



# Welcome!

## Using *READ 180* Data to Differentiate Instruction



Megan Gleason

Scholastic Regional Consultant

**PLEASE NOTE:**

**You must call into the Teleconference with a phone to hear the audio portion of the training.**

Teleconference number: (800) 746-5201

Conference ID: 23354464

**As we wait for everyone to arrive, turn to page 2 in your participant guide and see how many terms on the bottom of the page you can match to their correct definitions 😊**



***The Scholastic Digital Training Zone***



# The Digital Training Zone

Windows Picture and Fax Viewer

**SCHOLASTIC** Teachers Parents Kids Administrator Librarians More Sign In My Account

**DTZ** DIGITAL TRAINING ZONE

ON-DEMAND ACCESS TO TRAINING AND RESOURCES TO ENSURE IMPLEMENTATION SUCCESS **GET HELP**

Education Services > Digital Training Zone

**Welcome to the Digital Training Zone**

The Digital Training Zone (DTZ) provides you with anytime, anywhere access to training and resources to improve your implementation. Browse the resources below, or log in to access the full collection.

**LOG IN USING YOUR SAM USERNAME AND PASSWORD**

**LOG IN**

To get full access to the DTZ you must

- Be a registered SAM user in your district
- Be running Enterprise Edition Version 1.9
- Have a Premium Product Support and Maintenance Plan

[Learn More](#)

**AUTHOR EVENTS**

Dr. Ted Hessebring on Building Mental Models  
July 5, 2009  
3pm EST

**AUTHOR EVENTS**

Dr. Jeff Wilhelm on Engagement & Motivation  
Aug 2, 2009  
11am EST

**TRAINING AND RESOURCE LIBRARY: SAMPLES** **LIVE PRODUCT TRAINING CALENDAR** **AUTHOR WEBINARS**

BROWSE BY: PRODUCT TYPE TOPIC CONTENT AREA

PDF Video 1 2 | 3 | 4 SEE ALL

**READ 180**  
Getting Started

**SYSTEM 44**  
System 44 Motivation & Engagement

**SCHOLASTIC READING COUNTS**  
Reading Counts Getting Started

**SCHOLASTIC ACHIEVEMENT MANAGER**  
Getting Started

**READ 180**  
Getting Started

**SYSTEM 44**  
System 44 Motivation & Engagement

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- Digital Training and Resource Library
- Live Webinar Calendar
- Exclusive Author Events





The screenshot shows the Scholastic Digital Training Zone (DTZ) interface. At the top, there's a navigation bar with links for Teachers, Parents, Kids, Administrators, Librarians, and More. Below this is the DTZ logo and a search bar. The main content area is titled "ON-DEMAND ACCESS TO TRAINING AND RESOURCES TO ENSURE IMPLEMENTATION SUCCESS". It features a "How-To Monitor Progress on the System 44 Software" section, a "Download the Transcript" button, and a "RELATED RESOURCES" section with links to "How To Understand the System 44 Software Organization", "How To Group Students in System 44", and "How To Monitor Progress on the READ 180 Software". The interface also includes a "My District" section with icons for Roster, Reports, Resources, and Books, and a table of system backup messages.

Type	Message	Product	Date
<input type="checkbox"/>	System backup finished	<a href="#">Show me...</a>	SAM 03/04/09
<input type="checkbox"/>	System backup finished	<a href="#">Show me...</a>	SAM 03/04/09
<input type="checkbox"/>	System backup finished	<a href="#">Show me...</a>	SAM 10/15/08
<input type="checkbox"/>	System backup finished	<a href="#">Show me...</a>	SAM 10/15/08





For Reflection:

- Think about how you previously monitored student progress on the System 44 Software.
- Notice how the reports provide information on different foundational reading skills.
- Practice running System 44 reports and refer to the SARO to review key data points.

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- “How-To” Video Tutorials
- Rich resource library for just-in-time support for classroom management, instructional routines, and more
- New resources are added regularly throughout the year.



TRAINING AND RESOURCE LIBRARY: SAMPLES			LIVE PRODUCT TRAINING CALENDAR	AUTHOR WEBINARS		
Product	Topic	Title	Description	Date	Time	Register
	Assessment & Reporting	Using System 44 Data to Drive Instruction	This interactive webinar helps teachers use System 44 data-rich reports to monitor progress and plan lessons. During this training, participants examine the System 44 reports and learn how to use... <a href="#">(more)</a>	W. 07.25.09	7pm	<a href="#">REGISTER</a>
	Getting Started	Setting Up Your READ 180 Classroom	This interactive webinar helps teachers use System 44 data-rich reports to monitor progress and plan lessons. During this training, participants examine the System 44 reports and learn how to use... <a href="#">(more)</a>	W. 07.25.09	7pm	<a href="#">REGISTER</a>
	Assessment & Reporting	Using System 44 Data to Drive Instruction	This interactive webinar helps teachers use System 44 data-rich reports to monitor progress and plan lessons. During this training, participants examine the System 44 reports and learn how to use... <a href="#">(more)</a>	W. 07.25.09	7pm	<a href="#">REGISTER</a>
	Getting Started	Setting Up Your READ 180	This interactive webinar helps teachers use System 44 data-rich reports to monitor progress and plan lessons. During this training, participants examine the System 44 reports and learn how to use... <a href="#">(more)</a>	W. 07.25.09	7pm	<a href="#">REGISTER</a>

- Multiple training options every month on *READ 180*, *System 44*, *Expert 21*, *ReadAbout*, and *SRI*
- Sample topics
  - *READ 180* Refresher/Quickstart Training
  - Assessment and Data-Driven Instruction
  - Classroom Management and Planning
  - Teaching Strategies



DIGITAL  
TRAINING  
ZONE

## Exclusive Author Events

TRAINING AND RESOURCE LIBRARY: SAMPLES		LIVE PRODUCT TRAINING CALENDAR	AUTHOR WEBINARS		
Author	Title	Description	Date	Time	Register
 Dr. Ted Hasselbring	Building Mental Models	Dr. Ted S. Hasselbring is a Professor of Special Education at Peabody College of Vanderbilt University. Over the past twenty-five years, Dr. Hasselbring has conducted research on the use of technology for enhancing learning in students... <a href="#">(more)</a>	W, 07.5.09	3pm	<a href="#">REGISTER</a>
 Dr. Jeff Wilhelm	Engagement & Motivation	Dr. Jeff Wilhelm has been studying the impact of motivation on the acquisition of literacy skills in adolescents for over 25 years. His research has catalyzed a national conversation on the importance of inquiry. Specifically, what kind of question ... <a href="#">(more)</a>	W, 07.5.09	3pm	<a href="#">REGISTER</a>

- 3-4 webinars every year that will bring you into exclusive contact with Scholastic authors and “architects”



## How do I login to the DTZ?

1. You must have a SAM username and password
2. You must be running Enterprise Edition 1.9 and have a server registered with SAM Connect.
3. Your school must have a Premium Product Maintenance and Support Plan.





# Poll Questions 1 and 2

**1) What is your current role with *READ 180*?**

- a) Classroom Teacher
- b) Literacy Coach
- c) Administrator
- d) Paraprofessional/ Support
- e) Tech Services
- f) Other

**2) How long have you been teaching *READ 180*?**

- a) This is my first year
- b) 1-2 Years
- c) 3-4 Years
- d) 5+ Years
- e) I have not started yet



## Learning Objectives

- Review *READ 180* **assessment and data terms**.
- **Group** students based on their skill needs.
- Make **instructional decisions** using student and class assessment data.
- Practice a strategy for calculating **grades**.

## Research Insights

*Differentiated instruction brings students up to or beyond grade-level reading by tailoring instruction to students' current level of knowledge and skill.*

—Honig et al. (2000)

*One way I currently differentiate instruction is*

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## Vocabulary Review-match the word to the correct definition

- Comprehension Score
- Fluent Words
- Intervention Level
- Level
- Lexile
- Percentile Rank
- Performance Standards
- Segment
- Session
- Targeted Reading Level
- Vocabulary Score
- Zones

## Vocabulary Review

Segment	Comprehension Score
Vocabulary Score	Fluent Words
Level	Session
Lexile	Zones
Targeted Reading Level	Percentile Rank
Intervention Level	Performance Standards





# Teacher Materials

## Instruction



## Assessment



## Implementation



# Planning Differentiated Checkpoints

WORKSHOP  
**1**

**Survivors**

## Planning Guide

	Facing Suggestion: 2 DAYS	5-6 DAYS	1-2 DAYS	3 DAYS	4 DAYS	1 DAY		
<b>Whole- and Small-Group Instruction</b>	<b>Prereading</b> Build Background Anchor Video, p. 8K Preview/Teach Vocabulary Survivors, p. 8 Vocabulary Study, p. 9	<b>Reading</b> Teach Main Idea and Details <i>Juanes—Songs of Survival</i> , p. 10 Text Type: Newspaper Article	<b>Practice Main Idea and Details</b> <i>Beyond Brown</i> , p. 12 Text Type: Magazine Article	<b>Apply Main Idea and Details</b> <i>Numberry to the Rescue</i> , p. 16 Text Type: Life Feature Feature	<b>Vocabulary/Word Study</b> Review and Extend Word Challenge, p. 20 Proflexes, p. 20 Suffices, p. 20	<b>Writing and Grammar</b> Writing Expository Paragraph, p. 22 Grammar and Mechanics Identifying Sentences & Paragraphs, p. 26 Using Correct End Punctuation, p. 27	<b>Functional Literacy</b> Real-World Connections Careers: Life Skills Consumer, p. 28 Real-World Skills: Budget, p. 29	<b>Workshop Wrap-Up</b> Review Skills Comprehension, p. 30 Vocabulary, p. 31 Short Answer, p. 31
<b>Standards-Based Objectives</b>	<b>Viewing</b> Use viewing strategies to build background about lives of survivors. <b>Reading Comprehension</b> Preview text to activate prior knowledge about surviving tough circumstances. Preview text features to make predictions about the reading. Respond to questions, stating and supporting opinions with reasons and explanations. <b>Vocabulary</b> Learn and use new vocabulary. Generate examples to reinforce meaning. Rotate word meaning to self and the topic, survivors.	<b>Reading Comprehension</b> Preview text features to activate prior knowledge, set purpose, and generate questions before reading. Practice identifying the topic, important details, and main idea of a newspaper article. Use text marking to identify the main idea and supporting details. Use a graphic organizer to organize information around the main idea. Respond to reading through discussion. <b>Vocabulary</b> Learn new vocabulary and practice previously taught words. <b>Critical Thinking</b> State a point of view and support it.	<b>Reading Comprehension</b> Preview text features to activate prior knowledge, set purpose, and generate questions before reading. Practice identifying the topic, important details, and main idea of a text. Use text marking to identify the main idea and supporting details. Use a graphic organizer to organize information around the main idea. Respond to reading through discussion. <b>Vocabulary</b> Learn new vocabulary and practice previously taught words. <b>Critical Thinking</b> State a point of view and support it.	<b>Reading Comprehension</b> Preview text features to activate prior knowledge, set purpose, and generate questions before reading. Apply strategies for finding the main idea and details of a life issues text. Use text marking to identify the main idea and supporting details. Review strategies for reading for details. Read and interpret a bar graph. Respond to reading through writing. <b>Vocabulary</b> Learn new vocabulary and practice previously taught words. <b>Critical Thinking</b> State a point of view and support it.	<b>Vocabulary</b> Review and apply meaning of target vocabulary. <b>Word Study</b> Identify and choose appropriate prefixes and suffixes. Apply knowledge of prefixes and suffixes to determine the meaning of words.	<b>Writing</b> Identify the topic sentence, details, and writing of an expository paragraph. Identify the topic, audience, and purpose for writing. Generate ideas and appropriate word choices for writing. Use a graphic organizer to plan and write a first draft of an expository paragraph. Use a rubric to assess and revise writing. <b>Grammar and Mechanics</b> Identify sentence fragments and apply to own writing. Use correct punctuation. Edit draft to correct specific spelling, grammar, and usage errors. Proofread a writing sample.	<b>Comprehension</b> Read to find out about careers. Identify aspects of a specific job, including qualifications, prerequisites, and salary. Read and use information from a budget. <b>Critical Thinking</b> State a point of view and support it using text information. Analyze and rate abilities to do a job.	<b>Test-Taking Strategies and Skills Review</b> Practice test taking strategies, using cue words to analyze test questions. Demonstrate understanding of test sections, vocabulary, and skills. Practice answering multiple-choice questions. Practice on-demand writing by responding to an open-ended, short-answer prompt. <b>Critical Thinking</b> Justify and explain responses to an assessment.

**Differentiated Support**  
 • Decoding/Typhlizations: Cloud Syllables, p. 31A  
 • Fluency: Echo Reading, p. 31A  
 • ELA: Personal Writing, p. 31B  
 Managing the Classroom: Moving Through Rotations Efficiently, p. 31B  
 WORKSHOP PROJECTS  
 See [www.achievethecore.com/read180/home](http://www.achievethecore.com/read180/home) for project ideas and instructions.

**Workshop Skills**  
 Comprehension, p. 19  
 Main Idea and Details

**Data-Driven Instruction**  
 Reports to Use  
  
 GRI Reading Performance Report  
 See page 86.

**Workshop Skills**  
 Vocabulary/Word Study, p. 21  
 Proflexes  
 Suffices

**Data-Driven Instruction**  
 Reports to Use  
  
 GRI Reading Performance Report  
 See page 86.

**Workshop Skills**  
 Writing and Grammar, p. 27  
 Expository Paragraph  
 Identifying Sentences & Paragraphs  
 Using Correct End Punctuation


**Data-Driven Instruction**  
 Reports to Use  
  
 GRI Reading Performance Report  
 See page 86.



**Small Group**

**Strategic Reading:  
Main Idea and Details**


**Apply** Monitor students as they complete the activities.

 **Students find the main idea and details of “A Growing Group.” (Activities 1–2)**

- Have students independently reread “A Growing Group” and complete each part of the main idea and details activity.
- Then have them compare answers with a partner and share reasons for their answers.

**Share** Ask pairs to share their work with the group. Invite them to bring up questions they had and strategies they used. Provide sentence starters to build academic language.

- *The main idea was stated at the (beginning/end) of the text.*
- *One detail that supports the main idea is \_\_\_\_\_.*
- Discuss how the growth of the Latino population relates to the text’s main idea. (*Latinos are now the largest minority group; politicians are paying attention to them.*)

 **Skills Check: Main Idea and Details** Have students silently reread “Welcome to America?” and complete the Skills Check activity independently.

**Book Skills**

**CHECKPOINT**  
for Differentiated  
Instruction

**Comprehension** Did students:

- Combine information from two or more sentences to state a valid main idea?
- Find relevant details that support both sides of the immigration debate?

**IF** students need more support with reading for detail and finding the main idea, **THEN** see the resources below.

**Transfer** As time permits, have students practice using the skill with new texts, such as content-area textbooks or passages from the resources below.



**SAM Keywords:** Detail ■ Main Idea

**1** RDI Book 1: Read for Detail, pp. 288, 289

**1** RDI Book 1: Main Idea and Details, pp. 292, 293

**Main Idea and Details**

Find the main idea of “A Growing Group.”

the biggest

group.

Find two details in that section.

**Skills Check**

Find the main idea of “Welcome to America?”

different views about

Find three important details about “Welcome to America?”

The New Americans 19

Enter the Keyword of the Resource you are looking for.

SAM Keyword:



To search for Resources, browse for Resources, look up Standards, or access the Interactive Teaching System, first choose a program.

Program:

[Advanced](#)
[Browse](#)
[Standards](#)
[ITS](#)

Click a link to view Resources.

**For individual students**

[Answer Keys](#)

[Practice Pages/BLMs](#)

Provide students with guided or independent practice opportunities in class or to take home.

[Graphic Organizers](#)

[Passages](#)

[Practice Pages](#)

[QuickWrites](#)

**For professional development and administration**

[Implementation Guide](#)

[Professional Articles](#)

Read scientifically-based research, reports, and articles from the most respected national journalists.

[Scholastic RED Routines](#)

Preview the Scholastic Red professional development course list.

[Scholastic Research Reports](#)

**For Whole/Small Group Instruction**

[Assessment](#)

[Classroom Management/Teach...](#)

Use logs, checklists, tracking charts, and, conference forms for monitoring student progress.

[Lessons](#)

Use scripted lesson plans to teach, model, and provide guided practice for differentiating instruction.

# SAM Resources

Megan Gleason
Home
To
Advanced

SCHOLASTIC

Resource Search Results
PROFILE HOME

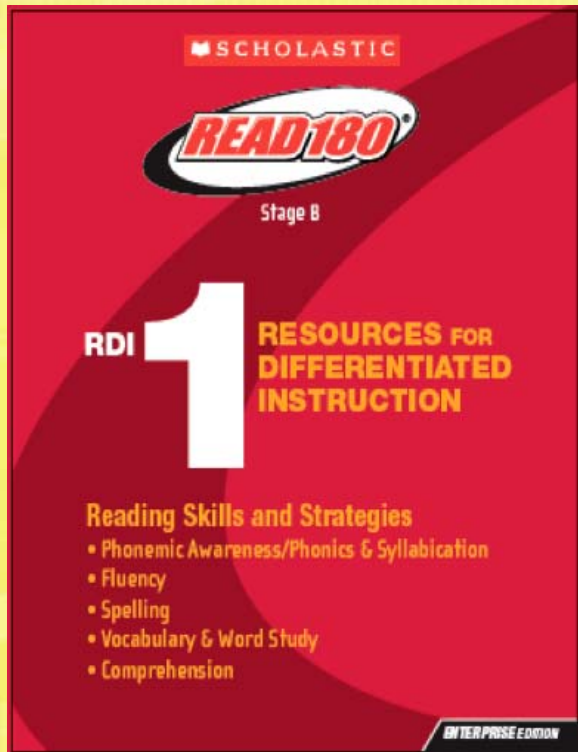
Click a link below to open a Resource. You can sort Resources by each of the column headings.

	Resource Name	Resource Type	Program	Grade/Level
<a href="#">Download</a>	<b>Handwriting Secrets</b> Use this passage with a comprehension lesson for modeling and practice of skills and strategies.	Practice Pages/BLMs	Read 180 Stage B rSkills Tests	Grades 6, 7, 8 Levels 1, 2, 3, 4
<a href="#">Download</a>	<b>Main Idea and Details Graphic Organizer</b> Use this graphic organizer with a comprehension lesson to build skills and strategies.	Practice Pages/BLMs	Read 180 Stage B rSkills Tests	Grades 6, 7, 8 Levels 1, 2, 3, 4
<a href="#">Download</a>	<b>The Story of Our Symbols</b> Use this passage with a comprehension lesson for modeling and practice of skills and strategies.	Practice Pages/BLMs	Read 180 Stage B rSkills Tests	Grades 6, 7, 8 Levels 1, 2, 3, 4
<a href="#">Download</a>	<b>Transparency 2 Main Idea and Details</b> Use this graphic organizer to find the main idea and details in	Practice Pages/BLMs	Read 180 Stage B rSkills Tests	Grades 6, 7, 8

Results 1 through 6 of 6
Close



# ***RDI Book: Resource for Differentiated Instruction***



## **Essential *RDI* Book Features:**

- Scaffolded practice with reading skills and strategies, vocabulary and word study, and writing and grammar
- Teacher-mediated explicit instruction
- Integrated structured engagement routines

# RDI 1 Lesson Plan

READ 180 • Comprehension

SKILLS TRAINER

DATE: Read for Detail

Table of Contents

Table of Contents

Lesson 1

## Read for Detail

### STUDENT OBJECTIVES

- Identify details that tell who, what, where, when, why, and how.
- Categorize details.

### BUILD BACKGROUND

Display photos of outdoor mazes, or copy and distribute maze puzzles for students to solve. Ask students how they think someone might find their way through these mazes. Then present the following information:

- Outdoor mazes are created by cutting paths through a field or by planting tall bushes in a pattern.
- People enter a maze and try to follow a path that will lead them to the other end. The paths have many twists, turns, and dead ends.

Possible answers for Apply activity.

<b>Who?</b> People of all ages walk or run through the mazes.	<b>What?</b> Life-size mazes are made out of corn plants.
<b>Where?</b> The mazes are in cornfields.	<b>When?</b> People can walk or run through the mazes during the growing season.
<b>Why?</b> Mazes are life-size puzzles. They are fun for people of all ages.	<b>How?</b> People walk through the mazes. If they get lost, there are clues along the paths, or the maze master can lead them out.

Graphic Organizer, page 391

GLE: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, 4.27, 4.28, 4.29, 4.30, 4.31, 4.32, 4.33, 4.34, 4.35, 4.36, 4.37, 4.38, 4.39, 4.40, 4.41, 4.42, 4.43, 4.44, 4.45, 4.46, 4.47, 4.48, 4.49, 4.50, 4.51, 4.52, 4.53, 4.54, 4.55, 4.56, 4.57, 4.58, 4.59, 4.60, 4.61, 4.62, 4.63, 4.64, 4.65, 4.66, 4.67, 4.68, 4.69, 4.70, 4.71, 4.72, 4.73, 4.74, 4.75, 4.76, 4.77, 4.78, 4.79, 4.80, 4.81, 4.82, 4.83, 4.84, 4.85, 4.86, 4.87, 4.88, 4.89, 4.90, 4.91, 4.92, 4.93, 4.94, 4.95, 4.96, 4.97, 4.98, 4.99, 5.00, 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08, 5.09, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24, 5.25, 5.26, 5.27, 5.28, 5.29, 5.30, 5.31, 5.32, 5.33, 5.34, 5.35, 5.36, 5.37, 5.38, 5.39, 5.40, 5.41, 5.42, 5.43, 5.44, 5.45, 5.46, 5.47, 5.48, 5.49, 5.50, 5.51, 5.52, 5.53, 5.54, 5.55, 5.56, 5.57, 5.58, 5.59, 5.60, 5.61, 5.62, 5.63, 5.64, 5.65, 5.66, 5.67, 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# RDI Practice Page

Name \_\_\_\_\_

**READ 180 Practice**  
Comprehension

**Amazing**  
by Tina Willoughby

What if you were lost in the middle of a large cornfield? The corn is almost 10 feet tall. You turn right or left on a path only to find that you are going deeper into the field. You are completely surrounded by corn.

Is it a bad dream? No, it's just a life-size maze made out of tall corn plants. A maze is a puzzle with many paths. You've won the game when you've found your way out. Most mazes are puzzles you can solve on paper. Life-size mazes are puzzles in a field or large garden. The paths have high walls made of hedges or other plants.

One company makes huge mazes in cornfields. Their mazes can be planted in any shape, like a plane, a train, or even a dinosaur. They are not meant to last forever. At the end of the growing season, the corn is cut down, and the maze disappears.



Mazes are fun for all ages. Children run through the mazes pretending to be in a video game. Older people stroll through them more slowly. A beginner might take an hour or two to walk through the maze. Experts can go in and out of a maze in about 20 minutes.

If you are completely lost, don't worry—you can get help. The paths have mailboxes with clues to the way out. Maze masters stand on a platform high above the maze. They can see inside the maze and can tell people which way to go. To get the maze master's help, people wave flags on long poles. Then the maze master yells out to them, telling them which way to turn.

Although mazes can be confusing, they can be just plain fun, too. There's nothing corny about it!

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**Resource Links**

 RDI Book 1: p. 339
 SAM Keyword: Oxford

Use with page 288.

**READ 180** Reading Skills and Strategies

339

**Tip:**

**Use Oral Cloze  
when introducing  
a new passage**





# Initial Grouping, Monitor Growth and Assess Progress

## SRI

- Intervention Grouping Report
- Targeted Reading Report

## Read 180

- Comprehension Skills
- Comprehension Skills Grouping
- Reading Progress Report
- Student Segment Status Report

## SRC

- Reading Progress Report

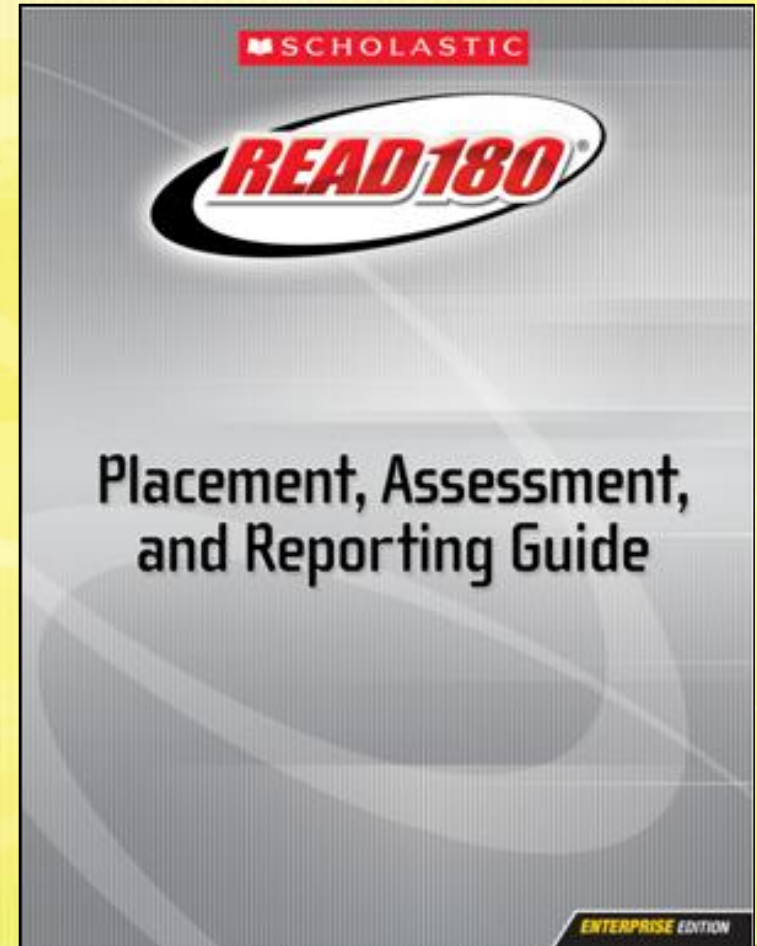
## rSkills

- Student Skills Report



## ***Placement, Assessment, and Reporting Guide***

- Administering the SRI and placing students in *READ 180*
- Using data to regroup students throughout the year
- Monitoring progress and performance in *READ 180*
- Analyzing report data to plan targeted instruction



# Lexile Scores

- Placement
- Grouping Students
- Differentiate based on Instructional Purpose
- Monitor Growth

# Grouping Students for Rotations Using Lexile Scores

		<b>Intervention Grouping Report</b> CLASS: 3 <sup>rd</sup> PERIOD School: The Lincoln School Teacher: Sarah Greene Grade: 5					
INSTRUCTIONAL PLANNING							
Time Period: 09/01/04 – 02/02/05							
INTERVENTION LEVEL (BASED ON PERFORMANCE STANDARD)	STUDENT	GRADE	LEXILE®	DATE	NORMATIVE DATA		
					PERCENTILE RANK	NCE	STANINE
<b>Advanced</b> Above grade level	Robinson, Tiffany	5	1110	02/01/05	92	80	8
	Lewis, Chequan	5	1080	02/01/05	90	77	8
	Gainer, Jacquelyn	5	1030	02/01/05	83	70	7
<b>Proficient</b> On grade level	Freeman, Charles	5	930	02/01/05	69	60	6
	Saunders, Renee	5	890	02/01/05	62	56	6
	Cho, Henry	5	820	02/01/05	52	51	5
	Huang, Hsin-Yi	5	780	02/01/05	45	47	5
	Mamdani, Aliyah	5	760	02/01/05	42	46	5
	Kim, Julie	5	740	02/01/05	39	44	4
	Molina, Robert	5	720	02/01/05	36	42	4
<b>Basic</b> Below grade level	Morgan, Rebekah	5	690	02/01/05	32	40	4
	Gilmore, Nicholas	5	680	02/01/05	31	40	4
	Cooper, Maya	5	650	02/01/05	27	37	4
	Camarillo, Teri	5	620	02/01/05	24	35	4
	Levin, Daniel	5	570	02/01/05	18	31	3
	Ferguson, Jessica	5	520	02/01/05	14	27	3
<b>Below Basic</b> Far below grade level	Richardson, Margaret	5	410	02/01/05	6	17	2
	Nelson, Michael	5	320	02/01/05	2	7	1
	Stedman, Mark	5	250	02/01/05	1	1	1
	Morris, Timothy	5	BR	02/01/05	1	1	1

**Using This Report**

**Purpose:** This report groups students under the four SRI performance standards. The report is used to target for additional support students whose performance is Below Basic or Basic.

**Follow-Up:** Plan appropriate instructional support and intervention for students who are reading below grade level. Encourage students to read independently at their reading level.

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Printed on: 2/2/2005

Student	Lexile
Robinson, Tiffany	1100
Lewis, Chequan	1080
Saunders, Renee	890
Molina, Robert	720
Morgan, Rebekah	690
Cooper, Maya	650
Levin, Daniel	570
Ferguson, Jessica	520
Richardson, Margaret	410
Nelson, Michael	320
Stedman, Mark	250
Morris, Timothy	BR

Group 1

Group 2

Group 3



# Using Lexiles to Differentiate Instruction



## Targeted Reading Report

CLASS: 3<sup>rd</sup> PERIOD

School: The Lincoln School  
Teacher: Lisa Schirmer  
Grade: 6



Easy  
100-250 L  
Below

Targeted  
50L Above-  
100L Below

Challenging  
50L +

Time Period: 09/01/05 - 02/02/06

STUDENT	GRADE	LEXILE™	TEST DATE	TEXT DIFFICULTY		
				EASY	ON LEVEL	CHALLENGING
Bracco, Christine	6	660	12/19/05	410 - 560	560 - 710	710 - 910
Chu, Amy	6	910	12/19/05	660 - 810	810 - 960	960 - 1160
Collins, Chris	6	690	12/19/05	440 - 590	590 - 740	740 - 940
Cooper, Tiffany	6	700	12/19/05	450 - 600	600 - 750	750 - 950
Evans, Jamal	6	320	12/19/05	BR - 220	220 - 370	370 - 570
Felix, Tonya	6	800	12/19/05	550 - 700	700 - 850	850 - 1050
Fernandes, Luis	6	780	12/19/05	530 - 680	680 - 830	830 - 1030
Garcia, Matt	6	740	12/19/05	490 - 640	640 - 790	790 - 990
Imran, Khaleel	6	450	12/19/05	200 - 350	350 - 500	500 - 700
Kramer, Liz	6	700	12/19/05	450 - 600	600 - 750	750 - 950
Krynski, Theo	6	960	12/19/05	710 - 860	860 - 1010	1010 - 1210
Palermo, Justin	6	850	12/19/05	600 - 750	750 - 900	900 - 1100
Ramirez, Gabriela	6	720	12/19/05	470 - 620	620 - 770	770 - 970
Rupp, Jeremy	6	820	12/19/05	570 - 720	720 - 870	870 - 1070
Sanchez, Rachel	6	1050	12/19/05	800 - 950	950 - 1100	1100 - 1300

# Flexible Grouping

- Lexile
- Comprehension Focus
- Word Level
- Spelling Skills
- Reading focus



# Report Analysis Activity



## Comprehension Skills Report

CLASS: 2<sup>nd</sup> PERIOD

School: The Lincoln School

Teacher: Margaret Schirmer

Grade: 7

Time Period: 09/01/04 – 02/02/05

SCHOLASTIC



STUDENT	LEVEL	READING FOR DETAIL	SEQUENCING	FINDING THE MAIN IDEA	SUMMARIZING	CAUSE AND EFFECT	COMPARE AND CONTRAST	PROBLEMS AND SOLUTIONS	MAKING INFERENCES	DRAWING CONCLUSIONS	TOTAL NUMBER OF SKILLS BELOW 70%
Bracco, Christine	2	100%	100%	100%	100%	100%	100%	100%	100%	100%	0
► Chu, Amy	3	93%	85%	76%	► 50%	► 50%	79%	► 66%	76%	74%	3
► Collins, Chris	2	75%	73%	► 50%	► 54%	79%	71%	► 50%	► 53%	► 67%	5
► Cooper, Tiffany	2	► 50%	72%	71%	76%	100%	► 33%	72%	72%	70%	2
Evans, Jamal	1	70%	76%	► 33%	78%	81%	98%	71%	100%	72%	1
Felix, Tonya	1	N/A	79%	► 50%	N/A	72%	N/A	N/A	N/A	N/A	1
► Fernandez, Luis	2	72%	71%	► 61%	75%	73%	72%	73%	► 59%	► 50%	3
► Garcia, Matt	1	► 66%	► 50%	74%	91%	74%	84%	73%	84%	► 50%	3
► Imran, Khaleel	2	76%	72%	70%	► 50%	84%	84%	84%	73%	84%	1
Kramer, Liz	2	80%	100%	97%	91%	100%	84%	100%	83%	79%	0
Krynski, Theo	2	81%	84%	79%	72%	100%	84%	95%	86%	80%	0
► Palermo, Justin	4	84%	90%	► 50%	100%	81%	► 50%	90%	75%	71%	2
► Ramirez, Gabriela	1	81%	► 67%	91%	100%	► 50%	► 33%	86%	► 55%	► 50%	5
► Rupp, Jeremy	2	► 50%	100%	86%	► 66%	86%	► 50%	84%	72%	84%	3
► Sanchez, Rachel	4	► 69%	89%	90%	84%	70%	► 50%	► 64%	► 50%	► 66%	5
TOTAL NO. OF STUDENTS BELOW 70%		4	2	5	4	2	5	3	4	5	39



## Comprehension Skills Grouping Report

**CLASS: 2<sup>nd</sup> PERIOD**

School: The Lincoln School  
Teacher: Margaret Schirmer  
Grade: 7

Time Period: 09/01/04 – 02/02/05



Skill	Student	Level	Scores	70% Benchmark
<b>Reading for Detail</b>	Cooper, Tiffany	2	50%	<div><div style="width: 50%;"></div></div>
	Garcia, Matt	1	66%	<div><div style="width: 66%;"></div></div>
	Rupp, Jeremy	2	50%	<div><div style="width: 50%;"></div></div>
	Sanchez, Rachel	4	69%	<div><div style="width: 69%;"></div></div>
<b>Sequencing</b>	Garcia, Matt	1	50%	<div><div style="width: 50%;"></div></div>
	Ramirez, Gabriela	1	67%	<div><div style="width: 67%;"></div></div>
<b>Finding the Main Idea</b>	Collins, Chris	2	50%	<div><div style="width: 50%;"></div></div>
	Evans, Jamal	1	33%	<div><div style="width: 33%;"></div></div>
	Felix, Tonya	1	50%	<div><div style="width: 50%;"></div></div>
	Fernandez, Luis	2	61%	<div><div style="width: 61%;"></div></div>
	Palermo, Justin	4	50%	<div><div style="width: 50%;"></div></div>
<b>Summarizing</b>	Chu, Amy	3	50%	<div><div style="width: 50%;"></div></div>
	Collins, Chris	2	54%	<div><div style="width: 54%;"></div></div>
	Imran, Khaleel	2	50%	<div><div style="width: 50%;"></div></div>
	Rupp, Jeremy	2	66%	<div><div style="width: 66%;"></div></div>
<b>Cause and Effect</b>	Chu, Amy	3	50%	<div><div style="width: 50%;"></div></div>
	Ramirez, Gabriela	1	50%	<div><div style="width: 50%;"></div></div>
<b>Compare and Contrast</b>	Cooper, Tiffany	2	33%	<div><div style="width: 33%;"></div></div>
	Palermo, Justin	4	50%	<div><div style="width: 50%;"></div></div>
	Ramirez, Gabriela	1	33%	<div><div style="width: 33%;"></div></div>
	Rupp, Jeremy	2	50%	<div><div style="width: 50%;"></div></div>
	Sanchez, Rachel	1	50%	<div><div style="width: 50%;"></div></div>
<b>Problems and Solutions</b>	Chu, Amy	3	66%	<div><div style="width: 66%;"></div></div>

# Using the Green “R”

Schirmer, Lisa

[EXIT](#) | [HELP](#) | [MY PROFILE](#) | [HOME](#)

Home
 Roster
 Reports  
Show All Reports
 Resources
 Books

My Classes

▼ Classes  
for Ms. Lisa Schirmer

Schirmer 1

► Groups

▼ Students  
for Ms. Lisa Schirmer

Bracco, Christine

Chu, Amy

Collins, Chris

Cooper, Tiffany

Evans, Jamal

Felix, Tonya

Fernandez, Luis

Garcia, Matt

Imran, Khaleel

Kramer, Liz

Krynski, Theo

Palermo, Justin

Ramirez, Gabriela

Rupp, Jeremy

Sanchez, Rachel

## Schirmer, Lisa

### Comprehension Skills Grouping Report

[Time Period](#) 09/01/05 - 02/02/06

[Using This Report](#)  
[Related Reports](#)

[Save a Copy \(PDF\)](#)  
[Print Preview \(PDF\)](#)

Skill	Student	Level	Scores	70% Benchmark
<b>R Reading for Detail</b>	Cooper, Tiffany	2	50%	<div style="width: 50%; background-color: #0070c0;"></div>
	Garcia, Matt	2	66%	<div style="width: 66%; background-color: #0070c0;"></div>
	Rupp, Jeremy	2	50%	<div style="width: 50%; background-color: #0070c0;"></div>
<b>R Sequencing</b>	Sanchez, Rachel	4	69%	<div style="width: 69%; background-color: #0070c0;"></div>
	Garcia, Matt	2	50%	<div style="width: 50%; background-color: #0070c0;"></div>
	Ramirez, Gabriela	1	67%	<div style="width: 67%; background-color: #0070c0;"></div>
<b>R Finding the Main Idea</b>	Bracco, Christine	2	50%	<div style="width: 50%; background-color: #0070c0;"></div>
	Evans, Jamal	1	33%	<div style="width: 33%; background-color: #0070c0;"></div>
	Felix, Tonya	1	50%	<div style="width: 50%; background-color: #0070c0;"></div>
	Fernandez, Luis	2	61%	<div style="width: 61%; background-color: #0070c0;"></div>
	Palermo, Justin	4	50%	<div style="width: 50%; background-color: #0070c0;"></div>
<b>R Summarizing</b>	Bracco, Christine	2	54%	<div style="width: 54%; background-color: #0070c0;"></div>
	Chu, Amy	3	50%	<div style="width: 50%; background-color: #0070c0;"></div>
	Imran, Khaleel	2	50%	<div style="width: 50%; background-color: #0070c0;"></div>
	Rupp, Jeremy	2	66%	<div style="width: 66%; background-color: #0070c0;"></div>



# SAM Resources

Megan Gleason
Home
To
Advanced

SCHOLASTIC
Resource Search Results
PROFILE HOME

Click a link below to open a Resource. You can sort Resources by each of the column headings.

	Resource Name	Resource Type	Program	Grade/Level
<a href="#">Download</a>	<b>Handwriting Secrets</b> Use this passage with a comprehension lesson for modeling and practice of skills and strategies.	Practice Pages/BLMs	Read 180 Stage B rSkills Tests	Grades 6, 7, 8 Levels 1, 2, 3, 4
<a href="#">Download</a>	<b>Main Idea and Details Graphic Organizer</b> Use this graphic organizer with a comprehension lesson to build skills and strategies.	Practice Pages/BLMs	Read 180 Stage B rSkills Tests	Grades 6, 7, 8 Levels 1, 2, 3, 4
<a href="#">Download</a>	<b>The Story of Our Symbols</b> Use this passage with a comprehension lesson for modeling and practice of skills and strategies.	Practice Pages/BLMs	Read 180 Stage B rSkills Tests	Grades 6, 7, 8 Levels 1, 2, 3, 4
<a href="#">Download</a>	<b>Transparency 2 Main Idea and Details</b> Use this graphic organizer to find the main idea and details in	Practice Pages/BLMs	Read 180 Stage B rSkills Tests	Grades 6, 7, 8

Results 1 through 6 of 6
Close

## Poll Question 3

Have you given the rSkills test?

- a) Yes
- b) No
- c) No, but I am preparing to give it within the next 2 weeks

# rSkills Test (after 2 rBook Workshops)


INSTRUCTIONAL  
PLANNING

## Summary Skills Report

CLASS: PERIOD 2

School: The Lincoln School

Teacher: Lisa Schirmer

Grade: 6

Time Period: 09/01/05 - 02/02/06



### TEST 1a

Average Test Score: 82%

Number of Students Tested: 15

SKILLS	SCORE RANGE	AVG. SCORE*	NO. OF ITEMS
Comprehension	50%–90%	78%	10
Main Idea and Details		80%	6
Sequence of Events		75%	4
Vocabulary	67%–100%	82%	6
Antonyms		83%	2
Prefixes		80%	2
Suffixes		73%	1
Synonyms		87%	1
Grammar	50%–100%	78%	4
Correcting Sentence Fragments		87%	1
Identifying Sentences and Fragments		73%	1
Using Capitals		77%	1
Using End Punctuation		77%	1



## Promoting Students in the *READ 180* Software

- SRI scores are used for *Initial Placement Only* in the software
- 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> SRI scores will **NOT** advance students in the software
- Students on level 2 and 3 are promoted based on **performance** in each zone
- **Level 1** students must be **manually** promoted

## Level Promotion

- Reading Zone: 97% Quick Check Questions
- Word Zone: 97% Assessment
- Spelling Zone: 85% Assessment
- Success Zone: 96% Context Passage

Students must reach these levels over 4 consecutive segments for promotion

School: The Lincoln School  
Grade: 7

Time Period: 09/01/04 – 02/02/05

STUDENT	CURRENT STATUS			TIME-ON-TASK					CUMULATIVE PERFORMANCE					FINAL FLUENCY RECORDING (OUT OF 6)
	LEVEL	LAST SRI SCORE (LEXILE®)	LATEST TOPIC SOFTWARE	SESSIONS	SEGMENTS	TIME (MIN.)	AVG. SESSION LENGTH	SESSIONS PER SEGMENT	WORDS READ	COMPREHENSION SCORE	VOCABULARY SCORE	FLUENT WORDS	SPELLING WORDS	
Bracco, Christine	2	660	Extreme Sports	48	15	960	15	3	34,011	100%	100%	484	216	4
Chu, Amy	3	900	Show Me the Money!	71	15	1,065	15	4	60,469	80%	83%	859	823	6
Collins, Chris	2	600	Extreme Sports	32	17	624	17	3	43,068	75%	67%	332	136	2
Cooper, Tiffany	2	675	Help Wanted	63	13	832	13	5	62,253	91%	85%	397	397	4
Evans, Jamal	1	BR	Art Attack	42	15	480	15	4	27,588	60%	14%	87	80	4
Felix, Tonya	1	500	Show Me the Money!	20	10	304	10	3	15,456	73%	71%	420	386	3
Fernandez, Luis	2	450	Art Attack	65	15	960	15	4	46,497	60%	92%	662	834	3
Garcia, Matt	1	740	Disaster!	69	19	1,311	19	6	58,531	92%	94%	200	195	4
Imran, Khaleel	2	655	Show Me The Money!	64	12	1,140	12	4	53,249	91%	92%	524	288	3
Kramer, Liz	2	775	Art Attack	45	14	896	14	3	28,241	71%	100%	274	225	2
Krynski, Theo	2	460	Art Attack	78	8	1,170	8	7	28,739	61%	56%	131	130	4
Palermo, Justin	4	980	The Whole World Watches	68	19	1,088	19	3	57,216	77%	100%	900	887	3
Ramirez, Gabriela	1	BR	Art Attack	64	18	1,120	18	7	38,454	54%	47%	124	120	2
Rupp, Jeremy	3	965	Art Attack	68	15	1,020	15	4	48,792	64%	74%	417	422	6
Sanchez, Rachel	4	1080	Survive	80	18	1,360	18	3	72,828	75%	81%	492	325	6

## Poll Question 4

Highlight any level 1 students. Which student would you begin watching for promotion in the software?

- a) Jamal Evans
- b) Tonya Felix
- c) Matt Garcia





# Reading Progress Report

TEACHER: MARGARET SCHIRMER

School: The Lincoln School

Grade: 7

SCHOLASTIC



Time Period: 09/01/04 – 02/02/05

Watch Matt's performance over the next 4 segments by using the R180 Student Reading Report (PARG 98-99)

STUDENT	CURRENT STATUS			TIME-ON-TASK					CUMULATIVE PERFORMANCE					
	LEVEL	LAST SRI SCORE (LEXILE®)	LATEST TOPIC SOFTWARE	SESSIONS	SEGMENTS	TIME (MIN.)	AVG. SESSION LENGTH	SESSIONS PER SEGMENT	WORDS READ	COMPREHENSION SCORE	VOCABULARY SCORE	FLUENT WORDS	SPELLING WORDS	FINAL FLUENCY RECORDING (OUT OF 6)
Bracco, Christine	2	660	Extreme Sports	48	15	960	15	3	134,011	100%	100%	484	216	4
Chu, Amy	3	900	Show Me the Money!	71	15	1,065	15	4	160,469	80%	83%	859	823	6
Collins, Chris	2	600	Extreme Sports	32	17	624	17	3	143,068	75%	67%	332	136	2
Cooper, Tiffany	2	675	Help Wanted	63	13	832	13	5	62,253	91%	85%	397	397	4
Evans, Jamal	1	BR	Art Attack	42	15	480	15	4	27,588	60%	14%	87	80	4
Felix, Tonya	1	500	Show Me the Money!	20	10	304	10	3	15,456	73%	71%	420	386	3
Fernandez, Luis	2	450	Art Attack	65	15	960	15	4	146,497	60%	92%	662	834	3
Garcia, Matt	1	740	Disaster!	69	19	1,311	19	6	58,531	92%	94%	200	195	4
Imran, Khaleel	2	655	Show Me The Money!	64	12	1,140	12	4	153,249	91%	92%	524	288	3
Kramer, Liz	2	775	Art Attack	45	14	896	14	3	28,241	71%	100%	274	225	2
Krynski, Theo	2	460	Art Attack	78	8	1,170	8	7	28,739	61%	56%	131	130	4
Palermo, Justin	4	980	The Whole World Watches	68	19	1,088	19	3	157,216	77%	100%	900	887	3
Ramirez, Gabriela	1	BR	Art Attack	64	18	1,120	18	7	138,454	54%	47%	124	120	2
Rupp, Jeremy	3	965	Art Attack	68	15	1,020	15	4	148,792	64%	74%	417	422	6
Sanchez, Rachel	4	1080	Survive	80	18	1,360	18	3	72,828	75%	81%	492	325	6

## Research Insights

*After identifying students' strengths and weaknesses through data analysis, teachers begin the real work of instructional improvement: the collaborative effort to share, produce, test, and refine lessons and strategies targeted to areas of low performance, where more effective instruction can make the greatest difference for students.*

**—Schmoker (2003)**

# Using Individual Student Data

## SRI

- Student Yearly Progress

## READ 180

- Student Diagnostic Report
- Segment Status Report

## SRC

- Reading Progress Report







## Student Segment Status Report

STUDENT: COLLINS, CHRIS

School: The Lincoln School  
Teacher: Margaret Schirmer  
Grade: 7  
Class: 2<sup>nd</sup> Period  
Group: Racers



Time Period: 09/01/04 – 02/02/05

READ 180 Level: 2  
Current Segment: Extreme Surfing  
Date Started Segment: 01/01/09  
Segments Completed to Date: 11

### Reading Zone Status

Chris has answered 10 of the 10 Quick Check questions required to move to the next segment.

	CURRENT SEGMENT	LAST COMPLETED SEGMENT	HISTORICAL AVERAGE
Number of Sessions	8	4	6
Time Spent (Min.)	14	22	17
Comprehension Score	80% (4/5)	60% (3/5)	80% (4/5)
Vocabulary Score	100% (5/5)	60% (3/5)	80% (4/5)
Passage Reads	2	4	6
Words Read	899	856	968

### Word Zone Status

Chris has shown proficiency in 69 of the 74 words required before moving on to the next segment.

	CURRENT SEGMENT	LAST COMPLETED SEGMENT	HISTORICAL AVERAGE
Number of Sessions	4	5	4
Time Spent (Min.)	20	42	31
Assessment Score	56%	74%	72%
Total Fluent Words	39	41	35

### Spelling Zone Status

Chris has correctly spelled 1 of the 6 words required before moving on to the next segment.

	CURRENT SEGMENT	LAST COMPLETED SEGMENT	HISTORICAL AVERAGE
Number of Sessions	2	4	3
Time Spent (Min.)	18	32	25
Assessment Score	80%	75%	74%




SCHOOL-  
TO-HOME

## Student Word Zone Report

STUDENT: DAMRON, JOHN

School: Cesar Chavez Middle School

Teacher: Mercedes Cole, Patricio Dujan

Grade: 6

Class: MCole 1

Time Period: 08/15/06 – 01/02/08

SCHOLASTIC



**Homework:** Write 5 sentences using already known or newly-learned words

**Speed drills:** Work with partner to practice new words

**Parents:** Share with parents

### Word Zone Progress

Percentage of Words Recognized in Assessments to Date: 69%

Total Words Mastered to Date: 246

### Current Topic: Survive

#### WORDS I KNEW

become	blew	bowl	breathe	change	country	destroyed	drought	eyes	fields
fierce	flooded	houses	imagines	poems	points	result	series	strong	threatened
weather									

#### WORDS I LEARNED

answer	appliances	arrives	atmospheric	attending	backyard	beaver	breathhtaking	characteristic	combined
consider	contribute	electric	electrical	friends	grains	homework	indoors	isolated	legged
pastime	poetic	question	refrigerator	scenario	scenery	television	temperatures	thermometer	tundra
visit	welcome	wilderness	winter	wonder					

#### WORDS I AM STUDYING THIS WEEK

coughing	covered	destroying	farmers	ruined
----------	---------	------------	---------	--------

## Checkpoint Scenario: Polls 5 and 6

**5) You reach a Checkpoint after the blue Reading Section in the *rBook* and you would like to know your students' overall progress with Compare and Contrast.**

- a) Student Segment Status Report
- b) Comprehension Skills Grouping Report
- c) Comprehension Skills Report

**6) Your class just finished Workshop 2 in the *rBook*. You administered the first rSkills test.**

- a) Run the rSkills Summary Skills Report
- b) Run the Comprehension Grouping Report
- c) Run the SRI Intervention Grouping Report

## Checkpoint Scenario: Poll 7

7) You notice a student making little progress in mastering high-frequency words. You suspect the lack of progress is related to his frequent absences. You want to compare his current scores to his last completed segment.

- a) Run the Student Segment Status Report
- b) Run the Reading Progress Report
- c) Run the Comprehension Skills Report



## Student Reading Report

STUDENT: CHO, HENRY

School: The Lincoln School

Teacher: Sarah Greene

Grade: 5

Class: 3rd Period

Group: Tigers

Time Period: 09/01/04 – 02/02/05

Lexile®: 820

Points: 29



### Goal Progress: Points

Current Annual Goal	75 Points
Progress Toward Goal	33 Points
Total Points Earned (YTD)	33 Points
Avg. Attempts per Book	1.8 Attempts

DATE	BOOK	AUTHOR	LEXILE®	READING LEVEL	GRL	SCORE	POINTS	WORDS READ
09/16/04	Stone Fox	Gardiner, John Reynolds	550	3.2	P	90%	3	8,850
09/20/04	Stone Fox	Gardiner, John Reynolds	550	3.2	P	60%	0	8,850
09/22/04	Elaine and the Flying Frog	Chang, Heidi	540	2.9	O	80%	3	6,364
09/26/04	Elaine and the Flying Frog	Chang, Heidi	540	2.9	O	60%	0	6,364
09/27/04	Help, I'm Trapped in the First Day of School	Strasser, Todd	590	5.1	Q	90%	6	20,661
09/26/04	Help, I'm Trapped in the First Day of School	Strasser, Todd	590	5.1	Q	50%	0	20,661
11/12/04	Tales of a Fourth Grade Nothing	Blume, Judy	470	4.9	Q	80%	7	23,394
11/14/04	Hatchet	Paulsen, Gary	1020	6.3	R	80%	10	41,588
11/19/04	Hatchet	Paulsen, Gary	1020	6.3	R	60%	0	0
01/24/04	Hatchet	Paulsen, Gary	1020	6.3	R	60%	0	0
01/26/04	Cat's Meow	Soto, Gary	640	4.2	N	100%	4	8,534
<b>TOTALS</b>			<b>685 (AVG.)</b>	<b>4.6 (AVG.)</b>		<b>74% (AVG.)</b>	<b>33</b>	<b>145,266</b>



# Supporting Student Comprehension in the Reading Rotation

**READ 180** Paperbacks Teaching Resources

## Overview

	TITLE	GENRE	COMPREHENSION FOCUS	LEXILE
LEVEL 1	<i>The Big Bug</i>	Classic	Sequence of Events	330
	<i>Confessions of a Gym-Class Dropout</i>	Play	Analyze Character	+
	<i>Gym Rats: True Stories About Punching, Pedaling, and Powerlifting</i>	Nonfiction	Compare and Contrast	400
	<i>NASCAR: Behind the Wheel and Behind the Scenes</i>	Nonfiction	Main Idea and Details	430
	<i>The Odyssey</i>	Graphic Classic	Read for Detail	210
	<i>The Perfect Match</i>	Realistic Fiction	Analyze Character	310
	<i>Survivors: True Stories About Real Kids</i>	Nonfiction	Summarize	390
	<i>War of the Worlds</i>	Graphic Classic	Make Predictions	320
	<i>Yo, Yolanda! Advice From an Expert</i>	Nonfiction	Problem and Solution	340
	<i>Young Americans: Tales of Teenage Immigrants</i>	Nonfiction	Fact and Opinion	320
LEVEL 2	<i>Dangerous Game</i>	Realistic Fiction	Sequence of Events	520
	<i>Dracula/Romeo and Juliet</i>	Play	Analyze Plot	+
	<i>Escape From the Ice: Shackleton and the Endurance</i>	Nonfiction	Problem and Solution	510
	<i>Hot Tracks: Careers in the Music Business</i>	Nonfiction	Draw Conclusions	400
	<i>In the Line of Fire: A Story About D-Day</i>	Historical Fiction	Analyze Setting	590
	<i>In Your Face: Poems About Real Life</i>	Poetry	Analyze Theme	+
	<i>The Plague</i>	Historical Fiction	Analyze Theme	440
	<i>The Skin I'm In</i>	Fiction	Make Inferences	670
	<i>Stargirl</i>	Fiction	Read for Detail	590
	<i>Sunny: Diary Two</i>	Fiction	Analyze Character	470
LEVEL 3	<i>The Body Book: An Owner's Guide to Fueling, Fixing, and Running the Most Important Machine You Own</i>	Nonfiction	Summarize	610
	<i>Driver's Ed</i>	Fiction	Make Predictions	670
	<i>Emma</i>	Graphic Classic	Sequence of Events	340
	<i>Forged by Fire</i>	Fiction	Compare and Contrast	780
	<i>Hope Was Here</i>	Fiction	Analyze Plot	710
	<i>Rat Attacks</i>	Nonfiction	Cause and Effect	800
	<i>Slam!</i>	Fiction	Analyze Character	750
	<i>Stick &amp; Whistle</i>	Fiction	Draw Conclusions	880
	<i>Super Jobs in Comic Books</i>	Nonfiction	Draw Conclusions	740
	<i>Sweetgrass</i>	Historical Fiction	Analyze Setting	640
LEVEL 4	<i>Aquamarine</i>	Fiction	Analyze Theme	940
	<i>Black Diamond: The Story of the Negro Baseball Leagues</i>	Nonfiction	Main Idea and Details	1100
	<i>Flight to Freedom</i>	Realistic Fiction	Analyze Character	850
	<i>The Greatest: Muhammad Ali</i>	Biography	Sequence of Events	1030
	<i>Macbeth</i>	Graphic Classic	Make Inferences	450
	<i>Ripley's Believe It or Not!</i>	Nonfiction	Fact and Opinion	+
	<i>Romiette and Julio</i>	Fiction	Make Predictions	610
	<i>Swallowing Stones</i>	Fiction	Analyze Plot	820
	<i>The Trouble With Lemons</i>	Mystery	Analyze Character	830
	<i>The Worst-Case Scenario Survival Handbook</i>	Nonfiction	Problem and Solution	960

\* Leveled according to concepts, language, and design

# Using the SRC Report Data

*What can you do if a student is . . .*



Not reading enough



Not reaching a reading goal

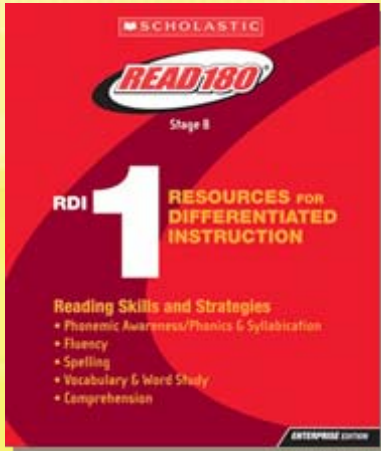


Choosing books that are too easy or too hard



Failing multiple quizzes

# Resource Review



## ***RDI Book 1***

- Lessons



## **Teaching Resources**

- Graphic Organizers
- Discussion Questions
- Final Projects



## **SAM Resources**

- RDI Lessons



# Determining Final Grades





## Things to consider....

- How and where should we include student effort?
- How much weight should the Topic Software hold?
- Which skills deserve greater weight than others and should that change throughout the year?
- How much weight should we place on Whole and Small Group Instruction?

# Consider All 4 areas of the *READ 180* classroom

**Balance your grades within the reading class.  
Sample for weighting grades across rotations:**

- 50% for Whole and small group
- 25% for software
- 25% for independent reading
- Homework % optional (change weight distribution as needed)



PROGRESS  
MONITORING

## Grading Report

TEACHER: LISA SCHIRMER

School: The Lincoln School

Grade: 6

Time Period: 09/01/05 - 02/02/06

SCHOLASTIC



STUDENT	READ 180 SOFTWARE PROGRESS							INDEPENDENT READING	TEACHER - DIRECTED INSTRUCTION	FINAL GRADE
	LEVEL	COMPREHENSION SCORE	VOCABULARY SCORE	WORD FLUENCY	FINAL FLUENCY RECORDING (OUT OF 6)	SPELLING SCORE	CONTEXT PASSAGE	BOOK QUIZ AVERAGE (No. OF BOOKS)	WHOLE- AND SMALL-GROUP	
Bracco, Christine	2	75%	65%	87%	2	79%	68%	75% (2)	79%	
Chu, Amy	3	80%	83%	95%	6	69%	81%	75% (2)	88%	
Collins, Chris	2	100%	100%	85%	4	95%	96%	75% (2)	89%	
Cooper, Tiffany	2	91%	85%	89%	4	59%	90%	75% (2)	65%	
Evans, Jamal	1	60%	14%	93%	4	99%	41%	60% (2)	68%	
Felix, Tonya	2	73%	71%	67%	3	66%	83%	60% (2)	50%	
Fernandez, Luis	2	60%	92%	84%	3	79%	77%	60% (2)	67%	

## Research Insights

*In the grand scheme of things, reflection is the most important phase of the data collection and analysis process.*

**—Slowinski (2000)**



## Wrap-Up: Setting Goals

### Three–Two–One Goals

**3—Write** three ideas that will help you with differentiating your instruction.

**2—Write** two ideas you learned today about using reports.

**1—Write** one goal that you will implement over time.

Share one reflection in chat

## Learning Objectives

- Review *READ 180* assessment and data terms.
- Make instructional decisions using student and class assessment data.
- Group students based on their skill needs.
- Practice a strategy for calculating grades.

# Questions?

