




# READ 180 Next Generation

Aligns to Title III

ENGLISH LANGUAGE ACQUISITION

*Title III—English Language Acquisition* is designed to improve the education of limited English proficient (LEP) children and youths by helping them learn English and meet challenging state academic content and student academic achievement standards. The program provides enhanced instructional opportunities for immigrant children and youths. The following chart shows how **READ 180 Next Generation** can support a Title III program. The criteria are drawn from the Federal *Title III Non-Regulatory Guidance*, posted at:

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

Components of a Title III Program	READ 180 Next Generation
<p>Increase the English proficiency of LEP children by providing high-quality language instruction educational programs that are based on scientifically based research</p>	<p><b>READ 180 Next Generation</b>—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. Targeted to address literacy and language problem areas for intensive, accelerated, and extensive reading instruction, <i>READ 180 Next Generation</i> accelerates English Language Learners toward independence with rigorous, grade-level text. Because State Standards raise the bar for all students, the program includes more rigor, writing, nonfiction, and independent practice with text. <i>READ 180 Next Generation</i> will ensure that English Language Learners have an explicit, accelerated path to college and career readiness.</p> <p>RESEARCH</p> <p>Over its long history of use, <i>READ 180 Next Generation</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 English Language Learners. 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: <a href="http://read180.scholastic.com/reading-intervention-program/research">http://read180.scholastic.com/reading-intervention-program/research</a></p>

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<p>Measure the English proficiency of LEP students so that they develop proficiency in English while meeting State academic content and students academic achievement standards</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"> <li>▪ <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.</li> <li>▪ 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.</li> <li>▪ <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.</li> <li>▪ <i>rSkills</i> Summative Tests, at mid- and end-of-year, assess listening and reading comprehension, critical reading, word-study skills, conventions, and writing.</li> <li>▪ <i>rBook Writing</i> scaffolds students from single-paragraph to multi-paragraph essays in key writing types—narrative, information, and argument.</li> <li>▪ 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.</li> <li>▪ <i>Scholastic Reading Counts!</i> Quizzes monitor students’ comprehension of library books and <i>eReads</i>.</li> </ul> <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>

Components of a Title III Program	READ 180 Next Generation
<p>Increases the English proficiency and academic achievement of LEP children in core academic subjects</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. 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. Specific features included in the program to support these learners are:</p> <ul style="list-style-type: none"> <li>▪ Anchor videos build background knowledge and develop mental models.</li> <li>▪ Software provides opportunities for repeated oral reading practice, including making recordings for self-assessment.</li> <li>▪ Oral language development and academic language strategies are integrated into the teaching materials and engage students with accountable response tasks.</li> <li>▪ The <i>rBook</i>, <i>LBook</i>, and Topic Software scaffold academic writing, grammar, and conventions.</li> <li>▪ Multicultural content makes the program relevant to students from diverse backgrounds.</li> <li>▪ Audiobooks, <i>eReads</i>, and Topic Software allow students to read along with examples of modeled fluent reading.</li> </ul> <p>In Whole- and Small-group instruction, teachers use the <i>READ 180 Next Generation rBook</i>, an engaging, interactive worktext that provides daily instruction in critical reading, vocabulary, writing, 21<sup>st</sup> Century learning, and grammar skills. The <i>READ 180 Next Generation LBook</i> works alongside the <i>rBook</i> to support English Language Learners by providing explicit, sequential, linguistically logical, and systematic instruction and practice in academic language and literacy. The <i>LBook</i> ensures that all <i>READ 180</i> students, especially English Language Learners at different language proficiency levels, are able to access the academic language, word-learning strategies, and grammar required to participate in the accelerated instruction in the <i>READ 180 Next Generation rBook</i>. The <i>LBook</i> systematically:</p> <ul style="list-style-type: none"> <li>▪ Prepares English Language Learners with the academic and oral language development, comprehension, writing, and grammar skills required for <i>rBook</i> content</li> <li>▪ Supports English Language Learners by addressing skills that are transferrable from their primary language to English, including grammar, sound-spellings, the use of cognates that relate to academic, vocabulary, morphology, and prefixes/suffixes</li> <li>▪ Extends <i>rBook</i> instruction by scaffolding access to text through multiple readings and by providing English Language Learners opportunities to practice and apply newly acquired vocabulary and comprehension skills</li> </ul>

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<p>Improve the instruction of LEP children by providing for the acquisition of educational technology or instructional materials</p>	<p>The <i>READ 180 Next Generation</i> instructional software provides a personalized path of instruction; it collects data based on individual responses and adjusts instruction to meet each student's needs. The Software is organized and anchored by exciting nonfiction topics; students watch an engaging Anchor Video to help build background knowledge. Students' learning experiences are unique as they are systematically guided through five learning Zones, engaging in differentiated skill instruction and practice in each Zone. These Learning Zones include:</p> <ul style="list-style-type: none"> <li>▪ <u>The Reading Zone</u>—In the <i>Reading Zone</i>, scaffolded instruction begins. Phonics, fluency, vocabulary, and comprehension are the skills developed and practiced. Motivating videos help students to build background knowledge and mental models. Students engage in multiple readings of leveled text, make audio recordings, and learn academic and content-area vocabulary. After reading the text, students answer multiple-choice vocabulary and comprehension questions and receive immediate corrective feedback.</li> <li>▪ <u>The Word Zone</u>—In the <i>Word Zone</i>, students receive systematic instruction in decoding and word recognition as they build automaticity. More than 8,000 words are defined, analyzed, and contextualized for assessment and study. Students listen to personal recordings, study or review words, and match the recordings to written words. Next, students compare their recordings with a model pronunciation and assess their word accuracy.</li> <li>▪ <u>The Spelling Zone</u>—In the <i>Spelling Zone</i>, students practice spelling and common patterns while receiving immediate corrective feedback. Students are also given the opportunity to proofread sentences with misspellings, choose correct spellings from a list, and receive immediate feedback about their answers.</li> <li>▪ <u>The Writing Zone</u>—In the <i>Writing Zone</i>, students regularly complete <i>Respond &amp; Write</i> activities in which they respond to prompts and write using scaffolds. <i>Writing Zone</i> activities use a gradual release approach; a thesaurus function helps students use academic language by suggesting alternative choices for “tired” words. Students have the opportunity to record and publish.</li> <li>▪ <u>The Success Zone</u>—Students reach the <i>Success Zone</i> after they have achieved all the requirements of the other zones and have demonstrated mastery of all words in the passage. In this zone, comprehension is the main focus. Students work with discrepancy passages where they have multiple versions of the original text and they select the most accurate summary. They also work with cloze passages. Success is achieved when students demonstrate fluency in a final recording.</li> </ul>

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<p>Provide high-quality professional development to classroom teachers, principals, and administrators that is designed to improve the instruction and assessment of limited English proficient children</p>	<p><u>READ 180 Next Generation 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 READ 180 Instructional Model, navigating the software, managing learning with the Scholastic Achievement Manager (SAM), teaching effectively with the Teacher Dashboard, and organizing the classroom and managing the program during the first three weeks.</p> <p><u>READ 180 Next Generation Part II Training</u></p> <p>This training allows teachers to deepen their teaching of the program, including structuring engagement with routines, pacing an rBook and LBook Workshop, teaching a workshop with the Dashboard, evaluating the SAM Student Digital Portfolio, utilizing SAM reports to monitor and plan instruction, understanding Data Snapshots, and monitoring student progress with the Dashboard.</p> <p><u>READ 180 Next Generation Interactive Webinar</u></p> <p>This Webinar helps READ 180 Next Generation teachers expand their expertise, including: planning instruction with the Teacher Dashboard and the Interactive Teaching System (ITS), assessing fluency and writing in the SAM Student Digital Portfolio, and using data to target instruction at differentiation Checkpoints.</p> <p><u>READ 180 Next Generation Leadership Training</u></p> <p>In this half-day training district leaders, coaches, and principals learn to successfully implement READ 180 Next Generation, including: understanding the research-based behind READ 180, 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><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>Assist parents in helping their children to improve their academic achievement and become active participants in the education of their children</p>	<p>READ 180 Next Generation 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 READ 180 Next Generation 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>

Components of a Title III Program	<i>READ 180 Next Generation</i>
<p>Develop and implement elementary or secondary school language instruction educational programs that are coordinated with other relevant programs and services</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"> <li>▪ Title IA—Improving Basic Programs</li> <li>▪ Title I—School Improvement Grants (SIG)</li> <li>▪ Title I—Supplemental Education Services (SES)</li> <li>▪ Title III—English Language Acquisition</li> <li>▪ 21<sup>st</sup> Century Community Learning Centers (21CCLC)</li> <li>▪ Race to the Top—District (RTT-D)</li> <li>▪ Striving Readers</li> <li>▪ Investing In Innovation (i3)</li> </ul>