



Scholastic *iRead*

Scholastic *iRead* is a new, fully digital, foundational reading solution designed to close the achievement gap before it begins and place all K-2 students on a predictable path to college and career readiness. The promise of *iRead* is to ensure that all children leave second grade with the foundational skills upon which reading proficiency can be built—Alphabet Knowledge, Phonological Awareness, Decoding, Sight Word Recognition, Morphology, and Academic Language for School.

Instructional Content

iRead builds the foundation for success for all K-2 students by providing them with systematic, explicit instruction in foundational reading. Beginning with alphabet knowledge and phonological awareness, and working towards increasingly complex skills in decoding and spelling, *iRead* places all children on a predictable path to college and career. The *iRead* scope and sequence offers a carefully scaffolded and systematic instructional approach to early literacy (Grades K-2), built on technology that affords differentiated and adaptive instruction to meet the individual needs of children at all readiness levels.

Reading

This instructional sequence moves students seamlessly from introduction of the letter names and then letter sounds, to instruction on basic blending and segmenting of phonemes, through introduction and practice with the highest utility of spellings of the 44 sounds of English. *iRead* introduces the letter names and sounds, and then quickly moves to application of the sounds to phonological awareness instruction. The program teaches spellings of sounds of English with a focus on sounding out words, paying attention to every letter, and connecting words to meaning. Because words are better understood in relation with other similar words, the *iRead* Sight Words strand presents high-utility, high-frequency, non-decodable sight words in select groups (e.g., prepositions, verbs, pronouns, etc.), thus aiding young learners in recognizing and making connections among these words. Finally, *iRead* provides explicit instruction in syllable identification and segmentation; at the alphabetic phase, instruction begins to guide students towards reading chunk-by-chunk as opposed to sound-by-sound.

Writing

iRead models and reinforces the syntax of written English, through activities that begin with simple sentences and that progressively involve longer and more syntactically complex sentences. Students have opportunities to strengthen and apply their skills in daily *iRead* tasks that build from letter formation to spelling activities to writing tasks centered on *Success* eBooks.

Speaking & Listening

iRead offers a multisensory approach to foundational literacy skills instruction through interactive Software activities that encompass sight, hearing, and touch; audiobooks; and teacher-led speaking & listening activities. On the Software, children are prompted to generate a letter name or letter sounds orally after hearing or seeing a model. At the partial alphabetic and alphabetic phases, students listen to an eBook read aloud, with the option to vary the speed of the reading. On the second reading, students can choose to read the book aloud themselves or have it read to them. They can also record themselves reading the book aloud.

Language

iRead instruction focuses on building student understanding of the meaning and function of word parts, including inflectional endings, prefixes, and suffixes. Students are afforded opportunities to apply, integrate, and extend their learning of meaningful word parts in the context of reading texts with controlled vocabulary. Morphological awareness is carefully built into the entire *iRead* sequence to facilitate early success in reading connected text. At the partial alphabetic phases (*iRead* Level A), children learn that the ending –s can mean more than one of something. By the time they have progressed to consolidated reading levels (*iRead* Level C), students are able to identify, manipulate, and understand the meaning of high-utility affixes such as –re, pre, –ful, –less, and –able.

Instructional Design

iRead is a web-based, supplemental program that fits perfectly into all K-2 settings including classrooms, media centers, learning labs, before/after school, at home. *iRead* can be accessed anywhere where there is an Internet connection. Instructional recommendations for software usage are:

- 20 min x 3 days = 60 min/week Tier I
- 20 min x 4 days = 80 min/week Tier II
- 20 min x 5 days = 100 min/week Tier II

Assessment & Progress Monitoring

Embedded diagnostic and continuous assessment is one of the defining features of *iRead* as a program. Students are first placed into the program using the *iRead* Screener Assessment, which places them into the appropriate place in the Software—on or below grade level. Children who place above grade level will have the opportunity to Fast Track, reinforcing and applying crucial spelling and comprehension skills.

iRead assesses students' performance as they engage in its sequence of interactive exercises, and provides them with immediate and corrective feedback in the course of those activities. The *iRead* oral fluency assessment follows the research-based method of measuring words read aloud correctly per minute, using passages that were developed, nationally normed, and validated by an independent educational research and development organization. This assessment is administered in the middle and end of first grade, and at the beginning, middle, and end of second grade. For more informal oral fluency assessment, students are able to record themselves reading *Success* eBooks. Teachers can evaluate the recordings with a provided rubric.

Additional progress monitoring assessments include the following:

- Phonological Awareness—Recommended as a one-to-one teacher-administered assessment for students who perform poorly on the Screener assessment, or who struggle with phonological awareness exercises in the *iRead* Software. This assessment evaluates all phonological skills cited in the Common Core State Standards and featured in *iRead*.
- Print Concepts—A prompt-based survey administered one-to-one at the beginning of kindergarten and first grade, focusing on print concepts that are called for in the Common Core State Standards, and reinforced in *iRead*. For children who are struggling with print concepts, Scholastic Central offers access to printable downloadable resources, and the *iRead Professional Guide* offers teachers instructional routines for using the *Success* eBooks to reinforce print concepts.
- Spelling Inventory—A diagnostic given to the whole class at the middle and end of first grade, and again at the beginning, middle, and end of second grade. The assessment offers 30 words at each administration that span the scope and sequence for each grade level so that progress can be measured and problem areas readily identified across the class.
- Reading Interest—Given at the beginning of the school year to provide baseline data on each child's interest in reading, reading habits at home, family literacy activities, and more.

Scaffolded Instruction

iRead provides an array of tools that enable teachers to implement individualized instruction and differentiated small group instruction tailored to each student's foundational skill strengths and areas for development. Adaptive feedback to students and assessment information for teachers helps identify and bridge any readiness gaps that students may have. The *iRead* program adapts to the individual needs of every student, providing systematic review, individual feedback, and multiple opportunities to test for mastery.

Strategies for English Language Learners

iRead benefits English language learners (ELLs) with embedded scaffolds and supports throughout every aspect of the program—from the Instructional Software to comprehensive support for educators.

- Explicit High-Utility Vocabulary Instruction—Throughout the Software, images and context sentences are embedded in the phonics and vocabulary instruction for over 1,000 target words, repeating strategically throughout the Scope and Sequence.
- First Language Support in Spanish—The Software includes Spanish cognates and translations for all target vocabulary words. eBooks include Spanish previews, as well as fluent read-alouds that model accurate expression.
- Pronunciation Modeling—Sound & Articulation videos model correct academic pronunciation of all the 44 sounds of English.
- Teaching Support—The *iRead* Professional Guide includes best practices for individualizing and differentiating instruction and implementation to ensure effective learning, including point-of-use contrastive analysis.

Strategies for Special Education Students

iRead provides children classified as Special Education with scaffolds and supports necessary to help them learn to read.

- Adaptive, Individualized Pacing—The Software automatically adjusts the timing, speed, and content of instruction to meet each child's needs. Curriculum-embedded Fast Track assessments enable students to progress through the program at a personalized pace.
- Multisensory Instructional Resources—*iRead* individualizes and differentiates instruction through a combination of visual, auditory, tactile, and kinesthetic means.
- Universal Design for Learning (UDL)—Working closely with CAST, the Software aligns with the core principles of UDL, providing multiple means of representation, expression, and engagement.
- Multiple Points of Entry—Multiple points of entry allow children to work at the appropriate level with sufficient, specific, and individualized practice to progress toward reading proficiency.

Motivation & Engagement

iRead is intentionally metacognitive—empowering children and motivating them to succeed through recognizing their own learning and achievements. *iRead* incorporates many features designed to reward children for hard work and perseverance, and to help them celebrate their learning. These features provide opportunities for children to take ownership of their learning and accomplishments, motivating them to continue along their instructional paths.

Children choose an avatar, a motivational reading buddy who accompanies them throughout the program. As they progress in the Software, children encounter multiple opportunities to customize their avatar. Over 1,000,000 possible combinations motivate children and allow them to create their avatar with their own individual style.

As children move through the program, they collect and count uppercase and lowercase letters, sounds, words, and books in their backpacks. They also receive badges and trophies as rewards for their learning, perseverance, and time spent working in the Software. Children view the *My Backpack Home Page* each time they log on to the Software to see visual evidence of their progress. The Student Dashboard also gives children ownership and accountability by providing them with access to their own performance data and tapping into children's understanding of gaming behaviors.

Home-School Connection

The *iRead* Family Portal, available in English and Spanish, provides families with the tools they need to stay connected to their children's work at school. The portal offers a wealth of family print and video resources, including an overview of the program, a walk-through of the child's experience, and informative guides on key educational topics such as phonics instruction and reading levels. To further support families as partners in their child's reading success, 51 downloadable, printable eBooks and additional printable books are available, as well as book lists for supplementary reading suggestions, aligned to *iRead* topics and skills. All online assessment reports are downloadable so that teachers can email individual results to each child's parents. The *iRead* Family Report shares information with families about children's performance on the instructional software and includes suggestions for how children can continue their learning at home.

Professional Development

iRead Implementation Training—This on-site training in which educators are introduced to the program and how it personalizes learning for each child, ensures mastery of the foundational reading skills of the Common Core, and puts all children on a predictable path to college and career. Learning outcomes include:

- Understand how *iRead* uses personalized learning technology to build foundational reading skills for all children
- Experience *iRead* from the students' perspective
- Create a plan to seamlessly implement *iRead* in the literacy classroom
- Use the Professional Guide to identify resources that enrich instruction
- Efficiently manage classes, plan instruction, and monitor and assess student progress with Scholastic Central

 For additional information about *iRead*, visit www.scholastic.com/iread.