




READ 180 Next Generation

Aligns to IDEA, Part B
EDUCATION OF CHILDREN WITH DISABILITIES

The purpose of *IDEA, Part B—Formula Grant Programs* is to assist states in providing a free, appropriate public education (FAPE) in the least restrictive environment for children with disabilities ages 3 through 21. The following chart shows how **READ 180 Next Generation** can support children with disabilities under IDEA, based on key components and recommendations from IDEA, Part B, Section 611. The criteria are drawn from the Federal *IDEA, Part B Final Rules and Regulations*, posted at:

<http://www2.ed.gov/programs/osepgrts/index.html>

Components of a IDEA, Part B Program	READ 180 Next Generation
<p>Provide research-based and scientifically validated interventions</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. <i>READ 180 Next Generation</i> is designed to accelerate 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>RESEARCH</p> <p>Over its long history of use, <i>READ 180</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 Students with Disabilities. 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>

Components of a IDEA, Part B Program	READ 180 Next Generation
<p>Provide access to the Core Curriculum taught in General Education classrooms</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><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>, writing instruction emphasizes writing with a purpose and writing that develops content knowledge and reading skills. The <i>rBook</i> includes frequent opportunities for students to write brief pieces to develop writing competence and confidence. Students 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>

CONTINUED

Components of a IDEA, Part B Program	READ 180 Next Generation
<p>Provide access to the Core Curriculum taught in General Education classrooms <i>Continued</i></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><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>Use Supplemental Instructional materials, where appropriate, to strengthen the efficacy of the comprehensive core curriculum</p>	<p>The content in all <i>READ 180 Next Generation</i> components reflects diverse perspectives, allowing students to both reflect on their own experiences and explore new concepts and points of view. In the Software, Paperbacks, Audiobooks, and <i>eReads</i>, students can choose among topics that engage them and reflect their interests, such as careers, music, heroes, relationships, health, and family. For example, the <i>Your World and Beyond</i> strand in the Software focuses on stories of young people in the United States and abroad who are addressing global challenges. Through this engaging, diverse content, <i>READ 180 Next Generation</i> readings help students develop the strong base of world knowledge and interdisciplinary literacy skills that they need in order to better comprehend texts across the curricula.</p>

Components of a IDEA, Part B Program	READ 180 Next Generation
<p>Educate students in the least restrictive environment consistent with their educational needs</p>	<p>The <i>READ 180 Next Generation</i> instructional model is a research-based design for explicit, direct instruction and classroom organization for intensive intervention for struggling readers, including those with special needs. It provides a simple and clear organization for Whole- and Small-Group instruction. Instruction begins and ends with Whole-Group, teacher-directed instruction. In between the Whole-Group lessons, students are divided into three groups to rotate among three areas in the classroom—Small-Group instruction, independent reading, and individual practice on the Software. This instructional model supports the acceleration of struggling readers toward grade-level proficiency through a proven balance of direct instruction, Small-Group differentiation, and individual practice. Studies have shown that when schools implement and follow the standard 90-minute instructional model, or a comparable flexible model, students achieve significant gains in reading proficiency after one or two years of program participation.</p>
<p>Implement a multi-tiered strategy designed to provide increasingly intensive interventions to those students who are not making adequate progress in the Core Curriculum</p>	<p>The <i>READ 180 Next Generation</i> instructional model supports multiple tiers by balancing Whole-Group instruction with Small-Group instruction that is tailored to different skills based on students’ needs. During Whole-Group instruction, the teacher focuses on “macro”-level skills that all students need. Then, students break into small groups to address their individual needs through adaptive instructional Software, leveled books, and Small-Group direct instruction in reading. While one small group works on the Topic Software that continuously assesses and provides targeted instruction, another group reads Paperbacks and <i>eReads</i> independently at the appropriate reading level based on the Lexile Framework® for Reading. This instructional model allows teachers to work with a chosen small group to address individual needs based on assessment data.</p>
<p>Provide ongoing progress monitoring of students’ responses to high-quality, research-based intervention, and use it to guide the Individualized Education Plan (IEP)</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.

CONTINUED

Components of a IDEA, Part B Program	READ 180 Next Generation
<p>Provide ongoing progress monitoring of students’ responses to high-quality, research-based intervention, and use it to guide the Individualized Education Plan (IEP) <i>Continued</i></p>	<ul style="list-style-type: none"> ▪ <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. ▪ <i>Scholastic Reading Counts!</i> Quizzes monitor students’ comprehension of library books and <i>eReads</i>. <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>Include literacy instruction that targets English Language Learners who have not yet been identified as needing Special Education services</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.</p> <p>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. The Software also provides vocabulary supports, captioning of Anchor Videos, supports in the <i>eReads</i>, and parent materials for five major world languages, as well as Spanish translations that help students with beginning and intermediate English proficiency levels access texts and experience success.</p> <p>The program’s emphasis on developing academic language and vocabulary reflects practices that have been shown to be particularly effective for English Language Learners, who may struggle with academic language even if they are comfortable with conversational English. The multicultural content reflects ethnic, cultural, and linguistic diversity, helping English Language Learners find a sense of belonging in their new environment.</p>

Components of a IDEA, Part B Program	READ 180 Next Generation
<p>Inform parents of General Education services that would be provided and strategies to support their child’s rate of learning</p>	<p><i>READ 180 Next Generation</i> provides resources to help families support students’ learning and connect with the classroom. Families and caregivers can connect to the Bilingual Family Portal from any Internet connection to learn about <i>READ 180 Next Generation</i> instruction and materials. The site includes a video providing tips for families about how to support their children’s literacy achievement, and offers links to additional resources and research to help caregivers understand the needs of struggling readers. In addition, the Family Portal provides a space for sharing success stories and experiences with teachers and other families.</p> <p>Additionally, the <i>READ 180 Next Generation</i> Parent Report I introduces parents to the program and provides information about student placement. The Parent Report II provides parents an update on their child’s participation and progress.</p>
<p>Provide a high-quality professional development plan to support teachers providing Special Education services, as well as those implementing RtI</p>	<p><u><i>READ 180 Next Generation</i> Part I Training</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</i> Part II Training</u></p> <p>This training allows teachers to deepen their teaching of the program, including structuring engagement with routines, pacing an <i>rBook</i> and <i>LBook</i> Workshop, teaching a workshop with the Dashboard, evaluating the <i>SAM</i> Student Digital Portfolio, utilizing <i>SAM</i> reports to monitor and plan instruction, understanding Data Snapshots, and monitoring student progress with the Dashboard.</p> <p><u><i>READ 180 Next Generation</i> Interactive Webinar</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 <i>SAM</i> Student Digital Portfolio, and using data to target instruction at differentiation Checkpoints.</p> <p><u><i>READ 180 Next Generation</i> Leadership Training</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 IDEA, Part B Program	READ 180 Next Generation
<p>Provide a high-quality professional development plan to support teachers providing Special Education services, as well as those implementing RtI</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>Coordinate with activities funded by and carried out under the Elementary and Secondary Education Act (ESEA)</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 ▪ <i>IDEA Response to Intervention</i> ▪ 21st Century Community Learning Centers (21CCLC) ▪ Race to the Top—District (RTT-D) ▪ Striving Readers ▪ Investing In Innovation (i3)