



Correlation of Scholastic *ReadAbout* to Houghton Mifflin *Reading*

ReadAbout is a flexible supplement that teaches nonfiction comprehension skills and strategies, vocabulary, and content-area knowledge.

ReadAbout software uses an adaptive technology that differentiates instruction for all students. The reporting system allows teachers to further differentiate instruction using *ReadAbout* teaching and practice materials included in the print materials or the Scholastic Achievement Manager (SAM), or materials from a core reading program.

The instructional design of *ReadAbout* runs parallel to most core reading instruction for Upper Elementary, with the added intent of providing instruction and practice essential to extracting meaning from nonfiction texts. *ReadAbout* maximizes English Language Arts education, with the end goal of raising academic achievement across the content areas.

The following sections highlight areas of instructional design common to both *ReadAbout* and Houghton Mifflin *Reading*. See sample schedules, beginning on page 4.

Comprehension Strategies

Teachers viewing the *ReadAbout* software or investigating the *ReadAbout* teacher materials will recognize similar strategies to those found in *Reading* for promoting good reading habits. The chart below explains which *ReadAbout* software component specifically supports a *Reading* strategy. *ReadAbout* provides teachers with a means of managing the classroom by providing leveled independent instruction and practice while the teacher works with other students. This ensures that all students are engaged in meaningful, accountable activities.

<i>Reading</i>	Both	<i>ReadAbout</i>
Building Background	*	Building background through Anchor Videos, Skills Briefs
Introducing Vocabulary	*	Preteaching Vocabulary
Building Theme Connections	*	Topic Preview
Purpose Setting	*	Set Purpose
Monitor/Clarify	*	Comprehension Questions, Targeted Corrective Feedback
Summarize	*	Summarize
Evaluate	*	Knowledge Cards, Critical Thinking Questions
Respond	*	Knowledge Cards, Critical Thinking Questions



Skills

Reading and *ReadAbout* both teach students to recognize and use key comprehension skills.

<i>Reading</i>	Both	<i>ReadAbout</i>
Make Inferences	*	Make Inferences
Determine Cause & Effect	*	Cause & Effect
Solve Problems/Make Decisions	*	Problem & Solution
Compare & Contrast	*	Compare & Contrast
Recognize Main Idea, Topic, and Supporting Details	*	Main Idea & Details
Summarize	*	Summarize
Recognize Author's Purpose	*	Author's Purpose
Recognize Fact & Opinion	*	Fact & Opinion
Understand Sequence of Events	*	Sequence of Events
Draw Conclusions	*	Draw Conclusions

Vocabulary

ReadAbout and *Reading* both focus instruction on vocabulary routines to boost familiarity with families of words. *ReadAbout* helps foster a love of words by providing students with time to explore, interact, sort, and play with the words they collect in the software. The Bonus Word feature allows students to discover new aspects of their words and to learn new words that are fun to say and use.

<i>Reading</i>	Both	<i>ReadAbout</i>
Prefixes and Suffixes	*	Prefixes & Suffixes
Synonyms and Antonyms	*	Synonyms & Antonyms
Use Context	*	Context Clues
Multiple-Meaning Words	*	Multiple-Meaning Words
Understand Idioms	*	Idioms
Word Histories	*	Word Origins
Content-Area Words	*	Vocabulary Instruction and Activities



Text Structures

ReadAbout and *Reading* both focus on a variety of text structures: expository, narrative, persuasive, and descriptive. *ReadAbout*'s 280 nonfiction passages are aligned to content-area standards. Each is written in one of seven real-world text structures, which include newspaper articles, encyclopedia articles, magazine articles, journal entries, letters, Web sites, and nonfiction books.

Study Skills

ReadAbout and *Reading* both provide students with instruction in study skills. The topics covered in *ReadAbout* can be used to inform and guide inquiry and research into:

<i>Reading</i>	Both	<i>ReadAbout</i>
Read/Use Graphic Aids	*	Visualizing Information with Graphic Organizers, Maps, and Graphs
Compare Information	*	Inter-related Content-Area Passages
Use Newspapers/Magazines	*	Text Types

Leveled Practice

Like *Reading*, *ReadAbout* includes leveled resources to provide instruction for every student. Teachers using *ReadAbout* can determine the appropriate reading level for each student using the *Scholastic Reading Inventory*. This tool allows teachers to provide appropriate reading materials and instruction for each student. To ensure that students are placed at the proper level, *ReadAbout* continually assesses each student's level of reading performance and personalizes content, instruction, and support based on that performance. *ReadAbout* software adapts to students' individual abilities by adjusting text levels and delivering tutorials on comprehension skills and vocabulary review.











Group Management Plan

Houghton Mifflin *Reading* provides plans for managing flexible groups, allowing time for whole-class instruction as well as small-group work for Extra Support, Challenge, English Language Learners, and On-Level students.
















Note that each day begins with a defined period of whole-class instruction driven by the HM *Reading* program. When the class begins to work independently or in smaller groups, the teacher leads one group at a time while *ReadAbout* is incorporated as one of the rotations common to the differentiated classroom. The leveled, self-paced *ReadAbout* materials allow students in each group a level of independence that frees the teacher to address teacher-led instruction in smaller groups.

Word Work, Writing and Language, Cross-Curricular Activities, and Technology time from *Reading* can also be supplemented with *ReadAbout*. Because of the differentiation it offers, *ReadAbout* is also an excellent option for Universal Access time.

See page 6 for a one-day sample schedule.








SAMPLE GROUP MANAGEMENT PLAN – WITH <i>READABOUT</i> :					
Teacher's role	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Teacher-led activity	Reading: Whole-Class Instruction 	Reading: Whole-Class Instruction 	Reading: Whole-Class Instruction 	Reading: Whole-Class Instruction 	Reading: Whole-Class Instruction 
SMALL GROUP INSTRUCTION AND INDEPENDENT WORK					
During rotations, the teacher rotates through each small group, which lasts approximately 20 minutes.	Small Group 1: Extra Support Group  <i>ReadAbout</i> software (during one rotation)	Small Group 1: Extra Support Group  <i>ReadAbout</i> software (during one rotation)	Small Group 1: Extra Support Group  <i>ReadAbout</i> SmartFiles (during one rotation)	Small Group 1: Extra Support Group  <i>ReadAbout</i> software (during one rotation)	Small Group 1: Extra Support Group  <i>ReadAbout</i> software (during one rotation)

ReadAbout:

SAMPLE GROUP MANAGEMENT PLAN – WITH <i>READABOUT</i> :					
Teacher's role	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
	<p>Small Group 2: Challenge Group</p>  <p><i>ReadAbout</i> software (during one rotation)</p>	<p>Small Group 2: Challenge Group</p>  <p><i>ReadAbout</i> software (during one rotation)</p>	<p>Small Group 2: Challenge Group</p> 	<p>Small Group 2: Challenge Group</p>  <p><i>ReadAbout</i> SmartFiles (during one rotation)</p>	<p>Small Group 2: Challenge Group</p> 
	<p>Small Group 3: ELL</p>  <p><i>ReadAbout</i> SmartFiles (during one rotation)</p>	<p>Small Group 3: ELL</p>  <p><i>ReadAbout</i> software (during one rotation)</p>	<p>Small Group 3: ELL</p>  <p><i>ReadAbout</i> software (during one rotation)</p>	<p>Small Group 3: ELL</p> 	<p>Small Group 3: ELL</p> 
	<p>Small Group 4: On-Level Students</p> 	<p>Small Group 4: On-Level Students</p>  <p><i>ReadAbout</i> SmartFiles (during one rotation)</p>	<p>Small Group 4: On-Level Students</p>  <p><i>ReadAbout</i> software (during one rotation)</p>	<p>Small Group 4: On-Level Students</p>  <p><i>ReadAbout</i> software (during one rotation)</p>	<p>Small Group 4: On-Level Students</p> 

ReadAbout:

In this sample schedule, students who aren't using *ReadAbout* materials (Group 4) will work on Cross-Curricular Activities. *ReadAbout* can be used in place of any basal-related independent practice, or any center.

Day 1 in Reading—with <i>ReadAbout</i>			
Group 1: Extra Support Group 	Group 2: Challenge Group 	Group 3: ELL 	Group 4: On Level Students 
Small-Group Instruction with Teacher	Independent Reading	<i>Reading Resources</i>	Cross-Curricular Activities
<i>ReadAbout Software</i> 	Small-Group Instruction with Teacher	Independent Reading	<i>Reading Resources</i>
<i>Reading Resources</i>	<i>ReadAbout Software</i> 	Small-Group Instruction with Teacher	Independent Reading
Independent Reading	<i>Reading Resources</i>	<i>ReadAbout SmartFiles</i> 	Small-Group Instruction with Teacher