



Read 180®

Accelerate Reading Growth During Summer School

Grades 3–12



Ready, Set, Summer

If you think that closing learning gaps is impossible in the summer, take a look at HMH's intensive intervention summer school offering for *Read 180*!

We make assessment, instruction, and measuring growth possible—whether your classes are taught by literacy veterans or new team members.

In-person, online, from anywhere.

Say “goodbye” to lengthy prep-work!
We’ve got you covered, featuring:

- Four- and six-week implementation plans
- Adaptive personalized student software
- Flexible implementation models
- Easy assessment to see what students know and don't know



HMH teacher resources give you just-right, just-in-time tips and tricks to make the most out of summer learning.



Built on 20+ Years of Research

ELA (3–12)

ESSA Rating: Strong

Program Summary

As the most thoroughly researched intensive intervention solution on the market established in the science of reading, *Read 180* addresses the needs of striving readers by identifying specific areas of need and providing personalized, engaging instruction and practice that is designed to accelerate reading growth and foster a passion for reading.

Read 180 incorporates the latest research and principles of how the brain learns to read. The content within the program engages and motivates students no matter where they are in their journey of reading. With *Read 180*, students are supported from phonics to fluency to proficiency.



Individualized Learning

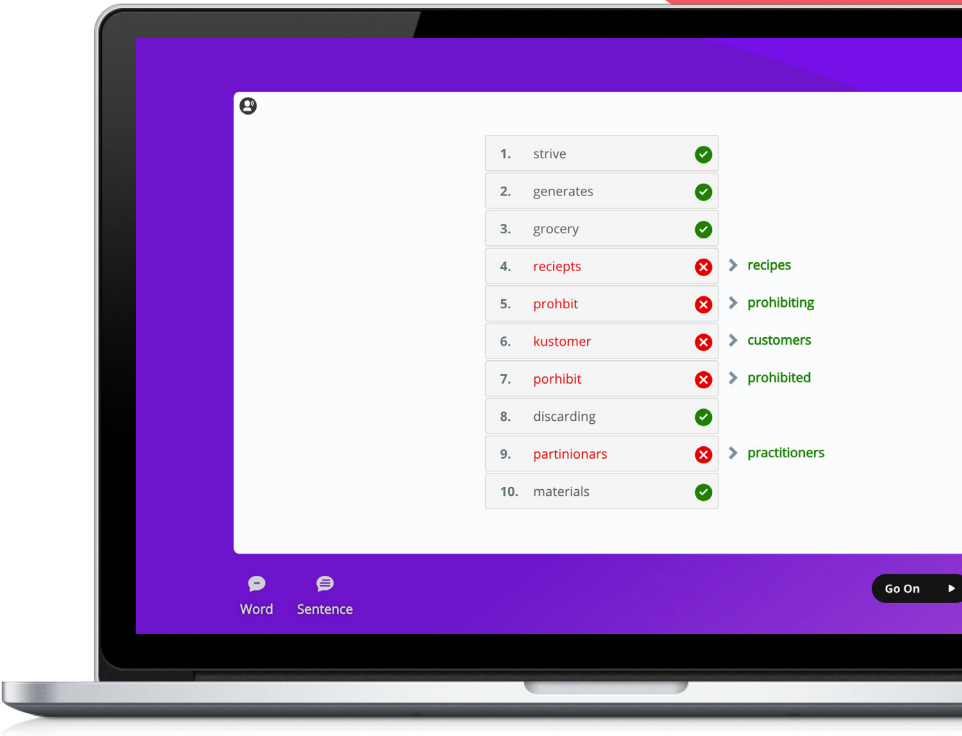
***Read 180* accelerates students to achieve grade-level proficiency by:**

- Developing foundational literacy skills through explicit instruction on letter sounds, word parts, and syllables
- Deepening academic and content-area vocabulary words
- Providing multiple fluency practice with feedback on accuracy, pacing, and prosody
- Expanding the content knowledge that helps anchor students' understanding of text
- Encouraging meaning-making through critical thinking and the ability to view and articulate important issues from multiple perspectives
- Supporting effective expression and language development



Pathway to Proficiency

Whether starting with a need to understand the sounds and spelling patterns of the English language or needing a boost in reading comprehension, *Read 180* provides the digital resources to quickly assess student reading needs.



Teacher Success Pathways

The Teacher Success Pathway provides a new learning experience for teachers. When teachers log in to *Ed* after receiving *Read 180*, they are prompted to build a profile by selecting the grades and subjects they teach and the appropriate Teacher Success Pathway(s). The pathways provide ongoing support and personalizes their on-boarding experience.

Read 180
Grades 3-12

5 Topics
Progress

Topic 1
Inside the Read 180 Classroom

30 min | On Your Own

Start

Topic 2
Prepare for Read 180 Essentials

60 min | On Your Own

Start

Topic 3
Plan Your Whole-Group Instruction

60 min | On Your Own

Start

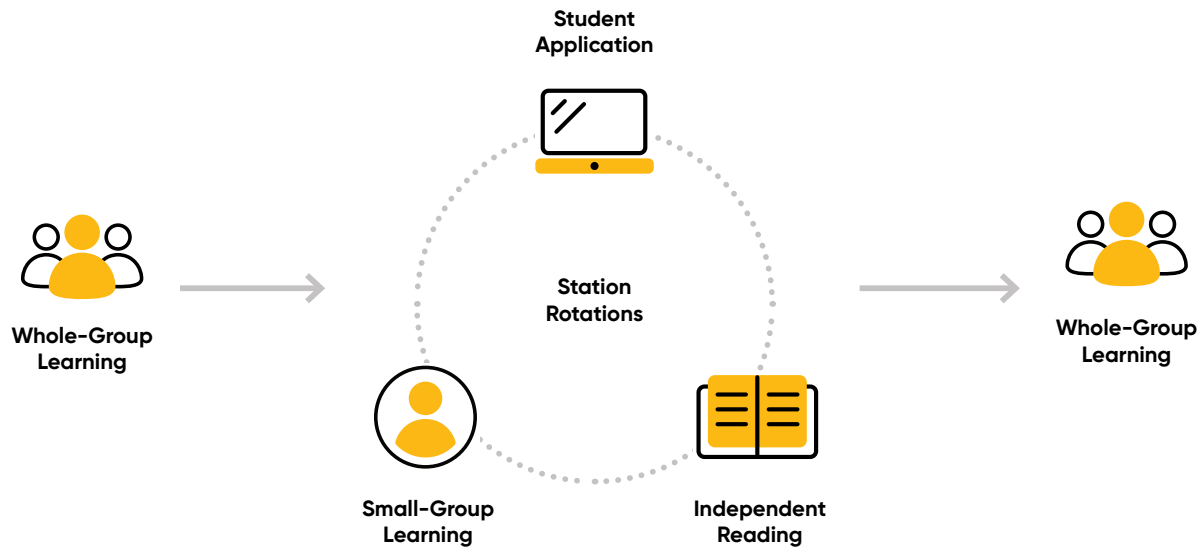
Topic 4
Prioritize, Pace, and Plan Your Small-Group Instruction

60 min | On Your Own

Start

Flexibility Is Key

The *Read 180* model encourages students to focus for 15- to 20-minute increments before rotating to another activity. These shifts between activities provide brief brain breaks that students need to optimally engage in each instructional task. Rotations are maintained across all scheduling models.



Subscription Includes

- Precise enrollment based on the student's individual needs
- Adaptive, personalized student software
- Digital student and teacher resources
- Independent reading
- Progress monitoring assessment, data, and reports



Evidence Based. Research Proven. Individualized.

Visit us online to start the adventure for your classroom

hmhco.com/read180

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Four Week Implementation Plan

Read 180 Guidance: Leverage Priority Standards Resources to optimize Summer School instructional time (available for all Stages, Workshops and Code Segments).

Summer School Suggestion: **ReaL Book** Workshop 1

- Stage A: *Think Big*
- Stage B: *Stand Up!*
- Stage C: *At First Sight*

Below is Based on **Stage B** (Middle School), **Workshop 1: *Stand Up!***

Week 1	Lesson(s)	Language and Literacy Goals
Day 1	Assess students for placement with HMH Reading Growth Measure	
Day 2	Getting Started	
Day 3	Getting Started / Mindset Scan	
Day 4	Workshop Lesson (1.1)	<p>Literacy Goal: Use active viewing and listening strategies to build background and content knowledge about key ideas from a video.</p> <p>Language Goal: Communicate using precise content-area words and academic language to discuss and compare key ideas from a video.</p>
Day 5	Workshop Lesson (1.2)	<p>Literacy Goal: Use content-area vocabulary and generate relevant examples to deepen understanding of a central content-area concept.</p> <p>Language Goal: Collaborate to discuss content-area concepts, effectively expressing ideas, comparing ideas, and building on another's ideas.</p>

Four Week Implementation Plan

Week 2	Lesson(s)	Language and Literacy Goals
Day 6	Workshop Lesson (1.3)	<p>Literacy Goal: Identify the key idea of an informational text.</p> <p>Language Goal:</p> <ul style="list-style-type: none"> • Use high-utility academic vocabulary in verbal and written responses. • Articulate the topic of a text using precise academic vocabulary (<i>topic</i>, <i>text</i>). • Speak in complete sentences to provide detail and clarification.
Day 7	Workshop Lesson (1.4)	<p>Literacy Goals:</p> <ul style="list-style-type: none"> • Use text evidence accurately when explaining the meaning of a text. • Determine key ideas in an informational text using academic vocabulary. <p>Language Goals:</p> <ul style="list-style-type: none"> • Engage in collaborative discussions on topics, texts, and issues, clearly expressing personal perspectives. • Apply high utility academic words in example sentences including relevant content and correct grammar.
Day 8	Workshop Lesson (1.5)	<p>Literacy Goals:</p> <ul style="list-style-type: none"> • Determine key ideas in an informational text using academic vocabulary. • Use clues in the text as a strategy to determine the meaning of words and phrases <p>Language Goals:</p> <ul style="list-style-type: none"> • Engage in collaborative discussions on topics, texts, and issues, clearly expressing personal perspectives. • Apply high utility academic words in example sentences including relevant content and correct grammar.

Four Week Implementation Plan

Day 9	Workshop Lesson (1.6)	<p>Literacy Goals:</p> <ul style="list-style-type: none">Analyze the development of a central idea and supporting details over the course of a text. <p>Language Goals:</p> <ul style="list-style-type: none">Use academic language, such as <i>relevant details</i>, to ask and answer questions about central ideas and essential details in an informational text.
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Four Week Implementation Plan

Day 10	Workshop Lesson (1.8-1.10)	<p>Literacy Goals:</p> <ul style="list-style-type: none"> Analyze the development of a central idea and supporting details over the course of a text. Determine the key idea of a text, citing evidence. Compare and contrast the chronology of events, ideas, concepts, and information in two texts, a speech and a timeline. Determine the key idea of a text, citing evidence. Determine the central idea of a text and summarize the text, avoiding personal opinions and judgments. <p>Language Goals:</p> <ul style="list-style-type: none"> Speak in complete sentences to provide detail and clarification. Use high-utility academic vocabulary in verbal and written responses. Use academic language, such as <i>relevant details</i>, to ask and answer questions about central ideas and essential details in an informational text.
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Four Week Implementation Plan

Week 3		
Day1	Workshop Lesson (1.13)	<p>Literacy Goals:</p> <ul style="list-style-type: none"> • Use topic vocabulary and generate examples to deepen understanding of a central concept. <p>Language Goals:</p> <ul style="list-style-type: none"> • Collaborate to discuss the concept of an <i>activist</i>, effectively expressing ideas and building on other another's ideas.
Day 12	Workshop Lesson (1.14)	<p>Literacy Goals:</p> <ul style="list-style-type: none"> • Summarize the topic and important details of a narrative nonfiction text, avoiding personal judgments. • Determine the key idea of a text, citing evidence. <p>Language Goals:</p> <ul style="list-style-type: none"> • Speak in complete sentences to provide detail and clarification. • Use high-utility academic vocabulary in verbal and written responses.
Day 13	Differentiation Day	
Day 14	Workshop Lesson (1.16-1.17)	<p>Literacy Goals:</p> <ul style="list-style-type: none"> • Use clues in the text as a strategy to determine the figurative meaning of words and phrases in a poem. • Determine the key idea of a text, citing evidence. <p>Language Goals:</p> <ul style="list-style-type: none"> • Speak in complete sentences to provide detail and clarification. • Use high-utility academic vocabulary in verbal and written responses.

Four Week Implementation Plan

Day 15	Workshop Lesson (1.18)	<p>Literacy Goal: Evaluate the quality of the thesis statement, ideas, details, and conclusions in an informative essay</p> <p>Language Goal: Ask and answer specific questions with elaboration and detail by making comments that contribute to the topic under discussion</p>
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Four Week Implementation Plan

Week 4		
Day 16	Workshop Lesson (1.19)	<p>Language Goal: Refer to relevant evidence from prior reading and discussions when discussing a topic.</p> <p>Literacy Goal: Gather relevant information from multiple sources, take brief notes, and sort evidence into categories.</p>
Day 17	Workshop Lesson (1.20)	<p>Language Goal: Develop and support a thesis statement with relevant evidence.</p> <p>Literacy Goal: Write an informative essay to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
Day 18	Workshop Lesson (1.21-22)	<p>Language Goals:</p> <ul style="list-style-type: none"> • Identify and correct sentence fragments. • Show understanding of the conventions of standard English grammar and usage when writing or speaking. <p>Literacy Goals:</p> <ul style="list-style-type: none"> • Use transitions to introduce evidence in writing. • Develop and strengthen writing by planning, revising, and editing. • With guidance and support from peers and adults, develop and strengthen writing by planning, revising, and editing.
Day 19	Workshop Assessment Publish and Present Final Draft	
Day 20	<i>Celebration of growth and goals</i>	

Six Week Implementation Plan

Read 180 Guidance: Leverage Priority Standards Resources to optimize Summer School instructional time (available for all Stages, Workshops and Code Segments).

Summer School Suggestion: **ReaL Book** Workshop 1

- Stage A: *Think Big*
- Stage B: *Stand Up!*
- Stage C: *At First Sight*

Below is Based on **Stage B** (Middle School), **Workshop 1: *Stand Up!***

Week 1	Lesson(s)	Priority Standard(s)
Day 1	Assess students for placement with HMH Reading Growth Measure	
Day 2	Getting Started	
Day 3	Getting Started / Mindset Scan	
Day 4	Workshop Lesson (1.1)	<p>Literacy Goal: Use active viewing and listening strategies to build background and content knowledge about key ideas from a video.</p> <p>Language Goal: Communicate using precise content-area words and academic language to discuss and compare key ideas from a video.</p>
Day 5	Workshop Lesson (1.2)	<p>Literacy Goal: Use content-area vocabulary and generate relevant examples to deepen understanding of a central content-area concept.</p> <p>Language Goal: Collaborate to discuss content-area concepts, effectively expressing ideas, comparing ideas, and building on another's ideas.</p>

Six Week Implementation Plan

Week 2	Lesson	Language and Literacy Goals
Day 6	Workshop Lesson (1.3)	<p>Literacy Goal: Identify the key idea of an informational text.</p> <p>Language Goal:</p> <ul style="list-style-type: none"> • Use high-utility academic vocabulary in verbal and written responses. • Articulate the topic of a text using precise academic vocabulary (<i>topic, text</i>). • Speak in complete sentences to provide detail and clarification.
Day 7	Workshop Lesson (1.4)	<p>Literacy Goals:</p> <ul style="list-style-type: none"> • Use text evidence accurately when explaining the meaning of a text. • Determine key ideas in an informational text using academic vocabulary. <p>Language Goals:</p> <ul style="list-style-type: none"> • Engage in collaborative discussions on topics, texts, and issues, clearly expressing personal perspectives. • Apply high utility academic words in example sentences including relevant content and correct grammar.
Day 8	Workshop Lesson (1.5)	<p>Literacy Goals:</p> <ul style="list-style-type: none"> • Determine key ideas in an informational text using academic vocabulary. • Use clues in the text as a strategy to determine the meaning of words and phrases <p>Language Goals:</p> <ul style="list-style-type: none"> • Engage in collaborative discussions on topics, texts, and issues, clearly expressing personal perspectives. • Apply high utility academic words in example sentences including relevant content and correct grammar.
Day 9	Workshop Lesson (1.6)	<p>Literacy Goals:</p>

Six Week Implementation Plan

		<ul style="list-style-type: none"> Analyze the development of a central idea and supporting details over the course of a text. <p>Language Goals:</p> <ul style="list-style-type: none"> Use academic language, such as <i>relevant details</i>, to ask and answer questions about central ideas and essential details in an informational text.
Day 10	Workshop Lesson (1.8 - 1.10)	<p>Literacy Goals:</p> <ul style="list-style-type: none"> Analyze the development of a central idea and supporting details over the course of a text. Determine the key idea of a text, citing evidence. Compare and contrast the chronology of events, ideas, concepts, and information in two texts, a speech and a timeline. Determine the key idea of a text, citing evidence. Determine the central idea of a text and summarize the text, avoiding personal opinions and judgments. <p>Language Goals:</p> <ul style="list-style-type: none"> Speak in complete sentences to provide detail and clarification. Use high-utility academic vocabulary in verbal and written responses. Use academic language, such as <i>relevant details</i>, to ask and answer questions about central ideas and essential details in an informational text.

Six Week Implementation Plan

Week 3	Lesson	Language and Literacy Goals
Day 11	Interim Assessment	
Day 12	Differentiation Day (RDI Lessons)	
Day 13	Workshop Lesson (1.13)	<p>Literacy Goals:</p> <ul style="list-style-type: none"> Use topic vocabulary and generate examples to deepen understanding of a central concept. <p>Language Goals:</p> <ul style="list-style-type: none"> Collaborate to discuss the concept of an <i>activist</i>, effectively expressing ideas and building on other another's ideas.
Day 14	Workshop Lesson (1.14)	<p>Literacy Goals:</p> <ul style="list-style-type: none"> Summarize the topic and important details of a narrative nonfiction text, avoiding personal judgments. Determine the key idea of a text, citing evidence. <p>Language Goals:</p> <ul style="list-style-type: none"> Speak in complete sentences to provide detail and clarification. Use high-utility academic vocabulary in verbal and written responses.
Day 15	Workshop Lesson (1.15)	<p>Literacy Goals:</p> <ul style="list-style-type: none"> Analyze what is clearly stated in the text and infer what is not clearly stated. Determine the key idea of a text, citing evidence. <p>Language Goal:</p> <ul style="list-style-type: none"> Speak in complete sentences to provide detail and clarification. Use high-utility academic vocabulary in verbal and written responses.

Six Week Implementation Plan

Week 4	Lesson	Language and Literacy Goals
Day 16	Workshop Lesson (1.16-1.17)	<p>Literacy Goals:</p> <ul style="list-style-type: none"> • Use clues in the text as a strategy to determine the figurative meaning of words and phrases in a poem. • Determine the key idea of a text, citing evidence. <p>Language Goals:</p> <ul style="list-style-type: none"> • Speak in complete sentences to provide detail and clarification. • Use high-utility academic vocabulary in verbal and written responses.
Day 17	Workshop Lesson (1.17)	<p>Literacy Goals:</p> <ul style="list-style-type: none"> • Determine the theme of a poem from details in the text and identify how the speaker in the poem reflects upon a topic. <p>Language Goals:</p> <ul style="list-style-type: none"> • Use academic language, such as <i>theme</i> and <i>reflect</i> to ask and answer questions about the theme in a poem.
Day 18	Differentiation Day (RDI Lessons)	
Day 19	Workshop Lesson (1.18)	<p>Literacy Goal: Evaluate the quality of the thesis statement, ideas, details, and conclusions in an informative essay</p> <p>Language Goal: Ask and answer specific questions with elaboration and detail by making comments that contribute to the topic under discussion</p>
Day 20	Workshop Lesson (1.19)	<p>Language Goal: Refer to relevant evidence from prior reading and discussions when discussing a topic.</p> <p>Literacy Goal: Gather relevant information from multiple sources, take brief notes, and sort evidence into categories.</p>

Six Week Implementation Plan

Week 5	Lesson	Language and Literacy Goals
	Workshop Lesson (1.20)	<p>Language Goal: Develop and support a thesis statement with relevant evidence.</p> <p>Literacy Goal: Write an informative essay to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
Day 21	Workshop Lesson (1.21)	<p>Language Goal: Identify and correct sentence fragments.</p> <p>Literacy Goal: Use transitions to introduce evidence in writing.</p>
Day 22	Workshop Lesson (1.22)	<p>Language Goal: Show understanding of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Literacy Goals:</p> <ul style="list-style-type: none"> • Develop and strengthen writing by planning, revising, and editing. • With guidance and support from peers and adults, develop and strengthen writing by planning, revising, and editing.
Day 23	Workshop Lesson (1.23)	<p>Literacy Goals:</p> <ul style="list-style-type: none"> • Develop a flyer, organizing ideas logically and using relevant facts and details to express the flyer's main idea. • Identify the key ideas of an informational text. <p>Language Goals:</p> <ul style="list-style-type: none"> • Present a flyer in a focused way, using relevant details, appropriate transitions, precise language, and content-area vocabulary.
Day 24	Differentiation Day (RDI)	
Day 25	Workshop Lesson (7.24)	<p>Resources for Differentiated Instruction</p> <p>Identify Resources for Differentiated Instruction that meet your groups' needs.</p>

Six Week Implementation Plan

		Standards-Based Lesson Goals Goals will vary based on student data.
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Six Week Implementation Plan

Week 6	Lesson	Language and Literacy Goals
Day 26	Workshop Lesson (7.26)	Resources for Differentiated Instruction Identify Resources for Differentiated Instruction that meet your groups' needs. Standards-Based Lesson Goals Goals will vary based on student data.
Day 27	Differentiation and Review	Resources for Differentiated Instruction Identify Resources for Differentiated Instruction that meet your groups' needs. Standards-Based Lesson Goals Goals will vary based on student data.
Day 28	Differentiation and Review	Resources for Differentiated Instruction Identify Resources for Differentiated Instruction that meet your groups' needs. Standards-Based Lesson Goals Goals will vary based on student data.
Day 29	End of Workshop Assessment Publish and Present Final Draft	End of Workshop Assessment Publish and Present Final Draft
Day 30	<i>Celebration of growth and goals</i>	