From its inception, READ 180 has provided districts with a powerful blended learning solution that gets students reading, writing, talking, and thinking critically every day. READ 180 is based on more than fifteen years of research and results and provides flexible instructional models that complement district scheduling needs and maximize the number of students served. Districts can successfully implement READ 180 in 40–90 minute class periods for class sizes that can range up to 27 students. Research shows that the more instructional time a district allows for READ 180, the greater the gains and the faster they close the achievement gap. Scholastic recommends a double period of literacy instruction for Tier 2 students—either a double period of READ 180 or a single period of READ 180 combined with a single period of core literacy instruction.

The READ 180 Model for Blended Learning

**Whole-Group Instruction**
Teachers begin the class by facilitating systematic instruction in reading skills and strategies, academic vocabulary, writing, and grammar to the whole class.

**Instructional Technology**
Students work independently on the READ 180 Software where they follow an individualized learning path that allows them to work within their zone of proximal development.

**Small-Group Learning**
Students receive individualized, data-driven instruction that meets their unique learning needs while building meaningful relationships with their teacher.

**Modeled & Independent Reading**
Students engage with complex, content-rich literature and informational texts that they can read with success and apply their newly acquired vocabulary and comprehension skills.

Extend Learning Beyond the Classroom:
READ 180 is now available for iPad. Whether in school, at home, in the library, or community center, students can spend more time in the READ 180 Software or eBook Library, building comprehension of complex, grade-level text.
READ 180 is designed to meet the instructional needs of teachers while helping students meet the rigorous expectations of the new standards and experience success on the new assessments. The program uses the key instructional shifts to support teachers in enhancing their pedagogy to have the greatest impact on accelerating student achievement.

A Deep Focus on the Key Instructional Shifts

Whole-Group Instruction
Provides students with exemplary texts at multiple levels, both informational and literature. Supports educators with strategies for knowledge building and deepening vocabulary and language.

Instructional Technology
Provides educators with real-time data to track students’ trajectory to college and career readiness, as well as provide opportunities for students to practice with Next Generation Assessment items.

Small-Group Learning
Helps students focus on close reading of text, gathering evidence, and sharing their understanding and knowledge through a variety of research and writing tasks.

Modeled & Independent Reading
Enables students to engage with a wide a variety of literature and informational text, allowing educators to monitor students’ progress towards independence with complex, grade-level text.

Next Generation Assessment Preparation
READ 180 rSkills, curriculum-based and criterion-referenced assessments, allow teachers to measure students’ trajectory to college and career readiness, and students to build mastery and confidence with the item types found on the new assessments. Technology-enhanced features such as text highlighting, chart completion, and matching activities help prepare students for new testing experiences.

At Scholastic, we walk shoulder to shoulder with educators, enabling them to both grow professionally and maximize student achievement. We provide consulting services for your teachers, including training, coaching, and data analytics that are personalized to meet your districts’ needs.

To learn how you can implement READ 180 in your district,
CALL: 800-387-1437 VISIT: READ180.COM
The power of BLENDED Learning

Maximizing Instructional Time, Accelerating Student Achievement
In this READ 180 Experience, students engage with their teachers in Whole-Group Instruction daily and participate in all three station rotations (Small-Group Learning, Instructional Technology, and Modeled & Independent Reading) over two days.

**40–59 Minutes**

**DAY A**

Whole-Group Instruction (20 minutes)

Complete One Station-Rotation (15–34 minutes)

Whole-Group Wrap-Up (5 minutes)

**DAY B**

Complete Two Station-Rotations (17–27 minutes each)

Whole-Group Wrap-Up (5 minutes)

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**Single Period CASE STUDY**

San Antonio Independent School District (TX)

**Students** with disabilities demonstrate significant improvement on TAKS after one year in READ 180.

**STUDY PROFILE**

**Evaluation Period:** 2010–2011  
**Grades:** 4–11  
**Assessment:** Texas Assessment of Knowledge and skills (TAKS)  
**Participants:** N=663  
**Implementation:** 30- to 50-minute model

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**READ 180 Students With Disabilities, Grades 4–11 (N=663)**
Percentage of Students Achieving Proficiency on TAKS by Disability Type, 2010 and 2011

- **All Students With Disabilities** (N=663)
  - Spring 2010: 56%
  - Spring 2011: 70%
- **Specific Learning Disability** (n=473)
  - Spring 2010: 59%
  - Spring 2011: 71%
- **Other Health Impairment** (n=75)
  - Spring 2010: 57%
  - Spring 2011: 75%
- **Emotional Disturbance** (n=60)
  - Spring 2010: 42%
  - Spring 2011: 65%

*Scholastic recommends that students receive an additional period of core literacy instruction in addition to a single period of READ 180.*
Instructional Model: **Extended Single Period**

In this *READ 180* Experience, students begin with Whole-Group Instruction. Then they cycle through each of the three station rotations (Small-Group Learning, Instructional Technology, and Modeled & Independent Reading) in a single class period.

**STUDY PROFILE**

- **Evaluation Period:** 2009–2010
- **Grades:** 6–7
- **Assessment:** Ohio Achievement Assessment (OAA)
- **Participants:** N=1,060
- **Implementation:** 50- to 75-minute model

*Scholastic recommends that students receive an additional period of core literacy instruction in addition to a single period of *READ 180*.**
Instructional Model: **Double Period**

In this READ 180 Experience, students begin every class with Whole-Group Instruction. Students then engage in each of the three station rotations (Small-Group Learning, Instructional Technology, and Modeled & Independent Reading), and end the class period with Whole-Group Wrap-Up.

### 80+ Minutes

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole-Group Instruction (15–20 minutes)</td>
<td></td>
<td>Teacher Facilitated</td>
</tr>
<tr>
<td>Complete Three Station-Rotations (20 minutes each)</td>
<td></td>
<td>Instructional Technology, Independent Reading, Small Group</td>
</tr>
<tr>
<td>Whole-Group Instruction (5–10 minutes)</td>
<td></td>
<td>Teacher Facilitated</td>
</tr>
</tbody>
</table>

**Double Period CASE STUDY**

**Napa Valley Unified School District (CA)**

**READ 180** students demonstrated significant improvement on the CST ELA and CELDT; district reduced special education referral rate and expulsion costs.

### STUDY PROFILE

- **Evaluation Period:** 2011–2012
- **Grades:** 3–11
- **Assessment:** California Standards Test of English Language Arts (CST ELA); California English Language Development Test (CELDT)
- **Participants:** N=877
- **Implementation:** 90-minute model

### READ 180 Students, Grades 3–11 (N=877)

**Performance on CST ELA and CELDT, 2011 and 2012**

- **Proficient and Above on CST ELA (Grades 3–11)**
  - 2011: 6%
  - 2012: 13%
- **Proficient and Above on CST ELA (Grade 4 only)**
  - 2011: 8%
  - 2012: 33%
- **Early Advanced and Above on CELDT (Grades 3–11)**
  - 2011: 17%
  - 2012: 48%