

# CFISD Reading IV: Read 180 Scope and Sequence (2026–2027)

## HMH Read 180

**HMH Read 180** is an intensive reading intervention program designed to support students who are reading below grade level. Through personalized instruction, engaging texts, and adaptive technology, Read 180 helps students build foundational skills in reading comprehension, vocabulary, fluency, and writing. The program meets students where they are and accelerates their progress, giving them the tools they need to become confident, independent readers.

## HS Reading Elective TEKS

The student uses a variety of word recognition strategies. The student is expected to:

(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and

(B) use reference guides such as dictionaries, glossaries, and available technology to determine pronunciations of unfamiliar words.

(2) The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) expand vocabulary by reading, viewing, listening, and discussing;

(B) determine word meanings through the study of their relationships to other words and concepts such as content, synonyms, antonyms, and analogies;

(C) recognize the implied meanings of words such as idiomatic expressions, homonyms, puns, and connotations;

(D) apply the knowledge of roots, affixes, and word origins to infer meanings; and

(E) use available reference guides such as dictionary, glossary, thesaurus, and available technology to determine or confirm the meanings of new words and phrases.

(3) The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:

(A) read functional texts to complete real-world tasks such as job applications, recipes, and product assembly instructions;

(B) read to complete academic tasks;

(C) read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions;

(D) read to gain content/background knowledge as well as insight about oneself, others, or the world; and

(E) read for enjoyment.

(4) The student comprehends texts using effective strategies. The student is expected to:

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- (A) use prior knowledge and experience to comprehend;
  - (B) determine and adjust purpose for reading;
  - (C) self-monitor reading and adjust when confusion occurs by using appropriate strategies;
  - (D) summarize texts by identifying main ideas and relevant details;
  - (E) construct visual images based on text descriptions;
  - (F) use study skills such as previewing, highlighting, annotating, note taking, and outlining; and
  - (G) use questioning to enhance comprehension before, during, and after reading.
- (5) The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
- (A) find similarities and differences across texts such as explanations, points of view, or themes;
  - (B) identify explicit and implicit meanings of texts;
  - (C) support inferences with text evidence and experience;
  - (D) analyze text to draw conclusions, state generalizations, and make predictions supported by text evidence; and
  - (E) distinguish facts from simple assertions and opinions.
- (6) The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
- (A) identify and analyze the audience, purpose, and message of the text;
  - (B) evaluate the credibility and relevance of informational sources;
  - (C) analyze the presentation of information and the strength of quality of the evidence used by the author; and
  - (D) evaluate the author's motivation, stance, or position and its effect on the validity of the text.
- (7) The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:
- (A) read silently or orally such as paired reading or literature circles for sustained periods of time; and
  - (B) adjust reading rate based on purposes for reading.
- (8) The student formulates and supports responses to a wide variety of texts. The student is expected to:
- (A) respond actively to texts in both aesthetic and critical ways;
  - (B) respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation;
  - (C) support responses with prior knowledge and experience; and
  - (D) support responses with explicit textual information.
- (9) The student reads and responds to informational texts. The student is expected to:
- (A) generate relevant and interesting questions;
  - (B) use text features and graphics to form an overview to determine where to locate information;

- (C) analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution;
- (D) organize and record new information in systematic ways such as outlines, charts, and graphic organizers; and
- (E) communicate information gained from reading.
- (10) The student reads to increase knowledge of one's own culture, the culture of others, and the common elements of cultures. The student is expected to:
- (A) compare text events with personal and other readers' experiences; and
- (B) recognize literary themes and connections that cross cultures.

## First Semester (80 Days)

### Workshop 7: Futurescapes

| Comprehension Skills                                                                                                                                                                                                                                                                                                                                                                           | Foundational Skills                                                                                                       | Writing and Convention Skills                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Identify central idea and details</li> <li>Make inferences</li> <li>Analyze people, events, and Ideas</li> <li>Compare and analyze authors' purposes</li> <li>Identify and analyze literary elements</li> <li>Analyze character</li> <li>Summarize</li> <li>Contrast points of view</li> <li>Analyze visual content</li> <li>Read critically</li> </ul> | <ul style="list-style-type: none"> <li>Identify syllables</li> <li>Parts of speech</li> <li>Using a dictionary</li> </ul> | <ul style="list-style-type: none"> <li>Informative paragraph</li> <li>Informative essay</li> <li>Transitions to intro evidence</li> <li>Sentence fragments</li> </ul> |

### Workshop 8: Justice for All

| Comprehension Skills                                                                                                                                    | Foundational Skills                                                                                                         | Writing and Convention Skills                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Identify central idea and details</li> <li>Make inferences</li> <li>Analyze people, events, and Ideas</li> </ul> | <ul style="list-style-type: none"> <li>Read words with closed syllables</li> <li>Prefixes</li> <li>Context clues</li> </ul> | <ul style="list-style-type: none"> <li>Argument paragraph</li> <li>Argument essay</li> <li>Transition to create cohesion</li> </ul> |

**Comprehension Skills**

- Compare and analyze authors' purposes
- Identify and analyze literary elements
- Analyze character
- Summarize
- Contrast points of view
- Analyze visual content
- Read critically

**Foundational Skills****Writing and Convention Skills**

- Correct verb tense

## Second Semester (93 Days)

### Workshop 9: Turning Points

**Comprehension Skills**

- Identify central idea and details
- Identify and analyze literary elements
- Analyze character and plot
- Contrast points of view
- Make inferences
- Use word strategies and similes
- Cite text evidence
- Analyze figurative language
- Analyze meaning, characters, and plot

**Foundational Skills**

- Read words with open syllables
- Suffixes
- Multiple-meaning words

**Writing and Convention Skills**

- Literary analysis paragraph
- Literary analysis essay
- Transitions to organize details
- Independent clauses

## Workshop 10: Seeking Refuge

### Comprehension Skills

- Identify central idea and details
- Make inferences and cite evidence
- Identify and analyze author's purpose
- Analyze people, events, and ideas
- Analyze visual content
- Use word strategies
- Analyze point of view and setting
- Analyze meaning and tone

### Foundational Skills

- Read compound words
- Latin Roots
- Synonyms and antonyms

### Writing and Convention Skills

- Narrative paragraph
- Narrative essay
- Transitions to convey sequence
- Use punctuation for effect

## Additional Workshops:

## Workshop 11: More Than Words

### Comprehension Skills

- Identify central idea and details
- Analyze visual content
- Contrast points of view
- Identify text structure
- Summarize and cite text evidence
- Compare authors' purposes
- Use word strategies
- Make inferences
- Analyze author's craft
- Analyze figurative language

### Foundational Skills

- Read multisyllable words
- Greek roots
- Denotation and connotation

### Writing and Convention Skills

- Argument paragraph
- Argument essay
- Transitions to clarify relationships
- Use parallel structure

**Comprehension Skills**

- Analyze character, plot, and theme

**Foundational Skills****Writing and Convention Skills****Workshop 12: Reign of Terror****Comprehension Skills**

- Identify central idea and details
- Cite text evidence
- Analyze visual content
- Analyze people, events, and ideas
- Make inferences
- Use word strategies
- Identify author's point of view
- Identify text structure
- Identify and analyze literary elements
- Analyze character, theme, and plot

**Foundational Skills**

- Identify base words
- Word families
- Idioms

**Writing and Convention Skills**

- Informative paragraph
- Informative essay
- Transitions to convey sequence
- Use punctuation for effect

**Instructional Materials**

*HMHCO Read 180 Stage C*