

Course Title: Read 180 Grade 6

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 <i>Workshop 4--True West</i> <i>Workshop 5—The Earth Moves</i> <i>Workshop 6— Go Team!</i> Research Paper Young Author's Night Project <i>Novel Unit— Out of My Mind</i>

Writing Sample--(1 week) September		<h1>Argument Writing</h1>	
Fall	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
Focus Question Do video games help or harm?	Grade 6 Article 1 Supplemental Text 1 Supplemental Text 2	<p>Academic Vocabulary: Self–esteem, cyberbullying, enable, envy, affirmation, mental illness, medication, disorders, hostility, embrace, interact, anti-social.</p> <p>Argument components: claim, counterclaim, reasons, evidence, rebuttal</p> <p>Argument structure: including introduction, development of body paragraphs and conclusion, in-text citations, use of transition words and phrases.</p> <p>Informational text comprehension and critical thinking required to support an argument</p>	<p>Summative Assessment Argument Essay Collins Type 3 On Demand Writing</p> <p>6R1/6W1/6L2/6L3/6L6</p>
Getting Started— (3 weeks) Planning Guide		<h1>The Read 180 Experience</h1>	
	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?	<p><i>Real Book</i> pp. 8-27</p> <p>*Routines poster *Blended Learning Model poster *Understanding Mindset *Read 180 Demo Video *Digital Knowledge Map *Independent Reading Poster *Student Application poster</p>	<p>Content Vocabulary: mindset, growth mindset, challenge, effort, focus, perseverance, strategy, everyday language, academic language, routines, knowledge map</p> <p>Reading Skills: setting a goal, making a plan.</p> <p>Writing Skills: Creating a personal profile, writing a Reflection</p> <p>Classroom Routines Do Now Routine Think-Pair-Share Academic Discussion Routine Academic Interaction Card Analyzing Media Building Fluency</p> <p>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>)</p> <p>Rotation procedures, Quick Writes, Reading Logs, and other Independent Reading Resources, Accessing audiobooks, eReads and eBooks</p>	<p>Digital Mindset Scan Reading Inventory iReady Diagnostic <i>*Use iReady results to provide extra support/practice and to differentiate instruction according throughout the year.</i></p>

Workshop 4 Text Overview Planning Guide Daily Learning Objectives Student Checklist- I Can...		<h1>True West</h1>		Vocabulary Glossary *See Folder for Activities
WS 1 Part 1 (4 weeks)	Texts/Resources	Priority Skills		Assessments/Projects/ Next Gen Standards
Focus Question Who built the American West?	<i>Real Book</i> pp. 176-207 <i>Oregon- At Last</i> <i>From Across the Plains in 1844</i> <i>Saddle Up!</i> <i>I Will Fight No More Forever</i> Anchor Video: Making Tracks Language Anchor Chart	Content Vocabulary: frontier, journey, pioneer, plains, settler Reading Skills: Synthesize text evidence; analyze- people, events, ideas; root words, reading critically, identify the key ideas, analyze the text, evaluate key ideas versus details, context clues, close read, text structure. Instructional Vocabulary: limited, fortune, require, confine, apparent, accurate, depend, ideal, expert, offer, order, surrender. Writing Skills: Plan, organize and write a paragraph, gather information from multiple sources, utilize text evidence appropriately. Instructional Vocabulary: Opinion, Thesis Statement, TIDE, Transitions Reasons, Evidence, Ending/ Conclusion, Precise Language, Relevant Details		Summative Assessments Opinion Essay 6W1, 6-8/ 6SL3-6, 6L3-4 Workshop 4, Interim Checkpoint Workshop 4, Interim Assessment Level A/B 6L4a-c, 6R1, 6R3, 6R6 <i>Optional</i> Opinion Essay Rubric Peer Feedback and Self-Evaluation Frame Workshop Rubric Self-Assessment Handout
WS 1 Part 2 (2 weeks)	Texts/Resources	Priority Skills		Assessments/Projects/ Next Gen Standards
Focus Question What are the stories of the American West?	<i>Real Book</i> pp. 208-223 <i>Pecos Bill</i> <i>Myths of the Grand Canyon</i> <i>Home on the Range</i>	Content Vocabulary: adventure Reading Skills: Concept Map making connections, analyze genre, compare and contrast myths, figurative language, use text evidence accurately, determine key ideas in an informational, analyze literary elements, -ed endings. Instructional Vocabulary: finally, praise, pound, force, attempt, present, discouraging, exchange. Writing Skills: Choose your topic, organize your ideas, plan your poster, check and edit, create your poster, present your poster.		Summative Assessments Project: Go West Poster- Students create their own poster to persuade people to go west. 6W11, 6SL 5-6 End of Workshop 4 Assessment Level A/B 6L4, 6R1-5R4, 6R6, 6W1a-8

		Instructional Vocabulary: topic, headline, key details, picture/ illustration	
--	--	--	--

WORKSHOP 5 Text Overview Planning Guide Daily Learning Objectives Student Checklist- I Can...		<h1>The Earth Moves</h1>	Vocabulary Glossary
WS 2 Part 1 (4 weeks)	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
Focus Question How can we prepare for disasters caused by the earth's moving plates?	Real Book pp. 224-263 <i>Rain and Fire</i> <i>Drought Report</i> <i>Decade of Drought</i> Attentive Listening Handout Additional: See Extra Resources Link at Bottom of Map Anchor Video: <i>Earthquake</i>	Content Vocabulary: erupt, fault, magnitude, natural disaster, surface. Reading Skills: Identify the key ideas, analyze the text, evaluate key ideas versus details, compare events, use context clues, close read, pre-fix, suffix, root/ base word, and determine text structure. Instructional Vocabulary: trigger, predict, occur, destructive, device, detect, resident, construct, awareness, access, Writing Skills: Plan, organize, and write an argument, use POW and TREE, TIDE, summarize, use precise language, use transitional phrases, subject/ object pronouns. Instructional Vocabulary: Inference, problem and solution, cause and effect, reflect and revise.	Summative Assessments Informative Essay 6W2a-f, 6W5, 6W7, 6R1, 6L3ab, 6L6 Workshop 5, Interim Check Workshop 5, Interim Assessment Level A/B 6-8L1, 6L4ab, 6R1, 6R3 <i>Optional</i> Informative Essay Rubric
WS 2 Part 2 (2 weeks)	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
Focus Question How can literature help us understand the effects of disasters?	Real Book pp. 254-271 <i>Disaster: Fact or Fiction?</i> <i>The Earth Dragon Awakes</i> <i>Waves of Pain</i>	Content Vocabulary: emotion Reading Skills: Fact, fiction, analyze, author's purpose, analyze characters, story elements, make inferences, draw conclusions. Instructional Vocabulary: release, area, restless, rumbling, shatter, immediately, intact, collapse, multiply, restart	Summative Assessments Project: Explore Haiku- Students develop their own haiku using descriptive language. 6W4, 6R6, 6L6 End of Workshop 2 Assessment Level A/B


		<p>Writing Skills: Evaluate a haiku, brainstorm, decide on point of view, draft and revise own haiku, figurative language, point of view, tone.</p> <p>Instructional Vocabulary: Syllables, haiku, personification, simile</p>	<p>6R1, 6R3, 6R4, 6R5, 6SL4, 6SL6, 6L4a-b, 6L5a-b, 6L6, 6W3a-e</p>
--	--	--	---

Young Author's Night Project (2-3 weeks in Jan or Feb)		Independent Inquiry	
	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
<p>Informative</p> <p>Argumentative</p> <p>Narrative</p>	<p>District will provide materials; topic changes annually</p>	<p>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</p>	<p>Independent project of choice based on district guidelines</p>

<p>WORKSHOP 6 Text Overview Planning Guide Daily Learning Objectives Student Checklist- I Can...</p>		<h1 style="margin: 0;">Go Team!</h1>		Instructional Glossary
WS 3, Part 1 (4 weeks)	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards	
<p style="background-color: yellow;">Focus Question</p> <p>What are the perks of being part of a team?</p>	<p><i>Real Book</i> pp. 272-301</p> <p><i>Teamwork Behind the Scenes</i> <i>Make It Messy</i> <i>The Rebodies</i></p>	<p>Content Vocabulary: Teamwork, accomplish, contribution, goal, passion, task.</p> <p>Reading Skills: Main idea/ details, analyze point of view, word analysis: synonyms and antonyms, read critically.</p> <p>Instructional Vocabulary: succeed, admire, diversity, apply, determined, effort, credit, participate previous, strengthen.</p> <p>Writing Skills: Analyze a personal narrative, WWW, analyze story elements, using a thesaurus, sensory details, using complex sentences.</p>	<p>Summative Assessments</p> <p>Narrative Essay 6W3a-e, 6L4, 6L5, 6L6, 6R4</p> <p>Workshop 3, Interim Check</p> <p>Workshop 3, Interim Assessment Level A/B 6L1d, 6SL5, 6R1, 6RST1 (6-8), 6R3, 6R4, 6R6</p>	

		Instructional Vocabulary: Roots, synonyms, antonyms	<i>Optional</i> Narrative Essay Rubric
WS 2 Part 2 (2 weeks)	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
Focus Question Can teamwork save lives?	<i>Real Book</i> pp. 302-321 <i>It Takes Teamwork</i> <i>Apollo 13 A</i> <i>Successful Failure</i>	Content Vocabulary: communication Reading Skills: Analyze a drama, identify meaning clues. Instructional Vocabulary: critical, role, rapidly, react, support, option, random, remove, adjust, response, anxiously, success, Writing Skills: Choose your event, identify details, assign roles, draft your broadcast, important and unimportant details. Instructional Vocabulary: News anchor, reporter, interviewees	Summative Assessments Project: Create a News Broadcast- Students learn about teamwork in the newsroom and create their own broadcast. 6W6, 6W7, 6SL1, 6SL4, 6SL5, 6SL6, 6L3a-b, 6L6 End of Workshop 6 Assessment Level A/B 6L1, 6L4ab, 6L5, 6R1, 6R2, 6R3, 6r5, 6R6, 6W3a-e, 6W7 <i>Optional</i> Workshop Rubric Self-Assessment Handout

Interim Performance Task Lesson Plans		Writing a Research Paper	
(3-4 weeks)	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
Focus Question What is a research paper?	<i>Real Book</i> pp. 178-187 Resources: Evaluating Internet Sources Using in Text citations Avoiding Plagiarism Presentation Planner	Content Vocabulary: Citations 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 Create a Presentation (Optional) Collins Type5 6W2, 6W5, 6W7 <i>Optional</i> Self-Assessment Handout

Novel Unit (6 weeks) <u>Out of My Mind Materials</u>		Out of My Mind by Sharon Draper	
	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
Focus Question How do our experiences and our reaction to experiences contribute to personal change and growth?	<i>Out of My Mind</i> by Sharon Draper ***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: Collins Type 2 Reading Checks Language Study: academic vocabulary (word lists included for every chapter), precision of language, denotation vs. connotation, characterization, internal/ external conflict, character growth, active reading.	Summative Assessment Informative Essay Collins Type 5

Writing Sample (1 week) May or June		Argument Writing	
Spring	Texts/Resources	Priority Skills	Assessments/Projects/ Next Gen Standards
Focus Question Do you think school should begin early or later in the morning?	Text 1 Text 2 Text 3	Academic Vocabulary: academic, confirm, extracurricular, financial, obstacle, concern, supporter, debate, reason, healthy, adolescent, biological clock, decision, transportation, sleep deprivation, adopting, strategic. 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 6R1/6W1/6L2