

CFISD Read 180 7th Grade 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.

Reading Elective TEKS

(2) The essential knowledge and skills as well as the student expectations for Reading, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) 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 dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words.

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

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

(B) determine word meaning by using context;

(C) use spelling, prefixes and suffixes, roots, and word origins to understand meanings;

(D) use reference aids such as a glossary, dictionary, thesaurus, and available technology to determine meanings and pronunciations; and

(E) identify analogies, homonyms, synonyms/antonyms, and connotation/denotation.

(3) The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:

(A) read silently for a variety of purposes with comprehension for sustained periods of time;

(B) adjust reading rate based on purposes for reading; and

(C) read orally at a rate that enables comprehension.

(4) The student comprehends selections using a variety of strategies. The student is expected to:

(A) use prior knowledge and experience to comprehend;

(B) determine purpose for reading;

(C) self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning;

(D) summarize texts by identifying main ideas and relevant details;

(E) make inferences such as drawing conclusions and making generalizations or predictions, supporting them with prior experiences and textual evidence;

(F) analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect;

- (G) make connections and find patterns, similarities, and differences across texts;
 - (H) construct visual images based on text descriptions;
 - (I) determine important ideas from texts and oral presentations;
 - (J) manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and
 - (K) use questioning to enhance comprehension before, during, and after reading.
- (5) The student reads texts to find information on self-selected and assigned topics. The student is expected to:
- (A) generate relevant, interesting, and researchable questions;
 - (B) locate appropriate print and non-print information using text and technical resources;
 - (C) organize and record new information in systematic ways to develop notes, charts, and graphic organizers;
 - (D) communicate information gained from reading;
 - (E) use compiled information and knowledge to raise additional unanswered questions; and
 - (F) use text organizers such as overviews, headings, and graphic features to locate and categorize information.
- (6) The student reads for different purposes in varied sources, both narrative and expository. The student is expected to:
- (A) read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate;
 - (B) read sources such as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and technical documents; and
 - (C) understand and interpret visual representations.
- (7) The student formulates and supports responses to various types of texts. The student is expected to:
- (A) respond actively to texts in both aesthetic and critical ways;
 - (B) respond to text through discussion, journal writing, performance, and visual representation; and
 - (C) support responses by using prior knowledge and experience and/or citing textual evidence which may consist of a direct quotation, paraphrase, or specific synopsis.
- (8) The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to:
- (A) evaluate the credibility of informational sources and their relevance for assigned and self-selected topics;
 - (B) evaluate how a writer's motivation, stance, or position may affect text credibility, structure, or tone;
 - (C) analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;
 - (D) recognize modes of reasoning, such as induction and deduction; and
 - (E) recognize logical and illogical arguments in text.
- (9) The student reads to increase knowledge of 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 and discuss literary themes and connections that cross cultures.

First Semester (80 Days)

Workshop 1: Stand Up

Comprehension Skills

- Identify central idea and details
- Cite text evidence
- Use word strategies
- Identify text structure
- Summarize
- Make Inferences
- Identify and analyze theme

Foundational Skills

- Blend words
- Prefixes *pre* and *re*
- Context Clues

Writing and Convention Skills

- Informative paragraph
- Informative essay
- Transitions to intro evidence
- Sentence fragments

Workshop 2: Water Fight

Comprehension Skills

- Identify central idea and details
- Identify text structure
- Make inferences
- Identify author's purpose
- Read critically
- Use word strategies

Foundational Skills

- Read compound words
- Prefixes *in* and *un*
- Multiple meaning words

Writing and Convention Skills

- Argument paragraph
- Argument essay
- Transitions to connect ideas
- Run-on sentences

Second Semester (93 Days) Workshop

Workshop 3: Life in Dystopia

Comprehension Skills

- Identify central idea and details
- Identify and analyze literary elements
- Make inferences
- Identify text structure
- Analyze genre
- Use word strategies

Foundational Skills

- Identify syllables
- Roots *civ* and *liber*
- Synonyms and antonyms

Writing and Convention Skills

- Informative paragraph
- Informative essay
- Transitions to organize details
- Subject-verb agreement

4: The Hunt for Lincoln’s Killer

Comprehension Skills

- Identify central idea and details
- Summarize
- Make inferences
- Analyze people, events, and ideas
- Analyze point of view
- Identify text structure
- Use word strategies
- Read critically
- Analyze extended metaphor

Foundational Skills

- Read words with closed syllables
- Suffixes *able* and *ible*
- Denotation and connotation

Writing and Convention Skills

- Informative paragraph
- Informative essay
- Transitions to create cohesion
- Using correct verb tense

Instructional Materials

HMHCO Read 180 Middle School