

Nancy Thibo

Mary Ann Johnson

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Integration of Read 180 and NAEP Expectations

At the end of the 2017-2018 school year I was asked to teach a reading class for the 2018-2019 school year. I was excited because I have always wanted to teach a reading class. I've been an adult literacy teacher and love it. When I was introduced to the 9th grade reading class which is called Read 180, I simply signed on. Read 180 is a Houghton Mifflin Harcourt curriculum. I saw the data on the students improved lexile levels. What more do I need? Then summer came and I chose a class for some professional development. *Literacy Strategies for Grades 4-12* was chosen to compliment the work I wanted to do with Read 180. Little did I expect to be challenged to broaden my understanding of the specific learning that takes place between reading and thinking. Literacy is filled with smaller building blocks. In the end, there's always assessment. So how do I know for sure what building blocks a student uses to build knowledge? I wanted to discover if the Read 180 curriculum actually met the student's literacy needs. My task is to integrate the National Assessment of Educational Progress (NAEP) Expectations into the Read 180 curriculum so I can prove that my students are "reinforcing the threads of reading." I needed to be sure that a neatly packaged curriculum such as Read 180 actually met the expectations of national literacy progress.

First, I organized the NAEP expectations by order of appearance based on the Read 180 curriculum. Students will learn to draw conclusions from and make personal connections to the

text before they recognize literary devices such as repetition and tone. The goal of this work is to create a student/teacher NAEP expectations checklist of strategies, activities, assessments, and proof of learning for the Read 180 curriculum. The purpose of the checklist is to reinforce the literacy stages of learning from fluency, to expanding vocabulary, to comprehension, and eventually high-level learning.

Each expectation below will note the Read 180 strategy name, the activity to be completed, the formative assessment used to evaluate progress of knowledge, and then a final summative project to be achieved independently. Most formative assessments are workbook assignments which can be redone and improved. Most proofs of learning tasks are writing projects. All sixteen expectations are met within the Read 180 curriculum. For time's sake, only four of the sixteen expectations will be highlighted here.

1. Draw conclusions from and make personal connections to the text.

Strategies to use: Building background knowledge

Activity to complete: Write two details that were learned or were attention getting. Discuss the text with classmates, take notes on what was pointed out. Report and compare ideas. Reflect about the information and connect to ideas (pg. 27).

Assessment: Complete the concept map and content-area vocabulary (pgs. 28-29). Repeat activity again on page 74-76.

Proof of learning: Students write a journal entry reflecting upon the personal connection they made to the text.

2. Identify the main idea (central detail) in informational text, and the author's purpose in writing it.

Strategies to use: cluster maps, charts, TIDE

Activity to complete: Read the "The Magic of the Mind." Write details that support each central idea (pg. 36). Determine central idea (pg. 37).

Assessment: Writing the informative paragraph or completing the TIDE activity on page 110-111.

Proof of learning: Student can complete a paragraph independently (pg. 43). Or student can complete an essay (pgs. 112-113).

3. Describe various literary elements such as setting, plot, characters, and theme, and discuss how they interact with one another.

Strategies to use: Charting literary elements: setting, characters, plot, and theme

Activity to complete: While reading *The Echo Maker*, identify the literary elements and organize them in the chart. Student write the actual words of the literary element (pg. 46). Same activity on page 82.

Assessment: Analyze literary elements for parts 1 & 2. Respond to the questions about character, plot, setting, and theme. Complete analyze character on page 49. Complete the react and write explaining the character's response to the last event of the story.

Proof of learning: Student completes the Conduct an Experiment project on page 70 which is at the end of this unit. This experiment tests memory asking students to recall specific details of a class trip. Then the information is organized and presented to the class. Student's presentations include an introduction, results of experiment, and conclusion.

4. Summarize text

Strategies to use: Summarize a text. Additional strategies are reading charts and data.

Activity to complete: Identify elements of a summary - Underline the central idea. Put a check mark next to four relevant, objective details that support the central idea. Write a star next to a final interesting thought or detail (pg. 58).

Assessment: Write a summary about "The Cute Factor." List relevant details that support the central idea. Then write a summary of the text (pg. 59).

Proof of learning: Complete three summaries by using an text with varied lexile levels - below student's current level, at the student's lexile level, and above the student's lexile level.

In conclusion, I discovered there are opportunities within the Read 180 curriculum to meet the NAEP expectations. More importantly the smaller steps within these expectations need to be the key focus. It is within the activities where the struggling reader will be meet with good modeling for improving fluency because the readings are short and block out certain words. The student can take part in actively thinking by demonstrating the ability to comprehend what is being read. The reader will learn to recognize text patterns, signal words, and organization. The Read 180 curriculum reinforces strategies for finding main ideas and building character knowledge. Most strategies are used repeatedly from unit to unit. This is where the teacher could incorporate a variety of reading strategies such as partner reading, thinking aloud, my translation paragraphs, stopping points, text patterns, etc., once the students have mastered the Read 180 strategies. A variety of texts can be added as well. It is important to note that the "proof of learning" projects are also the after-reading strategies; therefore, the writing assignments mentioned above can be

replaced with “Act it Out,” “Draw the Text,” “Cinquains,” or “Teach a Lesson.” Certain expectations align themselves to projects mentioned in *Literacy Strategies for Grades 4 -12*. So it is imperative for teachers to pull from resources while juggling a variety of strategies to create a successful foundation for student’s reading life.

Student success has been shown to me when students say, “I finally see it,” or “this is the first book I’ve read in school,” or “that’s what that means.” I don’t have a lot of specific success stories that I can share today. I just know that when a student stays on the pathway towards higher-level thinking, he or she gains a skill that can be used in all content areas. Years ago I taught student how to read their Earth Science book. They engaged in the stages of outline, vocabulary lists, key ideas, supporting details, diagramming and connecting concepts, and summarizing. When it came time for the tests in Earth Science, the students were amazed at their success. There was a direct link between the reading strategies they used and their grades. But more than that, students could engage in bigger conversations about earthquakes and natural disasters in terms of how scientists were approaching the predicting of such events and how community preparedness was being implemented. One student did create an informational brochure to teach people how to be prepare for the next forest fire in our area. So reading strategies do create positive outcomes and more engagement in a student’s behavior towards learning. Once the knowledge is owned by the student, there are endless possibilities of where it could go.

Works Cited

Read 180 Real Book. Florida; Houghton Mifflin Harcourt Publishing Co., 2017.

Tankersley, Karen. *Literacy Strategies for Grades 4-12*. Virginia; Association for Supervision and Curriculum Development. 2005.

