

Course Title: Read 180 Grade 8

Course Overview: Read 180 is a comprehensive educational intervention program developed for students who struggle with reading and literacy skills. It targets students in middle and 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
Workshop <i>Getting Started</i>
Novel Study <i>Monster</i>
Workshop 4 <i>The Hunt for Lincoln's Killer</i>
Workshop 5 <i>Contagion</i>
Workshop 6 <i>No Ordinary Sport</i>
Fall/Spring Writing Samples
Research Paper

Writing Sample (1 week each)		Argument Essay	
	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
Fall Does technology help or harm us?	8th Grade FWS Text 8th Grade FWS Text Spanish 8th Grade FWS Rubric Fall Writing Sample 8th Grade Prompt Fall Writing Sample 8th Grade Prompt Spanish Student Checklist Opinion	Academic Vocabulary: reasonable, distracting, notification, skim, overtake, impulse, capacity, diminishing, deprived, reliance, prominent, detrimental, productivity, surpass, redundant, adapt, paralyzed, funded FCAs <ul style="list-style-type: none"> • Provide a clear claim on what you believe the pros and/or cons of technology. • Provide at least two reasons why you feel the way you do and use at least two details from the text and video that support your reasoning. This can include a direct quote, referencing an example or summarizing the author's ideas. • Correctly include and highlight three to five of the academic/content words from above and circle or highlight them in your written response. 	Collins Type 3 On Demand Writing 8R1 8W1 8L3 8L6
WORKSHOP Getting Started Getting Started Planning Guide		Getting Started	
	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
Focus Question What will you be? What do you want to accomplish this year? Where	Real Book pp. 8-27 Routines poster Blended Learning Model poster Understanding Mindset Read 180 Demo Video Academic Interaction Card Digital Knowledge Map	Content Vocabulary: mindset, growth mindset, challenge, effort, focus, perseverance, strategy, everyday language, academic language, routines, knowledge map Reading Skills and Instructional Vocabulary: setting a goal, making a plan Writing Skills and Instructional Vocabulary: Creating a personal profile, Writing a Reflection Routines: 1) Peer Feedback 2) Think (Write)-Pair-Share 3) Academic Discussion 4) Unpack the Prompt 5) Do Now 6) Building Fluency 7) Vocabulary 8) Analyzing Media 9) Close Reading 10) Building Fluency 11) Academic Interaction Card 12)	Mindset Scan Reading Inventory

will Read 180 lead you?	Independent Reading Poster Student Application poster	Modeled Fluent Reading 13) Choral Reading 14) Rotation procedures 15) Quick Writes, Reading Logs, and other Independent Reading Resources 16) Accessing audiobooks 17) eReads and eBooks 18) Oral Cloze Routine	
WORKSHOP 4 Text Overview Workshop 4 Planning Guide Daily Learning Objectives Student Checklist I Can Statements		<i>The Hunt for Lincoln’s Killer</i>	Workshop 4 Glossary
	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
WS 4 Part 1 and Focus Question How does a country respond to the death of a leader? ~3 Weeks	Resource: <i>real Book</i> pgs. 188-211 Texts: “Who Was John Wilkes Booth?” pgs. 194-195 <i>from Chasing Lincoln’s Killer</i> pgs. 196-201 “Behind the Scenes” Pgs. 204-209 Anchor Video: <i>Most Wanted</i>	Content Vocabulary Assassin, avenge, defensive, slavery, surrender, tyrant Reading Skills and Instructional Vocabulary Priority Skills: active viewing, identify key ideas and cite details in an informational text, summarize an informational text, use content vocabulary, explain relationships or interactions between two or more individuals, events, ideas or concepts in a historical text, context clues, connotation, analyze, make inferences, identify author’s point of view. Instructional Vocabulary: accept, support, familiar, intend, manage, attempt, memorable, sorrow, approach, mourn, Writing Skills and Instructional Vocabulary Priority Skills: plan, organize and write a paragraph, use synonyms, use precise words, include topic sentence, central idea, supporting details and a conclusion. Instructional Vocabulary: POW: Plan, Organize, Write; Plan, Organize, Prompt, TIDE: Topic, Idea, Details, End Language Development Suffixes: -able and -ible Denotation and Connotation	Summative Assessments Informative Paragraph W.6-8.2, 5/ SL.6-8.1 Workshop 1, Interim Checkpoint Workshop 1, Interim Assessment Level A/B RI.2/ L.4 <i>Optional</i> Workshop Rubric

	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
WS 4 Part 2 and Focus Question How does a country respond to the death of a leader? ~3 Weeks	Resources: <i>Real Book</i> pgs. 212-237 Texts: “Tracking an Assassin” pgs. 214-217 “A Nation Mourns” pgs. 218-219 “O Captain! My Captain!” pgs. 220-221 Optional Digital Fluency Text: “Presidential Protectors” Workshop Rubric	Content Vocabulary Assassin, avenge, defensive, slavery, surrender, tyrant Reading Skills and Instructional Vocabulary Priority Skills: Use vocabulary about a topic, identify and explain text features, identify and cite important ideas/events/details, context clues, figurative language, intend. Instructional Vocabulary: Witness, identify, remain, claim, declare, principle, voyage, object, extended metaphor. Writing Skills and Instructional Vocabulary evaluate elements of informative essay, collect information from multiple sources, take notes, sort evidence, plan writing, cite information, organize content, write informative essay, use transitions, revise and edit essay, summarize, use correct verb tense. Instructional Vocabulary: POW: Plan, Organize, Write; Informative Essay, Thesis Statement, evidence, effective introduction, transition words.	Summative Assessments Informative Essay pgs. 224-233 8R6, (8W2, 8W5, 8W7, 8L6) News Summary Presentation Pgs. 234-235 (8R6, 8W2, 8SL4, 8SL5, 8L3) Workshop 4, End-of-Workshop Checkpoint (8L6)

Novel Study		Monster	
Monster Materials	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
Focus Question: How does perspective shape or alter the truth and affect the	<i>Monster</i> Walter Dean Myers	Comprehension and Analysis: Tracking the roles of individual characters/understanding roles in the courtroom/using graphic organizers to keep information organized/practicing active reading techniques/ Characterization/finding relevant textual evidence/plot/tone and mood/writing literary responses/vocabulary/debate Language Study: Academic Vocabulary, Courtroom terminology, implied meaning	Informative Essay 8R6/8W2/W5/8L6

relationships around you? Suggested Pacing: ~4-5 weeks			
WORKSHOP 5 Text Overview Workshop 5 Planning Guide Daily Learning Objectives Student Checklist I Can Statements		Contagion	Workshop 5 Glossary
	Texts/Resources	Priority Skills	Assessments/Projects/Next Gen Standards
WS 5 Part 1 and Focus Question How do scientists meet the urgent need to contain killer diseases? ~3 weeks	Real Book pp. 238-259 “Health Alert!” (Anchor Video) “Silent Killer” pp. 244-245 “Tiny Invaders” pp. 246-249 “A Killer Strikes” pp.254-259	Content Vocabulary: immune system, infect, protect, symptom, vaccine, virus Reading Skills and Instructional Vocabulary: Skills: active viewing, use content-area vocab, identify key issues, communicate and collaborate using academic language, use context clues, determining key ideas, identify central idea of a text, analyze texts, refer to evidence and reflect, identify author’s purpose Vocab: spread, avoid, overwhelm, mystery, contain, exposed, rare, assign, confirm, determine Writing Skills and Instructional Vocabulary: Skills: plan, organize and write a paragraph, identify prompt and purpose, choose precise language, identify character, setting, context, develop elements of your narrative Vocab: POW: Plan, Organize, Write; literary elements Language Development: Suffix -tion Dictionary Skills	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

	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
WS 5 Part 2 and Focus Question How do scientists meet the urgent need to contain killer diseases? ~3 weeks	The Real Book pp. 260-287 “The Plague” pp. 262-263 “The War on Germs” pp. 266-269 “Beware” poster pp. 273	Content Vocabulary: antibodies, bacteria, equipment, microbes, precaution, treat Reading Skills and Instructional Vocabulary: Skills: use topic vocab to generate examples, deepen understanding of central concept, determine key ideas of a text, cite evidence, use academic vocab, integrate info from different formats, use sequence clues to locate info in text, analyze the use of text structures, demonstrate understanding of multiple perspectives Vocab: prevention, refuse, cover, examine, investigate, obvious, produce, encourage, approved, Writing Skills and Instructional Vocabulary: Skills: Write Effective Descriptions, Use Subject and Object Pronouns, Use Transitions to Convey Sequence, Develop and Organize Writing, Revise and Edit Using Feedback, Write a Narrative Essay Vocab: Narrative; WWW: Who, when, where, 2 whats, 2 hows; POW: plan, organize, write; prompt and purpose; elements; draft; sensory details; figurative language; transitions; subject object pronouns; reflect	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		
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	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

Text Overview Workshop 6 Planning Guide	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
WS 6 Part 1 and Focus Question What can happen when athletes challenge themselves in extreme ways? Suggested Pacing: ~3 weeks	Real Book pp. 288-305 “Extreme Wheelz” Anchor Video “Going to the Extreme” pp. 294-295 “To the Top of Dawn Wall” pp. 296-299	<p>Content Vocabulary: achievement, agility, athlete, practice, strain</p> <p>Reading Skills and Instructional Vocabulary: Skills: Use active viewing and listening strategies to build background and content knowledge about key ideas from a video, communicate using precise content area words, identify author’s main point, articulate topic using precise academic vocab, analyze setting and plot, cite evidence, determine key ideas, engage in collaborative discussions, identify word families Vocab: perform, risk, accomplish, grasp, delay, ascend,</p> <p>Writing Skills and Instructional Vocabulary: Skills: Plan, organize, and write an argument paragraph with a claim, supporting details, and a conclusion; Use precise academic language to explain and elaborate ideas; Replace everyday words with precise word choices suitable for an argument paragraph Vocab: POW: plan, organize, write; prompt, purpose, topic sentence, claim, text evidence, text analysis</p> <p>Language Development: Roots <i>graph</i> and <i>form</i></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>
	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
WS 6 Part 2 and Focus Question What can happen when athletes challenge	Real Book pp. 306-329 “Tough Mudder-Too Extreme?” pp. 308-313 “317A Passion for Parkour” pp. 316-	<p>Content Vocabulary: camaraderie, competition, discipline, obstacle, participant</p> <p>Reading Skills and Instructional Vocabulary: Skills: Analyze Setting, Identify Central Idea and Details, Summarize Vocab: visible, survival, serve, doubt, critical, significant</p> <p>Writing Skills and Instructional Vocabulary:</p>	<p>Summative Assessments 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></p>

themselves in extreme ways? Suggested Pacing: ~3 weeks	Argument Essay Rubric (4 point) Argument Essay Rubric (6 point)	Skills: Develop and Refute Counterclaims, Write Compound and Complex Sentences, Use Transitions to Clarify Relationships, Revise and Edit Using Feedback, Write an Argument Essay Vocab: TREE: thesis, reasons, evidence, ending; text elements; evidence; claim; counterclaim; refutation; transitions; compound/complex sentences;	Workshop Rubric Self-Assessment Handout
End-of-Year Performance Task		Writing a Research Paper	
End-of-Year Performance Task Lessons	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
Focus Question What is a research paper?	Text: <i>real Book</i> pgs. 332-341 Resources: Evaluating Internet Sources Using in Text citations Avoiding Plagiarism Presentation Planner	Content Vocabulary: Citations Encyclopedia works cited multimedia 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 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. Language Skills Present findings in a focused manner using appropriate eye contact, adequate volume, and clear pronunciation.	Summative Assessment Research Paper Collins Type5 7W2/7W5 <i>Optional</i> Self-Assessment Handout

		Argument Writing	
	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
Spring What is art?	Grade 8 SWS Prompt Video: Is Graffiti Art? Or Vandalism?	Academic Vocabulary: authorize, monochromatic, motive, vandalism, graffiti, banished, creative, critic, praise, culture, mural, campaign, pichação, symbol, awareness FCAs Provide a clear claim on what you believe about what should be considered art verse vandalism.	Collins Type 3 On Demand Writing 8R1 8W1 8L3 8L6

	Grade 8 SWS Article English Grade 8 SWS Argument Rubric	Provide at least two reasons why you feel the way you do and use at least two details from the text and video that support your reasoning. This can include a direct quote, referencing an example or summarizing the author's ideas. Correctly include and highlight three to five of the academic/content words from above and circle or highlight them in your written response.	
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