



Read 180<sup>®</sup>

# Science of Reading: Building a Reading Brain

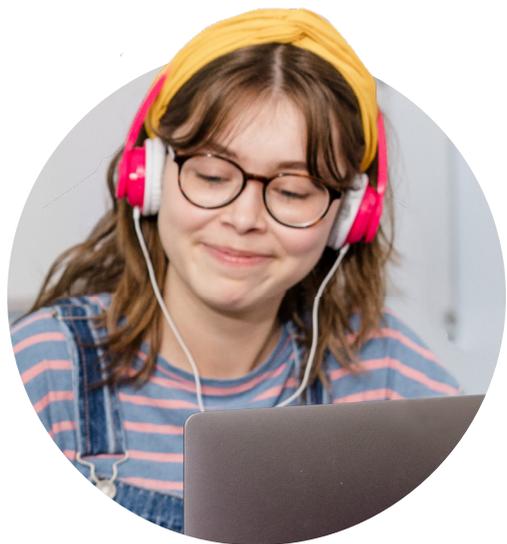
Grades 3–12



# Effective Instruction and Practice

Discover *Read 180*, an intensive reading intervention program rooted in the science of reading research. The science of reading explores the cognitive and neurological processes in reading and how to effectively teach them. *Read 180* incorporates key components of this research—phonemic awareness, phonics, fluency, vocabulary, and comprehension. With personalized instruction, adaptive technology, and ongoing assessment, students receive tailored support in learning to read.

*Read 180* follows the science of reading principle of explicit and systematic instruction, providing step-by-step guidance in essential reading components while offering diverse practice opportunities. Unlock the *power of reading* with *Read 180* and empower students to excel in their literacy journey.



# 1M+

Students impacted by  
*Read 180* daily!



# Read 180<sup>®</sup>

## Grounded in Evidence-Based Instruction

*Read 180*<sup>®</sup> provides explicit and systematic instruction in key literacy elements as well as personalized and targeted support to meet the unique needs of each student.

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Professional Development**

# Based on Research

Intensive intervention programs, such as *Read 180*, incorporate both Scarborough's Rope Model and the five pillars of reading into their instructional approach. The program utilizes both teacher-led instruction and student application software to enhance students' reading skills in all strands of the rope model. By focusing on all the essential components of reading, *Read 180* helps struggling readers build a strong reading foundation and improve their reading outcomes.

## THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

### LANGUAGE COMPREHENSION

**BACKGROUND KNOWLEDGE**  
(facts, concepts, etc.)

**VOCABULARY**  
(breadth, precision, links, etc.)

**LANGUAGE STRUCTURES**  
(syntax, semantics, etc.)

**VERBAL REASONING**  
(inference, metaphor, etc.)

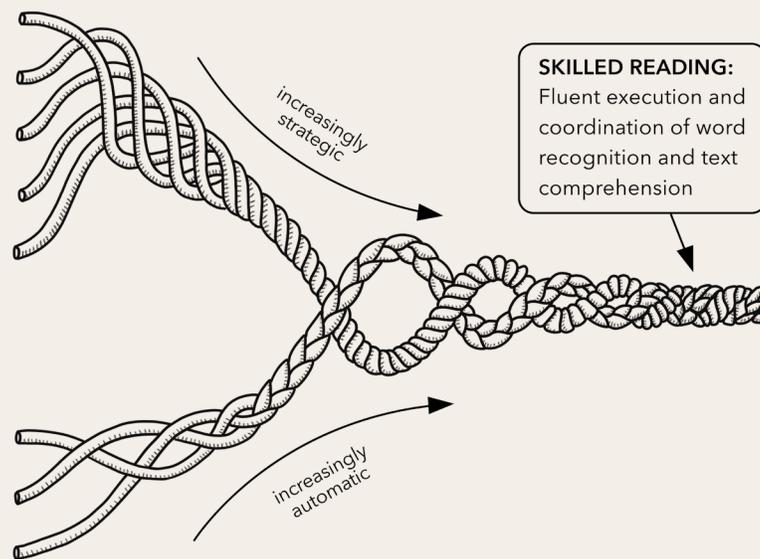
**LITERACY KNOWLEDGE**  
(print concepts, genres, etc.)

### WORD RECOGNITION

**PHONOLOGICAL AWARENESS**  
(syllables, phonemes, etc.)

**DECODING** (alphabetic principle,  
spelling-sound correspondences)

**SIGHT RECOGNITION**  
(of familiar words)



The image, used with permission from the Publisher, originally appeared in the following publication: Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook of early literacy research* (Vol. 1, pp. 97–110). New York, NY: Guilford Press.



# Instruction Guided by Five Pillars of Reading

*Read 180* integrates explicit and systematic instruction in phonemic awareness and phonics, laying a strong foundation for reading skills. Students boost fluency through strategies like repeated readings and modeled readings, and enrich vocabulary with a focus on academic words and context clues. To enhance comprehension, students learn effective strategies to understand and analyze text.

By incorporating the five pillars of reading into *Read 180*'s instructional approach, the program equips teachers with the tools they need to support their students' reading growth and guide them to grade-level proficiency.



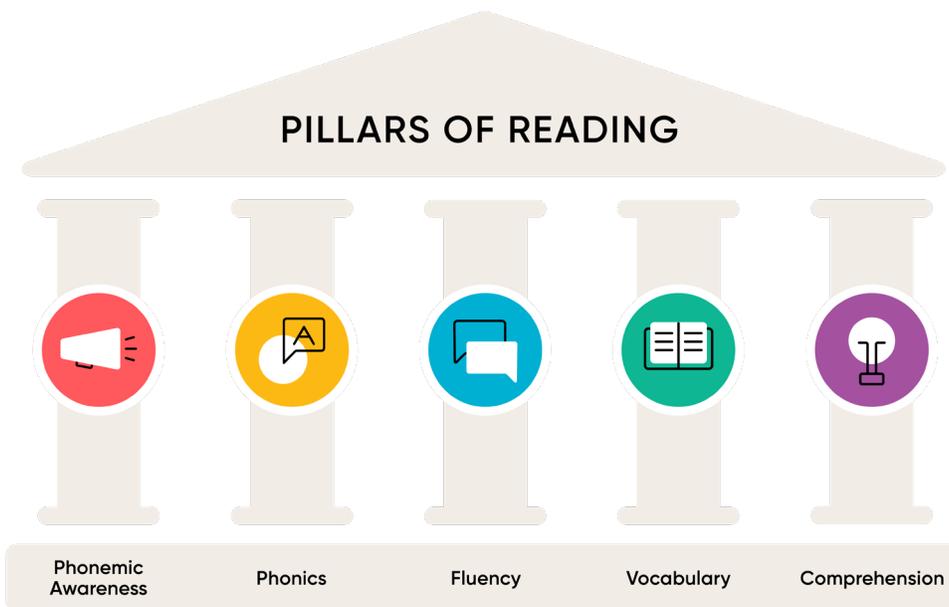
***Read 180* reading class has helped me improve not only my reading skills but also my focus, memory, and communication skills.**



Emily, *Read 180* student

# Meaning Behind Each Pillar

First, let's review what each pillar means.



## ● PHONEMIC AWARENESS

Phonemic awareness is vital for decoding. Use word games, rhymes, and tongue twisters to help children identify individual sounds.

## ● PHONICS

After acquiring phonemic awareness, students progress to phonics. Phonics is crucial for decoding new words as it enables students to break down words into sounds and syllables, fostering strong reading skills.

## ● FLUENCY

Fluency is reading with a pace that ensures comprehension, focusing on the text's meaning rather than individual words. Guided practice helps young readers build a fast, efficient reading brain.

## ● VOCABULARY

Reading success relies on a strong vocabulary. Explicit teaching of vocabulary and word-learning strategies enhances fluency and comprehension. Young readers are eager learners, soaking up new words daily.

## ● COMPREHENSION

Comprehension is the ultimate goal of learning to read. Students achieve it by learning various strategies for understanding different texts and their structures. As they apply and monitor these strategies, their ability to comprehend complex texts improves.

# Phonemic Awareness



**Phonemic Awareness** serves as the foundation of *Real Book: Code* lessons. Students are taught to distinguish the sounds of the English language that will serve them as they move toward decoding and encoding written language. The student application contains activities that require students to listen to and identify individual sounds in spoken words, which helps to develop phonemic awareness.

The **Phonemic Awareness** activities help students hear and produce the individual sounds in words and prime them to associate sounds with printed letters.

Short a  
Code

1 INTRODUCE

**Phonemic Awareness**

**I DO Introduce the phoneme.** Explain that students are going to learn about words that have the /ă/ sound, as in the key word *apple*. Echo the sound and the key word with students several times. Then explain that students are going to listen for the /ă/ sound in words.

**Model ISOLATING PHONEMES using words with /ă/.**  
 Explain that students are going to listen to words and identify the sounds they hear at the beginning, middle, and end of the word. Model using the word *man*.

*I am going to say a word and break it into its sounds. Then I am going to say the sound I hear at the beginning, in the middle, and at the end of the word. The first word is man, /m/ /ă/ /n/. The beginning sound is /m/, the middle sound is /ă/, the final sound is /n/.*

**WE DO Guide students to isolate phonemes.** Say an example word (*sat*) and have students repeat; then guide students to identify the phonemes in the word. Repeat the word and segment as needed. *Let's try it together. Repeat after me: sat (sat) /s/ /ă/ /t/. What's the first sound you hear? (/s/) What's the middle sound? (/ă/) What's the final sound? (/t/) Repeat for the word map.*

**YOU DO Have students isolate phonemes.** Say *pat, mad, pad, nap, and can*. Have students repeat each word and tell you its initial, middle, and final sound.

2 TEACH

**Letter-Sound Correspondence**

**I DO Connect the letter a to the sound /ă/.** Write the letter *a* on the board. Tell students that *a* is a vowel. Explain that vowels can stand for more than one sound. *Today we are working on the short a vowel sound: /ă/.*

**WE DO Identify short a in the CVC pattern.** Leave the letter *a* on the board and add the letters in *mat*. *This is /m/ /ă/ /t/, mat. Is the first letter a consonant or a vowel? (consonant) Label it with a C. Is the middle letter a consonant or a vowel? (vowel) Label it with a V. What about the last letter? (consonant) Label it with a C.*

*The letters in mat have a consonant-vowel-consonant pattern. Repeat using the word am. In a vowel-consonant pattern the vowel is also usually short.*

**YOU DO Have students identify short a in a CVC pattern.** Draw three boxes on the board or distribute **Elkonin Boxes**. Write the letters *s-a-t* in the boxes and have students copy. Tell students to indicate whether the letters are consonants or vowels. Have students label the word with the CVC pattern. *This word has a CVC pattern. Blend the sounds with me.* Point to each letter and have students chorally pronounce the sounds and then the word: /s/ /ă/ /t/, *sat*. Repeat this process, asking students to label the CVC pattern in the words *can, fan, man, mat, and tan* and then blend them.

✓

Correct & Redirect

*"My students are having difficulty isolating sounds."* Distribute **Elkonin Boxes** and have students tap the boxes or use colored chips to track the sounds.

MLA

Multilingual Support

*"My students are having difficulty making the mouth position for the word, having s in the mirror to check."*

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2 TEACH

### Letter-Sound Correspondence

**I DO Connect the letter a to the sound /ă/.** Write the letter *a* on the board. Tell students that *a* is a vowel. Explain that vowels can stand for more than one sound. *Today we are working on the short a vowel sound: /ă/.*

**WE DO Identify short a in the CVC pattern.** Leave the letter *a* on the board and add the letters in *mat*. *This is /m/ /ă/ /t/, mat. Is the first letter a consonant or a vowel? (consonant) Label it with a C. Is the middle letter a consonant or a vowel? (vowel) Label it with a V. What about the last letter? (consonant) Label it with a C.*

CVC  
m a t

*The letters in mat have a consonant-vowel-consonant pattern. In a consonant-vowel-consonant pattern the vowel sound is usually short. Repeat using the word am. Label the letters in am to show the VC pattern. In a vowel-consonant pattern the vowel is also usually short.*

**YOU DO Have students identify short a in a CVC pattern.** Draw three boxes on the board or distribute **Elkonin Boxes**. Write the letters *s-a-t* in the boxes and have students copy. Tell students to indicate whether the letters are consonants or vowels. Have students label the word with the CVC pattern. *This word has a CVC pattern. Blend the sounds with me.* Point to each letter and have students chorally pronounce the sounds and then the word: /s/ /ă/ /t/, *sat*. Repeat this process, asking students to label the CVC pattern in the words *can, fan, man, mat, and tan* and then blend them.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Phonological and Phonemic Awareness Assessment

Follow the directions for each section of the assessment. Provide practice examples to make sure that students understand each task. Record the number of correct responses on the Score line following each section. You may stop testing in a section and move on if the student incorrectly answers four items in a row.

### Identifying Rhymes

**A.** Say the word pairs below. Ask the student to identify whether the words rhyme. Write the student's response in the space provided.

1. run/won \_\_\_\_\_      4. tap/map \_\_\_\_\_  
 2. pit/sun \_\_\_\_\_      5. stop/stand \_\_\_\_\_  
 3. ten/men \_\_\_\_\_      6. pod/ran \_\_\_\_\_

**Answer Key:** 1. yes    2. no    3. yes    4. yes    5. no    6. no

Score: \_\_\_\_\_ / 6

### Producing Rhymes

**B.** Say the following rhyming word pairs. Ask the student to say another word that rhymes with the pair. Write the student's response in the space provided. If the student cannot think of a rhyme that has meaning, a rhyming nonsense word is acceptable.

1. pot      got \_\_\_\_\_      4. phone      bone \_\_\_\_\_  
 2. cat      mat \_\_\_\_\_      5. rate      fate \_\_\_\_\_  
 3. shock      lock \_\_\_\_\_      6. cold      old \_\_\_\_\_

**Answer Key:** Responses will vary.

Score: \_\_\_\_\_ / 6

For students who demonstrate foundational skills gaps, teach the Phonological or Phonemic Awareness Routines aligned to demonstrated gaps.

Phonemic Awareness Routines can be **targeted and administered efficiently** to close demonstrated gaps in student learning.

### Isolating Phonemes

**1 DO** Introduce the routine. Identify the specific listening focus, then explain the activity.  
*Words have many sounds, and we need to train our ears to hear each sound. I'm going to say a word and listen for the <initial, final, medial> sound. Then I will say the sound that I hear.*

**Model the skill.** Say a word, segment the word into individual sounds, and isolate its target sound.  
*I'm going to listen for and identify the first sound in the word man. /m/ /n/ /n/. The first sound I hear is man's /m/.*

**WE DO** Guide students to isolate phonemes. Say a word and have students echo. Then say the word again, segmenting the sounds. Finally, ask students to identify the focus sound.  
*Let's try it together. Repeat after me: cat (/k/) /a/ /t/. What's the initial sound? (/k/)*

**YOU DO** Have students isolate phonemes. Continue saying words aloud to students. Have students repeat the word, then isolate the target sound.  
*Now it's your turn. The word is cat. /k/ /a/ /t/. What is the first sound you hear in the cat? (/k/)*

Initial Phoneme Isolation		Final Phoneme Isolation		Medial Phoneme Isolation	
Word	Phoneme	Word	Phoneme	Word	Phoneme
back	/b/	drop	/p/	fact	/f/
deep	/d/	skim	/m/	red	/e/
camp	/k/	mad	/d/	hill	/l/
roast	/r/	spot	/t/	rain	/z/
good	/g/	cliff	/l/	mice	/i/
jet	/j/	sock	/k/	joke	/o/
then	/th/	bean	/n/	clean	/l/
sharp	/sh/	class	/l/	dawn	/w/
pencil	/p/	rich	/ch/	jain	/j/
nowhere	/n/	bath	/th/	food	/oo/

## Phonological and Phonemic Awareness

### EVIDENCE-BASE Phonological and Phonemic Awareness

#### What Is Phonological and Phonemic Awareness?

**Phonological awareness** is the awareness that spoken language is made up of units of sound. Phonological awareness involves recognizing spoken words, recognizing and manipulating syllables, recognizing and producing rhymes, as well as hearing the sounds in words (phonemic awareness).

**Phonemic awareness** is a subset of phonological awareness that focuses specifically on the ability to recognize, hear, produce, and manipulate the individual sounds of a word. Phonemic awareness is an essential component of phonics instruction and is fundamental to acquiring literacy. As students begin recognizing the individual sounds in words (phonemes), they can begin connecting those sounds to their corresponding letters (graphemes), which is a crucial skill when learning how to decode and encode words.

**Purposeful phonological and phonemic instruction for older learners includes:**

- options for interventions that specifically target demonstrated gaps in student learning
- a scope and sequence of skills that moves from less complex to more complex skills and from larger units of sound (words, syllables) to smaller units of sound (phonemes).
- a clear connection to phonics instruction so students can move quickly toward letter-sound correspondence and decoding and encoding words.

#### What the Research Says

- Students experiencing early challenges as readers may not fully grasp phonemic awareness and phonological processing; that is, identifying and manipulating phonemes, the smallest units of sound in oral language. These early gaps in their understanding may not be evident until the third or fourth grade and are likely to impede reading ability throughout the student's lifespan without intervention (Dipka et al., 2006).
- Explicit instruction gives students conscious analytic knowledge of phonemic awareness (Adams, 1994; Richgels et al., 1996).
- To have phonological awareness is to be able to recognize different units of sound in language, such as words, syllables, onset-rime, and even the smallest unit of a word: a phoneme. Awareness of the sounds in spoken language is required to learn letter-sound correspondences, to blend sounds together to form words, and to "map" words into long-term sight vocabulary (Kilpatrick, 2015).
- Students must have phonological awareness in order to read written texts. Explicit instruction in phonemic awareness skills has been shown to be beneficial for students who struggle with reading (Torgesen, 2002).

Teachers are supported throughout *Read 180* and build confidence and comfort in teaching **Phonemic Awareness**.

# Phonics



Within the Code lessons, Phonics Application activities allow students to learn common English sound-spelling patterns, and then apply those patterns in a variety of contexts. The Apply the Code section of the Code lessons provides step-by-step instructional guidance and teacher modeling that is grounded in a research-based process for teaching foundational literacy skills.

## Phonics Application

Segment 3 • Lesson 4

### Apply the Code

#### Review Short u

- **Review the concepts.** Remind students that short *u* is a vowel and that a CVC word is spelled with a consonant-vowel-consonant pattern.

### Apply the Code

#### Review Short u

- **Review the concepts.** Remind students that short *u* is a vowel and that a CVC word is spelled with a consonant-vowel-consonant pattern and has a short vowel sound.
- **Pronounce the sound /ū/.** Remind students that the /ū/ sound is represented by the letter *u*.
- **Read the Review box.** Direct students' attention to the Review box and read it aloud. Segment the Review words into their sounds (/ū/ /p/; /l/ /ū/ /k/), emphasizing the vowel sound in each word and having students echo. Remember to clip the sounds of the consonants to avoid adding an 'uh' sound.

#### Word List

- **Introduce the activity.** Read the directions aloud. Contrast the short *u* sound with the other short vowel sounds and remind students that they are circling words with the short *u* sound.
- **Model the activity.** Model decoding the first word by breaking it into its sounds and listening for the short *u* vowel sound. *This word is /m/ /ū/ /d/: mud. I hear the /ū/ sound, which is the short u sound. I'll circle this word.*
- **Complete the activity.** Continue to guide students until they are confident working independently. Share the correct answers.

#### Write It

- **Introduce the activity.** Read the directions aloud.
- **Model the activity.** Model thinking by completing the first one. *I see a pen in this picture. I hear the sounds /p/ /ē/ /n/ in the word pen. The /p/ sound is spelled with a p. Write it on the line. The /ē/ sound is spelled with an e. Write it on the line. The /n/ sound is spelled with an n. Write it on the line. The letters p-e-n spell pen.*
- **Complete the activity.** Have students complete the activity in pairs or independently. Share the correct answers.

#### Differentiated Instruction

##### Support

- If students are struggling to contrast the vowel sounds of printed words, **then** create a five-column chart on the board labeled /ā/, /ē/, /ī/, /ō/, and /ū/. Have students read each word in the **Word List** activity and sort it into the correct column.

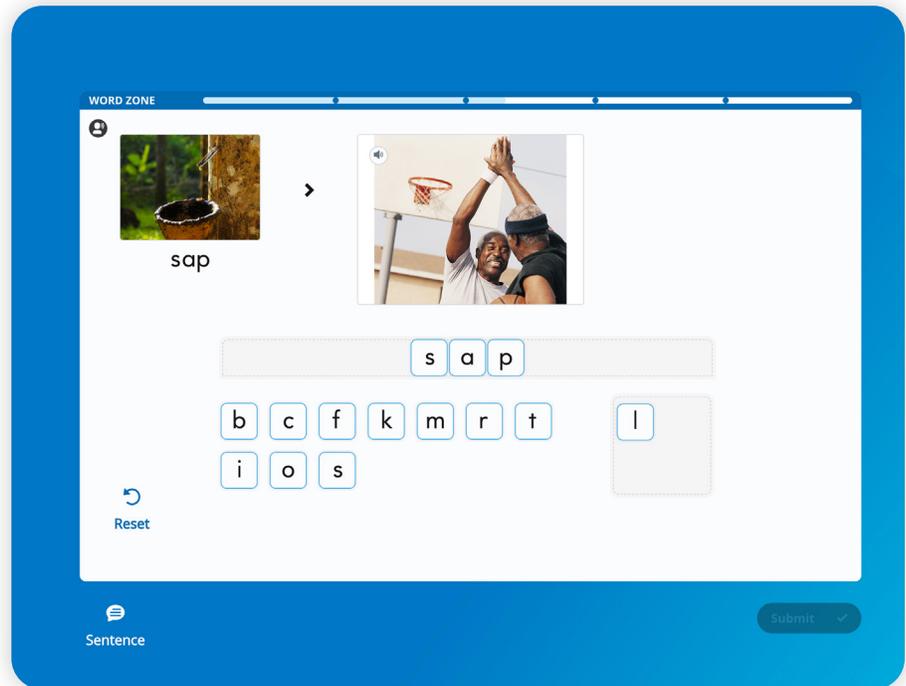
##### Reinforce

- If students are still learning to spell CVC words, **then** write the letters of each word in the **Write It** activity on the board in mixed order (write ck together). Segment each word into its sounds and have students select the letters that apply to the sounds they hear and write them on the line.

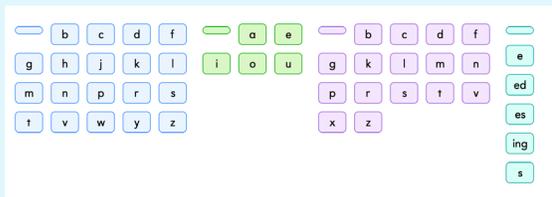
##### Extend

- If students have mastered blending sounds to read short *u* words and have successfully completed each activity, **then** challenge them to create new words with short *u* using the digital **Blending Board**.

The student application provides support and engaging activities that introduce new **phonics concepts**, like s-Blends.



## Start Building...



Students practice letter-sound correspondence, and then apply that knowledge to read words. Students encode the new phonics patterns by **building words**.

# Fluency



**Fluency** instruction grows with student readers—beginning with fluent reading of individual words and building toward fluent, accurate reading of grade-level passages. Each fluency lesson employs systematic fluency routines, adapted to each lesson, that engage students in the process of repeated readings.

## Fluency and the Bridge to Comprehension

4

### Phrase-Cued Reading

**Reading texts marked by phrase-cues helps students improve tone and expression.**

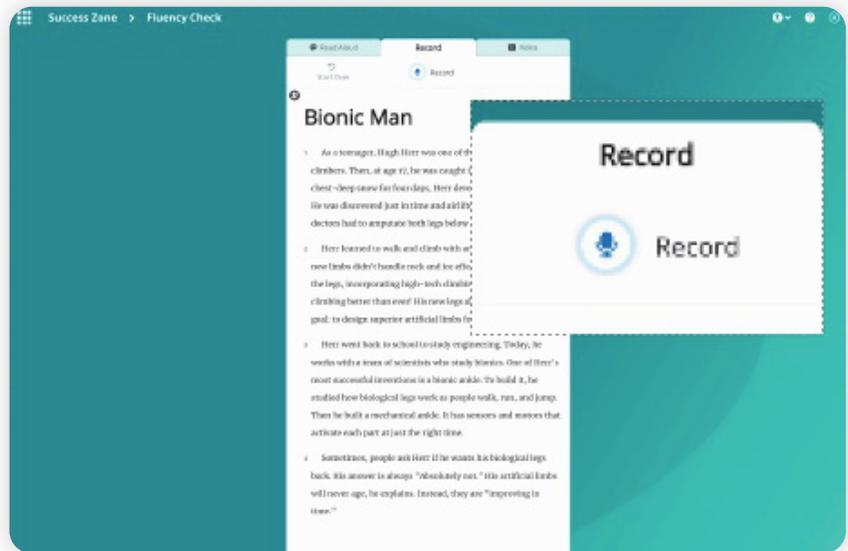
Through oral reading, and especially oral repeated reading, the reader begins to bridge phrasing in oral speech to appropriate phrasing in written text. This knowledge of phrase patterns transfers to other, unfamiliar passages (Rasinski, 2003).

1. **Prepare for phrase-cued reading** by marking your text with phrase cues. Use a single slash [/] to represent short pauses at commas or between phrases. Use a double slash [//] to represent longer pauses, usually at end punctuation or semi-colons. Then explain the importance of phrasing when reading.
2. **Introduce the phrase-cued text** to students. Explain the importance of phrasing when reading. Then, demonstrate the phrase cue markings and have students add them to their texts. Explain that one slash [/] means to pause very briefly and that two slashes [//] means to pause a little longer or stop.
3. **Model reading with correct phrasing**, emphasizing the short and long pauses indicated by the phrase-cues.
4. **Reread chorally with students**, reminding them to use the phrase cues to help decide when to include a short or long pause.
5. **Pair students** and ask them to re-read the text chorally.
6. **Reflect on reading with phrasing**, asking students to describe how they used their voice to read with expression and phrasing.



Predictable and structured **fluency routines** are incorporated into each *Real Book: Code* fluency lesson. These routines follow a gradual release model, starting with explicit instruction in a fluency skill, followed by a teacher-led fluency routine. Students then practice applying the fluency skill through partner and independent fluency routines. This approach provides a systematic and effective way for students to develop their fluency skills and gain confidence in their reading abilities.

In the Comprehension Segments of the student application, students practice orally reading their reading passages multiple times. This **builds automaticity and accuracy**. At the end of the Segment, students record themselves reading the passage aloud. Teachers can then assess their students by using a fluency rubric.



### Smart Words

**1 confess verb**  
To admit something you may not want to tell.  
*confess that I get nervous when I meet new people.*

**2 express verb**  
To show how you think or feel by saying or doing something.  
*express myself through my art.*

**3 hero noun**  
Someone who does a good or brave thing.  
*I want to be the hero in a movie.*

## These Are Not Poems

I write to **express** my feelings.  
These are my poems.

I write when things are a mess.  
These are my poems.

I write when I need to think.  
These are my poems.

If you think poems are corny,  
Then these are not poems.

If poems make your  
Mind go blank,  
Then these are not poems.

The independent reading library offers age-appropriate texts at students' independent reading levels, covering **diverse genres and topics** and allowing students to engage with varied texts. Students who are reading foundational skills texts engage in a multiple reading process designed to support accuracy and fluency development.

# Vocabulary



Vocabulary skills are integrated and spiraled throughout the *Real Book: Workshops*. Read 180 Workshops front load high-utility, portable, academic vocabulary words students are likely to encounter across content areas. Teachers use the **vocabulary routine** to systematically teach the lesson's target words.

**Building Knowledge**

### Concept Map

In each circle, write a word or phrase that you associate with **conformity**. Prepare to discuss why you chose that word or phrase.

**Language to Make Connections**

One word I selected is \_\_\_\_.  
I selected this word because \_\_\_\_.  
I connected the idea of \_\_\_\_ with the word \_\_\_\_.  
I made this connection because \_\_\_\_.

**Language to Compare**

Both \_\_\_\_ and I associated the idea of \_\_\_\_ with \_\_\_\_.  
Similarly to \_\_\_\_, my association with \_\_\_\_ is \_\_\_\_.

**conformity**

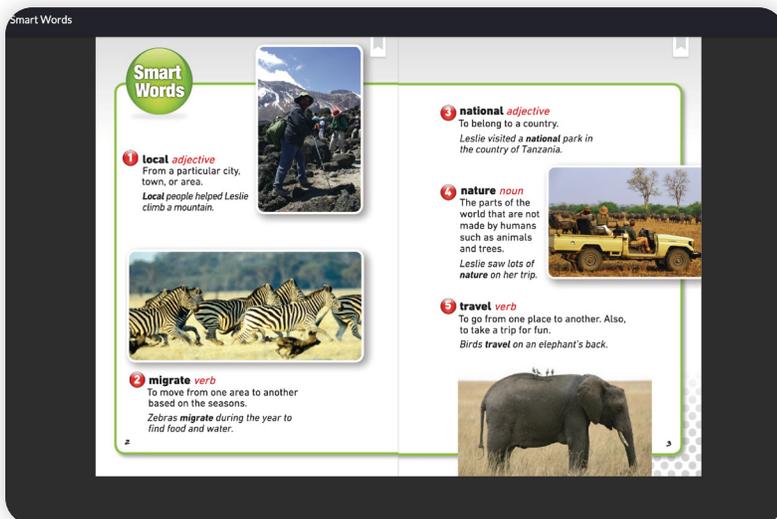
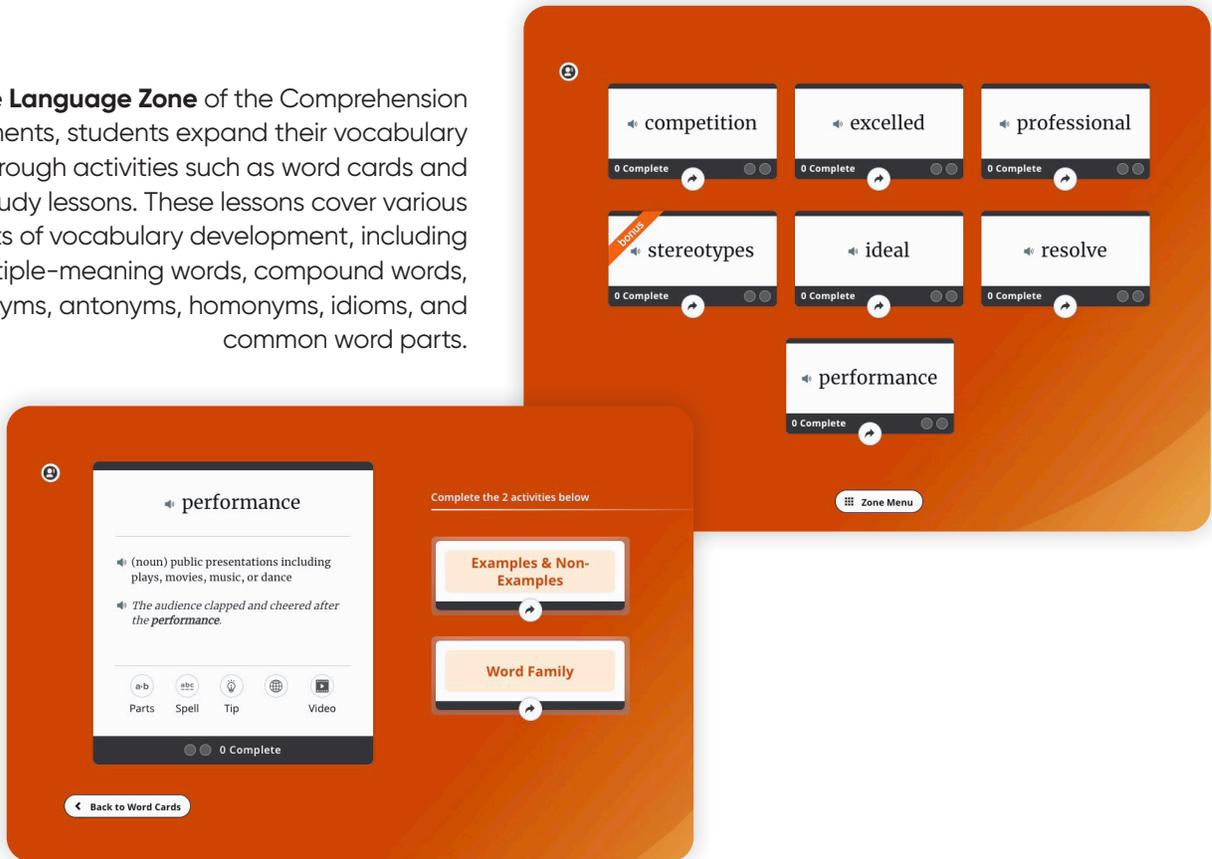
sameness

WORD ZONE  
« split  
« This apple has been split in half.

10 Workshop 3 • Part 1

In the Code Segments of the student application, students determine the correct **meaning and usage** of target words and then apply their understanding of word **meaning in context** by **matching images with sentences**.

In the **Language Zone** of the Comprehension Segments, students expand their vocabulary through activities such as word cards and word study lessons. These lessons cover various aspects of vocabulary development, including multiple-meaning words, compound words, synonyms, antonyms, homonyms, idioms, and common word parts.



**Smart Words** included in foundational skills independent reading texts are essential to understanding the text and correspond to the phonics and word study skills taught in the Student Application. These vocabulary words develop academic and domain-specific vocabulary.

# Comprehension



Within each *Read 180* Workshop, comprehension skills are developed through Making Meaning lessons. These lessons feature texts that are carefully selected and sequenced to build upon one another, allowing students to make connections and develop knowledge networks. **Close Reading** tasks and **Comprehension** builders guide students through deep textual analysis, rereading of texts, and the development of high-utility comprehension strategies.

**WORKSHOP 7**

## VANISHED!

Throughout history, floods, earthquakes, and other disasters have caused many thriving cities to suddenly vanish. Discover what scientists are doing to find these lost worlds, and learn about the amazing ruins they have uncovered.

**Focus Question**  
How do scientists search for lost worlds?

**PART 1**

- Anchor Video: **A Stone Age Mystery** (page 8)
- Informational Text: **Buried Secrets in the Mediterranean** (page 12)
- Photo Essay: **Gateway to the Mediterranean** (page 14)
- Magazine Article: **Sarah Parcak Is a Space Archaeologist. You Can Be, Too** (page 22)

**PART 2**

- Informational Text: **Truth in Fiction** (page 32)
- Myth: **The Trojan War** (page 38)
- Global Issue Article: **Older Man Warms Up** (page 40)

**WRITE AND PRESENT**

- Informational Text: **The Hunt for Troy** (page 44)
- Writing Task: **Informative Essay** (page 44)
- Career Feature: **She's on Top of the World** (page 54)
- Field Journal: **Field Journal** (page 54)

Versioned 7

*Real Book: Workshops* provide a comprehensive literacy approach where texts build on one another, allowing students to make connections and build knowledge networks. This approach develops reading and critical thinking skills, enabling students to apply their knowledge to new contexts and situations.

**Comprehension** lessons guide focused rereading as students activate comprehension strategies they can apply and transfer across texts.

**Making Meaning**  
The Lottery

### Literary Elements: Setting, Character, Plot, and Theme

"The Lottery" is a **short story**. A short story is a brief work of fiction. Generally, a short story focuses on one or two main characters and on a single problem or conflict. Like other works of fiction, a short story includes these four elements.

- Setting** is where and when the story takes place. "The Lottery" takes place on a summer morning in the village square of a small town.
- Characters** are the people in the story. Their words, thoughts, and actions help move events forward. "The Lottery" focuses on the townspeople.
- Plot** is the sequence of events that make up the beginning, middle, and end of a story. Most plots revolve around a conflict, or problem. In "The Lottery," the lottery itself is the conflict the characters face.
- Theme** is an important message about life or meaning that the author wants readers to understand. One theme of "The Lottery" is that following a tradition without considering its consequences is dangerous. Readers understand a theme by analyzing characters' words and actions along with plot events.

**Identify Literary Elements**  
As you read "The Lottery," identify the **setting, characters, plot, and theme**. Organize the Literary Elements into the chart below.

Literary Elements			
June 27th	Tessie arrives late	the square	Old Man Warner
Mr. Summers	summer	villagers	the lottery begins
purpose of tradition	boys select stones	features of a dystopia	dangers of conformity

Setting	Characters	Plot	Theme

14 Workshop 31-Part 1

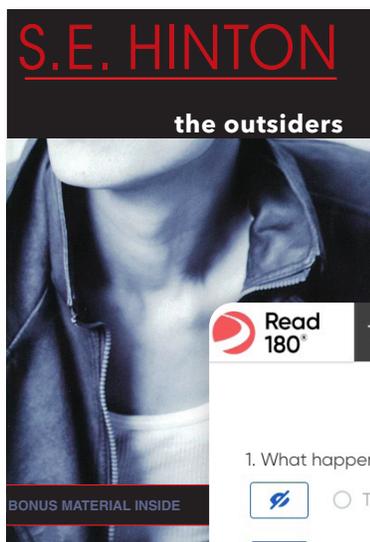
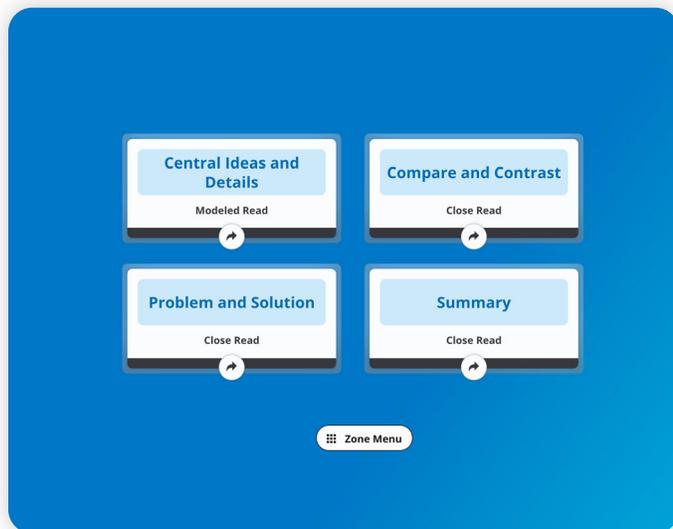
**Literary Elements**

**Analyze Literary Elements**  
Complete this chart as you reread the story.

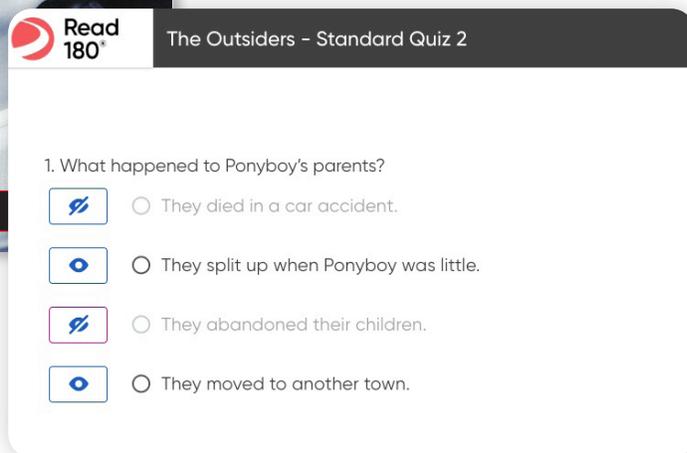
Part 1 (pages 16-19)	Part 2 (pages 20-25)	Part 3 (pages 26-31)
Time: summer, 10:00 a.m., June 27th	Time: _____	Time: _____
Place: the square	Place: _____	Place: _____
What are the villagers like at the beginning of the story? villagers _____	What are the villagers like once the lottery begins? The villagers _____	How does Old Man Warner support the idea of tradition? Old Man Warner _____
What happens at the beginning of the story? _____	What happens in the middle of the story? _____	What happens at the end of the story? _____
What is the meaning or message(s)? _____		

Life in Dystopia 15

Comprehension is supported by offering students a toolkit of strategies to actively engage with texts, analyze their content, and develop a deeper understanding of the material. These strategies encourage **critical thinking, self-monitoring, and metacognitive awareness**, empowering students to become proficient and confident readers.



**Independent Reading Quizzes** provide students with a way to monitor their **comprehension** progress for *Read 180* paperbacks, audiobooks, eBooks, and eReads. These quizzes consist of multiple-choice questions for students to assess their understanding of the material.



# Science of Reading Professional Development

With an evidence-based framework like *science of reading*, teachers need to have the right tools to ensure effective literacy instruction that aligns with research-based principles. These supports are designed to equip teachers with the knowledge, skills, and resources they need to foster strong reading and writing development in their students.

HMH's best-in-class professional learning offers high-quality, ongoing professional development that is essential for teachers to stay informed about the latest research and best practices in the science of reading. This support is offered live online, in person, and asynchronously. Our goal is to help teachers understand the components of effective reading instruction through Getting Started, guided learning pathways, on-demand resources, courses, and coaching.

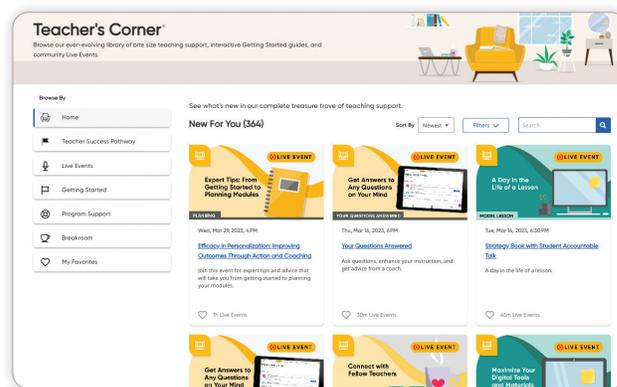
## Guided Implementation Support

### Getting Started with *Read 180*

In these engaging sessions teachers will get to know the program organization, lesson structure, and digital resources available to them on *Ed*, the HMH learning platform. With the support of an HMH instructional coach, teachers will leave the session with an understanding of the program and how it aligns to the science of reading as well as a digital program how-to guide.

### Personalized Teacher Success Pathways on *HMH Ed*™

This pathway ensures personalized and on-demand support on *Read 180*—specific topics, such as planning, assessing, and differentiating learning to build teacher confidence in the first 30 days.



## Explore Teacher's Corner®

Teachers are provided ongoing support with evidence-based instructional methods, approaches, and interventions that have been shown to be effective in teaching reading.

# Practical, Actionable PD for the Science of Reading

Putting the science of reading framework into practice can feel like a challenge, but with HMH coaching and courses teachers can get the support they need to take the science of reading from concept to classroom.

Our blended course “Fostering Reading Success for All Students with *Read 180*” provides three days of in-person sessions and live, online study groups that guide teachers through research-backed strategies for implementing the science of reading in the *Read 180* classroom.

Teachers can also get year-round support for their professional learning community with our customized PLC Journey for Reading Intervention. This curated, yearlong PD experience provides teachers with six live, online sessions and synchronous coaching that specifically focuses on utilizing the science of reading for striving readers.

## Reading Intervention Journey Course includes:

- The Reading Brain and Dyslexia
- Phonology Instruction for Striving Readers
- Orthographic Instruction for Striving Readers
- Syllable and Morphology Instruction for Striving Readers
- Syntax and Semantics Instruction for Striving Readers
- Assessing Foundational Skills Support for Striving Readers



# Built on a Science of Reading Foundation

LET'S GO!

Segment 13

Start Segment ▶

Check your progress below ▼ or click 'Start Segment' above to begin ▲

**Skills Board**

Consonants 21 of 21	Blends 20 of 20	Long Vowel (vce) 4 of 4	Short Vowels 5 of 6	Spelling Rules 7 of 10
Word Parts 9 of 46	Digraphs 5 of 9	Syllable Types 3 of 6	R-Controlled Vowels	Vowel Teams

**74** Total Skills Earned

**120** High frequency words

**22070** Words Read

**77** Skills left

Learn more about how *Read 180* will help improve student outcomes through prevention of and intervention for reading difficulties.

[hmhco.com/Read180](http://hmhco.com/Read180)