

 SCHOLASTIC

*READ 180*<sup>®</sup>  
NEXT GENERATION



RESEARCH FOUNDATION PAPER

# **READ 180® NEXT GENERATION**

## **Research Foundation Paper**

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## INTRODUCTION

More than a decade after the launch of *READ 180*, a new generation of students is learning to read and write in a time of rapid societal change. The requirements of college, career, and citizenship today reaffirm the critical importance of achieving proficiency in both basic and higher-order literacy skills. As a result, demand is greater than ever for effective approaches to adolescent literacy instruction and intervention that will prepare students to be successful and productive citizens of the 21<sup>st</sup> Century.

Today's generation of students enters a literacy landscape shaped by dramatic advances in the ways that people acquire, produce, use, and share knowledge and information (Prensky, 2005/2006). As of 2001, over half of Americans were using computers and the Internet at work and at home, and this percentage has continued to increase rapidly in all demographic groups (U.S. Department of Commerce, 2002). In the workplace, today's employers seek college graduates who can effectively navigate an interconnected, information-centric environment with skills like oral and written communication, critical thinking/problem-solving, and collaboration (Ali & Katz, 2010; Workforce Readiness Project, 2006). In personal and civic life, it is more important than ever that individuals have the ability to effectively access, analyze, evaluate, and utilize the vast amounts of information available to them (Considine, Horton, & Moorman, 2009; SREB, 2009). Schools across the country are responding to this changing landscape with an urgent focus on strategies to raise the literacy achievement of all students so that they achieve proficiency before graduation (National Council of Teachers of English, 2007).

Intensive intervention to address the needs of struggling readers is an essential element of preparing all students to meet the increased literacy demands of college, the workplace, and beyond (Alliance for Excellent Education, 2009; Carnegie Council on Advancing Adolescent Literacy, 2010). A report by ACT (2008) highlights the critical need for literacy intervention in the middle school years: the study shows that students' level of achievement by the end of eighth grade is a much stronger predictor of college and career readiness than anything they do academically during high school. Subtle but statistically significant upticks in eighth graders' and twelfth graders' reading performance on the 2009 National Assessment of Education Progress (National Center for Education Statistics, 2009; 2010) suggest that recent national focus on adolescent literacy is in fact yielding some progress. However, continued emphasis on effective adolescent literacy intervention is still needed to substantially raise achievement and close achievement gaps in reading.

At the same time, educators and policymakers recognize that a successful effort to raise literacy achievement must include resources to support effective teaching (National Council of Teachers of English, 2007; U.S. Department of Education, 2010). A substantial base of research shows that the quality of teaching is one of the most important factors associated with student learning (Kane, Rockoff, & Staiger, 2007; National Council on Teacher Quality, 2004; Rivkin,

Hanushek, & Kain, 2005). Teachers are most effective when they have access to student data to inform instruction, to resources for ongoing professional development that builds expertise, and to a community of support from peers and experts (U.S. Department of Education, 2010). Raising students' literacy achievement therefore requires high-quality adolescent literacy intervention that includes comprehensive support for effective teaching and implementation.

### **READ 180: A Rich History of Success**

*READ 180* has been providing high quality adolescent literacy intervention, grounded in research and tested by teachers in the classroom, for over ten years. Informed by the work of Dr. Ted Hasselbring's Cognition and Technology Group at Vanderbilt University, the Orange County Literacy Project in Florida, and the development staff at Scholastic Inc., *READ 180* launched in 1999 with an instructional model that combines the best of cognitive science and research-based instructional practices with innovative technology to serve the needs of struggling readers in Grades 4-12. The core elements of *READ 180* include teacher-directed instruction grounded in best practices; instructional materials that maximize engagement and learning; and individualized, adaptive technology designed to accelerate students to mastery. With the *READ 180* model, students and teachers in classrooms around the country have been achieving results throughout the first decade of the 21<sup>st</sup> Century.

Over its long history of use, *READ 180* has also become one of the most research-tested and practice-validated adolescent reading interventions in the country. One of the earliest efficacy studies of *READ 180*, a 1998–99 research collaboration between Scholastic and the Council of the Great City Schools, showed that *READ 180* is effective in raising the achievement of struggling adolescent readers when implemented according to model. Since that time, a growing body of research has attested to *READ 180*'s effectiveness in districts across the country, in a variety of educational contexts and with various student populations. The *READ 180* research base has been reviewed by third parties such as the federal What Works Clearinghouse and Johns Hopkins University's Center for Data-Driven Reform in Education (Slavin, Cheung, Groff, & Lake, 2008). Both institutions conducted meta-analyses reviewing highly rigorous evaluation studies of adolescent literacy programs, and both concluded that the evidence for *READ 180*'s impact on student literacy achievement is medium to large.

In addition to demonstrating results, years of *READ 180* research and practice contributed to the ongoing improvement and refinement of the program and materials, leading to the launch of *READ 180* Enterprise Edition in 2006. Developed through continued collaboration with Dr. Hasselbring and a new partnership with Dr. Kevin Feldman and Dr. Kate Kinsella, *READ 180* Enterprise Edition included significant enhancements to the core model, such as:

## **Introduction (cont.)**

- The *rBook* teaching system that provided teacher-directed instruction in comprehension, vocabulary, and word study, writing, and grammar;
- Structured engagement routines ensured full participation of all students, including English language learners;
- The Scholastic Achievement Manager, a data management tool that allows teachers and leaders to aggregate and report data on student achievement and program implementation.

These program enhancements, built on the research-based Software application and instructional model, were designed to provide a clear path for data-driven and differentiated instruction, thus making it easier for teachers and administrators to maintain fidelity to the proven model.

## **READ 180: The Next Generation**

The newest version of *READ 180*, **READ 180 Next Generation** continues to apply the best of research and validated practice to address the needs of adolescent struggling readers. *READ 180* Next Generation retains the innovative, highly effective instructional technology of earlier versions, while incorporating elements of new information technology to further advance teaching and learning for the 21<sup>st</sup> Century. The instruction in *READ 180* Next Generation continues to efficiently accelerate students toward proficiency, with program updates reflecting the increased reading, writing, and critical thinking demands on students in preparation for college, careers, and beyond. Furthermore, *READ 180* Next Generation continues the program's commitment to supporting teachers and administrators as they strive to put literacy at the center of school and district improvement efforts. New tools for teachers and administrators respond to growing research on the importance of fidelity of implementation—including the most recent research collaboration between the Council of the Great City Schools and Scholastic revealing that districts were best able to sustain on-model implementation of *READ 180* when administrators and teachers consistently monitored program implementation and student progress (Salinger, Moorthy, Topplitz, Jones, & Rosenthal, 2010). Recognizing that caregivers are critical partners in each child's education, *READ 180* Next Generation also includes valuable resources for engaging families and communities. In short, *READ 180* Next Generation is the product of a decade of research and experience about how to most effectively implement an adolescent literacy intervention.

The Figure on page 6 provides an overview of the enhancements to learning, teaching, and leading included in *READ 180* Next Generation. For students, *READ 180* Next Generation personalizes learning with access to a Student Dashboard where students can monitor their own progress, track their achievements, and collect and comment on the texts they read. Increased support for peer feedback enhances learning through adolescents' natural inclination to learn from each other. In response to evidence that writing can strengthen reading and in recognition that high-stakes assessments

are moving to include more writing, program authors worked to incorporate more writing in the service of reading. *READ 180* Next Generation also provides students with the intensive, scaffolded practice with complex texts and nonfiction content that they will need to be college- and career-ready.

For teachers, *READ 180* Next Generation provides a Teacher Dashboard that connects teachers with student data and program content anytime and anywhere. The Teacher Dashboard is packed with resources to support effective teaching and successful implementation. Through the Dashboard, teachers can go online from any internet connection and easily group students, review data reports on student performance, and access the *rBook* Teaching System to facilitate data-driven differentiated instruction. The Dashboard also allows them to access resources for professional development and for reaching out to families. Other enhancements to the instructional program include improved support for writing instruction, for direct instruction in higher order reading and critical thinking skills and strategies, and for making connections to the content areas.

For school and district leaders, the Leadership Dashboard facilitates connected leading by providing an easily accessible overview of program implementation metrics. Leaders can use the site to efficiently monitor student performance and implementation fidelity and to access tools for planning and managing resources. Like the Teacher Dashboard, the Leadership Dashboard includes materials to assist with engaging families and caregivers.

This report provides a detailed description of how *READ 180* Next Generation utilizes up-to-date research to prepare students in Grades 4–12 with the literacy skills they need to thrive in the 21<sup>st</sup> Century. It summarizes the key research principles underlying *READ 180* Next Generation, delineating how each research principle contributes to a comprehensive literacy program that provides students with a highly effective, engaging, and empowering learning experience; supports teachers in maximizing instructional effectiveness; and gives administrators the tools to ensure high-quality implementation of the intervention district-wide. Taken together, this review of the research behind *READ 180* illustrates the key to the program's longevity and success: a relentless commitment to improving the literacy achievement of adolescent students who struggle to read and write.

# READ 180 Next Generation Enhancements

## LEARNING

Academic Writing Practice

Personalized Learning:

- Anytime, Anywhere Access to Content and Data
- Tools for Self-Directed Goal Setting and Planning
- Empowering Interface to Motivate Learning



Support for Structured Peer Feedback

Increased Text Complexity and Content Coverage

Anytime, Anywhere Access to Rigorous Reading

Academic Writing Instruction

Online Feedback on Student Performance

Direct Instruction of Higher Order Reading and Critical Thinking Skills and Strategies

## TEACHING



Content Area Reading Connections

Connected Teaching:

- Anytime, Anywhere Access to Student Data and Professional Development Content
- Tools to Support Professional Networking
- Tools to Support Family Connections

## LEADING

Increased Data Transparency for District and School Leaders



Outreach Materials for Family Engagement

Increased Visibility to Program Implementation

Connected Leading:

- Anytime, Anywhere Access to Data
- Administrative Tools to Plan and Manage Resources
- Administrative Tools to Monitor and Report Outcomes

## OVERVIEW OF READ 180 NEXT GENERATION

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

**The *READ 180* Next Generation Teacher, Leadership, and Student Dashboards** are command stations that facilitate effective teaching, leading, and learning. The dashboards help schools and districts develop human capital by providing teachers and leaders with all the tools they need for successful implementation, along with resources to further develop their expertise and to share knowledge and experiences with peers.

**The Teacher Dashboard** provides teachers with comprehensive support for effective teaching and data-driven differentiated instruction, including the following elements:

- ❑ **Data Snapshots and Daily Instructional Overviews** give teachers an at-a-glance view of all their *READ 180* Next Generation instruction and allow teachers to analyze data to inform instruction.
- ❑ **The Class Page** on the dashboard makes data actionable with the Groupinator™, a grouping tool that uses a patent pending algorithm to assign students to groups based on level or skill and recommend resources for differentiated instruction. The Class Page also provides access to lesson plans aligned to the Common Core and individual state standards.
- ❑ **The Report Scheduler** supports data-driven instruction by allowing teachers to schedule Best Practices reports summarizing student performance data and have them emailed to their inbox on a regular basis.
- ❑ **Notifications** allow teachers to opt into weekly email notifications informing them of student progress in *READ 180* Next Generation software, Scholastic Reading Counts! Quizzes, and Scholastic Reading Inventory.
- ❑ **The Interactive Teaching System** gives teachers anywhere, anytime point of use access to the *rBook* Teacher's Edition, with a projectable student *rBook*, Anchor videos, Professional Development Routines and Videos, and Resources for Differentiated Instruction Books 1, 2, and 3. There are also additional supports for teacher-directed instruction, including a daily Do Now, scaffolded support for Small-Group instruction, and a daily Wrap-Up.
- ❑ **The Dynamic Professional Development support** feature provides daily instructional videos and supports for on-the-job professional development.

## Overview (cont.)

The **Leadership Dashboard** provides school and district leaders clear visibility into *READ 180* implementation metrics, allowing for greater ability to course-correct in real time. The Leadership Dashboard includes the following elements:

- ❑ **Data Snapshots** provide leaders access to an at-a-glance look at school-wide or district-wide performance on all *READ 180* assessments.
- ❑ **The Data Breakdown** allows leaders to access an overview of implementation data for their district or school, and also drill down to view school- or student-level data, to effectively monitor the implementation of *READ 180*.
- ❑ **Notifications and the Report Scheduler** allow leaders to receive notifications about program usage and to schedule reports summarizing school and district performance data.

The **Student Dashboard** supports students in building executive function and taking ownership over their own learning. Through the Student Dashboard, students can track their progress in the software and view their overall program progress. Furthermore, the Student Dashboard's motivation system helps students keep track of their personal "Bests" and their streaks in the software.

The ***READ 180* Next Generation Family Portal** helps families connect to the *READ 180* classroom and support students' progress. The online Family Portal can be accessed from any internet connection, and provides families with information about *READ 180* instruction and materials, resources for supporting students' achievement, and a venue to share success stories and experiences.

***READ 180* Technology** is "intelligent software" that provides individualized practice for a range of learners, grounded in seminal research on cognition and technology conducted by Dr. Ted Hasselbring of Vanderbilt University. The technology continuously collects data based on individual responses and adjusts instruction to meet each student's needs at his or her level, accelerating his or her path to reading mastery. As students interact with the Software, they build background knowledge necessary for comprehension, master key vocabulary, and develop, practice, and apply spelling, reading fluency, and comprehension skills and strategies.

*READ 180* Next Generation Technology retains the highly effective adaptive instruction model developed by Dr. Hasselbring, and includes the following enhancements:

- ❑ **67% More Topic Software.** Next Generation Software includes new content to engage students in Literature and the Arts, as well as a new strand designed to support students' ability to make global connections, *Your World and Beyond*.
- ❑ **New Writing Software Linked to Instruction.** The *READ 180* Writing Zone in the software mirrors *rBook* small-group scaffolded writing instruction, and provides scaffolded support for composing, revising, and publishing writing in response to software topics.

❑ **READ 180 eReads.** The eReads offer students online access to leveled articles aligned to the Topic Software, allowing students to apply and extend skills and knowledge with more rigorous content. The eReads include audio support for both content and metacognitive strategies, as well as questions and activities that encourage students to apply higher-order thinking skills as they process information and ideas from the article.

**The Next Generation *rBook***, created by Dr. Kate Kinsella and Dr. Kevin Feldman, provides daily instruction in critical reading, vocabulary, writing, century learning, and grammar skills, with a clear path for whole- and small-Group Daily Differentiated Instruction. The *rBook* Teacher’s Edition incorporates proven instructional routines that develop high-utility academic vocabulary and language, comprehension, grammar, and multi-paragraph writing, using instructional content that engages students as they work alongside the teacher in the *rBook* Pupil’s Edition. Teachers are provided with guidance for direct and differentiated instruction, teacher modeling, application, and opportunities for anchoring instruction, preteaching, and reteaching. The Next Generation *rBook* Teacher’s Edition includes:

- Clear content area connections;
- An explicit progression of Text Complexity across each workshop;
- Extended writing to include multi-paragraph writing instruction;
- Workshop Wrap-Up Projects in which students apply skills acquired in each workshop;
- Career- and workplace-focused readings;
- 21<sup>st</sup> Century literacy instruction;
- Summarizing taught in every workshop;
- Intensive support for data-driven differentiation.

**Resources for Differentiated Instruction (RDI) Books** provide teachers with the differentiated support needed to remediate, reteach, and accelerate students’ learning in reading, writing, and grammar. RDI 1 and RDI 2 include resources for reteaching targeted skills to students who need additional support, as well as more challenging texts and activities for students who are ready for a stretch. RDI 3 provides specific strategies with each lesson for teaching English language learners who are at various levels of proficiency.

**READ 180 Audiobooks, Paperbacks, and eReads** provide students with daily opportunities for modeled and independent reading, with high-quality fiction and nonfiction materials, in order to transfer and reinforce skills, develop reading fluency, and build reading stamina both in print and online. Audiobooks give struggling readers the opportunity to hear good reading models while accessing authentic grade-level literature. *READ 180* Next Generation includes more books and more choice with an expanded library containing 50% fiction and 50% nonfiction, offering students age-appropriate, relevant, leveled books that they can read with success. *READ 180* Next Generation eReads allow students to access additional nonfiction reading aligned to Topic Software nonfiction reading from school, home, or anywhere they have internet access.

## READ 180 NEXT GENERATION INSTRUCTIONAL MODEL

*READ 180's* proven instructional model is a research-based design that provides a simple and clear organization for whole- and small-group instruction. As shown below, instruction begins and ends with whole-group, teacher-directed instruction. In between the whole-group lessons, students are broken into three groups and rotate among three areas in the classroom: small-group instruction, independent reading, and individual practice on the software. Studies have shown that when schools implement and follow the 90-Minute Instructional Model as prescribed, students achieve significant gains in reading proficiency after one to two years of program participation.



## Instructional Model



## READ 180 NEXT GENERATION RESEARCH FOUNDATIONS

*READ 180* Next Generation is informed by an extensive body of literature about best practices for serving older struggling readers. In the following section, for each curriculum and instructional element of the program listed below, relevant information from the research base and expert opinion is presented alongside descriptions of how these research foundations have been translated into the program design and curriculum.

### **Curriculum and Instructional Elements of *READ 180* Next Generation:**

- ❑ Maximizing Engagement and Student Learning
  - ✓ Student Ownership Over Learning
  - ✓ Principles of Cognition and Engagement
  - ✓ Comprehensive Support for Teachers, Administrators, and Families
- ❑ Becoming Critical Readers and Writers
  - ✓ Reading Comprehension and Critical Reading Skills
  - ✓ Writing in the Service of Reading
  - ✓ Content-Area Texts That Build Knowledge Networks
  - ✓ Levels of Text Complexity
- ❑ Communicating Effectively
  - ✓ Oral Language Development
  - ✓ Academic Language and Vocabulary
- ❑ Harnessing Technology in Service of Language Arts
  - ✓ Adaptive Technology
  - ✓ Background Knowledge Development Through Anchored Instruction
- ❑ Differentiating Instruction
  - ✓ Response to Intervention
  - ✓ English Language Learners
  - ✓ Students With Special Needs
- ❑ Using Assessment to Inform Instruction

## Maximizing Engagement and Student Learning

The design of *READ 180* Next Generation is fundamentally driven by respect for the needs of students, teachers, and school and district leaders. The instructional program harnesses brain research to enhance students' ability to connect to and retain new information—and Next Generation includes more resources than ever to encourage students to take ownership over their own learning. Enhanced resources for teachers and leaders provide comprehensive support for implementing the program with maximal effectiveness.



### Student Ownership Over Learning

#### RESEARCH & EXPERT OPINION

- ◆ Students experience greater motivation and confidence when they are aware of their ongoing academic successes (Pressley, Gaskins, Solic, & Collins, 2006).
- ◆ Setting clear goals and expectations increases motivation by encouraging student involvement in and responsibility for their own learning (Ames, 1992; Bransford, Brown, & Cocking, 2000). Neuroscientific brain research shows that when students understand the goals of their work, they are more likely to stay focused, self-monitor, and appreciate their own progress (Rose, Meyer, Strangman, & Rappolt, 2002).
- ◆ Self-directed technology increases students' sense of independence and engagement by giving them control of the screen and their progress (Hasselbring, Lewis, & Bausch, 2005).
- ◆ In order to work effectively and efficiently on their own, students require project support to help them develop executive function skills—defined as the organization of “subprocesses,” that include setting goals, planning, organizing and prioritizing materials, managing time, being cognitively flexible, self-monitoring, and self-reflecting (Leu, 2000; Meltzer, 2007).
- ◆ Most students—but especially those with disabilities—need help in learning how to plan, organize, and express ideas (De La Paz, 1997; Gersten & Baker, 2001; Quenneville, 2001; Stein, Dixon, & Barnard, 2001; Troia & Graham, 2002).
- ◆ Research shows that systematic instruction and practice can help all students, particularly those with learning disabilities, learn executive function skills (Harris & Graham, 1992; Meltzer, 1993; Palincsar, Winn, David, Snyder & Stevens, 1993; Pressley, Goodchild, Fleet, Zajchowski & Evans, 1989).

## READ 180 NEXT GENERATION DELIVERS

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

Throughout *READ 180* Next Generation, students are provided with opportunities to take initiative in learning, along with support in the skills necessary to be successful. For example, students can choose to access eReads that extend what they are learning in the Topic Software. These eReads allow students to deepen their knowledge and challenge themselves with more rigorous content, with the aid of built-in support for comprehension and critical thinking. Wrap-Up projects at the end of every workshop guide students in reflecting on and synthesizing their learning. Each Wrap-Up project is carefully scaffolded to help students acquire the planning and organizational skills they need to carry out the project and clearly demonstrate their learning.



## Maximizing Engagement and Student Learning—Continued

### Principles of Cognition and Engagement

#### RESEARCH & EXPERT OPINION

- ◆ The brain retains information best when it is delivered in manageable chunks. Because short-term memory is limited in the number of items it can store simultaneously, overfilling short-term memory can result in cognitive overload and cause items to be lost before they can be transferred to long-term memory (Metiri Group, 2008; Sweller, 1988, 1999).
- ◆ Because of the limits on the amount of information that humans can hold in short-term memory, short-term memory is enhanced when people can group information into patterns and make associations among concepts (Bransford, Brown, & Cocking, 2003; Metiri, 2008). For example, words presented in an organized, structured way are better remembered than those that are randomized (Medina, 2008).
- ◆ In addition, information is more readily processed if it can be immediately associated with information already present in the learner's brain. Providing examples makes the information better encoded and therefore better learned (Medina, 2008; Palmere et al., 1983).
- ◆ The brain needs to repeatedly activate connections between neurons in multiple ways to strengthen them (Zadina, 2008). For example, repeated reading of the same text has been shown to be an effective technique for building automaticity (National Reading Panel, 2000).
- ◆ Learning is enhanced when students feel motivated. Research has shown a strong association between motivation and reading proficiency for all students (Torgesen et al., 2007), and particularly for students with learning disabilities (Heo, 2007; Sideridis, Mouzaki, Simos, & Protopapas, 2006).
- ◆ Motivation is increased when the instructional level is set at the appropriate level of difficulty, to help ensure that students experience success and gain academic confidence (Biancarosa & Snow, 2004; Pressley, Gaskins, Solic, & Collins, 2006; Vaughn & Denton, 2008).
- ◆ When students relate what they are reading to their personal experiences, they become better connected with the characters and content of the materials they read and, therefore, are more motivated to read (CREDE, 1999).
- ◆ Technology environments can increase students' sense of competency and heighten their motivation to become independent readers and writers (Kamil, Intrator, & Kim, 2000).
- ◆ Peer collaboration enhances learning and motivation, especially for adolescents. For example, research shows that discussing books and sharing reading experiences with peers is motivating to students (Pressley, 2006).

## READ 180 NEXT GENERATION DELIVERS

*READ 180* instruction is built on principles of how the brain learns best. For example, the *READ 180* Software is designed to enhance learning and retention of new information by capitalizing on two important principles of cognition: 1) short-term memory is limited in the number of items it can store simultaneously; and 2) repetition of new skills is critical to strengthening connections in the brain. The FASTT (Fluency and Automaticity through Systematic Teaching with Technology) algorithm underlying the software provides students with repeated, structured practice with limited sets of new material. This systematic pacing of skills practice efficiently moves students to fluency and automaticity.

The *READ 180* software also reflects important principles of engagement and motivation—critical for struggling readers. The Student Dashboard acts as a powerful motivator for students, as they are able to track their own progress, celebrate their achievements, and take ownership over their own learning. Anchor media are used to engage students and build background necessary for comprehension before they start reading. The adaptive technology customizes and personalizes instruction according to students' levels. On-screen hosts in the software provide patient encouragement to students, along with the private, immediate corrective feedback that can be particularly beneficial to English language learners and students with special needs. First-language support features and universal design principles in the technology help further bolster the confidence of English language learners and students with special needs.

Like the *READ 180* Software, *rBook* instruction includes multiple features that engage students and motivate them to achieve. For example, during teacher-led lessons, structured engagement routines, such as the Think (Write) Pair-Share routine encourage participation and accountability. Small group discussion and activities harness adolescents' enthusiasm for learning through collaboration with peers. Throughout, the gradual release approach used in all *READ 180* instruction ensures that students gain confidence as they move from full support to independent work, taking on increased responsibility for their own learning.

*READ 180* Paperbacks, Audiobooks, and the *rBook* are also designed to capture the interest of adolescent readers. All texts are matched to students' reading levels, providing struggling readers the opportunity to experience success and enjoyment of reading. In addition, reading selections and activities focus on high-interest topics that are meaningful and relevant to adolescent readers. Students are motivated by the opportunity to make their own choices of books, software topics, and eReads. Further, the three stages of *READ 180* (A=Elementary; B=Middle School; C=High School) provide topics and content specifically geared toward the interests of students at different grade levels.

## Maximizing Engagement and Student Learning—Continued

### Comprehensive Support for Teachers, Administrators, and Families

#### RESEARCH & EXPERT OPINION

- ◆ Using data to assess student learning and inform instruction is a key component of an effective language arts program (Torgesen et al., 2001; Torgesen, 2002). As Valencia & Riddle Buly (2004) explain: “The value of in-depth classroom assessment comes from teachers’ deep understanding of reading processes and instruction, thinking diagnostically, and using the information on an ongoing basis to inform instruction.”
- ◆ Systematic monitoring of student progress and program implementation at the classroom, school, and district levels is critical to sustaining on-model implementation of an adolescent literacy intervention (Salinger, Moorthy, Topf, Jones, & Rosenthal, 2010).
- ◆ To provide optimal support for adolescent literacy intervention, teachers, principals, and administrators should have easy access to data to inform student-level, school-level, and district-wide decision-making (Carnegie Council on Advancing Adolescent Literacy, 2010).
- ◆ Although teachers and administrators have limited time to collect and analyze data, technology can help make assessment and monitoring more efficient (Bransford, Brown, & Cocking, 2003). The 2010 National Education Technology Plan (U.S. Department of Education, 2010) calls for a model of “connected teaching” in which teachers leverage technology to use data to inform instruction, as well as to connect to professional development resources and online learning communities.
- ◆ A strong base of research evidence demonstrates that student achievement is positively impacted when schools, families, and communities partner to support student learning (Mapp & Henderson, 2002).
- ◆ Especially for groups of students considered at higher risk academically, such as African American males, research suggests that determined parental engagement and community connectedness play critical roles in bolstering academic achievement and protecting against potentially negative contextual influences (Maton, Hrabowski, & Greif, 1998).



## READ 180 NEXT GENERATION DELIVERS

*READ 180* provides multiple supports for teachers and administrators to assist them in planning instruction and maintaining high-quality implementation of the program for maximum effectiveness. The Teacher and Leader Dashboards provide teachers and administrators with easy, efficient access to critical data in a variety of formats.

The Teacher Dashboard provides unprecedented support for monitoring learning and differentiating instruction—critical to effective intervention. Through the Teacher Dashboard, the teacher can:

- Use the Reports Scheduler to run reports that provide information about student performance;
- Analyze data and results to inform instruction, using Data Snapshots;
- Plan effective instruction;
- Access Data-Driven CheckPoints that provide guidance on reviewing and reteaching skills based on software and rSkills report data;
- Use the grouping tool to group students for differentiated instruction tailored to their needs;
- Access rubrics and grade student performance on rSkills, the Writing Zone, and the Success Zone through the SAM Student Digital Portfolio;
- Opt to receive Notifications that alert teachers to relevant data points, such as Low Average Session Length alerts;
- Access dynamic, daily Professional Development;
- Participate in a community of educators and access all resources using a single sign-on, through the Gateway.

Other features of *READ 180* technology also help teachers collect and manage data, providing them more time to focus on teaching. For example, the adaptive Scholastic Reading Inventory (SRI) assessment screens students and provides a Lexile level that teachers can use to efficiently match students with texts. The *READ 180* Software complements teacher-led instruction with activities that customize and scaffold individual skill practice. The software also continually collects data about student performance and provides continuous corrective feedback to the student, freeing the teacher to focus on targeted direct instruction for the whole class and small groups.

Like the Teacher Dashboard, the Leadership Dashboard allows administrators to easily access data about student progress and program implementation. Leaders are able to view information about software usage at the district or school level, as well as track each class's progress on SRI, rSkills tests, and Scholastic Reading Counts! quizzes. In addition, the Leadership Dashboard provides administrators access to professional development and technical and peer support around best practices for achieving implementation success. These tools and resources enhance leaders' ability to monitor fidelity of implementation and to identify and correct problems as they occur.

*READ 180* Next Generation also provides resources to help families support students' learning and connect with the *READ 180* classroom. Families and caregivers can connect to the Family Portal from any internet connection to learn about *READ 180* instruction and materials. The site includes a video providing tips for families about how to support their children's literacy achievement, and offers links to additional resources and research to help caregivers understand the needs of struggling readers. In addition, the Family Portal provides a space for sharing success stories and experiences with teachers and other *READ 180* families.

## Becoming Critical Readers and Writers

At the heart of *READ 180* Next Generation is rigorous literacy instruction that prepares students to be independent readers and thinkers. *READ 180* Next Generation helps students develop the comprehension, writing, and critical thinking skills necessary to be proficient producers and consumers of information in the 21<sup>st</sup> Century. The program's wide range of content-area texts and increasing levels of text complexity ensure that students build the domain knowledge and comprehension skills to access advanced texts in college, the workplace, and beyond.



### Reading Comprehension and Critical Reading Skills

#### RESEARCH & EXPERT OPINION

- ◆ Research shows that students, including English language learners and students with learning disabilities, benefit from explicit comprehension strategy instruction (Duke & Pearson, 2002; Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006; Gersten, Fuchs, Williams, & Baker, 2001; Moore, Bean, Birdyshaw, & Rycik, 1999; National Institute of Child Health and Human Development, 2000; Nokes & Dole, 2004; Pressley, 2000).
- ◆ Research-supported practices for students with learning disabilities include instruction in story grammar for narrative texts (Gersten et al., 2001, citing 11 studies), and simultaneous use of multiple comprehension strategies for expository texts (Gersten et al., 2001, citing 16 studies).
- ◆ Comprehension instruction should be coupled with scaffolded practice that helps students comprehend text and internalize new skills (Afflerbach, Pearson, & Paris, 2008).
- ◆ Effective comprehension strategy instruction helps move students to independent use of strategies by using a gradual release approach that first provides high support and gradually decreases the level of support to promote self-sufficiency (Biancarosa & Snow, 2006; Duke & Pearson, 2002; Nokes & Dole, 2004; Raphael, George, Weber, & Nies, 2008; Readence, Bean, & Baldwin, 2004).
- ◆ Research and expert opinion support explicitly teaching students to understand and interpret narrative and expository text structures (Duke, 2010; Duke & Pearson, 2002; Gersten, Fuchs, Williams, & Baker, 2001; Readence, Bean, & Baldwin, 2004).
- ◆ Critical reading involves using higher-order thinking skills—such as analyzing, critiquing, and evaluating—to critique texts and draw connections with other texts, knowledge, and experiences (National Assessment Governing Board, 2008). Critical reading deepens comprehension and is an important characteristic of a successful reader (Carnegie Council on Advancing Adolescent Literacy, 2010; Common Core State Standards, 2010; National Assessment Governing Board, 2008).
- ◆ To be well-prepared for college, the workplace, and life, adolescents need opportunities to develop critical thinking skills, through instruction that requires them to critique a variety of texts, formulate and justify personal opinions, and discuss and evaluate different viewpoints (Carnegie Council on Advancing Adolescent Literacy, 2010; Lewis, 2007).

## READ 180 NEXT GENERATION DELIVERS

*READ 180* provides explicit, systematic instruction in well-known comprehension skills and strategies necessary for understanding text, such as main idea, sequence, and problem and solution, while also supporting the development of critical thinking skills. The Teacher's Edition guides teachers in leading whole- and small-group lessons in which they teach, model, and guide practice in comprehension and critical thinking skills and strategies, using a wide range of expository and narrative texts. A gradual release approach is used throughout *READ 180* teacher-led instruction, software, and the *rBook* to scaffold students in internalizing comprehension skills and strategies. For example, each *rBook* workshop includes three readings, each of which is longer and more challenging than the preceding one.

*READ 180* instruction is designed to systematically bolster students' comprehension of text before, during, and after reading, using research-based techniques that are beneficial to struggling readers, English language learners, and students with special needs. Before reading, anchor media and teacher-led lessons help students activate prior knowledge and build mental models of new concepts. During reading, the *rBook* and software provide supports to help students comprehend the text—for example, by including prompts to check their understanding, or by allowing students to access the meaning of specific words as they read. *READ 180* Audiobooks include a Reading Coach who helps students independently apply their learning by explicitly modeling and explaining the use of comprehension strategies in context. Finally, *READ 180* instruction includes activities and routines to assess and reinforce comprehension after reading. For example, after every *rBook* reading, students gain scaffolded practice with identifying essential information in a text as they complete oral or written summaries of the readings. The software supports comprehension by guiding students through a series of activities at the end of each topic to check understanding, and by offering students opportunities to write responses to the software topics.

*READ 180* also challenges students to develop critical reading skills. For each software topic, students can access web-based eReads that extend the topic with more rigorous, nonfiction content. As students read the eRead articles, they can click on prompts to activate a metacognitive coach that guides them through critical thinking strategies. During *rBook* instruction, lessons in 21<sup>st</sup> Century literacy also promote critical thinking and reading skills as students analyze multi-media texts and read about potential careers. At the end of each workshop, students engage in a Wrap-Up Project in which they actively apply critical thinking and 21<sup>st</sup> Century skills such as analyzing information, using technology for communication, and building an effective team.

**WRAP-UP PROJECT** Critical Thinking and Problem Solving

### Are social networks harmful for teens?

Prepare notes for your debate. Support your points. Your class should vote right the other side responds to your argument!

**DEBATE:** Are social networks harmful for teens?

**OPENING STATEMENT:** *Response of one*

**OUR ARGUMENT:** *Support evidence*

- Disruption can only affect those who are not prepared. Social networks make it easier to connect with people who are not ready.
- The internet is safe.
- Learning something about something is a lot better than not knowing it. It's better than not knowing it.

**POSSIBLE RESPONSE:**

- You're not using your... evidence. It doesn't matter. If they are using them, it's better than not knowing it.
- You're not using your... evidence. It doesn't matter. If they are using them, it's better than not knowing it.

**SUMMARY/CLOSING STATEMENT:** *Response of one*

Pros	Cons
• You can stay in touch with friends and family.	• You can't stay in touch with friends and family.
• It's a lot more fun than other things.	• It's a lot more boring than other things.

**Justify your position.** What points about your identity and theme support your position? Use specific facts and examples.

For	Against
• You can stay in touch with friends and family.	• You can't stay in touch with friends and family.
• It's a lot more fun than other things.	• It's a lot more boring than other things.

## Becoming Critical Readers and Writers—Continued

### Writing in the Service of Reading

#### RESEARCH & EXPERT OPINION

- ◆ Research shows that writing instruction can have a positive impact on students' reading skills and comprehension, particularly when students write about texts that they read, learn the writing skills and process behind the creation of a text, and have frequent opportunities to write (Graham & Hebert, 2010).
- ◆ Research shows that writing can improve students' comprehension of science, social studies, and language arts concepts when they write about texts they read in these content areas (Graham & Hebert, 2010).
- ◆ Expert opinion supports providing students with instruction and practice in writing for a variety of purposes, including to persuade, to explain, and to convey experience (ACT, 2007; Graham & Perin, 2007; National Assessment Governing Board, 2010; National Council of Teachers of English and the International Reading Association, 1996).
- ◆ Research indicates that in addition to writing to convey information, writing to argue or persuade is an important skill for success in college and beyond (ACT 2009; Milewski, Johnson, Glazer, & Kubota, 2005). However, many students are not adequately prepared for argument writing when they enter college (Graff, 2003).
- ◆ Collaborating with peers to evaluate, edit, and revise texts can be highly motivating and have a strong impact on the quality of students' writing (Perin, 2007; MacArthur, 2007).
- ◆ For English language learners, structured approaches to teaching writing have been found to be more effective than approaches without structure or scaffolds (Shanahan & Beck, 2006). In addition, teaching grammar and vocabulary as it is used in specific genres prepares English language learners to succeed with academic writing tasks (Schleppegrell, 1998).
- ◆ Research suggests that using technology as a tool for writing can be motivating and have a positive impact on the quality of what students write (Perin, 2007).
- ◆ Students are increasingly expected to be comfortable composing writing using word processing software in order to be successful in school, college, and the workplace (National Assessment Governing Board, 2010).

## READ 180 NEXT GENERATION DELIVERS

*READ 180* recognizes the reciprocal relationship between writing and reading and provides the daily, rigorous writing instruction that is necessary for students to become proficient readers and writers. Students have multiple opportunities to write argument, informational, and narrative pieces. Throughout, *READ 180* writing instruction emphasizes writing with a purpose and writing that develops content knowledge and reading skills.

*READ 180* writing instruction provides carefully guided opportunities for students to engage in many different types of writing, from simple sentences to essays. The *rBook* includes frequent opportunities for students to write brief pieces (React & Write, Respond & Write, Summarize) to develop writing competence and confidence. *READ 180* also includes writing tasks that span multiple days. Students begin with writing single paragraphs and move to longer essays, following the steps of the writing process: organizing ideas using graphic organizers, planning writing, composing a draft, and revising for clarity, conventions, and purpose. Writing is then shared through peer feedback and a variety of publishing opportunities. This systematically scaffolded writing process helps student explore and extend their knowledge through writing, and guides them in clearly conveying ideas using academic language.

Throughout *READ 180*, grammar, usage, and mechanics are taught systematically and in context. Targeted instruction in the *rBook* supports students in handling the particular lexical and syntactic demands of each writing task. Conventions lessons help students identify and correct the most common errors in the context of their writing, with focused editing tasks.

Rubrics, models, and assessments play an important role in helping students advance their writing skills. Analyzing a model paper before writing helps make expectations transparent and aids struggling writers in visualizing the demands of the assignment. After writing, students use the Peer Feedback routine to read, score, and respond to a partner's writing. Peer and teacher assessments are linked to materials for additional writing instruction and practice available electronically through the Scholastic Achievement Manager. These multiple opportunities for feedback provide the support that students—including English language learners and students with special needs—need to gain confidence and independence with English grammar and writing for academic purposes.

Technology is also incorporated into *READ 180* writing instruction. In the Writing Zone on the *READ 180* software, students regularly complete Respond & Write activities in which they respond to a prompt and write using scaffolds. As with the teacher-directed instruction, Writing Zone activities use a gradual release approach. In the software, a thesaurus function helps students use academic language by suggesting alternative choices for “tired” words. In addition, all of the *rBook* writing tasks include ideas for students to use technology to publish their writing.

## Becoming Critical Readers and Writers—Continued



### Content-Area Reading That Builds Knowledge Networks

#### RESEARCH & EXPERT OPINION

- ◆ Research has demonstrated a dynamic relationship between prior knowledge and reading comprehension (Adams, 2009; Lee & Spratley, 2010). A strong base of content background knowledge enhances students' reading comprehension (Alvermann, 2001; Hirsch, 2003; Hirsch & Pondiscio, 2010; Pearson, Cervetti, & Tilson, 2008). In turn, effective comprehension strategies enable students to access a broader range of texts and build the content knowledge they need to comprehend even more advanced texts (Heller & Greenleaf, 2007; Lee & Spratley, 2010).
- ◆ World knowledge is particularly critical to understanding expository texts and assimilating the new information presented within those texts (Best, Floyd, & McNamara, 2008).
- ◆ Different academic disciplines are characterized by different sets of literacy practices. Students need opportunities to apply comprehension strategies in different types of texts (Alvermann, 2001; Biancarosa & Snow, 2006; Duke & Pearson, 2002), and to practice reading, writing, and talking about different content areas in order to learn those specific literacy practices and successfully comprehend and communicate across disciplines (Heller & Greenleaf, 2007).
- ◆ Providing literacy instruction in the context of content-area texts also helps students build rich networks of academic vocabulary necessary for comprehending diverse texts (Pearson, Cervetti, & Tilson, 2008).
- ◆ Research shows that English language learners benefit from content-based language instruction, because students learn language best when there is an emphasis on relevant, meaningful content (Grabe & Stoller, 1997).

## READ 180 NEXT GENERATION DELIVERS

*READ 180* offers multiple text types that build students' world knowledge and prepare them to comprehend across the content areas. Because domain knowledge is critical to reading comprehension, *READ 180* includes informational texts related to social studies, science, social sciences, and contemporary social issues. In fact, 77% of readings across the *rBook*, eReads, software, and Paperbacks are nonfiction. Through exposure to both informational and literary texts, *READ 180* students gain experience with the different types of reading behaviors and skills associated with different types of texts.

The content in all components of *READ 180* reflects diverse perspectives, allowing students to both reflect on their own experiences and explore new concepts and points of view. In the Topic Software, Paperbacks, Audiobooks, and eReads, students can choose among topics that engage them and reflect their interests, such as careers, music, heroes, relationships, health, and family. For example, the Your World and Beyond strand in the software focuses on stories of young people in the United States and abroad who are addressing global challenges. Through this engaging, diverse content, *READ 180* readings help students develop the strong base of world knowledge and interdisciplinary literacy skills that they need in order to better comprehend texts across the curriculum.

In order to help students access informational and literary texts in different subject areas, *READ 180* instruction employs a gradual release approach to move students toward independent mastery of text. Before reading, students view Anchor Videos to build knowledge around the topic of the passage. The *rBook* also provides direct, explicit, and systematic vocabulary instruction connected to the reading, including academic vocabulary from social studies and science content standards. During and after reading, careful scaffolding enables students of all reading levels to access content-rich, increasingly complex texts. As they gain mastery, students are challenged to increase independence in reading and comprehending a variety of texts; each Workshop includes a trajectory from highly supported readings in the *rBook*, Stretch texts, and Software passages, to more independent reading in the eReads, Audiobooks, and Paperbacks.



## Becoming Critical Readers and Writers—Continued



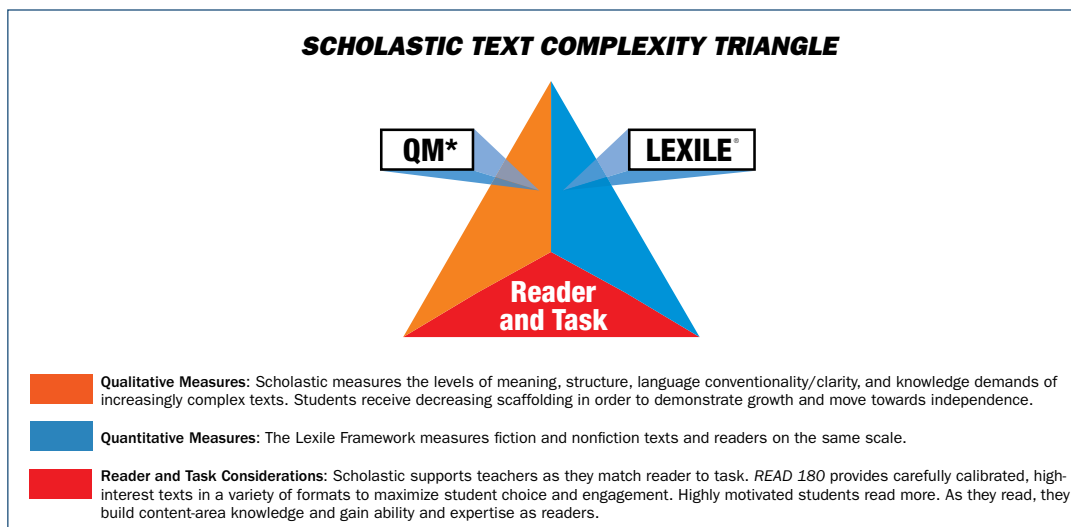
### Levels of Text Complexity

#### RESEARCH & EXPERT OPINION

- ◆ School texts increase significantly in complexity—in terms of words, structure, text features, and concepts—after the third grade (Carnegie Council on Advancing Adolescent Literacy, 2010). Research indicates that the ability to independently read and comprehend complex texts is critical to success in school, college, and beyond (ACT, 2006; Adams, 2009).
- ◆ When students read complex texts, they gain new language and knowledge that they need in order to access ever more advanced texts (Adams, 2009).
- ◆ The Common Core State Standards (2010) recommend a three-part model for measuring text complexity, consisting of three dimensions: 1) Qualitative dimensions of text complexity; 2) Quantitative dimensions of text complexity; 3) Reader and task considerations.
- ◆ The Common Core Standards (2010) recommends the use of the Lexile Framework for Reading, a readability formula, as a quantitative measure of text complexity. The Lexile Framework for Reading, developed by MetaMetrics Inc., uses word frequency and sentence length to produce a single measure called a Lexile (Lennon & Burdick, 2004).
- ◆ The Common Core Standards also recommends that the cohesiveness of a text, or how tightly the text holds together, be considered as an additional feature beyond the Lexile. Increasing cohesion facilitates processing and thus improves comprehension, but high cohesion texts are not always better, so they must be considered within the context of the reader and the text (McNamara, Graesser, & Louwse, in press).
- ◆ Research shows that, especially for struggling readers, it is important to ensure a good match between reader and text (Adams, 2009; Biancarosa and Snow, 2004; Gambrell, Palmer, & Coding, 1993; Vaughn and Denton, 2008). When students are matched with materials above their level, it is difficult for them to make maximum progress (Hiebert, 2005; Shanahan, 2008).
- ◆ In a special education teaching situation, especially one meant to evaluate responsiveness to instruction, the text must be better matched to student needs than it is in the typical classroom (Shanahan, 2008).
- ◆ All struggling readers, including English language learners and students with special needs, benefit from highly scaffolded instruction and gradual release of responsibility in comprehending challenging texts (Duke & Pearson, 2002; Fisher & Frey, 2008; Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006).

## READ 180 NEXT GENERATION DELIVERS

*READ 180* instruction guides students from highly supported reading toward independent mastery of increasingly complex text, enabling students of all reading levels to access content-rich complex texts. Scholastic has created a version of the Common Core State Standards (CCSS) text complexity triangle. The Scholastic Text Complexity Triangle, shown in the figure below, measures the three components of text complexity as outlined by CCSS: Quantitative (Lexile), Qualitative, and Reader & Task.



*READ 180* Next Generation texts are rated using a Qualitative Measure scoring rubric based on the CCSS guidelines. All informational and literary texts have been assigned one of five complexity levels: Simple, Moderate 1, Moderate 2, Complex 1, or Complex 2. For a Quantitative Measure, *READ 180* uses the Lexile Framework to both determine student reading level and determine the difficulty of texts. All independent reading books and software passages are assigned Lexile scores based on their level of difficulty.

*READ 180* provides the teacher with the tools to expertly match Reader to Task. The variety of texts in *READ 180* provides varying degrees of complexity and scaffolding, allowing students to access texts at the appropriate level of challenge and move toward independence. The adaptive technology in *READ 180* customizes instruction and practice according to students' Lexile levels providing continual opportunities for all students, including English language learners and those with special needs, to experience success and demonstrate progress. Throughout *READ 180*, each reading is marked with an icon displaying its Lexile and complexity levels, to assist teachers in effectively matching readers with appropriately leveled texts.

Using the above dimensions, each *rBook* Workshop creates a “staircase” of increasing text complexity—a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects. Each Workshop supports students in accessing complex texts through a narrow reading approach, in which students read a series of increasingly challenging texts with overlapping topics and recurring academic vocabulary. Each new text builds on the previous media and texts, providing students with the background knowledge, vocabulary, and confidence needed to access complex texts that might otherwise have been too challenging.

## Communicating Effectively

Recognizing that communication skills are critical to success in the 21<sup>st</sup> Century workplace and beyond, *READ 180* Next Generation provides systematic support for the development of effective communication skills. Students have frequent opportunities to learn and practice the listening and speaking skills that are essential components of language and literacy development. *READ 180* Next Generation also provides the purposeful, scaffolded instruction in academic language and vocabulary that struggling readers need.

### Oral Language Development

#### RESEARCH & EXPERT OPINION

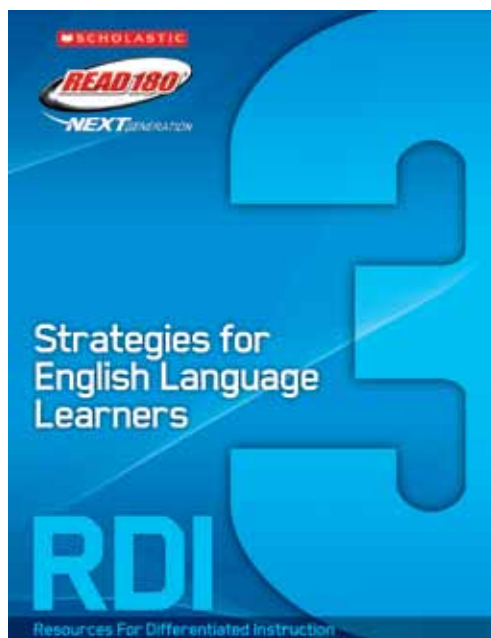
- ◆ Oral language skills include expressive (speaking) and receptive (listening) vocabulary, semantics (knowledge of word meanings), morphology (knowledge of word formation rules) and syntax (knowledge of sentence structure), and narrative discourse skills (the ability to tell or retell a story) (Owens, 2004).
- ◆ Oral language development is an essential component of literacy development; well-developed listening and speaking skills are directly linked to reading and writing proficiency (August & Shanahan, 2006; Biemiller, 1999).
- ◆ Extensive exposure to words through both speaking and reading can help build a wide range of oral and print vocabulary, which in turn aids reading comprehension (National Institute for Literacy, 2007).
- ◆ Providing strong models of oral language in the classroom is particularly important for children whose home language or dialect differs from the language environment of the school (August & Shanahan, 2006; Dutro & Kinsella, 2010; Craig & Washington, 2004b; Washington & Thomas-Tate, 2009).
- ◆ Research and expert opinion support incorporating extended talk time and structured peer discussions into literacy instruction so that students have multiple opportunities to practice and hear academic language—especially important for English language learners and those who speak non-standard dialects of English (Beck, McKeown, & Kucan, 2002; Biemiller, 1999; Dutro & Kinsella, 2010; National Institute for Literacy, 2007).
- ◆ Teachers can more effectively facilitate English language and literacy development by structuring student engagement and participation (Kinsella & Feldman, 2005).

## READ 180 NEXT GENERATION DELIVERS

*READ 180* provides a systematic approach to developing oral language skills and strategies. Recognizing that struggling readers need highly structured and teacher-mediated opportunities for academic discussion, *READ 180* instruction builds structured conversation into every lesson. These scaffolded speaking and listening tasks provide students with frames to help structure their responses and ensure that they use the target vocabulary and grammatical structure. Through these daily discussions, students develop facility with academic and conversational English, practice expressing their own ideas and responding to those of others, and build the communication skills necessary for effective collaboration.

During these daily conversations, teachers use structured engagement routines to provide a consistent format for discussion and help hold all students accountable for engaging in conversation with peers. For example, the Think (Write)-Pair-Share routine has students discussing their ideas with partners before sharing them with the class. Other routines ask students to provide physical responses—such as putting a thumb up, marking text, or pointing—during reading and discussion. These routines help ensure that all students are actively engaged, hold students accountable for participating in speaking and listening tasks, and provide the teacher with quick informal checks to see if all students are attending and understanding.

The Resources for Differentiated Instruction (RDI) Book 3 provides additional resources for students who need increased support with oral language, particularly English language learners. Next Generation RDI 3 includes lessons to support English language learners in three specific areas: Listening and Speaking; Reading, Writing, and Conventions; and Vocabulary Acquisition and Use. Each lesson includes three levels of differentiated instruction, so that teachers can assist English language learners who are at various levels of proficiency. Additional Professional Development resources are included to support implementation of Structured Engagement Routines that bolster oral language development.



## Communicating Effectively—Continued

### Academic Language and Vocabulary

#### RESEARCH & EXPERT OPINION

- ◆ Academic language is “one of the terms...used to refer to the form of language expected in contexts such as the exposition of topics in the school curriculum, making arguments, defending propositions, and synthesizing information” (Snow, 2010, p.450).
- ◆ Written and spoken academic discourse is significantly different from informal discourse; academic language is characterized by specific types of vocabulary, text structures, and grammatical structures (Dutro & Kinsella, 2010; Snow, 2010).
- ◆ Research shows that academic language proficiency is critical to achieving success in school, college, and beyond, and can be particularly important for English language learners and students whose home dialect differs from the standard classroom English (Craig & Washington, 2004; Dutro & Kinsella, 2010; Gersten & Baker, 2000).
- ◆ Research supports using a contrastive approach to help students differentiate between informal and academic English, and providing scaffolded direct instruction in the communication strategies and standards used in written and spoken academic English (Dutro & Kinsella, 2010; Kinsella & Feldman, 2005; Thompson, Craig, & Washington, 2004).
- ◆ Research shows there is a strong and apparently reciprocal relationship between reading comprehension and knowledge of both conversational and academic vocabulary (Baumann, Kame’enui, & Ash, 2003; Duke & Pearson, 2002; Gersten et al., 2001; NICHD, 2000; Peterson, Caverly, Nicholson, O’Neal, & Cusenbary, 2000; Pressley, 2000).
- ◆ Effective vocabulary instruction includes: 1) direct instruction of individual words; 2) instruction in independent word learning strategies; and 3) wide reading of fiction and nonfiction texts (Beck, McKeown, & Kucan, 2002; Feldman & Kinsella, 2005).
- ◆ Direct instruction of vocabulary should focus on carefully selected categories of words, including:
  - high-utility everyday words (Beck, McKeown, & Kucan, 2002; Gee, 2008; Gersten & Baker, 2001; National Institute for Literacy, 2007);
  - general academic vocabulary that is used across multiple content domains (Beck, McKeown, & Kucan, 2002; National Institute for Literacy, 2007);
  - specialized content-area terms relevant to the specific texts being read (Baumann et al., 2003; Beck, McKeown, & Kucan, 2002; Gersten & Baker, 2001; National Institute for Literacy, 2007; Readence et al., 2004).

## RESEARCH & EXPERT OPINION (continued)

- ◆ Research supports the effectiveness of instruction in word learning strategies (e.g., contextual and morphemic analysis) as a way to build students' vocabulary knowledge (Baumann et al., 2003; Duke & Pearson, 2002; Kieffer & Lesaux, 2007). Students learn and retain new words more easily when they can break down words into meaningful parts and use prefixes, suffixes, and roots as clues to meaning (Baumann et al., 2002; Kieffer & Lesaux, 2007; Nagy, 2005).
- ◆ Research shows that wide reading is important for building vocabulary knowledge (Baumann et al., 2003; Feldman & Kinsella, 2005; Pressley, 2000). Wide reading is particularly important for English language learners, who benefit from learning word meanings in context rather than as separate lists of words (Au, 1993).
- ◆ Studies indicate that exposure to a wide range of texts strengthens understanding of the relationships among different words and concepts—building a “word consciousness” that enables the reader to more easily interpret the meanings of previously unencountered words (Adams, 2009).

## READ 180 NEXT GENERATION DELIVERS

*READ 180* provides a systematic approach to teaching students academic language and vocabulary. Through carefully scaffolded reading, writing, and speaking activities, students learn the phonological, morphological, syntactical, and semantic structures of English—particularly academic English. In the *rBook*, high-utility academic vocabulary is taught through a research-based instructional routine, promoting understanding of words that students will encounter in all subject areas. *READ 180* also provides explicit and systematic instruction in word-learning strategies, giving students the tools they need to learn new words independently. Recursive vocabulary in *rBook* reading selections encourages frequent review, practice, and reinforcement of targeted words.

Independent reading materials in *READ 180* provide further support for vocabulary acquisition. Through Audiobooks, leveled Paperbacks, and eReads, students are gradually exposed to increasingly advanced vocabulary. The Audiobooks include a Reading Coach who models vocabulary strategies using “thinkalouds.”

In the software, students are introduced to context-relevant vocabulary words before each passage. Students then complete at least three reading practice activities using these words. As students practice, they receive definitions, context sentences, and decoding tips for each word—crucial supports that can help struggling readers and English language learners alike acquire vocabulary as they read. The Writing Zone includes a thesaurus feature that helps students use more varied and sophisticated vocabulary in their writing. *READ 180* Software also includes vocabulary support features that can provide Spanish translations and cognates to further aid Spanish-speaking students.

## Harnessing Technology in Service of Language Arts

Innovative use of technology in the service of language arts instruction has always been one of the central components of *READ 180's* proven instructional model. *READ 180's* adaptive technology provides struggling readers with daily individualized instruction and supplies teachers with continuous data on students' progress and areas of challenge. Technology is also used as a tool throughout *READ 180 Next Generation* to anchor instruction and build the background knowledge essential for comprehension.



### Adaptive Technology

#### RESEARCH & EXPERT OPINION

- ◆ Research shows that computer-based instruction has a positive impact on student achievement (Lou, Abrami, & d'Apollonia, 2001).
- ◆ Digital learning materials are valuable for addressing individual learners' needs because they can offer supportive features such as read-alouds, alternative texts to match different instructional levels, and strategy prompts and vocabulary links embedded within the text (Proctor, Dalton, & Grisham, 2007; Rose & Meyer, 2002).
- ◆ Computer-assisted instruction can build automaticity by providing students the opportunity to practice new skills systematically, with information presented in manageable sets (Hasselbring & Goin, 2004). Presenting new information in structured, controlled sets enhances learning and retention because humans can only hold a limited amount of information in short-term memory at any given time (Bransford, Brown, & Cocking, 2003; Medina, 2008; Metiri, 2008; Miller, 1956).
- ◆ Computer instruction also affords students the opportunity to receive individualized support, learn at their own pace, and receive immediate corrective feedback (Kamil, 2003).
- ◆ In addition, computer-assisted instruction is a particularly engaging learning medium for students (Distel, 2001). Studies have found that students frequently ask to use computer-assisted programs (Hitchcock & Noonan, 2000), and that students remain on task for longer periods when they are able to control the activities on the screen (Distel, 2001; Hitchcock & Noonan, 2000).
- ◆ Technology provides private, nonjudgmental assistance that can be especially important for students uncomfortable with having their struggle with language exposed, such as English language learners (Dukes, 2005).
- ◆ For students with special needs, individually targeted instruction in reading skills can improve reading achievement, both in the targeted skill and in more generalized measures of literacy (Shanahan, 2008; Vaughn & Denton, 2008).

## READ 180 NEXT GENERATION DELIVERS

*READ 180's* innovative technology harnesses learning theory and pedagogical principles to deliver individualized and personalized instruction tailored to each student's needs and interests. The adaptive technology customizes and scaffolds individual skill practice and application in word recognition, vocabulary, spelling, comprehension, and fluency. Based on fundamental principles of working and long-term memory, the FASTT (Fluency and Automaticity through Systematic Teaching with Technology) algorithm in the *READ 180* Software works to enhance the learning, storage, and retrieval of new material. The adaptive pacing of skills practice in the FASTT model efficiently helps students achieve automaticity. In addition, embedded assessments throughout the software are designed to continuously assess and place students according to their level of mastery of learned and new information, and to customize corrective feedback to students' specific errors.

The power of the *READ 180* technology is that it enables the program to assess student knowledge and skills, respond to individual student differences, differentiate and scaffold instruction, provide corrective feedback, monitor student progress, and offer teachers data to guide students to become proficient readers and learners. These characteristics constitute instructional practices that have been shown to be highly beneficial to struggling readers, students with special needs, and English language learners.

The screenshot displays the 'RESPOND & WRITE: WRITE' interface. It features a central writing area with a prompt and a scaffolded response. The prompt asks if the American team benefited from the Battle of the Year despite losing. The response is structured into four parts: a topic sentence, two support sentences, and a conclusion. Each part is highlighted in a light blue box. Below the writing area are buttons for 'Passage', 'Video', and 'Record'. To the right of the writing area is a large teal 'WRITING ZONE' graphic. At the bottom right, there is a 'Go On' button and a 'Help' button.

RESPOND & WRITE: WRITE

Did the American team benefit from the Battle of the Year even though they lost? Explain.

**Topic Sentence**  
I think the American team benefited from the Battle of the Year even though they lost.

**Support 1**  
They practiced for thousands of hours, which means they wanted to win very much

**Support 2**  
In addition, the American team learned to dance using good break dance moves

**Conclusion**  
Consequently, there were benefits even though they lost the battle.

Passage Video Record

WRITING ZONE

Go On

Help Zone Menu

## Harnessing Technology in Service of Language Arts—Continued



### Background Knowledge Development Through Anchored Instruction

#### RESEARCH & EXPERT OPINION

- ◆ Research shows that background knowledge is critical to reading proficiency (Adams, 2009; Lee & Spratley, 2010; Torgesen et al., 2007). People construct new knowledge and understandings based on their existing knowledge (Bransford, Brown, & Cocking, 2003).
- ◆ Research shows that in order to achieve comprehension, students need to be able to mentally visualize the text. Activating background knowledge helps students create images or mental models for improved comprehension (Williams, 2001).
- ◆ Visual and audio aids help learners imagine what scenes in a story might look like and how they change during the story, assisting them in constructing good mental models to enhance comprehension (Hasselbring, 2005).
- ◆ Direct instruction of vocabulary words helps to build background knowledge (Marzano, 2004).
- ◆ Given the cultural differences and academic vocabulary gaps among some English language learner students, background knowledge is especially important for non-native English speakers (Williams, 2001).
- ◆ Research demonstrates that dynamic images and sound are especially helpful for students with learning disabilities and other students with limited background knowledge (Hasselbring & Glaser, 2000). “Video provides learning disabled students with an authentic base of experience in abstract domains. Multiple representations of video information make abstract information more concrete to these students” (Heo, 2007).
- ◆ Research suggests that video-based anchored instruction has a positive impact on learning that is superior to that of alternative forms of instruction. Using videos as anchors can contextualize expository text and result in better comprehension of the text (Rose, Hasselbring, Stahl, & Zabala, 2005; Strangman, Hall, & Meyer, 2003).

## READ 180 NEXT GENERATION DELIVERS

*READ 180* makes systematic and extensive use of mental models to help students build background knowledge and improve comprehension of texts. *READ 180* Software, eReads, and *rBook* workshops include engaging Anchor Videos that introduce students to the concepts and vocabulary they will need to access the related text passages. The videos aid students in developing a mental picture of what they are about to read, resulting in improved comprehension. The combination of video and vocabulary support is especially helpful for English language learner students who may have gaps in context information and/or academic language.

*READ 180* teacher-led instruction further supports the building of background knowledge to enhance comprehension. The *rBook* Teacher's Edition includes specific instructional routines to prepare students for reading—for example, by asking student pairs to generate how, what, or why questions that they expect the text to answer. In addition, the Resources for Differentiated Instruction, Book 3, includes lessons that teachers can use to build students' background knowledge and promote mental model development during whole-group instruction.



## Differentiating Instruction

An effective adolescent literacy intervention must include systematic support for differentiating instruction and ensuring that all struggling readers receive the support they need to achieve success. *READ 180* Next Generation includes extensive resources to help teachers use data to inform instruction and intervention and provide targeted support to English language learners and students with special needs.



### Response to Intervention

#### RESEARCH & EXPERT OPINION

- ◆ Response To Intervention (RTI) is a multi-level system for maximizing student achievement by integrating ongoing assessment of student progress with increasingly intensive intervention (National Center on Response to Intervention, 2010).
- ◆ Close progress monitoring such as RTI requires can potentially result in fewer students incorrectly identified as having learning disabilities when they may be struggling due to other reasons (Cortiella, 2005; Duffy, 2008; Fuchs & Fuchs, 2007).
- ◆ Collecting ongoing data on student progress is vital to documenting student growth, planning instruction, and determining the need for intervention (Fisher & Ivey, 2006; National Joint Committee on Learning Disabilities, 2008; Stecker, Fuchs, & Fuchs, 2005; Torgesen, 2002).
- ◆ In an RTI program, streamlining the regular collection and examination of data, as well as modifying instruction based on what is learned from student data, can benefit all students and can be a powerful tool to help make a teacher's job more efficient rather than more difficult (Duffy, 2008).
- ◆ For special needs students, it is particularly important to use student performance assessment data to monitor progress in order to determine continuing instructional/remedial needs (National Joint Committee on Learning Disabilities, 2008).
- ◆ Differentiated instruction aims to optimize learning opportunities and outcomes for all students by tailoring instruction to meet their current level of knowledge and prerequisite skills (Bickel, 1998; Bos & Vaughn, 2002; Hall, Strangman, & Meyer, 2003; Simmons et al., 2002). Teachers who rely mostly on whole-group instruction do not adequately meet the individual needs of students who need extra literacy support (Avalos, 2006).

## READ 180 NEXT GENERATION DELIVERS

*READ 180* offers powerful tools for the systematic screening and progress monitoring that are central to an RTI approach, along with customizable training and professional development to ensure that teachers can use the program with a wide array of students, including special education students.

Scholastic Reading Inventory (SRI) serves as a screening assessment in the beginning of the year to determine students' reading level and place them at the appropriate level in the Software. SRI can then be administered multiple times over the year as a progress-monitoring assessment—an essential component of an RTI approach.

For additional progress-monitoring, *READ 180* provides a variety of curriculum-embedded, criterion-referenced assessments, including passages for oral fluency assessment and rSkills Tests, to regularly track student progress. A Reading and End-of-Workshop CheckPoint features in the Teacher's Guide support teachers in using data to group students for Small-Group Instruction three times per workshop. Boost and Stretch instructional strategies, accessible through the Teacher Dashboard, provide suggestions for Small-Group targeted instruction. In the Software, continuous targeted diagnostic assessments check for mastery of skills and identify individual instructional needs. In addition, rSkills Tests are administered after every *rBook* Workshop to assess students' mastery of comprehension and writing skills taught during whole- and small-group. These assessments can be used by teachers to inform individual and whole-group instruction.

The Teacher Dashboard provides the resources that teachers need to manage the student data they collect, group students, and plan instruction. From the Dashboard, teachers can view and print reports that provide detailed diagnostic data to help teachers understand individual needs, group students, target key skills, monitor growth, and compare progress with peers. The reports also include links to standards-aligned resources for differentiating instruction. The grouping tool on the Teacher Dashboard groups students according to their specific needs identified through ongoing assessment, allowing teachers to easily and efficiently plan differentiated instruction and intervention.



## Differentiating Instruction—Continued



### English Language Learners

#### RESEARCH & EXPERT OPINION

- ◆ Because academic language proficiency is related to achievement in reading and writing, direct instruction in oral and written academic language for English language learners is critical (Biancarosa & Snow, 2004; Gersten & Baker, 2000).
- ◆ In order to gain proficiency with academic language, English language learners need significant, structured opportunities to engage in academic discourse through speaking and writing (Beck, McKeown, & Kucan, 2002; Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006a; Gersten & Baker, 2000; Kinsella & Feldman, 2005; Ybarra & Green, 2003).
- ◆ Teachers can accelerate the language proficiency of English language learners by explicitly teaching the conventions, vocabulary, and structures of academic language in specific domains (Dutro & Kinsella, 2010).
- ◆ For Spanish native speakers, explicit instruction in Spanish-English cognates is an effective method of facilitating the acquisition of English—both conversational and academic—and developing reading comprehension across the content areas (Calderón, 2007).
- ◆ Research shows that English language learners' reading comprehension improves when teachers activate and draw upon students' background knowledge in relation to the story (Saunders, 1998; Schifini, 1994; Ulanoff & Pucci, 1999). To ensure success for English language learners, Coady et al. (2003) suggest texts that 1) are comprehensible, 2) are reader friendly, and 3) make links to students' prior knowledge and experience.
- ◆ English language learners in particular benefit from repeated reading using both print texts and audiobooks (Blum, Koskinen, Tennant, Parker, Straub, & Curry, 1995; De la Colina, Parker, Hasbrouck, & Lara-Alecio, 2001).
- ◆ Captioned video provides both visual and print contexts and has been shown to increase word recognition in English language learners (National Center for Technology Innovation and Center for Implementing Technology in Education, 2010).
- ◆ Teaching vocabulary as it is used in specific genres prepares English language learners to succeed with academic writing tasks (Schleppegrell, 1998).

## **READ 180 NEXT GENERATION DELIVERS**

Throughout *READ 180*, program materials reflect a consideration for the needs of English language learners. The program was designed with the recognition that focusing on the needs of English language learners highlights important elements of reading instruction, such as building background knowledge and developing academic vocabulary, that are beneficial to all *READ 180* users.

*READ 180* includes many supports that are beneficial to English language learners who are struggling with reading comprehension and fluency. All English language learners can benefit from the individualized instruction provided by the software, along with immediate corrective feedback that has been found to be particularly helpful to non-native English speakers. The software also provides vocabulary supports, captioning of Anchor Videos, supports in the eReads and parent materials for five major world languages, and Spanish translations that can help students with beginning and intermediate English proficiency levels access the texts and experience success.

Teacher-led instruction in *READ 180* also incorporates multiple supports for English language learners. Extensive tools for differentiating instruction, including the Teacher Dashboard, help teachers efficiently identify English language learners' needs and provide them with the targeted support that is crucial for success. The program's emphasis on developing academic language and vocabulary reflects practices that have been shown to be particularly effective for English language learners, who may struggle with academic language even if they are comfortable with conversational English. Similarly, English language learners benefit from supported practice with speaking and listening in the classroom and opportunities to collaborate and discuss concepts with peers. The program's instructional routines, such as Think (Write)-Pair-Share, scaffold classroom discussion so that English language learners can feel more comfortable participating.

Like native English speakers, English language learners are able to apply and practice their learned skills with Audiobooks and independent reading books that are leveled so that students can experience frequent success with reading. The multicultural content found across all components of *READ 180* reflects ethnic, cultural, and linguistic diversity, helping English language learners find a sense of belonging in their new environment.

## Differentiating Instruction—Continued



### Students With Special Needs

#### RESEARCH & EXPERT OPINION

- ◆ Universal Design for Learning (UDL) is a set of principles that make learning universally accessible by creating flexible goals, methods, materials, and assessments to accommodate all learners' differences, including learning disabilities, physical challenges, and sensory impairment. Instructional materials designed with UDL principles increase student access to the curriculum by providing:
  - Multiple means of content representation, to provide students a variety of ways to learn;
  - Multiple means of expressing learned content, to offer students alternatives to show what they know;
  - Multiple means of engagement with content, to motivate and challenge students appropriately (Rose & Meyer, 2000).
- ◆ UDL improves access to and participation in the general education curriculum for all students, including those with learning disabilities (Hitchcock & Stahl, 2003; National Joint Committee on Learning Disabilities, 2008; Rose & Meyer, 2000).
- ◆ Research shows that successful interventions for older students with special needs match students with reading materials at the appropriate level of difficulty (Vaughn & Denton, 2008). When students are matched with materials above their level, it is difficult for them to make maximum progress (Shanahan, 2008).
- ◆ All struggling readers, particularly students with learning disabilities, require time to read and respond to text with modeling and corrective feedback (Swanson, Wexler, & Vaughn, 2009; Vaughn & Roberts, 2007).
- ◆ Immediate, computer-assisted corrective feedback accompanied by answer-until-correct procedures (Epstein, Cook, and Dihoff, 2005) or more practice (Hall, Hughes, & Filbert, 2000) have been found to be effective with special needs students.
- ◆ Motivation is a strong predictor of reading comprehension in students with learning disabilities (Heo, 2007; Sideridis, Mouzaki, Simos, & Protopapas, 2006).
- ◆ Research has demonstrated that captioned video and television programs can help deaf students improve their motivation, vocabulary, and reading comprehension (Jackson, 2003; Kalyanpur & Kirmani, 2005). It further deepens understanding of what is taught in the classroom (Hasselbring & Glaser, 2000).
- ◆ Adjusting the font, size, and color of the text can help address the needs of students with visual impairment (Hasselbring & Glaser, 2000).

## READ 180 NEXT GENERATION DELIVERS

From its conception, *READ 180* was designed to address the needs of students in special education. The research behind the development of *READ 180*'s innovative software was funded by a grant from the U.S. Department of Education's Office of Special Education. Through adaptive technology, individualized instruction, and high-interest materials, *READ 180*'s comprehensive program provides the direct, systematic instruction necessary to effectively support struggling readers, including those with special needs. The program also offers motivational support that improves student confidence and attitudes toward reading and school.

*READ 180* instructional materials are designed with the principles of Universal Design for Learning, to facilitate access to the curriculum for all students. A multisensory instructional approach allows for multiple means of representation of learning materials. For example, the software, independent reading books, Audiobooks, Anchor Videos, the *rBook*, and teacher-directed lessons offer variety in means of accessing lesson content. In addition, the software includes support options to adjust for visual and auditory impairments, including captioning of Anchor videos, an alternate color scheme, and a button rollover feature that provides a text label as well as an audio prompt for the software buttons.

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

Multiple means of engaging students are included in *READ 180* through the software, small-group, whole-group, and independent activities. In particular, technology is a motivating learning medium for students and includes a supportive on-screen host to help keep students engaged. In addition, the wide variety of age-appropriate, high interest, leveled texts in *READ 180* appeal to learners with varying interests, backgrounds, and reading levels. To help ensure that students are matched with texts that will engage and motivate them, all of the *READ 180* Library books, the Topic Software passages, and the eReads are leveled using the Lexile framework.

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

## Using Assessment to Inform Instruction

Today's educators approach assessment as an integral part of instruction, using formal and informal assessments for a variety of purposes including tracking student progress, using data to inform instruction, and assessing the effectiveness of instruction. To meet these needs, *READ 180* NEXT Generation includes a comprehensive assessment program that provides a complete picture of each student's growth and challenges, engages students in monitoring their own learning, and supplies teachers and leaders with clear, actionable information to guide instructional decision-making.

### RESEARCH & EXPERT OPINION

- ◆ A comprehensive assessment system integrates assessment and instruction, so that educators can continually use data to ensure they are meeting the needs of all students (National Center on Response to Intervention, 2010; Smith, 2010). Data collected through the assessment system should be used to 1) track student growth; 2) identify students who need more intensive intervention; and 3) assess the efficacy and implementation quality of instructional programs (National Center on Response to Intervention, 2010).
- ◆ Regular progress-monitoring is vital to track student growth and determine which students need additional help or intervention (Fisher & Ivey, 2006; National Joint Committee on Learning Disabilities, 2008; Stecker, Fuchs, & Fuchs, 2005; Torgesen, 2002). Data collected through progress-monitoring should provide a clear profile of students' strengths, weaknesses, and needs, and should be linked with resources for providing targeted follow-up instruction and intervention (Carnegie Council on Advancing Adolescent Literacy, 2010; National Joint Committee on Learning Disabilities, 2008; Vaughn & Denton, 2008).
- ◆ When students are included in monitoring their own progress, they better understand their academic growth, gain motivation, and acquire a sense of ownership over their learning (Andrade, 2007/8; Forster, 2009; Hupert & Heinze, 2006).
- ◆ To assess program efficacy and support effective instruction, teachers, principals, and district administrators need easy access to real-time data at the classroom, school, and district levels (Carnegie Council on Advancing Adolescent Literacy, 2010; U.S. Department of Education, 2010).
- ◆ Technology is an important tool for assessment. For teachers, technology can minimize loss of instructional time by providing an efficient method of collecting and analyzing student data (Bransford, Brown, & Cocking, 2003). For students, technology offers an engaging and personalized assessment experience (Hasselbring, Lewis, & Bausch, 2005; U.S. Department of Education, 2010).
- ◆ Technology-based assessments in subjects like writing reflect the expectation in today's schools and workplace that students will be able to compose and edit on a computer (National Assessment Governing Board, 2010).
- ◆ Performance-based assessments, in which students apply knowledge to real-world tasks, are a useful method for assessing students' application of critical thinking and 21<sup>st</sup> Century skills such as analysis, evaluation, problem-solving, and collaboration (Edutopia, 2008).
- ◆ Using scoring guides or rubrics for self-assessment helps students understand the key elements of an assignment and evaluate and improve the quality of their work (Andrade, 2007/8).

## READ 180 NEXT GENERATION DELIVERS

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

*READ 180* teachers use Scholastic Reading Inventory (SRI), a scientifically based and validated test, as a screening assessment in the beginning of the year and as a progress-monitoring measure in the middle and end of the year. SRI uses reading passages and accompanying questions to determine a student's Lexile score or reading level. SRI results are used to match students to appropriate text and place them at the correct level in the technology.

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

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

Technology plays an important role in the *READ 180* assessment system. *READ 180*'s adaptive technology provides students with corrective feedback and teachers with a powerful tool for progress monitoring as it continuously collects data on students' growth and mastery of new skills. The Teacher and Leadership Dashboards provide easy access to data from these ongoing assessments, allowing teachers and administrators to efficiently monitor student progress in real time, quickly identify problems, and inform decision-making about instruction. The SAM Student Digital Portfolio compiles student work and includes rubrics for teachers to score fluency recordings, writing prompts, and open-response items from the rSkills Tests and Writing Zone. Formal assessments—including the Scholastic Reading Inventory, rSkills Tests, and Scholastic Reading Counts! quizzes—are technology-based.

## Summary

As this paper shows, *READ 180* Next Generation offers older struggling readers an intensive literacy intervention program deeply grounded in research and best practices. Direct instruction in reading and writing is combined with instruction that develops critical thinking and oral language skills, preparing students to be reflective, independent, and effective readers and thinkers. *READ 180* content is engaging and accessible to students and provides the scaffolded practice with nonfiction and complex texts that is essential to success with college-level texts. Furthermore, *READ 180* Next Generation enhances the program's proven instructional model with comprehensive, innovative supports for effective instruction and program implementation. Altogether, *READ 180* Next Generation offers research-based, practice-validated intervention that guides students to mastery of the literacy and critical thinking skills they need to be successful, productive citizens of the 21<sup>st</sup> Century.

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