



ReadAbout™ Aligns to Title I, Part A

The purpose of *Title I, Part A – Improving Basic Programs* is to ensure that children in high-poverty schools meet challenging State academic content and student achievement standards. These schools must develop a comprehensive plan to improve teaching and learning. The following chart shows how **ReadAbout** can support a schoolwide *Title I* program. The criteria are drawn from the *Title I Final Rules and Regulations*, posted at:

<http://www.ed.gov/policy/elsec/reg/title1/fedregister.html>

Key Criteria for Title I, Part A Funding	 ReadAbout
<p>1. 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>Scholastic’s ReadAbout maximizes students’ reading achievement through software that individualizes instruction based on continuous assessment. The self-managed program meets the needs of all students in the classroom, whether they require intervention, instruction, or enrichment. Using research-based materials, ReadAbout helps students comprehend expository text by building:</p> <ul style="list-style-type: none"> ▪ Nonfiction reading comprehension skills and strategies ▪ High-utility vocabulary and academic language ▪ Content-area knowledge <p>ReadAbout’s reading instruction and content-area topics align to state and national standards in English Language Arts, Science, and Social Studies. Children have many opportunities for mastery of skills through targeted practice activities. ReadAbout provides these features for students’ optimal learning and academic achievement:</p> <ul style="list-style-type: none"> ▪ Personalized skills instruction and practice that address a student’s specific needs as determined through assessments in the Scholastic Achievement Manager™ ▪ Direct instruction in high-utility and content-area vocabulary that provides multiple exposure to words ▪ Direct instruction of vital nonfiction comprehension skills and strategies ▪ Varied opportunities to build background and content-area knowledge through electronic and printed materials ▪ Scaffolded, instructional support through software features and differentiated lessons ▪ Targeted skills practice online and during independent activities ▪ Exposure to different text types ▪ Writing exercises in expository, persuasive, descriptive, and narrative formats <p><i>Please visit this website for more information on how ReadAbout’s content aligns to standards:</i> http://teacher.scholastic.com/products/readabout/</p>

Key Criteria for Title I, Part A Funding	 ReadAbout
<p>2. 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's student academic standards</p>	<p>ReadAbout's powerful, research-based technology personalizes instruction, making it easier to manage a mixed ability classroom. Electronic reports identify students who are struggling and those who are succeeding, so teachers can differentiate small-group instruction as appropriate. ReadAbout supports learning for all students, including those who are low-achieving or at risk of not meeting the State's academic standards.</p> <ul style="list-style-type: none">▪ <i>Far-below-level readers</i> receive extra scaffolding and practice through multiple exposures to words, leveled text, and coaching in the tutorial areas of the program. They benefit from anchored instruction, rereading, repairing, and other strategies that help them improve their comprehension and vocabulary skills.▪ <i>Below-level readers</i> receive vocabulary scaffolding through supported words and idioms in the text. ReadAbout supplies them with skill-building comprehension strategies, such as setting a purpose, questioning, and summarizing.▪ <i>Students with disabilities</i> benefit from:<ul style="list-style-type: none">○ Closed-captioned anchor videos○ Text and voice-over support for all key instruction throughout the software○ Read aloud option with phrase-by-phrase highlighting for all passages▪ <i>English-Language Learners</i> receive explicit support at each of the levels detailed above. Other features that help them experience success include:<ul style="list-style-type: none">○ Focused instruction on high-utility words, cognates, and idioms○ Spanish translations of "Smart Words," vocabulary definitions, captions, anchor videos introductions, and topic introductions○ Specific strategies for English-language learners on every Topic Planner card▪ <i>On-level readers</i> gain real-world experience with nonfiction text using the "Text Type Tutor." Supported words provide them with additional opportunities to increase their vocabulary, and they learn strategic comprehension skills.▪ <i>Above-level readers</i> experience more challenging levels of text as they progress beyond reading proficiency. Thought-provoking questions inspire students to connect the topic they are studying to their own lives. Motivating activities with challenging words encourage them to move beyond word mastery.

Key Criteria for Title I, Part A Funding	 ReadAbout
<p>3. Close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers.</p>	<p>ReadAbout’s individualized instruction and practice, supportive technology, continuous assessment, and high-interest, nonfiction content help close the reading achievement gap between high- and low-performing students. The program is effective for all struggling readers, including minority students and disadvantaged children.</p> <p>ReadAbout prepares students to understand what they are about to read by building mental models and background information through topic-related, high-interest anchor videos. The program preteaches vocabulary and frontloads comprehension instruction with skills briefs. Through the Scholastic Achievement Manager (SAM), ReadAbout continually assesses each student’s level of reading performance and personalizes content, instruction, and supports based on that performance. The software provides students with immediate, corrective feedback that maximizes their learning. Students experience success from the start, which encourages and empowers them to continue learning.</p> <p>SAM generates real-time, detailed electronic reports that provide actionable data for instructional planning and progress monitoring purposes. These actionable reports help teachers differentiate instruction and ensure that low-performing students, including minorities and disadvantaged children, are increasing their achievement. SAM reports:</p> <ul style="list-style-type: none"> ▪ Student skill performance, vocabulary acquisition, and text reading performance and progress ▪ Comprehensive information on student topic experience, including topic exposure, topic frequency, and topic completion ▪ Information that helps teachers group students for intervention in such areas as skill performance and text level ▪ Important information on student success, potential problems, and weekly progress ▪ District and school-wide overviews of student participation and performance in the program <p>Educators can design reports, which typically have a mix of tables, graphs, and charts, for one individual student, a class, entire grades, entire schools, or an entire district. The <i>Assessment, Reports, and Differentiated Instruction Guide</i> explains each report’s purpose, how to understand the data, how to use the data, and how often educators should generate the report to be most useful. The guide also presents a sample timeline that shows how ReadAbout reports might be used during a typical school year to maximize the program’s impact.</p> <p style="text-align: right;"><i>(continued)</i></p>

Key Criteria for Title I, Part A Funding	 ReadAbout
<p>Close the achievement gap between high- and low-performing children, Continued</p>	<p>ReadAbout offers a choice of reading materials. Choice motivates low-achieving children to increase their learning through topics that pique their interests. The program furthers motivation through engaging games, challenges, and rewards. As students build vocabulary, they are awarded stars for successfully completing software instructional segments and practice activities. They can earn one star each after every topic's "Word Introduction," "Word Flash," "Word Challenge," and "Mastery" sections. Students who have excelled in developing vocabulary words in a particular topic receive a Bonus Card and sticker. The Bonus Card contains a unique and dynamic word that is related to the topic.</p>
<p>4. 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, such as providing an extended school year, before- and after-school programs, and summer programs and opportunities 	<p>An extensive research base informs ReadAbout's instructional strategies for increasing reading achievement. These strategies include the following:</p> <p><u>Teaching high-utility and content-area words</u></p> <ul style="list-style-type: none"> ▪ An effective and efficient vocabulary instructional routine involves pronouncing the word, explaining the meaning of the word, providing examples, elaborating on word meanings, and assessing with discrimination tasks (Kinsella & Feldman, 2004). ▪ Instruction is most worthwhile with words that are important to comprehension and have a high general utility (Beck & McKeown, 2004). ▪ Comprehension is improved when targeted words are directly taught (Carlo et al., 2004). ▪ Repetition and exposure to new words is crucial for vocabulary development (National Reading Panel, 2000). <p>The ReadAbout vocabulary instructional sequence is informed by Dr. Kate Kinsella and Dr. Kevin Feldman's research—Narrowing the Language Gap: The Case for Explicit Vocabulary Instruction (2004), a professional paper available in SAM. In each topic in the software, ReadAbout directly teaches 15 high-utility and content-area words. Students hear the words pronounced aloud and receive explicit instruction and support that is individualized based on continuous assessment. Students encounter and work with the words multiple times, which provides them with many opportunities to achieve mastery.</p> <p style="text-align: right;"><i>(continued)</i></p>

Key Criteria for Title I, Part A Funding	 ReadAbout
<p>Use effective methods and instructional practices that are based on scientifically based research, Continued</p>	<p><u>Delivering anchored instruction</u>, which is a teaching method that helps students understand what they read by providing them with a visual image to which they can “anchor” their reading</p> <ul style="list-style-type: none">▪ Mental models help readers construct meaning from text, and video formats promote the formation of mental models (The Cognition and Technology Group at Vanderbilt, 1990).▪ Learners’ comprehension is enhanced when text is appropriately combined with images and sound (Daiute & Morse, 1994)▪ Building background helps students who know little or nothing about a topic (Irvin, 1998). <p>In ReadAbout, students view a dynamic video that develops background knowledge and vocabulary and creates a context for reading that is meaningful. These anchor videos include maps, animations of scientific concepts, and historical information. Short animated “Skill Briefs” preteach comprehension skills by connecting them with real-world examples. Content-area vocabulary is also pretaught and combined with images and sound.</p> <p><u>Motivating students</u> to read and become better readers</p> <ul style="list-style-type: none">▪ The goal is to have kids become intrinsically motivated to read. In many cases, we have to start with extrinsic motivation and outline a path that lets students see that they can generate some intrinsic motivation themselves (Hunter, 2005).▪ Some of the things teachers can do to increase students’ motivation include matching students to text on their reading level; providing a wide variety of texts that are interesting and personally relevant; supporting children with immediate, continuous feedback and encouragement; and using technology to excite students’ interest (Hunter, 2005).▪ Effective instructional techniques include teaching students to use self-questioning (Wong & Jones, 1982) and (Wilhelm, 2005).▪ Students want to use technology both to learn new strategies and information <i>and</i> to demonstrate their learning (Wilhelm & Friedemann, 1998). <p style="text-align: right;"><i>(continued)</i></p>

Key Criteria for Title I, Part A Funding	 ReadAbout
<p>Use effective methods and instructional practices that are based on scientifically based research, Continued</p>	<p>The ReadAbout software motivates students through a vibrant interface with interesting sounds, pictures, and engaging hosts. ReadAbout software prompts students to choose topics they are interested in reading, and provides students with continuous feedback on their progress. Activities such as collecting, quizzing, and Word Challenge engage students in reading and learning. The Think About It question gets students to connect the topic to their own lives. Students read a variety of high-interest, leveled, nonfiction texts.</p> <p><u>Differentiating instruction</u></p> <ul style="list-style-type: none">▪ Effective instruction varies the challenges for individual learners, keeping within their zones of proximal development (Vygotsky, 1978).▪ Technology provides a positive customized learning experience that is responsive to individual needs (Meyer & Rose, 2000).▪ Students benefit from reading text that is neither too easy nor too difficult (National Reading Panel, 2000). <p>ReadAbout's content is based on reading level, skill need, grade level, and student interest. The software scaffolds instruction and provides students with differentiated support. The Assessment, Reports, and Differentiated Instruction Guide provides additional teacher-directed lessons that teach comprehension skills and develop vocabulary.</p> <p><u>Teaching specific traits found in writing</u></p> <ul style="list-style-type: none">▪ Good writing has five common characteristics: ideas; usage, sentence structure, punctuation, and spelling; organization and analysis; wording and phrasing; and flavor (Diederich, 1974).▪ Students generating a product of their own gain a deep understanding of the topic (The Cognition and Technology Group at Vanderbilt, 1998). <p>Children respond to what they have read in writing using the 6+1 Trait® Writing Model, which is based on the work of Paul Diederich (1974). Writing prompts and model text focus students' efforts on four writing forms: expository, narrative, descriptive, and persuasive. Teachers guide students to create writing pieces based on the topics in the program.</p> <p style="text-align: right;"><i>(continued)</i></p>

Key Criteria for Title I, Part A Funding	 ReadAbout
<p>Use effective methods and instructional practices that are based on scientifically based research, Continued</p>	<p><u>Teaching nonfiction text structures</u></p> <ul style="list-style-type: none">▪ Explicit teaching of expository structures enables students to identify important information in an organized way (Armbruster & Armstrong, 1993).▪ Instructional techniques to help students comprehend expository texts include self-questioning, mapping to analyze text, summarizing, and other strategies (Wong & Jones, 1982; Nelson, Smith, & Dodd, 1992). <p>Students learn to read nonfiction articles, books, encyclopedias, journals, letters, and Web sites. Maps and graphs support information in the text, and students encounter graphic organizers that make nonfiction information visual.</p> <p>Strengthen the core academic program</p> <p>ReadAbout is flexible enough to fold easily into the English Language Arts block with instruction and practice of vocabulary, comprehension, and writing skills. All of the topics covered in the program are nonfiction, and they align to standards in English Language Arts, Science, and Social Studies.</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none">▪ Software provides direct instruction of high-utility and content-rich “Smart Words,” which are pretaught to students before they read the passages.▪ During reading, software supports enable students to hear a word read aloud and to receive a contextual meaning for many of the words in the program.▪ In order to foster a love of words, ReadAbout gives students time to explore, interact, sort, and play with their collection of “Smart Words.”▪ ReadAbout provides teacher-directed instruction, modeling, and practice of six key vocabulary strategies, such as using multiple-meaning words and idioms.▪ Students experience multiple exposures to words in online passages and printed materials giving them many opportunities for mastery. <p style="text-align: right;"><i>(continued)</i></p>

Key Criteria for Title I, Part A Funding	 ReadAbout
<p>Use effective methods and instructional practices that are based on scientifically based research, Continued</p>	<p><u>Comprehension</u></p> <ul style="list-style-type: none">▪ Before reading, children watch a brief, high-interest video that builds background knowledge about the text they will be reading.▪ Students also receive a “Skill Brief,” which activates students’ prior knowledge and shows how the skill is used in real-world contexts.▪ During reading, students build content-area knowledge in the areas of science, social studies, and life experiences.▪ Direct instruction teaches students ten nonfiction comprehension skills, including fact/opinion, inference, compare/contrast, problem/solution, and author’s purpose.▪ Instruction includes seven comprehension strategies—visualizing, setting a purpose, monitoring, summarizing, questioning, rereading, and repairing.▪ Each reading passage is formatted in one of seven real-world text types, such as newspaper, textbook, and Web site, to help teach text features.▪ Students practice skills online and during independent reading of SmartFiles printed passages, which are related to the software topics. <p><u>Writing</u></p> <ul style="list-style-type: none">▪ Using the 6+1 Trait Writing lessons, available in the Scholastic Achievement Manager (SAM), teachers present specific writing traits such as word choice, conventions, ideas, and voice.▪ Scaffolded writing prompts appear on each interactive “Knowledge Card,” allowing students to apply the knowledge they gained in reading and express their personal opinions.▪ “Write About It” prompts and exercises from printed SmartFiles give students writing practice in expository, persuasive, descriptive, and narrative formats.▪ The software’s “Text Type Tutor” provides students with instructional support as they learn about and practice writing in seven different text types. Supplemental text type lessons are available in SAM. <p style="text-align: right;"><i>(continued)</i></p>

Key Criteria for Title I, Part A Funding	 ReadAbout
<p>Use effective methods and instructional practices that are based on scientifically based research, Continued</p>	<p>Provide an enriched and accelerated program</p> <p>ReadAbout's adaptive instructional software targets students' specific needs and accelerates their learning. In addition, printed activity cards guide students in independent practice. By developing reading skills in the context of nonfiction, content-rich texts, ReadAbout students build the necessary skills, strategies, and knowledge base for academic achievement beyond Grade 3.</p> <p>ReadAbout provides a complete set of materials to support student achievement in the program. Resources include:</p> <ul style="list-style-type: none">▪ ReadAbout software, which provides personalized instruction and practice in comprehension skills and vocabulary development▪ Seventy Topic Planners, which are comprehensive guides to each of ReadAbout topics and which include vocabulary, critical-thinking questions, ELL strategies, writing support, and previews of the software content• Seventy ReadAbout SmartFiles, which are printed topic-specific activity cards for independent practice▪ Software manuals that help teachers install, set up, and effectively implement ReadAbout in the classroom▪ <i>Know About ReadAbout Guide</i>, which overviews the instructional content, implementation models, and professional development theory and application in the classroom▪ Professional Papers that outline the research base of the program▪ Professional resources in SAM that can be printed <p>ReadAbout's content consists of the following topics:</p> <ul style="list-style-type: none">▪ Science—physical science, earth science, life science▪ Social studies—American history, world culture, geography▪ Life—arts and entertainment, America, heroes <p>Increase the amount and quality of learning time</p> <p>ReadAbout can be effectively implemented in classrooms, computer labs, and during after-school and extended learning programs. These should be equipped with at least three computers. Students rotate onto computers for 20-minute, self-managed periods of instruction. Scholastic recommends that each student use the software at least twice a week. For independent reading and exercises tied to the topics in the software, children can use SmartFiles reading/activities cards at least once a week. As an option, teachers can use ReadAbout's differentiated lessons and Topic Planner cards to support learning during small-group, teacher-directed instruction time.</p>

Key Criteria for Title I, Part A Funding	 ReadAbout
5. Provide high-quality and ongoing professional development that aligns with the State's academic standards	<p>A variety of professional development solutions support ReadAbout.</p> <ul style="list-style-type: none">▪ The <i>Know About ReadAbout Guide</i> ties scientifically based reading research to ReadAbout's instruction. It provides teachers with strategies to translate theory into practice using the program's software, lesson plans, and assessment data.▪ <i>Topic Planners</i> show how the curriculum aligns to standards, present successful strategies for teaching English-language learners, and provide instruction for building students' vocabulary, comprehension, and writing skills.▪ <i>Assessment, Reports and Differentiated Instruction Guide</i> explains how to use the ReadAbout reports to assess students and help differentiate instruction. It contains differentiated comprehension and vocabulary lesson plans.▪ <i>Software manuals</i> describe the student experience within the software and how to use SAM to find and print teaching resources, such as graphic organizers, passages, black-line masters, rubrics, implementation options, professional development course previews, and classroom management forms.▪ <i>Professional Papers</i> expand teachers' knowledge of research on such topics as vocabulary instruction, anchored instruction, nonfiction reading, and student motivation.▪ <i>Improving Reading Comprehension, Grades 3-5</i>, an optional professional development solution from <i>Scholastic RED</i>, provides teachers with research-based strategies for increasing student achievement. The facilitated online course focuses on the building blocks of comprehension, including:<ul style="list-style-type: none">○ Building background knowledge and language for reading○ Improving reading fluency○ Developing vocabulary through direct teaching, independent strategies, and wide reading○ Fostering and modeling skills for active and strategic reading○ Writing for understanding

ReadAbout Alignment to Title I

Key Criteria for Title I, Part A Funding	 ReadAbout
<p>6. Involve parents in the planning, review, and improvement of the schoolwide program plan</p>	<p>ReadAbout promotes parental involvement in multiple ways. At the beginning of the grading period, parents and caregivers receive a letter introducing them to the ReadAbout program and suggesting ways to help them encourage their children’s reading success. Through another letter, teachers regularly provide parents and caregivers with information about their children’s progress. Both of these letters are available in English and Spanish. In addition, students take home reports that summarize the “Smart Words” that they are currently studying in a chosen topic. Students can use the report as a homework study sheet.</p>
<p>7. If appropriate, coordinate with other funding programs, including <i>Reading First</i></p>	<p>ReadAbout and <i>Scholastic RED</i> can be integrated with money from state, local, foundation, and other sources. The federal funding programs for which ReadAbout and <i>Scholastic RED</i> qualify include:</p> <ul style="list-style-type: none"> ▪ Title I – Supplemental Educational Services ▪ Title II, Part A – Improving Teacher Quality ▪ Title III – English Language Acquisition ▪ Title V, Part A – Innovative Programs ▪ Enhancing Education Through Technology ▪ 21st Century Community Learning Centers ▪ Comprehensive School Reform ▪ Reading First ▪ Special Education funds ▪ Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)