






# Scholastic *iRead*

## Aligns to Title I, Section 1003(g) SCHOOL IMPROVEMENT GRANTS

School Improvement Grants (SIG) are intended to help Title I schools, identified for improvement, corrective action, or restructure, implement reform strategies, specifically the four intervention models—Turnaround, Restart, School Closure, or Transformation Model. Within the Turnaround and Transformation Models, districts and schools are required to implement a series of required activities, as well as other optional elements. The chart below shows how *iRead* can support School Improvement, specifically for Turnaround and Transformation Models. The criteria are drawn from the Federal Title I, Section 1003(g) Guidance posted at: <http://www2.ed.gov/programs/sif/legislation.html>.

SIG Requirements	<i>iRead</i>
Implement an instructional program that is research-based	<p>Scholastic <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 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>Informed by the work of Dr. Ted Hasselbring’s Cognition and Technology Group at Vanderbilt University, the <i>iRead</i> computer adaptive software employs the research-validated FASTT algorithm—Fluency and Automaticity through Systematic Teaching with Technology. Over the past twenty-five years, Dr. Hasselbring has conducted research on the use of technology for enhancing learning in students with mild disabilities and those who are at-risk of school failure. The <i>iRead</i> research-based scope and sequence was designed by Dr. Marilyn Jager Adams—one of the nation’s leading researchers on phonics and an architect of the Foundational Reading Standards of the Common Core State Standards.</p> <p><i>iRead</i> has a strong academic research base. Built on the recommendations of the CCSS and National Reading Panel, these are the expert authors and developers and specialties:</p> <ul style="list-style-type: none"> <li>▪ Dr. Ted Hasselbring, Adaptive Technology and Cognition</li> <li>▪ Dr. Marilyn Jager Adams, Phonics and Foundational Literacy Instruction</li> <li>▪ Dr. Julie Washington, Community Dialect</li> <li>▪ Dr. David Dockterman, Gaming Theory</li> <li>▪ Laura Goin, Adaptive Technology</li> <li>▪ Phyllis C. Hunter, Literature</li> <li>▪ Dr. Elsa Cárdenas-Hagan, Language Acquisition</li> <li>▪ Dr. Anne Cunningham, Brain Development</li> </ul> <p> For additional information regarding the research foundations of <i>iRead</i>, please see: <a href="http://teacher.scholastic.com/products/iread/early-education-research/#/">http://teacher.scholastic.com/products/iread/early-education-research/#/</a></p>

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<p>Implement an instructional program that is aligned with State academic standards</p>	<p><i>iRead</i> is designed to ensure mastery of all foundational reading skills of the Common Core. The program also targets additional standards in reading, writing, language, and speaking and listening—recognizing that these skills are essential in preparing students for the rigorous demands of college and career. <i>iRead</i> was co-designed by Dr. Marilyn Jager Adams, one of the nation's leading researchers on literacy and an architect of the Foundational Reading Standards of the CCSS.</p> <p> For information about how <i>iRead</i> correlates to State Standards, please see: <a href="http://teacher.scholastic.com/products/iread/common-core-state-standards/">http://teacher.scholastic.com/products/iread/common-core-state-standards/</a></p>
<p>Integrate technology-based supports and interventions as part of the instructional program</p>	<p><i>iRead</i> offers a comprehensive, web-based, multisensory approach to foundational literacy skills instruction through interactive software activities that encompass sight, hearing, and touch; audiobooks; and teacher-led multimodal activities. The <i>iRead</i> multimedia software helps young children develop essential sound-to-text and text-to-sound associations while also learning to comprehend the meaning of words in text. The Software provides targeted explicit instruction and systematic practice in phonological awareness, alphabet knowledge, phonics, decoding, word recognition, syntax, fluency, and morphology. The FASTT Algorithm creates a personalized learning path through the following five instructional strands:</p> <p><u>Alphabet Strand</u></p> <p>This strand 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.</p> <p><u>Code Strand</u></p> <p>Direct instruction and 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 skills learned in the Software to short reading passages.</p> <p><u>Sight Words Strand</u></p> <p>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.</p> <p><u>Word Play Strand</u></p> <p>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.</p> <p><u>Success Activities</u></p> <p>Children celebrate their success with a read-aloud or independent reading of an eBook, as they transfer and apply the foundational reading skills 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.</p> <p> For more information about the innovative ways <i>iRead</i> approaches learning through technology, please see: <a href="http://teacher.scholastic.com/products/iread/how-it-works/#/">http://teacher.scholastic.com/products/iread/how-it-works/#/</a></p>

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<p>Use formative, interim, and summative assessments to inform and differentiate instruction</p>	<p>Embedded diagnostic and continuous assessment is one of the defining features of <i>iRead</i> as a program. Students are first placed into the program using the <i>iRead</i> Screener Assessment, which places them into the appropriate place in the Software—on or below grade level. Children who place above grade level will have the opportunity to Fast Track, reinforcing and applying crucial spelling and comprehension skills.</p> <p><i>iRead</i> assesses students’ performance as they engage in its sequence of interactive exercises, and provides them with immediate and corrective feedback in the course of those activities. The <i>iRead</i> oral fluency assessment follows the research-based method of measuring words read aloud correctly per minute, using passages that were developed, nationally normed, and validated by an independent educational research and development organization. This assessment is administered in the middle and end of first grade, and at the beginning, middle, and end of second grade. For more informal oral fluency assessment, students are able to record themselves reading <i>Success</i> eBooks. Teachers can evaluate the recordings with a provided rubric.</p> <p>Additional progress monitoring assessments include the following:</p> <ul style="list-style-type: none"> <li>▪ Phonological Awareness—Recommended as a one-to-one teacher-administered assessment for students who perform poorly on the Screener assessment, or who struggle with phonological awareness exercises in the <i>iRead</i> Software.</li> <li>▪ Print Concepts—A prompt-based survey administered one-to-one at the beginning of kindergarten and first grade, focusing on print concepts that are called for in the Common Core State Standards, and reinforced in <i>iRead</i>.</li> <li>▪ Spelling Inventory—A diagnostic given to the whole class at the middle and end of first grade, and again at the beginning, middle, and end of second grade. The assessment offers 30 words at each administration that span the scope and sequence for each grade level so that progress can be measured and problem areas readily identified across the class.</li> <li>▪ Reading Interest—Given at the beginning of the school year to provide baseline data on each child’s interest in reading, reading habits at home, family literacy activities, and more.</li> </ul> <p><i>iRead</i> differentiates instruction in three ways—in its pacing, amount of practice, and instructional content. Students progress through <i>iRead</i> lessons at a pace that best suits their needs. FastTrack assessments at the beginning of each series of lessons identify students whose level of prior knowledge and proficiency permits them to move through the series more quickly. These students may skip guided practice activities that less-proficient students would need, and proceed directly to activities that involve encoding, vocabulary, and reading connected text. Less proficient students will engage in these same activities after receiving the guided practice they need.</p> <p><i>iRead</i> adapts the amount of practice students receive, as well. All lessons start with a set of sounds or words for study, with periodically embedded <i>Show What You Know</i> activities that function as gates for demonstrating mastery of a given skill. If students’ responses indicate they are not yet at the mastery stage, they receive additional cycles of instruction and more opportunities to practice, as well as activities that mix both new and repeated content so that the lesson continues to be fresh and engaging.</p>


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<p>Promote the continuous use of data in order to meet the diverse academic needs of individual students</p>	<p><i>Scholastic Central</i> provides teachers with student data, classroom management, and instructional resources they need for successful implementation, effective teaching, and differentiated instruction. <i>Scholastic Central</i> is powered by the <i>Scholastic Achievement Manager (SAM)</i>. SAM is the underlying system that stores and controls all user information. <i>Scholastic Central</i> draws on that information to allow teachers to create classes, enroll students, customize students’ learning experiences, track progress, monitor performance in the software, and generate reports on student and class work.</p> <p>To support the effective use of the data resulting from 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> <p>These data analytics include the following:</p> <ul style="list-style-type: none"> <li>▪ The Screener Analytic provides an overview of class’s performance on the initial Screener, including the overall score for each student and their placement point in the Software based on their performance on the initial Screener.</li> <li>▪ The Growth Analytic provides an overview of the class’s progress through the <i>iRead</i> scope and sequence. Each child’s data is color coded (red, yellow, or green) to make it easy to identify where he/she is against grade-level benchmarks.</li> <li>▪ The Student Software Performance report affords the deepest dive into individual student performance, enabling teachers to see patterns in their skills development. The report shows each student’s initial program placement, how many cycles were required for mastery of each topic, how many minutes the student spent on each program session, the number of sessions completed each week, and the student’s score on key activities in the topic.</li> <li>▪ The Individualized Learning Plan enables reading teachers and intervention specialists to determine if/where a child needs re-teaching and more practice.</li> <li>▪ The Family Report provides an overview of each student’s performance on the Software, including recent topics the student has engaged in, and skills mastered in <i>iRead</i>, as well as specific student sample words from these specific topics and skills.</li> </ul>
<p>Implement a school wide <i>Response to Intervention</i> model</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 can 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 school wide <i>Response to Intervention</i> model <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 Groupinator™, which produces recommendations and resources for differentiated small-group instruction, based on <i>iRead</i>'s formative assessment data, for students with specific skill challenges.</p> <p>Tier 3 RtI 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 Groupinator™ provide the necessary supports and resources for individualized targeted Tier 3 interventions.</p>
<p>Implement effective strategies to ensure that students with disabilities and LEP students acquire language skills to master academic content</p>	<p>The <i>iRead</i> Software is designed to strategically address the individual skills, needs, and interests that affect the way each child learns.</p> <p><u>Strategies for English Language Learners</u></p> <p><i>iRead</i> benefits English language learners (ELLs) with embedded scaffolds and supports throughout every aspect of the program—from the Instructional Software to comprehensive support for educators.</p> <ul style="list-style-type: none"> <li>▪ Explicit High-Utility Vocabulary Instruction—Throughout the Software, images and context sentences are embedded in the phonics and vocabulary instruction for over 1,000 target words, repeating strategically throughout the Scope and Sequence.</li> <li>▪ First Language Support in Spanish—The Software includes Spanish cognates and translations for all target vocabulary words. eBooks include Spanish previews, as well as fluent read-alouds that model accurate expression.</li> <li>▪ Pronunciation Modeling—Sound &amp; Articulation videos model correct academic pronunciation of all the 44 sounds of English.</li> <li>▪ Teaching Support—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.</li> </ul> <p><u>Strategies for Special Education Students</u></p> <p><i>iRead</i> provides children classified as Special Education with scaffolds and supports necessary to help them learn to read.</p> <ul style="list-style-type: none"> <li>▪ Adaptive, Individualized Pacing—The Software automatically adjusts the timing, speed, and content of instruction to meet each child's needs. Curriculum-embedded FastTrack assessments enable students to progress through the program at a personalized pace.</li> <li>▪ Multisensory Instructional Resources—<i>iRead</i> individualizes and differentiates instruction through a combination of visual, auditory, tactile, and kinesthetic means.</li> <li>▪ Universal Design for Learning (UDL)—Working closely with CAST, the Software aligns with the core principles of UDL, providing multiple means of representation, expression, and engagement.</li> <li>▪ Multiple Points of Entry—Multiple points of entry allow children to work at the appropriate level with sufficient, specific, and individualized practice to progress toward reading proficiency.</li> </ul>

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<p>Establishing schedules and strategies that provide increased learning time</p>	<p><i>iRead</i> is a web-based, supplemental program that fits perfectly into all K-2 settings including classrooms, media centers, learning labs, before/after school, at home. <i>iRead</i> can be accessed anywhere where there is an Internet connection. Instructional recommendations for software usage are:</p> <ul style="list-style-type: none"> <li>▪ 20 min x 3 days = 60 min/week Tier I</li> <li>▪ 20 min x 4 days = 80 min/week Tier II</li> <li>▪ 20 min x 5 days = 100 min/week Tier II</li> </ul>
<p>Providing ongoing mechanisms for family and community engagement</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 eBooks and additional printable books are available, as well as book lists for supplementary reading suggestions, aligned to <i>iRead</i> topics and skills. All online assessment reports are downloadable so that teachers can email individual results to each child’s parents. 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>Provide staff with ongoing, high-quality job-embedded professional development that is aligned with the school’s comprehensive instructional program</p>	<p>Scholastic provides the following professional development for teachers:</p> <p><u><i>iRead</i> Implementation Training</u>  <b>INCLUDED WITH PURCHASE</b>            This on-site training is designed to get teachers started using the program in their classrooms. Teachers will learn how to effectively use <i>iRead</i>, including:</p> <ul style="list-style-type: none"> <li>▪ Experiencing the screening tools and software from a student’s perspective</li> <li>▪ Using the management system to review student data and access resources.</li> <li>▪ Planning teacher-directed instruction and guided practice</li> <li>▪ Exploring ideas for building a classroom community, including leading whole-group instruction and managing small groups</li> </ul> <p>Scholastic will also meet with school or district teams to develop a personalized professional development plan that best supports their needs.</p>
<p>Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity,</p>	<p><u>In-Classroom Support &amp; Coaching</u>  <b>RECOMMENDED—At an additional cost</b></p> <p>Scholastic offers a yearlong customized plan of in-classroom visits that provides teachers with in-person, individualized support and focused strategies for the classroom. Based upon the Teacher Self-Assessment Form, Scholastic Consultants provide teachers with individualized support and focused strategies side-by-side in the classroom. Scholastic consultants build relationships with teachers to support on-model implementation, classroom management, program monitoring, and data-driven instruction.</p> <p style="text-align: right;">CONTINUED</p>

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<p>and is having the intended impact on student achievement</p>	<p><u>Data Analytics Services</u>  RECOMMENDED—At an additional cost</p> <p>Scholastic will partner with the district to collect and analyze data from the district level down to the individual classroom, and present customized reports and graphs, as needed, to determine next steps. Scholastic experts can help the district to:</p> <ul style="list-style-type: none"> <li>▪ Use program data to evaluate implementation and make changes for program efficiency and return on instruction investment</li> <li>▪ Compare and analyze district, school, and classroom growth data and targets</li> <li>▪ Identify district- or school-level trends and quickly “drill down” to pinpoint specific concerns</li> <li>▪ Use data for short- and long-range planning for teachers, classrooms, schools, and the district</li> </ul> <p>Scholastic Implementation Experts provide the district with feedback on how to improve the implementation of <i>iRead</i> or other Scholastic programs in the district. Quarterly Implementation Effectiveness Reports include:</p> <ul style="list-style-type: none"> <li>▪ Implementation indicators at the class, school, and district levels</li> <li>▪ Actionable data and recommendations for school and district leaders</li> <li>▪ Data presentations, as needed</li> </ul>
<p>Develop and increase teacher and school leader effectiveness</p>	<p>To improve student achievement, districts need to have a clear vision for teaching and learning, a firm understanding of priorities, and a defined path to accomplish goals. The <i>Scholastic Achievement Partners</i> (SAP) team of proven leadership and instructional specialists can partner with school leaders to help develop and implement an actionable plan for school improvement.</p> <p>SAP services include the following:</p> <p><u>Comprehensive Needs Assessment</u>—During this data-driven planning process, SAP consultants work with school leadership teams to identify the strengths and challenges of a district or school. Working together, goals are established, and measurements to assess implementation are defined. The Needs Assessment includes interviews, focus group discussions, presentations, and a final report.</p> <p><u>Data Analysis Reporting (DAR)</u>—The Data Analysis Report (DAR) is a longitudinal report that provides an in-depth review of a school or district’s performance measures over the course of the past three years. The data profile provides quantitative evidence of student academic data, demographic information, college readiness indicators, and school characteristics to help identify strengths and areas of need and serves as a starting point for comprehensive school improvement.</p> <p><u>Leadership Institute</u>—SAP can tailor an intensive Leadership Institute that quickly and effectively builds the leadership density of the academic team. Ideal for districts with new leadership or within a district under rapid change, these institutes are delivered over consecutive days and typically held during the summer of scheduled in-service days. The topics are customized to meet the specific needs of the leadership team.</p> <p style="text-align: right;">CONTINUED</p>

SIG Requirements	iRead
<p>Develop and increase teacher and school leader effectiveness <i>Continued</i></p>	<p><u>Foundations of Organizational Leadership</u>—These one-day courses focus on building leadership capacity. Topics include Establishing Structures, Communicating a Shared Vision, Creating a Culture of High Academic Expectations, Using Systemwide Data, Leading Change, Developing and Implementing Rigor and Relevance, as well as Leading Professional Dialogue.</p> <p><u>Foundations of Effective Instruction</u>—These one-day courses focus on building and sustaining teacher effectiveness. Topics include Creating a Rigorous and Relevant Learning Environment, Applying Rigorous and Relevant Instructional Strategies, Using Data to Inform Instruction, and Collaborating for Continuous Professional Learning.</p> <p><u>Leadership Coaching</u>—Highly customized, on-site support with an executive coach helps build leadership capacity through side-by-side, collaborative sessions that guide and support leaders.</p> <p><u>Job-Embedded Instructional Coaching</u>—Results-oriented and holistic in approach, job-embedded instructional coaching supports teachers in meeting the needs of every student by building their skills in learner engagement, academic rigor, and real world relevance. Coaches work with teachers during the regular school day in their classrooms and during planning periods to raise student achievement.</p> <p> For additional information regarding SAP services, please see: <a href="http://teacher.scholastic.com/products/scholastic-achievement-partners/#/our-services-section">http://teacher.scholastic.com/products/scholastic-achievement-partners/#/our-services-section</a>.</p>