






READ 180[®] Enterprise Edition


Aligns to 21st Century Community Learning Centers Criteria


The purpose of the *21st Century Community Learning Centers* (21st CCLC) program is to create community learning centers that provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools, to meet State and local student standards in core academic subjects, to offer students a broad array of enrichment activities that can complement their regular academic programs, and to offer literacy and other educational services to the families of participating children. The following chart details how *READ 180* can support the development of a 21st CCLC program. The criteria are drawn from the federal *21st Century Community Learning Centers Non-Regulatory Guidance*.


Key Criteria for 21 st CCLC Programs	 READ 180 Enterprise Edition
1. Activities that provide remedial education and academic enrichment to improve academic achievement	<p><i>READ 180 EE</i>, a research-based, intensive reading intervention program, significantly increases the reading achievement of struggling students in grades transitional three and above. Students learn reading, spelling, writing, grammar, and test-taking skills. They read literature in a variety of curricular areas, including science, math, social studies, history, and language arts. <i>READ 180 EE</i> delivers its reading achievement gains through four core instructional activities:</p> <ul style="list-style-type: none">▪ <u>Individualized instructional software</u>—The <i>READ 180 EE</i> Software provides each student with customized reading instruction plus continuous assessment of his/her progress. The Software has built-in supports, such as anchor videos that build background knowledge for reading passages.▪ <u>Data-driven small-group instruction</u>—Comprehensive <i>READ 180 EE</i> computer-generated reports provide detailed and immediate feedback to identify student needs and to inform small-group instruction.▪ <u>Direct instruction in whole or small groups</u>—<i>READ 180 EE</i> equips teachers with a curriculum for teaching phonemic awareness, phonics, fluency, vocabulary, text comprehension, and writing and grammar.▪ <u>Independent reading</u>—<i>READ 180 EE</i> provides students with an independent reading library of high-interest and leveled Paperbacks, as well as grade-level Audiobooks. <p><i>READ 180 EE</i> provides individualized, adjusted instruction in the five essential elements of reading instruction that were identified by the National Reading Panel (2000)—phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension—as well as spelling, writing, and grammar, usage, and mechanics.</p> <p style="text-align: right;">(Continued)</p>


Key Criteria for 21 st CCLC Programs	 READ 180 Enterprise Edition
<p>Activities that provide remedial education and academic enrichment to improve academic achievement Continued</p>	<p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> ▪ The READ 180 EE Software provides individualized phonemic awareness training based on the assessed needs of each student. ▪ Students learn auditory discrimination, oral blending, oral segmentation, phonemic addition and deletion, and phonemic substitution. ▪ The <i>Resources for Differentiated Instruction (RDI) Book 1</i> provides extra routines for rhyme and alliteration, sound identification, oral blending, oral segmentation, and phonemic manipulation. <p><u>Phonics</u></p> <ul style="list-style-type: none"> ▪ A complete phonics scope and sequence is embedded in the Software. As students work, the Software continually collects data on their word-recognition proficiency and adjusts instruction. ▪ Instruction is provided through decoding tips with modeled practice in segmentation, blending, structural analysis, and correct pronunciation. ▪ As students engage in intensive practice of study words, previously mastered study words and patterns are systematically reviewed. ▪ The <i>Scholastic Achievement Manager</i>, which continually collects data on student performance, links staff to appropriate electronic resources for additional instruction and practice activities. <p><u>Fluency</u></p> <ul style="list-style-type: none"> ▪ READ 180 EE Software builds automaticity and fluency at the word and passage levels through individualized reading practice and instruction. ▪ The Topic Software provides continuous, scaffolded practice and a wealth of opportunities for repeated reading of leveled text. ▪ The Paperback and Audiobook libraries provide leveled books that present age-appropriate, motivating text that students can read with success to build fluency. ▪ Leveled fluency practice passages and routines provide materials for frequent practice. <p style="text-align: right;">(Continued)</p>


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<p>Activities that provide remedial education and academic enrichment to improve academic achievement Continued</p>	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> ▪ The <i>READ 180 rBook</i> presents high-utility vocabulary taught through a research-based teaching routine that promotes understanding and use of words that students will encounter in all content areas. ▪ Recursive vocabulary in <i>rBook</i> reading selections promotes frequent review, practice, and reinforcement. ▪ Activities in the <i>rBook</i> build academic language through the use of sentence starters and frequent opportunities to engage in academic discourse with support. ▪ Vocabulary and word-study instruction embedded in the Software is linked to data collected by the <i>Scholastic Achievement Manager</i>. ▪ Additional materials for targeted instruction and guided practice of vocabulary and word-study skills are available both electronically through the <i>Scholastic Achievement Manager</i> and in <i>Resources for Differentiated Instruction</i>. ▪ Topic Software provides definitions for focused vocabulary words, and key words are translated into Spanish, Cantonese, Hmong, Haitian Creole, and Vietnamese. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> ▪ The Software and <i>rBook</i> anchor videos help struggling readers build the background knowledge and mental models that they need in order to understand text. ▪ The <i>rBook</i> presents intensive, systematic, and explicit instruction in essential comprehension skills and strategies, such as sequencing, identifying main idea/detail, summarizing, identifying cause and effect, and making inferences. ▪ Instruction focuses on key skills for extended periods to promote gradual release. ▪ The <i>Scholastic Achievement Manager</i> continuously tracks student performance and uses assessment results to link staff to needs-based additional instructional materials. These can be accessed through the <i>Scholastic Achievement Manager</i> and in <i>Resources for Differentiated Instruction</i>. ▪ Topic Software helps students master comprehension skills through higher-level thinking activities that promote strategic application of skills. <p style="text-align: right;">(Continued)</p>



Key Criteria for 21 st CCLC Programs	 READ 180 Enterprise Edition
<p>Activities that provide remedial education and academic enrichment to improve academic achievement Continued</p>	<p><u>Spelling</u></p> <ul style="list-style-type: none"> ▪ The <i>READ 180 EE Software</i> presents spelling instruction and practice that is assessment-based and individualized for each student. Spelling errors are addressed with immediate, corrective feedback. ▪ Spelling data, which is reported through the <i>Scholastic Achievement Manager</i>, is linked to resources for additional practice and review available both electronically and in <i>Resources for Differentiated Instruction</i>. <p><u>Writing and Grammar</u></p> <ul style="list-style-type: none"> ▪ The <i>READ 180 rBook</i> presents writing and grammar instruction in the service of reading. These skills are integrally linked to reading through content, text structure, and vocabulary. ▪ The <i>rBook</i> scaffolds instruction through the use of graphic organizers, sentence starters, and writing frames. Through the consistent use of these scaffolds, students internalize common organizational structures and conventions of writing. ▪ The <i>rBook</i> instruction includes narrative, descriptive, expository, and persuasive writing. It also includes instruction for functional (technical) writing and literary response. ▪ Writing instruction and practice include frequent opportunities for timed writing that builds readiness for the on-demand writing required in standardized tests. ▪ <i>READ 180 EE</i> materials integrate instruction in grammar, usage, and mechanics within the context of writing. ▪ Students write for specific purposes and audiences. Writing is shared through peer feedback and a variety of publishing opportunities. ▪ Every <i>READ 180</i> Topic CD, Audiobook, and Paperback contains QuickWrite assignments, which provide easily implemented writing ideas for daily student use. <p><i>READ 180 EE</i> supports and motivates students as they progress toward becoming lifelong readers and learners.</p>
<p>2. Activities for limited English proficient students that emphasize language skills and academic achievement</p>	<p>The <i>READ 180 EE</i> individualized, leveled instruction and practice activities can raise the achievement of students with varying abilities and needs, including those who are struggling and at-risk of not meeting state academic standards.</p> <p style="text-align: right;">(Continued)</p>



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<p>Activities for limited English proficient students that emphasize language skills and academic achievement Continued</p>	<p>All students benefit from embedded decoding tips, point-of-use vocabulary definitions, and leveled reading passages. Video clips in the Software and <i>rBook</i> Teaching System help students build background knowledge and develop mental models prior to reading. In addition, a variety of built-in features specifically support English-Language Learners and students with disabilities:</p> <p><u>English-Language Learners</u></p> <ul style="list-style-type: none"> ▪ The Software delivers language support in Spanish, Hmong, Vietnamese, Cantonese, and Haitian Creole by providing summaries of the content-area videos and reading passages, as well as “clickable” translations of words in the passages. ▪ Students have ample opportunities to hear modeled reading and to practice reading along with a skilled narrator. ▪ Language support includes pronunciation tips for Spanish speakers. ▪ Students have the ability to slow down or speed up the narration of the passages. ▪ Teachers receive resources for differentiated instruction that are designed to meet the unique needs of English Language Learners.
<p>3. Activities involving telecommunications and technology education programs</p>	<p><i>READ 180 EE</i> effectively integrates technology to raise student achievement by delivering a systematic program of reading intervention that incorporates individualized instruction, meaningful practice, and continuous assessment.</p> <p>Students take the interactive <i>Scholastic Reading Inventory™</i> comprehension assessment to determine their placement in the program. Then they work on high-interest Topic Software CDs that connect to cross-curricular areas. Each CD begins with a motivating video that provides background information and helps students develop a mental model. After reading a topic-related passage with varying degrees of computer support, students work in four areas of the Software:</p> <ul style="list-style-type: none"> ▪ <u>Reading Zone</u>—The Software provides scaffolded instruction and practice of phonics, fluency, vocabulary, and comprehension skills. ▪ <u>Word Zone</u>—Students receive systematic instruction in decoding and word recognition as they build automaticity. More than 6,000 words are defined and analyzed for study. <p style="text-align: right;">(Continued)</p>


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<p>Activities involving telecommunications and technology education programs Continued</p>	<ul style="list-style-type: none"> ▪ <u>Spelling Zone</u>—Students practice spelling and receive immediate corrective feedback. To complete this Zone, students must spell a minimum of six to twelve new study words, depending on their level. ▪ <u>Success Zone</u>—Students reach the Success Zone only after they have achieved all the requirements of the other Zones and have demonstrated mastery of all words in the passage. The Zone focuses on comprehension. Students demonstrate oral reading fluency in a final recording. <p>The <i>READ 180 EE</i> Software continually assesses students' performance in these areas: comprehension, vocabulary, fluency, phonics/word study, and spelling/encoding. It uses the data to adjust instruction according to students' skill needs and learning rate. The Software also provides teachers with instant access to a variety of assessment-based diagnostic reports that they can use to differentiate whole- and small-group instruction. These include:</p> <ul style="list-style-type: none"> ▪ <i>READ 180 EE</i> Comprehension Skills Report, which shows students' performance in reading for detail, sequencing, finding the main idea, summarizing, and other comprehension skills ▪ <i>READ 180 EE</i> Reading Progress Report, which displays comprehension and vocabulary percentages, frequent word recognition and spelling errors, and fluent words and fluency scores ▪ <i>READ 180 EE</i> Spelling Skills Grouping Report, which provides spelling assessment percentages and Spelling Speed Challenge practice scores <p>Electronic links located on the report screens directly connect teachers to resources for differentiating instruction.</p>
<p>4. Activities to promote parental involvement and family literacy</p>	<p><i>READ 180 EE</i> promotes parental involvement in these ways:</p> <ul style="list-style-type: none"> ▪ The Software generates letters and reports, available in English, Spanish, Cantonese, Hmong, Haitian Creole, and Vietnamese, which inform parents of their children's reading progress and ways they can be supportive at home. ▪ Individual diagnostic reports generated by the Software can be shared with parents during conference times. ▪ Students can bring home Paperbacks and share them with their families. <p style="text-align: right;">(Continued)</p>


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Activities to promote parental involvement and family literacy Continued	<ul style="list-style-type: none"> ▪ The Leadership Implementation Guide provides strategies and suggestions on how families can support their children's participation in the <i>READ 180 EE</i> program. ▪ The Teacher Implementation Guide contains strategies for forging a home-school connection ▪ Every <i>Scholastic RED</i> course presents family engagement ideas.
5. Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement	<p><i>READ 180 EE</i> reverses the cycle of reading underachievement often experienced by students who are disconnected from school. The program shows respect for the struggling reader by presenting age-appropriate materials at multiple reading levels. The Software features an on-screen host who provides private, non-judgmental feedback and continuous encouragement.</p> <p><i>READ 180 EE</i> technology also provides a snapshot of where students are every day, so staff can adjust instruction and keep students motivated and on track. High-interest text in the Software, Audiobooks, Paperbacks, and other components captures student interest and provides support to promote reading success.</p>
6. Programs and activities that follow <i>principles of effectiveness</i> by being based on: <ul style="list-style-type: none"> ▪ Assessment of objective data regarding need for before- and after-school programs ▪ Established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities ▪ If appropriate, scientifically based research that provides evidence that the program or activity will help students meet state and local achievement standards 	<p><i>READ 180 EE</i>, a research-based, intensive reading intervention program, significantly increases the reading achievement of struggling students in grades transitional three and above. The program's instruction and practice activities align with state standards in the areas of:</p> <ul style="list-style-type: none"> ▪ Phonemic awareness ▪ Phonics and syllabication ▪ Vocabulary development ▪ Fluency ▪ Comprehension ▪ Spelling ▪ Writing ▪ Grammar, usage, and mechanics <p>Please visit this website for <i>READ 180 EE</i> correlations to state standards: http://teacher.scholastic.com/products/read180/fund/index.htm</p> <p style="text-align: right;">(Continued)</p>


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<p>Programs and activities that follow <i>principles of effectiveness</i> Continued</p>	<p><i>READ 180 EE</i> can be effectively used in before- and after-school programs to raise student achievement. It contains a variety of assessments that staff can use to determine students' needs. <i>READ 180 EE</i>, which is the result of many years of educational research, was informed by the work of three groups.</p> <ul style="list-style-type: none"> ▪ The Cognition and Technology Group at Vanderbilt University, which identified four major deficits demonstrated by struggling readers: <ul style="list-style-type: none"> ○ Lack of decoding skills and reading fluency ○ Poor comprehension due to the inability to form mental models, lack of vocabulary, and limited background knowledge ○ Inability to process and understand grade-level content area text with a high concentration of academic language ○ Low motivation and lack of connection to materials and school <p>These deficits closely relate to the skills that the National Reading Panel has identified as essential to reading success: phonemic awareness, phonics, vocabulary, fluency, and comprehension (National Reading Panel, 2000).</p> <ul style="list-style-type: none"> ▪ The Orange County Literacy Project in Florida, which analyzed student data and found that student behavior problems were linked with low reading scores ▪ Scholastic Inc., which engages in ongoing research, testing, and development of <i>READ 180 EE</i>. <p>In addition, <i>READ 180 EE</i> strongly aligns with the 15 key elements of effective adolescent literacy programs as cited in <i>Reading Next: A Vision for Action and Research in Middle and High School Literacy</i> (Carnegie Corporation of New York, 2004). These include:</p> <ul style="list-style-type: none"> ▪ Direct, explicit comprehension instruction ▪ Effective instructional principles embedded in content ▪ Motivation and self-directed learning ▪ Text-based collaborative learning ▪ Strategic tutoring ▪ Diverse texts ▪ Intensive writing ▪ A technology component ▪ Ongoing formative assessment of students ▪ Extended time for literacy ▪ Professional development ▪ Ongoing summative assessment of students and programs

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<p>7. The eligible entity has experience or promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.</p>	<p><i>READ 180</i> has been the subject of numerous scientifically based research evaluations, including quasi-experimental, correlational, and descriptive studies. The studies report reading gains for various populations and subgroups of students, including middle and high-school students, English-Language Learners, Special Education students, and Native Americans. Results from third-party evaluations show that struggling readers in <i>READ 180</i> show progress, often substantial, in learning to read. This growth was reflected on students' reading scores on standardized tests, such as the Stanford Achievement Test-9 (SAT-9), Terra Nova, and the <i>Scholastic Reading Inventory</i>. As students experience success, they develop more positive attitudes towards learning.</p> <p> <i>For complete statistical data, please see the Compendium of READ 180 Research, which is available upon request.</i></p> <p>Scholastic's reputation is built on an 90-year history of helping foster and support effective learning for all students. For years, the company has worked with leading researchers to develop scientifically based products that produce significant results in student achievement, as well as meaningful changes in teacher effectiveness. Scholastic is committed to providing teaching staff with effective materials to ensure that students develop the skills and strategies needed to succeed in school.</p>
<p>8. To sustain a quality program, staff delivering academic support and enrichment services should be provided ongoing training and learning opportunities.</p>	<p>The purchase of <i>READ 180 EE</i> includes on-site professional development for district leaders, campus leaders and teachers, and technology coordinators. For principals, reading coaches, technology coordinators, and district <i>READ 180</i> coordinators, a half-day session provides specific information necessary to support <i>READ 180</i> schools, teachers, students. Participants receive a <i>Leadership Implementation Guide</i>, Implementation DVD, and <i>Coordinator/Coach Handbook</i> (including implementation planning tools, facilitation materials, study group materials, and supporting information for the online professional development course teachers will receive).</p> <p>For teachers, a full-day session (Day 1) introduces teachers to the components of the program and demonstrates how <i>READ 180</i> directly addresses individual needs through adaptive software, high-interest literature, and systematic instruction. Approximately six weeks after the Day 1 training, a full-day follow up session (Day 2) expands on teachers' knowledge and provides a venue to answer questions teachers may have about their particular classroom experience.</p> <p style="text-align: right;"><i>(Continued)</i></p>

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<p>To sustain a quality program, staff delivering academic support and enrichment services should be provided ongoing training and learning opportunities. Continued</p>	<p>Teachers review classroom management and goal-setting, learn advanced features of the management system, and focus on using reports to differentiate instruction. Participants receive a <i>Teacher Implementation Guide</i>, Implementation DVD (with over 30 video segments for observing <i>READ 180</i> in action in real classrooms as instruction is modeled and described), and the <i>First Three Weeks Handbook</i> (providing teachers with a day-by-day guide and objectives for planning, classroom set up, and routines to get started).</p> <p>Two enrollments for the online professional development course, <i>READ 180: Best Practices for Reading Intervention</i>, are included with each stage of <i>READ 180</i>. The course contains:</p> <ul style="list-style-type: none"> ▪ Proven, scientifically based teaching strategies and methods to help raise student achievement in reading ▪ 24-hour, just-in-time access to resources and training ▪ Interactive simulations and video modeling by master practitioners in real classrooms ▪ Tips for effectively using <i>READ 180</i> Topic Software ▪ Strategies for teaching English-language learners and students with special needs ▪ Ideas for using the assessments and reports in <i>READ 180</i> to inform instruction <p><i>READ 180</i> integrates professional development directly into the <i>rBook Teacher's Edition</i> through a series of workshops. These provide teachers with research-based instructional routines and implementation strategies, best practices for teaching literacy to adolescents, model lessons, and lists of professional articles for further knowledge. Teachers learn how to use <i>SAM</i> reports to differentiate instruction. With <i>SAM</i>, teachers have the ability to link directly from reports to online resources and to correlate teaching resources to the most up-to-date state standards.</p> <p> Scholastic provides an informative, helpful <i>READ 180</i> community website at www.scholastic.com/read180 for teachers to access additional resources, research, pose questions to a master <i>READ 180</i> teacher, as well as connect with each other and share and reflect upon their classroom experiences.</p> <p>The optional <i>READ 180</i> Seminar Series offers half-day sessions for maximizing the program to raise student achievement. Topics include decoding strategies, ideas for motivating students, test-taking strategies, using <i>READ 180</i> data to differentiate instruction, and writing in the service of reading.</p>

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<p>9. Academic activities are aligned with the school's curriculum in the core subject areas.</p>	<p>The <i>READ 180 EE</i> instruction and practice activities align with a school's curricula and state standards in the areas of:</p> <ul style="list-style-type: none"> ▪ Phonemic awareness ▪ Phonics and syllabication ▪ Vocabulary development ▪ Fluency ▪ Comprehension ▪ Spelling ▪ Writing ▪ Grammar, usage, and mechanics ▪ Test-taking strategies <p>The <i>READ 180 EE</i> Topic CDs deliver individualized reading instruction in the context of a variety of content areas, such as science, math, social studies, history, and language arts. Students also independently read leveled Paperbacks and listen to grade-appropriate Audiobooks in a variety of genres, including fiction, nonfiction, poetry, classics, and biography.</p>
<p>10. Program was developed and will be carried out in active collaboration with the schools the students attend.</p>	<p>Through the <i>Scholastic Achievement Manager (SAM)</i>, <i>READ 180 EE</i> continuously collects students' performance data and monitors their progress over time. <i>SAM</i> generates detailed reports that can help educators evaluate student learning gains. <i>SAM</i> can disaggregate student data by population subgroups to report adequate yearly progress (AYP), as well as aggregate assessment results to chart students' achievement at the classroom, building, and district levels.</p> <p>Learning Center instructors can share information with schools through <i>READ 180 EE</i>'s diagnostic, performance, and progress-monitoring assessment reports. Data, which can help schools differentiate instruction, provides information about students':</p> <ul style="list-style-type: none"> ▪ Reading comprehension levels, measured periodically through the <i>Scholastic Reading Inventory</i> ▪ Comprehension of books read, based on quiz results in the <i>Scholastic Reading Counts!</i> program ▪ Achievement in the fluency, word study, vocabulary, comprehension, and spelling portions of the <i>READ 180 EE</i> Software ▪ Mastery of comprehension; vocabulary/word study; and grammar, usage, and mechanics skills covered during the staff-directed portions of the day <p>The Learning Center staff can also share samples of students' writing.</p>

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11. The program includes a plan for how the community learning center will continue after funding under this part ends.	<p><i>READ 180 EE</i> can be integrated with funds and money from state, local, 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 – Supplemental Educational Services ▪ Title IC—Education of Migratory Children ▪ Title IID—Enhancing Education Through Technology (Formula) ▪ Title III – English Language Acquisition ▪ Enhancing Education Through Technology ▪ IDEA, Part B ▪ IDEA, <i>Response to Intervention</i> ▪ GEAR UP ▪ Smaller Learning Communities
12. The program or activity shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment.	<p>The <i>READ 180</i> individualized instructional software continuously measures over 250 data points relative to student reading achievement. Student assessment data is stored in a database and is accessible by teachers through the <i>Scholastic Achievement Manager</i>. The management system facilitates differentiated instruction for all students by providing over 40 detailed reports on student achievement. The chart below lists the types of reports, their purpose, audience, and specific examples.</p> <p>Assessment tools include:</p> <ul style="list-style-type: none"> ▪ <u><i>READ 180 EE Software</i></u>—Instructional CDs contain embedded assessments that automatically measure and monitor students’ comprehension skills, vocabulary acquisition, fluency, and spelling/encoding achievement. Educators can generate 18 reports that they can use for grant project reporting purposes. One of these is the Reading Progress Report, which overviews students’ progress in the <i>READ 180 EE Software</i> during the selected time period. ▪ <u><i>rSkills Tests</i></u>—The program provides periodic curriculum-embedded, interactive <i>rSkills Tests</i>, which assess students’ mastery of comprehension, vocabulary/word study, and grammar, usage, and mechanics skills covered during the staff-directed portions of the day. There are five <i>rSkills Tests</i> reports that show class/group and individual progress. <p style="text-align: right;">(Continued)</p>

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<p>The program or activity shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment.</p> <p>Continued</p>	<ul style="list-style-type: none"> ▪ <u>Scholastic Reading Inventory (SRI)</u>—This computer-adaptive assessment instrument provides criterion- and norm-referenced reading comprehension level test results. It can generate 11 reports that help administrators gauge the project’s effectiveness in increasing students’ achievement. These include the: <ul style="list-style-type: none"> ○ <u>Proficiency Summary Report</u>, which reports the reading performance of students within a Learning Center or grade for an individual teacher, class, or group ○ <u>Demographic Proficiency Report</u>, which provides a breakdown of <i>SRI</i> performance according to subgroup ▪ <u>Scholastic Reading Counts!</u>—Students independently read Paperbacks at their reading level and take short quizzes on the computer to verify completion and comprehension of the book. Data includes quizzes passed, number of books read, and number of words read successfully. Educators can generate 13 reports to show student performance and progress. One of these is the Reading Progress Update, which specifies student progress during a specified time period.