



# Response to Intervention

An Alignment Guide for *ReadAbout*



Scholastic Inc. has prepared this Alignment Guide to assist Local Education Agencies (LEAs) and schools that are currently implementing or are considering adopting a *Response to Intervention (RTI)* model. This guide provides key background information on current educational policy related to *RTI*, and demonstrates how *ReadAbout* can complement and strengthen the implementation of *RTI* and ultimately raise student achievement. This Alignment Guide provides the following key information:

- *Response to Intervention* Overview
- *ReadAbout* Overview
- Alignment of *ReadAbout* to *RTI* Core Components

*ReadAbout* is a supplemental education technology program that motivates students in Grades 3-8 to master reading skills and academic vocabulary, using 100% leveled nonfiction content. *ReadAbout* capitalizes on:

- The best thinking in gaming theory to motivate and challenge kids with high-interest reading choices;
- Engaging video clips, corrective feedback, and a unique digital reward system;
- State-of-the-art software that adapts the reading instruction for every student, whether the student requires intervention, instruction, or enrichment;
- A range of software-based assessments and software-generated reports that can be used to monitor students' progress, modify instruction, and evaluate program effectiveness; and
- Professional development designed to expand teachers' knowledge of research on such topics as vocabulary instruction, anchored instruction, and nonfiction reading.

### **Using the Alignment Guide**

Since January 2006, districts are permitted to use up to 15% of their *Individuals with Disabilities Education Act (IDEA)* funds for interventions and measurements to be used within the *RTI* framework. This Alignment Guide addresses how *ReadAbout* supports the implementation of *RTI*. For questions regarding *Response to Intervention* services, please consult the final *IDEA* Part B regulations governing the Assistance to States for Education of Children with Disabilities Program and the Preschool Grants for Children with Disabilities Program. They can be found at <http://idea.ed.gov/explore/home>.

The Alignment Guide is informed by the *IDEA* 2004 Regulations, the National Association of State Directors of Education (NASDSE) 2005 Report, guidelines provided from the Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin, and consultation from Dr. Joe Witt's iSTEEP model on the core principles and practical implementation of *RTI* in schools.

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### About Scholastic Inc.

Scholastic is committed to providing teachers with effective materials for every stage of reading instruction to ensure that students develop the skills and strategies needed to succeed in school. Our reputation is built on an 85-year history of helping foster and support effective learning for all students. For years, we have worked with leading researchers to develop scientifically based products that produce significant results in student achievement, as well as meaningful changes in teacher effectiveness.

We look forward to partnering with you to improve reading achievement, and would like the opportunity to talk with you about how we can best support your efforts to implement *Response to Intervention*.

## Response to Intervention (RTI) Overview

### Background

The reauthorization of the *Individuals with Disabilities Education Act (IDEA 2004)* changed the way students are evaluated for special services by encouraging schools to identify students in need of those services and use research-based interventions to address their needs early on.

### What Is RTI?

*Response to Intervention* is not a particular program, curriculum, or model. Rather, it is an approach or framework for allocating instructional services and resources in response to students' needs. *RTI* aims to prevent unnecessary assignments to special education through the provision of tiers of intervention and continuous progress monitoring.

*RTI* is the systematic practice of:

- Providing tiers of increasingly intensive, high-quality instruction, and intervention matched to students' needs;
- Measuring and continually monitoring students' progress over time;
- Using resulting data to drive educational decision making.

### The Purpose of RTI Is:

1. To focus on prevention and early identification of students in need of special services.
2. To better integrate services between general and special education.

*RTI* uses a multitiered model of service delivery to promote efficient response to students' needs. Each tier provides increasingly intensive support structures to ensure that students succeed.

#### Tier 1: Core Instructional Interventions

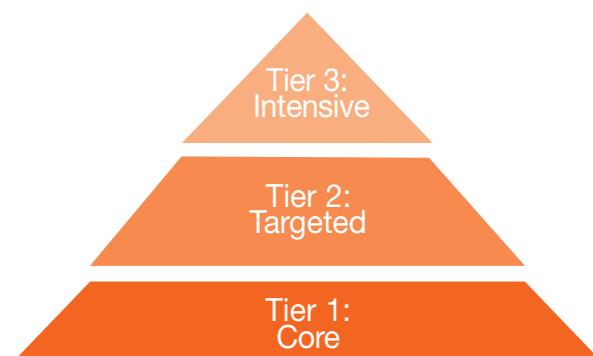
- General curricula for all students
- Proactive interventions oriented toward whole-group instruction

#### Tier 2: Targeted Group Interventions

- Supplemental instruction for students who are not successful in Tier 1
- Targeted interventions oriented toward small-group instruction
- Explicit instruction, rapid response

#### Tier 3: Intensive, Individual Interventions

- Individualized instruction for students who are not successful in Tier 2
- Intensive interventions oriented toward individual students
- Diagnostic assessments to determine student need
- Higher intensity, longer duration



## Core Components of RTI

### 1. A Multitiered Intervention Model

Multiple tiers of intervention allow schools to offer increasingly intensive interventions to those students who are not making adequate progress in the core curriculum (Tier 1). Interventions in Tiers 2 and 3 are intensified by providing more targeted instructional time, decreasing group size, using materials matched to students' instructional levels, modifying modes of presentation, and providing regular corrective feedback.

### 2. Universal Screening

All students should be screened three times a year to identify those students who are not making expected academic progress. Screening measures should be brief, reliable, valid, and appropriately identify those students who require more intense interventions.

### 3. Scientifically Validated and Research-Based Interventions

*IDEA 2004* and *No Child Left Behind (NCLB)* require the use of research-based interventions to the extent possible. Interventions should be based on research-proven practices. In addition, the intervention should be validated by scientific efficacy studies.

### 4. Fidelity of Intervention Implementation

The fidelity of intervention implementation must be monitored to ensure that students are receiving the intervention as designed and validated by research. Interventions should include guidelines and tools regarding implementation fidelity.

### 5. Frequent Monitoring of Student Progress

The progress of students receiving interventions must be monitored frequently in order to determine whether the interventions are producing the desired academic gains. The progress monitoring measures should be brief, target specific skills, be administered easily, and accompanied by decision rules to inform instruction.

### 6. Data-Based Decision Making

In all tiers of intervention, data from screening and progress monitoring measures should be used to make educational decisions for individual students.

### 7. Professional Development

A high-quality professional development plan should be used to support teachers implementing *RTI*. The plan should allow for coaching, e-learning courses, and other opportunities.

### 8. Appropriate Interventions for At-Risk English Language Learners

Intervention programs should include literacy instruction that targets at-risk English language learners who have not yet been identified as needing special education services.

### 9. Supplemental Instructional Materials

The use of supplemental instructional materials, where appropriate, strengthens the efficacy of the comprehensive core curriculum and supports student learning in Tier I.

### 10. Coordinated Funding

Components of *RTI* funded by *IDEA* may be coordinated with activities funded by and carried out under the Elementary and Secondary Education Act (ESEA).

## **ReadAbout and RTI: Combating the Fourth-Grade Slump**

According to research, one significant academic challenge that students face is the changing reading requirements around the third- and fourth-grade levels. During this time period, students are increasingly asked to read not just for pleasure, but to read to learn from expository texts in areas such as science and social studies (Snow, 2002). The new texts that students read contain new vocabulary, unfamiliar text structures, and content beyond students' knowledge and experience (Chall, Jacobs, & Baldwin, 1990). Unfortunately, many students lack the background knowledge and exposure to vocabulary to comprehend this material. The problem is particularly pronounced for minority and poor students. Without this critical background knowledge, poor and minority students aren't equipped to do the abstract thinking and learning required to succeed in school. Evidence suggests that students who are behind have difficulty catching up, and by eighth-grade reading scores decelerate. This phenomenon is often referred to as the fourth-grade slump.

Recent data from the 2007 National Assessment of Educational Progress (NAEP) support this theory. Fourth-grade reading scores rose from 217 to 221 from 1992 to 2007, while eighth-grade performance climbed from 260 to 263. While scores have incrementally increased, large achievement gaps persist between minority and White students as well as between students who qualify for free lunch and those who do not. For example, the 26-point score gap between fourth-grade White and Hispanic students in 2007 was not significantly different from the gap in 1992 (27-point score gap). In eighth grade, although the average scores in 2007 for Black and Hispanic students increased in comparison to their scores in 1992, the White-Black score gaps (30 points in 1992 and 27 points in 2007) and White-Hispanic score gaps (26 points in 1992 and 25 points in 2007) showed no significant change.

There also was not nearly enough progress for low-income students. For both fourth- and eighth-grade students, those who were not eligible for free lunch scored 29 points and 25 points higher, respectively, than those students who were eligible in 2007. Further, average scores for eighth-grade students who were eligible for free or reduced price lunch showed no significant change in comparison to 2005. The persistent racial and socioeconomic achievement gaps in fourth and eighth grades indicate that more effective interventions are needed to make sure that ALL students reach high achievement levels.

Experts suggest that students who are exposed to engaging nonfiction texts and who are explicitly taught vocabulary and comprehension skills are less susceptible to the fourth-grade slump (Chall et al. 1990). Scholastic's *ReadAbout* program capitalizes on this research by providing a highly motivating, nonfiction, content-area reading program that provides background knowledge, explicit comprehension skills, and direct vocabulary instruction to all students through adaptive technology.

*RTI* further supports students' needs by identifying struggling students through the use of screenings, research-based intervention, progress monitoring, and data to adjust and target instruction.

Through the use of *ReadAbout* and *RTI*'s core principles and practices, students have a better chance of being properly diagnosed and receiving the support they need to avoid the fourth-grade slump.

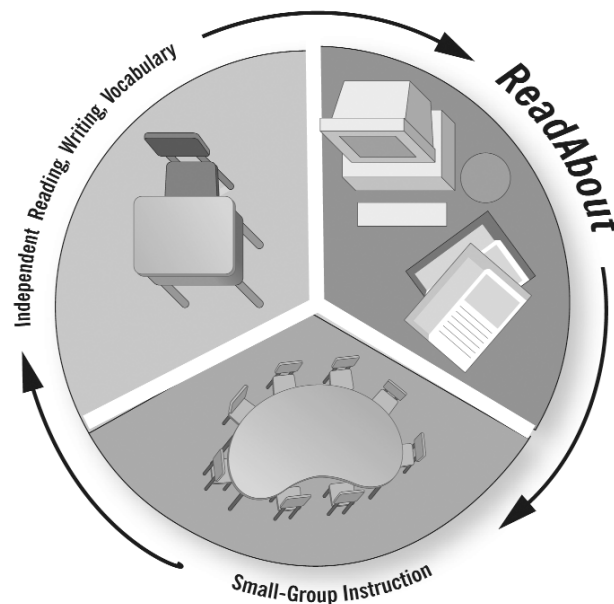
## ReadAbout Overview

*ReadAbout* is a supplemental reading program that uses adaptive technology to focus on the three key components of reading achievement in the upper elementary grades: comprehension skills and strategies, vocabulary, and content-area knowledge. Students using *ReadAbout* receive direct instruction and practice in the comprehension skills and strategies crucial to extracting meaning from nonfiction texts. *ReadAbout* presents a rigorous yet motivating approach to vocabulary instruction, in which students learn grade-appropriate academic and content-area words. Throughout the program, students build background knowledge in the content areas. Background knowledge helps students create mental models to facilitate cross-curricular academic success.

The *ReadAbout* software differentiates instruction for every student and collects data for continuous assessment and further data-driven instruction in the classroom. Using *ReadAbout* reports, teachers can prescribe additional instruction and practice for individuals and small groups in comprehension skills and vocabulary. Student print materials include leveled reading cards that are directly linked to each of the 70 topics in the software. The cards are designed to promote transference of skills by building upon students' newly acquired comprehension skills, vocabulary, and content-area knowledge.

Each *ReadAbout* topic provides multiple opportunities to write in response to text both in the software and in supplemental print materials. Responding to text in both expository and narrative formats deepens students' comprehension of text.

It is recommended that students work independently on the *ReadAbout* software a minimum of twice a week and with the print materials at least once a week. The program is designed to supplement any existing core reading program easily and flexibly.



## **ReadAbout Aligns to Response to Intervention Core Components**

The following information outlines how *ReadAbout*, with professional development support from Scholastic RED®, addresses the Core Components of a *Response to Intervention (RTI)* Model.

### **RTI 1 A multitiered intervention model with intensity of services increasing as students move up the tiers.**

Like *RTI*, *ReadAbout* intensifies instruction by increasing targeted instructional time, decreasing teaching group size, differentiating instruction, modifying modes of presentation, and providing regular corrective feedback.

**Intensifies instructional time**—The *ReadAbout* software maximizes student learning by pre-teaching or activating prior knowledge to help students build the background and mental models that prepare them to learn. Skill Briefs activate existing knowledge, provide instruction, and introduce skill-specific language. Smart-words pre-teach academic and content-area words that appear in software passages. Short nonfiction Anchor Videos and related high-interest reading passages help students create mental models that set the context for the reading. These elements coupled together help to intensify and structure instruction to maximize student learning.

**Decreases teaching size**—The *ReadAbout* software acts as a one-on-one tutor for students. It enables teachers to divide their students into smaller groups. While a group of students uses the software, another group can complete independent work, and another can work with the teacher to receive additional reading instruction. The comprehensive *ReadAbout* reports provide detailed and immediate feedback to identify student needs and to inform small-group instruction.

**Differentiates instruction**—*ReadAbout* varies the level of instructional challenge and support according to the learning needs of individual students. Nonfiction choices are based on a student's reading level, skill needs, and grade level.

**Modifies modes of presentation**—*ReadAbout* is a self-managed, leveled reading system that meets the needs of every student. It meets the needs of all students in the classroom, whether they require intervention, instruction, or enrichment:

- Far-below-level readers receive extra scaffolding and practice through multiple exposures to words, leveled text, and coaching in the tutorial areas of the program. They benefit from anchored instruction, rereading, repairing, and other strategies that help them improve their comprehension and vocabulary skills.
- Below-level readers receive vocabulary scaffolding through supported words and idioms in the text. *ReadAbout* supplies them with skill-building comprehension strategies, such as setting a purpose, questioning, and summarizing.
- On-level readers gain real-world experience with nonfiction text using the “Text Type Tutor.” Supported words provide them with additional opportunities to increase their vocabulary, and they learn strategic comprehension skills.

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- Above-level readers experience more challenging levels of text as they progress beyond reading proficiency. Thought-provoking questions inspire students to connect the topic they are studying to their own lives. Motivating activities with challenging words encourage them to move beyond word mastery.

**Provides corrective feedback**—The *ReadAbout* software monitors and evaluates progress on an ongoing basis to modify instruction and meet each student’s changing needs. Students receive targeted corrective feedback on comprehension questions. Students receive immediate feedback during vocabulary activities. The software chooses the text level of passages based on student performance.

## **RTI 2** Universal screening measures that are brief, reliable, valid, and appropriately identify students for Tier 2 intervention.

**ReadAbout** continuously assesses students by using a variety of instruments. Students begin by taking the Scholastic Reading Inventory (SRI) to assess their reading levels and determine if placement in the program is appropriate.

A research-based assessment, the SRI and its Lexile Framework have been the subject of seven validation studies. The research ranges from a normative study with a sample of 512,224 students (Lexile Framework) to an analysis of gender, race, and ethnic differences among fourth- through ninth-grade students (SRI).

Students are also assessed through the *ReadAbout* software. Skills assessment begins with the “Comprehension Quick Check” at the beginning of each passage. Assessment continues with multiple-choice, graphic organizer, and highlighter questions at the end of each passage. Finally students are assessed in the “Challenge Area” at the end of all three passages in the topic.

The Scholastic Achievement Manager (SAM), which collects data from SRI assessments and *ReadAbout* software use, generates 38 detailed reports that provide:

- District- and school-wide overviews of student participation and performance on the program.
- A variety of progress monitoring reports detailing student skill performance, text level reading performance, and vocabulary acquisition.
- Comprehensive information on student topic experience, including topic exposure, topic frequency, and topic completion.
- Information that helps teachers differentiate instruction, including how to group students for intervention in such areas as skill performance and text level.
- Alerts and acknowledgments that provide important information on student success, potential problems, and weekly progress.

- District- and school-wide overviews of student participation and performance in the program.
- A number of reports that foster the school-to-home connection, including reports to parents and vocabulary reports students and caregivers can use together.

### **RTI 3** Scientifically validated and research-based interventions.

**ReadAbout** has been the subject of several descriptive and experimental research evaluations. During the 2006–2007 school year, third-, fourth-, and fifth-grade students used *ReadAbout* in the Salem-Keizer School District, Salem, OR. All students using the program demonstrated statistically significant gains in performance on the SRI (114L) and *ReadAbout* Text Level (82L). These statistically significant gains persisted when the data was disaggregated by Gifted and Talented, Limited-English Proficient, and non Limited-English Proficient students. Despite starting out with weaker reading skills, students with Limited-English Proficiency demonstrated as much progress as non Limited-English Proficient students on the SRI and in *ReadAbout*. These results provide evidence that *ReadAbout* meets all students’ needs regardless of ability level. For more information on this study refer to <http://teacher.scholastic.com/products/ReadAbout/research>.

In addition to this evaluation, *ReadAbout* is one of four programs selected to participate in a U.S. Department of Education research study on the effectiveness of reading comprehension interventions for fifth graders across the country. During the 2006–2007 Implementation Year, 17 schools across the country were randomly selected to use *ReadAbout*. Approximately 9 districts, 15 schools, and 1300 students are using *ReadAbout* in this gold standard study. Data will be available fall 2008.

*ReadAbout* draws on a foundation of research in eight topics:

1. **Reading Comprehension for Expository Text:** Pressley (2001) found that instruction aimed at increasing comprehension abilities should be focused on “improving word-level competencies, building background knowledge, and promoting the use of comprehension strategies.” In *ReadAbout*, students receive explicit instruction in ten comprehension skills: author’s purpose, cause and effect, compare and contrast, draw conclusions, fact and opinion, main idea and details, make inferences, problem and solution, sequence of events, and summarize.
2. **Differentiated Instruction:** Research has found that technology can provide a customized technology experience responsive to individual student’s learning needs (Meyer and Rose, 1998; Rose, Meyer, and Hitchcock, 2005). *ReadAbout* evaluates students’ progress and continually adjusts to find text at the students’ Lexile level.
3. **Vocabulary Instruction:** Explicit teaching of vocabulary words has been shown to accelerate comprehension of texts (Beck, Omanson, & McKeown, 1982; Pearson, Hansen, & Gordon, 1979). Successful vocabulary programs also present new words repeatedly in different contexts. *ReadAbout* teaches academic and content-area words through research-based routines based upon Feldman and Kinsella’s (2005) *Sequence of Pronounce, Explain, Provide Examples, Elaborate, and Assess*. Students receive multiple exposures to new vocabulary words as they progress through a topic.

4. **Anchored Instruction:** Research indicated that activating students' prior knowledge is important for understanding expository text (Beck, Omanson, & McKeown, 1982; Pearson, Hansen, & Gordon, 1979). In *ReadAbout*, before students read, they watch as Skill Brief, a high-interest, 40- to 60-second Anchor Video, builds the background knowledge needed to extract the most meaning from text.
5. **Modeling Comprehension Strategies:** Research shows that using reading strategies helps students master expository text (Saul and Dieckman, 2005). *ReadAbout* teaches students strategies such as asking questions before, during, and after reading; creating mental images; determining main ideas; monitoring comprehension throughout; repairing comprehension when needed; drawing inferences; and synthesizing information.
6. **Motivation:** Research shows that motivation is strongly related to reading achievement (Guthrie, 2001). *ReadAbout* motivates and challenges students with high-interest reading choices, engaging video clips, corrective feedback, and a unique digital reward system.
7. **Continuous Assessment:** Researchers have found that providing clear goals and feedback for reading tasks can help students develop strategies for understanding expository text (Guthrie & Wigfield, 2000). *ReadAbout* software continuously provides corrective feedback and monitors students' understanding of comprehension, vocabulary, and content knowledge.
8. **Writing to Encourage Reading Comprehension:** Teaching students to use organizational structures such as topic sentences and transition words helps them understand, connect, and remember concepts while reading (Culham, 2003). The *ReadAbout* software has students respond to short writing prompts that focus students' attention on organizational structures as they read.

**RTI 4** **An intervention with fidelity of implementation guidelines that can be evaluated through reporting or observational measures.**

**ReadAbout** implementation is flexible. It can be used in rotations on classroom computers. It also can be used during students' computer lab periods where all of the students use the software at the same time. Because of this flexibility, the program aligns to both inclusionary and pull-out settings.

Scholastic recommends that students use the *ReadAbout* software a minimum of twice per week and the print materials at least once per week. Ongoing evaluations indicate strong correlations between the quality of implementation and the desired achievement outcomes. A recent study of students in Oregon found a significant correlation between time spent on the *ReadAbout* software and student reading outcomes. Results revealed that students completing more than 17 hours over the course of approximately six months (at least two 20- to 30-minute sessions per week) averaged a 41-point greater gain in SRI and a 91-point greater gain in *ReadAbout* Text Level than students spending less than eight hours on the software during this time frame.

### **RTI 5 Use of frequent and brief monitoring assessments with decision rules that inform instruction.**

**ReadAbout** offers students a variety of challenging activities, anchored by instructional material based on 70 different nonfiction topics. Within each topic, students read three content-rich, level-appropriate reading passages. Each passage emphasizes one of ten key reading skills (author's purpose, cause and effect, compare and contrast, draw conclusions, fact and opinion, main idea and details, make inferences, problem and solution, sequence of events, and summarize) with complementary instruction in an additional two skills.

After reading a passage, students are presented with a series of questions that assess comprehension skills. Performance on these skill-specific questions determines if a student is ready to progress to the next level. The software adapts to stay on pace with students by delivering reading passages at a higher or lower level.

For example:

- If a student's overall score is between 91 and 100%, his level is increased by 50L points.
- If his overall score is between 75 and 90%, his level is increased by 20L points.
- If his overall score is between 55 and 74%, his level will not change.
- If his overall score is between 25 and 54%, his level is decreased by 40L points.
- If his overall score is between 0 and 24%, his level is decreased by 80L points.

### **RTI 6 Data-based decision making.**

**ReadAbout** assesses students on vocabulary performance and knowledge of ten nonfiction comprehension skills after students read each passage. Every keystroke is collected by the program and not only informs the adaptive algorithm, but also allows extensive reporting.

Ongoing, real-time reporting on student performance on the *ReadAbout* software and SRI is available to teachers and administrators through the Scholastic Achievement Manager (SAM).

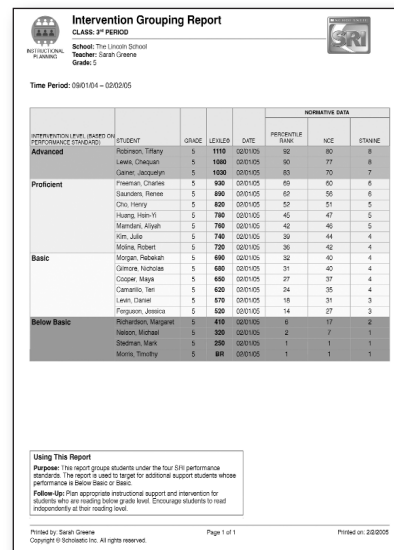
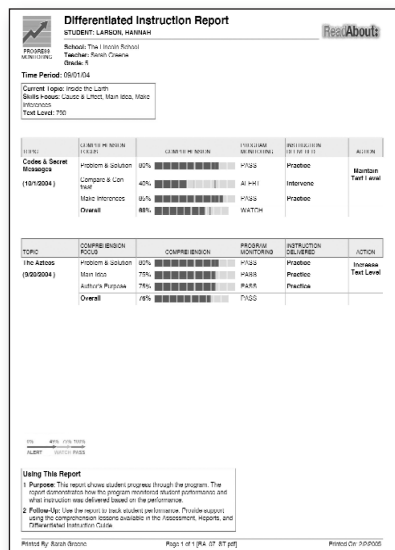
Using SAM, teachers can generate detailed progress monitoring, instructional planning, and management reports, as well as alerts and parent letters, that track reading and vocabulary progress for individual students, groups, and classes. Teachers can then use the data from the reports to inform and target their instruction in order to meet all their students' diverse needs.

*ReadAbout* reports include:

- **Skills Performance Report**—shows each *ReadAbout* skill and a student's corresponding skill score.
- **Profile Report**—provides a detailed overview of each student's performance in *ReadAbout*, including each student's latest content-knowledge, comprehension, and vocabulary scores.

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- **Intervention Grouping Report**—analyzes student skill performance and identifies students who are performing below a 75% benchmark in a given skill, indicating that students are in need of additional support.
- **Skills Progress Report**—reviews performance by skill and reading level for individual students.
- **Differentiated Instruction Report**—shows how students are given topics at easier or harder text levels, along with accompanying skill instruction and assessment, based on their performance.
- **Student Vocabulary Report**—displays the students’ current vocabulary score.
- **Student Knowledge Report**—tracks students’ content-area exposure and performance on vocabulary and comprehension assessments.



SRI reports include:

- **Growth Report**—measures reading progress during a specific time period by comparing students’ scores for any two testing sessions.
- **Student Yearly Progress Indicator Report**—compares the student’s SRI reading performance over time against the grade-level proficiency range.
- **Yearly Progress Indicator Report**—displays how students within a group, class, or grade are performing compared to their grade-level proficiency range.
- **Student Progress Report**—shows a student’s scores on multiple SRI tests.
- **Proficiency Summary Report**—presents the reading performance of students within a district, school, or for an individual teacher, class, or group.

**RTI 7**

**A strong professional development plan to support teachers implementing RTI.**

**ReadAbout** presents a customizable training and professional development plan to ensure the effectiveness of the program. It includes:

- In-person implementation training for *ReadAbout* teachers.
- A facilitated, online professional development course from Scholastic RED®.
- *The Know About ReadAbout Guide* which ties scientifically based reading research to *ReadAbout*'s instruction. It provides teachers with strategies to translate theory into practice using the program's software, lesson plans, and assessment data.
- *Topic Planners* that show how the curriculum aligns to standards, present successful strategies for teaching English language learners, and provide instruction for building students' vocabulary, comprehension, and writing skills.
- *Assessment, Reports, and Differentiated Instruction Guide* that explains how to effectively use assessment data from the *ReadAbout* reports and provides lessons that teachers can use to differentiate comprehension instruction.

The *ReadAbout* Implementation training exposes *ReadAbout* teachers to the program's background and research, engages them in the student experience through a software simulator, explores program components, supports the development of an instructional plan tailored to their school and classroom context, offers practice using the Scholastic Achievement Manager system (SAM), explains the use of the many reports available through SAM, and informs them about other professional development opportunities with Scholastic RED and the Professional Development Video workshops.

*ReadAbout* includes enrollment in the Scholastic RED online course *ReadAbout: Improving Nonfiction Reading Comprehension*. The course focuses on proven, scientifically based teaching strategies and methods to help raise student reading achievement. Through 24-hour access to online resources and training, teachers can participate in interactive simulations and watch videos that show master practitioners modeling research-based practices in real classrooms. While the course presents numerous topics to help students become better nonfiction readers, it integrates topics within the context of the *ReadAbout* curriculum and materials.

The course topics include:

- Teaching students to become nonfiction readers.
- Getting started with *ReadAbout*.
- Developing active and strategic readers.
- Teaching academic vocabulary.
- Building content-area knowledge.
- Writing in the service of nonfiction reading.

**RTI 8****Literacy instruction that targets at-risk English language learners who have not been identified as needing special education or related services.**

**ReadAbout** provides software and teaching support to help English language learners. Teachers can adjust software settings, such as Spanish translations, for individual students. *ReadAbout* also provides ideas for scaffolding *ReadAbout* instruction on the *Topic Planners* and in the *Assessment, Reports, and Differentiated Instruction Guide*.

Software support:

- *Closed-Caption Anchor Videos* allow students to read along in English while watching a short video to build and activate knowledge before reading a software passage.
- *Spanish translation* of topic introductions provides students an audio preview before they choose a topic. Students receive Spanish translations of Smart Words and cognates to help them comprehend a passage.
- *Phrase-by-Phrase Highlighting* allows students to follow the text while hearing the software passage read aloud if they click the speaker icon.

Teaching Support:

- *Topic Planners* provide tips on teaching topic-related idioms and introducing Anchor Videos. They also include lessons on cognates for Spanish speakers.
- *Differentiated comprehension lessons* include signal words to guide English language learners in identifying skills.
- *Differentiated vocabulary routines* include tips to provide additional support for English language learners.

**RTI 9****Supplemental instructional materials, where appropriate, to strengthen the efficacy of a comprehensive core curriculum and support student learning.**

**ReadAbout** provides supplemental resources that complement software instruction. These include:

- *Vocabulary routines*: These lessons offer six strategies to help students decode unfamiliar words. Differentiated routines offer support for students of every level of vocabulary mastery: far-below-level, below-level, on-level, and above-level. These lessons also include ideas for differentiating instruction for English language learners.
- *Differentiated comprehension lessons*: These lessons teach the ten comprehension skills in *ReadAbout* that help students construct meaning from text. These lessons also provide ideas to support English language learners.
- *Text type lessons*: These lessons teach key elements of the seven “real world” text structures that students encounter in the software: nonfiction book, encyclopedia article, letter, journal entry, magazine article, newspaper article, and Web site.

- *Writing type lessons*: These lessons teach four key types of writing: descriptive, narrative, persuasive, and expository. Each lesson includes a graphic organizer and writing model for guided practice before students begin writing.
- *6+1 trait lessons*: These lessons teach the writing traits in the 6+1 Trait model. The model breaks down writing into seven teachable parts: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. Each trait has its own lesson plan and rubric.

**RTI 10** **IDEA RTI funding in coordination with activities funded by and carried out under the ESEA.**

**ReadAbout** meets the requirements of the *No Child Left Behind* Act, including the following funding opportunities:

- Title I, Part A—Improving Basic Programs
- Title I, Part A—Supplemental Educational Services
- Title I, Part C—Education of Migratory Children
- Title III—English Language Acquisition
- Title V, Part A—Innovative Programs
- Reading First
- Enhancing Education Through Technology
- 21st Century Community Learning Centers
- Individuals With Disabilities Education Act/*Response to Intervention*

## Summary

**ReadAbout** along with Scholastic RED Professional Development courses strengthens and complements the implementation of *RTI* in schools. *ReadAbout* provides a research-based program that proactively uses 100% nonfiction text to improve upper elementary students' reading comprehension skills, vocabulary, and content knowledge (Tier 1), and a targeted intervention oriented toward small-group instruction (Tier 2) with opportunities for individualized instruction paced according to a student's specific needs through the use of the software. In addition, the assessments and reports embedded in the program promote the practices of screening students, identifying those who are at risk, providing ongoing assessment and progress monitoring, and using data to make decisions about instruction. Finally, the inclusion of fidelity of implementation information and various forms of professional development further assist practitioners to use the program within the context of *RTI*. *ReadAbout* clearly complements and strengthens the use of the *RTI* model within schools.

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