

# Perris Union High School District Course of Study

A. COURSE INFORMATION		
<b>Course Title:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Reading Intervention- Read 180</div> <input type="checkbox"/> 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 checked="" 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 E</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>Credential Required to teach this course:</b> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <i>Multiple Subjects or Single Subject-English</i>  <i>To be completed by Human Resources only.</i> </div>	
<b>Required for Graduation:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <div style="display: flex; justify-content: space-between;"> <span>Signature</span> <span>5/4/17</span> </div> </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)	<b>Meets "Honors" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Meets "AP" Requirements?</b> <input type="checkbox"/> Yes <input checked="" 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, Julia Peacock- PHS, Mark Synnott- PHS, Judy Lane- HHS, Amelia Brown- PVHS</b> <b>Site: Multiple</b> <b>Date: 5/1/17</b>		
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Director of Curriculum & Instruction		5/4/17
Asst. Superintendent of Educational Services		5.5.17
Governing Board		

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

None.

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

Taught in Conjunction with English 197.

**Brief Course Description (REQUIRED):**

Blended Learning Model:

*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
600L or Adv Dec	1000L	3rd to 5th	Not Met/Near Met	Reading Intervention 180 English	Read 180 Book and Software	2 period block

## B. COURSE CONTENT

### **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.*

To provide a foundational-level class for students who are reading 2 or more grades below grade level. This class is a 2-period block to provide intensive reading instruction.

### **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.*

Blended Learning Student App--ongoing and cyclical:

- Build Background Knowledge
- Personalize and Individualize Instruction
- Use Assessment to inform instruction
- Provide engaging content in a safe environment
- Build fluency
- Focus on Language Development
- Present scaffolded writing opportunities

Workshop 1--At First Sight: 6-8 weeks

- Workshop Opener and Anchor Video
- Concept Map and Content Area Vocabulary
- Reading Comprehension and Analysis with culturally-relevant literature
  - “The Magic of the Mind”
  - From *The Echo Maker*
  - “The Cute Factor”
- Concept Organizer and Content-Area Vocabulary
- Digital Only Fluency Text
- Analyze an Essay
- Plan your Essay
- Citing Evidence
- Organize and Draft an Essay
- Conventions and Assessment
- Building Comprehension
- Paragraph Writing
- Language Development: Morphology and Vocabulary Strategies
- Build Comprehension
- Career Focus
- Project
- End-Of-Workshop Assessment

Workshop 2--Who Am I?: 6-8 weeks

- Workshop Opener and Anchor Video
- Concept Map and Content Area Vocabulary
- Reading Comprehension and Analysis with culturally-relevant literature
  - “Road to Success” from “A Way Out”
  - “Living Outside Tribal Lines”
  - *The Absolutely True Diary of a Part-time Indian*
  - *Fish Cheeks*
  - “A Place Without Shame”
- Concept Organizer and Content-Area Vocabulary
- Digital Only Fluency Text
- Analyze an Essay
- Plan your Essay
- Citing Evidence
- Organize and Draft an Essay
- Conventions and Assessment
- Building Comprehension
- Paragraph Writing
- Language Development: Morphology and Vocabulary Strategies
- Build Comprehension
- Career Focus
- Project
- End-Of-Workshop Assessment

Workshop 3--It’s Your Right: 6-8 weeks

- Workshop Opener and Anchor Video
- Concept Map and Content Area Vocabulary
- Reading Comprehension and Analysis with culturally-relevant literature
  - “Supreme Court Cases Every Teen Should Know”
  - “The Brownsville Youth Court”
  - From *The Merchant of Venice*
  - Ray Krone letter
- Concept Organizer and Content-Area Vocabulary
- Digital Only Fluency Text
- Analyze an Essay
- Plan your Essay
- Citing Evidence
- Organize and Draft an Essay
- Conventions and Assessment
- Building Comprehension
- Paragraph Writing
- Language Development: Morphology and Vocabulary Strategies
- Build Comprehension
- Career Focus
- Project
- End-Of-Workshop Assessment

**Interim Performance Task:** Plan, Organize, Write and present a Research Paper to deepen knowledge about a topic

Workshop 4--D-Day: 6-8 weeks

- Workshop Opener and Anchor Video
- Concept Map and Content Area Vocabulary
- Reading Comprehension and Analysis with culturally-relevant literature
  - “The Allies Strike Back”
  - “Invading by Air”
  - From “Black Soldiers on D-Day: Invisible but Present”
  - “Longest Day” poem
  - “Engineering Solutions”
  - “Dawn on D-Day”
  - “Army Nurse” from “Nursing in the U.S. Army: Interview with Maj. Leonardo Pascual, Jr., RN, BSN”
- Concept Organizer and Content-Area Vocabulary
- Digital Only Fluency Text
- Analyze an Essay
- Plan your Essay
- Citing Evidence
- Organize and Draft an Essay
- Conventions and Assessment
- Building Comprehension
- Paragraph Writing
- Language Development: Morphology and Vocabulary Strategies
- Build Comprehension
- Career Focus
- Project
- End-Of-Workshop Assessment

Workshop 5--To Mars and Beyond: 6-8 weeks

- Workshop Opener and Anchor Video
- Concept Map and Content Area Vocabulary
- Reading Comprehension and Analysis with culturally-relevant literature
  - “Water Found on Mars”
  - From *The Sky is Not the Limit: Adventures of an Urban Astrophysicist*
  - “Should the US Government Fund Space Exploration?”
  - “Reusable Rockets”
  - From *The Martian Chronicles*
- Concept Organizer and Content-Area Vocabulary
- Digital Only Fluency Text
- Analyze an Essay
- Plan your Essay
- Citing Evidence
- Organize and Draft an Essay
- Conventions and Assessment
- Building Comprehension

- Paragraph Writing
- Language Development: Morphology and Vocabulary Strategies
- Build Comprehension
- Career Focus
- Project
- End-Of-Workshop Assessment

Workshop 6--Money Matters: 6-8 weeks

- Workshop Opener and Anchor Video
- Concept Map and Content Area Vocabulary
- Reading Comprehension and Analysis with culturally-relevant literature
  - “Life After Losing \$110 Million”
  - “Want to Make Money From Your Hobbies? See How Other Teens Do It”
  - “What is Entrepreneurship?”
  - Excerpt from *A Raisin in the Sun*
  - From “6 Ways I Saved Money on College Costs”
  - “Fighting Poverty \$25 at a Time”
- Concept Organizer and Content-Area Vocabulary
- Digital Only Fluency Text
- Analyze an Essay
- Plan your Essay
- Citing Evidence
- Organize and Draft an Essay
- Conventions and Assessment
- Building Comprehension
- Paragraph Writing
- Language Development: Morphology and Vocabulary Strategies
- Build Comprehension
- Career Focus
- Project
- End-Of-Workshop Assessment

**End-of-Year Performance Task:** Plan, organize, write and present a research paper to deepen knowledge about a topic and deliver in a multimedia presentation.

**Writing Assignments (REQUIRED):**

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

Workshop 1: Informative Essay - What we see depends on how our minds work. Write an essay with at least two examples from text of how our minds affect perception.

Workshop 2: Literary Analysis - Choose two people from the text in this workshop. Write an essay that compares or contrasts how these people relate to their communities in the text.

Workshop 3: Argument Essay - What is the most important amendment of the Bill of Rights today? Write an essay stating your claim. Provide at least two reasons.

Interim Assessment: Research Paper

Workshop 4: Informative Essay - Identify two challenges the Allies faced on D-Day. Write an essay that explains how they responded to these challenges.

Workshop 5: Argument Essay - What is the most exciting recent development in space exploration? Write an essay stating your claim. Provide at least two reasons.

Workshop 6: Narrative Essay - Imagine you have been given \$1 million. Write a narrative describing what you would do with the money. Consider how much you would spend, save, or donate.

**End-of-Year Performance Task:** Plan, organize, write and present a research paper to deepen knowledge about a topic and deliver in a multimedia presentation.

### INSTRUCTIONAL MATERIALS (REQUIRED)

**Textbook #1**

Title: Real Book: Reading, Language, Learning	Edition: Stage C
Author: Various	ISBN: 978-1-328-00337-9
Publisher: Houghton Mifflin Harcourt	Publication Date: 2017
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.	Description of Additional Costs: Hosting fee and consumable workbook materials
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Additional costs: \$64 per student annual.	
<b>Total cost per class set of instructional materials:</b>	<p><b>\$2,864</b></p> <p><b>READ 180 UNIVERSAL PROGRAM COMPONENTS</b>  This READ 180 Universal Transition solution developed for Perris UHSD includes the following materials, licenses, professional development and technical services:</p> <p><b>CLASSROOM / TEACHER MATERIALS &amp; LICENSES</b></p> <ul style="list-style-type: none"> <li>9 - Teacher Bookshelf - Planning &amp; Pacing Guide, Blended Learning Handbook, Assessment &amp; Analytics Guide, Professional Learning Guide, Student Application Overview, California Classroom Posters, System 44 Word Building Kit</li> <li>9 - Independent Paperback Reading Library - 55 Titles, 4 Copies Each</li> <li>9 - Independent Audiobook Collection - 5 Titles, 4 Copies Each</li> <li>9 - Perpetual Teacher Technology License - Digital Teacher Space, Anchor Videos, Assessment &amp; Analytics Guide, Resources for Differentiation, Independent Reading Teaching Supports, System 44 Foundational Literacy Guide, Reading Inventory Professional Learning Guide</li> </ul> <p><b>STUDENT MATERIALS &amp; LICENSES</b></p> <ul style="list-style-type: none"> <li>225 - Perpetual Student Technology &amp; 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</li> <li>225 - R180 Universal Student Real Workbook - Consumable</li> </ul> <p><b>PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>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</li> <li>eLearning Courses for all READ 180 Universal Teachers</li> <li>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.</li> <li>In-Classroom Support - The In-Classroom Support framework focuses on four key areas of Implementation: Fidelity to Model, Classroom Management, Instruction, and Progress Monitoring</li> </ul> <p><b>TECHNOLOGY SUPPORT &amp; SERVICES</b></p> <ul style="list-style-type: none"> <li>Technical Audit - Online pre-installation audit to ensure the network, hardware and peripherals are in place to support the READ 180 program</li> <li>Hosting Services - Eliminates the need to purchase or maintain servers to use our programs</li> <li>Technology Support - Qualified technical support specialists and field implementation managers provide support and maintenance to ensure READ 180 works efficiently</li> <li>Software Maintenance Releases - Ensures that schools have the latest features and fixes as they become available.</li> </ul>

<b>Key Assignments (REQUIRED):</b>
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
<ul style="list-style-type: none"> <li>● HMH Reading Inventory</li> <li>● HMH Phonics Inventory (when necessary)</li> <li>● Reading Counts! Quizzes</li> <li>● Oral Fluency Assessments</li> <li>● Portfolio Assessment</li> <li>● READ 180 Student Application</li> <li>● READ 180 ReaL Book Do Nows</li> <li>● READ 180 ReaL Book Formative Assessments</li> <li>● READ 180 Workshop Assessments - Interim</li> <li>● READ 180 Workshop Assessments - End of Workshop</li> <li>● READ 180 ReaL Book Performance Tasks</li> </ul>
<b>Instructional Methods and/or Strategies (REQUIRED):</b>
Please list specific instructional methods that will be used.



- Blended Learning--use of technology
- Modeling
- Academic Language
- Scaffolding
- Think, Write, Pair-Share
- Drop in Reading
- Academic discussion routine
- Analyzing Media
- Key Ideas
- Choral Reading

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

Please list different methods of assessments that will be used.

- Online Assessments
- Lexile Level Assessments
- Reading Comprehension Assessments
- Formative Writing Assessments

**COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)**

See links		
Workshop 1	<a href="#">Workshop 1 Planning/Pacing Guide</a>	
Workshop 2	<a href="#">Workshop 2 Planning/Pacing Guide</a>	
Workshop 3	<a href="#">Workshop 3 Planning/Pacing Guide</a>	
Workshop 4	<a href="#">Workshop 4 Planning/Pacing Guide</a>	
Workshop 5	<a href="#">Workshop 5 Planning/Pacing Guide</a>	
Workshop 6	<a href="#">Workshop 6 Planning/Pacing Guide</a>	


**C. HONORS COURSES ONLY**

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

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**D. BACKGROUND INFORMATION**

**Context for course (optional)**

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**History of Course Development (optional)**

The Reading Intervention Course E 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,

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>