



READ 180 Next Generation

Aligns to 21st Century Community Learning Centers


The purpose of the 21st Century Community Learning Centers program is to support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children. The following chart shows how **READ 180 Next Generation** can support a 21st CCLC program. The criteria are drawn from the Federal 21st CCLC Non-Regulatory Guidance, posted at:

<http://www2.ed.gov/programs/21stcclc/legislation.html>

Components of a 21CCLC Program	READ 180 Next Generation
<p>Activities that provide remedial education activities, including additional assistance to students to allow the students to improve their academic achievement</p>	<p>READ 180 Next Generation—designed to meet the needs of students whose reading achievement is below the proficient level—provides personalized instruction through adaptive instructional software, high-interest literature, Whole- and Small-Group direct instruction in reading and writing skills, and algorithmic grouping support for data-driven differentiation. The program has been designed to address literacy and language problem areas for intensive, accelerated, and extensive reading instruction.</p> <p><i>READ 180 Next Generation</i> accelerates students toward independence with rigorous, grade-level text. Because State Standards raise the bar for all students, <i>READ 180 Next Generation</i> includes more rigor, writing, nonfiction, and independent practice with text. The goal of the program is to ensure that struggling readers have an explicit and accelerated path to college and career readiness.</p> <p><u>Reading</u></p> <p><i>READ 180 Next Generation</i> meets students where they are and accelerates them to grade-level text, which is why each stage offers a range of text that can grow with students over time. Students read many different kinds of text in <i>READ 180 Next Generation</i>, each with a distinct instructional purpose. Each of these kinds of text builds in complexity over time. Importantly, <i>READ 180 Next Generation</i> attends carefully to all three dimensions of text complexity:</p> <ul style="list-style-type: none"> ▪ Quantitative—Every piece of text in <i>READ 180</i> has a Lexile measure. ▪ Qualitative—All <i>rBook</i> selections and Independent Reading materials have been evaluated using a rubric that includes the critical elements of qualitative text complexity and assigns a rating. ▪ Reader & Task—In the <i>READ 180 Next Generation</i> Software and teacher-mediated instruction, Anchor Videos provide students with background knowledge. Students also have choice within the Software and Independent Reading rotations, which helps match readers to task.

CONTINUED

Components of a 21CCLC Program	READ 180 Next Generation
<p>Activities that provide remedial education activities, including additional assistance to students to allow the students to improve their academic achievement <i>Continued</i></p>	<p><u>Writing</u></p> <p><i>READ 180 Next Generation</i> includes a new <i>Writing Zone</i>, which focuses exclusively on writing an argument and supporting it with evidence. Developed in response to State Standards, the <i>Writing Zone</i> is designed to help students build fluency, and constantly increase stamina, with this particular form of writing. Students will practice varied writing types in the <i>rBook</i> and in response to Independent Reading texts, but the emphasis throughout is on making an argument and supporting it with evidence. The following are all the writing types in <i>READ 18 Next Generation</i>:</p> <ul style="list-style-type: none"> ▪ Argument ▪ Informational/Expository ▪ Narrative ▪ Literary Analysis ▪ Informational Summary ▪ Personal Narrative ▪ Research Paper <p>Each Workshop in the <i>READ 180 Next Generation rBook</i> concludes with a Wrap-Up Project that asks students to synthesize what they have read and apply it to real-world research questions. These provide short, focused research tasks. Once in every stage, students are required to write a research paper to engage in a lengthier writing assignment. Multiple supports for both students and teachers are provided as they engage in this rigorous writing.</p> <p><u>Language</u></p> <p><i>READ 180 Next Generation</i> is organized into nine content-area Workshops. Significant frontloading occurs at the beginning of each Workshop to help students acquire high-leverage academic and domain-specific vocabulary that they will use in the program and their content-area classes. Workshop Anchor Videos help students build mental models of domain-specific vocabulary and concepts to enhance comprehension and retention.</p> <p>In the teacher-led and software-based instruction, students are explicitly instructed on Greek and Latin roots, as well as English morphology. In the <i>Writing Zone</i>, the Software detects and highlights tired words, prompting students to replace them with more precise academic language. Additionally, the <i>rBook Writing Strand</i> includes embedded instruction in grammar, usage, and mechanics, as well as proofreading.</p> <p><u>Speaking & Listening</u></p> <p>All readings in <i>READ 180 Next Generation</i> are designed to serve as a springboard for academic discussion and are supported by discussion guides that include prompts to generate rich discussion. Consistent routines ensure that all learners are active participants in classroom, small-group, and one-to-one discussions. Text-based questions are designed to elicit evidence-based arguments. In Whole- and Small-Group instruction, the following routines form a consistent framework for discussion—<i>React and Write</i>, <i>Think-(Write)-Pair-Share</i>, <i>Idea Wave</i>, and <i>Sentence Frames</i>.</p>

Components of a 21CCLC Program	<i>READ 180 Next Generation</i>
<p>Programs that are based on scientifically based research that provides evidence that the program will help students meet state and local achievement standards</p>	<p>Over its long history of use, <i>READ 180 Next Generation</i> has become one of the most research-tested and practice-validated adolescent reading interventions. The <i>READ 180</i> research base has been reviewed by third parties such as the Federal What Works Clearinghouse and Johns Hopkins University’s Center for Data-Driven Reform in Education. Both institutions conducted meta-analyses reviewing highly rigorous evaluation studies of adolescent literacy programs, and both concluded that the evidence for the <i>READ 180</i> impact on student literacy achievement is medium to large.</p> <p>The <i>Compendium of READ 180 Research</i> summarizes the substantial base of evidence that has informed the development of the program. It summarizes correlational and descriptive studies as well as randomized or quasi-experimental studies, and includes reports on reading gains for the general student population, as well as for English Language Learners. The research provides strong evidence that <i>READ 180</i> has played—and will continue to play—a critical role in helping schools meet the literacy needs of today’s generation of students.</p> <p> For additional information regarding the research foundations of <i>READ 180 Next Generation</i>, please see: http://read180.scholastic.com/reading-intervention-program/research</p>
<p>Academic activities aligned with the school’s curriculum in the core subject areas</p>	<p><i>READ 180 Next Generation</i> helps students develop the comprehension, writing, and critical thinking skills necessary to be proficient producers and consumers of information in a knowledge-based society. The program’s wide range of multi-leveled content-area texts and increasing levels of text complexity ensure that all students build the domain knowledge and comprehension skills needed to access advanced texts in college and the workplace.</p> <p><u>Reading Comprehension & Higher Order Thinking Skills</u></p> <p><i>READ 180 Next Generation</i> provides explicit, systematic instruction in well-known comprehension skills and strategies necessary for understanding text, such as main idea, sequence, and problem and solution, while also supporting the development of higher-order thinking skills. For each Software topic, students can access web-based <i>eReads</i> that extend the topic with more rigorous, nonfiction content. As students read the <i>eRead</i> articles, read aloud support and pop-up reading strategies guide them through higher-order thinking strategies. During <i>rBook</i> instruction, students analyze multi-media texts and read about potential careers; at the end of each Workshop, they engage in a Wrap-Up Project in which they actively apply higher-order thinking and 21st Century skills such as analyzing information, using technology for communication, and building an effective team.</p> <p style="text-align: right;">CONTINUED</p>

Components of a 21CCLC Program	READ 180 Next Generation
<p>Academic activities aligned with the school’s curriculum in the core subject areas <i>Continued</i></p>	<p><u>Content-Area Reading with Informational Texts</u></p> <p><i>READ 180 Next Generation</i> offers multiple text types that build students’ world knowledge and prepare them to comprehend across the content areas. Because domain knowledge is critical to reading comprehension, the program includes informational texts related to social studies, science, social sciences, and contemporary social issues. In fact, 77% of readings across the <i>rBook</i>, <i>eReads</i>, Software, and Paperbacks are nonfiction.</p> <p><u>Levels of Text Complexity</u></p> <p>Each <i>rBook</i> Workshop creates a “staircase” of increasing text complexity—a diverse array of classic and contemporary literature, as well as challenging informational texts in a range of subjects. Each Workshop supports students in accessing complex texts through a narrow reading approach, in which students read a series of increasingly challenging texts with overlapping topics and recurring academic vocabulary. Each new text builds on the previous media and texts, providing students with the background knowledge, vocabulary, and confidence needed to access complex texts.</p> <p><u>Writing in the Service of Reading</u></p> <p>Throughout <i>READ 180 Next Generation</i>, instruction emphasizes writing with a purpose and writing that develops content knowledge and reading skills. In the <i>rBook</i>, students write brief pieces to develop writing competence and confidence. They begin writing single paragraphs and move to longer essays, following the steps of the writing process—organizing ideas using graphic organizers; planning writing; composing a draft; and revising for clarity, conventions, and grammar. Students have multiple opportunities to write argument, informational, and narrative pieces.</p> <p><u>Oral Language Development</u></p> <p>Recognizing that struggling readers need highly structured and teacher-mediated opportunities for academic discussion, <i>READ 180 Next Generation</i> instruction builds structured conversation into every lesson. These scaffolded speaking and listening tasks provide students with frames to help structure their responses and ensure that they use the target vocabulary and grammatical structure. Through these daily discussions, students develop facility with academic and conversational English, practice expressing their own ideas, and responding to those of others, and build the communication skills necessary for effective collaboration.</p> <p><u>Academic Vocabulary</u></p> <p>In the <i>rBook</i>, high-utility academic vocabulary is taught through a research-based instructional routine, promoting understanding of words that students will encounter in all subject areas. In the Software, students are introduced to context-relevant vocabulary words before each passage. Students then complete three reading practice activities using these words. As they practice, students receive definitions, context sentences, and decoding tips for each word. The <i>Writing Zone</i> includes a thesaurus feature that helps students use more varied and sophisticated vocabulary in their writing.</p> <p style="text-align: right;">CONTINUED</p>

Components of a 21CCLC Program	READ 180 Next Generation
<p>Academic activities aligned with the school’s curriculum in the core subject areas <i>Continued</i></p>	<p><u>Morphology & Grammar</u></p> <p>Grammatical conventions are taught in the context of real writing to help students grasp grammatical concepts more quickly. The <i>React & Write</i> and the <i>Summarize</i> tasks in the <i>rBook</i> and the <i>Respond & Write</i> activity in the Software require students to use appropriate syntax, grammar, and vocabulary. Students are explicitly instructed in Greek and Latin roots, as well as English morphology, throughout the <i>rBook</i> Workshops and the Software. In word study lessons, students learn word parts from Greek and Latin that are the basis for English words. Students also learn to recognize and apply affixes, verb and noun endings, inflectional endings, contractions, and possessives to words to alter meaning.</p>
<p>Technology education programs</p>	<p>The <i>READ 180 Next Generation</i> instructional software provides a personalized path of instruction; it collects data based on individual responses and adjusts instruction to meet each student's needs. The Software is organized and anchored by exciting nonfiction topics. Students’ learning experiences are unique as they are systematically guided through five learning Zones, engaging in differentiated skill instruction and practice in each Zone. These Learning Zones include:</p> <ul style="list-style-type: none"> ▪ <u>The Reading Zone</u>—In the <i>Reading Zone</i>, phonics, fluency, vocabulary, and comprehension are the skills developed and practiced. Motivating videos help students to build background knowledge and mental models. Students engage in multiple readings of leveled text, make audio recordings, and learn academic and content-area vocabulary. After reading the text, students answer multiple-choice vocabulary and comprehension questions and receive immediate, corrective feedback. ▪ <u>The Word Zone</u>—In the <i>Word Zone</i>, students receive systematic instruction in decoding and word recognition as they build automaticity. More than 8,000 words are defined, analyzed, and contextualized for assessment and study. Students listen to personal recordings, study or review words, and match the recordings to written words. Next, students compare their recordings with a model pronunciation and assess their word accuracy. ▪ <u>The Spelling Zone</u>—In the <i>Spelling Zone</i>, students practice spelling and common patterns while receiving immediate corrective feedback. Students are also given the opportunity to proofread sentences with misspellings, choose correct spellings from a list, and receive immediate feedback about their answers. ▪ <u>The Writing Zone</u>—In the <i>Writing Zone</i>, students regularly complete <i>Respond & Write</i> activities in which they respond to prompts and write using scaffolds. <i>Writing Zone</i> activities use a gradual release approach; a thesaurus function helps students use academic language by suggesting alternative choices for “tired” words. Students have the opportunity to record and publish. <p style="text-align: right;">CONTINUED</p>

Components of a 21CCLC Program	READ 180 Next Generation
<p>Technology education programs <i>Continued</i></p>	<ul style="list-style-type: none"> ▪ <u>The Success Zone</u>—Students reach the <i>Success Zone</i> after they have achieved all the requirements of the other zones and have demonstrated mastery of all words in the passage. In this zone, comprehension is the main focus. Students work with discrepancy passages where they have multiple versions of the original text and they select the most accurate summary. They also work with cloze passages. Success is achieved when students demonstrate fluency in a final recording.
<p>Activities for limited English proficient students that emphasize language skills and academic achievement</p>	<p><i>READ 180 Next Generation</i> was designed with the recognition that focusing on the needs of English Language Learners highlights important elements of reading instruction, such as building background knowledge and developing academic vocabulary. <i>READ 180 Next Generation</i> includes multiple supports that are beneficial to English Language Learners who are struggling with reading comprehension and fluency. All English Language Learners can benefit from the individualized instruction provided by the software, along with immediate corrective feedback that has been found to be particularly helpful to non-native English speakers. Specific features included in the program to support these learners are:</p> <ul style="list-style-type: none"> ▪ Anchor videos build background knowledge and develop mental models. ▪ Software provides opportunities for repeated oral reading practice, including making recordings for self-assessment. ▪ Oral language development and academic language strategies are integrated into the teaching materials and engage students with accountable response tasks. ▪ The <i>rBook and Topic Software</i> scaffold academic writing, grammar, and conventions. ▪ Multicultural content makes the program relevant to students from diverse backgrounds. ▪ Audiobooks, <i>eReads</i>, and Topic Software allow students to read along with examples of modeled fluent reading.
<p>Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement</p>	<p>The <i>READ 180 Next Generation Software</i> reflects important principles of engagement and motivation— critical for students who have been disenfranchised from school. Anchor media are used to engage students and build background necessary for comprehension before they start reading. The adaptive technology customizes and personalizes instruction according to students’ levels. On-screen hosts in the Software provide patient encouragement to students, along with the private, immediate corrective feedback. <i>eReads</i> allow students to deepen their knowledge and challenge themselves with more rigorous content, with the aid of built-in support for comprehension and critical thinking.</p> <p style="text-align: right;">CONTINUED</p>

Components of a 21CCLC Program	READ 180 Next Generation
<p>Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement <i>Continued</i></p>	<p>The Student Dashboard supports students in building executive function and taking ownership over their own learning. My Dashboard provides actionable data throughout the year about what students know and can do. Tools for self-directed goal setting and planning allow students to track their progress in each Topic Software Zone. The dynamic News Feed publishes student progress and data, such as personal bests and accomplishments like completed quizzes, “streaks” of correct answers on Topic Software Quick Check Questions, and Lexile gains. Reports on key elements of student performance support students' abilities to identify strengths and challenges, to plan for improving the quality of their work, and to understand what they have achieved. This access to information about their progress and achievements not only motivates students, but also builds their awareness of who they are as learners, and guides them in setting and working toward academic goals.</p>
<p>Ongoing staff training for implementing the academic support and enrichment services</p>	<p><u><i>READ 180 Next Generation Part I Training</i></u></p> <p>In this full day of on-site training teachers learn how to effectively use the program in their classrooms, including experiencing and implementing the <i>READ 180</i> Instructional Model, navigating the software, managing learning with the <i>Scholastic Achievement Manager (SAM)</i>, teaching effectively with the Teacher Dashboard, and organizing the classroom and managing the program during the first three weeks.</p> <p><u><i>READ 180 Next Generation Part II Training</i></u></p> <p>This training allows teachers to deepen their teaching of the program, including structuring engagement with routines, pacing an <i>rBook</i> Workshop, teaching a workshop with the Dashboard, evaluating the SAM Student Digital Portfolio, utilizing SAM reports to monitor and plan instruction, understanding Data Snapshots, and monitoring student progress with the Dashboard.</p> <p><u><i>READ 180 Next Generation Interactive Webinar</i></u></p> <p>This Webinar helps <i>READ 180 Next Generation</i> teachers expand their expertise, including: planning instruction with the Teacher Dashboard and the Interactive Teaching System (ITS), assessing fluency and writing in the SAM Student Digital Portfolio, and using data to target instruction at differentiation Checkpoints.</p> <p><u><i>READ 180 Next Generation Leadership Training</i></u></p> <p>In this half-day training district leaders, coaches, and principals learn to successfully implement <i>READ 180 Next Generation</i>, including: understanding the research-base behind <i>READ 180</i>, identifying program features that accelerate reading achievement and increase college and career readiness, monitoring implementation fidelity with the Leadership Dashboard, and analyzing report data to support accountability and work toward AYP targets.</p> <p style="text-align: right;">CONTINUED</p>

Components of a 21CCLC Program	READ 180 Next Generation
<p>Ongoing staff training for implementing the academic support and enrichment services <i>Continued</i></p>	<p><u>In-Classroom Support</u>—RECOMMENDED, at an additional cost</p> <p>Scholastic consultants provide teachers with individualized support and focused strategies side-by-side in the classroom. They build relationships with teachers to support on-model implementation, classroom management, program monitoring, and data-driven instruction. A year-long customized plan of in-classroom visits provides teachers with in-person, individualized support and focused strategies for the classroom. For the best results, Scholastic recommends monthly visits for all teachers.</p>
<p>Programs that promote parental involvement</p>	<p>The <i>READ 180 Next Generation</i> Family Portal helps families connect to the <i>READ 180</i> classroom and support students’ progress. The online Family Portal can be accessed from any Internet connection, and provides families with information about the program instruction and materials, resources for supporting students’ achievement, and a venue to share success stories and experiences. Additionally, a Parent Letter, available in English and Spanish, explains the goal of the <i>READ 180 Next Generation</i> program, steps children will be completing as they learn, and ways to reinforce their learning at home. Student reports that display students’ progress and usage in the program can be shared with parents during conferences or sent home as progress indicators.</p>
<p>Periodic evaluation of the academic progress of children participating in the 21st CCLC program</p>	<p><i>READ 180 Next Generation</i> includes a comprehensive suite of high quality assessment tools and reports to monitor student performance. A variety of assessment instruments identify students’ most urgent needs, enabling the program and teachers to adjust instruction accordingly.</p> <ul style="list-style-type: none"> ▪ <i>Scholastic Reading Inventory</i> (SRI) determines students’ reading levels and places them in the appropriate level in the program. SRI also helps teachers match reader to text and task, as well as monitors progress. ▪ The <i>READ 180 Next Generation</i> Topic Software assesses student performance and fluency in reading, vocabulary, and spelling. It identifies strengths and weaknesses to support grouping and differentiated instruction. ▪ <i>rSkills</i> Tests monitor students’ understanding of key, standards-aligned skills covered during Whole- and Small-Group Instruction, as well as Higher Order Thinking and Critical Reading skills. ▪ <i>rSkills</i> Summative Tests, at mid- and end-of-year, assess listening and reading comprehension, critical reading, word-study skills, conventions, and writing. ▪ <i>rBook Writing</i> scaffolds students from single-paragraph to multi-paragraph essays in key writing types—narrative, information, and argument. ▪ Performance-Based Assessment occurs at the end of an <i>rBook</i> Workshop as students are guided through an “internship on a page” in which they are instructed in and assessed on college and career skills and strategies.

CONTINUED

Components of a 21CCLC Program	READ 180 Next Generation
<p>Periodic evaluation of the academic progress of children participating in the 21st CCLC program <i>Continued</i></p>	<p>The Teacher and Leadership Dashboards provide easy access to data from these ongoing assessments, allowing teachers and administrators to efficiently monitor student progress in real time, quickly identify problems, and inform decision-making about instruction. The SAM Student Digital Portfolio compiles student work and includes rubrics for teachers to score fluency recordings, writing prompts, and open-response items from the <i>rSkills</i> Tests and <i>Writing Zone</i>.</p> <p>The <i>Scholastic Achievement Manager</i> (SAM) captures performance data each time students use the <i>READ 180 Next Generation</i> software. SAM aggregates the performance data into reports for individual students, groups, or an entire class. The reports allow teachers to monitor students' progress, target instruction, and share results with administrators or families. The SAM system provides powerful reports that educators can use to fine-tune instruction and improve student performance. These filters allow sorting by ethnicity, Free-Reduced lunch status, English-Language Learners, and Special Education student populations.</p>
<p>Coordination of Federal, State, and Local services and programs</p>	<p><i>READ 180 Next Generation</i> can be integrated with funds from state, local, private, and other sources. The federal funding programs for which it qualifies include:</p> <ul style="list-style-type: none"> ▪ Title IA—Improving Basic Programs ▪ Title I—School Improvement Grants (SIG) ▪ Title I—Supplemental Education Services (SES) ▪ Title III—English Language Acquisition ▪ IDEA, Part B ▪ IDEA <i>Response to Intervention</i> ▪ 21st Century Community Learning Centers (21CCLC) ▪ Race to the Top—District (RTT-D) ▪ Striving Readers ▪ Investing In Innovation (i3)