READ 180

Aligned to
No Child Left Behind

Scholastic
Research &
Results

READ 180®:
Based on Scientific Research

Contents

Overview

The No Child Left Behind Act of 2001(NCLB) focuses on reading improvement proven through scientifically based research. Much of the research and concepts related to reading found in the law emerged from the National Reading Panel Report (2000). This report identified five critical elements of reading instruction that are essential for students to become good readers. These elements are: phonics, phonemic awareness, vocabulary, fluency, and comprehension. NCLB further increased accountability for schools to improve reading and to measure that improvement by subcategories of students. Students in Grades 3 through 8 are measured annually on reading achievement. This increased accountability has been passed on to states to implement, monitor, and reward or sanction.

As often happens with important issues, funding has since become tied to these reading elements. First the tie was found with Reading First, and now in Striving Reader grants for high school students. States and other entities are also including these elements in their grant solicitations. Scholastic wants students to read proficiently, as well as for schools and districts to have increased opportunities to receive funds. The alignment of *READ 180* with these essential reading elements supports districts in improving reading achievement of struggling students, and positions districts to successfully apply for grants based on the inclusion of research-based instruction and resources. *READ 180*'s powerful assessment and management system, Scholastic Achievement Manager (SAM), is a tool that assists teachers and decision makers with adjusting strategies in advance of the annual assessment and predicting increases in student reading achievement.

Scholastic Research and Results professional papers provide an opportunity to understand the research behind the product, in this case *READ 180*. This paper provides the reader with an overview of why students fail to become readers, then addresses how the five elements of reading are included in *READ 180* and the research base. Lastly, issues of importance related to improving achievement for the older, struggling reader not addressed by NCLB and included in *READ 180* are discussed in relation to their research base.

Why Students Fail

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• The impact of not being able to read well by the third grade is devastating. One researcher describes the situation as the "Matthew Effects in Reading: The Rich Get Richer," based on a narrative in the Book of Matthew in the Bible *(Stanovich, 1986)*. Just as the capable reader gains vocabulary and experiences reading as a pleasurable activity, the struggling reader reads less, vocabulary growth is limited, and consequently reading development is inhibited *(Walberg et al., 1984; Walberg & Tsai, 1983)*. The lack of practice, deficient decoding skills, and negative experiences make reading a less-than-rewarding experience *(Stanovich, 1986)*.	*READ 180* directly addresses the problems of students who are trapped in a cycle of failure through adaptive and motivating instructional software, high-interest literature, and many opportunities to experience success from the start. In *READ 180*, instruction and practice are customized according to students' abilities, to prevent frustration and build success. The motivating content of the Software videos as well as the *READ 180* Audiobooks and Paperbacks for Modeled and Independent Reading engages students and helps them adopt positive attitudes toward reading. Validation studies (*Interactive, Inc. 2002; Papalewis, 2004*) have shown that *READ 180* helps struggling readers close the performance gap that previously separated them from their grade-level peers.
• Students may become struggling readers due to poverty, difficulties in phonological processing, lack of English-language skills, parents who are not skilled readers, low reading abilities, and/or biological or psychological learning deficits. Students also become struggling readers through lack of practice *(U.S. Senate Committee on Labor and Human Resources, 1998; Honig, Diamond, & Gutlohn, 2000; Stanovich, 1986)*.	*READ 180* addresses the needs of students of varying backgrounds and abilities through a multifaceted and comprehensive array of components and instructional practices. The program delivers assessment-driven, standards-aligned instruction that addresses students' specific deficits. It develops essential skills, provides continual guided practice, and includes motivating materials that promote success in reading as well as in other aspects of the school experience.
• After an extensive review of research related to reading acquisition, the National Reading Panel identified five skill areas to be emphasized in teaching children to read: phonemic awareness, phonics, fluency, vocabulary, and text comprehension *(National Reading Panel, 2000)*.	Because older struggling readers vary widely in their abilities and mastery of foundational skills, *READ 180* is driven by an assessment that pinpoints student needs in each skill area and provides customized instruction. The following pages of this document outline research related to these essential reading skills and indicate how *READ 180* implements the findings.

Phonemic Awareness

RESEARCH FOUNDATION	*READ 180* IMPLEMENTATION
• Phonemic awareness instruction helps children learn to read, spell, and comprehend text *(National Reading Panel, 2001).* • For very poor readers, the development of phonological skills addresses the inability to identify speech sounds, which impedes the students' spelling, word recognition, and vocabulary development *(Moats, 2001).* • Several researchers have shown that students who are taught to analyze speech sounds in words and relate them to their spellings progress faster in spelling and reading *(Moats, 1995).*	The *READ 180* Topic Software provides individualized phonemic awareness training based on the assessed needs of each student. Phonemic awareness is developed both in the context of decoding (word identification) and encoding (spelling). Based on individualized assessment, the Topic Software provides training in segmentation and blending with instruction in letter-sound relationships related to words and patterns the student has not yet mastered.
• The most effective method of phonemic awareness instruction focuses on only one or two types of phoneme manipulation—blending and segmenting phonemes in particular *(National Reading Panel, 2001).* • Oral blending and segmentation are important parts of developing phonemic awareness, which is critical in learning to read and spell with success *(Adams, 1990; National Reading Panel, 2001).*	Training is achieved through explanation, modeling, and guided practice with immediate corrective feedback. The training, which is customized for each word, highlights common phonemic elements and provides word analysis strategies.

Phonics

RESEARCH FOUNDATION	*READ 180* IMPLEMENTATION
• Cognitive psychologists have concluded that when a reader's mental energy is devoted to decoding, there is little room left for comprehending. Once decoding skills improve, the student's mental energy can be freed up for comprehending *(Freedman & Calfee, 1984; LaBerge and Samuels, 1974, cited in Blevins, 1998).* • "Quick speed drills, conducted as challenge games to achieve a goal, can build automatic recognition of syllables and morphemes" *(Moats, 2001).*	One of the main goals of *READ 180* Topic Software is to build automaticity in phonics and word recognition through customized and individualized decoding instruction and practice. This effort is supplemented by the Scholastic Achievement Manager (SAM), which continually collects data, reports on student progress, and links teachers to appropriate resources for further instruction and practice. Differentiated Support pages in the *rBook*™ *Teacher's Edition* also include decoding and syllabication mini-lessons to equip students with strategies for unlocking unfamiliar multisyllabic words found across the content areas.
• For struggling readers, intervention must address students' specific deficits. It is crucial to continually assess, diagnose, and tailor instruction to student needs *(Blevins, 2001).* • "Effective programs offer phonics instruction that . . . can be adapted to the needs of the students, based on assessment" *(National Reading Panel, 2001).*	The Topic Software begins with assessment to determine student placement. Instruction begins with a controlled passage that provides multiple exemplars of targeted sound-spelling patterns. 　　The Topic Software continually collects data on students' word recognition abilities and generates a customized pool of study words for each student. Once specific study words are identified, the Topic Software adjusts instruction and models specific audio and visual phonics decoding tips and word recognition strategies. 　　As students engage in intensive practice of study words, previously mastered study words and patterns are systematically reviewed.
• "Systematic and explicit phonics instruction significantly improves children's reading comprehension" and "is effective for children from various social and economic levels" *(National Reading Panel, 2001).* • "Clearly, explicit phonics instruction and reviewing needs to occur for many students in the intermediate grades" *(Blevins, 2001).*	A complete phonics scope and sequence has been embedded into the *READ 180* Topic Software to provide intense and differentiated phonics practice and instruction. 　　The *Resources for Differentiated Instruction Reading Skills and Strategies* book presents direct instruction lessons for systematic teaching of phonics especially geared for older students.

Fluency

RESEARCH FOUNDATION	*READ 180* IMPLEMENTATION
• Guided, repeated oral reading has a significant positive impact on word recognition, fluency, and comprehension *(National Reading Panel, 2000).* • "Repeated and monitored oral reading improves reading fluency and overall reading achievement" *(National Reading Panel, 2001).*	*READ 180* activities guide students to repeated readings of connected text with varying levels of audio support and speed. This continuous scaffolded practice adapts to each student's level of mastery. 　　Other activities on the Topic Software require that students practice identifying words at increasing speeds to continue building automaticity and fluency.
• Students can improve their fluency by: 1) hearing models of fluent reading; 2) repeated reading with guidance; 3) combining reading instruction with reading practice at their independent level of reading ability *(National Reading Panel, 2001).* • "Fluency develops as a result of many opportunities to practice reading with a high degree of success" *(National Reading Panel, 2001).*	Teacher read-alouds during Whole-Group Direct Instruction present models of fluent reading. During the Small-Group Rotations, *READ 180* Audiobooks for Modeled Reading present books on CD with a narrator who continuously models fluent reading, phrasing, and expression. 　　The *READ 180* Paperbacks for Independent Reading provides Lexiled books that present age-appropriate, motivating text that students can read with success. This provides essential reading practice, develops fluency, and builds success, encouraging students to read more.
• "Monitoring and assessing student progress in reading fluency is useful in evaluating instruction and setting instructional goals. It can also be motivating to students" *(National Reading Panel, 2001).*	During Small-Group Rotations, students engage in timed fluency practice using Topic Software. 　　On the Topic Software, students have multiple opportunities to record, play back, and self-assess their reading of appropriately Lexiled text. Once students have achieved mastery, a final recording of the passage—which will have greatly improved since their first efforts—is saved in students' electronic portfolios, giving them a strong sense of accomplishment. Teachers can access this final recording for assessment. Differentiated Support pages in the *rBook Teacher's Edition* include fluency mini-lessons that present activities providing a variety of techniques for students to practice fluent reading of selected portions of each reading selection. In addition, the *Placement, Assessment, and Reporting Guide* provides an oral fluency assessment for fluency progress monitoring.

Vocabulary

RESEARCH FOUNDATION	*READ 180* IMPLEMENTATION
• "Stahl and Fairbanks (1986) found that vocabulary instruction providing both definitional and contextual information can significantly improve students' reading comprehension" *(Honig, Diamond, & Gutlohn, 2000).*	The *READ 180 rBook* presents high-utility academic vocabulary taught through a research-based teaching routine, promoting understanding and the use of words that students will encounter in all subject areas. Recursive vocabulary in *rBook* reading selections encourages frequent review, practice, and reinforcement of targeted words.
• The use of computer technology enhances vocabulary acquisition *(National Reading Panel, 2000).* • Repetition and multiple exposures to new words are crucial to vocabulary development *(National Reading Panel, 2000).* • Subject-specific terms (academic language) are the best target for direct vocabulary instruction (*Marzano, 2004*).	While reading passages on the Topic Software, students can click on highlighted vocabulary words to receive definitions, context sentences, and pronunciation support. Data on vocabulary and word-study activities are collected by the Scholastic Achievement Manager, with accompanying materials available both electronically and in Resources for Differentiated Instruction titles. In addition, *READ 180* Topic Software defines key words for all students and translates them into five languages, including Spanish, Cantonese, Hmong, Creole, and Vietnamese for English-language learners.
• Direct instruction of vocabulary related to a text leads to better comprehension. Effective direct instruction includes both specific word instruction and instruction in word-learning strategies *(National Reading Panel, 2001).*	In the Audiobooks for Modeled Reading, a Reading Coach models vocabulary strategies and builds background on word meaning. In the Topic Software, clickable word links in the context of reading passages provide definitions, context sentences, and pronunciation assistance.
• Students learn most words through everyday experiences with oral and written language, and one of the most important ways of gaining vocabulary is through listening to others read aloud. "Reading aloud to students is particularly helpful when the reader pauses during reading to define an unfamiliar word and, after reading, engages the child in a conversation about the book" *(National Reading Panel, 2001).*	*READ 180* Audiobooks include a Reading Coach, who models comprehension, vocabulary, and self-monitoring strategies at key points throughout the book. The Reading Coach "thinks aloud" when he/she encounters unfamiliar words, and models strategies for how to unlock meaning. Daily Whole-Group Direct Instruction provides excellent opportunities for teachers to read aloud to students from age- and grade-appropriate text. Teachers are encouraged to discuss vocabulary words, model strategies, and engage in enthusiastic discussions about the text. In addition, activities in the *rBook* build academic language through the use of sentence starters and frequent opportunities to engage in academic discourse with support.

Comprehension

RESEARCH FOUNDATION	*READ 180* IMPLEMENTATION
• The ideal intervention will tap more than one comprehension instructional approach, such as comprehension strategies, comprehension monitoring and metacognition instruction, teacher modeling, and scaffolded instruction (*Biancarosa & Snow, 2004*). • "Text comprehension can be improved by instruction that helps readers use specific comprehension strategies" *(National Reading Panel, 2001).*	The *rBook* presents intensive, systematic, and explicit instruction in essential comprehension skills and strategies. Each workshop includes 3 pieces of text—text that gets longer and more difficult. Support and scaffolding is heavier in the beginning of each workshop so students benefit from gradual release—gradually gaining the ability to independently learn and practice reading skills. Teachers can design a variety of lessons using tools such as the *RDI Reading Skills and Strategies* lessons, which offer application, guided practice, and remediation for use during Small-Group Direct Instruction, as well as instruction of comprehension skills and strategies for Whole- or Small-Group Direct Instruction. Lessons are related to reading passages in a variety of genres, including many content-area nonfiction selections. Reading materials include ongoing, curriculum-embedded assessment of comprehension for additional practice, review, and reteaching. The tools are available electronically through the Scholastic Achievement Manager and in Resources for Differentiated Instruction.
• Six strategies have been shown to improve comprehension: monitoring comprehension, using graphic organizers, answering questions, generating questions, recognizing story structure, and summarizing *(National Reading Panel, 2001).*	*READ 180* presents: • Multiple lessons for direct instruction in self-monitoring strategies. • Graphic organizers used to scaffold comprehension throughout comprehension lessons (in *RDI Reading Skills and Strategies*) as well as during Modeled and Independent reading (in the *rBook*). • Numerous opportunities to ask and answer questions both orally and in writing in the context of reading, writing, and skills instruction. • Multiple lessons for direct instruction of text structure, including graphic organizers that represent text structure (in *RDI Reading Skills and Strategies*). • Multiple lessons for direct instruction in summarizing (in *RDI Reading Skills and Strategies*), as well as opportunities for practice during reading (in the *rBook*) and writing (in *RDI Writing and Grammar Strategies*).

Comprehension (cont.)

RESEARCH FOUNDATION	*READ 180* IMPLEMENTATION
• In order to make sense of texts, students must have some degree of prior knowledge. Prereading strategies, such as building background, are important in helping students who know little or nothing about a topic *(Irvin, 1998)*. • In fact, given the relationship between academic background knowledge and academic achievement, one can make the case that it should be on the top of any list of interventions intended to enhance student achievement (*Marzano, 2004*). • Readers need to build mental models to construct meaning from text. Research has shown that subjects prefer visual formats over text formats in building these models because video is "dynamic, visual, and spatial," and promotes the formation of vivid mental models of a situation. This is especially beneficial for low-achieving students and students with little knowledge of a topic *(Cognition and Technology Group at Vanderbilt University, 1990).*	Before each *rBook* Workshop and before reading each content-area passage on the Topic Software, students view a dynamic video that develops background knowledge and academic vocabulary. This process helps students build a mental model that promotes comprehension of the text. The *rBook* Anchor Videos and *READ 180* Topic Software Videos provide a unique means of building background and creating interest simultaneously.
• "The internal questioning that occurs in the mind of a good reader must be explicated, modeled, and practiced many times in group discussion" *(Moats, 2001).*	A Reading Coach on the *READ 180* Audiobooks for Modeled Reading models comprehension, vocabulary, and self-monitoring strategies at important points during reading. Students experience first-hand the habits and strategies of a good reader throughout the supported reading of each grade- and age-appropriate book.

Spelling

RESEARCH FOUNDATION	*READ 180* IMPLEMENTATION
• "Researchers including Gentry (1998), Henderson (1981), Gill (1992), Ehri (1992), and Zutell (1992) have found a correlation between children's spelling and their 1) reading accuracy and fluency, 2) comprehension, 3) articulation, and 4) vocabulary and concept development" *(Honig, Diamond, & Gutlohn, 2000).*	The *READ 180* Topic Software presents spelling instruction and practice that is assessment-based and individualized for each student. Spelling words come from the leveled passages students are working with in related decoding, fluency, and word-recognition activities.
• Poor spellers can improve through spelling instruction that is tailored to match the developmental level of their word knowledge *(Invernizzi, Abouzeid, & Gill, 1994; Moats, 1995).*	Spelling instruction on the *READ 180* Topic Software begins with assessment. Spelling assessment words are drawn from the student's leveled passage from the current segment, which assures that they are at the student's developmental level. Instruction is focused on the words students have not yet mastered. This presents a high time/benefit ratio, focusing the students' time on the words and patterns they most need practice with. This efficient use of time is particularly urgent for students who are below grade level.
• "Teachers will get the best results if they give students immediate corrective feedback when they make errors and if they model active study strategies for students" *(Moats, 1995).*	When students spell a word incorrectly on the Topic Software, they receive immediate and corrective feedback customized to their specific mistake for precise error correction. Spelling activities on the Topic Software continually assess students' proficiency and collect data on their most common errors. Data is reported through the Scholastic Achievement Manager and is linked to resources, available both electronically and in Resources for Differentiated Instruction, for additional practice and review.
• Error imitation and modeling is a validated strategy that involves the teacher reproducing the student's spelling error and then correcting it, highlighting the difference between the incorrect and correct spellings *(Gerber, 1986; Moats, 1995).* • "The number of words presented at one time also needs to be limited for poor spellers" *(Moats, 1995).*	The Topic Software's corrective feedback uses an imitation and modeling procedure that helps students identify their spelling errors by comparing their spelling to the correct spelling. In the process, students are first explicitly shown their errors, they then see a model of the correct spelling, and finally they practice the correct spelling. After students are assessed, the Topic Software presents instruction and practice for three spelling words at a time to minimize overload on students' attention and working memory. The assessment/instruction/practice cycle is repeated until students show mastery of the words in their passage. Previously mastered words are systematically reviewed in subsequent activities.

Writing and Grammar

RESEARCH FOUNDATION

READ 180 IMPLEMENTATION

- "Even as students develop the building blocks for writing, shared and modeled writing helps them transcend the daunting challenges of generating and organizing their thoughts" *(Moats, 2001).*

- More than twenty years of research supports the use of providing good models of writing for analysis, particularly when used along with other validated instructional techniques *(Cotton, 1988).*

The *READ 180 rBook* presents writing in the service of reading. Writing and grammar instruction is integrally linked to reading through content, text structure, and vocabulary. The *rBook* scaffolds instruction for struggling writers through research-based techniques, including graphic organizers, sentence starters, and writing frames.

Through the consistent use of these scaffolds, students are guided to internalize common organizational structures and conventions of writing. The *READ 180 rBook* presents carefully scaffolded instruction in the four key types of writing: narrative, descriptive, expository, and persuasive. Functional writing and literary response is also included.

Grammar usage and mechanics are taught systematically and in context, with students gaining extensive practice in identifying and correcting the most common errors. Grammar instruction is also presented in the context of writing. Proofreading practice helps students apply writing, grammar, and mechanics skills to student models and to their own work as well.

Writing and grammar are assessed through multiple modes, including rubrics for peer- and self- assessment, teacher assessment, and curriculum-embedded rSkills Tests. Assessment is linked to materials for additional instruction and practice available electronically through the Scholastic Achievement Manager and in Resources for Differentiated Instruction. In addition, the *RDI Writing and Grammar Strategies* provides teachers with lesson planners, passages, and graphic organizers.

- "I have found that for at-risk students writing is a far riskier venture than reading" *(Allen and Gonzalez, 1998).*

- [Writing] is a way to help them understand what they know. At best, writing is learning (*National Commission on Writing in America's Schools and Colleges, 2003*).

Writing instruction and practice follows the writing process and includes frequent opportunities for timed writing practice that build readiness for the on-demand writing required on standardized assessments. The *READ 180 rBook* and *RDI Writing and Grammar Strategies* integrate instruction in grammar, usage, and mechanics within the context of writing. Students are guided to write for specific purposes and audiences. Writing is shared through peer feedback and a variety of publishing opportunities.

Technology and Instruction

RESEARCH FOUNDATION	*READ 180* IMPLEMENTATION
• Technology can be created according to principles of "universal design," where it can be designed to accommodate differences among users, including but not limited to, people with disabilities of various types *(Center for Applied Special Technology, 2002).*	*READ 180* Topic Software provides universal access features, making it accessible to students of varying needs. These include options to activate close-captioning of video text, to alter the color scheme to accommodate visual difficulties, to turn on English-Language Learners support features, and to adjust the speed of certain activities. In addition to these options, the Topic Software continually adjusts instruction based on the assessed needs of each student.
• Computer-based instruction helps students "learn more, in less time, and with more enthusiasm." It gives students sustained practice opportunities that build fluency *(Fulton, 1998).*	For struggling readers, the use of the *READ 180* Topic Software provides a new and engaging way of addressing their reading difficulties. It provides patient, nonjudgmental feedback as well as encouragement and success that they may have seldom or never experienced in traditional learning situations. Students' enthusiasm for the Software and the use of technology deepens their engagement and makes their instruction and guided practice particularly effective.
• Media and technology work together to help students in the building of mental models and schemata for learning (*Kozma, 1991; The Cognition and Technology Group at Vanderbilt, 1994*). • Media Researchers have found that humans process visual information 60,000 times faster than text, and visual aids can improve learning by up to 400 percent (*Burmark, 2004*).	After they log on to the Topic Software, the students view a news magazine-style video feature. This video presents visual and auditory information that develops content-area background knowledge and academic vocabulary to help students form a mental model. Next, when the students read a text passage related to the video, they have the background information necessary to comprehend the text and develop a "mental picture" of what they are reading. The Topic Software technology provides a unique means of simultaneously building background, creating interest, and providing the basis for students' abilities to develop mental models.

Motivation

- "By the end of the first grade, we begin to notice substantial decreases in the children's self-esteem, self-concept, and motivation to learn to read if they have not been able to master reading skills and keep up with their age-mates" *(Lyon, 1998).*

- The National Academy of Sciences has identified loss of motivation as one of the three major obstacles some students face when learning to read *(Snow, Burns, & Griffin, 1998).*

- By giving students ways to feel competent, it becomes more likely that they will learn what is necessary to be successful. In this way, students are able to experience the satisfaction of feeling competent (*Sagor, 2003*).

READ 180 materials show respect for the older, struggling reader by presenting age-appropriate materials that engage them at reading levels that allow them to experience success. The Topic Software's on-screen host, Ty, provides patient, nonjudgmental feedback and continuous encouragement.

Students using *READ 180* have shown significant increases in motivation resulting from their experiences of success and enjoyment of reading.

- One factor that affects motivation is known as attainment value *(Guthrie & Wigfield, 1997).* Students will not recognize reading as an important aspect of their lives unless they perceive success in reading to be attainable.

- The perceived utility value of reading also affects motivation. As in all endeavors, the usefulness of the reading activity influences the investment the reader makes *(Guthrie & Wigfield, 1997).* When students recognize that one of the benefits of reading includes helping them understand and simply function in the world they live in, their motivation to read will be affected.

READ 180 Paperbacks for Independent Reading provide engaging reading selections that are matched to students' abilities. Many of the Levels 1 and 2 books are sufficiently short so that students can finish them within several days. For many *READ 180* students who may never have finished a book on their own, this experience of success raises confidence and enjoyment of reading.

In addition, *READ 180* Paperbacks and Audiobooks represent a variety of genres and topics that are of high interest to students. Through these selections, students learn about their world, topics of special interest, and perhaps most importantly, themselves.

- Meaningful, higher interest, appropriately leveled texts that engage students provide the required balance to the necessary skill instruction for struggling readers *(Braunger & Lewis, 1998).*

- Matching students to text with the appropriate level of challenge—not too easy or not too hard—is one mechanism for successful reading experiences *(Gambrell, Palmer, & Codling, 1993).*

READ 180 uses the Lexile Framework® to both determine student reading level and to determine the difficulty of texts. This helps match students to text at an appropriate level. The Scholastic Reading Inventory test is used to determine each student's reading ability, using Lexile® scores as a measure. In addition, the Paperbacks for Independent Reading and Topic Software text passages are assigned Lexile scores based on their level of difficulty. Thus students are consistently matched to high-interest, age-appropriate text that engages their interest, promotes fluency, and prevents frustration.

English-Language Learners

• ELL students have cultural differences and academic vocabulary gaps that can impact comprehension. Activating background knowledge is of special importance for them because it helps students to integrate information into existing conceptual frameworks. Effective definitional and contextual academic vocabulary instruction is also crucial *(Watts-Taffe & Truscott, 2000).*

• Teachers of ELL students should activate and build background knowledge through the use of "pictures, objects, demonstrations, and graphic organizers" *(Williams, 2001).*

The *READ 180* Software begins with videos that anchor instruction in order to help students build background and construct meaning from text. The videos also provide support for high-utility academic language, which is embedded in the text passages. This combination of video and vocabulary support is especially helpful for ELL students because it provides context and develops a conceptual framework that helps students connect to academic language.

Graphic organizers for comprehension provided in conjunction with the *READ 180* Audiobooks and Paperbacks further help students build a conceptual framework for complex ideas.

• Multilingual classes should be "language-rich," providing many opportunities for speaking and listening in a variety of styles, including formal and idiomatic language. It is helpful to establish listening for audio support *(Beckett & Haley, 2000).*

The *READ 180* classroom presents many opportunities for speaking and listening with the teacher and among peers. In addition, the Software provides opportunities for repeated oral reading practice, including making recordings for self-assessment.

Using the *READ 180* Audiobooks for Modeled Reading, students follow along in their books as they listen to narration on CD that provides a model of fluent reading, pronunciation, and phrasing with a wide variety of age-appropriate texts.

• Among other things, good ESL products provide help for students in their native language, immediate corrective feedback, and rewards *(Bishop, 2001).*

READ 180 provides patient and immediate feedback that is private and respectful of the student. *READ 180* Topic Software supports speakers of Spanish, Cantonese, Hmong, Creole, and Vietnamese through translated summaries of the content-area videos and reading passages, as well as "clickable" translations of passage text. The Topic Software also provides decoding tips that are specifically geared to the needs of these students to target common areas of difficulty relating to sound-symbol correspondence and pronunciation. In the Topic Software, students are continually encouraged by a motivating on-screen host and by reports that graphically represent their progress and success. Sentence starters scaffold students' use of academic language so they can actively participate in class discussions.

English-Language Learners (cont.)

RESEARCH FOUNDATION	*READ 180* IMPLEMENTATION
• Among other things, good ESL products provide help for students in their native language, immediate corrective feedback, and rewards *(Bishop, 2001).*	In addition, *RDI Strategies for English-Language Learners* include participation routines, text-marking, oral cloze exercises, repeated recordings, explicit instruction of academic words, and sentence starters. Differentiated Support pages in the *rBook Teacher's Edition* include English-Language development mini-lessons that focus on meeting the needs of second-language learners and others who need additional practice and instruction. Optional mini-lessons for English-Language development appear at the end of each *rBook* Workshop and can be used flexibly throughout the Workshop during Small-Group Direct Instruction.
• It is important to recognize and show respect for diversity in the classroom through the incorporation of multicultural literature *(Beckett & Haley, 2000).*	All *READ 180* student materials reflect a wide range of peoples and cultures, including career role models, book authors, and a diverse range of book characters.

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