



COMMUNITY NEWS

NEWSLETTER 18

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INSIDE
THIS ISSUE:NEWS FROM *READ 180*..... 2

OUTSTANDING INSIGHTS..... 3

PROFESSIONAL
DEVELOPMENT 5

TEACHER TALK 7

INSIDE YOUR *READ 180*
CLASSROOM 13FEATURED
IN THIS ISSUE:

JOANNE CARTER..... COVER

SYSTEM 44 9*READ 180* STRETCH 11

SAVINGS & INCENTIVES..... 14

UPCOMING *READ 180*
EVENTS..... 15

Outstanding Educator Joanne Carter Creates A Magical Environment for Her *READ 180* Class

Joanne Carter, *READ 180* Teacher,
Wilsonville Elementary School
Wilsonville, Alabama



Joanne Carter, *READ 180* Outstanding Educator Honorable Mention, is a fourth and fifth grade *READ 180* teacher at Wilsonville Elementary School in Wilsonville, Alabama. For three years, Joanne has taught *READ 180*, inspiring students to “think outside the box” by bringing *rBook* workshops to life and motivating students about reading. Joanne has celebrated her success on WIAT Channel 42 News as the “One Class at a Time” recipient, receiving \$1,000 for her classroom. WIAT Channel 42 News also featured Joanne on “Wake Up Alabama” where she was interviewed about her *READ 180* class. Most recently, Joanne was recognized at the *READ 180* National Summer Institute in San Diego, California, as the Outstanding Educator Honorable Mention.

In Wilsonville, many students in Joanne’s *READ 180* classes had never traveled to the places they were learning about in the software and books. It was after one student showed great interest in Stonehenge that Joanne applied for a grant to travel to England and France, in an effort to bring these faraway places to life in her classroom. Joanne traveled to the places that inspired authors to write the classic children’s books from the *READ 180* Stage A collection such as *The Mystery of the Spotted Band*, *The*

Red-Headed League, and *The Wind in the Willows*, to name a few. Throughout her travels, Joanne took pictures and videos to document each place. After returning to her classroom, Joanne used the materials she collected to create a “magical bookcase,” which contains adventure-packed suitcases with the book, memorabilia from each place she visited, a photo/video journal, and information about the author. According to her Instructional Aide, Angel Harris, “Joanne’s goal is to not only spark the children’s interest in reading, but also to empower the reader in every child and make them want to travel through the pages of a good book every day.”

Joanne’s dedication to her students is portrayed throughout the halls leading up to her classroom. By showcasing students’ work, Joanne is creating an environment where students feel a special connection with reading and her *READ 180* classroom. According to Joanne, “The students love to be in our *READ 180* classroom because they are made to feel like stars that are given the opportunity to shine bright in a positive, motivating, hands-on, fun, and exciting environment.” Joanne’s commitment to turning struggling readers’ lives around is to be commended. Congratulations, Joanne!



Dear *READ 180* Educators:

Now that you and your students are through the first part of the school year, you should be feeling comfortable in your *READ 180* classroom. At this point, your students should be moving fluidly through their rotations; working in the *rBook* in Whole- and Small-Group instruction, and have printed student reports from SAM documenting their progress.

So now that you have the basics down, why not spice it up?

This issue of the *READ 180* Community Newsletter will focus on ways to extend learning beyond the regular instructional model by extending *rBook* activities. In turn, by engaging students in high-interest content, teachers will create a community where students feel confident in expressing their ideas and opinions. Here's a sneak peak at what you will find in the following pages:

Outstanding Insights from Outstanding Educators

The last issue of the Community Newsletter featured tips from the 2008 Outstanding Educators. However, we received so many great ideas that one article wasn't enough! Part Two of this series features even more practical and useful tips from your peers!

Ways to Build Community in Your Classroom

Are you wondering how you can create a classroom environment where all students feel connected and engaged? Karrie Brown offers great tips about how to increase community in the classroom.

READ 180 STRETCH

Challenge your Level 3-4 *READ 180* Stage C Students to become critical readers, writers, and thinkers with *READ 180* STRETCH!

As you begin developing your own community in your *READ 180* classroom, we hope you will turn to our community of over 30,000 educators to get the help and expertise you need to be successful. The *READ 180* Community offers helpful advice, extension activities, updates, and more! Visit www.scholastic.com/read180/community to learn more!

In the spirit of the season, we extend a heartfelt thank you for your hard work and dedication this past year in your *READ 180* class; you are improving the lives of students' each and every day. May you have a wonderful holiday season and a Happy New Year!

The *READ 180* Team



Outstanding Insights from Outstanding Educators!

Part Two of A Two-Part Series

When we asked the 2008 Outstanding Educator Nominees to share with us their best ideas for getting the most out of *READ 180*, we had no idea how many great ideas would come our way and how diverse the responses would be. In the last issue of *Community Newsletter* we shared some of their tips with you and here we continue with more practical, useful thoughts from your peers!

Create a *READ 180* “mailbox.” I have a pocket chart “mailbox” that students use to notify me whenever they complete a computer segment. I then reply in their mailbox with their scores for the segment (from SAM), a proficiency rating, and any personal tips, observations, and encouragements that may apply. It not only holds them accountable for their progress, but it also keeps me aware of how they’re doing. It is a huge deal to them to receive “mail”—many of them hoard those notes like treasure!
— Donna Pappas, *Temperance-Kutner Elementary School, Fresno, CA*

Publish topic books. I have my students create books about *READ 180* topics. For example, while working on the disaster unit, each student researched a different type of disaster, such as hurricanes, tornadoes, and blizzards. Students found pictures online to illustrate what they wrote and then shared their information with the class. We printed everything from our computers and then bound all the books.
— Cheryl Boillat, *Silvio O. Conte Middle School, North Adams, MA*

Make the most of small-group time. My small-group time gives me an excellent opportunity to address my students’ instructional needs individually. I plan this instructional time based on my students’ needs. I have found great success with my students when consistently including this in my everyday instruction.
— Rhonda Lee, *Brawley Middle School, NC*

Become a reading role model. Modeling and teaching struggling readers to use different strategies will enable them to comprehend and become engaged learners. Thinking aloud and marking the text using real-world experiences will help students to connect with the literature they are reading.
— Lillian Simpson, *Lantana Community Middle School, Lantana, FL*

Set individual and group goals. If it is appropriate for your class to have a book quiz done every two weeks, then post the date and hold students to the commitment. Remember, though, that each student has unique abilities. Be aware of individual differences. The point is that all students give their best effort every day.
— Cliff Hartline, *Harrison Middle School, Grand Rapids, MI*

Give students opportunities to teach others. Four times during the year, I have my students create a reading lesson for first grade students and present that lesson with a read-aloud book in a first grade classroom in the area. I also allow students to help others who are struggling with a certain lesson or skill during small group lessons. Oftentimes, a student’s explanation is better than my own.
— Kathleen Milnamow, *Hillhouse High School, New Haven, CT*

Follow the vocabulary routine. I think *READ 180* has a great vocabulary routine, so follow it strictly and if you teach other, non-*READ 180* classes, use it there. Also, use the last ten minutes of the class for quick vocabulary questions or quizzes on comprehension issues.
— Tom Roddy, *Los Angeles Unified School District, Los Angeles, CA*

Go beyond the book. Some of the workshops are so interesting to students that they want to learn more about the topic. I always try to find a movie or current event that is somehow related to the content of the workshop. Field trips are even better; it is one thing to read about a crime lab, but it is quite another to go visit one!
— Samantha Jo Sheridan, *Janie E. Dismus Middle School, Englewood, NJ*

Continued on page 4



Part Two of A Two-Part Series (cont'd.)

Point to the bigger picture. Relate what's happening in class to what happens in real life: Setting a goal, working toward that goal, and achieving that goal are a part of everything you do. Also, stress how succeeding in *READ 180* will help students be more successful on state and national tests as well as in achieving their career goals.

— Daphne Noertker, Great Oaks Career Campus, Cincinnati, OH

Teach genres. By knowing the characteristics of different genres, students know what to expect when they begin to read a book. For example, they will know that if they are reading fantasy, that things will happen that cannot happen in real life. Teaching genres helps students in their quest of finding what they really enjoy reading. I had one fifth grade student who said, "There is a genre for everyone—I am so glad I found mine!" We are all aware of the impact of high-stakes testing. Teaching genres can assist in this as well. Students are better able to answer author's purpose questions, as well as many others.

— Sandra S. Prew, Key Largo School, Key Largo, FL

Push and praise! Push your students a little harder than they are pushing themselves. Constantly give praise and let them know how happy you are with any little thing that pushes them ahead. They love to see the confidence that you have in them.

— Nicole Fiore, Sewanhaka High School, Floral Park, NY

Expand the library. Reach outside the *READ 180* library for high-interest books if necessary. My students went through the books they were interested in very quickly and so I looked to their favorite authors for more. *READ 180* can be adapted this way very easily.

— Siobhan Hawkins, Valencia High School, Valencia, CA

Model reading passion. I show students what I am currently reading. I often read the same books they do so that I can discuss plot, characterization, and opinions about the story and the writing. We have book talks each week and write down recommendations from each other on our "Cool Books I Want to Read" list. This "book talk" really drives the independent reading part of *READ 180* because students are anxious to read books that have been recommended by a peer.

— Lolene Gifford, Hurricane Intermediate School, Hurricane, UT

Find out what they're thinking. Along the bottom of my dry erase board, I have pictures of my students posing like they are thinking with the caption, "What do you think about today's lesson?" Students write their responses in thought bubbles above their pictures. I use this like an exit slip to hold students accountable for the lesson. The students really enjoy seeing their pictures and having a space of their own to share what they think and have learned.

— Joanne Carter, Wilsonville Elementary School, Wilsonville, AL

Use QuickWrites and Discussion Questions. I use these two resources as independent work to ensure students have read the paperbacks before taking the Reading Counts! quizzes on the computer.

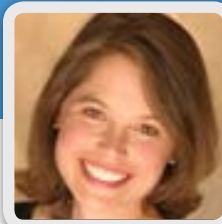
— Mary Ellen Gugliotti, Alpha School of Excellence for Young Men, Youngstown, OH

Instill ownership of success. Students learn that they are competing with their past performance first and foremost and then with other students if they so choose. They are taught how to assess their progress and update parents by explaining their progress after each segment using the Grading Report and the Student Diagnostic Report. Consequently, they take control of their learning and each day strive to do better than the day before.

— Doreen Ekokobe-Morfaw, New York City School District 09, Bronx, NY

Invest in books. I tell students that they really will like reading once they find a book they truly enjoy. To that end, I am constantly adding books to my class library. Students know that I add books at least once a month. I visit bookstores weekly, always on the lookout for the next hot title that will interest my students. I also have students write Thumbs Up or Thumbs Down reviews that are posted in the room for others to see.

— Barbara A. Ohnmacht, Osseo Area Learning Center, Brooklyn Park, MN



Tonya Ward Singer, MFA
Author, *READ 180 LBook*



Kate Kinsella, Ed.D.
Author, *READ 180 rBook*
and *LBook*

Filling in The Gaps for English Language Learners

READ 180 works. No other intervention program offers the combination of differentiated instruction and immediate feedback that's proven to help struggling readers succeed. However, many teachers are now experiencing a new challenge to this success: the growing number of English language learners (ELLs) with lower language proficiency.

The *READ 180 rBook* is specially designed for struggling readers with Language Proficiency Levels 3-4. But as we all know, students who struggle with language also struggle with reading. So how can you connect with ELLs who are at lower proficiency levels? The answer is the *READ 180 LBook*, a new tool to complement the way you teach and the way your students learn.

What is the *LBook*?

The *LBook* provides added support for all you *READ 180* students, especially your English language learners by making sure that every student has access to the academic language, word learning strategies, and grammar that are required to follow the *rBook* instruction. Since ELLs may enter your *READ 180* class with varying proficiency levels, the instruction is differentiated on every page for beginning through early advanced English language learners.

The *LBook* is based on best practices for English language learners and is co-authored by Dr. Kate Kinsella and Tonya Ward Singer, two of the nation's leading ELL researchers. If you attended this past summer's *READ 180* National Summer Institute, you may have heard these expert authors explain their three-part theory on how the *LBook* connects to the *rBook*.

1. Prepare

How can a student improve his or her reading without having basic language skills? That's the difficulty many ELLs face. The *LBook* helps you prepare students for *rBook* instruction with academic and oral language development, comprehension, writing, and grammar skills. The best part is that the skills you help develop are directly connected to the *rBook*, and students can apply them immediately.

2. Support

English language learners may lack basic skills in the English language, but that doesn't mean they're lacking language skills altogether. With the *LBook*, you can tap into students' existing knowledge by addressing skills that are transferable from their primary language to English. This includes grammar, sound spellings, and the use of cognates.

3. Extend

The *LBook* enhances *rBook* instruction by scaffolding English language learners' access to text through multiple readings and additional opportunities to practice and apply new vocabulary and comprehension skills. If there's one thing that *READ 180* is known for, it's that practice and repetition work. The *LBook* takes that strategy a big step further to help ELLs build skills—and confidence.

Prepare students for today's learning— and tomorrow's opportunities

According to Dr. Kate Kinsella, many ELLs enter school with “profound gaps in their experiential knowledge of our culture and curriculum and [are at] very early stages of language acquisition.” The *LBook* helps you fill in those language gaps by building background skills and enhancing the discussions around the topics found in the *rBook*. As a result, you'll be better equipped to teach your students high-utility vocabulary words, develop oral communication skills and frontload the *rBook* exercises for a more effective overall learning experience.

Tonya Ward Singer adds that the *LBook* gives students “the language they need to be successful not only with the *rBook*, but also with what they need in their other content areas and what they're going to need beyond *READ 180*. It's a long-term vision of what kids are going to need to have equal opportunities for their education and careers.”

Professional Development

Here are a few examples of how the *LBook* can complement the regular *READ 180* instruction:

- For English language learners, *rBook* anchor videos come at them quickly; while they get the images, they may not understand the words. The *LBook* provides multiple views and structured note-taking to guide students through the video. Dr. Kate Kinsella's unique "Give 1, Get 1" structured activity challenges kids to verbally interact with one another to share key themes and messages found in the anchor video.
- *LBook* lessons identify the two most important words in every *rBook* reading. English language learners can't always connect related forms of a word. Therefore, the *LBook* not only focuses on high utility words, but also provides students with the opportunity to recognize word families using multiple forms of the same word. By learning the noun and verb forms of a word, students gain an understanding of what a word means and how it's used. That prepares them for writing exercises.
- Present tense subject/verb agreement can be a challenge for ELLs. An *LBook* lesson focuses on that skill by having students write an expository paragraph. In addition, the lesson offers kids key words that they can use, such as synonyms for adjectives.
- Through targeted use of cognates (especially with native Spanish speakers), students can build upon existing language skills, which helps with comprehension and retention. Workshops also drill down on *rBook* word challenges with exercises on prefixes and suffixes, multiple meaning words, idioms, and other parts of English language.
- By frontloading skills such as "main idea" and "details," you'll help students build critical language and understand concepts that will appear in the *rBook* lessons. The difference is that while the *rBook* may challenge students to identify the main idea from multiple paragraphs of text, the *LBook* focuses the skill with a graphic organizer tool and just a single paragraph of text. This important feature helps prevent the need for "damage control"—that all too familiar situation when you realize in the middle of a lesson that a student is missing fundamental skills.

Fits seamlessly into the *READ 180* model

To build the *LBook* into the 90-minute model, it's recommended that you begin the first day of the week with the *rBook* lesson, and then follow that with the *LBook* and the *rBook* on alternate days. The *LBook* is specifically designed for whole and/or small group instruction where you can really focus on specific skills and there are opportunities for oral communication between the students. You'll find that the *LBook* instructional practices are very similar to the *rBook* routines. The idea is that the predictability of the routine allows students to dedicate their mental energy to learning—not adjusting to a varied routine. This also makes lessons easier for teacher.

Helps teachers help students

You probably have your *READ 180* classroom running like a well-oiled machine. So how are you supposed to add something new to the mix? Teaching guides are often complicated and difficult to navigate. The *LBook* makes it easy.

The comprehensive *LBook* Teaching Guide leads you through each routine and highlights opportunities for differentiated instruction. It even shows you how each activity connects to the *rBook*. A simple system of icons quickly categorizes each type of activity (e.g., teach/model, guided practice, discussion, structured partnering, etc.) so you know, at-a-glance, how to approach each session. Furthermore, the Teaching Guide includes a tutorial DVD that features Dr. Kate Kinsella and Tonya Ward Singer as they model each and every *LBook* lesson. By seeing the lessons at work, you can really study the approach and pick up the routines with ease.

The all-new *LBook* really makes a difference for English language learners by giving them the missing skills to make the most of *READ 180* instruction. The goal is to get your students cognitively and linguistically engaged in every *rBook* lesson, 100% of the time. The impact is significant. As Tonya Ward Singer says, "When you see your students producing high-caliber work and you notice them using academic language, you know something is working."



LBook



Prepare, Support, Extend *rBook* Instruction

Added support for all your *READ 180* students especially English language learners!

To learn more about the *LBook* or to order for your school, please visit www.scholastic.com/shopREAD180

Where *READ 180* Teachers Share Their Stories



Karrie Brown,
READ 180 Instructor &
District Administrator,
Pioneer Career and
Technology Center
Shelby, Ohio

Building A Community Inside Your Own Classroom

“...the *READ 180* classroom really belongs to the students. Once they figure everything out, they can basically run it themselves.”

I'm constantly amazed at how *READ 180* works wonders with students who are used to failing. I'm certainly not alone in that feeling. I've also noticed how the dynamic of a *READ 180* classroom can enhance learning, and in many ways, actually lead it. Before I talk about that dynamic, let me tell you a little about my background. I've been teaching English for nine years. Five of those have been at Pioneer Career and Technology Center in Ohio, where I've been an 11th grade *READ 180* teacher for the last three years. However, my first exposure to *READ 180* came several years earlier.

While working in a different district, I was asked to cover a vacancy in a *READ 180* class midway through the year. I had no *READ 180* experience and received no formal training. Needless to say, I was at a real disadvantage. The students knew way more about *READ 180* than I did. But here's the amazing thing: Since the kids had already learned the process, they were the ones who taught me!

That experience has stuck with me. I realized that the *READ 180* classroom really belongs to the students. Once they figure everything out, they can basically run the sessions themselves. I want all of my current students to feel that same sense of ownership. This may sound good, but as we all know, getting students who are used to failing interested and connected can be a challenge. So I'd like to share five tactics I've used to help build a community inside the classroom. I hope you'll find that you can get more from your classes by giving them more control of the classroom.

✓ Introduce the *READ 180* concept from the start.

I begin each year with a presentation about how everyday reading, from newspapers to instruction manuals, relates to Lexile® scores. This gives the students a real-world connection to the learning, and when their scores improve, it means so much more. I had one student tell me, “It almost feels like you are being rewarded for doing your work when you see your reports at the end of each session.”

✓ Demonstrate trust and respect.

I tell my students that *READ 180* is different. It's fun and they are lucky to be in the class. But words can only go so far. I demonstrate that I trust them enough to get their work done. This is really big for kids who have been told that they are failures, or that they are simply not smart enough. You show them trust, and they'll run with it. This is especially true of high school students who don't want to be treated like children. Here's an example. I usually post the assignments online in advance. So when a substitute needs to step in for me, the students actually tell the teacher, “We know what we're doing. Just sit there and we'll do our work.” They've been trusted with that responsibility, so they just go about their business.

Continued on page 8

Building A Community Inside Your Own Classroom (cont'd)

✓ **Find little ways to make a difference.**

I've had kids who have had difficulty because they were never sure how much time they had left in a rotation. So I post a big electronic timer (you can download one from the Internet) on our classroom SmartBoard. It's funny how something so simple can really help. If you don't have a SmartBoard, just place inexpensive kitchen timers at each station. They work just as well.

✓ **Score big with small groups.**

I've found that the small group rotation is especially popular. I get the chance to sit at eye level with the students and they open up more. I look at it this way: For 20 minutes, the kids get my undivided attention and they see me as a real person. By engaging with small groups, students gain confidence and have the opportunity to connect with me as the teacher. If you think about it, 20 minutes may be the most undivided attention that they receive from any adult over the course of a day. Make it a priority and you'll make a connection with your students.

✓ **Connect with technology.**

Students are technology natives, and since *READ 180* is so computer focused, adding more technology is a natural extension. I've found that kids are much more likely to post a comment on a blog discussion than write in a journal. So I set up a classroom blog on Wikispaces.com (it's really very simple, you don't have to know any HTML coding) and ask the kids to post their writing assignments and comment—constructively, of course—on their classmates' work and my lessons. Some kids ask me why I want their feedback, I tell them that it's their classroom, so their opinions matter.

What makes the Wiki site so appealing is that it has a social networking component like Facebook and MySpace. This really connects everyone and creates an amazing classroom dynamic. Since individual assignments are posted for all to see, the students are more careful and self-conscious about the quality of their work. Many kids even ask me to check their assignments before they post them because the validation they get from their fellow classmates is as important as the grade. Like *READ 180*, the Wiki site makes the learning fun and interesting. But the key is that it belongs to the kids. They have pride in and ownership of their individual pages and the entire Wiki site.

I hope you find these tactics helpful in connecting your students to the class and building a sense of community. They've certainly worked for me. My classes are averaging Lexile® gains of 200 points or more per student and most of my kids are passing the reading portion of our state graduation test. Many of their parents call the school asking, "What's going on in that class?" They talk about their kids, many of whom have never read a book cover to cover, coming home and talking about reading in a positive way. That's proof that something is working. Must be our *READ 180* community coming together.

Editor's Note: Karrie Brown tells us that Wikispaces.com recently allocated more no-cost, advertiser-free Web spaces especially for educators.

A Conversation with DR. MARILYN JAGER ADAMS and DR. TED HASSELBRING, Principal Scientists for System 44

This fall, Scholastic released *System 44*, a breakthrough new foundational reading program for students in Grades 3-12+. The result of a collaboration between Dr. Marilyn Jager Adams and Dr. Ted Hasselbring, *System 44* combines the best practices in researched-based phonics instruction with state-of-the-art adaptive technology. *System 44* is a powerful solution for our most challenged readers, those with Lexile® scores in the BR to 400 range. It is designed to help these students master the foundational phonics and decoding skills they need to become readers.

How does phonics instruction for older students differ from what is delivered in the primary grades?

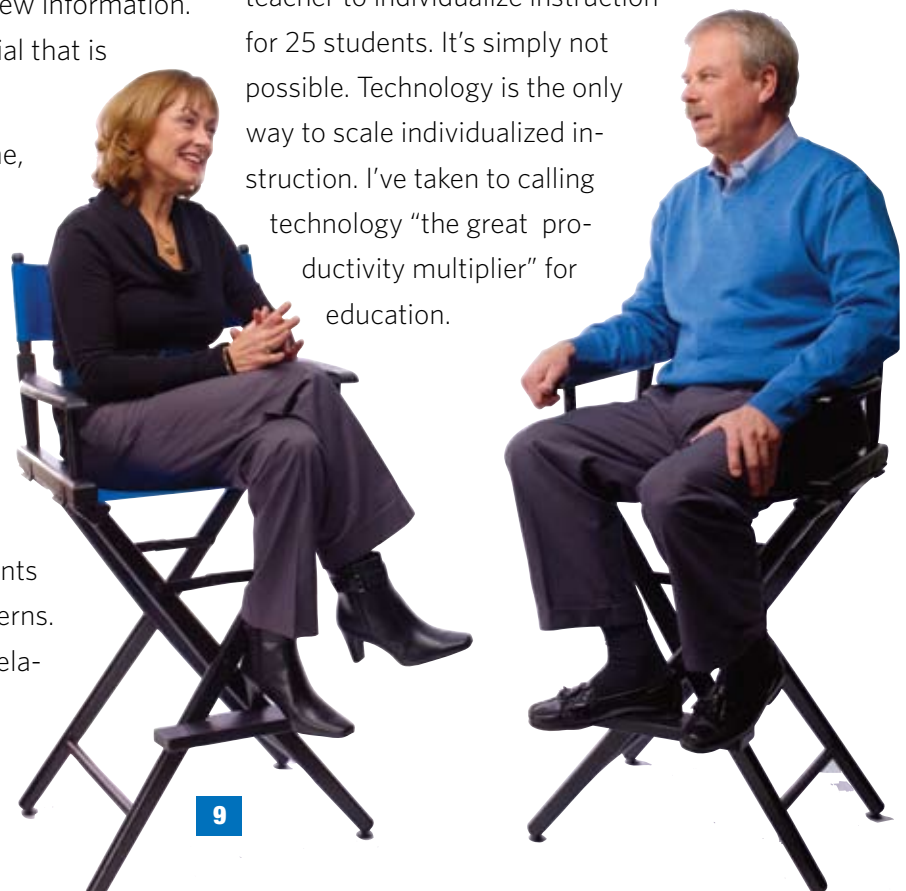
TH: You've got to start with a recognition that the older student who is still struggling with phonics is deep into what we call the "failure cycle." These students are highly demotivated and disenfranchised at school. We know a lot about what it takes to reengage them. Technology itself can be highly motivating. Also, instruction has got to be paced at a rate where students can see success early and build upon it with manageable chunks of new information. Finally, you've got to offer kids material that is age-appropriate and relevant.

MA: That's true. But at the same time, some aspects of phonics instruction hold true whether you are six or sixteen. When people think about phonics, they often think about individual sound-letter correspondences. Those are critical, but they're just the beginning. In order to build the kind of knowledge that supports *efficient* word learning, students need to learn about orthographic patterns. They need to learn to appreciate the relationships among *cat*, *hat*, *brat*, and *catastrophe*. They need to be able to

recognize syllables in order to decode the "big words" they're beginning to read. The other thing that warrants emphasis: Meaning matters. Meaning matters greatly. If students don't know their meanings, words don't "stick." Meaning is like the bow that ties the package together.

Why is adaptive technology such a powerful tool for older students?

MA: There is now a widespread consensus that instruction for struggling students *must* be individualized. But we can't possibly expect one teacher to individualize instruction for 25 students. It's simply not possible. Technology is the only way to scale individualized instruction. I've taken to calling technology "the great productivity multiplier" for education.



A Conversation with **DR. MARILYN JAGER ADAMS** and **DR. TED HASSELBRING** (cont'd)



TH: I once had a student say to me, “The computer doesn’t embarrass me,” which I think speaks volumes. This is especially true for English language learners, for whom technology provides a safe environment in which to produce language and practice. Equally important is the ability to deliver exactly what each student needs when they need it. Particularly for these students, who don’t have a minute to lose, instruction must be as effective and efficient as possible. By individualizing instruction, we are ensuring that each student is progressing at the fastest possible rate for that student.

MA: There is also a different yet equally important reason why technology is so powerful: quality of instruction. Remember, once you get into middle school and high school, most teachers have never received any formal training in reading, let alone training in foundational phonics! By delivering direct instruction via the computer, we can support teachers in delivering a consistent level of high-quality, research-based instruction.

Why is assessment such a critical component of effective intervention?

MA: Placing the right students in the right intervention program is incredibly important. When students are several years behind where they need to be, diagnosing their problems and matching them with the right kind of help is critical. When you’re talking about older students and phonics, it can be challenging. I’ve worked with many students who have masked an inability to decode with a prodigious sight-word vocabulary. They appear to be reading at a basic level of fluency, yet when they encounter a word they don’t know, they have no tools for decoding it.

TH: That’s right. And the challenge for educators is that all the instruments currently available require a lot of time and expertise on the part of the person administering the test. Technology can help alleviate a lot of that burden. Thanks to technology, we have the ability to deliver accurate assessment that can be administered to hundreds of students simultaneously in about 10 minutes, so we can get on with the critical work of teaching.

Dr. Adams, what prompted you to join the System 44 development team?

MA: Writing the book *Beginning to Read: Thinking and Learning about Print* (1990) was one of the highlights of my professional life. Over the years since then, reading growth has languished in the middle grades and up, and there are still far too many students at these levels who struggle with the literacy skills and strategies needed to succeed in school and in life.

The good news is that research in the educational, cognitive, linguistic, and neurosciences areas has made much progress since 1990 toward understanding the needs of older students and how best to help them. Scholastic invited me to join the *System 44* development team to assist in the interpretation and instructional translation of this research. This team is an extraordinary group of authors and advisors who provide expert guidance to every key aspect of the program. We strive to make recommendations that are both faithful to the research yet manageable and understandable by teachers and students. The net result is a program built on a foundation of respect for the strengths that older students bring to the process of learning.

STRETCH

Thinking, research, and writing for college readiness

Ramp Up Rigor for *READ 180* Stage C Students

Challenge *READ 180* Stage C students to become critical readers, writers, and thinkers with *READ 180* STRETCH. *READ 180* STRETCH is a supplemental instructional program and rigorous library for Stage C classrooms. Designed to fit seamlessly into your *READ 180* instructional model, *READ 180* STRETCH extends *rBook* instruction to prepare high school students for lifelong reading, research, and writing.

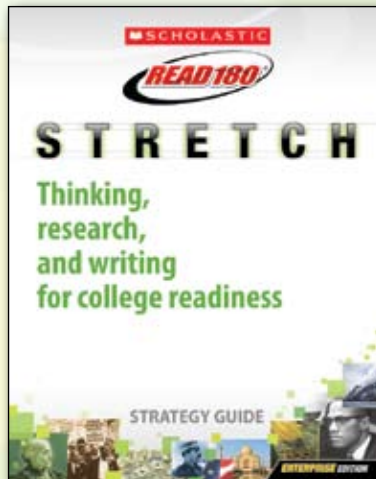
Rigorous Reading: *READ 180* STRETCH Library

READ 180 STRETCH engages Stage C Level 3–4 readers with a high-interest collection of fiction and nonfiction in the Lexile® range of 700–1200. *READ 180* STRETCH includes a fiction and nonfiction title for each workshop extension. Each STRETCH title has a *Scholastic Reading Counts!* (SRC!) Higher Order Thinking (H.O.T.) quizzes.



Best-selling, award-winning titles offer high-interest fiction and nonfiction connected to *rBook* Workshops.





Comprehensive Instruction: READ 180 STRETCH Strategy Guide

READ 180 STRETCH is designed to support Stage C students with strategies to think critically, read deeply, and research and write analytically. The STRETCH Strategy Guide includes three core instructional components: STRETCH Strategies, Rigorous Reading, and Extended Research and Writing.

The **READ 180 STRETCH Guide Provides Instruction in:**

- 1 CRITICAL THINKING
- 2 THOUGHTFUL READING
- 3 RESEARCH, STUDY SKILLS, AND WRITING



1 CRITICAL THINKING

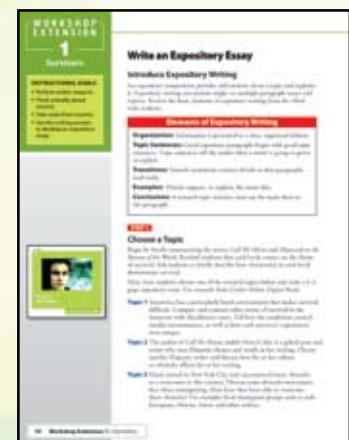
STRETCH Strategies for Whole-Group Instruction teaches step-by-step critical thinking strategies that can be applied across all academic subjects.



2 THOUGHTFUL READING

Resources for Independent Reading and Small-Group Instruction promote deep understanding through guiding questions that lead students through fiction and nonfiction titles connected to *rBook* Workshop themes.

Socratic Seminars, essential questions, ACT/SAT-style writing prompts, H.O.T. (Higher Order Thinking) Pages, and SRC! H.O.T. Quizzes challenge students to think critically.



3 RESEARCH, STUDY SKILLS, AND WRITING

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Independent & Modeled Reading

This important rotation is often the most challenging to manage. Learn the thinking behind this rotation and get some advice on how to make it work better for you!



Patrick Daley—
Vice President, and
Creative Director, *READ 180*

When creating the structure and materials for the Independent & Modeled Reading rotation of *READ 180*, I knew that there was one person who could best help me. She was (and still is) one of the country's leading experts in Adolescent Literacy—Janet Allen.

Janet and I came up with some clear goals of what we wanted for the rotation. We wanted students to have access to books of multiple difficulty levels, an array of genres, and lots of nonfiction.

For students who had never committed to reading an entire book before, we wanted to ensure success. We included shorter books in the *READ 180* collection so that even the most reluctant and skeptical readers would pick up one of the titles and say, "I can read this."

Ultimately, Janet and I wanted *READ 180* students to have a place where they could get what they have missed out on for years and years—reading practice. And we wanted them to have materials that they could and would read.

In the years since *READ 180* was launched, hundreds of teachers have told me that our goals have been realized. Students who had never completed a book before are reading one title after another. Nonreaders are becoming readers.

I know that the Independent & Modeled Reading rotation is the hardest one to manage and teachers are consistently asking for more guidance. They want to know, "How can we better manage and get the most out of this rotation?" In response, I turned to trusted *READ 180* Trainers, Project Managers, and Implementation Consultants for advice. From hundreds of suggestions, I have selected the five most common tips for the Independent & Modeled Reading rotation:

1. **Create Interest.** Talk the books up. Read the back covers aloud. You show interest and they'll be interested. Also, talk about yourself as a reader. You may be the best example of an adult who believes that reading matters.
2. **Stay Organized.** Use colored hanging file folders to organize Quickwrites, Projects, and other materials. Make them accessible to students so they are responsible for obtaining them and putting them away.
3. **Use Reading Logs.** Pre-date reading logs to make it easier to see if a student has been absent, hasn't been completing work, etc. It keeps students on-task and makes it easier to keep track of where they are. You may also want to include sentence starters to get students writing. Check reading logs regularly at the beginning of Small-Group Instruction or during wrap-up.
4. **Make it Comfortable.** Students—just like us—read better when they feel comfortable and relaxed. Make your Independent Reading Area the "place to be." One *READ 180* teacher even created a "Reading Beach," complete with beach chairs and umbrellas.
5. **Let Them Talk.** Schedule biweekly or monthly Book Talks during Whole-Group instruction. Sit everyone in a circle, ask them to grab a book they've read (this could be a current one or an all-time favorite), and talk about it with the class. Make it a celebration! You'd be amazed how many kids want to read books that their peers have reviewed!

There's no doubt, what we're trying to accomplish during this rotation is difficult. Unlike the other rotations where the skill and strategy goals are clear, in the Independent Modeled Reading Rotation we are trying to change habits and attitudes. That's a daunting task. But you're doing it—one student at a time.

Comments or questions about this column or any other *READ 180* topic can be sent to askpatrick@scholastic.com.

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- ✓ Receive an honorary plaque

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- ✓ \$1,000 worth of Scholastic educational materials



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