

Course Title: Read 180 Grade

Course Overview: Read 180 is a comprehensive educational intervention program developed for students who struggle with reading and literacy skills. It targets students in 5th grade through high school who are reading below grade level and aims to help them catch up, develop essential reading skills, and become more confident readers. The program integrates technology, teacher-led instruction, independent reading, and data-driven assessment to create a multifaceted approach to literacy improvement.

Here's a more detailed description of the Read 180 program:

- **Adaptive Technology:** Read 180 employs adaptive technology that assesses students' reading abilities through a series of diagnostic assessments. Based on the results, students are placed at appropriate reading levels, and the program's software adapts the difficulty of the reading materials to match their individual needs.
- **Instructional Model:** The program follows a three-part instructional model designed to enhance reading comprehension and fluency:
- **Whole-Group Instruction:** Students engage in whole-class activities led by the teacher, focusing on reading strategies, vocabulary, and comprehension skills.
- **Small-Group Instruction:** Students work in small groups based on their reading levels. The teacher provides targeted instruction to address specific needs and challenges.
- **Independent Reading:** Students select books from a collection of texts that match their reading levels and interests. They engage in sustained independent reading to build fluency and expand their vocabulary.
- **Workshops:** Within each instructional part, students participate in workshops that foster active engagement and skill development. These workshops include activities such as group discussions, vocabulary exercises, writing assignments, and reading comprehension tasks.

Overall, Read 180 aims to create a supportive and interactive learning environment that addresses the unique needs of struggling readers. By combining technology, teacher expertise, data analysis, and student engagement, the program seeks to foster significant improvements in students' reading skills and overall academic success.

Units of Study
Fall and Spring Writing Sample--Argument Writing Workshop 1--Stand Up Workshop 2--Water Fight Workshop 3--Life in Dystopia Research Paper Young Author's Night Project Novel Unit—The Giver

Writing Sample--(1 week) September		Argument Writing	
Fall	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
Focus Question Is social media making us less social?	Text 1 Text 2	Academic Vocabulary: Self –esteem, cyberbullying, enable, envy, affirmation, mental illness, medication, disorders, hostility, embrace, interact, anti-social Argument components: claim, counterclaim, reasons, evidence, rebuttal Argument structure: including introduction, development of body paragraphs and conclusion, in-text citations, use of transition words and phrases Informational text comprehension and critical thinking required to support an argument	Summative Assessment Argument Essay Collins Type 3 On Demand Writing 7R1/7W1/7L2
Getting Started— (3 weeks) Planning Guide		The Read 180 Experience	
	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
Focus Questions What will your Read 180 story be? What do you want to accomplish this year? Where will Read 180 lead you?	Real Book pp. 8-27 *Routines poster *Blended Learning Model poster *Understanding Mindset *Read 180 Demo Video *Digital Knowledge Map *Independent Reading Poster *Student Application poster	Content Vocabulary: mindset, growth mindset, challenge, effort, focus, mindset, perseverance, strategy, everyday language, academic language, routines, knowledge map Reading Skills: setting a goal, making a plan Writing Skills: Creating a personal profile, writing a Reflection Classroom Routines Do Now Routine Think-Pair-Share Academic Discussion Routine Academic Interaction Card Analyzing Media Building Fluency Oral Cloze Routines (refer to <i>Building Fluency</i> link; <i>Routines 1 & 2</i>) Modeled Fluent Reading (refer to <i>Building Fluency</i> link; <i>Routine 3</i>), Choral Reading (refer to <i>Building Fluency</i> link; <i>Routine 4</i>) Partner Cloze (refer to <i>Building Fluency</i> link; <i>Routine 5</i>) Independent Reading (refer to <i>Building Fluency</i> link; <i>Routine 6</i>) Rotation procedures, Quick Writes, Reading Logs, and other Independent Reading Resources, Accessing audiobooks, eReads and eBooks	

Workshop 1 Text Overview Planning Guide Daily Learning Objectives Student Checklist—I Can...		<h1>Stand Up</h1>		Vocabulary Glossary *See Folder for Activities
WS 1 Part 1 (3 weeks)	Texts/Resources	Priority Skills		Assessments/Projects/ Next Gen Standards
<p>Focus Question Why is the fight for basic human rights so hard?</p>	<p><i>Real Book</i> pp. 28 -51</p> <p><i>It's Your Right</i> <i>Street Smarts</i> <i>Malala</i> <i>Yousafzai's</i> <i>Amazing Journey</i></p> <p>Anchor Video: Speak Out!</p> <p>Language Anchor Chart</p>	<p>Content Vocabulary: abusive, advocate, dignity, illiteracy, rights, tolerance, justice</p> <p>Reading Skills: Identify the key ideas, analyze the text, evaluate key ideas versus details, context clues, close read, text structure.</p> <p>Instructional Vocabulary: Earn, Forbid, Distribute, Opposition, Organization, Associated</p> <p>Writing Skills: Plan, organize and write a paragraph, gather information from multiple sources, utilize text evidence appropriately.</p> <p>Instructional Vocabulary: Precise Language, Relevant Details</p>	<p>Summative Assessments Informative Paragraph W.6-8.2, 5/ SL.6-8.1</p> <p>Workshop 1, Interim Checkpoint</p> <p>Workshop 1, Interim Assessment Level A/B RI.2/ L.4</p> <p><i>Optional</i> Workshop Rubric</p>	
WS 1 Part 2 (3 weeks)	Texts/Resources	Priority Skills		Assessments/Projects/ Next Gen Standards
<p>Focus Question Why is the fight for basic human rights so hard?</p>	<p><i>Real Book</i> pp. 52-75</p> <p><i>Story of a Child</i> <i>Slave</i> <i>The Fight</i> <i>Against Child</i> <i>Slavery</i></p> <p><i>I Dream a World</i></p> <p>Writing Strategy: TIDE pg 387</p>	<p>Content Vocabulary: activist, charity, donors, motivation, resources, responsibility</p> <p>Reading Skills: Use text evidence accurately, determine key ideas in an informational, analyze the development of a central idea.</p> <p>Instructional Vocabulary: Desperate, struggle, pursue, establish, scorn, wretchedness, theme</p> <p>Writing Skills: Summarize, cite text evidence, write a thesis statement, gather information from multiple sources, plan writing and use strategies to organize paragraphs, write an informative essay, use transitions to introduce evidence in writing.</p> <p>Instructional Vocabulary: thesis statement, T.I.D.E, transitions, sentence fragments</p>	<p>Summative Assessments Informative Essay W.6-8.2, 4, 5</p> <p>End of Workshop 1 Assessment Level A/B L.1/RI.1/ RI.2/ W.2/ L.4/ RI.4/ RI.7</p>	


WORKSHOP 2 Text Overview Planning Guide Daily Learning Objectives Student Checklist—I Can...		<h1>Water Fight</h1>	Vocabulary Glossary
WS 2 Part 1 (3 weeks)	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
Focus Question How do we prevent Earth's freshwater supply from drying up?	<i>Real Book</i> pp. 76 –99 <i>Rain and Fire</i> <i>Drought Report</i> <i>Decade of Drought</i> Attentive Listening Handout Additional: Water Quiz Anchor Video: Drought	Content Vocabulary: access, conserve, contaminated, famine, recycle, region Reading Skills: Identify the key ideas, analyze the text, evaluate key ideas versus details, use context clues, close read and determine text structure Instructional Vocabulary: Final, destroy, factor, affect, precipitation, impact, particular severe, occur, adequate, widespread Writing Skills: Plan, organize, and write an argument, use POW and TREE, use precise language, and use transitional phrases. Instructional Vocabulary: inference	Summative Assessments Argument Paragraph W.6-8.1, 4, 5/ L.6-8.1, 2 Workshop 2, Interim Check Workshop 2, Interim Assessment Level A/B 1RI.1/4L.4 5.RI.5 <i>Optional</i> Self-Assessment Handout Workshop Rubric
WS 2 Part 2 (3 weeks)	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
Focus Question How do we prevent Earth's freshwater supply from drying up?	<i>Real Book</i> pp. 100-123 <i>Are You a Water Saver or a Water Hog?</i> <i>Running Dry</i> <i>Toilet to Tap</i> <i>Water Protector</i> Water Quiz <i>Or create a kahoot with these questions.</i>	Content Vocabulary: Conservation, deplete, groundwater, irrigation, resources, restriction, sustain Reading Skills: Determine the figurative meaning, connotation versus denotation, determine the key idea of a text, citing evidence and use multiple sources to create an opinion. Instructional Vocabulary Reduce, indirect, decline, significantly, essential, demand, system, process Writing Skills: Evaluate an argument essay, determine the claim of an argument essay and explain how it is supported by key details, use expression when giving a speech. Instructional Vocabulary: Argument, rebuttal, claim, thesis statement	Summative Assessments Argument Essay W.6-8.1, 4, 5/ L.6-8.1, 2, End of Workshop 2 Assessment Level A/B 1L.1/1RI.1/ 1W.1/4L.4 4RI.4/5RI.5/ 7RI.7/ 9RI.9

Young Author's Night Project (2-3 weeks in Jan or Feb)		Independent Inquiry	
	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
Informative Argumentative Narrative	District will provide materials; topic changes annually	Dig deeply into a topic to foster a better understanding, reflect upon a topic and to understand its relevance for today's society, appreciate and respect the contributions and rights of others without regard to the similarities or differences they may present	Independent project of choice based on district guidelines

WORKSHOP 3 Text Overview Planning Guide Daily Learning Objectives Student Checklist—I Can...		Life In Dystopia		Vocabulary Glossary
WS 3, Part 1 (3 weeks)	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards	
Focus Question What causes people to go along with the crowd, despite the costs?	<i>Real Book</i> pp. 124-153 <i>Dystopia</i> <i>Worlds Gone Wrong</i> <i>The Lottery</i>	<p>Content Vocabulary: Conformity civic generation liberty lottery official ritual</p> <p>Reading Skills: Identify setting, character, plot, and theme in a story, author's choice, inference, determine the theme of the story, explain how the plot moves forward.</p> <p>Instructional Vocabulary: Perfect, imaginary, tend, select, conduct, precede, reach, necessary, raise, apart, quit, gravely, precisely, chance, concerned, removed, general</p> <p>Writing Skills: Plan, organize, and write a literary analysis that includes evidence and direct quotations, use precise language and plan writing.</p> <p>Instructional Vocabulary: Roots, synonyms, antonyms</p>	<p>Summative Assessments Informative Paragraph W.6-8.2, 4, 5/L.6-8.1, 2, 3</p> <p>Workshop 3, Interim Check</p> <p>Workshop 3, Interim Assessment Level A/B 2RL.2/3RL.3/4L.4/5L.5/5RL.5</p> <p><i>Optional</i> Workshop Rubric Self-Assessment Handout</p>	

WS 2 Part 2 (3 weeks)	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
<p>Focus Question</p> <p>What causes people to go along with the crowd, despite the costs?</p>	<p><i>Real Book</i> pp. 154-177</p> <p><i>The Biography of a Story</i></p> <p><i>The Hunger Games</i></p>	<p>Content Vocabulary: Dystopia, utopia, disturb, participate, podium, rebellion, sacrifice</p> <p>Reading Skills: Determine or clarify the meaning of unknown and multiple-meaning words using context clues, Analyze meaningful word parts.</p> <p>Instructional Vocabulary: Base, current, remain, require, distressed, allow, genre</p> <p>Writing Skills: Deepen understanding of meaning by relating words to their synonyms and antonyms, Use topic vocabulary and generate examples to deepen understanding of a central concept. Determine the key idea of a text, citing evidence.</p> <p>Instructional Vocabulary: Informative essay, subject, verb</p>	<p>Summative Assessments</p> <p>Informative Essay W.6-8.2, 4, 5/ L.6-8.1, 2, 3</p> <p>End of Workshop 3 Assessment Level A/B 1L.1/2RL.2/3RL.3/ 3W.3/ 4L.4/ 4RL.4/ 5L.5/ 5RL.5/ 9RL.93</p> <p><i>Optional</i> Workshop Rubric Self-Assessment Handout</p>

Interim Performance Task Lesson Plans		Writing a Research Paper	
(3-4 weeks)	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
<p>Focus Question</p> <p>What is a research paper?</p>	<p><i>Real Book</i> pp. 178-187</p> <p>Resources: Evaluating Internet Sources Using in Text citations Avoiding Plagiarism Presentation Planner</p>	<p>Content Vocabulary: Citations works cited multimedia</p> <p>Reading Skills Choose a focused topic to research and investigate. Analyze a model research paper and evaluate text elements. Gather relevant information from multiple sources, take brief notes, and sort evidence into categories</p> <p>Writing Skills Organize and write a research paper, including an engaging introduction, strong thesis statement, supporting details, relevant details, citations, and an interesting ending., T.I.D.E.</p> <p>Language Skills Present findings in a focused manner using appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Summative Assessment</p> <p>Research Paper Collins Type5 7W2/7W5</p> <p><i>Optional</i> Self-Assessment Handout</p>

Novel Unit (6 weeks) The Giver Materials		The Giver by Lois Lowry	
	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
Focus Question How does our ability or inability to communicate cause a conflict in our relationships?	<i>The Giver</i> by Lois Lowry ***District created materials for this unit can be found in the link provided or in the ELA 6,7,8 District Team:  <small>ELA Grade 6, 7, 8 DISTRICT</small>	Text Analysis: Inference, flashback, characterization, context Clues, author's perspective, character's point of view, symbolism, irony, foreshadowing Collins Type 2 Reading Checks Language Study: academic vocabulary (word lists included for every chapter), precision of language, denotation vs. connotation, euphemism, obsolete vocabulary	Summative Assessment Informative Essay Collins Type 5 7W2/7W5

Writing Sample (1 week) May or June		Argument Writing	
Spring	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
Focus Question Should football (or any contact sport) be banned for children?	Text 1 Text 2 Text 3	Academic Vocabulary: jarring, exposed, approximately, participate, philosophy, traumatic, brain injury, contact, responsibility, support, undercutting, impairment, concussion, research, violent, team, memory, players, consent, legal, pressure Argument components: claim, counterclaim, reasons, evidence, rebuttal Argument structure: including introduction, development of body paragraphs and conclusion, in-text citations, use of transition words and phrases Informational text comprehension and critical thinking required to support an argument	Summative Assessment Argument Essay Collins Type 3 On Demand Writing 7R1/7W1/7L2