



Scholastic Leveled Bookroom 3rd Edition

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 *Scholastic Leveled Bookroom, 3rd Edition* 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	Scholastic Leveled Bookroom, 3rd Edition
<p>Implement an instructional program that is research-based</p>	<p>The <i>Scholastic Leveled Bookroom, 3rd Edition</i>, for Grades K-6, is where quality meets quantity in providing schools with a comprehensive solution for increasing student achievement. The quantity of thousands of authentic texts across hundreds of themes, genres, and levels, written by renowned authors, is paired with the quality of deep, research-based instruction to enrich teacher skills and prepare students for college and career readiness.</p> <p>This program delivers leveled reading materials teachers need to place students of all abilities on a fast track to master complex and strategically challenging texts. Through small-group instruction and guided-reading techniques, students learn to practice comprehension skills, analyze new vocabulary, and consider new ideas. The program comes with thousands of books, plus extensive teacher resources and storage materials – all in one easy, organized, and cost-efficient package. <i>Scholastic Leveled Bookroom</i> contains the following components:</p> <p><u><i>Scholastic Guided Reading Fiction Focus, 2nd Edition</i></u></p> <ul style="list-style-type: none"> ▪ Contains trade books of 80% fiction and 20% nonfiction in a wide variety of genres ▪ Supplies Teaching Cards with instructional suggestions for each title, including prompts to guide deep discussion and thinking within, beyond, and about text ▪ Provides assessment tools, Response to Intervention strategies, genre descriptions, and information on running literature discussion groups <p><u><i>Scholastic Guided Reading Text Types</i></u></p> <ul style="list-style-type: none"> ▪ Contains trade books in a wide variety of text types, including plays, graphic novels, informational texts, picture books, chapter books, and poetry books ▪ Supplies Teaching Cards with instructional suggestions for each title ▪ Provides assessment tools, Response to Intervention strategies, connections to everyday literacy, and NAEP-aligned procedural, expository, and persuasive writing <p style="text-align: right;">CONTINUED</p>

SIG Requirements	Scholastic Leveled Bookroom, 3rd Edition
<p>Implement an instructional program that is research-based, <i>Continued</i></p>	<p><u>Scholastic Guided Reading Content Areas</u></p> <ul style="list-style-type: none"> ▪ Contains trade books with titles aligned to content-area standards—Science—45%, Social Studies—40%, and Mathematics—15% ▪ Supplies Teaching Cards with instructional suggestions for every title, including comprehension strategies and foundational skills development ▪ Provides assessment tools, including story retelling; prompts to support problem-solving strategies; and information on how to use informational text in the primary grades <p><u>All-Inclusive Resource Kit</u></p> <ul style="list-style-type: none"> ▪ 15 new and expanded Implementation Guides with full teacher support and tools for effective differentiated instruction; benchmark book lists, response to intervention, grouping students, and more; and links to new online resources ▪ Five Guided Reading Toolkits that feature: <ul style="list-style-type: none"> ○ Implementation Guide with critical strategies to use guided reading effectively ○ Flip Chart to easily organize classroom management, flexible grouping, and assessment ○ Website complete with instructional videos modeling effective guided reading instruction ○ Assessment strategies ○ Resources for struggling readers and ELL's ▪ Guided Reading Implementation DVD, hosted by Dr. Gay Su Pinnell and other reading experts, that demonstrates best practices for effective guided reading instruction and enriches teacher skills ▪ Leveled Bookroom Set-Up Guide, featuring step-by-step instructions on how to easily and efficiently set up a new bookroom, as well as images and photos of how books and materials are packaged ▪ Text Set Finder, an innovative online tool that allows teachers to create custom text-sets, create author study lists, and sort titles by guided reading level, genre, theme, text type, and author <p><u>Next Step Guided Reading Assessment</u>, a classroom-tested kit that provides teachers with:</p> <ul style="list-style-type: none"> ▪ Step-by-step instructions for implementing the assessment ▪ Results that show the complete picture of each reader’s word knowledge, phonics skills, fluency, and comprehension skills ▪ Suggestions on how to use the data to form guided reading groups, plan and teach effective lessons, and move students into more challenging complex texts ▪ Online data management system that provides accountability <p><u>Customizable storage and processing options</u></p> <ul style="list-style-type: none"> ▪ All books are pre-packed in hanging plastic bags and pre-labeled with Guided Reading levels ▪ Storage bins, shelving units, customized labels, and library and MARC processing are available <p style="text-align: right;">CONTINUED</p>

SIG Requirements	Scholastic Leveled Bookroom, 3rd Edition
<p>Implement an instructional program that is research-based, <i>Continued</i></p>	<p>Books in the <i>Scholastic Leveled Bookroom, 3rd Edition</i>, are leveled using Guided Reading levels, DRA levels, and Lexile® measures. The program is available in three different packages: Grades K-3, 4-6, and K-6. The packages contain:</p> <p><u>K-3 Leveled Bookroom</u></p> <ul style="list-style-type: none"> ▪ 595 titles (6 copies each) ▪ 3,570 books (GR levels A-Q, DRA levels A-40, Lexile measures BR-1000) ▪ Teaching Cards for every title with research-based instruction, writing activities, ELL support, and more ▪ 1 Resource Kit ▪ 2 <i>Next Step Guided Reading Assessment Kits</i> <p><u>4-6 Leveled Bookroom</u></p> <ul style="list-style-type: none"> ▪ 490 titles (6 copies each) ▪ 2,940 books (GR levels M-Z, DRA levels 20-80, Lexile measures 300-1280) ▪ Teaching Cards for every title with research-based instruction, writing activities, ELL support, and more ▪ 1 Resource Kit ▪ 2 <i>Next Step Guided Reading Assessment Kits</i> <p><u>K-6 Leveled Bookroom</u></p> <ul style="list-style-type: none"> ▪ 910 titles (6 copies each) ▪ 5,460 books (GR levels A-Z, DRA levels A-80, Lexile measures BR-1280) ▪ Teaching Cards for every title with research-based instruction, writing activities, ELL support, and more ▪ 2 Resource Kits ▪ 4 <i>Next Step Guided Reading Assessment Kits</i> <p><u>Research Base</u></p> <p>The instruction used with the <i>Scholastic Leveled Bookroom, 3rd Edition</i> is based on guided reading research, including research on the five elements of reading instruction from the following studies:</p> <ul style="list-style-type: none"> ▪ National Institute of Child Health and Human Development. <i>Report of the National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction</i> (2001) ▪ Armbruster, B. B., Lehr, F., & Osborn, J. <i>Put Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten through Grade 3</i> (2001) ▪ Guthrie, John T.; Wigfield, Allan; Barbosa, Pedro, et al., “Increasing Reading Comprehension and Engagement Through Concept-Oriented Reading Instruction” <i>Journal of Education Psychology</i> (2004) ▪ Pikulsky, J. J. <i>Factors Common to Successful Early Intervention Programs</i>. (1997) ▪ Pinnell, G. S., & Fountas, I. C. <i>When Readers Struggle: Teaching That Works</i> (2008) <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>A strong pattern of rising scores has been found in schools where daily guided reading has been combined with phonics and word study mini-lessons and daily writing workshops. For further information, please see:</p> <ul style="list-style-type: none"> ▪ Williams, Jane. The power of data utilization in bringing about systemic school change. <i>Mid-Western Educational Researcher</i>, 15, 4-10 (2002). ▪ Williams, E. J., Scharer, P., & Pinnell, G. S. <i>Literacy Collaborative 2002 Research Report</i>. Columbus, OH: The Ohio State University. (2000) ▪ Scharer, P., Williams, E. J., & Pinnell, G. S. <i>Literacy Collaborative 2001 Research Report</i>. Columbus, OH: The Ohio State University. (2001) <p>Using guided reading as an instructional approach is backed by research involving:</p> <ul style="list-style-type: none"> ▪ Small-groups for differentiated reading instruction ▪ Guided reading lessons to teach reading comprehension ▪ Flexible grouping of students to engage in rich conversations about text ▪ Leveled books matched to students so they can read with proficiency ▪ Guided reading lessons that provide explicit instruction in fluency, expand vocabulary, and build phonics and phonemic awareness <p> For more information on the research base for using guided reading as an instructional approach, please visit, http://teacher.scholastic.com/products/guidedreading/pdfs/GR_Research_Paper_2010.pdf</p>
<p>Implement an instructional program that is aligned with State academic standards</p>	<p><i>Scholastic Leveled Bookroom, 3rd Edition</i> aligns with State academic standards, including the Common Core State Standards, for Literature and Informational Text in the areas of reading, writing, speaking and listening, and language standards. In particular, the three <i>Scholastic Guided Reading Programs</i> that drive the instruction:</p> <ul style="list-style-type: none"> ▪ Build a staircase for increasing text complexity ▪ Progressively develop reading comprehension skills ▪ Answer high-quality, text-dependent questions and tasks ▪ Build academic and domain-specific vocabulary ▪ Emphasize extensive reading of nonfiction genres and content-area topics <p>Through the guided reading instructional approach, teachers gradually remove their instructional scaffolds and systematically guide students along a gradient of increasingly complex text. The goal is to move all students quickly and efficiently into complex, grade-level text and beyond using a gradual release model.</p> <p> For information about how <i>Scholastic Guided Reading Programs</i> correlate to CCSS please see: http://teacher.scholastic.com/products/guidedreading/ccss.htm</p>

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<p>Integrate technology-based supports and interventions as part of the instructional program</p>	<p><i>Scholastic Leveled Bookroom, 3rd Edition</i> has several unique technology-based instructional supports including:</p> <ul style="list-style-type: none"> ▪ <u>The Guided Reading Toolkit</u>, which provides access to website videos showing educators modeling best-practices and a Viewing Guide to further extend professional development for integrating guided reading into the Common Core Classroom ▪ <u>Text Set Finder</u>, an innovative online tool that allows teachers to: <ul style="list-style-type: none"> ○ Create custom text-sets from titles in the Leveled Bookroom ○ Create author study lists ○ Sort titles by Guided Reading Level, Genre, Theme, Text Type, and Author ▪ <u>Next Step Guided Reading Assessment</u> Data Management System, where teachers can easily enter and track assessment results on a computer or tablet, create progress reports for administrators to review growth over time, watch video tutorials, and more ▪ <u>Guided Reading Implementation DVD</u> <ul style="list-style-type: none"> ○ Hosted by Dr. Gay Su Pinnell and other reading experts ○ Demonstrates best practices for effective guided reading instruction ○ Enriches teacher skills and provides professional development <p>In addition, each title-related printed Teaching Card lists one or more Internet websites that teachers or students can visit for further information on the book’s topic.</p>
<p>Use formative, interim, and summative assessments to inform and differentiate instruction</p>	<p><i>Scholastic Leveled Bookroom, 3rd Edition</i> provides a variety of formal and informal assessment tools to help teachers differentiate instruction as needed. The Implementation Guide provides recommendations on how to:</p> <ul style="list-style-type: none"> ▪ Make observations of student behaviors, based on research by guided reading experts Drs. Irene C. Fountas and Gay Su Pinnell ▪ Match students to texts they can read with 90-94% accuracy ▪ Flexibly group students, based on assessment results ▪ Run a guided reading group <p>Included as part of <i>Scholastic Leveled Bookroom, 3rd Edition</i> is <i>Next Step Guided Reading Assessment</i> (NSGRA), a formal assessment that shows students’ growth over time. NSGRA has an online data management system that connects assessment directly with teaching, keeps instruction moving, and provides accountability.</p> <p> For more information on <i>Scholastic Leveled Bookroom, 3rd Edition</i>, please see: www.scholastic.com/leveledbookrooms.</p>

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<p>Promote the continuous use of data in order to meet the diverse academic needs of individual students</p>	<p>The Implementation Guide contains multiple progress monitoring, formative assessments that promote the continuous use of data to guide instruction and meet student needs. These include:</p> <ul style="list-style-type: none"> ▪ Behavioral observation assessments and guidelines for flexible grouping ▪ Steps for using and analyzing Running Records, which capture miscues in oral reading ▪ Running Record Forms for Benchmark Books (one per level) ▪ Guidelines for Retelling, a comprehension assessment ▪ Characteristics of Text Forms/Behaviors to Notice and Support (one per level) ▪ Reproducible Reading Logs <p><i>Next Step Guided Reading Assessment</i> is a classroom-tested kit that provides teachers with a complete picture of each reader’s word knowledge, phonics skills, fluency, and comprehension skills. Using an <i>Assess-Decide-Guide</i> framework, teachers are taken step-by-step through the assessment process, and then offered clear suggestions about how to use the data to form guided reading groups, to plan and teach effective lessons, and to move students into more challenging complex texts.</p> <p> For more information on <i>Next Step Guided Reading Assessment</i>, please see: http://teacher.scholastic.com/products/next-step-guided-reading-assessment/program_overview.htm</p>
<p>Implement a school wide <i>Response to Intervention</i> model</p>	<p><i>Scholastic Leveled Bookroom, 3rd Edition</i> can be flexibly implemented for RTI. Teachers have access to a variety of leveled books. After they assess students’ reading levels and pinpoint the skills and strategies on which students need help, teachers can move students into small groups that provide support. Within these groups, students will read more with greater accuracy and fluency, because they will be working with appropriately leveled texts. Students read increasingly more complex texts with teachers providing guidance under a gradual release model of responsibility.</p> <p>Session length and frequency can be customized to meet students’ needs, with extra time being set aside for students who need more guidance and instruction.</p>
<p>Implement effective strategies to ensure that students with disabilities and LEP students acquire language skills to master academic content</p>	<p><i>Scholastic Guided Reading Programs</i> use an instructional approach well-designed for special populations of students, including:</p> <p><u>Students with disabilities</u></p> <p>Guided reading strategies provide ideal intervention for students who struggle to read, because students read appropriately challenging, leveled books, while teachers provide scaffolding and differentiated small-group instruction. The program places an emphasis on key reading skills and word problem-solving strategies, and assessment is ongoing.</p> <p style="text-align: right;">CONTINUED</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, <i>Continued</i></p>	<p>Researchers have found that using appropriately difficult texts – <i>books that are truly matched to each reader</i> – produced substantive reading growth (O’Connor, et al., 2002). Students need enormous quantities of successful reading to become independent, proficient readers (Allington, 2011; 2009; 2006; Worthy & Roser, 2010; Gallagher, 2009; Miller, 2009). Allington defines <i>successful reading</i> as “reading experiences in which students perform with a high level of accuracy, fluency, and comprehension....It is the high-accuracy, fluent, and easily comprehended reading that provides the opportunities to integrate complex skills and strategies into an automatic, independent reading process” (2011; 2009).</p> <p><u>Limited English proficient students</u></p> <p>Title-related Teaching Cards contain an ELL or an ESL Bridge lesson designed to scaffold instruction for English language learners. The lessons cover vocabulary and oral language development through a multimodal teaching approach, including pantomiming, visual props, photos, projects, etc.</p> <p>LEP students need intensive and comprehensive oral English Language Development, particularly in academic English—the vocabulary, syntax, genres, and discourse that are essential for more abstract, formal, and demanding academic success. Content knowledge is essential for reading comprehension and general academic success (Goldenberg, 2011). Research shows that the most efficient and effective way to deliver both is through extensive reading and targeted instruction.</p> <p>With thousands of books and title-related lessons, guided reading strategies, easy-to-implement assessment tools, and implementation training, <i>Scholastic Leveled Bookroom, 3rd Edition</i> can effectively be used to increase reading achievement in special populations.</p>
<p>Establishing schedules and strategies that provide increased learning time</p>	<p><i>Scholastic Leveled Bookroom, 3rd Edition</i> can be flexibly implemented in a variety of settings:</p> <ul style="list-style-type: none"> ▪ Complement to the core reading/language arts program ▪ Stand-alone supplemental curriculum ▪ Response to Intervention ▪ Tutoring ▪ After-school enrichment <p>The program can be used in small groups and for independent re-reading. Books on a student’s guided reading level can be sent home with the students for independent reading practice and for reinforcement of skills and strategies.</p>
<p>Providing ongoing mechanisms for family and community engagement</p>	<p>Parents with children in the <i>Scholastic Leveled Bookroom</i> program receive a Home-School Letter in English or Spanish. This letter explains the program and also provides families with tips on helping their child before, during, and after reading books at home.</p>

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<p>Provide staff with ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program</p>	<p>Scholastic provides on-site implementation training to support educators:</p> <p>Scholastic Leveled Bookroom Foundational Implementation Training provides participants with a common language, knowledge, and expectations around guided reading. Participants will have common understanding around leveled texts and common expectations around the elements of a basic guided reading lesson. In addition, participants will:</p> <ul style="list-style-type: none"> ▪ Define guided reading ▪ Explain the purpose of guided reading and why it should be used ▪ Understand leveled text ▪ Learn how to guide adjustments to instruction and monitor student progress for RTI ▪ Explain the before-, during-, and after- sections of a guided reading lesson <p>Scholastic Leveled Bookroom Follow-up Implementation Training provides participants with a plan to help them implement guided reading. The plan includes systems and routines, classroom management, the first twenty days, and literacy centers. Participants will know how to gather data (assess) about students so they are able to group students for guided reading groups. Participants will also:</p> <ul style="list-style-type: none"> ▪ Identify five centers they will use and the materials they will need ▪ Create a guided reading rotation chart ▪ Craft a list of systems and routines to support classroom management ▪ Understand how to customize learning goals to individual students' levels in RTI ▪ Evaluate a 20-day lesson plan for teaching centers, routines, and procedures <p>In addition, Scholastic offers four courses for teachers to use guided reading as a strategic instructional tool for small-group instruction to help readers process increasingly challenging texts independently and on grade level.</p> <p>ABCs of Guided Reading focuses on the research of Fountas & Pinnell, and how they define and implement guided reading. This course allows participants to:</p> <ul style="list-style-type: none"> ▪ Examine a guided reading lesson ▪ Learn how to form appropriate groups and choose appropriate texts for small-group instruction ▪ Gain a better understanding of how to assess students <p>Assessment and Guided Reading focuses on strategies that support teachers in identifying and understanding student's reading behaviors at each level. Participants will:</p> <ul style="list-style-type: none"> ▪ Interpret data to focus and drive instruction ▪ Implement prompting and design a consistent action plan that will support reading growth at each level ▪ Explore how to take specific data from a word-study analysis and create targeted word-study lessons ▪ Learn how to scaffold student comprehension ▪ Analyze comprehension data and create a guided lesson that's literal, interpretive and evaluative <p style="text-align: right;">CONTINUED</p>

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<p>Provide staff with ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program, <i>Continued</i></p>	<p>Digging Deeper With Guided Reading provides opportunities for teachers to explore how to put the principles of guided reading into effective practice. This course allows participants to:</p> <ul style="list-style-type: none"> ▪ Experience hands-on activities and model lessons ▪ Learn how to organize, manage, and teach in small groups ▪ Understand how to use guided reading as a strategy to boost the reading skills and comprehension of each student <p>Managing the Guided Reading Classroom focuses on strategies to organize and manage the guided reading classroom for optimal small-group instruction. This course allows participants to:</p> <ul style="list-style-type: none"> ▪ Set up the classroom, plan for the first 20 days of guided reading, and schedule groups ▪ Form and manage meaningful literacy centers, and implement authentic independent reading and writing activities ▪ Create an action plan to implement guided reading successfully <p>Scholastic Professional Learning is customized to meet the needs of the district and its staff. Scholastic Literacy Consultants bring years of classroom experience, advanced degrees in education, and a strong desire to help districts increase educator effectiveness.</p> <p>Newly published <i>Scholastic Guided Reading Toolkit</i> supports teachers using the guided reading method in ELA Common Core Classrooms. The <i>Guided Reading Toolkit</i> provides:</p> <ul style="list-style-type: none"> ▪ Implementation Guide with critical strategies to use guided reading effectively ▪ Flip Chart to easily organize classroom management, flexible grouping, and assessment ▪ Website complete with instructional videos modeling effective guided reading instruction ▪ Assessment strategies ▪ Resources for struggling readers and ELL's <p> For more information on the <i>Scholastic Guided Reading Toolkit</i>, please see: http://teacher.scholastic.com/products/guidedreading/toolkit.htm</p>
<p>Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, and is having the intended impact on student achievement</p>	<p><u>In-Classroom Support & Coaching</u></p> <p>RECOMMENDED—At an additional cost</p> <p>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. Our consultants will build relationships with teachers to support on-model implementation, classroom management, program monitoring, and data-driven instruction.</p>

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<p>Develop and increase teacher and school leader effectiveness</p>	<p>To improve student achievement, districts need to have a clear vision for teaching and learning, a firm understanding of priorities, and a defined path to accomplish goals. The <i>Scholastic Achievement Partners</i> (SAP) team of proven leadership and instructional specialists can partner with school leaders to help develop and implement an actionable plan for school improvement. SAP services include the following:</p> <p><u>Comprehensive Needs Assessment</u>—During this data-driven planning process, SAP consultants work with school leadership teams to identify the strengths and challenges of a district or school. Working together, goals are established, and measurements to assess implementation are defined. The Needs Assessment includes interviews, focus group discussions, presentations, and a final report.</p> <p><u>Data Analysis Reporting (DAR)</u>—The Data Analysis Report (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 to help identify strengths and areas of need and serves as a starting point for comprehensive school improvement.</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 of scheduled in-service days. The topics are customized to meet the specific needs of the leadership team.</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 System wide Data, Leading Change, Developing and Implementing Rigor and Relevance, 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 that 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. Coaches work with teachers during the regular school day in their classrooms and during planning periods to raise student achievement.</p> <p> For additional information regarding SAP services, please see: http://teacher.scholastic.com/products/scholastic-achievement-partners/#/our-services-section.</p>