



Before Reading Next: *READ 180*

An Alignment of *READ 180* and Reading Next

Executive Summary

Rosemarye T. Taylor, Ph.D.



Before the Carnegie Corporation commissioned Biancarosa and Snow to write *Reading Next: A Vision for Action and Research in Middle and High School Literacy*, there was *READ 180*, a comprehensive research-based intensive reading intervention program.

The purpose of this document is to show the high degree of alignment between *READ 180* and Reading Next. *READ 180* was created and updated using the same foundational research as Reading Next; therefore it is aligned with the 15 critical elements of successful adolescent literacy programs identified in the document. In fact, *READ 180* goes beyond Reading Next by explicitly addressing decoding and spelling, fluency, vocabulary, comprehension, and critical-thinking components accepted as necessary in a reading program designed to develop confident and capable readers.

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Reading Next and Adolescent Literacy

District leaders, school-based administrators, and teachers of middle and high school students readily acknowledge that many students arrive at these grades without the on-grade level literacy skills required to read and comprehend textbooks and to be successful on accountability measures. This lack of literacy development and practice in middle and high schools has heightened the concern among those who are responsible for growth in student achievement in Grades 5 and higher.

According to Reading Next, approximately 8 million young people between fourth and twelfth grade struggle to read at grade level. Reading Next emphasizes that successful reading programs for older readers must incorporate approaches that meet the wide range of literacy needs for these readers. For example, many older readers read words accurately (decode), but have difficulty comprehending text. For other older struggling readers, the problem is that they do not read text with enough fluency to facilitate comprehension. Furthermore, many of these relevant readers require engagement and incentive to learn to read. Finally, the needs of English-language learners and students with special needs must be addressed (Biancarosa & Snow, 2004).

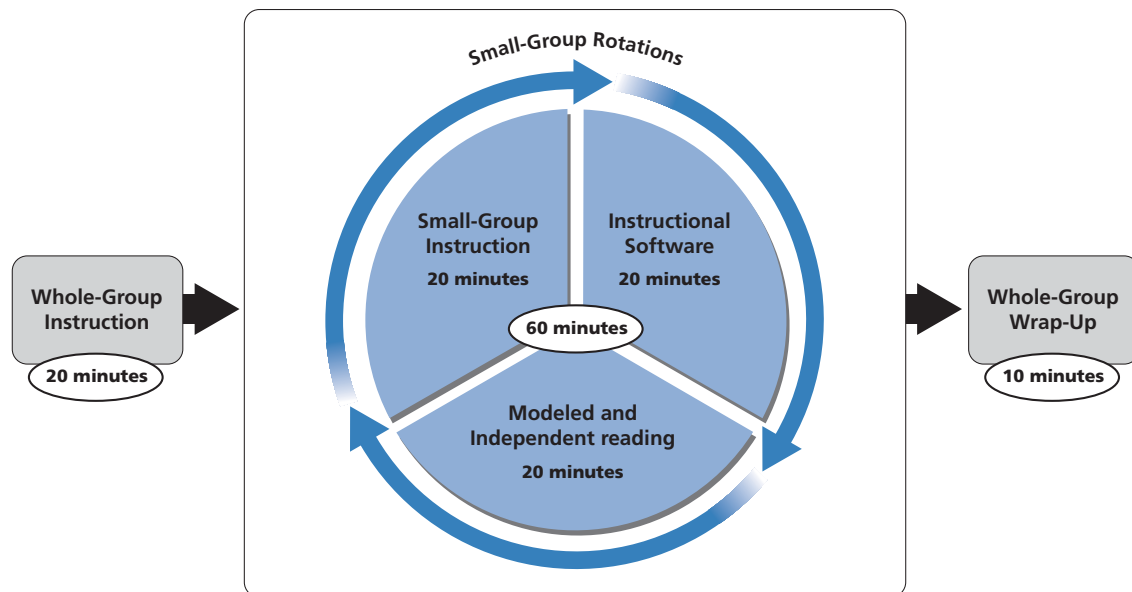
*Full text of *Before Reading Next: READ 180* can be found at <http://teacher.scholastic.com/products/research/intervention.htm>

***READ 180* Comprehensive Reading Intervention Program: Research Base and Instructional Model**

READ 180 is a 90-minute a day intensive reading program designed to meet the needs of students whose reading achievement is below the proficient level. *READ 180* directly addresses individual needs through adaptive and instructional software, high-interest literature, and teacher-directed instruction in reading and writing skills and strategies.

The instructional software was created as a result of more than ten years of research by experts at Vanderbilt University. Through a collaborative research effort between Vanderbilt University and the Orange County Public School System in Florida, the *READ 180* prototype was used with thousands of students between 1993 and 1999. The research conclusively showed that when schools implement and follow the program's instructional model for one to two years, significant reading gains can be expected, more positive attitudes and behaviors develop, and overall higher school achievement is realized (Taylor, 2001).

The *READ 180* Instructional Model combines research-based reading practices with the effective use of technology, offering students an opportunity to achieve reading success through a combination of instructional, modeled, and independent reading components. The *READ 180* Instructional Model is designed to send a strong message that each individual is respected, supported, given choices, and can succeed.



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READ 180 includes a Teaching System that equips and trains teachers to deliver effective reading, writing, and vocabulary instruction to struggling readers. Teachers receive a rich and engaging curriculum of skills instruction, point-of-use professional development, a variety of assessment tools, and reports that link to resources for differentiating instruction. The Teaching System makes it easy for teachers to address essential literacy skills while meeting individual needs.

- **Teaching System:** Among the numerous resources that come with *READ 180*, the *rBook* is the core component. In the *rBook* Teaching System, a print-based interactive worktext for Whole- and Small-Group Instruction, nine content-area Workshops focus on key reading and writing skills utilizing research-based instructional strategies and routines (Feldman, 2002; Feldman & Kinsella, 2004). These Workshops cover mostly content-area nonfiction, with a high percentage of science and social studies passages, as well as grade-appropriate, high-interest literature. Additional resources such as the RDI books (*Resources for Differentiated Instruction*), the Scholastic RED Teacher Handbook, and *rSkills* tests provide lesson plans, instructional routines, professional development, and assessment.

READ 180 incorporates data-driven instruction that provides assessment and supports differentiation based on student performance. *READ 180* gives teachers and administrators the power to track and analyze student performance. A variety of instruments accurately assess students to identify their most urgent needs, enabling the teacher to adjust instruction accordingly. Additionally, *READ 180* software continually adjusts the level of instruction based on student performance. Actionable reports and periodic checkpoints alert teachers to students' needs and direct them to resources for individualizing instruction.

- **Technology:** *READ 180* software is “intelligent” software that collects data based on individual responses and adjusts instruction to meet each student’s needs. The research-based instructional sequence offers students continuous support and immediate feedback at every level. This feedback is matter-of-fact, personal, and encouraging, allowing students to practice at their level without embarrassment. In addition, the Scholastic Achievement Manager (SAM) makes all student data available to teachers and administrators through individual and group reports.
- **English-Language Learners:** The *READ 180* Topic Software provides support in Spanish, Cantonese, Vietnamese, Hmong, and Haitian Creole through definitions of key vocabulary words, translations, and decoding tips. In addition, English-language learners benefit from multicultural content that makes the program relevant to students from diverse backgrounds. Oral language development and strategies for English-language learners are integrated into the teaching materials. Finally, *READ 180* software provides text captioning, repeated oral practice, and videos, which build background knowledge and help students develop mental models.
- **Special Education:** Special education students benefit from universal design features that enable students with certain physical disabilities to access the text; the multimodal curriculum, adaptive software, Small-Group Instruction, and the high-interest materials in the Instructional Model have been shown to have a positive impact on special education students’ development (Rose & Meyer, 2002).

READ 180 and Reading Next Alignment at a Glance

Reading Next’s key elements for adolescent literacy programs include both instructional and infrastructure recommendations, which, in conjunction, can have tremendous impact. *READ 180* is aligned to all of Reading Next’s key recommendations.

For a quick glance at how *READ 180* is aligned with the nine instructional elements and six infrastructure elements of Reading Next, see Figures 1 and 2.

Figure 1
READ 180 Alignment With Reading Next: Instructional Elements

Reading Next	<i>READ 180</i>			
Key Elements in Programs That Address Adolescent Literacy	Whole-Group Instruction	Small-Group Instruction	Modeled and Independent Reading	Instructional Software
1. Direct, explicit comprehension instruction	<ul style="list-style-type: none"> • The <i>rBook™</i> Teacher’s Edition provides for explicit instruction and scaffolded practice through research-based routines. • Structured engagement routines encourage participation and accountability. • Anchor Videos help students build background to promote comprehension. 	<ul style="list-style-type: none"> • The <i>rBook</i> Teacher’s Edition provides explicit instruction and scaffolded practice through research-based routines. • The <i>rBook</i> includes highly scaffolded intensive, process-based writing instruction. 	<ul style="list-style-type: none"> • Audiobooks include a Reading Coach who explicitly models and explains the use of comprehension strategies in context. • Teaching Resources Guides also include direct comprehension support for Audiobooks, Paperbacks, and Teaching System. 	<i>READ 180</i> Topic Software supports comprehension instruction through Anchor Videos that build background, as well as interactive comprehension activities that promote skills practice and higher-level thinking.
2. Effective instructional principles embedded in content	<ul style="list-style-type: none"> • The <i>rBook</i> has 80% nonfiction science and social studies selections. • The <i>rBook</i> strategically teaches academic language, and guides students to access and comprehend content-area text. 		Forty percent of Paperbacks and Audiobooks are nonfiction.	One hundred percent of nonfiction passages and related vocabulary include scaffolded support for content-area vocabulary in the areas of People and Cultures, Science and Math, and History and Geography.

Figure 1 (continued)
READ 180 Alignment With Reading Next: Instructional Elements

Reading Next	<i>READ 180</i>			
Key Elements in Programs That Address Adolescent Literacy	Whole-Group Instruction	Small-Group Instruction	Modeled and Independent Reading	Instructional Software
3. Motivation/self-directed learning	<ul style="list-style-type: none"> • The <i>rBook</i> has high-interest reading selections with teaching strategies that engage and motivate struggling readers. • The Gradual Release Model leads to increased responsibility for learning. • Structured engagement routines encourage participation and accountability. • Anchor Videos help students build background to promote comprehension. 		Students choose from a collection of high-interest, diverse leveled Paperbacks and Audiobooks.	<ul style="list-style-type: none"> • Adaptive software customizes instruction and practice according to the students' levels, providing continual opportunities for students to experience success and demonstrate progress, motivating them to excel. • Students receive continuous support and feedback. • Engaging software videos on high-interest topics provide context for learning as they build motivation.
4. Text-based collaborative learning	The <i>rBook</i> Teacher's Edition embeds structured engagement routines that promote collaboration.	The <i>rBook</i> Teacher's Edition and RDI books include structured engagement that promotes collaboration, such as peer feedback for writing revision.	Multiple copies of Audiobooks and Paperbacks allow teachers to meet with small groups reading the same book to discuss and collaborate on projects.	
5. Strategic tutoring	Skills and strategy instruction are built on research-based best practices: <ul style="list-style-type: none"> • Explicit instruction • Think-alouds and modeling • Differentiated instruction • Continuous corrective feedback • Practice and application 	Differentiated instruction provides one-on-one and small-group support informed by data and assessment.	Audiobooks include a Reading Coach who models the use of reading strategies.	<ul style="list-style-type: none"> • The <i>READ 180</i> software individualizes instruction and adapts to students' levels as it provides coaching and immediate, corrective feedback customized to specific errors. • The software continually monitors student progress, providing repetition and practice until students achieve mastery.

Figure 1 (continued)
READ 180 Alignment With Reading Next: Instructional Elements

Reading Next	<i>READ 180</i>			
Key Elements in Programs That Address Adolescent Literacy	Whole-Group Instruction	Small-Group Instruction	Modeled and Independent Reading	Instructional Software
6. Diverse texts	The <i>rBook</i> reading selections include genre, content and character diversity, as well as a variety of forms such as narrative, descriptive, expository, and persuasive.		Audiobooks and Paperbacks have diversity in genre, content, characters, and reading levels.	<ul style="list-style-type: none"> • Software includes diversity of characters, role models, setting, and content. • Passages are leveled according to student reading ability.
7. Intensive writing	The <i>rBook</i> includes highly scaffolded intensive, process-based writing instruction.		QuickWrites promote writing fluency and frequent response to text.	
8. Technology component	Workshops are introduced with Anchor Videos that help students build background to promote comprehension.	Review of Anchor Videos and the use of provided overheads engage students during Small-Group Instruction.	<ul style="list-style-type: none"> • Electronic book quizzes motivate students and track comprehension. • Audiobooks are provided in CD format. 	Research-proven software provides adaptive instruction and practice in word recognition, vocabulary, spelling, comprehension, and fluency.
9. Ongoing formative assessment	<ul style="list-style-type: none"> • The rSkills Tests align with and inform instruction. rSkills reports link to relevant resources for review, reteaching, and additional practice. • The <i>rBook</i> includes checkpoints for differentiated instruction throughout each workshop. 	<ul style="list-style-type: none"> • The rSkills Tests align with and inform instruction. • The rSkills reports link to relevant resources for review, reteaching, and additional practice. 	Book quizzes and related reports monitor student progress and success with independent reading.	<ul style="list-style-type: none"> • <i>READ 180</i> Software continually monitors student progress, collecting data that reflects student abilities, strengths, and weaknesses. • Software data is presented through actionable reports that report meaningful data on student progress and link to relevant resources for differentiating instruction.
Scholastic Reading Inventory (SRI) provides benchmarks for student reading levels and is used to periodically measure growth.				

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Two types of support are available for the infrastructure elements recommended by Reading Next. “*READ 180* Support” details *READ 180* features that directly support the recommendations and are provided to districts upon purchase, while “Scholastic Support” shows support that is available at an additional cost.

Figure 2
READ 180 Alignment With Reading Next: Infrastructure Elements

Reading Next Element	<i>READ 180</i> Support	Scholastic Support
10. Extended time for literacy	The <i>READ 180</i> Instructional Model is a 90-minute daily reading block.	Scholastic provides additional resources: <ul style="list-style-type: none"> • Content- and theme-focused supplementary resources • Libraries for content teachers’ classrooms • Classroom magazines
11. Professional Development	<i>READ 180</i> Professional Development includes: <ul style="list-style-type: none"> • 2-day Implementation Training • Scholastic RED® online professional development course • RED professional development pages embedded in the <i>rBook</i> Teacher’s Edition and RDI books • Implementation DVD which presents an overview of the <i>READ 180</i> program 	<ul style="list-style-type: none"> • <i>READ 180</i> Professional Seminars are available in-person to get <i>READ 180</i> teachers to the next level of success in their classrooms. • Literacy Leaders Training, online courses and on-site institutes are available for principals and reading coaches. • Additional professional development publications are available in print and online.
12. Ongoing summative assessment of students and program	<ul style="list-style-type: none"> • Scholastic Reading Inventory (SRI) provides benchmarks for student reading levels and is used to periodically measure growth. • rSkills Tests assess student progress in skills taught in the <i>rBook</i> Workshops. • Scholastic Achievement Manager (SAM) provides ongoing student and group reports. • Observation protocol is available for monitoring <i>READ 180</i> teacher’s classroom practice. 	Relevant <i>READ 180</i> Professional Seminars include: <ul style="list-style-type: none"> • “Using SRI and the Lexile Framework® Effectively With <i>READ 180</i>” • “Using <i>READ 180</i> Data to Differentiate Instruction”
13. Teacher teams	<ul style="list-style-type: none"> • Districts and schools are encouraged to develop regular <i>READ 180</i> cadre sessions. • <i>READ 180</i> teachers should be members of cross-curricular school teams serving the <i>READ 180</i> students. 	Scholastic RED facilitated online reading courses create a community of learners within a school, combining in-person training and collaboration with self-paced, individualized learning.

Figure 2 (continued)
READ 180 Alignment With Reading Next: Infrastructure Elements

Reading Next Element	<i>READ 180</i> Support	Scholastic Support
14. Leadership	<ul style="list-style-type: none"> • <i>READ 180</i> Leadership Implementation Training shows leaders the tools and strategies necessary to effectively implement <i>READ 180</i>. • School- and district-wide reports are accessible on SAM. • Implementation Training shows teachers, principals, and reading and technology specialists how to implement the <i>READ 180</i> Instructional Model and employ best practices with the program. 	<p>Scholastic provides these resources to administrators:</p> <ul style="list-style-type: none"> • Scholastic Administrator home page • <i>Scholastic Administr@tor</i>® magazine
15. Comprehensive and coordinated literacy program	<ul style="list-style-type: none"> • <i>READ 180</i> is the intensive reading intervention component of a comprehensive reading program. 	<ul style="list-style-type: none"> • Scholastic resources (teacher books, student magazines, supplementary resources, classroom libraries) assist in creating a comprehensive literacy program. • SRI may be used to track school-wide growth or individual student growth across a school. SRI will assist all students in selecting texts and self-monitoring growth.

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About the Author



Dr. Rosemarye Taylor has a rich background that includes beginning her career as a middle and high school reading, language arts, and Spanish teacher. She has served as a middle school, high school, and district-level administrator in Georgia and Florida. In private sector management, she was Director of Professional Development for Scholastic Inc., New York. Currently, she is Associate Professor of Educational Leadership at the University of Central Florida in Orlando.

Dr. Taylor led the research, design, and implementation of the Orange County Literacy Program that has successfully impacted thousands of elementary, middle, and high school students and teachers. The classroom concept designed with her leadership was produced as the Whole-Group, Small-Group, and Modeled and Independent Reading components of *READ 180*. In Orange County Public Schools, Orlando, Florida, Dr. Taylor designed and implemented a system including curriculum, instruction, assessment, and staff development supporting the notion that systems make the work of administrators and teachers easier.

At the University of Central Florida, Dr. Taylor's specialty is instructional leadership. She has conducted research on leadership, particularly as it relates to accountability, presents nationally, and has been published in *Educational Leadership*, *Phi Delta Kappan*, and other top journals. Four of her books, *Leadership for Literacy Coaching*, *The K–12 Literacy Leadership Fieldbook*, *Literacy Leadership for Grades 5–12*, and *Leading With Character to Improve Student Achievement*, highlight how the commitment to leadership that creates ethical fail-safe systems, particularly literacy systems, increases student learning.


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