

Profile of READ 180 Enterprise Edition

Publisher: Scholastic, Inc.

Project Website: <http://teacher.scholastic.com/products/READ180>

Striving Readers Projects Using this Program: Memphis City Schools, TN; Wisconsin Department of Public Instruction, Milwaukee Public Schools; Newark Public Schools, NJ; Ohio Department of Youth Services; and Springfield and Chicopee Public Schools, MA

Overview

Key features: Focus on decoding, fluency, vocabulary, comprehension, and writing skills. Differentiated levels of support through small group, teacher-led instruction and customized, technology-based instruction.

Grades: Three versions: Upper Elementary School Reading Intervention, Middle School Reading Intervention, and High School Reading Intervention Programs

Target students: Recommended for struggling students who score at least two grades below grade level

Duration: 90 minutes per day; up to two years

Class size: 15-20 students

Content

Fluency: A variety of techniques are used to improve fluency. During teacher read alouds, which ideally model expressive, fluent reading, students can participate in oral cloze and choral reading. Listening to audiobooks on the computer, students can hear passages read at different rates, and they may read along with the computer audio, either one word at a time or phrase-by-phrase. They may also practice at various speeds without audio support. The passages students read on the software are adapted to their individual reading ability. Text difficulty gradually increases as a student progresses through the program. Students may listen to their own recording of a passage, and teachers can also listen to the student recording at a later time.

Comprehension: Explicit instruction on comprehension strategies is included, such as comprehension monitoring, graphic organizers, answering and generating questions, recognizing story structure, and summarization. Curriculum also covers main idea, sequencing, compare/contrast, and cause/effect. Questions before reading are intended to cue students to be prepared to discuss their reasons and direct student focus during reading. A point of class discussion includes cross-text analysis of the different genres being read. Anchor videos are intended to help students to develop conceptual understanding. Additionally, the readings share similar themes that are intended to build upon each other.

Vocabulary: The *READ 180* program is designed to present high-utility and content area vocabulary taught through a research-based teaching routine that promotes understanding and use of words that students will encounter. Students are intended to be repeatedly exposed to vocabulary words before, during, and after passage reading and as part of word identification and spelling activities. The program is designed such that the teacher is to reinforce vocabulary during large and small group instruction using student-friendly definitions and engage the students in discussions that require thinking critically of the word's meaning. The program

recommends teaching the workshops in sequence since vocabulary is recursive throughout the selections of each workshop. During passage reading, students may click on highlighted words to hear definitions, context sentences, and pronunciation support. Students are provided with sentence starters that assist in correct use of language. In the topic software, English Language Learners have the opportunity to hear key vocabulary words defined and translated into five languages: Spanish, Cantonese, Hmong, Creole, and Vietnamese. They also have the opportunity to listen to a summary of the video in one of these languages.

Decoding/Phonics: The program includes a range of direct instructional materials to teach phonemic awareness, phonics, and fluency. The Software provides individualized phonemic awareness training based on the assessed needs of each student. The program is intended to develop skills in phonemic awareness in the context of decoding (word identification) and encoding (spelling). Students can learn auditory discrimination, oral blending, oral segmentation, phonemic addition and deletion, and phonemic substitution. The curriculum is also designed to provide experience in segmentation and blending, with instruction in letter-sound relationships. Optional mini-lessons for English-language development appear at the end of each rBook Workshop and can be used flexibly throughout the Workshop during Small-Group Instruction. The Resources for Differentiated Instruction (RDI) Book 1 provides extra routines for rhyme and alliteration, sound identification, oral blending, oral segmentation, and phonemic manipulation.

A phonics scope and sequence is embedded in the Software. As students work, the Software continually collects data on their word-recognition proficiency and adjusts instruction. For each online passage, the Software Instruction provides decoding tips with modeled practice in segmentation, blending, structural analysis, and correct pronunciation. Phonics instruction is provided through modeled practice in structural analysis and correct pronunciation. As students engage in intensive practice of study words, previously mastered study words and patterns are systematically reviewed. Students can build fluency through independent reading of age-appropriate and carefully leveled paperbacks, using the Lexile Framework® for Reading, and through the modeled reading and coaching in the Audiobooks. Software is intended to build automaticity and fluency at the word and passage levels through individualized reading practice and instruction. The Topic Software is designed to provide continuous, practice and a wealth of opportunities for repeated reading of leveled text.

Writing: The rBook instruction through the use of graphic organizers, sentence starters, and writing frames. Through consistent use of these, students are intended to internalize common organizational structures and conventions of writing. As students progress through the writing process, they are provided with writing assistance from writing frameworks that guide the structure of a piece to structured discussion frameworks. Student instruction includes narrative, descriptive, expository, and persuasive writing, as well as instruction in technical and literary response. Students are intended to complete daily quick writes and more extensive writing projects during their small group session. Writing practice is designed to include frequent opportunities for writing that build readiness for on-demand writing on state standardized tests. Students are intended to write for specific purposes and audiences. Writing is shared through peer feedback and a variety of publishing opportunities. Each Topic CD, Audiobook, and Paperback contains QuickWrite assignments, which provide writing ideas for daily student use plus specialized instructional strategies for writing. The Independent Reading station is designed

for students to read silently and perform Quick Writes (written comprehension exercises) about the books.

Organization

Each 50-minute class follows the same organization:

- 20-minute whole group session
- Three 20-minute rotating, small group sessions (1 teacher-led group, 1 technology-based group and 1 independent reading group)
- 10-minute whole group wrap up

The program follows nine theme-based workshops, with each workshop lasting approximately 4-6 weeks. While the structure of the instructional model remains the same for each stage, the lesson content changes to include age-appropriate material.

The program follows a model that allows gradual release of responsibility. Teacher support is stronger in the early lessons and gradually allows students to become more independent.

Use of Technology

The *READ 180* program includes technology-based instruction in four different areas. In the *Reading Zone*, students can watch a brief video, read leveled passages with audio support, and learn targeted vocabulary. Students can then practice without audio support, and an opportunity for students to make their own recording of the passage. In the *Word Zone* students can participate in several word-recognition activities that target automaticity. Students can receive decoding tips with previously identified words, make an audio recording of their study words, and compare their own recordings with a recorded model of these words. In the *Spelling Zone*, students can hear and spell words from the passage. They are intended to complete the Spelling Zone with a proofreading activity where they read sentences, identify misspelled words, and choose correct spellings. Students can participate in the *Success Zone* once they have demonstrated mastery in the other three zones. The *Success Zone* is intended to provide comprehension practice with discrepancy passages, a cloze activity, and a final oral reading practice.

Student Motivation

The program is designed to encourage students to read for pleasure, via an Audiobook and Paperback library of popular fiction and nonfiction that are intended to be engaging and relevant to adolescents.

The self-paced computer program features an on-screen host who provides private, non-judgmental feedback and continuous encouragement.

Formative Assessment

The Scholastic Achievement Manager (SAM) is a management system for all of the *READ 180 Enterprise Edition* software. It can provide a variety of assessment tools to track and monitor student growth and also can generate reports which teachers could use as a resource for differentiating instruction.

The Scholastic Reading Inventory (SRI) is offered as an initial assessment for students, which provides information to teachers about student reading levels, to assist teachers when planning small group instruction.

A curriculum-based measurement called rSkills can be used to assess students on comprehension, word study, and grammar skills after every two workshops and consists primarily of comprehension questions, spelling tests, and cloze procedure exercises.

Text Materials

READ 180 provides paperback books for independent reading; the books are on topics (fiction and non-fiction) which are intended to be of interest to adolescents and connected to their everyday experiences. The paperbacks are leveled by Lexile to assist teachers and students in selecting books appropriate to their reading level.