I. OBJECTIVES

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VI. RESOURCES

VII. EXPECTED LEVELS OF ACHIEVEMENT
Rational: Read 180 is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills. Students in Read 180 need support and encouragement with organization, becoming actively engaged during instructional time, and utilizing differentiated instruction in order to accommodate the different learning needs in order to attain proficiency in meeting state standards. The material is presented through the use of adaptive software and small-group instruction which allows for students to move at slower pace and receive individualized attention. Read 180 is designed for students who have been identified with either a disability in the area of reading, writing, comprehension, and/or attention. As a result, these students require smaller class sizes, frequent repetition and additional time to master concepts as well as assistance with critical thinking and comprehension skills.
I. **OBJECTIVES**

A. Students will read independently (Standard 1.1).

1. Locate and prioritize appropriate texts, media and traditional resources for a variety of assigned and independent projects.
2. Analyze the structure of informational materials; explain how authors used these to achieve their purposes.
3. Use and apply knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading; integrate these words into speaking and writing.
4. Identify, describe, evaluate, synthesize, analyze, and apply essential ideas in a variety of texts.
5. Assess reading strategies that were most effective in learning from a variety of texts.
6. Expand vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words; demonstrate proper use of these words.
7. Use a dictionary or related reference.
8. Analyze the variety and uses of key vocabulary words across various subject areas.
9. Demonstrate after reading understanding and interpretation of fiction and nonfiction text, including public documents.
   a. Make and support, with evidence, assertions about texts; critique others’ assertions.
   b. Compare, contrast, and evaluate text using themes, settings, characters, ideas.
   c. Make extensions to related ideas, topics, or information, and critique these related ideas.
   d. Assess the validity of a document based on context.
   e. Analyze and critique positions, arguments, and evidence in public documents.
   f. Evaluate and justify an author’s strategies.
   g. Critique public documents to identify and justify strategies common in public discourse.
10. Demonstrate fluency and comprehension in reading.
   a. Read materials with accuracy.
   b. Self-correct mistakes independently.
   c. Use appropriate rhythm, flow, meter and pronunciation.
   d. Read a variety of genres and types of texts, including teacher assigned and self-selected materials.
   e. Increase amount of time spend on independent reading.
   f. Demonstrate comprehension.
B. **Students will read critically in all content areas (Standard 1.2).**

1. Read and understand essential content of informational texts and documents in all academic areas.
   a. Differentiate and evaluate fact and opinion across a variety of texts using complete and accurate information, coherent arguments, and point of view.
   b. Distinguish between essential and nonessential information across a variety of sources, including the use of proper references or authorities and propaganda techniques.
   c. Develop, analyze, and evaluate criteria used for making decisions and drawing conclusions.
   d. Identify, evaluate, and analyze text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic, and reasoning.

2. Use and understand a variety of media and evaluate the quality of material produced.
   a. Select appropriate electronic media for research; evaluate the quality of information received and prioritize usefulness of electronic sources.

3. Employ a wide variety of strategies to read, comprehend, and think critically about textbook material.

C. **Students will read, analyze, and interpret literature (Standard 1.3).**

1. Read, understand, and critique works of literature.
2. Analyze and critique the literary elements used by one or more authors in similar genres. Literary elements include: characterization, setting, plot, theme, point of view, tone, and style.
3. Analyze and critique the effectiveness of the author's use of literary devices. Literary devices include: sound techniques (rhyme, rhythm, meter, alliteration); figurative language (personification, simile, metaphor, hyperbole, irony, satire); literary structures (foreshadowing, flashbacks, progressive and digressive time).
4. Analyze, evaluate, and critique, in poetry, the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement, paradox).
5. Analyze and critique a scriptwriter's use of words in terms of setting tone and mood and advancing the theme or purpose of the work.
6. Read and prepare an in-depth response to nonfiction and fiction, including poetry and drama.
D. Students will prepare various types of writing and use PA Writing Rubric to evaluate writing and students will improve quality of writing (Standards 1.4 and 1.5)

1. Write complex information pieces (research papers, analyses, evaluations, essays).
   a. Effectively develop a main idea.
   b. Use precise language and specific detail.
   c. Include cause and effect.
   d. Use relevant graphics (e.g., maps, charts, tables, illustrations, etc.).
   e. Use primary and secondary sources.
2. Write persuasive pieces.
   a. Include a clearly stated position or opinion.
   b. Include convincing, elaborated and properly cited evidence.
   c. Develop reader interest.
   d. Anticipate and counter reader concerns and arguments.
3. Write with a sharp distinct focus and single point of view.
4. Identify topic, task, and audience.
5. Use well-developed content appropriate for the topic, including fully developed paragraphs with details and information specific to the topic and relevant to the focus.
6. Use different types and lengths of sentences and precise language.
7. Sustain a logical order throughout the piece, including an effective introduction and conclusion.
8. Revise to improve style, word choice, sentence variety and subtlety of meaning after considering purpose, audience and genre.
9. Edit using conventions of language.

E. Students will employ a variety of techniques to improve study and test preparation abilities (Standard 1.1, 1.2, 1.3).

1. Annotate texts.
2. Effectively locate relevant information.
3. Understand vocabulary in context.
4. Effectively use text organization (i.e., headings, subheadings, diagrams, etc.).
5. Support written responses to comprehension questions with text-based information.
6. Answer multiple choice questions.
II. CONTENT: Content in the Read 180 Course will include material covered in the above-referenced course objectives.

III. MAJOR CONCEPTS

A. Reading Independently
   1. Selecting and Comprehending Texts from Variety of Genres
      a. Various fictional texts
      b. Informational texts
   2. Text Structure (Independent reading novels, in-class novel unit)
      a. Narrative: Character, Theme, Setting, Plot
      b. Expository: Cause/Effect, Compare/Contrast, Problem/Solution, Sequence
   3. Vocabulary Development
      a. Root Words, Prefixes, Suffixes
      b. Applications to Other Content Areas
      c. Independent Strategies
         1. Vocabulary self-collection
         2. Dictionary use
         3. Context clues
   4. Reading Comprehension: Using and assessing comprehension strategies
      a. Previewing and predicting
      b. Purpose-setting
      c. Note-taking while reading: graphic organizers, outlining, two-column notes
      d. Rereading
      e. Questioning while reading
      f. Self-monitoring of comprehension
      g. Clarifying
      h. Evaluating an author's purpose and effectiveness
      i. Visualizing
      j. Chunking text using text structure and graphic aids, as appropriate
      k. Making personal connections to texts
      l. Paraphrasing
      m. Summarizing
      n. Making generalizations
      o. Supporting assertions with text based information
      p. Skim and Scan
      q. Activate Prior Knowledge
      r. Fluency
      s. Use of Reciprocal Reading
**B. Reading Critically in All Content Areas**
1. Reading and Understanding Essential Content of Informational Texts, including Textbooks
   a. Fact/Opinion
   b. Author’s point of view
   c. Essential versus nonessential information
   d. Propaganda techniques
   e. Using text to draw and support conclusions
   f. Analyze text structure and content according to author’s purpose, thesis, accuracy, logic, thoroughness, reasoning
2. Using, Understanding, and Evaluating A Variety of Media
   a. Selecting appropriate electronic media for research
   b. Evaluating quality of information and usefulness of sources

**C. Reading, Analyzing, Interpreting Literature**
1. Analyzing and Critique Author’s Use of Literary Elements and Devices
2. Analyzing Poetry
3. Reading and Responding to Nonfiction and Fiction

**D. Types and Quality of Writing**
1. Informational Writing
2. Persuasive Writing
3. Narrative Writing
4. Sharp Focus, Single Point of View
5. Topic, Task, Audience
6. Revising to Improve Style
7. Editing Using Conventions
8. Informal Writing: Response and Free-Writing Journals
9. Formal Writing: All Steps in the Writing Process

**E. Students will employ a variety of techniques to improve study and test preparation abilities.**
1. Annotate texts
2. Effectively locate relevant information
3. Understand vocabulary in context
4. Effectively use text organization (i.e., headings, subheadings, diagrams, etc.)
5. Support written responses to comprehension questions with text-based information
IV. COURSE SCHEDULE

Read 180 will meet for the duration of the school year, 5 periods weekly for 90 minute sessions.

V. METHODS

A. A variety of teaching strategies and tools will be used to meet the needs of and actively involve all students in the learning process.
B. Direct instruction and small group instruction in strategies for reading comprehension will be taught and practiced.
C. Reader response will be an integral part of the course. Students will respond using formal and informal (journal) writing as well as through creative projects.
D. Discussion techniques will be both whole-class and small group.
E. Standardized test preparation skills will be taught via direct instruction and the use of intensive, individualized instruction with the use of Read 180 software.
F. Students will review and use the PA Scoring Rubric to improve their ability to respond to Performance Tasks.
H. Sustained Silent Reading (SSR) and outside independent reading are required.

VI. RESOURCES

A. Read 180 Topic Software
B. Read 180 Audio Books
C. Read 180 Leveled Books
D. Read 180 rBook
E. Rewards Multisyllabic Word Reading Strategies
F. Ladders to Success PSSA, Reading, High School
G. Ladders to Success PSSA, Writing, High School
H. Contemporary Reading Basics Intermediate 2
I. PSSA Reading Coach
J. Abington Senior High School Library Resources: Print and Technological
K. Classroom Libraries
L. Newspapers
M. Magazines
N. Teacher Prepared Materials
VII. EXPECTED LEVELS OF ACHIEVEMENT

A. Proficiency
   1. Placement is based upon demonstrated achievement of the Pennsylvania Academic Standards for Reading, as evidenced on the PSSA, standardized assessments, Scholastic Reading Inventory (SRI) and curriculum-based measures.
   2. Upon completion of Read 180 students will be able to meet objectives stated in Part I of this Planned Course of Study.

B. Procedures for Evaluation

1. Formal Assessments
   a. Scholastic Reading Inventory (SRI)
   b. Read 180 Software
   c. rSkills Tests
   d. Scholastic Reading Counts! Quizzes
   e. Teacher prepared assignments
   f. Projects based on rBook reading material

2. Informal Assessments are conducted on an ongoing basis.
   a. Classroom Observations
   b. Activities and Discussions
   c. Homework
   d. Journal writing
   e. Exit Tickets