



## COMMUNITY NEWS

NEWSLETTER 14

WINTER 2007

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## READ 180 Teacher Wins Makeover for Herself—and Her Classroom

*READ 180* teachers are superstars. But one of them is shining even brighter this year—thanks to a special makeover from Jones NY, Macy's, Lowe's, and Scholastic.

The annual Jones NY *In the Classroom* and Macy's *Back to School, Back to Style* program recognizes the efforts of teachers who are making a difference. This year's winners include Cathy Kononoff, a *READ 180* teacher at Florida's South Miami High School.

Cathy has been teaching for 32 years, and has a long-standing reputation for going the extra mile for her students. Over the years, Cathy has invested her own time and money to improve the classroom environment. She has cleaned up her classrooms, cleared away years of clutter, painted the walls, and even brought in used furniture from friends and family members.

"I've always felt that if the kids are more comfortable, they would want to read," she says. "This is my first year teaching *READ 180*. It's a great program. The combination of one-on-one computer work, content instruction, and inclusion instruction provides the best of

all worlds. The results have been amazing." Cheryl Cole, chair of the school's reading department, carefully watched Cathy's efforts and nominated her for the special honor. Cathy was completely shocked when she got the call informing her that she was one

of the makeover winners. When she was asked to develop a wish list for her classroom makeover, Cathy focused on revitalizing the classroom environment for her students—with new books, art supplies, sofas, and lamps. Always a team player, Cathy also wanted her fellow teachers to share her award. So she requested a new patio to provide a serene place for the school's reading

teachers to gather at lunchtime.

After coordinating with the award teams for several weeks, the date was set for the big reveal. On September 25<sup>th</sup>, 2007, Cathy was whisked away for a personal-style makeover

“I've always felt that if the kids were more comfortable, they would want to read.”

—Cathy Kononoff,  
READ 180 teacher and  
classroom makeover winner

# NEWS FROM Patrick Daley

Vice President of Intervention Curriculum & Publisher of *READ 180*



Dear *READ 180* Educator,

Now that we're past the early part of the school year, your *READ 180* students should be acclimated to the program. They can self-monitor each rotation, they are familiar with the expectations for behavior and academic accountability, and hopefully, they are in-tune with their unique progression toward reading fluency and success.

So now it's time to throw them a curveball.

Switch things up by providing increased opportunities to differentiate and extend instruction for each student. This engages students' interest beyond the regular instructional routine. It also creates a community of learners who probe topics and whose knowledge continually evolves by responding to academic stimuli. It is our job as educators to provide the stimuli.

The *READ 180* Community Web site offers a wealth of resources to help you extend learning and engage students in *READ 180* topics. Best of all, the resources are absolutely free! So take advantage of all the teaching resources we have to offer, such as:

- *rBook* Projects (refer to Page 9 for more information)
- Content-Area Connection Web Links
- Video and print-based resources for *rBook* instruction by *rBook* coauthor Kate Kinsella, Ed.D.  
(refer to Page 8 for more information)
- Best Practices for *READ 180* instruction featuring Scholastic RED® Professional Development

To access these resources, visit [www.scholastic.com/read180/community](http://www.scholastic.com/read180/community) and go to the Teaching Resources and Support Section.

As always, one of the best resources is your fellow educator. So be sure to read Page 6 for a great story about one teacher's unique games approach to *READ 180* extension. Check it out—it's "hot sauce!" You can always share your own extension lesson plans and ideas with each other on the *READ 180* Message Boards, or email them to [Read180Community@scholastic.com](mailto:Read180Community@scholastic.com)

When you're ready to challenge your students, throw them a curveball—and watch how they respond!

Best regards,



**Patrick Daley**

Vice President of Intervention Publishing

## READ 180 Teacher Wins Makeover

while over 100 volunteers helped transform her classroom. Upon her return, a large gathering greeted her with new reading sofas, new desks for her and her co-teacher, a reorganized computer area, freshly painted walls, bookcases, and *READ 180* Xtra Level 1–2 and Audiobooks Collection, Action Books, and the new *READ 180* Resources for Content-Area Reading. “I can’t even begin to guess the number of new books we have. Any book that I can put in the hands of my students enables them to enter and enjoy a new world,” Cathy adds. “The kids love the new space. They feel relaxed. I believe that kids should be able to sit down, read a book in a comfortable chair, and relax.” Thanks to the great work of Cathy Kononoff, now they can. Congratulations!



## The Back to School Spending Facts



By Katie Ash

Forty-four percent of teachers spent more than \$500 of their own money on classroom supplies last year, says a study by the Denver-based Quality Education Data. Twenty percent of the teachers surveyed said they spent more than \$1,000 on classroom supplies annually. Most out-of-pocket money went toward student rewards and classroom-decoration, as well as professional and lesson materials. Teachers in the South and West were more likely to spend money on English language learning materials.

“School Supplies” by Katie Ash from *Education Week*, September 5, 2007. Copyright © 2007 Editorial Projects in Education, Inc. Reproduced by permission of Editorial Projects in Education, Inc. Paterson, N.J.



# Anchoring Your rBook Workshops Through Personal Connections

By Anna Contreras  
Implementation Consultant, Scholastic Inc.

## Why are instructional anchors important?

Interest and engagement are two of the key elements for helping struggling readers. Anchors provide interest and help connect students to the instruction. Ted Hasselbring, Ed.D., used this theory to create *READ 180*. According to Dr. Hasselbring, “We knew from research that the use of Anchor Videos would help the students develop accurate mental models of text that they were going to read. Without the anchors, students would continue to struggle.” In your *READ 180* classroom, success will be defined by the connections your students create and their ability to activate their background knowledge when engaging in new texts. As *READ 180* educators, we must look for ways to increase this aptitude for connectivity. Here are a few suggestions:

## Go further with Anchor Videos

Use more than just the *rBook* Anchor Videos; you can use short videos from the Discovery Channel or from a video rental store to jump into the Workshops. [Two Workshops, Stage B: When Disaster Strikes and *rBook* Flex Tsunami: Disaster of the Century, work well with clips from the Hurricane Katrina disaster.] The videos help students connect to the vocabulary, but also teach them to empathize with people who have survived difficult situations.

## Weave in additional technology

Write a list of possible clips or key words and searches on the Internet. “You would be surprised how many resources you can find,” says seasoned *READ 180* teacher Lester Dinerstein, who uses this tactic with his class. “The clips are very short—no more than five minutes—and are just enough to help students connect new ideas to what they already know.”

## Add drama to the lesson

Using drama is another way to anchor instruction. What if using video is not possible? How about downloading images and then dramatizing a scenario? This is an idea *READ 180* teacher and Special Education Program Specialist Sylvia Taylor used for the Stage C Killer Plagues Workshop. She put on a grim reaper mask and clicked through some images of the bubonic plague, SARS, and avian bird flu. Sylvia also placed some moldy bread and lettuce in a sandwich bag to represent the Ebola virus. YUCK! But the kids loved it.

## Make your workshop fun with music

Music is another way to help anchor and add excitement to writing and grammar lessons, and to help connect language for students. For example, how would you describe a horse? How about using the song “The Strawberry Roan” to teach descriptive narrative? See if this verse matches your description:

### The Strawberry Roan

*Curly Fletcher*

*Well, down in the horse corral standing alone,  
Was that old cavayo, old strawberry roan.  
His legs were spavined, and he had pigeon toes,  
Little pig eyes and a big Roman nose,  
Little pin ears that were crimped at the tip,  
With a big 44 branded 'cross his left hip;  
He's ewe-necked and old, with a long lower jaw,  
You can see with one eye he's a reg'lar outlaw.*

Making connections is important for our students, but so is having fun. Students love to learn from teachers who are excited about the content and enjoy making it personal!

# Technology Point Release

READ 180 Enterprise Edition Software

**ENTERPRISE EDITION**

## **Benefits of Enterprise Edition v1.4 include:**

- ✓ **413 Scholastic Reading Counts!® (SRC!) Quizzes**  
Includes newly added SRC! Quizzes for READ 180 Xtra Collections, READ XL, Sprint, Action, and FX Books
- ✓ **Book Expert Updates**  
Provides access to key information for more than 40,000 books
- ✓ **Auto-Aggregation Server**  
Allows administrators to schedule and receive automatic reports
- ✓ **Teacher Profile Importer for District SIS**  
Provides districts the ability to import teacher profiles and student rosters in the same format
- ✓ **Manage Enrollments Permission**  
Your district can now choose if the student enrollment features are managed at the classroom, school, or district level

The Enterprise Edition v1.4 release is included in the Technical Support and Maintenance Plan. Point releases, like the v1.4 release described above, are sent periodically to a school or district with an active Technical Support and Maintenance plan. Point releases enhance the student, teacher, and administrator experience with the Enterprise Edition.

**Note:** If you have installed READ 180 Enterprise Edition and have an active Technical Maintenance and Support Plan, you will receive the READ 180 Enterprise Edition v1.4 software release in December. If your school or district isn't covered by a Scholastic Technical Support and Maintenance Plan, don't miss out! Simply call 1-877-234-READ (1-877-234-7323) for more information.




**NATIONAL  
SUMMER  
INSTITUTE**

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For more information or to register  
beginning January 2008, visit:  
[www.scholastic.com/read180institute](http://www.scholastic.com/read180institute)

Featuring *READ 180* Instructional Architects,  
Distinguished Presenters, and Award-Winning Authors:

 Marilyn Adams, Ph.D.	 Rich Allen, Ph.D.	 Sharon Draper
 Kevin Feldman, Ed.D.	 Ted Hasselbring, Ed.D.	 Kate Kinsella, Ed.D.
 Pam Muñoz Ryan		



# TEACHER TALK

Where *READ 180* teachers share their stories

## A GAMES APPROACH TO *READ 180*

BY EBONI GRANT-BURTS, MIAMI, FLORIDA

The following is an interview with Eboni Grant-Burts, Scholastic *READ 180* implementation consultant and former *READ 180* teacher at Miami's Norland Senior High School. While teaching *READ 180*, Ms. Grant-Burts introduced a unique "games" approach to extend the classroom learning. She discusses how she came up with the idea and how it impacted her students.

### Scholastic:

How did you first get involved with *READ 180*?

### Eboni:

It began with a teaching transfer from a high-achieving elementary school to a high school faced with the responsibility of correcting a significant number of struggling readers. I had never heard of *READ 180*, but became very interested as I learned the research behind the program. I began to love the program when my students' perception of reading, as if by magic, seemed to transform. Then I added some teacher "hot sauce" to the program—which is the term I use to identify that type of the pedagogy that every teacher possesses. The "hot sauce" is soulful and seasons any practice to personalize it and make it unique. You continue to stick to the Instructional Model, just do it with your own style.

### Scholastic:

Tell us about your games approach. How did you come up with the idea of having students create games to promote reading?

### Eboni:

Reading teachers across the nation strive every day to find new and engaging ways to promote reading—basically anything we think will spark student interest. By the end of our third marking period, my students were over tested. So I was looking for something to mix things up. My undergraduate study at Barry University had suggested that instructional games were useful tools in working with struggling students. I wondered what

would happen with a lesson that switched the student and teacher responsibilities. I hoped my students would use their new appreciation of reading to promote reading through a new type of research-based instructional practice—games!



### Scholastic:

How did you structure the games? Were they successful?

### Eboni:

The challenge was for students to relay the energy of reading to their peers. Students were randomly placed in pairs for eight weeks and used books to create an educational game based on an assigned reading skill. The skills included idioms, main idea, vocabulary, and comprehension, to name a few, that supported Florida Sunshine State Standards.

We then hosted a school-wide exhibition where the students wore costumes inspired by the themes or characters of their books. We invited the PTSA president and members, school administrators and staff, other language arts students, plus the current and former mayors of the community. A local newspaper reporter and photographer covered the story along with the school photographer and newspaper. Scholastic Project director Pam Wise and Implementation Consultant Lawrence Roth attended as well. It was a huge success!

## MORE THOUGHTS FROM EBONI

### Extend learning and spark excitement in your *READ 180* classroom with these extension ideas:

- 📖 Create a talk show featuring a novel and students acting as characters in the book during Whole-Group Instruction.
- 📖 Let students respond to journal prompts in character from the book they are currently reading.
- 📖 Choose a day when students take books out of the classroom and read in an area well visited at school (students want to be seen reading to promote literacy).
- 📖 Have students create and distribute flyers to promote reading among all students.
- 📖 Allow students to create commercials that advertise books or situations in books. Announce them during morning announcements.
- 📖 Create a classroom environment that is print rich with student creations, not store-bought decorations—students are more likely to pay attention to their own designs.

Submit your tip online at:  
[www.scholastic.com/read180/tips](http://www.scholastic.com/read180/tips)

#### Scholastic:

What impact did your games approach have on your *READ 180* students? On other students? On other teachers and administrators?

#### Eboni:

The impact was astonishing. Students expressed a newfound sense of pride and courage. Some students mentioned never actually reading a book before. Others had to be ushered along as they wanted to stay at the display tables to play and read a little longer. Many conversations seemed to begin with the explanation of the costumes and the connection to the books.



A group photo (above) best summarizes the impact on teachers and administrators. It captures a community of stakeholders united in support of student literacy. It meant so much to students identified as struggling readers, many previously caught in a cycle of failure. Seeing students dressed as mimes, mermaids, and officers certainly relayed to other students within the school that the books are significant—even fun. Two other *READ 180* teachers also joined the lesson and included their classes in game and display creation.

#### Scholastic:

In your opinion, what makes *READ 180* so different from other instructional methods?

#### Eboni:

When used on model, the results are amazing. It's very emotional—students' lives change right before your eyes. Just imagine a classroom environment where there is order and purpose everyday. Where students are monitoring their own progress and receiving timely feedback on assignments, engaging in meaningful, data-filled conferences with the facilitator, and regularly setting achievable goals. Think about a child who has never completed a book, now reading literature daily and finishing novels every two to three weeks. Well, that is *READ 180*. Our lives will never be the same.

#### Scholastic:

Do you have any creative tips or suggestions for others who want to enhance their *READ 180* classroom instruction?

#### Eboni:

The best advice I can give is to remember that a teacher can never stop learning. If you have been blessed to teach *READ 180*, then utilize the resources available to you. Allow students to remain actively engaged in their learning. Understanding the social and ethnic culture of our student population is imperative. Find out what interests them. Introduce them to something new. Most of all, listen to your students. They are more likely to take ownership of their learning if it isn't dictated without their input.

The sky is the limit with *READ 180*. The most powerful agent for change in instruction is you! Good luck and remember to add your own “hot sauce.”



# WEB RESOURCES

## MAKING THE MOST OF *rBook* INSTRUCTION

### NEW! Featuring Teaching Strategies for Academic Discussion and Writing

Engage with Kate Kinsella, Ed.D., in effective *rBook* instruction by utilizing video models and print-based reproducibles to address specific teaching strategies to increase the academic focus of classroom *rBook* instruction.

The print-based downloadable resources can be used in your *READ 180* classroom to assess and implement effective whole-group and small-group academic discussion and ensure progress toward writing success. For example, you can download a Vocabulary Concept Organizer or Vocabulary Notebook Format and Example to organize students' newly learned vocabulary words.

Download Dr. Kate Kinsella's *rBook* resources free, on the *READ 180* Community Web site. Visit [www.scholastic.com/read180/community](http://www.scholastic.com/read180/community) and click on *rBook* Instruction in the Teaching Resources and Support section.



**DON'T MISS MODEL TEACHING FROM DR. KATE KINSELLA**

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- Part 2 – Vocabulary Pre-Teach
- Part 3 – Oral and Writing Task
- Part 4 – Vocabulary



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**ENTERPRISE EDITION**

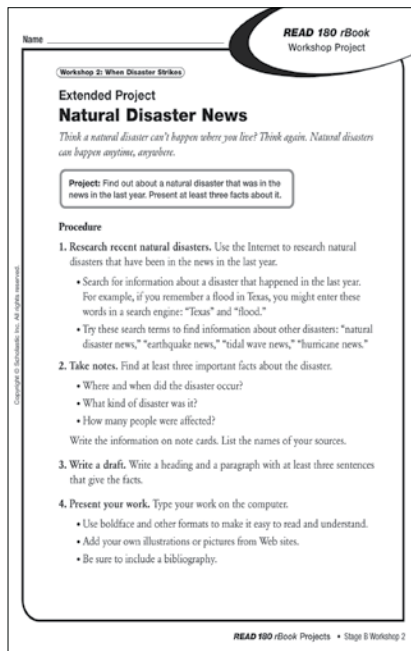
# rBook PROJECTS

Provide **READ 180** Enterprise Edition students the academic opportunity to react to and extend **rBook Workshops** with **rBook Projects**.

## What is an rBook Project?

**rBook Projects** are additional motivating projects designed to provide students the forum to react to and extend **rBook** instruction. For each Workshop in the **rBook** (Stage A, Stage B, Stage C, and Flex) you will find:

- An extended project related to the Workshop topic
- A quick project related to the Workshop topic
- Up to three projects related to each of the **rBook** readings



## What do the projects involve?

- Students are asked to write, research, think creatively and critically, and show leadership skills.
- Topics emphasized include social studies, science, careers, health, and community outreach.

## What is the role of the teacher?

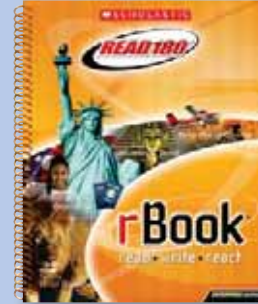
- Support students as they read and follow project instructions.
- Supervise Internet activities.
- Adapt projects as necessary to meet classroom goals, student ability levels, pacing needs, and other concerns.

## When to use the rBook Projects?

- Ideal for use during Small-Group Instruction.
- If your small groups are moving through the **rBook** at different rates, the projects can help you differentiate instruction. One group of students can work on an **rBook Project**, while the other group finishes up the **rBook** activities.
- At the end of a Workshop, the **rBook Projects** provide an opportunity to supplement the curriculum and further develop skills and content-area knowledge.

## How do I get the rBook Projects?

You can download them free and implement **rBook Projects** in your classroom by visiting the **READ 180** Community Web site at [www.scholastic.com/read180/](http://www.scholastic.com/read180/) community in the Teaching Resources and Support section.



**Attention READ 180 Enterprise Edition Stage A Teachers—Your Year 2 Solution Is Now Available!**

READ 180 Stage A (Year 2) Teacher-Led Instruction Weekly Planner					
Week 1	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Whole-Group Instruction</b>					
<b>Language</b> • Practice: our cousin from Seattle loves to play pranks on me. • Answer: Our cousin from Seattle loves to play pranks on me.	<b>Comprehension: Read for Detail (QRRL)</b> RDY 1, p. 289 • Passage: "Is Broadcasting for You?" (RDY 1, p. 292) • Read with Oral Chorus (TE, p. 174)	<b>Language</b> • Practice: this red string on the bookend will remind you to take your keys. • Answer: This red string on the bookend will remind you to take your keys.	<b>Comprehension: Read for Detail (QRRL)</b> RDY 1, p. 289 • Passage: "How to Book Up-Of" (RDY 1, p. 309) • Read with Oral Chorus (TE, p. 174) • Read with Think-Pair-Share (TE, p. 175) One operation I know about the passage is... • Teach	<b>Vocabulary &amp; Word Study: Pretest</b> RDY 1, p. 291 • Teach/Model, Guided Practice/Apply • Reread with Practice (RDY 1, p. 291)	
<b>Small-Group Instruction</b>					
<b>Preteach Vocabulary</b> • Passage: "Is Broadcasting for You?" (RDY 1, p. 292) • Preteach Target Words with Teaching Vocabulary Routine (TE, p. 172): Read, broadcast, impression, television, equipped • Vocabulary Builder (Transparency 1)	<b>Comprehension: Read for Detail (QRRL)</b> RDY 1, p. 289 • Passage: "Is Broadcasting for You?" (RDY 1, p. 292) • Guided Practice, Apply • Reread with Fluency Routine: Echo Reading (RDY 1, p. 181)	<b>Preteach Vocabulary</b> • Passage: "How to Book Up-Of" (RDY 1, p. 309) • Preteach Target Words with Teaching Vocabulary Routine (TE, p. 172): Book, bring together, of spite, produce, environment • Vocabulary Builder (Transparency 1)	<b>Comprehension: Read for Detail (QRRL)</b> RDY 1, p. 289 • Passage: "How to Book Up-Of" (RDY 1, p. 309) • Reread with Fluency Routine: Choral Reading (RDY 1, p. 181)	<b>Differentiated Instruction: Phonemic Awareness &amp; Fluency</b> RDY 1, p. 21 <b>READ 180 Reports:</b> • Phonics and Word Study Grouping Report • Student Diagnostic Report	
<b>Whole-Group Wrap-Up</b>					
<b>Exit Slips</b> I would like to remember to...	<b>Quickwrite</b> Write about a fact that interests you.	<b>Think-Pair-Share</b> Something I would like to know about is...	<b>Exit Slips</b> List at least three things you learned about it.	<b>Test Marking</b> Reread the passage and underline words with prefixes.	

**The READ 180 Stage A (Year 2) Teacher-Led Instruction Weekly Planner provides a sequence of instruction for READ 180 Enterprise Edition Stage A classrooms needing support for a second year. Each weekly planner specifies lessons for Whole-Group Instruction, Small-Group Instruction, and Whole-Group Wrap-Up.**

**Weeks 1–18 are available for download today on the READ 180 Community Web site in the Teaching Resources and Support section! Be sure to check this Web page regularly and bookmark the Teaching Resources and Support link as we will be updating the planner to include content for the complete academic school year.**

# Teaching to the Test

By JILLIAN JONES, Register Staff Writer

As the demands of the *No Child Left Behind* (NCLB) act shake up school districts across the country, schools in the Napa Valley are stressing the importance of a curriculum based on academic accountability.

The goal as educators head into the new school year, said Napa Valley Unified School District (NVUSD) Superintendent John Glaser, is the same as it has been in past years—that is, “To give students the interventions they need in a timely fashion to prepare them for more challenging and rigorous curriculum down the line.”

In other words, educators must go out of their way to teach seminars and special classes, and to offer one-on-one tutoring to help students prepare for the academic tests on which both schools and students are judged.

The notion, he said, is to raise the bar in every academic area, but with the school district in Program Improvement—the *No Child* equivalent of probation—“high-stakes accountability has us focusing ever increasingly on math and language arts.”

As a result, elementary, middle, and high schools are introducing and expanding programs designed to help meet these goals. The biggest change for the new school year, said Elena Toscano, NVUSD assistant superintendent of instruction, is the number and availability of reading programs for students.

NVUSD elementary and middle schools will expand programs already in place, training additional teachers in the programs, as well as adopting a new program of intensive reading instruction. High schools will offer a greater variety of reading programs than ever before.

“We’re reforming the way we’re doing business,” said Toscano.

Previously offered at Harvest Middle School, Napa and Vintage High Schools, an intensive reading intervention program called *READ 180* will now be offered at all middle schools and high schools in the district, mainly for grades seven through ten. *READ 180*, which Toscano calls the “Cadillac of reading programs,” employs what is called a Lexiled reading model, meaning that each student reads a different text based on their own individual reading level.

Schneider said the emphasis on accountability for students below proficiency level is not coming at the expense of students who are achieving. “We do have the most noticeable area of focus for all of NVUSD for kids that struggle because we are a district that is in Program Improvement, but that doesn’t mean we aren’t investing resources in kids who are achieving.”

“Teaching to the Test” by Jillian Jones from *Napa Valley Register*, August 13, 2007. Copyright © 2005 by *Napa Valley Register*. Reproduced by permission of *Napa Valley Register*. All rights reserved.



## ASK NOELLE

For more tips and advice from Noelle, visit [www.scholastic.com/read180/asknoelle](http://www.scholastic.com/read180/asknoelle)

**Question:** What do you recommend for *READ 180* homework? Should I use *READ 180* materials or would you suggest that I use extension resources related to what we are learning in class?

**Answer:** Homework is every teacher's choice; my first recommendation is to begin with success. Start with homework that will help the student become responsible for taking work home, completing it, and understanding the benefit.

**1. Independent Reading at Home:** Use the Recommended Reading List to help students select reading for outside the class. Monitor the reading by creating an At-Home Reading Log. Encourage the student to set a goal for 20 or 30 minutes per night. Set a point value for completing the log and another for achieving the goal per night. It will be important for students to get credit for both. Even if they read 10 minutes, but use the record-keeping form, this is a step in the right direction.

**2. Target Word Extension:** Have students continue to work on the vocabulary from the *rBook* or their current software segment. For example, have students find additional examples for each new word to continue to become more acquainted with the vocabulary words.

**3. SAM Reports:** Utilize the Student Diagnostic or Comprehension Skills Report to plan homework to extend practice for individual students or for the whole class.

**Question:** Within the Instructional Model, when should *READ 180* students complete their Independent Reading Comprehension Graphic Organizers and QuickWrites? Is it appropriate for students to work on those outside of class?

**Answer:** QuickWrites and Graphic Organizers are best completed during the Independent Reading rotation. To be most effective, students need to understand when to stop and respond. The page to stop and respond is provided next to the title. The purpose is to help students monitor their comprehension, keep a good pace, and return to text if necessary.

If you are considering having students work on these outside of class, be sure the student has access to the book to provide the best opportunity for success.



## TY'S TECH TIP

Technology Tips for your *READ 180* Implementation

For Tech Support, call 1-800-283-5974

**Question:** What reports should I be using in Scholastic Achievement Manager (SAM) to differentiate instruction and manage student data for grading and progress monitoring?

**Answer:** Below you will find there are six different types of reports you can run in SAM that will inform your *READ 180* instruction and management:

**Progress Monitoring:** This group of reports provides information on skills progress and time spent on various activities, and keeps teachers up-to-date on how individual students, classes, or groups are doing over time.

**Diagnostic Reports:** This group of reports provides information on students' strengths and weaknesses in specific areas in order to help teachers differentiate instruction to meet individual needs.

**Instructional Planning:** This group of reports helps teachers plan targeted, data driven instruction. In these reports, teachers may group students according to their skill needs or according to the activities or topics students are working on.

**Alerts & Acknowledgments:** This group of reports provides automatic updates via messages to teachers about milestones in their students' performance or achievements. You can view notifications of Alerts and Acknowledgments in the Message Center on the SAM Home Page.

**School-to-Home:** This group of reports has letters to guardians that are available in English, Spanish, Cantonese, Haitian Creole, Hmong, and Vietnamese. They include student-specific progress information, as well as home involvement suggestions.

**Management:** This group of reports provides lists of enrolled students and all teachers using Scholastic programs, or other basic program management.

# UPCOMING READ 180 EVENTS

**Tell Us What You Think—And You Could Win!**

**Take the *READ 180* Community Web Site Survey and Be Automatically Entered to Win**

We want to hear from you—your responses keep us informed of how the *READ 180* Community Web site meets your needs. We always welcome your feedback, as your work and ideas shape the evolution of *READ 180*. By completing the online survey, you will be automatically entered to win a teacher appreciation gift package.

Take the survey online today, visit:

**[www.scholastic.com/read180/communitysurvey](http://www.scholastic.com/read180/communitysurvey)**

\*Visit [www.scholastic.com/read180/communitysurvey](http://www.scholastic.com/read180/communitysurvey) to review the official Rules and Regulations. Raffle ends November 30, 2007.



COMMUNITY NEWS

Get special offers and *READ 180* community updates by email or by mail when you get the Community News.

Send a note to:

[READ180News@Scholastic.com](mailto:READ180News@Scholastic.com)

or sign-up online at the

*READ 180* Community

and we will be sure to add

you to our list of recipients.

Item# 152527 (Not in JC)  
25M 11/07



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