

Scholastic Instructional Materials Support the Just Read, Florida! K-12 Comprehensive Research-Based Reading Plan

A Guide for Incorporating Scholastic Materials into Your District's Plan



Note: Many programs described in this document are appropriate for multiple instructional purposes. Please copy and paste the product descriptions into the categories that will best meet the needs of your district.

For an electronic version of this document, go to www.Scholastic.com/Florida.

Scholastic Educational Materials Aligned with Just Read, Florida! 2005-2006 K-12 Comprehensive Research-Based Reading Plan

Professional Development

1. Describe your district plan for implementation of assessment driven reading professional development. Address the following:

b. Districts shall provide programmatic inservices on all scientifically based reading programs used in the district to all stakeholders.

Scholastic's consultants and authors provide initial and ongoing training for implementation of all programs, including *Read 180* and *Read XL*, classroom libraries, and other supplemental programs. Trainings and inservice sessions occur before the programs are implemented with follow-up sessions to ensure that programs are being used effectively.

Read 180 Inservice and Staff Development: To ensure the success and sustainability of *Read 180*, a five-step plan is customized and delivered based on the unique needs of each school or district.

Step 1: On-site leadership development training is conducted for principals, reading coaches, and technology coordinators.

Step 2: On-site implementation training is conducted for *Read 180* teachers and reading coaches.

Step 3: Onsite follow-up training will be conducted for *Read 180* teachers and reading coaches.

Step 4: Teachers participate in an online professional development course that focuses on scientifically based teaching strategies and proven methods to help raise student achievement using *Read 180*.

Step 5: Teachers have access to online resources at www.Read180.com including receiving advice from an expert *Read 180* teacher.

Read XL, Florida Edition Inservice and Staff Development: Scholastic Reading Specialists conduct a three-hour implementation training for teachers and administrators that focuses on specific instructional strategies and practical suggestions to begin using *Read XL* with confidence. Topics covered during the session include the following: *Florida Lesson Plans – Pacing, Planning, and Classroom Management; Content-Area Sunshine State Standards and Read XL; Diagnostic and Prescriptive Assessments; Shared, Modeled, and Independent Reading; Informal and Formal Writing; and Building Skills and Strategies: Word Analysis, Comprehension, Vocabulary.* Reading Specialists demonstrate to teachers how *Read XL* can support their implementation of CRISS and the Strategic Implementation Model (SIM).

e. The district must describe in the plan how they will address this ongoing professional development at the school and district level and how they will recruit and use individuals who are highly knowledgeable of scientifically based reading research.

Professional development and inservice trainings are developed in collaboration with leading experts in reading education. Some of these experts include Dr. Ted Hasselbring, Dr. Louisa Cook Moats, Dr. Gay Su Pinnell, Dr. Jeffrey Wilhelm, and Dr. Maryanne Wolf.

Read 180 Ongoing Professional Development: Scholastic *Read 180* Specialists conduct follow-up training at the school or district level. Topics covered during this follow-up training include the following: classroom management strategies; using data to inform instruction; ongoing assessment; and setting goals for students. In addition, each teacher receives an introductory videotape or CD with an overview of the instructional model and the various materials utilized in each time block. The online training course, facilitated by Dr. Ted Hasselbring, helps teachers identify what leading researchers have determined as the most effective ways to help struggling readers and how to use *Read 180* to put these findings into practice.

A series of eight, interactive half-day seminars are available to increase the success of *Read 180* classrooms. Seminars include the following topics: *Decoding Strategies for Read 180 Students; Developing Independent Readers in the Read 180 Classroom; Motivating the Read 180 Student; Strategic Comprehension and Vocabulary Instruction in Read 180; Test-Taking Strategies; Using Read 180 Data to Differentiate Instruction; Using SRI and the Lexile Framework Effectively with Read 180; and Writing in the Service of Reading for the Read 180 Classroom.*

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Read XL, Florida Edition: Scholastic Reading Specialists will follow-up training to *Read XL* teachers in implementing best practices as outlined in CRISS and the Strategic Instruction Model (SIM). Follow-up training sessions will deepen teachers' understanding of strategies utilized before, during, and after reading instruction. Teachers also receive two training components as resources throughout the year: (1) Professional Development Handbook: A Research-Based Training Guide and (2) a Florida-Specific Implementation Video.

Online Professional Development Courses for K-12 Educators: *Scholastic Red* courses were developed with some of the country's most respected educators and researchers. Faculty members include Dr. Ted Hasselbring, Dr. Louisa Cook Moats, Dr. Jeffrey Wilhelm, and Dr. Mary Ann Wolf. During the 2001-2002 school year, ten large school districts piloted *Scholastic Red* courses in elementary and middle schools. Policy Studies Associates (PSA) Inc., an independent research and evaluation firm, conducted an evaluation of the pilot. Data from the pilot districts show that *Red* courses had a significant, positive impact on teachers' reading instruction. Courses are also aligned with Florida's Reading Endorsement and the Sunshine State Standards.

- f. The district must document the validity of their choice of professional development providers in the proposal by providing scientifically valid evidence that the provider is effective for teachers and the grade level they teach and also provide evidence that the credentials of the provider have been carefully reviewed and found to be aligned to scientifically-based reading research.

Scholastic Professional Development: *Scholastic Red* professional development is an intensive series designed to help principals, reading coaches, and building leaders provide the necessary literacy leadership and content knowledge to support teachers as they implement a scientifically based reading program. *Scholastic Red* offers a full range of ongoing, intensive professional development experiences designed to support teachers as they raise student achievement in reading. The online portion of *Red* courses is self-paced, and facilitator-led workshops are scheduled to occur periodically during the online experience. Average duration of a course is approximately two months, though participants can revisit their courses for six months after completion.

Scholastic's online course offerings include the following:

- *K-2 Courses:* Putting Reading First in Your Classroom; Building Fluency; Guided Reading: Making It Work in Your Classroom
- *Grades 3-5 Courses:* Improving Reading Comprehension; Building Decoding Skills and Strategies; Guided Reading: Making It Work in Your Classroom; Improving Fluency; Read 180: Making It Work in Your Classroom
- *Grades 6-12 Courses:* Middle School Literacy: Improving Text Comprehension; High School Literacy: Comprehension Through Active, Strategic Reading; Improving Decoding Skills and Strategies; Guided Reading: Making It Work in Your Classroom; Improving Fluency; Read 180: Making It Work in Your Classroom

All professional development courses are grounded in research-based, validated practices that result in teachers learning and applying scientifically based reading research strategies that directly influence student performance. More than 10,000 teachers in over 150 school districts have participated in *Scholastic Red* professional development. Teachers, district facilitators, and principals reported that courses helped them learn about research-based skills and strategies and provided them with materials that could be implemented immediately into classroom activities.

Scholastic Faculty and Professional Development Advisors

Linda Diamond, Executive Vice President, Consortium on Reading Excellence

Dr. Ted Hasselbring, William T. Bryan Professor and Endowed Chair in Special Education Technology at the University of Kentucky

Phyllis C. Hunter, Member of President Bush's National Advisory Board, President, Phyllis C. Hunter Consulting, Inc.

Dr. Louisa Cook Moats, Director of Literacy Research and Professional Development, Sopris West Educational Services, Longmont, Colorado

Dr. Marilyn Jachetti Whirry, Member of the National Assessment Governing Board, National Teacher of the Year 2000

Dr. Jeffrey Wilhelm, Associate Professor, University of Maine

Dr. Maryanne Wolf, Professor in the Department of Child Development at Tufts University's Center for Reading and Language Research

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Elementary Student Achievement and Instruction

1. Describe the research-based instructional materials used in the reading program. Include a description of how each of the following will be integrated.

b. Supplemental materials

Scholastic Guided Reading Programs: *Scholastic Guided Reading Programs (K-6)* by Dr. Gay Su Pinnell support a comprehensive reading program by integrating guided instruction, assessment, and independent practice into every classroom. Books are leveled A to Z based on the Pinnell and Fountas Leveling System. Teachers conduct small-group instructional reading based on students' reading abilities. Each Leveled Library includes 60 books, an Instructional Teaching Card for each title, and a "how-to" guide by Dr. Pinnell. The Instructional Book Cards make it easy for teachers to deliver guided practice in comprehension, phonemic awareness, phonics, vocabulary, fluency and writing. Nonfiction, fiction, and content-area libraries (A to Z) offer texts in an exciting array of genres. *Guided Reading Programs* also correlate to Florida's Sunshine State Standards for Language Arts, Science, and Social Studies.

WiggleWorks, Guided Reading Edition: *WiggleWorks, Guided Reading Edition*, is a validated and proven supplemental program for helping all K-3 students reach reading proficiency as well as learn to love reading. The program combines technology and leveled books to build essential reading skills in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students have media-rich interactions with carefully leveled books. The same book is read with teacher support and at the computer. While teachers work with students in small groups, the computer provides independent practice and reinforcement. The program is organized by guided reading levels (A-M) and includes software, leveled books, and teaching materials.

Text Talk: *Text Talk* is a supplemental vocabulary instruction program for grades K-3 based on the validated research of Dr. Isabel Beck and Dr. Margaret McKeown of the University of Pittsburgh. The research underlying *Text Talk* is cited by the National Reading Panel as exemplary in defining effective vocabulary instruction. *Text Talk* engages teachers and students in robust vocabulary instruction tied closely to comprehension. It effectively helps children build a healthy understanding of words in a short amount of instruction time. The program includes 20 Read-Aloud Trade Books, adhesive Text Talk Notes for each title, Professional Guide, a Lending Library, and Implementation DVD.

Fluency Formula: *Scholastic Fluency Formula* is a supplemental program based on research by the National Reading Panel that indicates that fluency instruction, practice, and assessment are essential for bridging the gap between word recognition and comprehension. *Fluency Formula* provides teachers with tools to easily integrate explicit and systematic fluency instruction into their daily lesson plans. Students are taught how to speedily recognize words, decode with accuracy, and read aloud with oral expressiveness. Teachers model skills throughout the week, monitor student practice, and modify instruction based on student assessments. *Fluency Formula* is available for grades 1-6 and each kit includes books for leveled practice, teaching materials, and a validated assessment system that generates a WCPM score.

Scholastic Summer School Reading Program: *The Scholastic Summer School Reading Program* meets the needs of both summer school and extended day programs. Direct instruction targets essential reading skills in phonics, fluency, comprehension, writing, and vocabulary. The program utilizes an instructional model of both whole-group and small-group direct instruction as well as independent reading. Independent reading libraries, small-group instructional reading libraries, read-aloud books, and fluency cards provide a range of fiction and nonfiction texts. Teaching materials provide direct, explicit instructional plans, support activities, management tips, assessment tools, and an easy-to-follow schedule. *The Scholastic Summer School Reading Program* is available for grades 1-6 and is correlated with Florida's Sunshine State Standards for Language Arts.

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c. Intervention programs for struggling readers

Scholastic Read 180: *Read 180* is a scientifically based and validated reading intervention program for students who are reading significantly below grade level. The instructional model delivers reading achievement gains to FCAT Level 1 and Level 2 students through four core instructional activities.

- **Individualized Instructional Software:** The *Read 180* software provides each student with customized reading instruction plus continuous assessment of progress. The software has many built-in supports, such as anchor videos, that build background knowledge for reading passages.
- **Data-driven Instruction:** Reports generated by the management system provide teachers with actionable student performance data so they can adjust and tailor small-group instruction to meet students' needs.
- **Direct Instruction in Whole or Small Groups:** *Read 180* provides teachers with a wide range of direct instructional materials to teach phonemic awareness, phonics, fluency, vocabulary development, text comprehension, and writing.
- **Independent Reading:** *Read 180* includes an Independent Reading Library of 150 high-interest paperbacks from a variety of genres that are age-appropriate and relevant to students. Each book is leveled, allowing students to read confidently according to their own independent reading abilities. Audiobooks (48) offer struggling readers the opportunity to develop reading skills and habits while enjoying authentic grade-level literature.

Read 180's instructional model provides teachers with a proven way to organize instruction and classroom activities. Each *Read 180* classroom receives all of the materials that are required to implement the model effectively in order for students to experience maximum reading growth.

d. Materials and programs, including educational software, to provide additional support in reading growth for all children. Educational software must supplement and not supplant instruction by a highly qualified instructor.

Scholastic ReadAbout: *ReadAbout* is a technology-based nonfiction supplemental reading program for all students in grades 3-5. It is a self-managed reading achievement program that uses technology to individualize reading instruction for every student including those reading on, above, and below grade level. The software differentiates instruction in three ways: reading level, skill focus, and student interest. *ReadAbout's* management system aggregates all student data for classroom, school, or district-wide reporting. The software captures performance and provides actionable reports. Students receive instruction and practice in ten critical comprehension skills, vocabulary, and fluency.

Zip Zoom English: *Zip Zoom English* is a technology-based supplemental program that provides English language learners in grades K-3 with the extra practice and support they need to develop English and reading skills. Instruction supports the linguistic, literacy, and cognitive challenges of young students who are acquiring English. *Zip Zoom English* software was developed by Pacific Resources for Education and Learning (PREL) through federal research funding. The technology is proven effective at building English language learners' early phonemic awareness, phonics, and sight word recognition skills. Academic advisors at PREL who developed *Zip Zoom English* are Dr. Elfrieda Hiebert of University of California, Dr. Diane August at the Center for Applied Linguistics, and Dr. Maria Carlo of the University of Miami.

Scholastic Reading Counts!: *Reading Counts* is a supplemental program that is integrated with any core reading program. With *Reading Counts* teachers manage and assess students' independent reading to help them achieve reading success. After students read a book, they take a computer-generated comprehension quiz and receive instant feedback. Numerous reports allow teachers to easily monitor students' reading achievements. Based on the Lexile Framework[®], *Reading Counts* is included in *Read 180* and quizzes are available for *Guided Reading Libraries* and other Scholastic classroom libraries.

Scholastic Reading Inventory: *Scholastic Reading Inventory (SRI)* accurately and efficiently determines students' reading levels; matches them to books they can read; and measures their progress throughout the year. *SRI* gives teachers the capability to identify struggling readers, differentiate instruction, and monitor progress. Students also receive an independent reading list based on their interests and reading ability. Building-level administrators are also able to track AYP results using *SRI's* reporting capabilities.

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- e. Materials that build intrinsic motivation to read versus extrinsic motivation are recommended. Extrinsic motivating materials should not limit student access to text.

Scholastic Read 180: Students using *Read 180* have shown significant increases in motivation resulting from their experiences of success and enjoyment of reading. The program provides the older, struggling reader with age-appropriate, engaging, and respectful content at the student's reading level. Many of the Level 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 promotes continued 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 themselves. *Read 180* software provides students with essential support that also motivates them to develop their reading skills. The on-screen host, Ty, provides patient, nonjudgmental feedback and continuous encouragement. Engaging anchor videos present background knowledge and supply mental models. Students actively participate in their learning as they highlight text for added decoding and vocabulary development support.

Scholastic ReadAbout: *ReadAbout* draws upon the most current research in motivation theory. The program contains hundreds of high-interest non-fiction passages on topics ranging from extreme sports to snakes of the Amazon. Students compete with themselves by amassing a collection of digital smart cards and moving from level to level. Individual choice also contributes to the high motivation factor of *ReadAbout* by giving the student a sense of ownership in their learning.

Guided Reading Programs and Wiggle Works, Guided Reading Edition: In guided reading, teachers select books that are interesting to children, from a broad range of genres, styles, and levels of difficulty. Texts are introduced in a way that is specifically aimed at engaging interest, encouraging curiosity about a topic, and motivating students to pursue reading as a way of satisfying their need to know. As students move from level to level, they become more fluent, more strategic, and more independent readers. By providing students with the "just-right" level of text, they are motivated to continue to read more books.

6. Describe how students will receive high-quality, explicit, and systematic instruction in the reading classroom.

- c. Print Rich Environment:

1) Utilization of Classroom Libraries

Scholastic Read 180: *Read 180* students participate in independent reading on a daily basis to practice and apply reading skills and strategies through age-appropriate, high-interest books. An Independent Reading Library includes 150 leveled books and a Teaching Guide with suggestions for using each title in small reading groups. Modeled reading occurs when students access the 48 Audiobooks in the *Read 180* Audiobook Library. Audiobooks provide a supported reading experience in which students gain access to grade level literature by listening to a reading coach and narrator while following along in the book.

Also see the classroom libraries described in #7.

3) Utilization of Reading Stations

Scholastic Read 180: *Read 180* students visit both an independent reading station and an instructional reading station on a daily basis. Students select titles from the Independent Reading Library and the Audiobook Library during the independent reading rotation. The *Read 180* Software provides students with instructional reading of leveled passages to build fluency, word recognition, comprehension, vocabulary, and spelling skills. In addition, students participate in a small-group rotation when they receive shared and guided instruction from the teacher.

WiggleWorks, Guided Reading Edition: In *WiggleWorks, Guided Reading Edition* students practice reading at both an independent reading station and a computer station. At the computer station, software guides students through each book, offering scaffolded support and engaging learning opportunities. Students can hear the book read aloud and practice reading the story on their own. Students also read leveled books at the independent reading station where they can select books based on guided reading levels.

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7. Describe how you will integrate authentic literature into the reading program to include classroom libraries and leveled text.

a. Students have access to fiction and nonfiction text representing a range of levels, interest, genres, and cultures.

Scholastic Read 180: The *Read 180* instructional model includes daily independent reading of fiction and nonfiction leveled texts representing a range of genres and cultures. Stage A for elementary classrooms includes 150 books in the Independent Reading Library. The Audiobook Library also includes 48 books so that students have access to grade-level text with the support of a narrator and a reading coach. Three additional leveled libraries offer leveled fiction and nonfiction texts to *Read 180* classrooms. A Nonfiction Reading Library includes 50 additional nonfiction paperback books and the Fiction Reading Library includes 50 additional fiction paperback books. To provide additional independent reading for beginning readers, the Fact and Fiction Book Collection includes 40 books with a Lexile range of 200-450 and 40 books with a Lexile range of 400-700.

Guided Reading Programs by Dr. Gay Su Pinnell: Students have access to over 80 leveled libraries in *Scholastic's Guided Reading Programs* including libraries with a fiction focus, nonfiction focus, and content-area focus. Books are correlated to Florida's Sunshine State Standards for Science, Social Studies, and Language Arts.

Florida Customized Classroom Libraries: Classroom libraries are expanded to provide content-area books that reinforce Florida's Science and Social Studies Sunshine State Standards. A variety of leveled books support the Standards and collections are customized based on the independent reading levels of students in each classroom. Multiple copies of titles provide opportunities for shared reading, guided reading, and partner reading.

Phyllis Hunter Classroom Libraries: Each *Phyllis Hunter Classroom Library* includes 100 books, fiction and nonfiction, written by a diverse range of classic, contemporary, and award-winning authors. Books in each library reflect students' diverse cultures in a variety of settings and are organized into broad categories to address specific reading skills and the interests and reading levels of individual students. Each library is accompanied by a grade-level Teacher's Handbook that includes teaching strategies, categorized book lists, classroom activities and reproducibles for student accountability.

Lexile-Leveled Libraries: *Lexile Libraries* include a variety of fiction and nonfiction titles at the independent reading levels of students. Each collection contains 20 high-interest books that students read successfully because teachers match students to the appropriate book. There are five collections for grades 1-2: Level 200-299; Level 300-399; Level 400-499; Level 500-599; and Level 600-600. Grades 3-5 also have five collections: Level 400-499; Level 500-599; Level 600-699; Level 700-799; and Level 800-899.

Marilyn Burns Math Classroom Libraries: *The Marilyn Burns Classroom Library* is a unique collection of current, classic and award-winning children's books. Each library illustrates key math concepts and skills by building students' appreciation of math and literature. Grade-level libraries for grades K-6 include 45 Trade Books and a Teaching Guide.

b. How will the books be leveled?

Scholastic Read 180: All *Read 180* books and electronic passages are leveled using the Lexile Framework[®], a system that measures and matches readers to appropriate texts.

Guided Reading Programs: All titles are leveled by the Pinnell/Fountas Guided Reading Leveling System.

Florida Customized Classroom Libraries: Scholastic titles are leveled by the Lexile Framework[®] and the Pinnell/Fountas Guided Reading Leveling System.

Phyllis Hunter Classroom Libraries: Titles in the *Phyllis Hunter Classroom Libraries* are leveled by the Lexile Framework[®] and the Pinnell/Fountas Guided Reading Leveling System.

Lexile-Leveled Libraries: *Lexile-Leveled Libraries* are leveled by the Lexile Framework[®].

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c. How will teachers determine the leveled text appropriate for students?

Scholastic Reading Inventory (SRI): The *Scholastic Reading Inventory (SRI)* provides an accurate assessment of a students' reading ability in approximately 20 minutes. Results are reported in a Lexile measure, percentile rank, stanine, NCE score, and grade level standard. After a student's Lexile level is determined, teachers guide students to books with the same Lexile score to ensure a successful independent reading experience.

Scholastic Guided Reading Assessment System: *The Scholastic Guided Reading Assessment* provides the necessary diagnostic and assessment tools and strategies to evaluate students' progress in guided reading. It includes 26 Benchmark Books (one for each guided reading level) and an Assessment Guide that features blackline masters of reading records for each benchmark title; DRA and Lexile[®] correlations; comprehension rubrics; and observations checklists. The Guide is an excellent training tool for teachers who are new to guided reading and a valuable resource for experienced guided reading teachers.

d. How will classroom libraries be utilized?

Scholastic Classroom Libraries: Classroom libraries are utilized for a variety of instructional purposes. To support literacy instruction in school and at home, classroom libraries are equipped with nonfiction and fiction titles at varying levels to accommodate the interests and abilities of all students. Classroom libraries also help teachers teach students effective strategies for self-selecting appropriate reading materials so they have greater ownership in their reading achievement. Students use the classroom library as a resource for independent reading, personal exploration, and project research.

8. Describe how all content area teachers will incorporate reading into subject areas including a description of the utilization of leveled text.

a. Guided instruction in comprehension strategies before, during, and after reading through explicit modeling (Think Alouds), practice in instructional level texts, and feedback.

Scholastic Read 180: Explicit modeling of comprehension strategies occurs throughout *Read 180*. The software uses motivating videos to help students build mental models that promote text comprehension. Small group reading strategy lessons present direct comprehension instruction before, during, and after reading. Audiobooks include a reading coach who models the comprehension strategies used by proficient readers. The Software continually monitors comprehension and provides instant feedback to students, as well as progress reports to teachers. *Reading Counts* software also provides students with instant feedback about their comprehension of a particular leveled title in the *Read 180* Independent Reading Library and Audiobook Library.

Guided Reading Programs: Scholastic's *Guided Reading Content-Areas Program* and *Nonfiction Program* are aligned with Florida's Science and Social Studies Sunshine State Standards making it easy to reinforce both content-area and reading skills. Each title includes an Instructional Book Card with direct instruction suggestions for before, during, and after reading. Each Book Card provides teachers with a clear plan to introduce the book, build vocabulary, teach comprehension, develop fluency, teach phonics, and extend meaning through writing.

Sprint Reading: *Spring Reading* engages struggling readers with motivating books aligned with a school's core curriculum and supports teachers with comprehensive, practical plans for teaching essential skills. Fiction and nonfiction instructional reading books are utilized in small-group instruction. The Teacher's Guide provides before, during, and after reading instruction with emphasis on helping students decode words independently, build vocabulary, increase fluency, and improve comprehension. Six leveled libraries ranging from Lexile 200-700 accommodate students in grades 3-5.

b. Leveled reading focused on content-area concepts.

Scholastic Read 180: *Read 180* Topic CDs feature leveled passages that are organized around content-area concepts. Each Topic CD is unified by a theme that connects to curriculum areas such as science, math, history, geography, people, and cultures. Titles in the Independent Reading Library and the Audiobook Library also feature many nonfiction, content-area titles. Two additional leveled libraries offer content-area text for *Read 180* classrooms. The Nonfiction Reading Library includes 50 additional nonfiction paperback books. To provide additional independent reading for beginning readers, the Fact and Fiction Book Collections include 40 books at the Lexile 200-450 level and 40 books at the Lexile 400-700 level.

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Scholastic ReadAbout: *ReadAbout* is a technology-based 100% nonfiction supplemental reading program for all students in grades 3-5. It is a self-managed reading achievement program that uses technology to individualize reading instruction for every student including those reading on, above, and below grade level. The program contains hundreds of high-interest non-fiction passages on topics ranging from extreme sports to snakes of the Amazon. The software differentiates instruction in three ways: reading level, skill focus, and student interest.

Action Book Collections: Action Book Collections provide content-area independent reading in four thematic collections including social studies, science, language arts, and classics. There are 36 books in each collection that feature high-interest and leveled titles aligned with the Sunshine State Standards.

Florida Customized Classroom Libraries: Classroom libraries are expanded to provide content-area books that reinforce Florida's Science and Social Studies Sunshine State Standards. A variety of leveled books support the Standards and collections are customized based on the independent reading levels of students in each classroom. Content-area teachers access these titles to provide independent reading related to a specific content-area standard. Multiple copies of titles provide opportunities for shared reading, guided reading, and partner reading.

c. [Work collaboratively with teacher and coach to determine students' instructional reading levels, so text assigned is appropriate.](#)

Scholastic Reading Inventory (SRI): The *Scholastic Reading Inventory (SRI)* provides an accurate assessment of a students' reading ability in approximately 20 minutes. Results are reported in a Lexile measure, percentile rank, stanine, NCE score, and grade level standard. After a student's Lexile level is determined, teachers guide students to books with the same Lexile score to ensure a successful independent reading experience.

Scholastic Guided Reading Assessment System: *The Scholastic Guided Reading Assessment* provides the necessary diagnostic and assessment tools and strategies to evaluate students' progress in guided reading. It includes 26 Benchmark Books (one for each guided reading level) and an Assessment Guide that features blackline masters of reading records for each benchmark title; DRA and Lexile® correlations; comprehension rubrics; and observations checklists. The Guide is an excellent training tool for teachers who are new to guided reading and a valuable resource for experienced guided reading teachers.

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Middle School Student Achievement and Instruction

2. Describe the research-based instructional materials used in the reading program. Include a description of how each of the following will be integrated:

a. Supplemental materials

Sprint Reading: *Spring Reading* is a supplemental program that engages struggling readers with motivating books aligned with a school's core curriculum and supports teachers with comprehensive, practical plans for teaching essential skills. Fiction and nonfiction instructional reading books are utilized in small-group instructional reading. The Teacher's Guide provides before, during, and after reading instruction with emphasis on helping students decode words independently, build vocabulary, increase fluency, and improve comprehension. Six leveled libraries ranging from Lexile 300-800 accommodate students in grades 6-8.

Action Book Collections: *Action Book Collections* support struggling middle school readers through leveled libraries of hi-lo books. Integrated, research-based components, including Action Books, Reader's Notes, and Teacher's Guides, provide skills support to increase comprehension and language acquisition. There are four collections for high school: (1) Social Studies: World Cultures and Geography; (2) Science: Explorations; (3) Classics: Classic Literature; and (4) Language Arts: Science Fiction and Fantasy. Each collection covers grades 1.5 to 6.0 readability and Lexile levels 200-900. There are 36 books, 36 Reader's Notes, a Teacher's Guide, storage case, and *Reading Counts!* quiz disc in every collection.

Scholastic Summer School Reading Program: *The Scholastic Summer School Reading Program* meets the needs of both summer school and extended day programs. Direct instruction targets essential reading skills in phonics, fluency, comprehension, writing, and vocabulary. The program utilizes an instructional model of both whole-group and small-group direct instruction as well as independent reading. Independent reading libraries, small-group instructional reading libraries, read-aloud books, and fluency cards provide a range of fiction and nonfiction texts. Teaching materials provide direct, explicit instructional plans, support activities, management tips, assessment tools, and an easy-to-follow schedule. The *Scholastic Summer School Reading Program* is available for grades 6-8 and is correlated with Florida's Sunshine State Standards for Language Arts.

b. Intervention materials for struggling readers

Scholastic Read 180: *Read 180* is a scientifically based and validated reading intervention program for students who are reading significantly below grade level. The instructional model delivers reading achievement gains to FCAT Level 1 and Level 2 students through four core instructional activities.

- **Individualized Instructional Software:** The *Read 180* software provides each student with customized reading instruction plus continuous assessment of progress. The software has built-in supports, such as anchor videos, that build background knowledge for reading passages.
- **Data-driven Instruction:** Reports generated by the management system provide teachers with actionable student performance data so they can adjust and tailor small-group instruction to meet students' needs.
- **Direct Instruction in Whole or Small Groups:** *Read 180* provides teachers with a wide range of direct instructional materials to teach phonemic awareness, phonics, fluency, vocabulary development, text comprehension, and writing.
- **Independent Reading:** *Read 180* includes an Independent Reading Library of 200 high-interest paperbacks from a variety of genres that are age-appropriate and relevant to students. Each book is leveled, allowing students to read confidently according to their own independent reading abilities. Audiobooks (48) offer struggling readers the opportunity to develop reading skills and habits while enjoying authentic grade-level literature.

Read 180's instructional model provides teachers with a proven way to organize instruction and classroom activities. Each *Read 180* classroom receives all of the materials that are required to implement the model effectively in order for students to experience maximum reading growth.

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Scholastic Read XL, Florida Edition: *Read XL* is a direct instructional reading program for middle school students who are reading one to three years below grade level. Student Anthologies begin three years below grade level and increase in difficulty to grade-level reading by the end of the academic year. While the reading selections begin below grade level, the accompanying skills are on grade level. As students gain confidence from reading accessible text, they gain the necessary skills for tackling increasingly difficult materials.

In addition to instructional reading with the teacher, students also read independently every day. By combining both instructional reading and independent reading, students learn the strategies they need to achieve reading success as well as knowledge in the content areas. Every *Read XL* lesson closely aligns to the Sunshine State Standards for Language Arts, Science, Social Studies, Mathematics, and Health.

- c. **Materials and programs, including educational software, to provide additional support in reading growth for all children. Educational software must supplement and not supplant instruction by a highly qualified instructor.**

Scholastic Reading Inventory: *Scholastic Reading Inventory (SRI)* accurately and efficiently determines students' reading levels; matches them to books they can read; and measures their progress throughout the year. *SRI* gives teachers the capability to identify struggling readers, differentiate instruction, and monitor progress. Students also receive an independent reading list based on their interests and reading ability. Building-level administrators are also able to track AYP results using *SRI's* reporting capabilities.

Scholastic Reading Counts!: *Reading Counts* is a supplemental program that is integrated with any core reading program. With *Reading Counts* teachers manage and assess students' independent reading to help them achieve reading success. After students read a book, they take a computer-generated comprehension quiz and receive instant feedback. Numerous reports allow teachers to easily monitor students' reading achievements. Based on the Lexile Framework[®], *Reading Counts* is included in the *Read 180* program and quizzes are available for *Read XL* libraries and other Scholastic classroom libraries.

Thinking Reader: *Thinking Reader* is a research-validated software program that offers additional comprehension practice to struggling readers and special needs students at the middle school level. It uses the unabridged text of award-winning literature and meets the latest guidelines on universal accessibility. *Thinking Reader* increases students' reading comprehension by focusing on seven reading comprehension strategies: summarize, question, clarify, predict, visualize, feel, and reflect.

- d. **Materials that build intrinsic motivation to read versus extrinsic motivation are recommended. Extrinsically motivating materials should not limit student access to text.**

Scholastic Read 180: Students using *Read 180* have shown significant increases in motivation resulting from their experiences of success and enjoyment of reading. The program provides the older, struggling reader with age-appropriate, engaging, and respectful content at the student's reading level. Many of the Level 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 promotes continued 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 themselves. *Read 180* software provides students with essential support that also motivates students to develop their reading skills. The on-screen host, Ty, provides patient, nonjudgmental feedback and continuous encouragement. Engaging anchor videos present background knowledge and supply mental models. Students actively participate in their learning as they highlight text for added decoding and vocabulary development support.

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Scholastic Read XL, Florida Edition: *Read XL* is highly motivational to students because they are actively engaged in the learning process. Four essential motivational features are incorporated into the instructional model. (1) Students' curiosity is aroused and sustained through carefully chosen selections with the highest appeal to middle school students. (2) Students focus on topics that are relevant to their daily lives and practice skills in "real-world" reading materials. (3) The instructional model builds a student's confidence. Direct instruction with the teacher, high-interest leveled books, and numerous opportunities to practice new skills help students develop a positive expectation for achievement. (4) Students experience the satisfaction of accomplishment by tracking their own progress and setting goals for themselves.

Teachers are supported in increasing students' motivation to succeed. *Read XL* offers concrete measures teachers utilize to foster a sense of community and confidence among students in the classroom. In the Teacher's Guide, the "Reaching the Struggling Reader" box appears on every two-page spread to present tips that focus on addressing student sensitivities and promoting a community of learners. These tips are particularly helpful for new reading teachers or teachers who are not experienced in teaching struggling readers.

6. Describe how you will integrate authentic literature into the reading program to include classroom libraries and leveled text.

- a. Daily independent reading practice monitored by the teacher in all reading classrooms using classroom libraries.
- b. Wide reading of fiction and nonfiction text representing a range of levels, interests, genres, and cultures

Scholastic Read 180: The *Read 180* instructional model includes daily independent reading of leveled texts. Stage B for middle school classrooms includes 200 books in the Independent Reading Library. The Audiobook Library also includes 48 books so that students have access to grade-level text with the support of a narrator and a reading coach. The *Read 180* Management System tracks students' comprehension and completion of all Independent Reading Library titles as well as Audiobooks. Teacher materials also include a direct instruction lesson for all independent reading materials with before, during, and after reading strategies.

Scholastic Read XL, Florida Edition: *Read XL* students read independently every day for a variety of purposes: for information, for personal enjoyment, and for exploration. A rich collection of material, including the Independent Reading Library (60 books), Electronic Content-Area Text Collections (18 selections), and Audiobooks (24 books), assures that students have a book they can and want to read. Teacher materials also include a direct instruction lesson for all independent reading materials with before, during, and after reading strategies.

Florida Customized Classroom Libraries: Classroom libraries are expanded to provide content-area books that reinforce Florida's Science and Social Studies Sunshine State Standards. A variety of leveled books support the Standards and collections are customized based on the independent reading levels of students in each classroom. Content-area teachers access these titles to provide independent reading related to a specific content-area standard. Multiple copies of titles provide opportunities for shared reading, guided reading, and partner reading.

Phyllis Hunter Classroom Libraries: Each *Phyllis Hunter Classroom Library* includes 100 books, fiction and nonfiction, written by a diverse range of classic, contemporary, and award-winning authors. Books in each library reflect students' diverse cultures in a variety of settings and are organized into broad categories to address specific reading skills and the interests and reading levels of individual students. Each library is accompanied by a grade-level Teacher's Handbook that includes teaching strategies, categorized book lists, classroom activities and reproducibles for student accountability.

Lexile-Leveled Libraries: *Lexile Libraries* include a variety of fiction and nonfiction titles at the independent reading levels of students. Each collection contains 20 high-interest books that students read successfully because teachers match students to the appropriate book. There are five collections for middle school classrooms: Level 600-699; Level 700-799; Level 800-899; Level 900-999; and Level 1000-1200.

Scholastic Educational Materials Aligned with Just Read, Florida! 2005-2006 K-12 Comprehensive Research-Based Reading Plan

Laura Robb Classroom Libraries: *Laura Robb Classroom Libraries* include 100 books – 50 titles, 2 copies each – for each classroom. This engaging, grade-level collection includes books on a variety of topics including comedies, adventures, mysteries, biographies, science fiction, classics, and intriguing nonfiction. A Teacher’s Handbook provides practical tips for using the library in the classroom.

c. How will the books be leveled?

Scholastic Read 180: All *Read 180* books and electronic passages are leveled using the Lexile Framework[®], a system that measures and matches readers to appropriate texts.

Scholastic Read XL, Florida Edition: All *Read XL* selections, books and electronic passages are leveled using the Lexile Framework[®], a system that measures and matches readers to appropriate texts.

Florida Customized Classroom Libraries: Scholastic titles are leveled by the Lexile Framework[®] and Pinnell/Fountas Guided Reading Levels.

Phyllis Hunter Classroom Libraries: Titles in the *Phyllis Hunter Classroom Libraries* are leveled by the Lexile Framework[®] and the Pinnell/Fountas Guided Reading Leveling System.

Lexile-Leveled Libraries: *Lexile-Leveled Libraries* are leveled by the Lexile Framework[®]. There are five collections for middle school classrooms: Level 600-699; Level 700-799; Level 800-899; Level 900-999; and Level 1000-1200.

Laura Robb Classroom Libraries: *Laura Robb Classroom Libraries* are leveled by the Lexile Framework[®].

d. How will teachers determine the leveled text appropriate for students?

Scholastic Reading Inventory (SRI): The *Scholastic Reading Inventory (SRI)* provides an accurate assessment of a students’ reading ability in approximately 20 minutes. Results are reported in a Lexile measure, percentile rank, stanine, NCE score, and grade level standard. After a student’s Lexile level is determined, teachers guide students to books with the same Lexile score to ensure a successful independent reading experience.

7. Describe how all content area teachers will incorporate reading into subject areas including a description of the utilization of leveled text. Examples include:

a. Strategic instruction model (SIM)

Scholastic Read 180: *Read 180* provides direct and explicit instruction for all learning strategies identified in the Strategic Instruction Model (SIM). Many leveled Software passages, Paperbacks, and Audiobooks that accompany the program focus on content areas and are thematically linked to science, math, history, geography, people, and cultures.

- The following *Read 180* instructional features support SIM strategies related to reading.

Word Identification Strategy: Students visit the “Word Zone” of the software on a daily basis to learn to successfully decode and identify unknown words. All passages are content-area text to help students build fluency and familiarity with text they will encounter in all subject areas.

Visual Imagery Strategy: *Read 180* videos provide background information to help students build a mental model to scaffold their comprehension of the text they read. The content of the video provides the context or anchor for other activities.

Self-Questioning Strategy: Both the *Read 180* Software and the Audiobook coach encourage students to return to passages to find evidence for helping them answer questions about the text. Predicting and paraphrasing answers to questions are also addressed during small-group instruction.

Paraphrasing Strategy: *Read 180* students focus on the most important information in a passage through direct instruction of the following comprehension strategies: main idea; summarize; sequence of events; reading for detail; drawing conclusions; making inferences; cause and effect; compare and contrast; and problem/solution.

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- The *Read 180* Software supports SIM strategies related to storing and remembering information in the “Word Zone” and the “Spelling Zone”. The teaching materials for small-group instruction also provides vocabulary-building strategies.
- *Read 180* reinforces SIM strategies related to demonstrating competence by actively recording students’ progress throughout the program. Teachers deliver direct instruction in test-taking strategies during both small- and whole-group rotations.
- Opportunities to build SIM strategies related to social interaction and cooperative thinking occur during teacher-student conferences and throughout the year during whole- and small-group interactions to discuss goals, resolve problems, organize together, and build a community of learners.

Scholastic Read XL: *Read XL* provides direct and explicit instruction for all learning strategies identified in the Strategic Instruction Model (SIM). Over 60% of the Student Anthology is informational, content-area text. Lesson plans outline specific strategies for building success in content-area reading and each lesson correlates to Sunshine State Standards for Language Arts, Science, Social Studies, Health, and Mathematics.

- The following *Read XL* instructional features support SIM strategies related to reading:

Word Identification Strategy: Every lesson includes a concept vocabulary lesson with a graphic organizer; word recognition strategy mini-lesson; word study lesson with modeling; a word analysis activity; and an ESL activity.

Visual Imagery Strategy: Every *Read XL* lesson begins with a “Build a Mental Model” activity and graphic organizer.

Self-Questioning Strategy: “Ask Yourself” questions embedded in each selection of the Student Anthology offer students multiple models of the internal questioning process. Both *Read XL* direct instruction lessons for the Student Anthology and independent reading titles encourage students to return to passages to find evidence for helping them answer questions about the text.

Paraphrasing Strategy: *Read XL* students focus on the most important information in a passage through direct instruction of the following comprehension strategies: main idea; summarize; sequence of events; reading for detail; drawing conclusions; making inferences; cause and effect; compare and contrast; and problem/solution.

- *Read XL* supports SIM strategies related to storing and remembering information through the teaching of vocabulary words linked to a concept and generating a graphic organizer for every vocabulary lesson. Word study activities in each lesson also provide activities for remember words.
- *Read XL* reinforces SIM strategies related to demonstrating competence by providing tools to actively record students’ progress throughout the program. Teachers deliver direct instruction in test-taking strategies and study skills. As students gain confidence from reading accessible text, they more easily gain the necessary skills for tackling increasingly difficult material.

b. CRISS

Scholastic Read 180: Teachers utilize *Read 180* to focus on CRISS strategies on a daily basis during both whole- and small-group instruction. The Software also reinforces CRISS by actively involving students in their own learning. Direct instruction always includes building background, modeling, and engaging students in the learning process. Discussion questions and topics are provided for every Topic CD passage, Paperback, and Audiobook. Comprehension strategy lessons in the Teacher’s Resource Book utilize graphic organizers for the following comprehension strategies: main idea, summarize, sequencing, reading for detail, drawing conclusions, making inferences, cause and effect, compare and contrast; problem/solution; analyze character; analyze plot; and analyze setting. Every writing lesson features graphic organizers to help students organize their thoughts. Quickwrites and Final Projects in the Teacher’s Edition provide students with opportunities to respond to their reading of the Software passages, Audiobooks, and Paperbacks.

Scholastic Educational Materials Aligned with Just Read, Florida! 2005-2006 K-12 Comprehensive Research-Based Reading Plan

Scholastic Read XL: Teachers use the *Read XL* program to address CRISS strategies through direct, explicit instruction before, during, and after reading. They provide direct strategy instruction using all components of the program including the Student Anthology, Independent Leveled Reading Library, Content-Area Text Collections, and Audiobooks. A variety of graphic and pictorial organizers are used in every lesson to activate prior knowledge, teach vocabulary, build comprehension, and introduce the writing lesson. Teachers use a “strategy transfer” activity to help students transfer and apply a strategy to a new text. Students also read nonfiction selections to increase study strategies such as previewing, taking notes, skimming, and using graphic organizers. Throughout *Read XL*, students are actively engaged in their learning by writing in a personal journal and tracking their progress in learning logs.

c. Content Enhancement Routines

Scholastic Read 180: The organization of *Read 180*'s Topic CDs assists teachers in implementing the Unit Organizer Routine because the CDs are organized around the following content areas: people and cultures, science, math, history and geography. The Concept Anchoring Routine is reinforced through the videos that anchor a new concept to a concept that is already familiar to students. Students independently read leveled paperbacks from a variety of genres that relate back to the topics they learn in the Software. The “Word Zone” and the “Spelling Zone” in the *Read 180* Software, as well as the direct small-group instruction, facilitate the Vocabulary LINCing Routine.

Scholastic Read XL: *Read XL*'s Weekly Planner helps teachers plan units in accordance with the Unit Organizer Routine. Every *Read XL* lesson focuses on a big idea or theme and the selections in the Student Anthology relate to the theme. Instruction expands on the theme and organizes learning around concepts to assist teachers in the implementation of the Concept Mastery Routine. Concept vocabulary, graphic organizers, and word-recognition strategy lessons facilitate the Vocabulary LINCing Routine.

d. Guided instruction in comprehension strategies before, during, and after reading through explicit modeling (think alouds), practice in instructional level texts, and feedback.

Scholastic Read 180: Explicit modeling of comprehension strategies occurs throughout *Read 180*. The software uses motivating videos to help students build mental models that promote text comprehension. Small-group reading strategy lessons present direct comprehension instruction before, during, and after reading. Audiobooks include a reading coach who models the comprehension strategies used by proficient readers. The Software continually monitors comprehension and provides instant feedback to students, as well as progress reports to teachers. *Reading Counts* software also provides students with instant feedback about their comprehension of a particular leveled title in the *Read 180* Independent Reading Library and Audiobook Library.

Scholastic Read XL, Florida Edition: The *Read XL* Teacher's Edition provides a detailed plan for before, during, and after the reading of instructional text in the Student Anthology. Pre-reading strategies guide teachers in creating interest, building mental models, unlocking text structure, teaching vocabulary, and establishing a purpose for reading. The Student Anthology scaffolds students' comprehension through strategically positioned “Ask Yourself” boxes that promote the application of comprehension and self-monitoring skills and strategies. Teachers reinforce students' comprehension by using explicit modeling to teach both a comprehension skill and a self-monitoring strategy in every selection.

e. Leveled independent reading focused on content-area concepts.

Scholastic Read 180: *Read 180* Topic CDs feature leveled passages that are organized around content-area concepts. Each Topic CD is unified by a theme that connects to curriculum areas such as science, math, history, geography, people, and cultures. Titles in the Independent Reading Library and the Audiobook Library also feature many nonfiction, content-area titles. Two additional leveled libraries offer content-area, informational text for *Read 180* classrooms. The Nonfiction Reading Library includes 50 additional nonfiction paperback books. To provide additional independent reading for beginning readers in middle school, the Fact and Fiction Book Collections include 40 books at the Lexile 200-450 level and 40 books at the Lexile 400-700 level.

Scholastic Educational Materials Aligned with Just Read, Florida! 2005-2006 K-12 Comprehensive Research-Based Reading Plan

Scholastic Read XL, Florida Edition: *Read XL* emphasizes nonfiction with over 60% of the Anthology made up of expository text. Anthology selections begin approximately three years below grade level and progress developmentally to grade-level difficulty. Study Skill lessons also provide content-area reading on the Content-Area Electronic Text CD. The Independent Reading Library includes leveled books for independent reading with a wide choice of genres and topics, along with text that they can read with comprehension to foster reading development. All texts, including leveled books, are correlated to Sunshine State Standards in Language Arts and the content areas.

Action Book Collections: Action Book Collections provide content-area independent reading in social studies, science, language arts, and classics. There are 36 books in each collection that feature high-interest and leveled titles aligned with the Sunshine State Standards.

Florida Customized Classroom Libraries: Classroom libraries are expanded to provide content-area books that reinforce Florida's Science and Social Studies Sunshine State Standards. A variety of leveled books support the Standards and collections are customized based on the independent reading levels of students in each classroom. Content-area teachers access these titles to provide independent reading related to a specific content-area standard. Multiple copies of titles provide opportunities for shared reading, guided reading, and partner reading.

Scholastic Educational Materials Aligned with Just Read, Florida! 2005-2006 K-12 Comprehensive Research-Based Reading Plan

High School Student Achievement and Instruction

1. Describe the research-based instructional materials used in the reading program. Include a description of how they will be integrated.

a. Supplemental reading programs

Scholastic Reading Counts!: *Reading Counts* is a supplemental program that is easily integrated with any core reading program. With *Reading Counts* teachers manage and assess students' independent reading to help them achieve reading success. After students read a book, they take a computer-generated comprehension quiz and receive instant feedback. A variety of reports allow teachers to easily monitor students' reading achievements. Based on the Lexile Framework[®], *Reading Counts* is included in the *Read 180* program and in the *Action Book Collections*.

Action Book Collections: *Action Book Collections* support struggling high school readers through leveled libraries of hi-lo books. Integrated, research-based components, including Action Books, Reader's Notes, and Teacher's Guides, provide skills support to increase comprehension and language acquisition. There are four collections for high school: (1) Social Studies: America in the 20th Century; (2) Science: Read-World Science; (3) Classics: Classic Literature; and (4) Language Arts: Contemporary Voices. Each collection covers grades 1.5 to 6.0 readability and Lexile levels 200-900. There are 36 books, 36 Reader's Notes, a Teacher's Guide, storage case, and *Reading Counts!* quiz disc in every collection.

b. Intervention materials for struggling readers

Scholastic Read 180: *Read 180* is a scientifically based and validated reading intervention program for students who are reading significantly below grade level. The instructional model delivers reading achievement gains to FCAT Level 1 and Level 2 students through four core instructional activities.

- **Individualized Instructional Software:** The *Read 180* software provides each student with customized reading instruction plus continuous assessment of progress. The software has built-in supports, such as anchor videos, that build background knowledge for reading passages.
- **Data-driven Instruction:** Reports generated by the management system provide teachers with actionable student performance data so they can adjust and tailor small-group instruction to meet students' needs.
- **Direct Instruction in Whole or Small Groups:** *Read 180* provides teachers with a wide range of direct instructional materials to teach phonemic awareness, phonics, fluency, vocabulary development, text comprehension, and writing.
- **Independent Reading:** *Read 180* includes an Independent Reading Library of 200 high-interest paperbacks from a variety of genres that are age-appropriate and relevant to students. Each book is leveled, allowing students to read confidently according to their own independent reading abilities. Audiobooks (48) offer struggling readers the opportunity to develop reading skills and habits while enjoying authentic grade-level literature.

Read 180's instructional model provides teachers with a proven way to organize instruction and classroom activities. Each *Read 180* classroom receives all of the materials that are required to implement the model effectively in order for students to experience maximum reading growth.

c. Materials and programs, including educational software, to provide additional support in reading growth for all children. Educational software must supplement and not supplant instruction by a highly qualified instructor.

Scholastic Reading Inventory: *Scholastic Reading Inventory (SRI)* accurately and efficiently determines students' reading levels; matches them to books they can read; and measures their progress throughout the year. *SRI* gives teachers the capability to identify struggling readers, differentiate instruction, and monitor progress. Students receive an independent reading list based on their interests and reading ability. Building-level administrators are also able to track AYP results using *SRI's* reporting capabilities.

Scholastic Educational Materials Aligned with Just Read, Florida! 2005-2006 K-12 Comprehensive Research-Based Reading Plan

Scholastic Reading Counts!: *Reading Counts* is a supplemental program that is integrated with any core reading program. With *Reading Counts* teachers manage and assess students' independent reading to help them achieve reading success. After students read a book, they take a computer-generated comprehension quiz and receive instant feedback. A variety of reports allow teachers to easily monitor students' reading achievements. Based on the Lexile Framework[®], *Reading Counts* is included in the *Read 180* program and in the *Action Book Collections*.

- d. Materials that build intrinsic motivation to read versus extrinsic motivation are recommended. Extrinsically motivating materials should not limit student access to text.

Scholastic Read 180: Students using *Read 180* have shown significant increases in motivation resulting from their experiences of success and enjoyment of reading. The program provides the older, struggling reader with age-appropriate, engaging, and respectful content at the student's reading level. Many of the Level 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 promotes continued 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 themselves. *Read 180* software provides students with essential support that also motivates students to develop their reading skills. The on-screen host, Ty, provides patient, nonjudgmental feedback and continuous encouragement. Engaging anchor videos present background knowledge and supply mental models. Students actively participate in their learning as they highlight text for added decoding and vocabulary development support.

5. Describe how you will integrate authentic literature into the reading program to include classroom libraries and leveled text.

- a. Daily independent reading practice monitored by the teacher in all reading classrooms using classroom libraries.
b. Wide reading of fiction and nonfiction text representing a range of levels, interests, genres, and cultures

Scholastic Read 180: The *Read 180* instructional model includes daily independent reading of leveled texts. Stage C for high school classrooms includes 200 books in the Independent Reading Library. The Audiobook Library also includes 48 books so that students have access to grade-level text with the support of a narrator and a reading coach. The *Read 180* Management System tracks students' comprehension and completion of all Independent Reading Library titles as well as Audiobooks. Teacher materials also include a direct instruction lesson for all independent reading materials with before, during, and after reading strategies.

Phyllis Hunter Classroom Libraries: The *Phyllis Hunter Classroom Library* for ninth grade includes 100 books, fiction and nonfiction, written by a diverse range of classic, contemporary, and award-winning authors. Books in the library reflect students' diverse cultures in a variety of settings and are organized into broad categories to address specific reading skills and the interests and reading levels of individual students. The library is accompanied by a grade-level Teacher Handbook that includes teaching strategies, categorized book lists, classroom activities and reproducibles for student accountability.

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- c. How will the books be leveled?

Scholastic Read 180: All *Read 180* books and electronic passages are leveled using the Lexile Framework[®], a system that measures and matches readers to appropriate texts.

Phyllis Hunter Classroom Libraries: Titles in the *Phyllis Hunter Classroom Libraries* are leveled by the Lexile Framework[®] and the Pinnell/Fountas Guided Reading Leveling System.

Scholastic Educational Materials Aligned with Just Read, Florida! 2005-2006 K-12 Comprehensive Research-Based Reading Plan

Laura Robb Classroom Libraries: *Laura Robb Classroom Libraries* are leveled by the Lexile Framework®.

d. How will teachers determine the leveled text appropriate for students?

Scholastic Reading Inventory (SRI): The *Scholastic Reading Inventory (SRI)* provides an accurate assessment of a students' reading ability in approximately 20 minutes. Results are reported in a Lexile measure, percentile rank, stanine, NCE score, and grade level standard. After a student's Lexile level is determined, teachers guide students to books with the same Lexile score to ensure a successful independent reading experience.

6. Describe how all content area teachers will incorporate reading into subject areas including a description of the utilization of leveled text. Some examples include

a. Strategic instruction model (SIM)

Scholastic Read 180: *Read 180* provides direct and explicit instruction for all learning strategies identified in the Strategic Instruction Model (SIM). Many leveled Software passages, Paperbacks, and Audiobooks that accompany the program focus on content areas and are thematically linked to science, math, history, geography, people, and cultures.

- The following *Read 180* instructional features support SIM strategies related to reading.

Word Identification Strategy: Students visit the “Word Zone” of the software on a daily basis to learn to successfully decode and identify unknown words. All passages are content-area text to help students build fluency and familiarity with text they will encounter in all subject areas.

Visual Imagery Strategy: *Read 180* videos provide background information to help students build a mental model to scaffold their comprehension of the text they read. The content of the video provides the context or anchor for other activities.

Self-Questioning Strategy: Both the *Read 180* Software and the Audiobook coach encourage students to return to passages to find evidence for helping them answer questions about the text. Predicting and paraphrasing answers to questions are also addressed during small-group instruction.

Paraphrasing Strategy: *Read 180* students focus on the most important information in a passage through direct instruction of the following comprehension strategies: main idea; summarize; sequence of events; reading for detail; drawing conclusions; making inferences; cause and effect; compare and contrast; and problem/solution.

- The *Read 180* Software supports SIM strategies related to storing and remembering information in the “Word Zone” and the “Spelling Zone”. The teaching materials for small-group instruction also provides vocabulary-building strategies.
- *Read 180* reinforces SIM strategies related to demonstrating competence by actively recording students' progress throughout the program. Teachers deliver direct instruction in test-taking strategies during both small- and whole-group rotations.
- Opportunities to build SIM strategies related to social interaction and cooperative thinking occur during teacher-student conferences and throughout the year during whole- and small-group interactions to discuss goals, resolve problems, organize together, and build a community of learners.

b. CRISS

Scholastic Read 180: Teachers utilize *Read 180* to focus on CRISS strategies on a daily basis during both whole- and small-group instruction. The Software also reinforces CRISS by actively involving students in their own learning. Direct instruction always includes building background, modeling, and engaging students in the learning process. Discussion questions and topics are provided for every Topic CD passage, Paperback, and Audiobook. Comprehension strategy lessons in the Teacher's Resource Book utilize graphic organizers for the following comprehension strategies: main idea, summarize, sequencing, reading for detail, drawing conclusions, making inferences, cause and effect, compare and contrast; problem/solution; analyze character; analyze plot; and analyze setting. Every writing lesson features graphic organizers to help students organize their thoughts. Quickwrites and Final Projects in the Teacher's Edition provide students with opportunities to respond to their reading of the Software passages, Audiobooks, and Paperbacks.

Scholastic Educational Materials Aligned with Just Read, Florida! 2005-2006 K-12 Comprehensive Research-Based Reading Plan

c. Content Enhancement Routines

Scholastic Read 180: The organization of *Read 180's* Topic CDs assists teachers in implementing the Unit Organizer Routine because the CDs are organized around the following content areas: people and cultures, science, math, history and geography. The Concept Anchoring Routine is reinforced through the videos that anchor a new concept to a concept that is already familiar to students. Students independently read leveled paperbacks from a variety of genres that relate back to the topics they learn in the Software. The “Word Zone” and the “Spelling Zone” in the *Read 180* Software, as well as the direct small-group instruction, facilitate the Vocabulary LINCing Routine.

d. Guided instruction in comprehension strategies before, during, and after reading through explicit modeling (think alouds), practice in instructional level texts, and feedback.

Scholastic Read 180: Explicit modeling of comprehension strategies occurs throughout *Read 180*. The software uses motivating videos to help students build mental models that promote text comprehension. Small group reading strategy lessons present direct comprehension instruction before, during, and after reading. Audiobooks include a reading coach who models the comprehension strategies used by proficient readers. The Software continually monitors comprehension and provides instant feedback to students, as well as progress reports to teachers. *Reading Counts* software also provides students with instant feedback about their comprehension of a particular leveled title in the *Read 180* Independent Reading Library and Audiobook Library.

e. Leveled independent reading focused on content-area concepts.

Scholastic Read 180: *Read 180* Topic CDs feature leveled passages that are organized around content-area concepts. Each Topic CD is unified by a theme that connects to curriculum areas such as science, math, history, geography, people, and cultures. Titles in the Independent Reading Library and the Audiobook Library also feature many nonfiction, content-area titles. Two additional leveled libraries offer content-area, informational text for *Read 180* classrooms. The Nonfiction Reading Library includes 50 additional nonfiction paperback books. To provide additional independent reading for beginning readers in high school, the Fact and Fiction Book Collections include 40 books at the Lexile 200-450 level and 40 books at the Lexile 400-700 level.

Action Book Collections: Action Book Collections provide content-area independent reading in social studies, science, language arts, and classics. There are 36 books in each collection that feature high-interest and leveled titles aligned with the Sunshine State Standards.