



# iRead

## Aligns to 21<sup>st</sup> Century Community Learning Centers

The purpose of the 21<sup>st</sup> 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 **iRead** can support a 21<sup>st</sup> CCLC program. The criteria are drawn from the Federal 21<sup>st</sup> CCLC Non-Regulatory Guidance, posted at:

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

Components of a 21CCLC Program	<i>iRead</i>
<p>Activities that provide remedial education activities, including additional assistance to students to allow the students to improve their academic achievement</p>	<p><b>iRead</b> is a fully digital, foundational reading solution designed to close the achievement gap before it begins and place all K-2 students on a predictable path to college and career readiness. The promise of <i>iRead</i> is to ensure that all children leave second grade with the foundational skills upon which reading proficiency can be built—Alphabet Knowledge, Phonological Awareness, Decoding, Sight Word Recognition, Morphology, and Academic Language for School.</p> <p><i>iRead</i> builds the foundation for success for all K-2 students by providing them with systematic, explicit instruction in foundational reading. Beginning with alphabet knowledge and phonological awareness, and working towards increasingly complex skills in decoding and spelling, <i>iRead</i> places all children on a predictable path to college and career. The <i>iRead</i> scope and sequence offers a carefully scaffolded and systematic instructional approach to early literacy (Grades K-2), built on technology that affords differentiated and adaptive instruction to meet the individual needs of children at all readiness levels.</p> <p><u>Reading</u></p> <p>The instructional sequence moves students seamlessly from introduction of the letter names and then letter sounds, to instruction on basic blending and segmenting of phonemes, through introduction and practice with the highest utility of spellings of the 44 sounds of English. <i>iRead</i> introduces the letter names and sounds, and then quickly moves to application of the sounds to phonological awareness instruction. The program teaches spellings of sounds of English with a focus on sounding out words, paying attention to every letter, and connecting words to meaning. Because words are better understood in relation with other similar words, the <i>iRead Sight Words</i> strand presents high-utility, high-frequency, non-decodable sight words in select groups (e.g., prepositions, verbs, pronouns, etc.), thus aiding young learners in recognizing and making connections among these words. Finally, <i>iRead</i> provides explicit instruction in syllable identification and segmentation; at the alphabetic phase, instruction begins to guide students towards reading chunk-by-chunk as opposed to sound-by-sound.</p>

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Components of a 21CCLC Program	<i>iRead</i>
<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> <i>iRead</i> models and reinforces the syntax of written English, through activities that begin with simple sentences and that progressively involve longer and more syntactically complex sentences. Students have opportunities to strengthen and apply their skills in daily <i>iRead</i> tasks that build from letter formation to spelling activities to writing tasks centered on <i>Success eBooks</i>.</p> <p><u>Language</u> <i>iRead</i> instruction focuses on building student understanding of the meaning and function of word parts, including inflectional endings, prefixes, and suffixes. Students are afforded opportunities to apply, integrate, and extend their learning of meaningful word parts in the context of reading texts with controlled vocabulary. Morphological awareness is carefully built into the entire <i>iRead</i> sequence to facilitate early success in reading connected text. At the partial alphabetic phases (<i>iRead</i> Level A), children learn that the ending –s can mean more than one of something. By the time they have progressed to consolidated reading levels (<i>iRead</i> Level C), students are able to identify, manipulate, and understand the meaning of high-utility affixes such as –re, –pre, –ful, –less, and –able.</p> <p><u>Speaking &amp; Listening</u> <i>iRead</i> offers a multisensory approach to foundational literacy skills instruction through interactive Software activities that encompass sight, hearing, and touch; audiobooks; and teacher-led speaking &amp; listening activities. On the Software, children are prompted to generate a letter name or letter sounds orally after hearing or seeing a model. At the partial alphabetic and alphabetic phases, students listen to an <i>eBook</i> read aloud, with the option to vary the speed of the reading. On the second reading, students can choose to read the book aloud themselves or have it read to them. They can also record themselves reading the book aloud.</p>
<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><i>iRead</i> was developed with the expertise of nationally recognized researchers and practitioners in foundational reading, leveraging the best thinking and research in education, cognitive science, and gaming theory. The <i>iRead</i> Research Foundation Paper explains how <i>iRead</i> draws on the best research in early literacy instruction to give students in Grades K-2 the foundation they need to become successful readers and learners. It describes the research evidence favoring explicit and systematic instruction in the foundational literacy skills, and it explains how the <i>iRead</i> design reflects this research. It also describes how <i>iRead</i> matches the best available research and expert opinion related to personalized learning, multisensory instruction using multimedia technology, and formative assessment and progress monitoring, as well as how <i>iRead</i> supports positive student behavior and encourages family engagement.</p> <p> To download a copy of the <i>iRead</i> Research Foundation Paper, please see: <a href="http://teacher.scholastic.com/products/iread/early-education-research/">http://teacher.scholastic.com/products/iread/early-education-research/</a></p>

Components of a 21CCLC Program	iRead
<p>Academic activities aligned with the school’s curriculum in the core subject areas</p>	<p><i>iRead</i> builds the foundation for success for all K-2 students by providing them with systematic, explicit instruction in foundational reading. Beginning with alphabet knowledge, print concepts, and phonological awareness, and working towards increasingly complex skills in word recognition, spelling and fluency, <i>iRead</i> places all children on a predictable path to college and career.</p> <p><u>Print Concepts</u></p> <p>The <i>iRead</i> Software includes 51 <i>eBooks</i>, all modeled after print texts. In the initial read of an <i>eBook</i>, children explore print concepts. Children also read daily connected texts, completing activities that connect reading to meaning. The <i>iRead Professional Guide</i> includes four instructional routines on Understanding the Concepts of Print using authentic texts from the classroom library. Additionally, with <i>iRead</i> downloadable resources, students have access to 140 downloadable books that they can print and assemble while learning the structure of books.</p> <p><u>Phonological Awareness</u></p> <p>Phonological Awareness instruction begins with developing word awareness and gradually leads children to identify, segment, and blend smaller units of words including syllables and onset-rime. In the <i>Alphabet Classroom</i>, children engage with multimedia videos with songs, instruction, and modeling. Then they practice the skills in the Listening Center through activities such as <i>Rhyme Recognition</i>, <i>Syllable Counting</i>, and <i>Syllable Blending</i>.</p> <p><u>Phonics and Word Recognition</u></p> <p>Children begin blending with short vowel CVC words, and gradually move on to blends and digraphs—firmly establishing the alphabetic principle. Additionally, high-function and high-frequency sight words are explicitly taught in order to ensure automaticity with whole-word recognition, while word-attack strategies enable students to analyze word parts including inflectional endings, prefixes, and suffixes.</p> <p><u>Fluency</u></p> <p>Each <i>iRead eBook</i> is read multiple times with an emphasis on fluency. Children can record themselves while reading the text, and teachers can access the audio file along with the corresponding rubric to assess fluency. The <i>Professional Guide</i> provides additional routines for improving fluency—Cloze Reading, Choral Reading, Repeated Reading, Partner Reading, Reader’s Theater, Self-Correcting, and Re-Reading.</p> <p><u>Staircase of Increasing Text Complexity</u></p> <p>In <i>iRead</i>, text complexity increases over time, gradually introducing more sophisticated text structure, language conventions, and knowledge demands. The <i>iRead</i> sentence complexity continuum, developed by Dr. Julie Washington, provides students with daily opportunities to read connected text, as well as informational <i>Success eBooks</i>, each with scaffolds to support independent reading.</p> <p style="text-align: right;">CONTINUED</p>

Components of a 21CCCLC Program	iRead
<p>Academic activities aligned with the school’s curriculum in the core subject areas <i>Continued</i></p>	<p><u>High-Quality Literary and Information Text</u>  <i>Success eBooks</i> are 50% informational text and 50% literature. As students progress through the scope and sequence, they encounter more informational texts that build content area knowledge and academic vocabulary. <i>eBooks</i> cover a variety of topics and genres, ensuring that students dig deeply into the meaning of each text type. The <i>iRead_Books</i> Library is also 50% informational text and 50% literature. Each grade-level collection includes 30 titles (6 copies each), aligned to the <i>iRead</i> Software and Guided Reading Levels A-O.</p> <p><u>Text-Based Questions</u>                      All <i>Success eBooks</i> are accompanied by comprehension checks that require students to accurately recall details from the text. The <i>Professional Guide</i> also details the many different ways that teachers can use <i>Success eBooks</i> to ask text-based questions during Small-Group and Whole-Class Instruction.</p> <p><u>Focus on Academic Vocabulary</u>                      Over 1,500 words in the Student Software are presented with images and context sentences. These words are systematically reviewed in varied contexts, ensuring children develop understanding of what they are reading. The Student Software includes 58 Word Play topics—each teaching critical “word attack” strategies. Key vocabulary repeatedly appears in the highly engaging <i>Success eBooks</i>, and each book uses academic language and engaging content to develop awareness of word meanings.</p> <p><u>Writing a Range of Text Types</u>                      Each <i>Success eBook</i> includes a writing template, allowing students to write, draw, and express ideas about the text. <i>iRead</i> also includes handwriting routines for all letters of the alphabet, accompanied by printable worksheets that support multisensory learning including neural impress—an essential building block of long-term writing success.</p>
<p>Technology education programs</p>	<p>The <i>iRead</i> student software provides explicit, systematic instruction and individualized, ongoing practice in the foundational literacy skills of phonological awareness, alphabet knowledge, phonics, decoding, word recognition, morphology and syntax, fluency, and spelling.</p> <p>The systematic instruction delivered by the software targets the areas of the foundational skills that students are struggling with and provides individualized practice in these areas until students attain mastery of each skill. Students are given the opportunity to put the skills to use to create meaning as they read and comprehend literary and informational texts. Each topic covers an essential skill, providing multiple opportunities to practice and master foundational reading.</p> <p style="text-align: right;">CONTINUED</p>

Components of a 21CCLC Program	iRead
<p>Technology education programs <i>Continued</i></p>	<p>The FASTT—Fluency and Systematic Teaching with Technology—Algorithm creates a personalized learning path through the following five instructional strands:</p> <ul style="list-style-type: none"> <li>▪ The <i>Alphabet Strand</i> delivers instruction in alphabet knowledge, including letter recognition and letter-sound correspondence. Children also build phonological awareness by counting, pronouncing, segmenting, and blending syllables in spoken words.</li> <li>▪ In the <i>Code Strand</i>, direct instruction and intensive, adaptive practice move children from letter-sound correspondence through agile and fluent word recognition, focusing on the highest-utility spellings of the 44 sounds of English. Children read and comprehend connected text of gradually increasing complexity, applying the skills learned in the Software to short reading passages.</li> <li>▪ In the <i>Sight Words Strand</i>, children master high-function and high-frequency words with irregular spellings. The Software systematically introduces and then provides ongoing practice with irregular words that children will encounter repeatedly in texts.</li> <li>▪ In the <i>Word Play Strand</i>, children develop morphological awareness and learn to distinguish base words and endings. Immediate, corrective feedback allows children to apply strategies for breaking multisyllabic words into morphemes and syllables in order to read and understand them with fluency and ease.</li> <li>▪ In the <i>Success Activities</i>, children celebrate their success with a read-aloud or independent reading of an <i>eBook</i>. Children transfer and apply the foundational reading skills that they’ve learned in the Software. Children are exposed to a variety of text types and genres; complexity increases over time, gradually introducing more sophisticated structure, language conventions, and knowledge demands.</li> </ul>
<p>Activities for limited English proficient students that emphasize language skills and academic achievement</p>	<p><i>iRead</i> builds on the language abilities that English Language Learners already have to promote comprehension, conceptual understanding, and contextual knowledge of information presented in the English language through photographs, animations, videos, and audio support. Vivid examples and images give Spanish-speaking students at various stages of English acquisition access to Tier 1, 2, and 3 words, to ensure meaning and develop transfer of cultural knowledge. Spanish translations and/or cognates for all target words help Spanish speakers connect new words to known words in Spanish. <i>eBooks</i> include Spanish previews, as well as fluent read-alouds that model accurate expression. Sound &amp; Articulation videos model correct academic pronunciation of all the 44 sounds of English. Additionally, the <i>iRead</i> Professional Guide includes best practices for individualizing and differentiating instruction and implementation to ensure effective learning, including point-of-use contrastive analysis.</p>

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<p>Ongoing staff training for implementing the academic support and enrichment services</p>	<p><u><i>iRead</i> Implementation Training</u></p> <p>In this on-site training, Educators are introduced to the program and how it personalizes learning for each child, ensures mastery of the foundational reading skills to prepare students for college and career, and puts all children on a predictable path to college and career. Learning outcomes include:</p> <ul style="list-style-type: none"> <li>▪ Understand how <i>iRead</i> uses personalized learning technology to build foundational reading skills</li> <li>▪ Experience <i>iRead</i> from the student’s perspective</li> <li>▪ Create a plan to seamlessly implement <i>iRead</i> in the literacy classroom</li> <li>▪ Use the <i>Professional Guide</i> to identify resources that enrich instruction</li> <li>▪ Efficiently manage classes, plan instruction, and monitor and assess student progress with <i>Scholastic Central</i></li> </ul> <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>iRead</i> Family Portal, available in English and Spanish, provides families with the tools they need to stay connected to their children’s work at school. The portal offers a wealth of family print and video resources, including an overview of the program, a walk-through of the child’s experience, and informative guides on key educational topics such as phonics instruction and reading levels. To further support families as partners in their child’s reading success, 51 downloadable, printable <i>eBooks</i> and additional printable books are available, as well as book lists for supplementary reading suggestions, aligned to <i>iRead</i> topics and skills. The <i>iRead</i> Family Report shares information with families about children’s performance on the instructional software and includes suggestions for how children can continue their learning at home.</p>
<p>Periodic evaluation of the academic progress of children participating in the 21<sup>st</sup> CCLC program</p>	<p>The Software-based assessments in <i>iRead</i> help place children in the Software, monitor progress, identify areas of need, and inform instruction.</p> <ul style="list-style-type: none"> <li>▪ The <i>iRead Screener</i> assesses skills to determine where a child begins in the Software.</li> <li>▪ Fast-Track assessments measure skills in upcoming series to customize the instructional path and focus on areas of need.</li> <li>▪ The Oral Fluency Assessment monitors progress through the program and provides a norm-referenced indicator of reading ability.</li> </ul> <p style="text-align: right;">CONTINUED</p>

Components of a 21CCLC Program	iRead
<p>Periodic evaluation of the academic progress of children participating in the 21<sup>st</sup> CCLC program <i>Continued</i></p>	<ul style="list-style-type: none"> <li>▪ The Print Concepts Survey assesses understanding of the parts of a book, text direction, concept of a word, and concept of a sentence.</li> <li>▪ The Phonological Awareness Assessment provides a comprehensive assessment of skills, including those that the Software does not assess because they require oral production.</li> <li>▪ Sight Word Assessment measures a child’s recognition of upcoming sight words to customize the instructional path.</li> <li>▪ The Spelling Inventory assesses the child’s knowledge of common spelling patterns.</li> <li>▪ Reading Interest Surveys completed by the child and family provide anecdotal information about reading interests, abilities, and behaviors.</li> <li>▪ Progression through the Software shows growth toward grade-level benchmarks.</li> <li>▪ Software performance data from activities indicate skills mastered and areas of need.</li> <li>▪ <i>Success eBook</i> recordings are optional and may be reviewed and scored for fluency by the teacher.</li> </ul> <p>To support the effective use of the data resulting from these embedded formative assessments and progress monitoring tools, <i>iRead</i> provides clear, actionable student performance analytics, readily accessible from <i>Scholastic Central</i>. Individual results can be downloaded for offline analysis or for emailing to parents, literacy coaches, and/or other intervention specialists.</p> <ul style="list-style-type: none"> <li>▪ Data Snapshots feature at-a-glance views of class performance on the Software, including current topics, progression through the Software, and time spent on the Software.</li> <li>▪ The Screener Analytics detail children’s performance on the <i>iRead Screener</i> and determine placement in the Instructional Software.</li> <li>▪ The Growth Analytics measure children’s progress throughout the scope and sequence and against grade-level benchmarks.</li> <li>▪ The Software Performance Analytics monitor children’s overall Software use, skill growth, and mastery of topics.</li> <li>▪ The Individualized Learning Plan provides a summary of a child’s Instructional Software use and includes lessons and texts to help the child review and practice current and previously learned topic skills.</li> </ul>

Components of a 21CCLC Program	<i>iRead</i>
<p>Coordination of Federal, State, and Local services and programs</p>	<p><i>iRead</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"> <li>▪ Title IA—Improving Basic Programs</li> <li>▪ Title I—School Improvement Grants (SIG)</li> <li>▪ Title I—Supplemental Education Services (SES)</li> <li>▪ Title III—English Language Acquisition</li> <li>▪ IDEA, Part B</li> <li>▪ IDEA, <i>Response to Intervention</i></li> <li>▪ 21<sup>st</sup> Century Community Learning Centers (21CCLC)</li> <li>▪ Race to the Top—District (RTT-D)</li> <li>▪ Striving Readers</li> <li>▪ Investing In Innovation (i3)</li> </ul>