




XBOOKS™

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 **XBOOKS** 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	XBOOKS
Implement an instructional program that is research-based	<p>Developed by Master Teachers Laura Robb and Jeffrey Wilhelm, <i>XBOOKS</i> is a supplemental interactive reading program grounded in a deep understanding of the needs and interests of middle school students and teachers. Twenty compelling nonfiction titles, in both print and digital format, contain science and social studies topics in a complex text continuum. Text complexity increases as students move from Reader’s Choice Books (independent reading, small-group instruction), to Lead Book (whole-class, read aloud). Narrative elements combined with detailed informational texts engage and motivate reluctant and enthusiastic readers alike. The program helps students unlock the power and pleasure of reading, while they build skills in close reading, writing, research, and critical thinking.</p> <p><i>XBOOKS</i> contains a total of 300 print books and 25 eBooks (five in Spanish). The classroom license, with full access to digital product components, is for 30 seats, plus the teacher. Each of the program’s five themes (Medical, Strange, Forensics, Total War, and Tyrants) contains:</p> <p><u>Books and Complex Text</u></p> <ul style="list-style-type: none"> ▪ Lead Book (30 copies), which is designed for whole-group instruction ▪ Three Reader’s Choice Books (10 copies per choice) that provide abundant scaffolding to support struggling readers ▪ Five eBooks (one title in Spanish; the Lead Book duplicated electronically; and three Reader’s Choice titles duplicated electronically), which contain interactive content such as pop-up vocabulary and information to further content knowledge ▪ Stretch Texts, which are short, complex texts and include a printable Comprehension Check <p><u>Videos</u></p> <ul style="list-style-type: none"> ▪ Video that introduces the theme with compelling footage to motivate students and anchor their reading ▪ Book preview videos, much like movie trailers, that introduce the subject and build anticipation <p style="text-align: right;">CONTINUED</p>

SIG Requirements	XBOOKS
<p>Implement an instructional program that is research-based, <i>Continued</i></p>	<p><u>Student Activities and Engagement</u></p> <ul style="list-style-type: none"> ▪ Guide Pages for each title, available online and printable, for students to respond in writing to questions and cite text evidence ▪ Online Quizzes, which are scored automatically and reported to both students and teachers ▪ Extension Projects that allow for project ideas from four different levels of difficulty ▪ Interactive Class Chat, which engages students to debate and have conversations about the text in an intra-class forum that can be teacher-moderated <p><u>Teaching Materials</u></p> <ul style="list-style-type: none"> ▪ Lead Book Teaching Card with teaching plans, sample assignments, and more ▪ Reader’s Choice Teacher Resource Card with text-dependent question prompts for discussion circles and suggestions for supports, interventions, and text analysis ▪ Strand Resource Guide that provides routines for teaching and assessing the Stretch Text, information on projects, and copies of conference forms ▪ Strand Book Folder to hold the strand resources ▪ 48-page Program Guide, which walks teachers through components and provides pacing suggestions for using XBOOKS ▪ Implementation Guide with detailed information about navigation and use of software for both teachers and students <p><u>Research Base</u></p> <p>XBOOKS consists of the following key elements that research has shown are highly effective in building student motivation and increasing reading achievement:</p> <ul style="list-style-type: none"> ▪ Informational Text – We are surrounded by text whose primary purpose is to convey information about the natural or social world. Success in schooling, the workplace, and society depends on our ability to comprehend this material (Duke, 2004). ▪ Text Sets – Text sets are characterized by inquiry and versatility. You can tell students some things to notice about books, but learning is much more powerful if they can learn to take the stance of an inquirer into literature. (Fountas & Pinnell, 2006). ▪ Building Concepts and Acquiring Vocabulary – Build vocabulary before, during and after reading: The number of words students have that relate to a topic directly affects their comprehension. The more words, the better students understand texts (Robb, 2010). ▪ Close Reading – Close reading requires reading with a pencil ... as readers, most of us want to write in or on the text. We make margin notes, we highlight, we underline all because the act of making notes helps us pay attention to the text and allows us to return to the text later when we want to provide evidence (Fisher, Frey, & Lapp, 2012). <p style="text-align: right;">CONTINUED</p>

SIG Requirements	XBOOKS
<p>Implement an instructional program that is research-based, <i>Continued</i></p>	<ul style="list-style-type: none"> ▪ Engagement and Motivation – Matching students with high interest, relevant books that they can read and want to read has a profound positive effect on motivation and comprehension (Allington, 2012; Guthrie, 2008). ▪ Writing - Students have opportunities for both formal and informal writing in <i>XBOOKS</i>. “Notes are essential tools for readers who want or need to share thinking with others ...note-taking supports memory and enables us to get back quickly to our thinking about important parts of the book ... Short writes, quick responses to a specific prompt, help students become accustomed to thinking and writing quickly and easily” (Fountas & Pinnell, 2006). ▪ Academic Conversation – If we wish to help children and adolescents become thoughtfully literate, classroom talk around texts is critical (Allington, 2012). ▪ Projects – Engaging our students in culminating projects challenges us to consider real-world applications for the new knowledge our students have developed, creates real outcomes in the world, and promotes deep cross-disciplinary understandings that extend well beyond what a standardized test can measure (Wilhelm, 2007).
<p>Implement an instructional program that is aligned with State academic standards</p>	<p>In alignment with State academic standards, including the Common Core State Standards for English Language Arts, <i>XBOOKS</i> promotes readiness for college, career, and life by developing a broad range of reading, thinking, and research skills, including:</p> <ul style="list-style-type: none"> ▪ Independence in reading and writing skills, moving from scaffolded support of the Lead Books to the independent reading of Reader’s Choice titles and complex Stretch Text ▪ Responding to varying demands of audience, task, purpose, and discipline through text-dependent questions, tasks, and research projects ▪ Valuing evidence by citing specific references to <i>XBOOKS</i> texts and other sources <p> For information about how <i>XBOOKS</i> correlates to the Common Core State Standards, please see: http://teacher.scholastic.com/products/classroombooks/xbooks/ccss-common-core.htm.</p>
<p>Integrate technology-based supports and interventions as part of the instructional program</p>	<p><i>XBOOKS</i> uses online and print components in an integrated, interactive program that builds students’ proficiency in reading, writing, and thinking critically about informational texts. Technology-based supports and interventions included in the program are:</p> <ul style="list-style-type: none"> ▪ Intro video that presents an overview and poses an Essential Question for the strand, which guides students’ inquiry ▪ Preview video that provides an animated view of the first five pages of the book ▪ eBooks, which students can hear read aloud at two different speeds and that contain popups to scaffold vocabulary; interactive maps and graphs; embedded video, audio clips, and interactive activities that inspire continued inquiry, reading, and writing; and helpful reading tools to highlight text and take notes.


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<p>Integrate technology-based supports and interventions as part of the instructional program, <i>Continued</i></p>	<ul style="list-style-type: none"> ▪ Reader’s Guide Pages (three per title) for students to take notes as they read the book, begin a concept map, and cite text evidence for specific questions ▪ Projects in four categories of difficulty – Quick Search, Explore, Go Deep, and Your Own Inquiry – with a project planner that includes research tips ▪ Class Chats, which are online forums where teachers post prompts for students to discuss and students respond to prompts ▪ Assessments to monitor students’ work and progress that include two quizzes for each book, end-of-strand X-Challenge for whole class, and peer assessment ▪ Reports that provide data on student achievement, available to students and teachers <p> For an online walk through of the program, please visit: http://teacher.scholastic.com/products/classroombooks/xbooks/xbooks-online-walk-thru.htm</p>
<p>Use formative, interim, and summative assessments to inform and differentiate instruction</p>	<p><i>XBOOKS</i> provides multiple opportunities for both formal and informal assessments, which can be used to inform and differentiate instruction. These assessments are formative, interim, and summative. Teachers can access assessments online and by printing them.</p> <ul style="list-style-type: none"> ▪ <i>XBOOKS</i> provides two 10-question quizzes for each book. Students may take the second quiz after passing the first. The quizzes test comprehension. ▪ Stretch Texts include a Comprehension Check. ▪ X-Challenge “quiz-show-style” activity tests students’ knowledge of each strand with multiple-choice questions in a variety of formats (whole class, online only)
<p>Promote the continuous use of data in order to meet the diverse academic needs of individual students</p>	<p>Teachers have continuous access to data that can be used to meet the academic needs of individual students. Student data can be collected both from online and offline work.</p> <p><u>Online Work</u></p> <p>Through the <i>Vault</i>, teachers can monitor students’ online work at any time and access reporting to track students’ progress.</p> <ul style="list-style-type: none"> ▪ XBOOKS Read: Teachers can view which <i>XBOOKS</i> a student has opened, see which ones he/she has read, and view student’s highlighting and notes in the books. Teachers can also leave notes for the student. ▪ Notepads: <i>XBOOKS</i> provides students with an online notepad for each strand. Teachers may open a student’s notepads and review any notes he/she has taken. ▪ Projects: Teachers can review a student’s project planners, which include the student’s milestones for completion of the project, as well as project notes. Final projects (created offline) offer other opportunities to assess a student’s work. ▪ Quizzes: Teachers can view a student’s scores on quizzes he/she has taken. Teachers can also enter results for quizzes taken offline here.


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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>	<ul style="list-style-type: none"> ▪ Class Chat: Teachers can monitor the content of students’ responses in Class Chat to assess students’ informal writing skills and their understanding of the books and strands. <p><u>Offline Work</u></p> <ul style="list-style-type: none"> ▪ Reader’s Guide Pages: XBOOKS provides three reproducible pages for students to complete as they read each title. Teachers can use the pages to assess students’ comprehension and text analysis skills, vocabulary acquisition, understanding of text and strand concepts, and writing skills. ▪ Informational Text Assessment: The Reading Conference: Informational Text form offers a way to assess students’ comprehension as the teacher and student conference. ▪ Peer Assessment: The Peer Book Conference form provides topics and a place for student partners to take notes as they conference with each other. Teachers can review the forms that students complete. ▪ Quizzes and Projects: Teachers may need to print quizzes and/or project planners for some students to complete offline. Teachers can evaluate students’ work using the software.
<p>Implement a school wide <i>Response to Intervention</i> model</p>	<p>Students arrive in middle school with varying abilities and preparation for learning (Torgesen & Miller 2009). Engaging content and online scaffolding make XBOOKS accessible as a supplemental program for all middle school readers, including those who struggle. XBOOKS enables teachers to address the needs of every student in a diverse classroom or in an RTI setting with the following features:</p> <ul style="list-style-type: none"> ▪ Students can be reading every day – alone or with a partner. ▪ Digital components allow for varying levels of intervention. ▪ Pacing is flexible, permitting more time on task. ▪ Digital components let students preview, read, and review parts of texts. <p>Teachers can assess student progress continuously to modify instruction and meet each student’s changing needs. XBOOKS Teaching Cards provide differentiated instruction to narrow the achievement gap. From the online <i>Vault</i>, educators can record and monitor students’ work progress; unlock content for extra practice; and leave notes to guide students’ learning. If needed, a second quiz per title is available, allowing teachers to reset the default (higher or lower) for a passing score. As learners engage with XBOOKS, texts increase in complexity and challenge students to grow their ability to apply newly acquired knowledge in a variety of formats. The Lexile® level of books ranges from 700L to 1150L.</p> <p>In addition to these core aspects of the program, there are other components that facilitate differentiated instruction with XBOOKS. These features engage learners in a variety of media and formats, allowing for multiple ways to participate with the content of the program and making it work with any RTI model.</p> <ul style="list-style-type: none"> ▪ Digital Read Aloud: Allows for listening to Lead Book and Reader’s Choice Books at one’s own pace and allows for repetition.

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<p>Implement a school wide <i>Response to Intervention</i> model, <i>Continued</i></p>	<ul style="list-style-type: none"> ▪ Reader’s Choice Books: Gives students an opportunity to select the book of their choice. ▪ Strand Intro Video: Gives students’ mental models to help them better understand the concepts that they will be reading. ▪ Building Concepts and Acquiring Vocabulary: Gives teachers suggestions to build a map so they can help students discuss concepts. ▪ Quick Search Projects: Give students the opportunity to do very short research assignments using vetted Internet sites. ▪ Think Alouds: As teachers model thinking aloud, students acquire the language they need to talk about texts.
<p>Implement effective strategies to ensure that students with disabilities and LEP students acquire language skills to master academic content</p>	<p><i>XBOOKS</i> engages struggling readers – including those learning to read, write, and speak English. LEP students need to acquire academic English and content-area knowledge in order to succeed in reading achievement. <i>XBOOKS</i> uses multiple features to help struggling readers and ELL students feel comfortable and build confidence while participating in classroom lessons and activities:</p> <ul style="list-style-type: none"> ▪ eBook versions, read-aloud, and all digital content of the Lead Books are in Spanish and English. ▪ All books host a read-aloud function that helps scaffold comprehension for struggling readers. ▪ Lead Books are meant to be read together by the whole class with the teacher providing support and modeling good reading habits. ▪ Pop-up Vocabulary words in the eBooks are given in Spanish and English. Words are illustrated, pronounced, defined, and used in a sentence. ▪ Quizzes are available in Spanish and English. ▪ Reader’s Choice Books provide the teacher with an opportunity to have students work in pairs or small groups, or read independently. ▪ Compelling photographs and illustrations provide scaffolding that reinforces and supports the text. ▪ A glossary in every book provides pronunciations and definitions of content and academic vocabulary words. ▪ <i>XBOOKS</i> texts, including Lead Books, Reader’s Choice Books, and Stretch Texts, increase in difficulty to help scaffold student’s ability to read and understand increasingly complex text throughout the program. <p>In addition, <i>XBOOKS</i> provides links to additional information and professional development for the teacher.</p> <p> To sign up for a free 30-day trial of <i>XBOOKS</i>, please visit: http://teacher.scholastic.com/products/classroombooks/xbooks/index.htm.</p>

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<p>Establishing schedules and strategies that provide increased learning time</p>	<p><i>XBOOKS</i> is a multimedia, highly engaging collection of compelling nonfiction titles. Students are motivated by the materials so they are willing to spend more time on task, which increases learning time. As program author, Jeff Wilhelm, states “<i>XBOOKS</i> is great ... because it’s edgy material, it’s of immediate interest to kids, it’s about debatable problems from the disciplines, and the material is tremendously interesting, which means it can be written on a more complex level. Students can access the online components anywhere they can access the Internet, including home and libraries. Learning time, therefore, can be outside the regular school day. Also the engaging interactive content makes <i>XBOOKS</i> an exciting option for after-school or summer-school programs.</p>
<p>Providing ongoing mechanisms for family and community engagement</p>	<p>Because students can access the online components anywhere they can access the Internet, including home and libraries, <i>XBOOKS</i> provides a great mechanism for informing and engaging the family and community in student learning.</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.
<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> 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. Scholastic 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 (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 focused support for strategic planning, on-site consulting, leadership coaching, instructional support culture, and governance support to help district leaders achieve school improvement goals.</p> <p>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 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 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>