▪ KWL chart</li> </ul> <p>Working bibliography lesson essential question: How do I find the best sources for my research?</p> <ul style="list-style-type: none"> <li>▪ search catalog/Destiny, PA POWER Library, vertical file/pamphlet file, working bibliography</li> </ul> <p>Notetaking lesson essential questions: How do I take notes in all three formats?</p> <p>How do I take notes that will meet MLA requirements?</p> <ul style="list-style-type: none"> <li>▪ Plagiarism, slug, direct quotation, paraphrasing, summary quotations</li> </ul> <p>Paper/Project lesson essential questions: How do I develop a good thesis?</p>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>▪ Select and narrow a topic.</li> <li>▪ Locate and use appropriate library sources for research, especially PA POWER Library and the search catalog (Destiny).</li> <li>▪ Locate credible Internet sites for research.</li> <li>▪ Produce a working bibliography in the correct MLA format.</li> <li>▪ Take notes in direct quotation, paraphrase, and summary forms with correct bibliographic format.</li> <li>▪ Organize information by slugs.</li> <li>▪ Develop a thesis that covers the main points of the paper/presentation.</li> <li>▪ Synthesize information through outlining.</li> <li>▪ Develop an attention-getting introduction that ends with the thesis statement.</li> <li>▪ Develop three to five main points to develop in</li> </ul>
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How do I set up my paper, including the works cited page, in the correct MLA format?

- thesis, outline, internal/parenthetical documentation, works cited, MLA

the paper/presentation.

- Develop a conclusion that rephrases the thesis statement and sums up the main points of the paper/ presentation.
- Produce a works cited page in the correct MLA format.
- (Paper year) Publish a three-to-four page paper with internal documentation in the correct MLA format.
- (Speech year) Present a formal 2-3 minute oral presentation using appropriate speech delivery techniques.

**Name:**

**Dates:** January/February

**Course/Subject:** READ 180

**Unit Plan 9: Workshop IV “When Music Offends”**

**Stage 1 – Desired Results**

**PA State Standard(s)/Assessment Anchors Addressed:**

1.1 A, E, G; 1.2 A; 1.3 A; 1.6 A; 1.9 A

**Understanding(s):**

*Students will understand that . . .*

- 24. People have very different ideas about what makes music offensive.
- 25. Locating the main idea and the important details that support it provide the foundation for summarizing any reading passage.

**Essential Question(s):**

- Does music censorship violate the First Amendment? (overarching)
- How can the main idea and its supporting details be used to summarize any reading passage? (unit)

**Learning Objectives:**

**Students will know:**

- Vocabulary lesson essential question: How can using a word’s context help us determine its meaning and connect it to other words dealing with music and music censorship?
  - 15 words for Workshop IV
  - basic antonyms and suffixes
- Summarization lesson essential question: How can we locate the main idea and its important supporting details to write a summary of any passage?
  - how to locate the main idea and its supporting details in all three selections: “MTV Unplugged,” “The Day the Music Died,” and “Rockers, Rappers, and the Freedom of Speech”

**Students will be able to...**

- Make connections to prior knowledge about the music with which they are familiar.
- Preview text features to set purpose and generate questions before reading.
- Use graphic organizers to identify the main idea and its supporting details before summarizing.
- Read and interpret a circle graph.
- Identify aspects of a specific job, including qualifications, prerequisites, and salary.
- Navigate music websites.

**Name:**

**Dates:** March

**Course/Subject:** READ 180

**Unit Plan 10: Workshop V “In the Money”**

**Stage 1 – Desired Results**

**PA State Standard(s)/Assessment Anchors Addressed:**

1.1 A, E, G; 1.2 A; 1.3 A; 1.6 A; 1.9 A

**Understanding(s):**

**Essential Question(s):**

<p><b>Students will understand that . . .</b></p> <p>26. Mismanagement of money can get people of all ages, especially teens, in financial trouble.</p> <p>27. An understanding of problem and solution will help students identify a character's main conflict and track plot events that lead to a solution in both fiction and nonfiction.</p>	<ul style="list-style-type: none"> <li>▪ How can teens earn money, manage money, and make it multiply? (overarching)</li> <li>▪ How can recognizing the text structure of problem and solution help to analyze characters and plot? (unit)</li> </ul>
<p><b>Learning Objectives:</b> <b>Students will know:</b></p> <p>Vocabulary lesson essential question: How can using a word's context help us determine its meaning and connect it to other words dealing with money?</p> <ul style="list-style-type: none"> <li>▪ 15 words for Workshop V</li> <li>▪ dictionary skills and multiple-meaning words</li> </ul> <p>Problem and solution lesson essential question: How can identifying the problem and solution in fiction and nonfiction help us make sense of the text and improve overall comprehension?</p> <ul style="list-style-type: none"> <li>▪ how to identify the problem and solution in all three selections: "Money Matters," "Caught in Gambling's Grip," and "Right on the Money"</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>▪ make connections to prior knowledge about financial dealings they have had or are familiar with.</li> <li>▪ preview text features to set purpose and generate questions before reading.</li> <li>▪ use graphic organizers to identify the problem and its solution.</li> <li>▪ read and interpret a bar graph.</li> <li>▪ identify aspects of a specific job, including qualifications, prerequisites, and salary.</li> <li>▪ interpret a sales receipt.</li> </ul>
<p><b>Name:</b></p>	<p><b>Dates: March/April</b></p>
<p><b>Course/Subject: READ 180</b></p>	<p><b>Unit Plan 11: Workshop VII "Your Brain Exposed"</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA State Standard(s)/Assessment Anchors Addressed:</b> 1.1 A, E, G; 1.2 A; 1.3 A; 1.6 A; 1.9 A</p>	
<p><b>Understanding(s):</b> <b>Students will understand that . . .</b></p> <p>28. Our knowledge and understanding of the brain and how it works advances with medical research.</p> <p>29. Recognizing cause-and-effect relationships helps us learn how ideas fit together.</p>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ How can scientists use what they know about the brain to improve people's lives? (overarching)</li> <li>▪ How can using transitions that show cause and effect help us understand relationships in the text? (unit)</li> </ul>
<p><b>Learning Objectives:</b> <b>Students will know:</b></p> <p>Vocabulary lesson essential question: How can using a word's context help us determine its meaning and connect it to other words dealing with the brain and medical research?</p> <ul style="list-style-type: none"> <li>▪ 15 words for Workshop VII</li> <li>▪ synonyms and Latin/Greek roots</li> </ul> <p>Cause and effect lesson essential question: How can identifying cause-and-effect transitions help us make sense of the relationships in nonfiction text in order to improve our comprehension?</p> <p>how to identify the cause and effect in all three</p>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>▪ Make connections to prior knowledge about the brain or medical treatment with which they are familiar.</li> <li>▪ Preview text features to set purpose and generate questions before reading.</li> <li>▪ Use graphic organizers to identify the cause/s and effect/s.</li> <li>▪ Read and interpret a diagram.</li> <li>▪ Identify aspects of a specific job, including qualifications, prerequisites, and salary.</li> <li>▪ Interpret a medical form.</li> </ul>

selections: "Super Mouse," "Life With Half a Brain," and "The Human Brain"	
<b>Name:</b>	<b>Dates:</b> April/May/June
<b>Course/Subject:</b> READ 180	<b>Unit Plan 12: Workshop VIII "Crime, Punishment...and Teens"</b>
<b>Stage 1 – Desired Results</b>	
<b>PA State Standard(s)/Assessment Anchors Addressed:</b> 1.1 A, E, G; 1.2 A; 1.3 A; 1.6 A; 1.9 A	
<b>Understanding(s):</b> <i>Students will understand that . . .</i> 30. Because of the rise in teen arrests, various forms of punishment and rehabilitation have been developed by our legal system. 31. Comparing and contrasting builds vocabulary, develops concepts, and promotes higher-level thinking.	<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>▪ How can our legal system deal with the rise in teen violence and teen arrests? (overarching)</li> <li>▪ How can using transitions that show comparison and contrast help us to develop concepts as we read? (unit)</li> </ul>
<b>Learning Objectives:</b> <i>Students will know:</i> Vocabulary lesson essential question: How can using a word's context help us determine its meaning and connect it to other words dealing with teen crime and punishment? <ul style="list-style-type: none"> <li>▪ 15 words for Workshop VIII</li> <li>▪ idioms and context clues</li> </ul> Comparison and contrast lesson essential question: How can using context clues to infer comparison/ contrast relationships help us develop higher-level thinking skills? <ul style="list-style-type: none"> <li>▪ how to identify comparison and contrast relationships in all three selections: "Too Tough on Teens," "Leaving Crime Behind," and "Youth Crime ... Adult Time"</li> </ul>	<i>Students will be able to...</i> <ul style="list-style-type: none"> <li>▪ Make connections to prior knowledge about crime and punishment as it pertains to teens.</li> <li>▪ Preview text features to set purpose and generate questions before reading.</li> <li>▪ Use graphic organizers to identify comparison and contrast relationships.</li> <li>▪ Read and interpret a map.</li> <li>▪ Identify aspects of a specific job, including qualifications, prerequisites, and salary.</li> <li>▪ Interpret a job application.</li> </ul>