



Comprehension Clubs

Aligns to Title I, Section 1003(g)

SCHOOL IMPROVEMENT GRANTS

School Improvement Grants (SIG) are intended to help Title I schools, identified for improvement, corrective action, or restructure, implement reform strategies, specifically the four intervention models—Turnaround, Restart, School Closure, or Transformation Model. Within the Turnaround and Transformation Models, districts and schools are required to implement a series of required activities, as well as other optional elements. The chart below shows how **Comprehension Clubs** can support School Improvement, specifically for Turnaround and Transformation Models. The criteria are drawn from the Federal Title I, Section 1003(g) Guidance posted at: <http://www2.ed.gov/programs/sif/legislation.html>.

SIG Requirements	<i>Comprehension Clubs</i>
Implement an instructional program that is research-based	<p><i>Comprehension Clubs</i> is a K-8 engaging teaching resource that provides six thematic units that spiral across grade levels. Scholastic <i>Comprehension Clubs</i> allows teachers to teach intentionally through units of study that combine interactive Read-Alouds and facilitated Book Club discussions. Specific teacher prompts invite students to think within the text, beyond the text, and about the text. The prompts ensure that students focus on the diverse books provided and engage in high-level thinking and discussion. With a teacher’s guidance, students apply complex thinking—synthesizing, inferring, analyzing, and critiquing—to text comprehension over the course of a year.</p> <p>School districts can purchase <i>Comprehension Clubs</i> by individual theme sets of study or by grade-level sets. Each grade level set has the following components:</p> <ul style="list-style-type: none"> ▪ Implementation Guide authored by Drs. Irene C. Fountas and Gay Su Pinnell ▪ 30 Interactive Read-Aloud Books (5 per unit, 1 copy of each) ▪ 30 Interactive Read-Aloud Teaching Cards (5 per unit) ▪ 240 Student Book Club Books (24 unique titles, 10 copies of each) ▪ 24 Student Book Club Teaching Cards <p>Each theme set has the following components:</p> <ul style="list-style-type: none"> ▪ Implementation Guide authored by Drs. Irene C. Fountas and Gay Sue Pinnell ▪ 5 Interactive Read-Aloud books ▪ 5 Interactive Read-Aloud Teaching Cards ▪ 40 Student Book Club books (4 unique titles, 10 copies of each) ▪ 4 Student Book Club Teaching Cards <p>With grade-level and theme sets, teachers can access streaming audio files via the Internet for each of the Book Club titles. Sets also come with Unit Folders.</p> <p>Developed by Drs. Fountas and Pinnell, highly respected reading researchers, <i>Comprehension Clubs</i> has a strong research base that focuses on:</p> <ul style="list-style-type: none"> ▪ Interactive Read Alouds ▪ Thematic units ▪ Book discussions ▪ Close reading ▪ Access to books ▪ Student choice <p style="text-align: right;">CONTINUED</p>

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<p>Implement an instructional program that is research-based, <i>Continued</i></p>	<p><u>Interactive Read Aloud</u></p> <p>As the teacher reads aloud to students, he/she invites them to participate: to make comments, extend the ideas of their peers, and ask and respond to questions. In this way, the teacher helps children build deeper meaning than they could have accomplished on their own (Hoyt, 2007; Laminack and Wadsworth, 2006; Whitehurst, et al., 1988; Purcell-Gates, McIntyre & Freppon, 1995).</p> <p>In 2012, Dr. Richard Allington stated that “If we wish to help children and adolescents become thoughtfully literate, classroom talk around texts is critical.” Indeed, the research is indisputable. The most effective read-alouds are those in which students are not just sitting passively, listening, but are actively participating, absorbing the story, turning it over in their minds, asking questions, analyzing the text from multiple angles, and in all ways demonstrating their engagement. Known as <i>dialogic</i> or <i>interactive</i>, these read-alouds result in student gains in vocabulary (Bennett-Armistead, 2009), comprehension strategies, and story schema (Van den Broek, 2001), and concept development (Wasik & Bond, 2001).</p> <p><u>Theme Units with Increasingly Complex Text</u></p> <p><i>Comprehension Clubs</i> is organized by thematic units with multiple texts within each unit. “To understand a subject, idea, or concept more deeply, students need multiple texts because each text offers another author’s perspective on the subject” (Johnston, 2009). Throughout the school year and from year-to-year, the texts become more complex. In 2006, Fountas and Pinnell stated that proficient reading is a complex process involving an intricate orchestration of multiple skills, strategies, and conceptual understandings also known as <i>systems of strategic actions</i>. Each reader builds a system for processing texts that become a network of strategic activities for reading increasingly complex texts.</p> <p><u>Book Discussion</u></p> <p><i>Comprehension Clubs</i> allows for discussion before, during, and after the reading of any text. “An environment rich in high-quality talk about text . . . should involve both teacher-to-student and student-to-student talk. It should include discussions of text processing at a number of levels, from clarifying basic material stated in the text to drawing interpretations of text material to relating the text to other texts, experiences, and reading goals” (Duke & Pearson, 2002). <i>Comprehension Clubs</i> provides for teacher-to-student talk, student-to-student talk and student-to-teacher talk.</p> <p><u>Close Reading</u></p> <p>Today’s reading standards focus on students’ ability to read closely and grasp information, arguments, ideas, and details based on text evidence; they should be able to answer a range of text-dependent questions in which the answers require inferences based on careful attention to the text. “Close reading requires a substantial emphasis on readers figuring out a high-quality text. This ‘figuring out’ is accomplished primarily by reading and discussing the text. . . close reading [means] intense emphasis on text, figuring out the text by thinking about the words and ideas in the text, minimization of external explanations, multiple and dynamic rereading, multiple purposes that focus on what a text says, how it says it, and what it means or what its value is” (Shanahan, 2012).</p> <p style="text-align: right;">CONTINUED</p>

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<p>Implement an instructional program that is research-based, <i>Continued</i></p>	<p><u>Access to Books and Student Choice</u></p> <p>Guthrie and Humenick (2004), drawing from a meta-analysis of 22 studies, found that four classroom factors were strongly related to student reading growth: 1) ensuring students had easy access to interesting texts; 2) providing choices for students about what to read; 3) allowing student collaboration during reading and writing; and 4) focusing more on student effort than outcomes (Allington, 2012). <i>Comprehension Clubs</i> provides all of these.</p> <p> For more information on the research for <i>Comprehension Clubs</i>, please see: http://teacher.scholastic.com/products/comprehension-clubs/pdf/Comprehension_Clubs_research_final.pdf</p>
<p>Implement an instructional program that is aligned with State academic standards</p>	<p>Each unit of <i>Comprehension Clubs</i> helps educators place their students on the path to College and Career Readiness and prepare them for the next generation assessments by focusing on the following:</p> <ul style="list-style-type: none"> ▪ Developing the strategic actions needed to support high-level quality comprehension, while building proficiency as independent readers ▪ Learning to process fiction and informational texts across a broad range of text types ▪ Learning critical content across science and social studies ▪ Using reading and writing as mutually supportive, integrated language processes ▪ Providing opportunities to build speaking and listening skills <p> For information about how <i>Comprehension Clubs</i> correlates to the Common Core State Standards, please see: http://teacher.scholastic.com/products/comprehension-clubs/pdf/Comprehension_Clubs_Sample_Common_Core_Alignment.pdf</p> <p> Correlations to other state standards are available upon request.</p>
<p>Integrate technology-based supports and interventions as part of the instructional program</p>	<p><i>Comprehension Clubs</i> provides the following technology resources to support both educators and students:</p> <p><u>Audiobooks</u></p> <p>Students and teachers can access streaming audio versions of all Book Club choices in <i>Comprehension Clubs</i>. These online audiobooks provide read-along support for students who otherwise may not be able to access the text in print form.</p> <p><u>Book-Specific Internet Resources</u></p> <p>Each <i>Comprehension Clubs</i> Teaching Card includes specific website links, two per Read Aloud and two per Book Club. These vetted digital sites enhance and expand learning about a particular theme or subject related to the book being read and discussed. A variety of educational institutions, children’s book authors, and scientific organizations host the sites.</p> <p><u>Additional Internet Resources</u></p> <p>Teachers can explore www.scholastic.com for teacher, student, and parent resources that can be used for independent or group extension activities.</p>

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<p>Use formative, interim, and summative assessments to inform and differentiate instruction</p>	<p><i>Comprehension Clubs</i> provides a variety of formative, interim, and summative assessments that help inform and differentiate instruction. In the Implementation Guide, the authors share checklists, rubrics, self-evaluation prompts for students, and other tools that can be used during the interactive Read Aloud or during Book Club discussions. <i>Comprehension Clubs</i> contains a sampling of assessment tools so that teachers can pick and choose, rethink and revise, in ways that work best for them and their class.</p> <p>A valuable assessment, <i>Comprehension Clubs</i> Literacy Development Across the Year, is administered at the beginning, middle, and end of the year. Teachers can monitor whether students are emerging, developing, and achieving proficient status as readers and writers. Teachers collect the information through daily observations and conversations with students: <i>What do they regard as their personal reading and writing strengths? What do they regard as their challenges? How do they aim to achieve their goals?</i></p>
<p>Promote the continuous use of data in order to meet the diverse academic needs of individual students</p>	<p><i>Comprehension Clubs</i> features a range of progress monitoring assessment tools for students and teachers to use in documenting growth or areas of need throughout the year. The program encourages teachers to know students’ needs and be responsive instructionally at their exact moment of need. The assessment tools are as follows:</p> <p><u>Student Tools</u></p> <ul style="list-style-type: none"> ▪ Reading Log – A reading list in a reader’s notebook is a recordkeeping tool for individual students and an assessment tool for both teachers and students. It encourages students to keep track of, monitor, and document their independent reading so that both the teacher and the students can see how many books they are reading and how much time it is taking them to read each one. ▪ Close Reading and Text Evidence – This form encourages close reading and citing text evidence. It is an easy way to encourage students to back up their opinions with concrete evidence from the text. It also reminds students to follow a line of thinking across the text—thinking within, beyond, and about—recording evidence not once, but multiple times. ▪ Quotations and Responses – This graphic organizer encourages students to pay close attention to beautiful literary language, intriguing twists in the plot, or surprising facts and details. Paying close attention to text not only bolsters their contribution in discussions, but also extends their own vocabulary and language repertoire. ▪ Student Book Club Discussion Tracker – This form tracks a student’s journey through a Book Club discussion—from reading the book and preparing to discuss it, to the Book Club meeting(s) and discussions with peers, to an analysis of the meeting(s) once the Club has ended. The Book Club Discussion Tracker helps students meet deadlines and stay on course throughout the process and helps teachers track their progress, making sure they are engaging with each book in a meaningful, insightful way. <p style="text-align: right;">CONTINUED</p>

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<p>Promote the continuous use of data in order to meet the diverse academic needs of individual students, <i>Continued</i></p>	<p><u>Teacher Tools</u></p> <ul style="list-style-type: none"> ▪ Book Club Log/Teacher Observation Form – With this form, teachers keep track of each individual student’s contribution in Book Club meetings as well as the Book Club as a whole—what was discussed, what needs were revealed, and what the teacher might do instructionally to support further development. ▪ Book Club Teacher’s Assessment Checklist – This checklist is a quick and easy way for teachers to document each student’s participation in the Book Club. <i>Did they arrive prepared with evidence of close reading and deep thinking in their reader’s notebook? Do their comments reflect understanding of the book? Are they engaged and thoughtful participants in the discussion, demonstrating an ability to extend and refine the comments of others?</i> ▪ Thinking Across Texts Within a Unit of Study – This form enables teachers to track how students’ key understandings build across texts and within a unit’s discussion. ▪ Reader’s Notebook Rubric – Used properly, students’ readers’ notebooks showcase their reading lives: the books they have read, reading times, how they engaged with each book; what they learned and questioned; the connections they made to other books. The notebook also invites thoughtful analysis, an opportunity for students to marshal the full power of writing as a tool to dig deep and make sense of text—thinking within, beyond, and about the text. ▪ Rubric for Assessing Student Progress on Unit Projects – This tool allows teachers to make notations and to rate students on a scale of 1-3 on various goals and behaviors related to completing a Unit Project.
<p>Implement a school wide <i>Response to Intervention</i> model</p>	<p><i>Comprehension Clubs</i> folds well into RTI models. It was developed for all students and lends itself to flexible grouping. <i>Comprehension Clubs</i> is designed for intentional teaching through theme sets that combine interactive Read-Alouds and facilitated Book Club discussions. Within the supportive talk structure of the interactive Read-Aloud and student Book Club (with audio support), students’ reading levels are not an issue. Indeed, <i>all</i> students are supported by the collaborative conversation surrounding the books and ideas, authors, and understandings. All students will be engaged by the high-quality, intriguing texts and will be able to understand the texts to deepen their knowledge.</p> <p><i>Comprehension Clubs</i> offers multiple opportunities to provide the extra support struggling readers need. Teachers can tuck word-solving strategies into their interactive Read-Aloud sessions and work closely with Book Clubs to scaffold challenged readers, leading them through the framework for developing comprehension: thinking within, beyond, and about the text. Readers’ notebooks offer essential support, especially for those students who find the written language they create through their own writing an easier entry point into literacy.</p> <p>In addition, the close reading, rereading, and writing that students do help them become confident readers in multiple ways. Supporting students as they take ownership of their own learning tells students that they can learn on their own and build their knowledge and interests as lifelong, avid readers.</p>

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<p>Implement effective strategies to ensure that students with disabilities and LEP students acquire language skills to master academic content</p>	<p>One of the most exciting aspects of <i>Comprehension Clubs</i> is that it is an inclusive program that builds on the power of discussion to support readers at every level so that they can comprehend the same age-appropriate texts. The program authors, Drs. Fountas and Pinnell, well-known experts in the field of reading, have always maintained that whole-class, small-group, paired, and independent reading experiences are essential for comprehensive literacy instruction.</p> <p>The authors designed <i>Comprehension Clubs</i> as a complement to guided reading so that all students, regardless of their reading levels can effectively participate in whole-class read-alouds and in mixed-ability groups for Book Clubs. Drs. Fountas and Pinnell stress that guided reading levels are not applicable to the way in which texts are explored in <i>Comprehension Clubs</i>. Instead, they have assigned books to different grade levels based on general concepts or big ideas within the texts. In <i>Comprehension Clubs</i>, students acquire potentially difficult concepts through thematically related curriculum, which features a range of ideas and perspectives. Students can demonstrate their competence in multiple ways, such as acting in a dramatic presentation or designing a multimedia project.</p> <p><u>Scaffolding strategies for students with disabilities and LEP students</u></p> <ul style="list-style-type: none"> ▪ Each lesson card includes suggestions to scaffold instruction for LEP students and struggling readers relevant to the specific book. Precise, differentiated instruction addresses each student’s unique challenges and includes vocabulary instruction. ▪ The teacher-led interactive picture book Read-Alouds and the four Book Club choices for that unit are supported by streaming audiobooks. Listening to the texts supports the development of fluency, vocabulary, and pronunciation for all readers. ▪ Students can revisit and discuss the Book Club books in the context of supportive, teacher-facilitated, small-group discussions. Options for paired/buddy work also supports reading, writing, and discussion. The emphasis on talk and revisiting the text are aspects of this program that are especially useful for LEP students and for struggling readers. ▪ For LEP students, <i>Comprehension Clubs</i> offers multiple entry points into English. All four language processes—reading, writing, speaking, and listening—are thoroughly integrated into <i>Comprehension Clubs</i>. Additionally, every unit includes a unit project that offers opportunities for doing research, taking notes, writing reports, and giving presentations. ▪ The program’s spiraled curriculum revisits the same basic topics at each grade, exploring concepts at a higher level of difficulty and in greater depth. Students benefit immeasurably from reading across a set of books that are conceptually related; text sets automatically create a network of shared meaning that serves as a safety net for those students most in need. This spiraling of content is especially helpful to students as they develop academic vocabulary.

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<p>Establishing schedules and strategies that provide increased learning time</p>	<p>Because <i>Comprehension Clubs</i> is built for all students with many embedded scaffolds and thematic units, the program works well during the regular school day, in extended-day programs, and during summer school. Teachers can choose which units to teach, and students are actively reading, talking, writing, and listening in each part of every lesson. Pacing is flexible; however, each unit takes about two-three weeks to complete.</p> <p>The Implementation Guide is an excellent resource for teachers to use to establish schedules and strategies that provide increased learning time. Within the Implementation Guide teachers will find:</p> <ul style="list-style-type: none"> ▪ Step-by-step overview of the instructional routine for each unit of study ▪ Unit Project Overview and Rubric ▪ Sample Student Book Club Cycles and Pacing Charts ▪ Routines to encourage peer talk and text talk ▪ How to use Read-Aloud Cards, Book Club Cards, and reader’s notebooks ▪ Guidelines for effective student Book Club selections ▪ Assessment Tools
<p>Providing ongoing mechanisms for family and community engagement</p>	<p><i>Comprehension Clubs</i> provides two Family Letters in English and in Spanish for grades K-5:</p> <ul style="list-style-type: none"> ▪ First letter introduces families to the <i>Comprehension Clubs</i> program and provides suggestions for helping their child before, during, and after reading ▪ Second letter explains the Book Club routine and provides suggestions on how to work with their child to prepare for Book Club discussions. <p>The Implementation Guide notes that primary teachers rely on supportive families to help young students read the book. If this is not possible, the Guide suggests that the teacher enlist the help of classroom aids, parent volunteers, or responsible cross-age tutors.</p> <p>With themes spiraled across grades, all teachers within a school community begin to develop a shared language about books and about reading culture. This makes classroom communication more meaningful, inviting, and efficient.</p>
<p>Provide staff with ongoing, high-quality job-embedded professional development that is aligned with the school’s comprehensive instructional program</p>	<p>Research tells us that educators are more likely to change their teaching practices when professional development is directly linked to the program they are teaching (AERJ Research Points, 2005). To ensure fidelity of program implementation, Scholastic provides teachers and administrators with an in-depth understanding of its research-based instructional programs. Program Implementation Training offerings include:</p> <ul style="list-style-type: none"> ▪ Foundational Implementation – Initial Program Implementation Training provides the necessary tools to begin an immediate and effective implementation of Scholastic programs. Scholastic Literacy Consultants cover the research base, model lessons, and guide teachers through lesson implementation. ▪ Follow-up Implementation – Follow-Up Implementation Training provides deeper knowledge and expertise to maximize the effectiveness of the implementation. Educators collaborate with a Scholastic Literacy Consultant to analyze work samples, address questions, and improve their implementation of the program.

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<p>Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, and is having the intended impact</p>	<p><u>In-Classroom Support & Coaching</u> RECOMMENDED—At an additional cost Scholastic offers a yearlong customized plan of in-classroom visits that provides teachers with in-person, individualized support and focused strategies for the classroom. Based upon the Teacher Self-Assessment Form, Scholastic Consultants provide teachers with individualized support and focused strategies side-by-side in the classroom. Scholastic consultants will build relationships with teachers to support on-model implementation, classroom management, program monitoring, and data-driven instruction.</p>
<p>Develop and increase teacher and school leader effectiveness</p>	<p>The <i>Scholastic Achievement Partners (SAP)</i> team of proven leadership and instructional specialists can partner with school leaders to help develop and implement an actionable plan for school improvement. SAP provides districts and schools with the following:</p> <p><u>Comprehensive Needs Assessment</u>—During this data-driven planning process, SAP consultants work with school leadership teams to set goals and identify strengths and challenges of a district or school. The Needs Assessment includes interviews, focus group discussions, presentations, and a final report.</p> <p><u>Data Analysis Reporting (DAR)</u>—The DAR is a longitudinal report that provides an in-depth review of a school or district’s performance measures over the course of the past three years. The data profile provides quantitative evidence of student academic data, demographic information, college readiness indicators, and school characteristics needs.</p> <p><u>Leadership Institute</u>—SAP can tailor an intensive Leadership Institute that quickly and effectively builds the leadership density of the academic team. Ideal for districts with new leadership or within a district under rapid change, these institutes are delivered over consecutive days and typically held during the summer or scheduled in-service days.</p> <p><u>Foundations of Organizational Leadership</u>—These one-day courses focus on building leadership capacity. Topics include Establishing Structures, Communicating a Shared Vision, Creating a Culture of High Academic Expectations, Using Systemwide Data, Leading Change, as well as Leading Professional Dialogue.</p> <p><u>Foundations of Effective Instruction</u>—These one-day courses focus on building and sustaining teacher effectiveness. Topics include Creating a Rigorous and Relevant Learning Environment, Applying Rigorous and Relevant Instructional Strategies, Using Data to Inform Instruction, and Collaborating for Continuous Professional Learning.</p> <p><u>Leadership Coaching</u>—Highly customized, on-site support with an executive coach helps build leadership capacity through side-by-side, collaborative sessions to guide and support leaders.</p> <p><u>Job-Embedded Instructional Coaching</u>—Results-oriented and holistic in approach, job-embedded instructional coaching supports teachers in meeting the needs of every student by building their skills in learner engagement, academic rigor, and real-world relevance.</p> <p> For additional information regarding SAP services, please see: http://teacher.scholastic.com/products/scholastic-achievement-partners/#/our-services-section.</p>