Foundation Paper
Supporting Special Education Students with *READ 180*® *Next Generation*

READ 180 Next Generation is a comprehensive system of curriculum, assessment, human capital development, and family engagement tools that empower everyone to contribute to reading success. Designed to meet the needs of students whose reading achievement is below the proficient level, the system provides individualized and personalized instruction through adaptive instructional software, high-interest literature, whole- and small-group direct instruction in reading and writing skills, and algorithmic grouping support for data-driven differentiation. The core components of the system have been designed to address literacy and language problem areas for intensive, accelerated, and extensive reading instruction.

OVERVIEW OF THE *READ 180 NEXT GENERATION* PROGRAM

READ 180 Next Generation includes the following program components:

- Adaptive Technology—*READ 180 Next Generation* Software is intelligent and adaptive, collecting data based on individual responses, and adjusting instruction to meet each student's needs.

- Teacher-led Instruction—The *READ 180 Next Generation rBook* is the cornerstone of *READ 180* instruction, providing a clear instructional path for teachers to use in Whole- and Small-Group direct instruction. The *rBook* is organized around nine Workshops that provide enough content for approximately one year of instruction.

- Modeled and Independent Reading—*READ 180 Next Generation* Leveled Paperbacks present students with choices of age-appropriate, relevant books they can read with success. Each book is leveled using the Lexile Framework® for Reading, allowing students to read confidently according to their own independent reading abilities. Audiobooks offer struggling readers the opportunity to develop good reading strategies and habits while enjoying authentic grade-level literature.

- Data, Assessment, and Reporting—The *Scholastic Achievement Manager* (SAM), a comprehensive online management system, collects and organizes student performance data and AYP accountability requirements, and supports district-wide data aggregation for teachers, district administrators, and technology coordinators. The Teacher Dashboard includes multiple supports for helping teachers use data to differentiate and personalize instruction. The Leadership Dashboard provides administrators with more visibility to their data, enabling them to achieve a greater level of implementation fidelity.

- Professional and Leadership Development—The Scholastic Training Zone, an online destination, provides video tutorials and downloadable classroom resources along with live online webinar trainings and exclusive online author events. Implementation Training and Leadership Training introduces educators to the program components, dashboards, management system, and research-based instructional model.

READ 180 Next Generation includes engaging, multimedia science and social studies content, as well as literature. Respectful of students of all ages, *READ 180 Next Generation* is available in three stages, each with unique, age-appropriate content:

Three Stages of Instruction and Support			
	Stage A - Elementary	**Stage B - MS**	**Stage C - HS**
	Grades 4-6	Grades 6-8	Grades 9 and up
LEVEL 1 – Lexile 200L-400L	1.5 to 2.5	1.5 to 2.5	1.5 to 2.5
LEVEL 2 – Lexile 400L-700L	2.5 to 4.0	2.5 to 4.0	2.5 to 4.0
LEVEL 3 – Lexile 500L-900L	4.0 to 6.9	4.0 to 6.9	4.0 to 6.9
LEVEL 4 – Lexile 800L-1200L		6.0 to 8.9	6.0 to 12.0

RESEARCH FOUNDATION

READ 180 Next Generation is grounded in a rich history of educational research and development. The original model was informed by the work of three groups: Dr. Ted Hasselbring's Cognition and Technology Group at Vanderbilt University, the Orange County Literacy Project in Florida, and the development staff at Scholastic Inc. The core instructional model combines research-based practices with the effective use of technology, offering students an opportunity to achieve reading success through a combination of teacher-directed, computer-individualized, and independent reading components.

Over the past decade, *READ 180* has become one of the most research-tested adolescent reading interventions in the country. The research base has been documented by rigorous third-party meta-analyses. In 2009, a What Works Clearinghouse (WWC) review concluded that the extent of evidence for *READ 180*'s impact on student achievement is "medium to large." Similarly, *READ 180* was one of only four programs out of over 100 considered for review earning the label of "Moderate Evidence of Effectiveness" in a 2008 report by Johns Hopkins University's Center for Data-Driven Reform in Education.

    For more information regarding the research and efficacy of *READ 180 Next Generation*, please refer to this website: http://read180.scholastic.com/reading-intervention-program/research

UNIVERSAL DESIGN FOR LEARNING (UDL)

The Center for Applied Special Technology (CAST) has defined three facets of content to support the Universal Design Principles for Learning (UDL). *READ 180 Next Generation* instructional materials are designed with the principles of UDL to facilitate access to the curriculum for all students.

1. *Multiple Means of Representation,* to provide students a variety of ways to learn.

   The *READ 180 Next Generation* Software, independent reading books, Audiobooks, Anchor videos, the *rBook*, and teacher-directed lessons offer a variety in means of accessing lesson content. In addition, the Software includes support options to adjust for visual and auditory impairments, including captioning of Anchor videos, an alternate color scheme, and a button rollover feature that provides a text label as well as an audio prompt for the software buttons.

2. *Multiple Means of Expression*, to offer students alternatives to show what they know.

   In the *READ 180 Next Generation* Software, students read and record text passages to practice and demonstrate fluency. All Software, paperbacks, and Audiobooks include QuickWrites and graphic organizers to allow students to show comprehension in a way that suits their needs. Assessments in both software and print format offer multiple means for students to demonstrate their knowledge.

3. *Multiple Means of Engagement*, to motivate and challenge students appropriately.

   The *READ 180 Next Generation* technology is a motivating learning medium for students and includes a supportive on-screen host to help keep students engaged. In addition, the wide variety of age-appropriate, high interest, leveled texts in the program appeal to learners with varying interests, backgrounds, and reading levels. To help ensure that students are matched to texts that will engage and motivate them, all of the *READ 180 Next Generation* Library books, the Topic Software passages, and the eReads are leveled using the Lexile Framework® for Reading.

READ 180 Next Generation offers a wealth of resources for differentiating and adapting instruction based on students'' needs. The Topic Software provides individualized instruction, along with immediate corrective feedback accompanied by modeling and guided practice. By constantly collecting ongoing data about student performance, the software provides critical information for teachers about student progress and individual needs. The Teacher Dashboard then allows teachers to efficiently group students according to their needs for targeted follow-up instruction, while the Student Dashboard encourages students to take ownership over their own learning.

EXPLICIT, SCAFFOLDED INSTRUCTION

The *READ 180 Next Generation* classroom is designed to maximize student engagement with technology, with text, with the teacher, and with other students. Teachers begin and end each session with Whole-Group Instruction that engages the entire class. In between, students break into groups and rotate through three stations for Small-Group and independent learning. Following the 90-minute instruction model is proven to result in significant gains for students after one to two years.

READ 180 Next Generation Instructional Model

		Rotations			
	Whole-Group Instruction	**Small-Group Differentiated Instruction**	**READ 180 Instructional Software**	**Modeled and Independent Reading**	**Whole-Group Wrap-Up**
Instructional Purpose	Teacher-led instruction in reading skills and strategies, academic vocabulary, writing, and grammar	Teacher-led differentiated instruction to meet individual needs	Individualized practice in reading, spelling, vocabulary and writing	Fluency and reading comprehension skills development through modeled and independent reading	Students reflect on what they have learned
READ 180 Next Generation Resources	• *rBook* Teacher's Edition • Resources for Differentiated Instruction (RDI) • Anchor DVD • Online Lesson Planner • Interactive Teaching System	• *rBook* Teacher's Edition • Resources for Differentiated Instruction (RDI) • Teaching Resources for Content-Area Reading • The Groupinator™ • Online Lesson Planner • Interactive Teaching System	• *READ 180* Topic Software • Teaching Resources with QuickWrites	• Paperbacks • Audiobooks • eReads • Teaching Resources with QuickWrites	• *rBook* Teacher's Edition • Online Lesson Planner • Interactive Teaching System

The *READ 180 Next Generation* Instructional Model promotes a balance of teacher-led direct instruction and computerized differentiated instruction every day. The Whole- and Small-Group Instruction provides structured engagement routines, such as Oral Cloze or Think (Write)-Pair-Share, to ensure that all students are accountable for speaking, listening, reading, and writing. *READ 180 Next Generation* Topic Software provides one-on-one dynamic instruction as it continuously assesses and adjusts according to students' needs and learning rates. Structured Independent/Modeled Reading provides students with access to a variety of literature and holds them accountable for their own reading. Small-Group Instruction is used to teach *rBook* skills or to follow up with individual students. SAM reports provide detailed diagnostic data to help group students, target key skills, and understand individual needs.

During the teacher-directed portions of the *READ 180 Next Generation* Instructional Model, teachers address key skills in reading comprehension, vocabulary, and writing and grammar. They are trained on teaching routines that are proven to engage all students in the task at hand. This ensures that everyone is focused on the instruction and participating in the lesson. During small-group instruction, teachers are able to work closely with students who have like needs. Accessible via the Teacher Dashboard, the Groupinator™ dynamically assigns students to groups for daily rBook instruction and Workshop CheckPoints. *READ 180 Next Generation* also provides supplemental lessons and activities to help teachers differentiate instruction for reinforcement and added instruction in certain skills.

ASSESSMENT

The *READ 180 Next Generation* assessment system provides ongoing information for students, teachers, and administrators throughout the year about student learning and progress. The program assessments include tools to screen and place students, monitor progress, and provide information that can be used to inform instruction and assess the quality of program implementation.

READ 180 Next Generation teachers use the *Scholastic Reading Inventory* (SRI), a scientifically based and validated test, as a screening assessment and as a progress-monitoring measure. SRI uses reading passages and accompanying questions to determine a student's Lexile score or reading level.

In addition to SRI, *READ 180 Next Generation* includes multiple formal and informal assessments to monitor student progress. Students take *rSkills* tests at the end of each Workshop to assess skills from *rBook* instruction, and they take *rSkills* Summative Tests at mid-year and end-of-year to assess listening and reading comprehension, critical reading, word-study skills, conventions, and writing. *Scholastic Reading Counts!* Quizzes assess students' comprehension of Paperbacks, Audiobooks, and eReads that they complete during Modeled and Independent Reading. Three Checkpoints in each *rBook* Workshop guide teachers in pausing to assess student learning, and reviewing and reteaching skills as necessary based on data from the Topic Software, Writing Scoring Guides, and *rSkills* tests.

Critical thinking and 21st Century skills are assessed using Wrap-Up Tests at the end of every workshop, and Wrap-up Projects that assess students' abilities to apply 21st Century skills such as analyzing information, using technology for communication, and engaging in collaborative work. Scoring guides are used to assess these projects, as well as *rBook* writing assignments and the Respond & Write activities in the Writing Zone.

PROGRESS MONITORING

The *READ 180 Next Generation S*oftware begins collecting and tracking data about students from the moment they begin using the program. The *Scholastic Achievement Manager* (SAM) uses this data to generate reports about students, classes, schools, and the district. A variety of reports display a range of performance measures, including growth, and program usage. These reports can be used to disseminate information to parents, students, and staff. In addition, SAM will alert teachers when it identifies a problem, like low usage or slow progress, or when there is reason to celebrate, like achievement of a new level.

As students participate in *READ 180 Next Generation*, SAM gathers quantifiable data about usage and performance for all software components. SAM reports allow teachers to monitor progress and plan day-to-day instruction. SAM reports are designed for flexible use. Teachers can specify a time period for data that they wish to view, sort, save, and print. Data are also exportable to other applications. Reports viewed on the computer contain links to targeted instructional resources available through SAM.

SAM includes seven types of reports to meet assessment and reporting needs. The following table briefly describes each report type:

Report Type	Purpose
Diagnostic	Identify skills with which individual students may be struggling
Instructional Planning	Target instruction to meet students' needs
Progress Monitoring	Monitor students' achievement and progress
School-to-Home	Share progress information with parents and caregivers
Management	Manage student information for administrative purposes
Alerts	Address problems students may be having
Acknowledgements	Recognize student successes

MOTIVATION & ENGAGEMENT

The Student Dashboard in *READ 180 Next Generation* supports students in building executive function and taking ownership over their learning. Through the Student Dashboard, students can track their progress in the software and view their overall progress. Furthermore, the Dashboard's motivation system helps students keep track of their "Bests" and their streaks. This access to information about their progress and achievements not only motivates students, but also builds their awareness of who they are as learners, and guides them in setting and working toward academic goals. Students can also keep track of the Software segments and independent reading books they have completed, as well as monitor their time on the software, providing them practice with planning and time management skills.

Throughout the program, students are provided with opportunities to take initiative over learning, along with support in the skills necessary to be successful. For example, students can choose access eReads that extend what they are learning in the Topic Software. These eReads allow students to deepen their knowledge and challenge themselves with more rigorous content, with the aid of built-in support for comprehension and critical thinking.

PROFESSIONAL DEVELOPMENT

READ 180 Next Generation Implementation Training for teachers introduces teachers to the components of the program and demonstrates how *READ 180 Next Generation* 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 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).

READ 180: Best Practices for Reading Intervention are included with each stage of *READ 180*. The online 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; and ideas for using the assessments and reports in *READ 180 Next Generation* to inform instruction.

The *READ 180 rBook Teacher's Edition* provides 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.

The *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.