
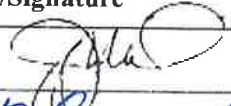
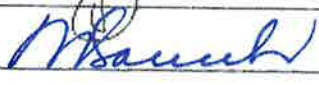


# Perris Union High School District Course of Study

<b>Course Title:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Reading Intervention System 44</div> New <input checked="" type="checkbox"/> Revised	<b>Subject Area:</b> <input type="checkbox"/> Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	<b>Grade Level</b> <input checked="" type="checkbox"/> MS <input checked="" type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
<b>If revised previous course name if changed</b> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">Reading Intervention A</div>	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Transcript Course Code/Number:</b> <div style="border: 1px solid black; width: 100px; height: 20px; margin-top: 5px;"></div> (To be assigned by Educational Services)		
<b>Required for Graduation:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Credential Required to teach this course:</b> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <i>Multiple Subject or Single Subject English</i>  <i>To be completed by Human Resources only.</i> </div>	
<b>Meets UC/CSU Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>Was this course <i>previously approved by UC</i> for PUHSD?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	<div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">             Signature         </div> <div style="text-align: center;">           5/8/17            Date         </div> </div> </div>	
<b>Meets "AP" Requirements?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Unit Value/Length of Course:</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
<b>Submitted by: Charles Tippie- SSC, Amelia Brown- PVHS, Shelby Purcell- PVHS, Wanda Jarvis Mastin- HHS, Angelica Osuna-PHS</b> <b>Site: Multiple</b> <b>Date: 5/4/2017</b>		
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Director of Curriculum & Instruction		5/4/17
Asst. Superintendent of Educational Services		5.9.17
Governing Board		

**Prerequisite(s) (REQUIRED):**

There are no prerequisites for this course

**Corequisite(s) (REQUIRED):**

Taught in conjunction with English 197. English 197 is the 2nd course in the block sequence.

**Brief Course Description (REQUIRED):**

This course is designed for students in need of intensive reading intervention, specifically with a Lexile level below 600, and in need of phonics instruction. This is a foundational reading program for the most challenged readers in grades 7-12 and focuses on phonemic awareness, decoding strategies, mastering foundational reading skills and explicit instruction in comprehension and writing. This course is designed for a class of up to 25 students where the students use the software daily and alternate between small-group instruction and modeled-independent reading. This class is designed to be a 2-hour block class.

**Course Purpose (REQUIRED):**

*What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.*

Increase phonemic awareness so that a student can progress into the Read 180 Universal course. Build foundational reading skills from phonics and decoding to reading comprehension. Increase students confidence and competence in writing.

**Course Outline (REQUIRED):**

*Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.*

Read 180/System 44 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. *Read 180 Universal* features a flexible rotation model designed to help address students at all levels of intervention. This model

organizes class time to provide a balance of teacher-led instruction, scaffolded practice, and small-group interaction. It is designed to maximize instructional time and accelerate achievement. Backed by more than 15 years of research and results, studies confirm that *READ 180* effectively raises reading achievement when students experience all aspects of the rotation model of blended learning.

- Whole group learning: Close-reading strategies, academic vocabulary, writing, and academic discussion;
- Independent Reading: Student choice and engaging, content-rich texts, application of academic vocabulary and comprehension skills
- Small-group learning: Targeted data-driven instruction, relationship building
- Student Application: Independent application personalized to accelerate learning on a personalized path
- Whole group follow-up: Wrap up guides students to reflect on day’s learning, mindset, successes and challenges

Lexile Min	Lexile Max	CCSS Lexile Range	CAASPP ELA	Setting	Curriculum	Scheduling
BR-600/Phonics Inventory below Adv	600L	Kinder-2nd	Not Met	Reading Intervention S44 English	S44 Book and Software	2 period block

**Writing Assignments (REQUIRED):**

*Give examples of the writing assignments and the use of critical analysis within the writing assignments.*

**Informative Writing--Write with Evidence**

- Students will draw evidence from informational texts and paraphrase it.
- Write an informative text to examine and convey information clearly and accurately
- Use nouns in simple sentences
- Use adjectives in simple sentences

**Argument Writing--Write with Evidence**

- Draw evidence from informational texts and paraphrase it.
- Write an argument using valid reasoning and sufficient evidence
- Use present-tense verbs and nouns in simple sentences.
- Use past-tense verbs in simple sentences.
- Use detail sentences to support a topic sentence and provide evidence .

**Research Project--**

- Plan, organize and create a presentation that conveys information clearly.
- Use precise language and concrete details to develop the topic.
- Use prepositional phrases and nouns in compound sentences.
- Use precise language and concrete details to develop the topic.

**Textbook #1 44 Book, Secondary**

Title: System 44Book	Edition: Next Generation
Author: Marilyn Jager Adams and Ted Hasselbring	ISBN: 978-0-545-50100-2
Publisher: Houghton Mifflin Harcourt	Publication Date: 2014
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

**Textbook #2**

Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

**Supplemental Instructional Materials** *Please include online, and open source resources if any.*

**Estimated costs for classroom materials and supplies (REQUIRED).** *Please describe in detail.*  
 If more space is needed than what is provided, please attach backup as applicable.

Cost for class set of textbooks: Approximately \$2,800.  
 Assumes 10 year implementation with perpetual software licenses, independent student libraries, and teacher professional development and coaching, and software/data hosting.

Additional costs: \$64 per student annual.

**Description of Additional Costs:**

- READ 180 UNIVERSAL PROGRAM COMPONENTS**  
 This READ 180 Universal Transition solution developed for Perris UHSD Includes the following materials, licenses, professional development and technical services:
- CLASSROOM / TEACHER MATERIALS & LICENSES**
- 9 - Teacher Bookshelf – Planning & Pacing Guide, Blended Learning Handbook, Assessment & Analytics Guide, Professional Learning Guide, Student Application Overview, California Classroom Posters, System 44 Word Building Kit
  - 9 - Independent Paperback Reading Library – 55 TITLES, 4 Copies Each
  - 9 - Independent Audiobook Collection – 5 TITLES, 4 Copies Each
  - 9 - Perpetual Teacher Technology License – Digital Teacher Space, Anchor Videos, Assessment & Analytics Guide, Resources for Differentiation, Independent Reading Teaching Supports, System 44 Foundational Literacy Guide, Reading Inventory Professional Learning Guide
- STUDENT MATERIALS & LICENSES**
- 225 - Perpetual Student Technology & Assessment Student License – Individualized Learning Technology (READ 180 System 44 License), Digital Student Real Workbook, eBooks (46 Titles), eREADS (36 Titles), Workshops Assessments, Reading Inventory, Phonics Inventory
  - 225 - R180 Universal Student Real Workbook – Consumable
- PROFESSIONAL DEVELOPMENT**
- One-Day of Getting Started Training - Introduces teachers to the components of the program and demonstrates how READ 180 directly addresses individual needs through adaptive software, high-interest literature, and systematic instruction
  - eLearning Courses for all READ 180 Universal Teachers
  - Leadership Webinar - Provides administrators with an instructional support blueprint to effectively observe, and constructively engage, with READ 180 classroom teachers on such topics as implementation success indicators, learning environment management + organization, and teacher facilitated instruction.
  - In-Classroom Support - The In-Classroom Support framework focuses on four key areas of implementation: Fidelity to Model, Classroom Management, Instruction, and Progress Monitoring
- TECHNOLOGY SUPPORT & SERVICES**
- Technical Audit - Online pre-installation audit to ensure the network, hardware and peripherals are in place to support the READ 180 program
  - Hosting Services - Eliminates the need to purchase or maintain servers to use our programs
  - Technology Support - Qualified technical support specialists and field implementation managers provide support and maintenance to ensure READ 180 works efficiently
  - Software Maintenance Releases - Ensures that schools have the latest features and fixes as they become

<b>Total cost per class set of instructional materials:</b>	\$2,864
---	---------

**Key Assignments (REQUIRED):**

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

Instructional Content Research-based READ 180 provides individualized, adjusted instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students also learn and practice grammar, usage, and mechanics; test-taking strategies; and writing skills.

Phonemic Awareness *f* The READ 180 software provides practice in segmentation and blending with instruction in letter-sound relationships related to words and patterns the student has not yet mastered. *f* Students learn through explanation, modeling, and guided practice with immediate corrective feedback by the READ 180 software.

Phonics *f* Instruction begins with a controlled passage that provides multiple exemplars of targeted sound-spelling patterns. *f* The software continually adjusts instruction and models specific audio and visual phonics decoding tips and word recognition strategies.

Fluency *f* The software activities require that students identify words at increasing speeds to build automaticity. *f* Audiobook narrators model fluent reading and “reading coaches” model strategies used by successful readers. *f* Students build fluency through independent reading of leveled paperbacks. READ 180: Product Overview 12/03 2

Vocabulary *f* The READ 180 software provides content-area vocabulary words that appear in several contexts to guarantee multiple exposures to the words. *f* Students click on highlighted vocabulary words to receive definitions, context sentences, and pronunciation support.

Comprehension *f* READ 180 presents strategies, including summarizing, cause and effect, comparing and contrasting, and making inferences. *f* Students apply strategies to their individual reading using graphic organizers that represent text structure.

**Instructional Methods and/or Strategies (REQUIRED):**

Please list specific instructional methods that will be use.

READ 180 delivers its reading achievement gains through four core instructional activities:

1. Individualized instructional software. The READ 180 software provides each student with customized reading instruction plus continuous assessment of his/her progress. The software has built-in supports, such as anchor videos that build background knowledge for reading passages.
2. Data-driven small-group instruction. Comprehensive READ 180 reports provide detailed and immediate feedback to identify student needs and to inform small-group instruction.
3. Direct instruction in whole or small groups. READ 180 provides teachers with a wide range of direct instructional materials to teach phonemic awareness, phonics, fluency, vocabulary development and text comprehension.
4. Independent reading. READ 180 provides students with an independent reading library of high-interest and

leveled paperbacks plus grade-level Audiobooks.

Instructional Design The READ 180 research-based Intensive Intervention Model follows a three-part teaching plan on a daily basis:

1. Teacher-led whole-group direct instruction (20 min.)
2. Three small-group rotations (20 min. each) a. Individual computer-adapted instruction using the READ 180 software b. Data driven and teacher-led small-group instruction c. Independent reading with Audiobooks and paperbacks
3. Whole-class teacher-led wrap-up discussion. (10 min.) READ 180's 90-minute instructional model encourages differentiated and flexible instruction.

Teachers may provide direct instruction of a specific skill during whole group or a read aloud. Daily small-group activities allow the teacher to monitor and address each student's needs. In small-group instruction, teachers may group together students who are having difficulty with a particular skill and provide them with intensive instruction or they may conference with individual students. While the teacher works directly with a small group, the other students work independently at computer and reading stations. A typical READ 180 classroom requires five student workstations for a class of 15 students. Each student participating in the program uses the software every day.

#### **Assessment Methods and/or Tools (REQUIRED):**

Please list different methods of assessments that will be used.

Assessments READ 180 provides continuous assessment and immediate feedback for students and teachers. The READ 180 program contains instruments for initial screening, diagnostic placement, progress monitoring, and progress evaluation. Data from these instruments is fed into a management system.

The Scholastic Management Suite continuously monitors and assesses learning gains for each student. It provides detailed reports that allow teachers to identify and measure skills that have been mastered and areas where students require further improvement.

1. Scholastic Reading Inventory (SRI). This computer-adaptive assessment instrument uses the highly accurate Lexile Framework for Reading as a diagnostic tool to place students at the best level in the program so they can read with success. SRI provides criterion- and norm-referenced reading comprehension level test results that can be used for instructional planning, intervention, and progress monitoring. This assessment instrument automatically generates 15 reports on class and individual student learning gains for use by teachers and parents.

2. READ 180 software. The READ 180 instructional CDs are divided into four zones: 1) Reading Zone, 2) Word Zone, 3) Spelling Zone, and 4) Success Zone. Assessment instruments are embedded within each zone to track student progress.

3. Scholastic Reading Counts!. Through computerized quizzes, The Reading Counts! assessment instrument monitors student completion and comprehension of Audiobooks and paperback books in the READ 180 program. Data can be used for diagnostic, intervention, and progress monitoring purposes.

*System 44* includes a comprehensive suite of assessment tools and reports, including Universal Screening, Placement and Progress Monitoring assessments: *HMH Reading Inventory* and *HMH Phonics Inventory*. As



Indicate how much this honors course is different from the standard course.

**Context for course (optional)**

**History of Course Development (optional)**

The Reading Intervention Course A is being revised with instructional materials approved in the 2015 State Board of Education (SBE) adoption and aligned to the California Common Core Standards. Read 180 is an approved Program 4 Intensive Intervention program designed to accelerate academic performance as outlined in the 2015 English Language Arts Framework as outlined below. System 44 is a component of Read 180, designed to support students with foundational reading needs.

This program supports a basic program and provides an accelerated, intensive intervention pathway that supports the needs of students in grades four through eight whose academic performance, including proficiency in English language arts and literacy in reading and writing, is two or more years below grade level. This program could be used as a temporary replacement core where students are non-readers in the first- and second-grade level as evidenced in broad set of measures. (CDE, 2015) <http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter12.pdf>