



Sprint Reading™


Aligns to Title I, Part A


The purpose of *Title I, Part A – Improving Basic Programs* is to ensure that children in high-poverty schools meet challenging State academic content and student achievement standards. These schools must develop a comprehensive plan to improve teaching and learning. The following chart shows how **Scholastic Sprint Reading™** can support a schoolwide *Title I* program. The criteria are drawn from the Federal *Title I Final Rules and Regulations* posted at:


<http://www.ed.gov/policy/elsec/reg/title1/fedregister.html>


Key Criteria for Title I, Part A Funding	 Scholastic Sprint Reading™
<p>1. Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, particularly in the areas of math, reading/language arts, and science</p>	<p><i>Scholastic Sprint Reading™</i> is a research-based program that provides struggling readers with books they can read successfully and with skills and strategies that help them become better readers. This supplemental program can be used for whole-class instruction, small-group instruction and during independent reading periods, as well as after-school or summer school programs.</p> <p>There are 12 leveled <i>Sprint Reading</i> Collections. Six are suitable for Upper Elementary and six for Middle School. The Lexile Framework® for Reading, which uses Lexile measures to match students to appropriately challenging text for reading success, was utilized to level the books in each Collection. <i>Sprint Reading</i> benefits students who have approximate reading levels between Grades 1.5 and 6.0.</p> <p>Each <i>Sprint Reading</i> Collection includes:</p> <ul style="list-style-type: none"> ▪ 48 books (8 titles, 6 copies each) ▪ 6 Student Workbooks ▪ Teacher’s Guide ▪ Placement Guide ▪ Storage Case <p>With <i>Sprint Reading</i>, teachers will be able to:</p> <ul style="list-style-type: none"> ▪ Match students to texts that are appropriate to their age and reading level ▪ Provide nonfiction books that support content-area learning ▪ Provide phonemic awareness, phonics, and word study instruction that will help students decode more words independently ▪ Build vocabulary and reading fluency ▪ Improve students’ ability to monitor their own comprehension and apply meaning-making strategies to a variety of texts ▪ Strengthen students’ writing skills through reading/writing connections ▪ Assess students’ progress continually through formal and informal measures <p style="text-align: right;"><i>(Continued)</i></p>


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<p>Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, Continued</p>	<p>In addition to direct reading and writing instruction, the Teacher’s Guide for each <i>Sprint Reading</i> level provides extra support for students who are struggling in specific skill areas. These include routines for phonics/word study, vocabulary, comprehension, fluency, and writing. Each Teaching Plan suggests which routine to use to strengthen skills, depending on how well the student has done on exercises in the Student Workbook.</p>
<p>2. Address the needs of all students in the school, particularly the needs of low-achieving students and those at risk of not meeting the State’s student academic standards</p>	<p><i>Sprint Reading’s</i> individualized, leveled instruction and practice activities can raise the achievement of students with varying abilities and needs, including those who are struggling and at-risk of not meeting state academic standards. These include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Children from low-income families ▪ Students with disabilities ▪ English-Language Learners ▪ Native Americans ▪ Students attending urban, suburban, and rural schools <p><u>English-Language Learners</u></p> <p>The Teacher’s Guide provides detailed support strategies to use with English Language Learners:</p> <ul style="list-style-type: none"> ▪ Suggestions for helping ELL students increase their high-frequency vocabulary ▪ Ways to help ELL students develop their social, culturally appropriate, and academic language ▪ Ideas for multi-sensory teaching approaches, using idioms, and emphasizing vocabulary ▪ Classroom-tested instructional tips and strategies to use in whole- and small-groups ▪ Information on the stages of language acquisition— pre-production, early production, speech emergence, intermediate fluency, and advanced fluency ▪ Book-related activities that help ELL students develop academic, oral, culturally appropriate, and social language, and high frequency vocabulary <p><u>Students with disabilities</u></p> <p><i>Sprint Reading</i> accommodates students reading at the first grade level in Upper Elementary and the second grade level in Middle School. For each book, teachers provide intensive instructional support to students as they read using the teaching plan, along with the corresponding pages from the Student Workbook.</p> <p style="text-align: right;"><i>(Continued)</i></p>

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<p>Address the needs of all students in the school, particularly the needs of low-achieving students and those at risk of not meeting the State’s student academic standards Continued</p>	<p><i>Before Reading</i> strategies include:</p> <ul style="list-style-type: none"> ▪ Build Background ▪ Develop Vocabulary ▪ Build Phonemic Awareness ▪ Practice Phonics/Word Study ▪ ELL Support <p><i>During Reading</i> strategies include:</p> <ul style="list-style-type: none"> ▪ Target Comprehension ▪ Monitor Comprehension ▪ Build Reading Fluency <p><i>After Reading</i> strategies include:</p> <ul style="list-style-type: none"> ▪ Teach Writing ▪ Assess/Check Comprehension ▪ Home/School Connection <p><i>Extra Support Routines</i> are provided for students who need additional support in vocabulary, phonics/word study, comprehension, fluency, or writing. These routines support readers who are experiencing specific difficulties or for small groups to strengthen these reading strategies.</p>
<p>3. Close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers.</p>	<p><i>Sprint Reading’s</i> instructional design closes the achievement gap between high- and low-performing students through direct instruction of essential skills, placement and ongoing assessment, and leveled books.</p> <p>Direct Instruction of Essential Skills</p> <p>The Teacher’s Guide provides a variety of intervention tools to support students’ reading and to build their competency in vocabulary, phonics and word study, comprehension, fluency, and writing strategies. It includes:</p> <ul style="list-style-type: none"> ▪ A detailed teaching plan for each book that includes before, during, and after reading instruction ▪ Routines that provide extra support and opportunities for direct intensive intervention ▪ Additional resources including extra support for English-language learners, a student self-assessment form, home/school connections, and a skills index <p>Placement and Ongoing Assessment</p> <p><i>Sprint Reading</i> provides assessment opportunities through placement, formal, and informal measures to accelerate the reading ability of each individual student. The Placement Guide allows teachers to accurately place students at the correct level.</p> <p style="text-align: right;"><i>(Continued)</i></p>

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<p>Close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers. Continued</p>	<p>The guide contains a variety of assessment tools, including:</p> <ul style="list-style-type: none"> ▪ A comprehension test for each level, made up of a reading passage and comprehension questions ▪ A Student Profile Form that helps to gather and record information about students <p>Informal assessment with <i>Sprint Reading</i> includes Observation, Self-Assessment, and Conferences. Formal assessment is provided after students complete each lesson. Re-teaching lessons are also provided for students who need additional instruction of a particular skill.</p> <p>Precisely Leveled Books</p> <p><i>Sprint Reading</i> Collections are available at six Lexile levels: 300, 400, 500, 600, 700, and 800. These levels have been determined by a precise system for measuring readability, the Lexile Framework® for Reading. The framework can be used to measure students' reading ability, as well as texts, and match them for reading success. By providing students with books they can read—and accelerating them to the next level—they can close their achievement gap.</p>
<p>4. Use effective methods and instructional practices that are based on scientifically based research and that:</p> <ul style="list-style-type: none"> ▪ Strengthen the core academic program ▪ Provide an enriched and accelerated curriculum ▪ Increase the amount and quality of learning time, such as providing an extended school year, before- and after-school programs, and summer programs and opportunities 	<p><i>Sprint Reading's</i> scientific research base includes the following findings:</p> <p>Phonemic awareness instruction improves children's ability to read words. It also improves their reading comprehension. (<i>Put Reading First</i>, 2001)</p> <p>The application of phonics in reading words is a nonnegotiable beginning reading skill that ALL students must master in order to understand what they read. (Lyon, 1998)</p> <p>Fluency develops as a result of many opportunities to practice reading with a high degree of success. (<i>Put Reading First</i>, 2001)</p> <p>Many poor readers must overcome a huge vocabulary deficit before they will be able to read successfully. (Moats, 2001)</p> <p>Comprehension is critically important to the development of children's reading skills and therefore to the ability to obtain an education. (National Reading Panel, 2000)</p> <p>A balanced literacy program incorporates a wide range of oral language, reading, and writing activities. (Lyon and Moats, 1997; Snow, Burns, and Griffin, 1998)</p> <p style="text-align: right;"><i>(Continued)</i></p>

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<p>Use effective methods and instructional practices that are based on scientifically based research, Continued</p>	<p>Matching students to text with the appropriate level of challenge—not too easy or not too hard—is one mechanism for successful reading experiences. (Gambrell, Palmer, and Codling, 1993)</p> <p>Developing students’ interest and pleasure in reading must be as much a focus as developing their reading skills. (Moats, 2001)</p> <p><i>Sprint Reading</i> strengthens core instruction and meets federal standards by helping students build the five essential elements of reading as identified in <i>No Child Left Behind</i>.</p> <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none">▪ Phonemic awareness instruction provides students with practice in manipulating individual sounds, or phonemes, within words. Instruction includes rhyming, oral blending, and oral segmentation.▪ Routines correlate to the phonics skill taught. <p><u>Phonics</u></p> <ul style="list-style-type: none">▪ Through systematic, explicit instruction, students learn strategies for decoding unfamiliar words. Instruction topics include consonants, short and long vowels, r-controlled vowels, vowel pairs, diphthongs, polysyllabic words, and open/closed syllables.▪ Corresponding pages in the <i>Student Workbook</i> provide students with practice in applying phonics strategies. <p><u>Fluency</u></p> <ul style="list-style-type: none">▪ Teachers model fluency by reading with correct intonation, appropriate pauses, expression, and reading rate using phrase-cued text and other passages.▪ Using the <i>Student Workbook</i>, students build fluency by reading aloud passages; they do repeated readings of the passage throughout the week. <p><u>Vocabulary</u></p> <ul style="list-style-type: none">▪ Teachers introduce students to the vocabulary words from the reading selection, and then teach a vocabulary strategy to help students recognize unfamiliar words.▪ In each lesson, students reinforce words and skills by completing pages in the <i>Student Workbook</i>. <p><u>Comprehension</u></p> <ul style="list-style-type: none">▪ Students draw conclusions, compare/contrast, determine cause/effect, make inferences, evaluate author’s purpose, and use other comprehension strategies.▪ Workbook exercises provide practice in applying the comprehension skills taught, and graphic organizers aid students’ understanding of text. <p style="text-align: right;"><i>(Continued)</i></p>

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<p>Use effective methods and instructional practices that are based on scientifically based research, Continued</p>	<p><u>Writing</u></p> <ul style="list-style-type: none">▪ Teachers present writing guidelines and model how to use graphic organizers.▪ Students write narrative, expository, descriptive, and persuasive paragraphs.▪ Using a checklist, students review their drafts for correct grammar, capitalization, and punctuation and publish a final copy. <p>Provide an enriched and accelerated curriculum</p> <p><i>Scholastic Sprint Reading</i> engages striving readers with motivating books aligned to core curriculum in specific Lexile® ranges. This effective reading intervention program uses paperbacks and Students Workbooks to teach the strategies readers need to further scaffold decoding, fluency, vocabulary, and comprehension. The <i>Teacher's Guide</i> provides educators with comprehensive, practical plans for teaching essential skills for each title.</p> <p><i>Scholastic Sprint Reading:</i></p> <ul style="list-style-type: none">▪ Supplies students with high-interest fiction and nonfiction books they are able to read and enjoy▪ Provides teachers with diverse text at specific levels to best suit class's needs and supports the material with systematic instruction▪ Helps students decode words independently with phonemic awareness, phonics, and word study instruction▪ Builds vocabulary, reading fluency, and writing skills▪ Improves students' abilities to self-monitor comprehension and apply meaning-making strategies to a variety of texts▪ Assesses progress continually through formal and informal measurements <p>Increase the amount and quality of learning time</p> <p><i>Sprint Reading</i> is flexible and can be used in whole-class instruction, small-group instruction, extended-day or after-school instruction, and independent reading. Each four-page lesson plan in the <i>Teacher's Guide</i> presents direct instruction for before, during, and after reading, and provides writing guidelines, support for English as a Second Language students, strategies to monitor and assess comprehension, extra support routines, and a home/school connection.</p>

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<p>5. Provide high-quality and ongoing professional development that aligns with the State's academic standards</p>	<p>The <i>Scholastic Sprint Reading</i> program is supported by six <i>Scholastic RED</i> facilitated, online courses:</p> <ul style="list-style-type: none"> ▪ Exploring the Lexile Framework for Reading, Grades 3-12 ▪ Building Decoding Skills & Strategies, Grades 3-5 ▪ Improving Reading Comprehension, Grades 3-5 ▪ Improving Fluency, Grades 3-8 ▪ Improving Decoding Skills & Strategies, Grades 6-8 ▪ Middle School Literacy: Improving Text Comprehension <p>These professional development courses provide:</p> <ul style="list-style-type: none"> ▪ Instant access to research and theory ▪ Video modeling of research-based practices ▪ Interactive simulations of skills and strategies ▪ Structured feedback, collaboration, and ongoing support ▪ Materials that can be immediately used in the classroom
<p>6. Involve parents in the planning, review, and improvement of the schoolwide program plan</p>	<p>Parents support their child's reading development through the <i>Sprint Reading</i> program in these ways:</p> <ul style="list-style-type: none"> ▪ Teachers send families letters with fluency activities and discussion ideas for each book. ▪ Students bring books home to share. ▪ Each Teaching Plan provides suggestions for book-related activities that students can do at home or with family members. ▪ During conferences, teachers discuss with caregivers their child's program participation, progress, and homework tips.
<p>7. If appropriate, coordinate with other funding programs</p>	<p><i>Sprint Reading</i> can be integrated with funds and money from state, local, foundation, and other sources. The federal funding programs for which it qualifies include:</p> <ul style="list-style-type: none"> ▪ Title I, Supplemental Educational Services ▪ Title III English Language Acquisition ▪ 21st Century Community Learning Centers ▪ IDEA, <i>Response to Intervention</i>