

Orange Unified School District

READ 180

Year Course

GRADE LEVEL: 7-12

PREREQUISITES: Students identified as scoring 349 or below on the California Standards Test (CST) English Language Arts (ELA) or as below grade level as measured by a standardized reading assessment.

INTRODUCTION TO THE SUBJECT:

This year-long elective course, based on standards contained in the Reading/Language Arts Framework for California Public Schools, K-12, is designed to enable seventh through twelfth grade students who score at the basic and below basic levels on the California Standards Test in reading to improve their reading comprehension, increase their understanding of narrative and expository text structures including academic reading, functional reading, informational reading and technical reading, in order to learn more effectively from subject matter textbooks in science, history/social studies, math, and English. Students will be introduced to narrative and expository organizational patterns, as well as the academic language used in the aforementioned content classes. It is recommended that this course be a two-period block.

COURSE OBJECTIVES:

BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:

(The California Content Standards included)

READING

1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY

DEVELOPMENT: The student will apply knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

1.1 SUGGESTED STUDENT ACTIVITIES

The student will identify and use the literal and figurative meanings of words and understand word derivations; distinguish between the denotative and connotative meanings of words and interpret the connotative power of words; and identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words.

2.0 READING COMPREHENSION: The student will read, understand, and analyze the organizational patterns and structural features of informational materials.

2.1 SUGGESTED STUDENT ACTIVITIES

Students will analyze the structure and format of functional workplace documents; prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents; critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings; and evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorial, political speeches, primary source material).

WRITING

1.0 WRITING STRATEGIES: The student will write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates the students' awareness of the audience and purpose. The students will progress through the stages of the writing process as needed.

1.1 SUGGESTED STUDENT ACTIVITIES

The student will establish a controlling impression or coherent thesis that convey a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing; use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

2.0 WRITING APPLICATIONS (GENRE AND THEIR CHARACTERISTICS): The student will combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts. The student writing will demonstrate a command of standard English and the research, organization, and drafting strategies outlined in Writing Standard 1.0.

2.1 SUGGESTED STUDENT ACTIVITIES

The student will write expository compositions including biographies, autobiographies, response to literature, analytical essays, research reports, persuasive compositions, and technical documents.

WRITTEN AND ORAL

1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: The student will write and speak with a command of standard English conventions.

1.1 SUGGESTED STUDENT ACTIVITIES

The student will identify and correctly use clauses, phrases, and mechanics; understand sentence construction; demonstrate an understanding of proper

English usage and control of grammar, paragraph and sentence structure, diction, and syntax; produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization; reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support materials with appropriate citations.

LISTENING AND SPEAKING

1.0 LISTENING AND SPEAKING: The student will formulate judgments about oral communication; deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning; and use gestures, tone, and vocabulary tailored to the audience and purpose.

1.1 SUGGESTED STUDENT ACTIVITIES

The student will formulate judgments about the ideas under discussion and support those judgments with convincing evidence; compare and contrast the ways in which media genre cover the same event; choose logical pattern of organization to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief of cause; choose appropriate techniques for developing the introduction and conclusion; recognize and use elements of classical speech forms in formulating rational arguments and applying the art of persuasion and debate; present and advance a clear thesis statement and choose appropriate types of proof that meet standard tests for evidence, including credibility, validity, and relevance; analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques for presentations.

COURSE OVERVIEW AND APPROXIMATE TIME ALLOTMENTS:

READ 180 uses individualized software tutorials, student-selected texts, small group and whole class instruction during the entire school year. During whole class and small group work, the sequence of instruction for specific comprehension, vocabulary, and writing skills is determined by review of computer generated student reports that flag critical skills to benefit the greatest number of students.

YEAR COURSE

- I. Word Analysis, Fluency, and Systematic Vocabulary Development
 - A. Instructional materials used
 1. Computer-based word study in the context of READ 180's Reading Zone, Word Zone, and Spelling Zone
 2. READ 180 audio-assisted chapter books to promote application of words studied to materials read
 3. Curriculum-embedded assessments during three-group rotations to monitor vocabulary development on the computer and through small group instruction
 4. Norm-referenced assessments to monitor benchmark progress in word analysis and vocabulary development on a quarterly basis

- B. Teacher activities
 - 1. Provide daily systematic, explicit instruction on word analysis and vocabulary development in small group and whole class settings
 - 2. Supervise small group rotations to: (1) small group instruction based on diagnosed needs in the areas of word analysis and vocabulary development; (2) computers for individualized instruction and application of words studied; and (3) audio-assisted reading of self-selected chapter books to apply newly acquired words
 - 3. Use computer-generated reports to: (1) monitor student progress; (2) plan instruction based on diagnose needs; and (3) deliver needs-based instruction in small group whole class settings
 - 4. Monitor progress of oral reading fluency (rate, accuracy and prosody) by analyzing each student's recorded oral reading as part of the daily computer rotations
 - C. See Scholastic's READ 180 Stage C correlation to ELA blueprint
- II. Reading Comprehension
- A. Instructional materials used
 - 1. Computer-based application of reading comprehension skills and strategies in the context of READ 180's Reading Zone, Word Zone and Success Zone
 - 2. READ 180 audio-assisted chapter books with an on-tape reading coach modeling metacognitive strategies
 - 3. Curriculum-embedded assessments during daily three-group rotations to monitor reading comprehension on the computer
 - 4. Norm-referenced assessments to monitor benchmark progress on a quarterly basis
 - B. Teacher activities
 - 1. Provide systematic, explicit instruction on comprehension of narrative and expository organizational patterns and text structures in small groups and whole class settings
 - 2. Supervise small-group rotations to: (1) small group instruction based on diagnosed needs of reading comprehension skills and strategies; (2) computers for individualized skills development and application; and (3) deliver needs-based instruction in small group and/or whole class settings
 - 3. Monitor students' progress of reading comprehension skills and strategies through: (1) daily observations made during small group work; (2) weekly computer-generated reports; (3) fluency checks focused on prosody that demonstrate reading comprehension and which are recorded during the computer rotation; and (4) quarterly benchmark assessments
 - C. See Scholastic's READ 180 Stage C correlation to ELA blueprint
- III. Writing Strategies
- A. Instructional materials used
 - 1. READ 180 audio-assisted chapter books will both inspire and serve as models for writing

2. Informational articles, news articles, and business reports as models for writing
 3. READ 180 software in the Reading Zone, Word Zone and Spelling Zone
 4. READ 180 teacher's guide, teacher's resource book, writing and grammar strategies
- B. Teacher activities
1. Systematic explicit, direct writing instruction in small and large group settings
 2. Have students apply narrative and expository organization patterns and text structures to writing assignments
 3. Monitor student progress through computer-generated reports and writing samples
 4. Collect, analyze, interpret and use student writing samples for instructional planning purposes
- C. See Scholastic's READ 180 Stage C correlation to ELA blueprint
- IV. Writing Applications
- A. Instructional materials used
1. READ 180 audio-assisted chapter books will both inspire and serve as models for writing
 2. Informational articles, news articles and business reports as models for writing
 3. READ 180 software in the Reading Zone, Word Zone and Spelling Zone
 4. READ 180 teacher's guide, teacher's resource book, writing and grammar strategies book
- B. Teacher activities
1. Systematic, explicit, direct writing instruction in small and large group settings
 2. Have students apply narrative and expository organization patterns and text structures to writing assignments
 3. Monitor students' progress through computer-generated reports and writing samples
 4. Collect, analyze, interpret and use student writing samples for instructional planning purposes
- C. See Scholastic's READ 180 Stage C correlation to ELA blueprint
- V. Written and Oral English Language Conventions
- A. Instructional materials used
1. Writing and Grammar Strategies Book
 2. READ 180 software in the Reading Zone, Spelling Zone and Word Zone
 3. Informational articles, news articles and business reports as models for writing
- B. Teacher activities
1. Systematic, explicit, direct writing instruction in small and large group settings

2. Have students apply narrative and expository organization patterns and text structures to writing assignments
 3. Monitor students progress through computer-generated reports and writing samples
 4. Collect, analyze, interpret and use students writing samples for instructional planning purposes
- C. See Scholastic's READ 180 Stage C correlation to ELA blueprint

VI. Listening and Speaking

- A. Instructional materials used
1. Rubrics for teaching and scoring speaker and listener behaviors
- B. Teacher activities
1. Systematic, explicit and direct instruction in small and large group direct instruction
 2. Have students apply narrative and expository organization patterns and text structures to prepared speeches and oral reports
 3. Monitor and feedback based on rubric scores
- C. See Scholastic's READ 180 Stage C correlation to ELA blueprint

DATE OF CONTENT REVISION: NEW

DATE OF BOARD APPROVAL: April 14, 2005

Appendix
SCHOLASTIC'S READ 180, STAGE C
Correlated To The
CAHSEE ENGLISH LANGUAGE ARTS BLUEPRINT
CALIFORNIA CONTENT STANDARDS