




iRead

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 *iRead* 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/osepgts/index.html>

Components of a IDEA, Part B Program	iRead
Provide research-based and scientifically validated interventions	<p><i>iRead</i> 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.</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 English Language Learners 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>RESEARCH</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 Grades K-2 students 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: http://teacher.scholastic.com/products/iread/early-education-research/</p>

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<p>Provide access to the Core Curriculum taught in General Education classrooms</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 IDEA, Part B Program	iRead
<p>Provide access to the Core Curriculum taught in General Education classrooms <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>Use Supplemental Instructional materials, where appropriate, to strengthen the efficacy of the comprehensive core curriculum</p>	<p>The <i>iRead Books</i>, A Guided Close Reading Library for K-2, which is 50% informational text, extends learning across the content areas through close and guided reading while strengthening foundations through extended reading practice. Each grade-level specific library includes 30 titles, 6 copies each targeted at specific Guided Reading levels and aligned to the <i>iRead</i> Software. Teaching resources for each level include reproducible activities, instructional routines, and professional information. Portable instructional cards help children build vocabulary, language, and knowledge as they learn print concepts and develop phonological awareness.</p>
<p>Educate students in the least restrictive environment consistent with their educational needs</p>	<p>The <i>iRead</i> instructional model fits flexibly into an existing Reading or Language Arts instructional block to ensure all K-2 children are on a predictable path to College and Career readiness. Teachers use <i>iRead</i> to build children’s excitement about reading while supporting them in their reading development.</p> <p style="text-align: right;">CONTINUED</p>

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<p>Educate students in the least restrictive environment consistent with their educational needs <i>Continued</i></p>	<p>The program can be integrated into the classroom in the following ways:</p> <p><u>Whole-Class Instruction</u></p> <p>Teachers meet the needs of all children with daily, explicit teacher-led instruction with the whole class. The instructional routines in the <i>Professional Guide</i> and the targeted lessons on <i>Scholastic Central</i> supplement grade-level content.</p> <p><u>Small-Group Instruction</u></p> <p>As teachers work directly with children in Small-Group Instruction, the <i>Groupinator</i>® recommends targeted lessons and differentiated small groups, based on students’ software performance. Teachers can also create their own reading groups and plan instruction using the data from <i>Scholastic Central</i>.</p> <p><u>Instructional Software</u></p> <p>Children engage in daily independent, individualized, and adaptive skills practice using the <i>iRead</i> Instructional Software. Teachers can incorporate the Software as part of small-group rotations, or use it for small-group work during Guided Reading group.</p> <p><u>Learning Centers</u></p> <p>Using the learning center activities in the <i>iRead Professional Guide</i> and the downloadable resources from <i>Scholastic Central</i>, teachers can create learning centers based on children’s instructional needs.</p> <p><u>Independent or Partner Reading</u></p> <p>Teachers can support children as they continue to build decoding and fluency skills during independent and partner reading by printing decodable texts available on <i>Scholastic Central</i>. Additionally, the <i>iRead</i> Books Library, a Guided Close Reading Library, extends learning across the content areas through close and guided reading while strengthening foundations through extended reading practice. The K-2 Libraries include 50% Information text, <i>Teaching Resources</i> for each level, and Close Reading Instructional Cards that help children build vocabulary, language, and knowledge.</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><i>iRead</i> is well suited to meet the research-based recommendations for Response to Intervention (RTI). First, the <i>iRead</i> Screener assesses students’ foundational early literacy skills, and determines the appropriate placement within the instructional sequence based on individual performance data. Second, <i>iRead</i> provides Tier 1 RTI support through differentiated reading instruction for all students based on assessments of students’ current reading level. Differentiation occurs both within the instructional software and through the use of <i>iRead</i> differentiated small-group lessons.</p> <p>For students demonstrating risk for future reading difficulties, <i>iRead</i> can provide Tier 2 support. Specifically, students performing below grade-level spend additional time on the instructional software, which provides intensive, systematic, and focused support on the specific areas where the student is struggling.</p>

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<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 <i>Continued</i></p>	<p>In addition, teachers can use the <i>iRead</i> analytics feature to monitor student progress and performance on the instructional software and embedded assessments. Tier 2 support is also provided through the use of the <i>Groupinator™</i>, which produces recommendations and resources for differentiated small-group instruction, based on <i>iRead's</i> formative assessment data, for students with specific skill challenges.</p> <p>Tier 3 Rtl support is also available for Tier 2 students who do not make adequate progress with <i>iRead</i>. Students identified as needing Tier 3 support, should spend the greatest amount of time on the instructional software. <i>iRead</i> analytics and the <i>Groupinator™</i> provide the necessary supports and resources for individualized targeted Tier 3 interventions.</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>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"> ▪ The <i>iRead Screener</i> assesses skills to determine where a child begins in the Software. ▪ Fast-Track assessments measure skills in upcoming series to customize the instructional path and focus on areas of need. ▪ The Oral Fluency Assessment monitors progress through the program and provides a norm-referenced indicator of reading ability. ▪ The Print Concepts Survey assesses understanding of the parts of a book, text direction, concept of a word, and concept of a sentence. ▪ The Phonological Awareness Assessment provides a comprehensive assessment of skills, including those that the Software does not assess because they require oral production. ▪ Sight Word Assessment measures a child's recognition of upcoming sight words to customize the instructional path. ▪ The Spelling Inventory assesses the child's knowledge of common spelling patterns. ▪ Reading Interest Surveys completed by the child and family provide anecdotal information about reading interests, abilities, and behaviors. ▪ Progression through the Software shows growth toward grade-level benchmarks. ▪ Software performance data from activities indicate skills mastered and areas of need. ▪ <i>Success eBook</i> recordings are optional and may be reviewed and scored for fluency by the teacher. <p style="text-align: right;">CONTINUED</p>

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<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>	<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"> ▪ 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. ▪ The Screener Analytics detail children's performance on the <i>iRead Screener</i> and determine placement in the Instructional Software. ▪ The Growth Analytics measure children's progress throughout the scope and sequence and against grade-level benchmarks. ▪ The Software Performance Analytics monitor children's overall Software use, skill growth, and mastery of topics. ▪ 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.
<p>Include literacy instruction that targets English Language Learners who have not yet been identified as needing Special Education services</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 & Articulation videos model correct academic pronunciation of all the 44 sounds of English. Additionally, the <i>iRead Professional Guide</i> includes best practices for individualizing and differentiating instruction and implementation to ensure effective learning, including point-of-use contrastive analysis.</p>
<p>Inform parents of General Education services that would be provided and strategies to support their child's rate of learning</p>	<p>The <i>iRead Family Portal</i>, 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 Family Report</i> 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>

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<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>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"> ▪ Understand how <i>iRead</i> uses personalized learning technology to build foundational reading skills ▪ Experience <i>iRead</i> from the student’s perspective ▪ Create a plan to seamlessly implement <i>iRead</i> in the literacy classroom ▪ Use the <i>Professional Guide</i> to identify resources that enrich instruction ▪ Efficiently manage classes, plan instruction, and monitor and assess student progress with <i>Scholastic Central</i> <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>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"> ▪ 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)