



iRead

Aligns to Title I, Part A IMPROVING BASIC PROGRAMS


The purpose of *Title I, Part A—Improving Basic Programs* is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. Title I schools must develop a comprehensive plan to improve teaching and learning. The following chart shows how *iRead* can support a Schoolwide Title I program. The criteria are drawn from the Federal *Title I Final Rules and Regulations*, posted at:

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

Components of a Title I Program	<i>iRead</i>
<p>Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, particularly in the areas of math, reading/language arts, and science</p>	<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 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> <p style="text-align: right;">CONTINUED</p>

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<p>Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, particularly in the areas of math, reading/language arts, and science <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 & 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 & 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>Use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program</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 FastTrack, 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 eBooks</i>.</p> <p style="text-align: right;">CONTINUED</p>

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<p>Use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program <i>Continued</i></p>	<p>Additional progress monitoring assessments include the following:</p> <ul style="list-style-type: none"> ▪ 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. This assessment evaluates all phonological skills cited in State Standards and featured in <i>iRead</i>. ▪ 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 State Standards, and reinforced in <i>iRead</i>. For children who are struggling with print concepts, <i>Scholastic Central</i> offers access to printable downloadable resources, and the <i>iRead Professional Guide</i> offers teachers instructional routines for using the <i>Success eBooks</i> to reinforce print concepts. ▪ 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. ▪ 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. <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"> ▪ The Screener Analytic provides an overview of the 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. ▪ 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. <p style="text-align: right;">CONTINUED</p>

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<p>Use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program <i>Continued</i></p>	<ul style="list-style-type: none"> ▪ 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. ▪ The Individualized Learning Plan enables reading teachers and intervention specialists to determine if/where a child needs re-teaching and more practice. ▪ In addition, 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.
<p>Use effective methods and instructional practices that are based on scientifically based research and that:</p> <ul style="list-style-type: none"> ▪ Strengthen the core academic program ▪ Provide an enriched and accelerated curriculum ▪ Increase the amount and quality of learning time 	<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 to place all K-2 students on a predictable path to college and career.</p> <p>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: http://teacher.scholastic.com/products/iread/early-education-research/</p> <p>STRENGTHEN THE CORE ACADEMIC PROGRAM</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. 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.</p> <p style="text-align: right;">CONTINUED</p>

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<p>Use effective methods and instructional practices that are based on scientifically based research and that:</p> <ul style="list-style-type: none"> ▪ Strengthen the core academic program ▪ Provide an enriched and accelerated curriculum ▪ Increase the amount and quality of learning time <p><i>Continued</i></p>	<p>Each topic covers an essential skill, providing multiple opportunities to practice and master foundational reading. 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"> ▪ 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. ▪ 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. ▪ 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. ▪ 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. ▪ 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. <p>AN ENRICHED AND ACCELERATED CURRICULUM</p> <p><i>iRead</i> is intentionally metacognitive—empowering children and motivating them to succeed through recognizing their own learning and achievements. <i>iRead</i> incorporates many features designed to reward children for hard work and perseverance, and to help them celebrate their learning. These features provide opportunities for children to take ownership of their learning and accomplishments, motivating them to continue along their instructional paths.</p> <p>Children choose an avatar, a motivational reading buddy who accompanies them throughout the program. As they progress in the Software, children encounter multiple opportunities to customize their avatar. Over 1,000,000 possible combinations motivate children and allow them to create their avatar with their own individual style.</p> <p style="text-align: right;">CONTINUED</p>

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<p>Use effective methods and instructional practices that are based on scientifically based research and that:</p> <ul style="list-style-type: none"> ▪ Provide an enriched and accelerated curriculum ▪ Increase the amount and quality of learning time <p><i>Continued</i></p>	<p>As children move through the program, they collect and count uppercase and lowercase letters, sounds, words, and books in their digital Backpacks. They also receive badges and trophies as rewards for their learning, perseverance, and time spent working in the Software. Children view the <i>My Backpack Home Page</i> each time they log on to the Software to see visual evidence of their progress. The Student Dashboard also gives children ownership and accountability by providing them with access to their own performance data and tapping into children’s understanding of gaming behaviors.</p> <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>INCREASE THE AMOUNT AND QUALITY OF LEARNING TIME</p> <p>Students use the <i>iRead</i> instructional software for a minimum of 20 minutes a day, three to five times per week. In addition, teachers may engage students in targeted whole-class and small-group lessons, designed to support students’ developing literacy skills. The instructional routines, included in the Instructional Strategies and Practices section of the <i>Professional Guide</i>, feature model lessons to teach key skills included in the Software. Each routine includes general steps and a model lesson as applied to a particular learning target. Targeted lessons follow the routine’s instructional steps and include skill-specific model dialogue. Additionally, the <i>Scholastic Central Groupinator</i>® offers suggestions for flexible reading groups based on where students are in the program’s scope and sequence.</p>
<p>Address the needs of all students in the school, particularly the needs of low-achieving students and those at risk of not meeting the State student academic achievement standards</p>	<p><i>iRead</i> provides an array of tools that enable teachers to implement individualized instruction and differentiated small group instruction tailored to each student’s foundational skill strengths and areas for development. Adaptive feedback to students and assessment information for teachers helps identify and bridge any readiness gaps that students may have. The <i>iRead</i> program adapts to the individual needs of every student, providing systematic review, individual feedback, and multiple opportunities to test for mastery.</p> <p><u>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"> ▪ Explicit High-Utility Vocabulary Instruction—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. <p style="text-align: right;">CONTINUED</p>

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<p>Address the needs of all students in the school, particularly the needs of low-achieving students and those at risk of not meeting the State student academic achievement standards <i>Continued</i></p>	<ul style="list-style-type: none"> ▪ First Language Support in Spanish—The Software includes Spanish cognates and translations for all target vocabulary words. <i>eBooks</i> include Spanish previews, as well as fluent read-alouds that model accurate expression. ▪ Pronunciation Modeling—Sound & Articulation videos model correct academic pronunciation of all the 44 sounds of English. ▪ 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. <p><u>Students In Special Education</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"> ▪ 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. ▪ Multisensory Instructional Resources—<i>iRead</i> individualizes and differentiates instruction through a combination of visual, auditory, tactile, and kinesthetic means. ▪ 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. ▪ 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.
<p>High-quality and ongoing professional development for teachers and principals</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 students’ 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>

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<p>High-quality and ongoing professional development for teachers and principals</p>	<p>In addition to the Implementation Training which is provided with purchase, Scholastic offers <i>iRead</i> Interactive Webinars and unlimited access to the <i>Scholastic Training Zone</i> (STZ). Resources in the STZ include video tutorials that build capacity and allow teachers to deliver the most effective reading instruction.</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>Involve parents in the planning, review, and improvement of the schoolwide program plan</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>Coordination and integration 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"> ▪ Title IA—Improving Basic Programs ▪ Title I—School Improvement Grants (SIG) ▪ Title I—Supplemental Education Services (SES) ▪ Title III—English Language Acquisition ▪ 21st Century Community Learning Centers (21CCLC) ▪ Race to the Top—District (RTT-D) ▪ Striving Readers ▪ Investing In Innovation (i3)