

Course Pacing Guide

Course Code: 1002181		Course Name: Int. Reading (Read 180) Flex Revised...	
Unit Title: Nonfiction Literature: Los Americans (wk.shop 9)		Unit Essential Question: Based on the different passages, what is the author's most likely purpose for writing the passages?	
Semester: Semester 1	Grading Period: 1 Lesson 1		
Concept: Teacher will test student for one week on SRI ; Book Walk (T14); The 90-min. Instructional Model (1 Week)		Concept: Anchor Video; Vocabulary (2 Days)	Concept: Reading 1- Once Upon a Quinceanera (1 Day) Text Type: Essay . Identify the steps used to identify an author's purpose . Evaluate the author's purpose based on details in an essay . Use a graphic organizer to identify the author's main purpose and to organize details that signal the author's purpose
Standard(s): Students will be tested on a variety of standards within the context area.		Standard(s): LA.8.1.7.1 (Building Background knowledge about the importance of Latino or Hispanic people living in the United States. LA.8.1.7.8 (Preview Text to activate prior knowledge about Latinos/Hispanic culture) LA.8.2.2.2 (Respond to questions, stating and supporting opinions with reasons)	Standard(s): LA.8.1.7.2 Author's Purpose LA.8.6.1.1 (Preview text features to activate prior knowledge, set purpose, and generate questions before reading) LA.8.1.7.2 (Identify steps to identify authors purpose)
Lesson Essential Question: Why is it important to use the instructional module in Read 180?		Lesson Essential Question: Why do you think the Workshop title is written in Spanish instead of English?	Lesson Essential Question: Why do people try to emulate someone they admire? What are ways people celebrate life's important milestones?

Course Pacing Guide

<p>Vocabulary: SRI (Scholastic Reading Inventory); implementation, Reading Zone, Word Zone, Spelling Zone, Success Zone</p>	<p>Vocabulary: emulate</p>	<p>Vocabulary: distort, hostile, isolate, precede, ritual, emulate</p>
<p>Resources: rbook Teacher Edition, rbook Student Edition, Computers (SRI Test) .LCD Projector/TV/DVD Player .Headphone CD Player (6)</p>	<p>Resources: . rbook Teacher’s Edition . rbook Student’s Edition . Computers .Read180 Software . LCD Projector/TV/DVD Player .Headphone CD Player (6)</p>	<p>Resources: Reading I-Once Upon a Quinceanera LCD Projector/TV/DVD Player .Headphone CD Player (6)</p>
<p>Additional Information: Read 180 Implementation Guide Tool Kit (green)</p>	<p>Additional Information: Red Routine 4: Idea Wave .Word Wall</p>	<p>Additional Information: Red Routine 2 (Oral Cloze); Red Routine 1 (Teaching Vocabulary); Red Routine 3(Think-Pair-Share) . Beginning Readers .Fluency . English Language Learners .Word Wall</p>

Course Pacing Guide

Course Code: 1002181		Course Name: Int. Reading (Read 180) Flex II-purple	
Unit Title: Nonfiction Literature: Los Americans (wk.shop 9)		Unit Essential Question: Based on the different passages, what is the author's most likely purpose for writing the passages?	
Semester: Semester 1	Grading Period: 1 Lesson 1		
<p>Concept: Reading II-Gracias Senor Clemente" (Biography) pg. 228 (5-6 days)</p> <ul style="list-style-type: none"> . Understand an author's point of view . Practice identifying the author's purpose of a biography .Identify details that support the author's purpose 		<p>Concept: Reading III-Poultrymorphosis (short story) pg. 236 (2-3days)</p> <ul style="list-style-type: none"> . Identify an unreliable narrator in a story . Use text marking to find details that can be used as evidence of an unreliable narrator 	<p>Concept: Vocabulary/Word Study pg. 240 (1day)</p> <ul style="list-style-type: none"> .Review and use Target Words in new contexts, using the words expressively in discussion and in writing .Use word-study strategies: Idioms; Latin and Greek Roots
<p>Standard(s): LA.8.1.7.2 Author's Purpose LA.8.6.1.1 (Preview text features to activate prior knowledge, set purpose, and generate questions before reading) LA.8.1.7.2 (Identify steps to identify authors purpose)</p>		<p>Standard(s): LA.8.1.7.2 Author's Purpose LA.8.6.1.1 (Preview text features to activate prior knowledge, set purpose, and generate questions before reading) LA.8.1.7.2 (Identify steps to identify authors purpose)</p>	<p>Standard(s): LA.8.1.6.1.1 (Latin and Greek Roots) LA.8.2.1.7 (Idioms)</p>
Lesson Essential Question: Why do you think Roberto did what he did in order to become a hero?		Lesson Essential Question: Why would a chicken leg distract a bear?	Lesson Essential Question: What is the importance of knowing the Latin and Greek root words of unfamiliar words?

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<p>Vocabulary: mainland, discrimination, customary, integrity</p>	<p>Vocabulary: metamorphosis</p>	<p>Vocabulary: integrity, preceded, idiom, distort, discrimination, emulate, isolated, customary</p>
<p>Resources: rBook Teacher’s Edition, rBook Student’s Edition, Computers, Read 180 Software LCD Projector/TV/DVD Player .Headphone CD Player (6)</p>	<p>Resources: rBook Teacher’s Edition, rBook Student’s Edition, Computers, Read 180 Software .LCD Projector/TV/DVD Player .Headphone CD Player (6)</p>	<p>Resources: rBook Teacher’s Edition, rBook Student’s Edition, Computers, Read 180 Software .LCD Projector/TV/DVD Player .Headphone CD Player (6)</p>
<p>Additional Information: Red Routine 3 Think-Pair-Share . Decoding/Syllabication .Fluency .ELD . Checkpoint .Word Wall</p>	<p>Additional Information: Red Routine 3 Think-Pair-Share .Decoding/Syllabication .Fluency .ELD . Word Wall</p>	<p>Additional Information: RDI Book 1: pg. 272 . RDI Book 1: pg. 266 .RDI Book1: pg. 268 .Word Wall</p>

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Course Code: 1002181		Course Name: Int. Reading (Read 180)-Flex II purple	
Unit Title: Nonfiction Literature: Los Americans (workshop 9)		Unit Essential Question: Based on the different passages, what is the author's most likely purpose for writing the passages?	
Semester: Semester 1	Grading Period: 1 Lesson 1		
<p>Concept: (4days) pg. 242</p> <ul style="list-style-type: none"> .Identify elements of the introduction, body, and conclusion in a literature critique . Analyze the purpose of a literature critique . Analyze the form of a literature critique . Recognize and correctly use adjectives and adverbs . Identifying and correct run-on sentences .Edit a draft to correct specific spelling, grammar, and usage errors . Proofread a writing sample for specific spelling, grammar, and usage errors 		<p>Concept: (1 day) pg. 250</p> <ul style="list-style-type: none"> . Analyze a company website . Evaluate ways to use technology for communication . Read to find out about the career of a graphic designer . Explore careers in Arts, A/V Technology, and Communication 	<p>Concept: (1 day) pg. 252</p> <ul style="list-style-type: none"> . Take notes on visual details from a text . Plan and present a storyboard for one scene from a Workshop reading. . Write a dialogue for a scene in a movie . Provide feedback on a peer's storyboard .Workshop Wrap-Up/Rskills Test 5
<p>Standard(s): C.C.S.W.</p> <p>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. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		Standard(s): LA.8.6.1.1 (Text Feature)	Standard(s): LA. 8.1.7.2 (Author's Purpose)
Lesson Essential Question: Why might someone choose to write a literature critique?		Lesson Essential Question: What is the most effective type of online communication?	Lesson Essential Question: What strategies did you use to ensure you answered each question correctly? Describe
<p>Vocabulary:</p> <p>Adjectives, adverbs, Literature Critique</p>		Vocabulary: Graphic Designer	Vocabulary: presentation

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<p>Resources: rBook Teacher's Edition, rBook Student's Edition, Computers, Read 180 Software</p> <p>.LCD Projector/TV/DVD Player .Headphone with CD Player (6)</p>	<p>Resources: rBook Teacher Edition rBook Student Edition</p> <p>.LCD Projector/TV/DVD Player .Headphone with CD Player (6)</p>	<p>Resources: rBook Teacher Edition, rBook Student Edition</p> <p>.LCD Projector/TV/DVD Player .Headphone with CD Player (6)</p>
<p>Additional Information:</p> <p>.RDI Book 2: Writing an Opinion pg. 116 . RDI Book 2: Writing a Review pg. 122 . RDI Book 2: Adverbs pg. 224 . RDI Book 2: Correcting Run-on Sentences .pg.242 .Word Wall</p>	<p>Additional Information:</p> <p>.Word Wall</p>	<p>Additional Information: Read 180 Completion Success Report . Word Wall</p>

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Course Code: 1002181		Course Name: Int. Reading (Read 180) purple	
Unit Title: Workshop 8- Crash		Unit Essential Question: How does the stories within this the workshop compare to today's economy?	
Semester: Semester 1	Grading Period: 2 Lesson 3		
<p>Concept: (1 day) Prereading pg. 198 LA.8. 1.7.7 (Compare/Contrast) .Activate prior knowledge and build background about changes in the economy .Use viewing strategies to identify important information .Express and support personal views . Preview workshop selections and activate prior knowledge, relating them to Anchor Video key concepts .Learn and practice vocabulary</p>		<p>Concept: (1-2 days) pg. 200- Reading I-Money Problems: Is Anybody Listening LA. 8.1.7.7 (Compare/Contrast) . Identify the steps used to compare and contrast . Compare and Contrast ideas in a news article .Organize similarities and differences in a graphic organizer</p>	<p>Concept: (2-3 days) pg. 202- Reading II- Too Good To Be True LA.8.1.7.7 (Compare/Contrast) . Practice comparing and contrasting ideas in a magazine article .Practice using compare-and-contrast signal words . Use text marking to identify comparisons and contrasts</p>
<p>Standard(s): LA.8.1.7.1 (Viewing strategies to build background about changes in the economy) LA.8.6.2.2 (Respond to questions, stating and supporting opinions with reasons and explanations)</p>		<p>Standard(s): LA.8.1.7.7 (Compare/Contrast) LA.8.6.1.1 (Preview text features to activate prior knowledge, set purpose, and generate questions before reading) LA.8.1.7.5 (Use graphic organizer to compare/Contrast information)</p>	<p>Standard(s): LA.8.1.7.7 (Compare/Contrast) LA.8.6.1.1 (Preview text features to activate prior knowledge, set purpose, and generate questions before reading) LA.8.1.7.5 (Use graphic organizer to compare/Contrast information)</p>
Lesson Essential Question: Why do you think the people in the photo look worried?		Lesson Essential Question: Why might it help someone going through financial troubles to hear that other people have similar problems?	Lesson Essential Question: What should someone do if they lost a money-making deal?

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<p>Vocabulary: .client .depression .finance .fraud .proprietor</p>	<p>Vocabulary: .acknowledge</p>	<p>Vocabulary: .ethics .sector</p>
<p>Resources: .rBook Teacher’s Edition .rBook Student Edition .Computers(6) .Read 180 Software-Video Story: Money Changes Everything .LCD Projector/DVD/TV .Headphone CD Player(6)</p>	<p>Resources: rBook Teacher’s Edition .rBook Student Edition .Computers(6) .Read 180 Software .LCD Projector/TV/DVD .Headphone CD Player (6)</p>	<p>Resources: rBook Teacher’s Edition .rBook Student Edition .Computers(6) .Read 180 Software .LCD Projector/TV/DVD .Headphone CD Player (6)</p>
<p>Additional Information: . Word Wall with the use of Vocabulary Terms .Red Routine1: Teaching Vocabulary</p>	<p>Additional Information: .Red Routine 2: Oral Cloze .Red Routine 1: Teaching Vocabulary .Red Routine 3: Think-Pair-Share .Beginning Readers .Fluency .English language learners</p>	<p>Additional Information: .Decoding/Syllabication: Silent e .Fluency: Using Correct Phrasing(Subject and Predicate) . ELD: Contractions</p>

Course Pacing Guide

Course Code: 1002181		Course Name: Int. Reading (Read 180) –purple	
Unit Title: Workshop 8-Crash		Unit Essential Question: How does the stories within this the workshop compare to today’s economy?	
Semester: Semester 1	Grading Period: 2 Lesson 3		
<p>Concept: (2-3 days) Reading 3-What Goes Up Must Go Down (pg. 206)-Economic Text</p> <ul style="list-style-type: none"> . Apply strategies to compare and contrast ideas in an economics text . Use text markings to identify comparison and contrast . Review strategies for finding problem and solution in a text 		<p>Concept: pg. 210 (Word Challenge) (1 day)</p> <ul style="list-style-type: none"> . Review and Use Target Words in new contexts, using the words expressively in discussion and in writing .practice word-study strategies: word families, noun endings 	<p>Concept: (4 days) pg. 212 Personal Narrative (Writing Genre)</p> <ul style="list-style-type: none"> .Identify elements of the introduction, body, and conclusion in a personal narrative .Analyze the purpose of a personal narrative .Analyze the form of a personal narrative
<p>Standard(s): LA. 8.1.7.7 (Compare/Contrast)</p> <p>LA.8.6.1.1 (Preview text features to activate prior knowledge, set purpose, and generate questions before reading)</p> <p>LA.8.1.7.5 (Use graphic organizer to compare/Contrast information)</p> <p>LA.8.6.1.1Read and Interpret a line graph</p>		<p>Standard(s):</p> <p>LA.8.1.6.1 Review and apply meaning of target vocabulary</p> <p>LA.8.1.6.3 Context Clues</p> <p>LA.8.1.6.7 Choose appropriate noun endings</p>	<p>Standard(s):</p> <p>CC.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)</p> <p>CC.G.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p>Lesson Essential Question:</p> <p>What is the difference between spending money on something you want and something you need?</p>		<p>Lesson Essential Question:</p> <p>Which word is a part of the same word family as pay?</p> <p>What words with noun endings can you find?</p> <p>How would you form the plural of nation?</p>	<p>Lesson Essential Question:</p> <p>Why might someone choose to write a personal narrative?</p>

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<p>Vocabulary: .inflation maximize</p>	<p>Vocabulary: .proprietor .depression .finance .inflation .sector .ethics .client .acknowledge</p>	<p>Vocabulary: .Personal Narrative</p>
<p>Resources: rBook Teacher's Edition .rBook Student Edition .Computers .Read 180 Software .LCD Projector/TV and VCR .Headphone with CD Player (6)</p>	<p>Resources: rBook Teacher's Edition .rBook Student Edition .Computers .Read 180 Software .LCD Projector/TV and VCR .Headphone with CD Player (6)</p>	<p>Resources: rBook Teacher's Edition .rBook Student Edition .Computers .Read 180 Software .LCD Projector/TV and VCR .Headphone with CD Player (6)</p>

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<p>Additional Information: Red Routine 3: Think-Pair-Share SAM KeyWords: Compare RDI Book 1: Compare and Contrast Word Wall</p>	<p>Additional Information: Word Wall for Vocabulary SAM Keyword: Inflectional RDI Book 1: Inflectional Endings, pg. 119, 260</p>	<p>Additional Information: RDI Book 2: Personal Narrative; pp. 14, 20, 26, 32, 38 RDI Book 2: Adjectives That Compare p. 220 RDI Book 2: Commas with Quotation Marks p. 236 RDI Book 2:: Using Dialogue p. 31</p>
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Course Code: 1002181		Course Name: Int. Reading (Read 180) purple	
Unit Title: Workshop 8-Crash		Unit Essential Question: How does these stories within the workshop compare to today's economy?	
Semester: Semester 1	Grading Period: 1 Lesson 3		
Concept: pg. 220 Analyze a Business Ad (21 st Century) .Analyze a business advertisement .Make decisions about the credibility of a pop-up Internet advertisement . Read to find out about the career of a financial planner .Explore careers in Finance		Concept: Workshop- Wrap Up (pg. 222) .Understand the steps in creating and proposing a business plan .Ask questions in order to build an effective business team .State a purpose, assign roles, and strategize the success of a new business .Provide feedback on a peer's business plan	Concept: n/a
Standard(s): LA.8.2.2.4;LA.8.6.1.2;LA.2.2.4;LA.8.6.1.2 Identify aspects of a specific job including qualifications and salary		Standard(s): . Practice Test taking strategies: checking your answers	Standard(s): n/a
Lesson Essential Question: How is a financial planner's job similar to an accountant's?		Lesson Essential Question: Why might a plan be important to a business that's getting started?	Lesson Essential Question: n/a
Vocabulary: finance		Vocabulary: Business photographs	Vocabulary: n/a

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<p>Resources: rBook Teacher’s Edition .rBook Student Edition .Computers .Read 180 Software .LCD Projector/TV and VCR .Headphone with CD Player (6)</p>	<p>Resources: rBook Teacher’s Edition .rBook Student Edition .Computers .Read 180 Software .LCD Projector/TV and VCR .Headphone with CD Player (6)</p>	<p>Resources: n/a</p>
<p>Additional Information: none</p>	<p>Additional Information: Data Driven Differentiation</p>	<p>Additional Information: n/a</p>

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Course Code: 1002181		Course Name: Int. Reading (Read 180) purple	
Unit Title: Workshop 7- The Cutting Edge (Nonfiction)		Unit Essential Question: Would you prefer that your doctor use the newest technology or traditional methods to treat you?	
Semester: Semester 1	Grading Period: 2 Lesson 2		
<p>Concept: pg. 172 (1day) Introduction .Preview Workshop selections and activate prior knowledge, relating them to Anchor Video key concepts. .Learn and practice vocabulary. Generate examples to reinforce meaning . Building Background Anchor Video p. 172K .Preview/Teach Vocabulary The Cutting Edge p. 172 Vocabulary p.173</p>		<p>Concept: pg. 174 (2 days) Text Type: News Article Reading 1-The Bionic Arm .Identify steps used to find problems and solutions .Find problems, solutions attempts, and the solution in a news article .Organize information in a problem-and-solution graphic organizer</p>	<p>Concept: p..176 (2days) Text Type: Science Text Reading 2-Medicak Marvels .practice finding problems and solutions in a science text .Use text marking to identify problems and solutions</p>
<p>Standard(s): LA.8.1.7.1 . Preview text to activate prior knowledge about medical innovations LA.8.1.7.1 .Preview text features to make predictions about reading</p>		<p>Standard(s): LA.8.1.7.1;LA.8.1.7.5 .Preview text features to activate prior knowledge, set purpose, and generate questions before reading .Identify problems and solutions in a news article .Use graphic organizer to organize information about a problem and solution .Summarize a news article</p>	<p>Standard(s): LA.8.1.7.1;LA.8.1.7.5 .Preview text features to activate prior knowledge, set purpose, and generate questions before reading .Identify problems and solutions in a science report .Review strategies for finding details in a text .Review and interpret a diagram .Summarize a science report</p>
<p>Lesson Essential Question: Would you prefer that your doctor use the newest technology or traditional methods to treat you? Why?</p>		<p>Lesson Essential Question: In what ways is a bionic arm similar to a real arm?</p>	<p>Lesson Essential Question: Why might a doctor use a robot during an operation?</p>

Course Pacing Guide

<p>Vocabulary: .facilitate .flexible .offset .remote .restore</p>	<p>Vocabulary: Undergo</p>	<p>Vocabulary: .category .enhance .</p>
<p>Resources: .rBook Teacher’s Edition .rBook Student Edition .Read 180 Software .Read 180 Software . Computer .LCD Projector/Television and DVD Player</p>	<p>Resources: rBook Teacher’s Edition .rBook Student Edition .Read 180 Software .Read 180 Software . Computer .LCD Projector/Television and DVD Player</p>	<p>Resources: rBook Teacher’s Edition .rBook Student Edition .Read 180 Software .Read 180 Software . Computer .LCD Projector/Television and DVD</p>

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<p>Additional Information: .Red Routine 1: Teaching Vocabulary</p>	<p>Additional Information: Red Routine 1: Teaching Vocabulary Red Routine 3: Think-Pair-Share</p>	<p>Additional Information: .Red Routine 8: React and Write .Decoding/Syllabication pg. 197A .Fluency pg. 197A .ELD: Comparatives and Superlatives p. 197B</p>
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		Course Name: INSERT COURSE NAME OMIT THIS PAGE	
		Unit Essential Question:	
Semester: Semester 1	Grading Period: 1		
Concept:		Concept:	Concept:
Standard(s):		Standard(s):	Standard(s):
Lesson Essential Question:		Lesson Essential Question:	Lesson Essential Question:
Vocabulary:		Vocabulary:	Vocabulary:
Resources:		Resources:	Resources:

Course Pacing Guide

Additional Information:	Additional Information:	Additional Information:
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Course Pacing Guide

Course Code: 1002181		Course Name: Int. Reading (Read 180)	
Unit Title: Unit 7: The Cutting Edge (Nonfiction)		Unit Essential Question: Would you prefer that your doctor use the newest technology or traditional methods to treat you?	
Semester: 1	Grading Period: 2 Lesson 2		
<p>Concept: pg. 180 (2days) Reading 3: Operation Report Text Type: Science Report .Apply strategies to find problems and solutions in a science report .Use text markings to identify problems and solutions .Review strategies for reading for details</p>		<p>Concept: Vocabulary (1Day) pg. 184 .Use Target Words in new contexts, using the words expressively in discussion and in writing . Practice word-study strategies: dictionary skills, compound words</p>	
		<p>Concept: pg. 186 (4days) Writing and Grammar (Expository Essay) . Identify elements of the introduction, body, and conclusion in an expository essay .Analyze the purpose of an expository essay . Analyze the form of an essay .Brainstorm ideas for writing using a graphic organizer .Use an outline to plan the introduction, body paragraphs, and conclusion of an expository essay .Identify and distinguish between subject and object pronouns .Use negatives correctively .Edit a draft to correct spelling, grammar, and usage errors .Proofread a writing sample for specific spelling, grammar, and usage errors</p>	
<p>Standard(s):</p> <ul style="list-style-type: none"> LA.8.1.7.1, LA.8.1.7.5, LA.8.2.2.1, LA.8.6.1.1 (Preview text features to activate prior knowledge, set purpose, and generate questions before reading) LA.8.1.6.1[2,3,5] (Learn new vocabulary and practice previously taught words) 		<p>Standard(s):</p> <ul style="list-style-type: none"> LA.8.1.6.1 (Review and apply meaning of target vocabulary) 	
		<p>Standard(s):</p> <p>CC.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)</p> <p>CC.G.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	

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<p>Lesson Essential Question: Why might a doctor use a robot during an operation?</p>	<p>Lesson Essential Question: How can you figure out the meanings of these words?</p>	<p>Lesson Essential Question: Why might someone choose to write an expository paragraph?</p>
<p>Vocabulary: .via .widespread .</p>	<p>Vocabulary: .enhance .widespread .facilitate .flexible .category</p>	<p>Vocabulary: .article .info article Informative .essay .pronouns .negatives</p>
<p>Resources: rBook Teacher’s Edition .rBook Student Edition .Read 180 Software .Read 180 Software . Computer .LCD Projector/Television and DVD Player</p>	<p>Resources: rBook Teacher’s Edition .rBook Student Edition .Read 180 Software .Read 180 Software . Computer .LCD Projector/Television and DVD Player</p>	<p>Resources: rBook Teacher’s Edition .rBook Student Edition .Read 180 Software .Read 180 Software . Computer .LCD Projector/Television and DVD Player</p>

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<p>Additional Information: .Red Routine 4: Idea Wave .Decoding/Syllabication: Vowel Teams p. 197A .Fluency:Echo Reading p. 197A .ELD: Comparatives and Superlatives p. 197B</p>	<p>Additional Information: Vocabulary RDI Book 1: Using a Dictionary p. 244 RDI Book 1: Compound Words pg. 236</p>	<p>Additional Information: RDI: Book 2: Expository Writing pp.86,92,110 RDI: Book 2: Subject and Object Pronouns pp. 212 RDI Book2: Avoiding Double Negatives p.230</p>
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Course Code: 1002181		Course Name: Int. Reading (Read 180) purple	
Unit Title: Unit 7 The Cutting Edge (Nonfiction)		Unit Essential Question: Would you prefer that your doctor use the newest technology or traditional methods to treat you?	
Semester: Semester 1	Grading Period: 2 Lesson 2		
<p>Concept: pg. 194 Use a Lab Manual . Read and use a lab manual .Synthesize information describing a scientific procedure .Read to find out about the career of a medical technologist .Explore careers in Health Science</p>		<p>Concept: pg. 196 (Wrap-Up Project) .Gather information too support a position .Understand multiple perspectives .Consider the benefits and risks of an issue for a debate .Present effectively during a debate</p>	
<p>Standard(s): .Identify aspects of a specific job, including qualifications, prerequisites, and salary</p>		<p>Standard(s): .Practice test-taking strategies: using cue words to analyze test questions</p>	
<p>Lesson Essential Question: What can you do if you find information in one source that conflicts with information from another source?</p>		<p>Lesson Essential Question: When might people hold a debate?</p>	

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Vocabulary: none	Vocabulary: Prosthetic Robotic	Vocabulary: N/a
Resources: rBook Teacher's Edition .rBook Student Edition .Read 180 Software .Read 180 Software . Computer .LCD Projector/Television and DVD Player	Resources: rBook Teacher's Edition .rBook Student Edition .Read 180 Software .Read 180 Software . Computer .LCD Projector/Television and DVD Player	Resources: n/a
Additional Information:	Additional Information: Workshop Wrap-Up Data-Driven Differentiation Report	Additional Information: n/a

Course Pacing Guide

Course Code: 1002181		Course Name: Int.Reading (Read180) purple	
Unit Title: Workshop 5-Dare to Lead Nonfiction		Unit Essential Question: What do good leaders have in common?	
Semester: 1	Grading Period: 2 Lesson 4		
<p>Concept: Prereading pp. 112-113 (day) .Preview workshop selections and activate prior knowledge, relating them to Anchor Video key concepts. .Practice Vocabulary and generate examples to reinforce meaning</p>		<p>Concept: Reading 1-Rocking For a Good Cause (p. 114) (2 days) (News Article) .Identify the steps used to make inferences .Make inferences based on events in a news article .Use a graphic organizer to help make inferences</p>	<p>Concept: Reading II-Richard Anywar (p.116) (2days) (Profile) .Practice making inferences from details in a profile . Use text marking to find details that lead to making inferences</p>
<p>Standard(s): LA.8.1.7.1 (View strategies to build background knowledge and activate prior knowledge) LA.8.1.7.1; LA.8.1.7.8 (Preview text to activate prior knowledge about leadership) LA.8.1.6.1 (Learn new vocabulary. Generate examples to reinforce meaning)</p>		<p>Standard(s): LA.8. 1.7.1; LA.8.1.7.5; LA.8.6.2.2; LA.8.6.1.1 (Preview text features to activate prior knowledge, set purpose, and generate questions before reading) LA.8.2.2.3(Use graphic organizer to organize information about making inferences) .Identify the steps to make inferences from details in a news article</p>	<p>Standard(s): LA.8.1.7.1; LA.8.6.2.2; LA.8.6.1.1 (Preview text features to activate prior knowledge, set purpose, and generate questions before reading) LA.8.2.2.3(Use graphic organizer to organize information about making inferences) .Identify the steps to make inferences from details in a news article</p>
<p>Lesson Essential Question: What do you think a good leader needs to be able to do?</p>		<p>Lesson Essential Question: What might a rock band do to support a good cause?</p>	<p>Lesson Essential Question: Why might Ricky’s childhood experiences have prompted him to help others?</p>

Course Pacing Guide

<p>Vocabulary: .framework .mutual .tolerate .ultimate .unify</p>	<p>Vocabulary: diverse Producing</p>	<p>Vocabulary: Advocate humanitarian</p>
<p>Resources: .rBook Teacher’s Edition .rBook Student’s Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library</p>	<p>Resources: . .rBook Teacher’s Edition .rBook Student’s Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library</p>	<p>Resources: .rBook Teacher’s Edition .rBook Student’s Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library</p>

Course Pacing Guide

<p>Additional Information: .Vocabulary Terms should be placed on the Word Wall .Red Routine 1: Teaching Vocabulary</p>	<p>Additional Information: .Red Routine 1: Teaching Vocabulary .Red Routine 3: Think-Pair-Share .Differentiated Support: (beginning readers, fluency, English language learners) p.137A-137B</p>	<p>Additional Information: Red Routine 3: Think-Pair-Share .Decoding/Syllabication: r-Controlled Vowels p. 137A .Fluency: Using Correct Phrasing (Prepositions)p.137A .ELD: Idioms p.137B</p>
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Course Pacing Guide

Course Code: 1002181		Course Name: Int. Reading (Read 180)-Flex II purple	
Unit Title: Workshop 5: Dare to Lead		Unit Essential Question: What do good leaders have in common?	
Semester: Semester 1	Grading Period: 2 Lesson 4		
Concept: Reading III -Lessons for The Leaders of Tomorrow (Magazine Feature) Pg.120 (2days)		Concept: Word Challenge pg. 124 (1 day) .Review and Use Target Words in new contexts, using the words expressively in discussion and in writing .Practice word-study strategies: verb endings, word families	Concept: Grammar and Writing p. 126 (4 days) .Identify elements of introduction, body, and conclusion in a persuasive essay .Analyze the purpose of a persuasive essay .Analyze the form of a persuasive essay
Standard(s): LA.8.1.7.1;LA.8.1.7.5;LA.8.2.2.1;LA.8.6.1.1 (Preview text features to activate prior knowledge, set purpose, and generate questions before reading) .Apply strategies to make inferences from details in a magazine feature. LA.8.1.7.4 (Review strategies for identifying cause and effect)		Standard(s): .LA.8.1.6.1 (Review and apply meanings of target vocabulary .Correctly use endings –ed, -ing	Standard(s): CC.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.) CC.G.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Lesson Essential Question: Why do you think Nelson Mandela is one of the leaders profiled in this magazine feature?		Lesson Essential Question: How do you change the ending of a verb?	Lesson Essential Question: Why would someone choose to write a persuasive essay?

Course Pacing Guide

<p>Vocabulary: .dynamic .inclusive .reinforce</p>	<p>Vocabulary: .reinforce .advocate .dynamic .mutual .aspiration .unify .framework .diverse .ultimate</p>	<p>Vocabulary: .Persuasive Essay</p>
<p>Resources: .rBook Teacher’s Edition .rBook Student’s Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library</p>	<p>Resources .rBook Teacher’s Edition .rBook Student’s Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library</p>	<p>Resources: .rBook Teacher’s Edition .rBook Student’s Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library</p>

Course Pacing Guide

<p>Additional Information:</p> <ul style="list-style-type: none">.Red Routine 4: Idea Wave.Decoding/Syllabication: r-Controlled Vowels p. 137A.Fluency: Using Correct Phrasing (Prepositions) p.137A.ELD:Idioms p.137A.Red Routine 3:Think-Pair-Share.RDI Book 1: Make Inferences pp.302,303.RDI Book 1: Draw Conclusions pp.304,305	<p>Additional Information:</p> <ul style="list-style-type: none">RDI Book 1: Inflectional Endings pp.119, 260RDI 2: Present-Tense Verbs p.200RDI Book 2: Past-Tense Verbs p.202	<p>Additional Information:</p> <ul style="list-style-type: none">.RDI Book2: Persuasive Writing pp.116, 122, 134.RDI Book 2: Irregular Verbs p.208.RDI Book 2: Commas With Introductory Words p.232
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Course Pacing Guide

Course Code: 1002181		Course Name: Int. Reading (Rea d 180) -purple	
Unit Title: Workshop 5 (Dare to Lead)		Unit Essential Question: What do good leaders have in common?	
Semester: 1	Grading Period: 2 Lesson 4		
Concept: p.134 21 st Century Literacy (1 day) .Read and analyze a resume .Set goals that pertain to a desired career .Find out about the career of a career counselor .Explore careers in Education and Training		Concept: pg. 136 Workshop-Wrap Up .Understand the steps for compiling career goals and qualifications .Create a resume and present it effectively .Use a resume to role-play a job interview	Concept: n/a
Standard(s): LA.8.2.2.2 .Read and evaluate information from a resume Identify aspects of a specific job, including qualifications and salary		Standard(s): .Practice test-taking strategies: identifying literal and interpretive questions?	Standard(s): n/a
Lesson Essential Question: What information do you think might be included on a resume?		Lesson Essential Question: What is a job you would want to interview for?	Lesson Essential Question: n/a
Vocabulary: .resume		Vocabulary: .workplace .college .life skills	Vocabulary: n/a

Course Pacing Guide

Resources: .rBook Teacher's Edition .rBook Student's Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library	Resources: .rBook Teacher's Edition .rBook Student's Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library	Resources: n/a
Additional Information: none	Additional Information: Red Routine 3: Think-Pair-Share rSkills Test 3	Additional Information: n/a

Course Pacing Guide

Course Code: 1002181		Course Name: Int. Reading (Read 180)purple	
Unit Title: Workshop 6-Love and War		Unit Essential Question: Is love more powerful than hate?	
Semester: 2	Grading Period: 3 Lesson 5		
<p>Concept: Introduction pg. 138 2 Days</p> <p>.Build Background</p> <ul style="list-style-type: none"> ■ Anchor Video p.138M ■ Video Story: Prom Night in Mississippi <p>.Preview/Teach Vocabulary</p> <ul style="list-style-type: none"> ■ Love and War p. 138 ■ Vocabulary p.139 		<p>Concept: p.140 (1-2 days) Reading I- Barriers (Poetry)</p> <p>.Identify the speaker/persona of poem .Use text marking repetition in a poem .Identify the theme of a poem</p>	<p>Concept: pg. 142 (8 days) Reading II- Romero and Juliet (short story)</p> <p>.Identify the elements of a short story including setting, character, plot, and theme .Practice sorting story elements into a graphic organizer</p>
<p>Standard(s): LA.8.1.7.1 (Use viewing strategies to build background about forbidden love) LA.8.1.7.1 (Use prereading strategies to develop ideas about the effects of rivalry on relationship) LA.8.1.6.1 (Learn and use new vocabulary. Generate examples to reinforce meaning)</p>		<p>Standard(s):</p> <p>.Preview text structure and figurative language to set a purpose for reading .Identify speaker/persona, use of repetition, and theme in a poem .Learn new vocabulary and practice previously taught words.</p>	<p>Standard(s):</p> <p>.LA.8.1.7.1; LA.8.1.7.5 (Preview story elements and text features to activate prior knowledge, set purpose, and generate questions before reading .Respond to making inferences . LA.8.2.1.2; LA.8.4.2.1 (Analyze setting, including setting changes and their effect on character changes A.8.1.7.3; LA.8.2.1.2 (Analyze story theme to determine author's message)</p>
Lesson Essential Question: Why two people in love might face disapproval if their relationship?		Lesson Essential Question: What kinds of barriers, or obstacles, do you think two young people from different cultures who are in love might encounter?	Lesson Essential Question: What are some differences between the way you read a play and the way you read a short story?

Course Pacing Guide

<p>Vocabulary: .barrier .eloquent .prevail .reluctant .thereby</p>	<p>Vocabulary: .speaker .persona .generation</p>	<p>Vocabulary: .hotheaded .fate .chaos .instance Infatuated .encounter .grim .yearning .ally .persuade .vial</p>
<p>Resources: .rBook Teacher’s Edition .rBook Student’s Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>	<p>Resources: .rBook Teacher’s Edition .rBook Student’s Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library</p>	<p>Resources: .rBook Teacher’s Edition .rBook Student’s Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library</p>

Course Pacing Guide

<p>Additional Information: .Red Routine 1: Teaching Vocabulary</p>	<p>Additional Information: Red Routine 3: Think-Pair-Share Differentiated Support: pg. 171A-171B</p>	<p>Additional Information: .RDI Book1: Analyze Character pp. 306, 307 .RDI Book 1: Analyze Setting pp.308, 309 .RDI Book 1: Analyze Plot: pp. 310, 311 .RDI Book 1: Analyze Theme pp. 312, 313 .Red Routine: 3: Think-Pair-Share .Red Routine 8: React and Write Red Routine 4: Idea Wave</p>
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Course Pacing Guide

Course Code: 1002181		Course Name: Int. Reading (Read 180) purple	
Unit Title: Workshop 6- Love and War		Unit Essential Question: Is love more powerful than hate?	
Semester: 2	Grading Period: 3 Lesson 5		
<p>Concept: Word Challenge p. 158 .Review and use Target Words in new contexts, using the words expressively in discussion and writing .Practice word-study strategies: synonyms; compound words</p>		<p>Concept: pg. 160 (Literary Analysis) Writing and Grammar .Identify elements of the introduction, body, and conclusion in a literary analysis .Analyze the purpose of literary analysis .Analyze the form of a literary analysis</p>	<p>Concept: p. 168 21st Century Literacy .Analyze an email .Determine how coworkers resolve conflict in an email exchange .Read to find out about the career of an international mediator .Explore careers in Education and Training</p>
<p>Standard(s): .Identify and choose appropriate synonyms</p>		<p>Standard(s): LA.8.3.1.2 (Identify the form, audience, and purpose for writing) .Identify subject-verb-agreement</p>	<p>Standard(s): .Read and analyze information in a business email</p>
<p>Lesson Essential Question: What is a synonym for fighting that describes the action?</p>		<p>Lesson Essential Question:</p>	<p>Lesson Essential Question: Why is email a useful communication tool?</p>

Course Pacing Guide

<p>Vocabulary: .ally .instance .eloquent .reluctant .barrier .persuade encounter</p>	<p>Vocabulary: Literary Analysis</p>	<p>Vocabulary: .email .mediator</p>
<p>Resources: .rBook Teacher's Edition .rBook Student's Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>	<p>Resources: .rBook Teacher's Edition .rBook Student's Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>	<p>Resources: .rBook Teacher's Edition .rBook Student's Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>

Course Pacing Guide

<p>Additional Information: .RDI Book 1: Synonyms p.26 .RDI Book 1: Compound Words p. 236</p>	<p>Additional Information: SAM Keyword: Single Paragraph FII W6 Red Routine 3: Think- (Write)-Pair-Share Peer Assessment Red Routine 7: Peer Feedback Red Book 2: Writing an Opinion p.116 RDI Book 2: Writing a Review p. 122 RDI Book 2: Subject-Verb Agreement p. 210 RDI Book 2: Possessive Nouns p.214</p>	<p>Additional Information: Data-Driven Differentiated: Comprehension Skills Report</p>
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Course Code:1002181		Course Name: Int. Reading (Read 180) purple	
Unit Title: Workshop 6-Love and War		Unit Essential Question:	
Semester: 2	Grading Period: 3 Lesson 5		
<p>Concept: p.170 (Critical Thinking and Problem Solving) .Analyze and take notes on potential solutions to a problem .Solve problems by analyzing benefits and risks of possible solutions .Present expert advice through role-play .Provide feedback on a peer's advice</p>		Concept: N/A	Concept: N/A

Course Pacing Guide

<p>Standard(s): Practice test taking strategies: using text evidence</p>	<p>Standard(s):</p>	<p>Standard(s):</p>
<p>Lesson Essential Question: What is the difference between good/bad advice?</p>	<p>Lesson Essential Question:</p>	<p>Lesson Essential Question:</p>
<p>Vocabulary: Role-play</p>	<p>Vocabulary:</p>	<p>Vocabulary:</p>
<p>Resources: .rBook Teacher’s Edition .rBook Student’s Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>	<p>Resources:</p>	<p>Resources:</p>
<p>Additional Information: Report: Read180 Comprehend Skills Report</p>	<p>Additional Information:</p>	<p>Additional Information:</p>

Course Pacing Guide

Course Code: 1002181		Course Name: Int. Reading (Read 180) purple	
Unit Title: Workshop 4-The Science of Happiness		Unit Essential Question: Why might studying the brain help scientists understand what makes people happy?	
Semester: 2	Grading Period: 3 Lesson 7		
<p>Concept: Introduction (2 days)</p> <p>.Build Background .Anchor Video p. 86k .Video Story: In the Mood for Happiness</p> <p>.Preview/Teach Vocabulary The Science of Happiness p.86</p> <p>Vocabualry p.87</p>		<p>Concept: Reading I: Three Keys to Happiness (2days) (News Article)</p> <p>.Identify the steps used to find cause and effect</p> <p>.Find cause and effect in a news article</p> <p>.Use graphic organizer to show cause-and-effect relationships</p>	<p>Concept: Reading II-The Emotion Doctor (2days) (Profile)</p> <p>.Practice finding cause and effect in a profile</p> <p>.Use text markings to identify cause and effect</p>
<p>Standard(s):</p> <p>LA.8.1.7.1 Preview text features to activate prior knowledge, set purpose, and generate questions before reading)</p> <p>LA.8.2.2.2 Respond to questions, stating and supporting opinions with reasons and explanations</p>		<p>Standard(s):</p> <p>LA.8.1.7.1 Preview text features to activate prior knowledge, set purpose, and generate questions before reading</p> <p>.Identify the steps used to find cause and effect</p>	<p>Standard(s):</p> <p>LA.8.1.7.1 Preview text features to activate prior knowledge, set purpose, and generate questions before reading</p> <p>.Practice finding cause and effect in a profile</p> <p>.use graphic organizer to show cause-and-effect relationships</p>
Lesson Essential Question: What are some specific things that make you happy?		Lesson Essential Question: What does the photo suggest about happiness?	Lesson Essential Question: What are some ways that a psychologist might study happiness?

Course Pacing Guide

<p>Vocabulary: .perceive .psychology .secrete .stress .trait</p>	<p>Vocabulary: .inclined .vital</p>	<p>Vocabulary: .circuit .inherent .satisfaction</p>
<p>Resources: .rBook Teacher’s Edition .rBook Student’s Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>	<p>Resources: .rBook Teacher’s Edition .rBook Student’s Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>	<p>Resources: .rBook Teacher’s Edition .rBook Student’s Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>

Course Pacing Guide

<p>Additional Information: Red Routine1: Teaching Vocabulary</p>	<p>Additional Information: .Differentiated Support .beginning readers .fluency . pgs.. 111A-111B</p>	<p>Additional Information: .Decoding/Syllabication: Inflectional Endings p.111A .Fluency: Using Correct Phrasing (Introductory Phrases) p.111A .ELD: Pronouncing Plural Nouns p.111B</p>
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Course Pacing Guide

Course Code: 1002181		Course Name: Int. Reading (Read 180) purple	
Unit Title: Workshop 3: Your Brain's Social Life		Unit Essential Question: Why might studying the brain help scientists understand what makes people happy?	
Semester: 2	Grading Period: 3 Lesson 7		
<p>Concept: Reading III: Your Brain's Social Life (2 days) (Science Text)</p> <ul style="list-style-type: none"> .Apply strategies to find cause and effect in a science text .Use text marking to identify cause and effect .Review strategies for finding main idea and details 		<p>Concept: Word Challenge (1-2 days)</p> <ul style="list-style-type: none"> .Review and Use Target Words in a new contexts, using the words expressively in discussion and in writing .Practice word-study strategies: context clues, multiple-meaning words 	<p>Concept: Writing and Grammar (p.100) (4 days) (Expository Writing)</p> <ul style="list-style-type: none"> .Identify elements of the introduction, body, and conclusion in an expository summary .Analyze the purpose of an expository summary .Analyze the form of an expository summary
<p>Standard(s):</p> <p>LA.8.1.7.1 Preview text features to activate prior knowledge, set purpose, and generate questions before reading)</p> <ul style="list-style-type: none"> ..Apply strategies to find cause and effect in a science text .Review strategies for finding main idea and details in a text 		<p>Standard(s):</p> <ul style="list-style-type: none"> .Review target words in new context .Use context clues to find the meaning of unfamiliar words 	<p>Standard(s):</p> <p>CC.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)</p> <p>CC.G.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
Lesson Essential Question: Why might happiness be something that you can “catch”?		Lesson Essential Question: How do you go about finding the correct definition for a word within a sentence?	Lesson Essential Question: <ul style="list-style-type: none"> .Identify the features of expository writing .Use a graphic organizer to plan and write a first draft of an expository summary .Identify and use correct verb tense

Course Pacing Guide

<p>Vocabulary: .heredity .neuron .interact</p>	<p>Vocabulary: .psychology .interacted .stress .perceive .circuit .trait .heredity</p>	<p>Vocabulary: .expository .genre</p>
<p>Resources: .rBook Teacher's Edition .rBook Student's Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>	<p>Resources: .rBook Teacher's Edition .rBook Student's Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>	<p>Resources: .rBook Teacher's Edition .rBook Student's Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>

Course Pacing Guide

<p>Additional Information: .RDI Book 1: Cause and Effect pp.296, 297 .Red Routine 4: Idea Wave .Red Routine 3: Think-Pair-Share</p>	<p>Additional Information: .RDI Book 1: Context Clues pp.238, 264 .RDI Book 1: Multiple-Meaning Words p. 240</p>	<p>Additional Information: Red Routine 3: Think-(Write-Pair-Share) .Red Routine 7: Peer Feedback .Teacher Assessment p. 107 .RDI Book 2: Book Synopsis .RDI Book 2: Verb Tense, pp.200, 202, 204, 206, 208, 210 .RDI Book 2: Using Commas in a Series p. 238</p>
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Course Code: 1002181		Course Name: Int. Reading (Read 180) purple	
Unit Title: Workshop 4-The Science of Happiness		Unit Essential Question: Why might studying the brain help scientists understand what makes people happy?	
Semester: 2	Grading Period: 3 Lesson 7		
<p>Concept: 21st Century (Information and Media Literacy) (p. 108) .Read and comprehend a blog page .Analyze information online .Read to find out about the career of a psychologist .Explore careers in Education and Training</p>		<p>Concept: Wrap-Up Project (p. 110) (Creativity and Innovation) .Understand the steps for delivering a proposal .Brainstorm in a group and ask questions .Write an email to make a recommendation .Provide feedback on a peer's writing</p>	

Course Pacing Guide

<p>Standard(s): .Identify aspects of a specific job, including qualifications, prerequisites, and salary</p>	<p>Standard(s): .Identify aspects of a specific job, including qualifications, prerequisites, and salary</p>	<p>Standard(s): none</p>
<p>Lesson Essential Question: Why else might people write a blog?</p>	<p>Lesson Essential Question: How often do you email? .Who is your audience?</p>	<p>Lesson Essential Question: none</p>
<p>Vocabulary: .psychologist</p>	<p>Vocabulary: .email</p>	<p>Vocabulary: none</p>
<p>Resources: .rBook Teacher’s Edition .rBook Student’s Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>	<p>Resources: .rBook Teacher’s Edition .rBook Student’s Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>	<p>Resources: none</p>

Course Pacing Guide

Additional Information:
n/a

Additional Information:
. Workshop Wrap-Up
.rSkills test 2b
.SAM Keyword: Wrap-Up Test FII W4
.Report :Read 180 Participation Report

Additional Information: none

Course Pacing Guide

Course Code: 1002181		Course Name: Int.Reading (Read 180) purple	
Unit Title: Workshop 3:What Lies Beneath (Short Story)		Unit Essential Question: What makes people happy?	
Semester: 2	Grading Period: 3 Lesson 6		
Concept: Introduction (1-2 days) .Build Background .Anchor Video p.56M .Video story: Vampire Mania .Preview/Teach Vocabulary What Lies Beneath p.56 Vocabulary p.57		Concept: Reading I- The Strange Case of Dr. Jekyll and Mr. Hyde (p. 60) (6 days) .Practice analyzing the setting, character, plot, and theme of a short story .Use text marking to identify story elements	Concept: Shadow (Poetry) p.72 (1-2 days) .Analyze the speaker/persona in a poem .Describe the mood of a poem .Analyze the figurative language in a poem
Standard(s): LA.8.1.7.1 (Use viewing strategies to build background about good and bad in human nature) La.8.1.7.1; LA.8.1.7.8; LA.8.2.1.1 (Use prereading strategies to build background about the personalities people present and the ones they hide) LA.8.1.6.1 (Learn and use new vocabulary. Generate examples to reinforce meaning)		Standard(s): LA.8.1.7.1; LA.8.1.7.5 (Preview story elements and text features to activate prior knowledge, set purpose, and generate questions before reading LA.8.2.1.2; LA.8.1.7.8 (Analyze setting, including changes in time and place; analyze character, including actions, reactions, and character changes; analyze plot, identifying the problem, sequence of events, and endings; analyze story theme to determine author’s message; use graphic organizer to organize information around story elements) LA.8.2.1.2 (Use text marking to identify details about story elements)	Standard(s): LA.8.2.1.3; LA.8.2.1.7 (Draw upon and discuss visual and mental images based on texts) LA.8.1.7.1; LA.8.1.7.5 (Preview text features to activate prior knowledge, make predictions, and set a purpose for reading) LA.8.2.1.3 (Identify the speaker/persona, mood, and figurative language of a poem)
Lesson Essential Question: What do you think the phrase hidden dark side refers to in this passage?		Lesson Essential Question: What do you think has just happened at the beginning of the story?	Lesson Essential Question: How is the format of the poem different from the format of the short story?

Course Pacing Guide

<p>Vocabulary:</p> <ul style="list-style-type: none">.awe.character.interlude.prior.render	<p>Vocabulary:</p> <ul style="list-style-type: none">.embody.perpetrator.will.devise.trivial.classic.reckless.	<p>Vocabulary:</p> <ul style="list-style-type: none">.innocence
<p>Resources:</p> <ul style="list-style-type: none">.rBook Teacher's Edition.rBook Student's Edition.Read 180 Software.Computer (6).LCD Projector/Television and DVD Player.Headphone CD Players (6).Read 180 Library.Word Wall for Vocabulary	<p>Resources:</p> <ul style="list-style-type: none">.rBook Teacher's Edition.rBook Student's Edition.Read 180 Software.Computer (6).LCD Projector/Television and DVD Player.Headphone CD Players (6).Read 180 Library.Word Wall for Vocabulary	<p>Resources:</p> <ul style="list-style-type: none">.rBook Teacher's Edition.rBook Student's Edition.Read 180 Software.Computer (6).LCD Projector/Television and DVD Player.Headphone CD Players (6).Read 180 Library.Word Wall for Vocabulary

Course Pacing Guide

<p>Additional Information: .Red Routine 4: Idea Wave .Red Routine 1: Teaching Vocabulary</p>	<p>Additional Information: .Decoding/Syllabication: Consonant p.85 . Fluency: Natural/Consistent Pace p.85 .ELD: Irregular Past-Tense Verbs p.85 .Red Routine 1: Teaching Vocabulary .Red Routine 3: Think-Pair-Share .Red Routine 8: Read and Write .RDI Book 1: Analyze Character pp.306, 307 .RDI Book 1: Analyze Setting pp. 308, 309 .RDI Book 1: Analyze Plot p.310, 311 .RDI Book 1: Analyze Theme p. 312, 313</p>	<p>Additional Information: .Red Routine 3: Think-Pair-Share .Decoding/Syllabication: Consonant p.85A .Fluency: Natural/Consistent Pace p.85A</p>
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Course Pacing Guide

Course Code: 1002181		Course Name: Int. Reading (Read 180) purple	
Unit Title: Workshop 3 –What Lies Beneath		Unit Essential Question: What makes people happy?	
Semester: 2	Grading Period: 3 Lesson 6		
<p>Concept: Word Challenge (Vocabulary) p. 74 (1-2 days) .Review and use Target Words in new contexts, using the words expressively in discussion and writing .Practice word-study strategies: prefixes, suffixes</p>		<p>Concept: Writing and Grammar (p.76) (3 days) .Identify elements of the topic sentence, detail sentences, and concluding sentence in a descriptive writing .Identify the form, audience, and purpose for writing .Brainstorm ideas for writing using a graphic organizer</p>	<p>Concept: 21st Century Literacy (Information and Media Literacy) p.82</p>
<p>Standard(s): LA.8.1.6.1 Review and apply meaning of target vocabulary . Identify and choose appropriate prefixes and suffixes</p>		<p>Standard(s): LA.8.3.4.1;LA.8.3.4.4 .Identify the topic sentence, details, and conclusion of a descriptive paragraph .Identify run-on sentences and apply to own writing</p>	<p>Standard(s):</p>
Lesson Essential Question:		Lesson Essential Question:	Lesson Essential Question: What kinds of interests do people write about on fan websites?

Course Pacing Guide

<p>Vocabulary: .awe .interlude .classic .render .devise .embody .prior</p>	<p>Vocabulary: .descriptive</p>	<p>Vocabulary: .webster</p>
<p>Resources: .rBook Teacher's Edition .rBook Student's Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>	<p>Resources: .rBook Teacher's Edition .rBook Student's Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>	<p>Resources: .rBook Teacher's Edition .rBook Student's Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>

Course Pacing Guide

<p>Additional Information: .RDI Book 1: Prefixes, p. 256 RDI Book 1: Suffixes p.258</p>	<p>Additional Information: .Teacher Assessment: p. 81 .RDI Book 2: Descriptive Writing pp. 44, 50, 56, 62 .RDI Book 2: Correcting Run-On Sentences p.242 .RDI Book 2: Using Correct Word Order p. 192</p>	<p>Additional Information: none</p>
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Course Pacing Guide

Course Code: 1002181		Course Name: Int. Reading (Read 180) purple	
Unit Title: Workshop 3: What Lies Beneath (Short Story)		Unit Essential Question: What makes people happy?	
Semester: 2	Grading Period: 3 Lesson 6		
Concept: Wrap-Up Project p.84		Concept: n/a	Concept: n/a
Standard(s): .Practice Test taking strategies: restating the questions		Standard(s): n/a	Standard(s): n/a
Lesson Essential Question: Who do you think might read a page you created?		Lesson Essential Question: n/a	Lesson Essential Question: n/a
Vocabulary: none		Vocabulary: n/a	Vocabulary: n/a
Resources: .rBook Teacher's Edition .rBook Student's Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary		Resources: n/a	Resources: n/a

Course Pacing Guide

Additional Information: Read 180 Reading Progress Report	Additional Information: n/a	Additional Information: n/a
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Course Pacing Guide

Course Code: 1002181		Course Name: Int. Reading (Read 180) purple	
Unit Title: Workshop1- Who's Watching You		Unit Essential Question: How can technology be used to help/harm an individual life?	
Semester: 2	Grading Period: 4 Lesson 8		
<p>Concept: Introduction (1-2 days) Building Background Anchor Video, p.8M . Video Story: Eyes on You Preview/Teach Vocabulary Who's Watching You? P.8 Vocabulary p.9</p>		<p>Concept: Reading I-Too Much Information (2days) .Identify the steps used to find the topic, main idea, and details .Find the topic, main idea, and details of a news article .Organize information around the main idea in a graphic organizer</p>	<p>Concept: Reading II-Spy Gadgets (2 days) .Practice finding the topic, main idea, supporting details in a magazine article .Use text marking to identify main idea and details</p>
<p>Standard(s): LA.8.1.7.1, LA.8.1.7.5, LA.8.2.2.1, LA.8.6.1.1 .Preview text to activate prior knowledge about the benefits and risks of technology?</p>		<p>Standard(s): LA.8.1.7.1, LA.8.1.7.5, LA.8.2.2.1, LA.8.6.1.1 .Preview text features to activate prior knowledge, set purpose, and generate questions before reading .Practice identifying the topic, important details, and main idea of a news article</p>	<p>Standard(s): LA.8.1.7.1, LA.8.1.7.5, LA.8.2.2.1, LA.8.6.1.1 .Preview text features to activate prior knowledge, set purpose, and generate questions before reading .Practice identifying the topic, important details, and main idea of a text</p>
Lesson Essential Question: What are some ways technology help keep us safe?		Lesson Essential Question: How might people be able to watch you online?	Lesson Essential Question: In what ways are surveillance cameras helpful? In what ways are they invasive?

Course Pacing Guide

<p>Vocabulary: .anonymous .inevitable .legitimate .scope .surveillance</p>	<p>Vocabulary: .authorize .potential</p>	<p>Vocabulary: .transform .comply .justify</p>
<p>Resources: .rBook Teacher's Edition .rBook Student's Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>	<p>Resources: .rBook Teacher's Edition .rBook Student's Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>	<p>Resources: .rBook Teacher's Edition .rBook Student's Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>

Course Pacing Guide

<p>Additional Information: .Red Routine 1: Teaching Vocabulary</p>	<p>Additional Information: .Red Routine 1: Teaching Vocabulary .Red Routine2: Oral Cloze .Red Routine 3: Think-Pair-Share .Differentiated Support pgs. 31A-31B</p>	<p>Additional Information: .Red Routine 3: Think-Pair-Share .Decoding/Syllabication: Closed Syllables p. 31A .ELD: Phrasal Verbs p.31B .Red Routine : React and Write</p>
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Course Pacing Guide

Course Code: 1002181		Course Name: Int. Reading (Read 180) purple	
Unit Title: Workshop 1: Who's Watching You		Unit Essential Question: How can technology be used to help/harm an individual life?	
Semester: 2	Grading Period: 4 Lesson 8		
<p>Concept: Reading III- Cyber Safety (2 days)</p> <p>.Apply strategies to identify the topic, main idea, and details in a life issues features</p> <p>.Use text markings to identify main idea and details</p> <p>. Review strategies for reading for details</p>		<p>Concept: Word Challenge (1-2 days)</p> <p>.Review and use Target Words in new contexts, using the words expressively in discussion and in writing</p> <p>.Practice word-study strategies: multiple-meaning words, dictionary skills</p>	<p>Concept: Expository Writing and Grammar(3 days)</p> <p>.Identify elements of the topic sentence, details sentence, and concluding sentence in a expository paragraph</p> <p>.Identify the form, audience, and purpose of writing</p> <p>.Brainstorm ideas for writing using a graphic organizer</p>
<p>Standard(s):</p> <p>LA.8.1.7.1, LA.8.1.7.5, LA.8.2.2.1, LA.8.6.1.1</p> <p>.Preview text features to activate prior knowledge, set purpose, and generate questions before reading</p> <p>.Apply strategies for finding the main idea and details of a life issues feature</p>		<p>Standard(s):</p> <p>LA.8.1.6.1</p> <p>.Review and apply meaning of target vocabulary</p>	<p>Standard(s):</p> <p>.Identify the topic sentence, details, and conclusion of an expository paragraph</p> <p>.Identify sentence fragments and apply to own writing</p> <p>.Recognize a complete sentence; identify and correct sentence fragments</p>
<p>Lesson Essential Question:</p> <p>What are some dangers of socializing online?</p>		<p>Lesson Essential Question:</p> <p>.How do you find the meaning of unfamiliar words?</p>	<p>Lesson Essential Question:</p>

Course Pacing Guide

<p>Vocabulary: .violation .pitfalls .visuals</p>	<p>Vocabulary: .anonymous .violation .scope .copy .mark .justify .authorize .surveillance .visualize .legitimize .inevitable .transform</p>	<p>Vocabulary: .expository .subject .predicate</p>
<p>Resources: .rBook Teacher’s Edition .rBook Student’s Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>	<p>Resources: .rBook Teacher’s Edition .rBook Student’s Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>	<p>Resources: .rBook Teacher’s Edition .rBook Student’s Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>

Course Pacing Guide

<p>Additional Information:</p> <ul style="list-style-type: none">.Red Routine 4: Idea Wave.Red Routine 3: Think-Pair-Share.RDI Book 1: Read for Detail p.288-289.RDI Book 1: Main Idea and Details pp. 292-293	<p>Additional Information:</p> <ul style="list-style-type: none">.RDI Book 1:Multiple-Meaning Words p. 240.RDI Book 1: Using a Dictionary p.244	<p>Additional Information:</p> <ul style="list-style-type: none">RDI Book 2: Expository Writing pp. 86, 92, 104, 110RDI Book 2: Types of Sentences p. 186RDI Book 2: Correcting Sentence Fragments p. 234
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Course Pacing Guide

Course Code: 1002181		Course Name: Int. Reading (Read 180) purple	
Unit Title: Workshop 1: Who's Watching You		Unit Essential Question: How can technology be used to help/harm an individual life?	
Semester: 2	Grading Period: 4 Lesson 8		
Concept: 21 st Century Literature (1 day)		Concept: Wrap-Up Workshop	Concept: n/a
Standard(s): .Read and use information from a social networking site.		Standard(s): .Practice test taking strategies: making an educated guess	Standard(s): n/a
Lesson Essential Question: What are some ways people use networking sites?		Lesson Essential Question: .Present an effective debate using clear language that considers the audience? .Justify arguments with relevant examples, facts, and anecdotes .take notes for a debate .provide feedback on a peers argument	Lesson Essential Question: n/a
Vocabulary: .social networking .surveillance		Vocabulary: .debate	Vocabulary: n/a

Course Pacing Guide

<p>Resources:</p> <ul style="list-style-type: none">.rBook Teacher's Edition.rBook Student's Edition.Read 180 Software.Computer (6).LCD Projector/Television and DVD Player.Headphone CD Players (6).Read 180 Library.Word Wall for Vocabulary	<p>Resources:</p> <ul style="list-style-type: none">.rBook Teacher's Edition.rBook Student's Edition.Read 180 Software.Computer (6).LCD Projector/Television and DVD Player.Headphone CD Players (6).Read 180 Library.Word Wall for Vocabulary	<p>Resources: n/a</p>
<p>Additional Information:</p> <ul style="list-style-type: none">.none	<p>Additional Information:</p> <ul style="list-style-type: none">.READ 180 Comprehension Skills Grouping Report	<p>Additional Information: n/a</p>

Course Pacing Guide

Course Code: 1002181		Course Name: Int. Reading (Read 180) purple	
Unit Title: Workshop II- China's in the 21 st Century		Unit Essential Question: How has China's economic growth affected its citizens and the way China interacts with the rest of the world?	
Semester: 2	Grading Period: 4 Lesson 9		
<p>Concept: Introduction (2days) Build Background Anchor Video p.32K .Video Story: River on the Rise Preview/Teach Vocabulary China in the 21st Century p. 32 Vocabulary p.33</p>		<p>Concept: Reading I-A Chance to Shine (2 days) (News Article) p. 34 .Identify the steps used to find a sequence of events .Find the sequence of events in a news article .Organize the sequence of events in a graphic organizer</p>	<p>Concept: (2 Days) p.36 Reading II- From Farm to Factory (Magazine Article) .Practice finding sequence in a magazine article .Practice using signal words to identify sequence of events .Use text markings to identify sequence signal words</p>
<p>Standard(s): LA.8.1.7.1;LA.8.1.7.5;LA.8.6.1.1;LA.8.2.2.1 .Preview text to activate prior knowledge about China's economic growth .Preview text features to make predictions about reading.</p>		<p>Standard(s): LA.8.1.7.1;LA.8.1.7.5;LA.8.6.1.1;LA.8.2.2.1 .Preview text features to activate prior knowledge, set purpose, and generate questions before reading .Practice sequence of events in a magazine article .Use text marking to identify sequence signal words</p>	<p>Standard(s): LA.8.1.7.1;LA.8.1.7.5;LA.8.6.1.1;LA.8.2.2.1 .Preview text features to activate prior knowledge, set purpose, and generate questions before reading .Apply strategies to find sequence of events in a social studies text .Use text marking to identify sequence of events</p>
<p>Lesson Essential Question: Do you think changes in China affect your life? Why or why not?</p>		<p>Lesson Essential Question: Why might China have wanted to host the Olympics?</p>	<p>Lesson Essential Question: What do you think life is like for China's factory workers?</p>

Course Pacing Guide

<p>Vocabulary: .commodity .consume .philosophy .prosper .province</p>	<p>Vocabulary: .pollution .invested</p>	<p>Vocabulary: .outcome .manufacture .perspective .electronics</p>
<p>Resources: .rBook Teacher’s Edition .rBook Student’s Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>	<p>Resources: .rBook Teacher’s Edition .rBook Student’s Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>	<p>Resources: .rBook Teacher’s Edition .rBook Student’s Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>
<p>Additional Information: Red Routine1: Teaching Vocabulary</p>	<p>Additional Information: Red routine 2: Oral Cloze Red Routine 1: Teaching Vocabulary Red Routine 3: Think-Pair-Share</p>	<p>Additional Information: .Red Routine 3: Think-Pair-Share</p>

Course Pacing Guide

Course Code: 1002181		Course Name: Int. Reading (Read 180) purple	
Unit Title: Unit Title: Workshop II- China's in the 21 st Century		Unit Essential Question: How has China's economic growth affected its citizens and the way China interacts with the rest of the world?	
Semester: 2	Grading Period: 4 Lesson 9		
<p>Concept: Reading III- The Story Behind "Made In China (2 days)</p> <p>.Apply strategies to find sequence of events in a social studies text</p> <p>.Use text markings to identify since details</p> <p>.Review strategies for finding main idea and details</p>		<p>Concept: Word Challenge (1-2 days) p.44</p> <p>.Review and use Target Words in new contexts, using the words expressively in discussion and in writing</p> <p>.Practice word-study strategies: synonyms, antonyms</p>	<p>Concept: Writing and Grammar p. 46 (3 days)</p> <p>..Identify elements of the topic sentence, detail sentences, and concluding sentence in a narrative paragraph</p> <p>.Identify the form, audience, and purpose for writing</p> <p>.Brainstorm ideas for writing using a graphic organizer</p>
<p>Standard(s):</p> <p>LA.8.1.7.1; LA.8.1.7.5; LA.8.2.2.1- Preview text features to activate prior knowledge, set purpose, and generate questions before reading</p> <p>LA.8.1.7.5 .Apply strategies to find sequence of events in a social studies text</p>		<p>Standard(s):</p> <p>.Review and apply meaning of target vocabulary</p> <p>.Identify and choose appropriate synonyms</p>	<p>Standard(s):</p> <p>.Identify the topic sentence details, and conclusion of a narrative paragraph</p> <p>.Use a graphic organizer to plan and write a first draft of a narrative paragraph</p>
<p>Lesson Essential Question:</p> <p>.From viewing the photo what might these items have in common?</p> <p>.Why do you think they are often made in China?</p>		<p>Lesson Essential Question:</p> <p>What are some synonyms for clashed that could also be used?</p>	<p>Lesson Essential Question:</p> <p>How do you begin writing a narrative paragraph?</p>

Course Pacing Guide

<p>Vocabulary: .contemporary .economic ..attain</p>	<p>Vocabulary: .commodity .philosophy .consume .perspective .province .pollution .outcome .attain .prosper</p>	<p>Vocabulary: .Narrative Writing .fragments</p>
<p>Resources: .rBook Teacher’s Edition .rBook Student’s Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>	<p>Resources: .rBook Teacher’s Edition .rBook Student’s Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>	<p>Resources: .rBook Teacher’s Edition .rBook Student’s Edition .Read 180 Software .Computer (6) .LCD Projector/Television and DVD Player .Headphone CD Players (6) .Read 180 Library .Word Wall for Vocabulary</p>

Course Pacing Guide

<p>Additional Information:</p> <ul style="list-style-type: none">.Red Routine 4: Idea Wave.Decoding/Syllabication: Open Syllables p.55A.Fluency: Using Correct Phrasing (Punctuation) p.55A.ELD: Time-Order Words p.55B	<p>Additional Information:</p> <ul style="list-style-type: none">.RDI Book I: Synonyms p.26.RDI Book I: Antonyms p.248	<p>Additional Information:</p> <ul style="list-style-type: none">.RDI Book 2: Narrative Writing p. 20, 26, 32, 38.RDI Book 2: Correcting Sentence Fragments p. 234.RDI Book 2: Common and Proper Nouns p.194
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Course Pacing Guide

Course Code: 1002181		Course Name: Int. Reading (Read 180) purple	
Unit Title: Workshop 2:China In the 21 st Century		Unit Essential Question: How has China's economic growth affected its citizens and the way China interacts with the rest of the world?	
Semester: 2	Grading Period: 4 Lesson 9		
Concept: 21 st Century Literacy (Information and Media Literacy) pp. 52 .Analyze search engine results .Evaluate online sources of information .Read to find out about the career of a translator .Explore careers in Education and Training		Concept: Wrap-Up Project p.54 . Understand the steps for delivering a presentation .Gather information and present effectively .Plan and present a slide show about changes in China .Provide feedback on a peer's presentation	Concept: n/a
Standard(s): LA.8.2.2.2 .Identify aspects of a specific job, including qualifications and salary .Evaluate sources of information		Standard(s): .Demonstrate understanding of text selections, vocabulary, and skills	Standard(s): n/a
Lesson Essential Question: What kinds of information do people use search engines to find?		Lesson Essential Question: What are the three ways China is changing?	Lesson Essential Question: n/a
Vocabulary: .translator		Vocabulary: none	Vocabulary: n/a

Course Pacing Guide

<p>Resources:</p> <ul style="list-style-type: none">.rBook Teacher's Edition.rBook Student's Edition.Read 180 Software.Computer (6).LCD Projector/Television and DVD Player.Headphone CD Players (6).Read 180 Library.Word Wall for Vocabulary	<p>Resources:</p> <ul style="list-style-type: none">.rBook Teacher's Edition.rBook Student's Edition.Read 180 Software.Computer (6).LCD Projector/Television and DVD Player.Headphone CD Players (6).Read 180 Library.Word Wall for Vocabulary	<p>Resources: n/a</p>
<p>Additional Information:</p>	<p>Additional Information:</p> <ul style="list-style-type: none">.Read 180 Phonics and Word Study Grouping Report	<p>Additional Information: none</p>