



Scholastic *READ 180*

READ 180 is a scientifically research-based, intensive reading intervention program with a proven track record of delivering measurable learning gains to the older, struggling reader. The program is designed to accelerate reading achievement with students in upper elementary through high school who are seriously below level. *READ 180* was developed in collaboration with Vanderbilt University and is based on ten years of research by Dr. Ted Hasselbring. From 1994 through 1998 the program was tested in Orange County Public Schools in Orlando, Florida with over 10,000 students and was repeatedly proven to raise reading scores. Since 1998, the program has been used in over 14,000 thousand classrooms across the nation and has consistently proved to be successful in improving literacy skills in older struggling readers.

READ 180 delivers its reading achievement gains through:

- Individualized Software—*READ 180* contains “intelligent software” that collects data based on individual responses and adjusts instruction to meet each student’s needs. The software provides students with individualized reading instruction plus continuous assessment of their progress. Reading passages are leveled using the Lexile Framework® for Reading and are matched to the individual student’s achievement level. The software has a number of built-in supports for the older struggling reader, including: anchor videos to build background knowledge for reading passages, vocabulary support with phonics tips, closed captioning and Spanish language support for English-Language Learners, and universal access features for Special Education students.
- Data-driven, teacher-led instruction in whole or small groups—*READ 180* provides teachers with a curriculum that supports the direct instruction of reading, writing, and grammar. The program includes a wide range of direct instructional materials to teach phonemic awareness, phonics, fluency, vocabulary development, and text comprehension plus specialized instructional strategies for writing, test-taking, and English-Language Learners. The *READ 180* Teaching System offers a clear instructional path for whole- and small-group instruction, as well as guidance and resources for differentiating instruction to address individual student needs. Comprehensive, actionable reports and teacher alerts provide detailed and immediate feedback to identify student needs and to inform small-group instruction.
- Modeled and independent reading—*READ 180* provides students with an independent reading library of high-interest and leveled paperbacks, plus grade-level audiobooks where a Reading Coach models successful reading and comprehension strategies. Students build fluency, critical thinking, vocabulary, and comprehension skills through independent reading of age-appropriate, carefully leveled Paperbacks, using the Lexile Framework® for Reading, and through the modeled reading and coaching in the Audiobooks.
- Professional Development—*READ 180* integrates professional development into the *rBook™* Teacher’s Edition, provides teachers with comprehensive implementation training and ongoing professional development, and includes enrollment in an online professional development course, *READ 180: Best Practices for Reading Intervention*.

READ 180 is available in three instructional stages – Stage A for Upper Elementary, readability 1.5–6.9; Stage B for Middle School, readability 1.5–8.9; Stage C for High School, readability 1.5–12.0. The program is complete with all the materials needed for teachers and students, as well as professional development and training.

Instructional Content

READ 180 instruction, which is individualized based on students' assessed needs and performance, addresses essential reading, spelling, writing, and grammar skills.

Phonemic Awareness

- Instruction includes auditory discrimination, oral blending, oral segmentation, phonemic addition and deletion, and phonemic substitution.
- The *Resources for Differentiated Instruction Book 1* provides extra routines for rhyme and alliteration, sound identification, oral blending, oral segmentation, and phonemic manipulation.

Phonics

- A complete scope and sequence is embedded in the Software. As students work, the Software continually collects data on their word-recognition proficiency and adjusts instruction as appropriate.
- For each online passage, the Software provides decoding tips with modeled practice in segmentation, blending, structural analysis, and correct pronunciation.
- *READ 180* provides intensive practice of study words and systematic review of previously mastered words and patterns.
- The *Scholastic Achievement Manager™ (SAM)* links teachers to electronic resources for additional instruction and practice activities targeted to students' assessed needs.

Fluency

- The Topic Software provides individualized fluency instruction, scaffolded practice, and a wealth of opportunities for repeated reading of leveled text.
- Student recordings can be used for oral fluency progress, student motivation, and parent meetings.
- The Paperback and Audiobook libraries provide age-appropriate, leveled books that students can read with success to build fluency.

Comprehension

- Anchor videos help struggling readers build the background knowledge and mental models that they need to understand text they will be reading.
- The *rBook* presents intensive, systematic, and explicit instruction in essential comprehension skills and strategies, such as sequencing, identifying main idea/detail, summarizing, identifying cause and effect, and making inferences.
- Instruction focuses on key skills for extended periods to promote gradual release.
- Teachers access instructional resources through *SAM* and in *Resources for Differentiated Instruction*.

Vocabulary

- Topic Software provides definitions for focused vocabulary words and translations of key words into Spanish, Cantonese, Hmong, Haitian Creole, and Vietnamese. The software provides targeted instruction in high-utility academic language words, as well as content-area words.
- The *READ 180 rBook* uses a research-based routine to teach and reinforce usage of high-utility vocabulary across all content areas.
- Teachers access additional materials for targeted instruction and guided practice of vocabulary and word-study skills through *SAM* and in *Resources for Differentiated Instruction*.

Spelling

- The Software provides individualized spelling instruction and practice with immediate, corrective feedback.
- Teachers access resources for additional instruction, review, and practice through links provided by *SAM* and in *Resources for Differentiated Instruction*.

Writing and Grammar

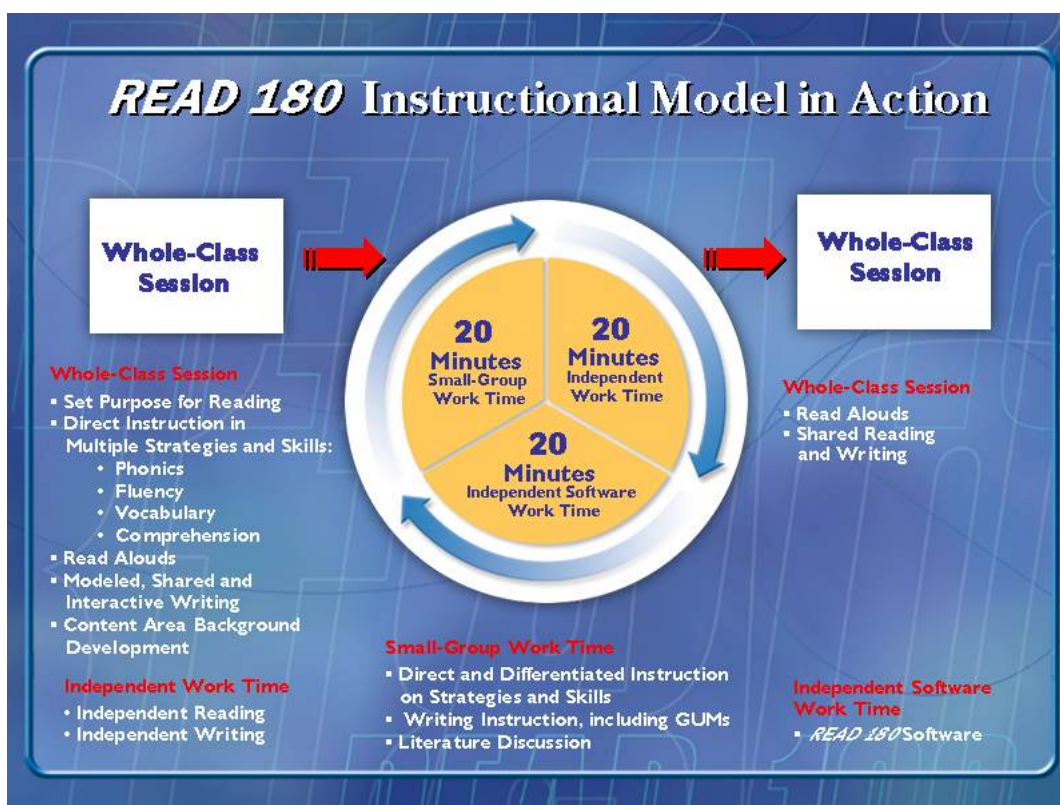
- Every Topic CD, Audiobook, and Paperback contains QuickWrite assignments, which provide easily implemented writing ideas for daily student use.
- The *READ 180 rBook* presents writing and grammar instruction in the service of reading. These skills are integrally linked to reading through content, text structure, and vocabulary.
- The *rBook* scaffolds instruction through the use of graphic organizers, sentence starters, and writing frames. Through the consistent use of these scaffolds, students internalize common organizational structures and conventions of writing.
- The *rBook* instruction includes narrative, descriptive, expository, and persuasive writing. It also includes instruction for functional (technical) writing and literary response.
- Writing instruction and practice include frequent opportunities for timed writing that builds readiness for the on-demand writing required on standardized tests.

Instructional Design

READ 180 has been successfully implemented in classroom, after-school, and alternative educational settings. While varied time periods and settings have yielded growth, the most significant growth is consistently achieved when the 90-minute instructional model is followed.

The *READ 180* Instructional Model encourages differentiated and flexible instruction. Teachers may provide direct instruction of a specific skill during whole- group or a read-aloud. Daily small-group activities allow the teacher to monitor and address each student's needs. In Small-Group Instruction, teachers may group together students who are having difficulty with a particular skill and provide them with intensive instruction or they may conference with individual students.

1. Whole-group, teacher-led instruction (20 minutes recommended)
2. Three small-group rotations (20 minutes recommended each = 60 minutes total)
3. Whole-class, teacher-led wrap-up discussion (10 minutes recommended)



Assessments

Through the Scholastic Achievement Manager (*SAM*), *READ 180* measures over 250 data points relative to student reading achievement. The Software generates detailed reports that identify and measure skills students have mastered, as well as areas where they require further instruction and practice. *SAM* facilitates differentiated instruction for all students by providing over 30 detailed reports on student achievement. Reports link student performance data to specific lessons for instruction. In addition, educators can disaggregate student data by groups to report adequate yearly progress (AYP) and to chart students' achievement at the classroom, building, and district levels. Assessment tools include:

- **READ 180 Software**—Instructional CDs contain embedded assessments that automatically measure and monitor students' comprehension skills, vocabulary acquisition, fluency, and spelling/encoding achievement.
- **rSkills Tests**—The program provides periodic curriculum-embedded, interactive *rSkills Tests*, which assess students' mastery of comprehension, vocabulary/word study, and grammar, usage, and mechanics skills covered during the teacher-directed portions of the day. A print version also is available.
- **Scholastic Reading Inventory (SRI)**— This computer-adaptive assessment instrument uses the highly accurate Lexile Framework[®] for Reading as a screening/diagnostic tool to place students at the best level in the program so they can read with success. *SRI* provides criterion- and norm-referenced reading comprehension-level test results that can be used for instructional planning, intervention, and progress monitoring. This assessment instrument generates 15 reports on class and individual student learning gains for use by teachers, administrators, and parents.
- **Scholastic Reading Counts! (SRC)**—Students independently read books at their reading level and take short quizzes on the computer to verify completion and comprehension of the book. Teachers can generate 30 reports for diagnostic, intervention, and progress monitoring purposes. Data includes quizzes passed, number of books read, and number of words read successfully.

Motivation and Engagement

READ 180 materials show respect for the struggling reader by presenting age appropriate materials at multiple reading levels. The *READ 180* Software features an on-screen host who provides private, non-judgmental feedback and continuous encouragement. *READ 180* technology also provides a snapshot of where students are every day, so teachers can adjust instruction and keep students motivated and on track. High-interest text in the Software, Audiobooks, Paperbacks, and other components captures student interest and provides support to promote reading success.

Intervention Strategies

READ 180 is designed specifically for reading intervention for older, struggling students. The Software continuously assesses and adjusts instruction and practice based on students' skill needs and learning rates. The professional development provided by *READ 180* presents teaching routines and best practices for working with struggling readers to raise their achievement.

SAM reports provide detailed diagnostic data to help teachers group students, target key skills, and understand individual needs. Teachers can use small-group instruction to teach *rBook* skills and the lessons provided in the books for *Resources for Differentiated Instruction*. Whole-group instruction provides the opportunity to use structured routines, such as Oral Cloze or Think (Write)-Pair-Share, to ensure that all students are participating and accountable for speaking, listening, reading, and writing. *SAM* uses assessment results to link teachers to electronic resources for additional instruction and practice activities.

Differentiated Instruction Strategies

READ 180's multimedia approach accommodates students with different learning preferences and needs. The Software contains universal access provisions, such as closed captioning of videotext, color and contrast settings, voice-over descriptions of images, and adjustable speed of certain activities. Leveled Paperbacks are provided, so students can read with success. Audiobooks provide struggling readers with opportunities to appreciate quality literature that would otherwise be above their independent reading level.

Strategies for English-Language Learners

READ 180 supports ELL students who are learning to read in English while they are continuing to develop oral language and build content knowledge. The program directly provides these students with the foundational experience needed while presenting age-appropriate and engaging materials.

The computer-assisted instruction offers English-language students the opportunity to receive customized support, learn at a comfortable pace, encourage the active processing of appropriately leveled text, and receive immediate feedback. English-Language Learners, in particular, who are often uncomfortable having their struggle with language exposed, benefit from the private assistance that technology offers. Computers can also increase the interest level for older students, while keeping the text simple and easy to read, by offering immediate feedback on performance.

The software offers unparalleled support to English-Language Learners through nonjudgmental and individualized coaching, data to inform instruction, and an engaging medium that students enjoy. In addition, the multimedia technology is easy to use for both students and teachers and includes features that are specifically designed for English-Language Learners to provide support in their first language.

- Video Translation—Students will hear a short, one- or two-sentence preview of the video in their first language. The preview provides a conceptual framework for what students will see in the Topic Software video.
- Vocabulary Word Translation—Students hear translations of passage vocabulary words highlighted within Reading Zone passages. This translation of key words helps students make important connections between new vocabulary and words they know in their first language. Five languages are supported in the program, including Spanish, Cantonese, Vietnamese, Hmong, and Haitian Creole.
- Spanish Pronunciation Tips—Students hear explanations of commonly confused sounds and receive helpful pronunciation suggestions in Spanish. These pronunciation tips help Spanish-speaking students decode and recognize English sounds.
- Demographic Reporting Data—SAM reports offer reporting data according to demographics so that teachers can disaggregate and analyze the progress of students with limited-English proficiency.

Each language has different phonological characteristics, and English-Language Learners may encounter specific challenges related to their home language, especially during the initial learning phases. *READ 180* develops skills in phonemic awareness both in the context of decoding (word identification) and encoding (spelling). Experience is also provided in segmentation and blending, with instruction in letter-sound relationships. Extensive phonics instruction is provided through modeled practice in structural analysis and correct pronunciation. 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. Parent letters are translated into Spanish, Cantonese, Vietnamese, Hmong, and Haitian Creole for a better school-to-home connection and provide detailed information on each child's progress.

Strategies for Special Education Students

READ 180 enables success in the special education population because its research design and unique features support a wide range of learning abilities. It is uniquely positioned to meet the needs of special and regular education teachers facing increasing special education populations in their classrooms. The program focuses targeted attention on essential reading skills—phonemic awareness, phonics, fluency, vocabulary, and comprehension. Universal access allows students and teachers to customize the Software to meet individual needs without implementing separate or complex adaptations. *READ 180* offers a multitude of universal access features including:

- Activating closed captioning of video text to accommodate students with hearing impairment.
- Altering the color scheme and to increase text font size to accommodate students with vision impairment.
- Activating Spanish-language support features.
- Adjusting the speed of certain activities.

READ 180's multimodal features allow students who might have a disability to learn and experience text through a broader range of senses and abilities compared to traditional classroom activities. Thus, the program ensures that all students, regardless of learning modality preference, are able to benefit.

Home-School Connection

The Software generates letters and reports, available in English, Spanish, Cantonese, Hmong, Haitian Creole, and Vietnamese, which inform parents of their children's reading progress and ways they can be supportive at home. In addition, students can bring home English-language Paperbacks and share them with their families.

The Leadership Implementation Guide provides strategies and suggestions on how to engage parents and families as they support their children's participation in the *READ 180* program.

Professional Development


The purchase of *READ 180* includes on-site professional development for district leaders, campus leaders and teachers, and technology coordinators. For principals, reading coaches, technology coordinators, and district *READ 180* coordinators, a half-day session provides specific information necessary to support *READ 180* schools, teachers, students. Participants receive a *Leadership Implementation Guide*, Implementation DVD, and *Coordinator/Coach Handbook* (including implementation planning tools, facilitation materials, study group materials, and supporting information for the online professional development course teachers will receive).

For teachers, a full-day session (Day 1) introduces teachers to the components of the program and demonstrates how *READ 180* directly addresses individual needs through adaptive software, high-interest literature, and systematic instruction. Approximately six weeks after the Day 1 training, a full-day follow up session (Day 2) expands on teachers' knowledge and provides a venue to answer questions teachers may have about their particular classroom experience. Teachers review classroom management and goal-setting, learn advanced features of the management system, and focus on using reports to differentiate instruction. Participants receive a *Teacher Implementation Guide*, Implementation DVD (with over 30 video segments for observing *READ 180* in action in real classrooms as instruction is modeled and described), and the *First Three Weeks Handbook* (providing teachers with a day-by-day guide and objectives for planning, classroom set up, and routines to get started).

Two enrollments for the online professional development course, *READ 180: Best Practices for Reading Intervention*, are included with each stage of *READ 180*. The course contains:

- Proven, scientifically based teaching strategies and methods to help raise student achievement in reading
- 24-hour, just-in-time access to resources and training
- Interactive simulations and video modeling by master practitioners in real classrooms
- Tips for effectively using *READ 180* Topic Software
- Strategies for teaching English-language learners and students with special needs
- Ideas for using the assessments and reports in *READ 180* to inform instruction

READ 180 integrates professional development directly into the *rBook Teacher's Edition* through a series of workshops. These provide teachers with research-based instructional routines and implementation strategies, best practices for teaching literacy to adolescents, model lessons, and lists of professional articles for further knowledge. Teachers learn how to use *SAM* reports to differentiate instruction. With *SAM*, teachers have the ability to link directly from reports to online resources and to correlate teaching resources to the most up-to-date state standards.

 Scholastic provides an informative, helpful *READ 180* community website at www.scholastic.com/read180 for teachers to access additional resources, research, pose questions to a master *READ 180* teacher, as well as connect with each other and share and reflect upon their classroom experiences.

The optional *READ 180* Seminar Series offers half-day sessions for maximizing the program to raise student achievement. Topics include decoding strategies, ideas for motivating students, test-taking strategies, using *READ 180* data to differentiate instruction, and writing in the service of reading.

 For additional information about *READ 180*, visit www.scholastic.com/read180.