




ReadAbout


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 *ReadAbout* 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	 ReadAbout
<ol style="list-style-type: none"> Activities that provide remedial education and academic enrichment to improve academic achievement 	<p><i>ReadAbout</i> is a supplemental reading program that uses adaptive technology to focus on the three key components of reading achievement in the upper elementary grades; comprehension skills and strategies, vocabulary, and content-area knowledge. Students using <i>ReadAbout</i> receive direct instruction and practice in the comprehension skills and strategies crucial to extracting meaning from nonfiction texts. <i>ReadAbout</i> presents a rigorous yet motivating approach to vocabulary instruction, in which students learn grade appropriate academic and content-area words. Throughout the program, students build background knowledge in the content areas. Background knowledge helps students create mental models to facilitate cross-curricular academic success.</p> <p>The <i>ReadAbout</i> 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. <i>ReadAbout</i> 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</i> readers 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</i> readers receive vocabulary scaffolding through supported words and idioms in the text. <i>ReadAbout</i> supplies them with skill-building comprehension strategies, such as setting a purpose, questioning, and summarizing. <p style="text-align: right;">(Continued)</p>


Key Criteria for 21 st CCLC Programs	 ReadAbout
<p>Activities that provide remedial education and academic enrichment to improve academic achievement Continued</p>	<ul style="list-style-type: none"> ▪ <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.
<p>2. Activities for limited English proficient students that emphasize language skills and academic achievement</p>	<p>The <i>ReadAbout</i> program includes an extensive array of instructional strategies, tools, and software features that support the language and academic development of English-Language Learners.</p> <p><u>Personalized Instruction and Practice</u></p> <ul style="list-style-type: none"> ▪ Software continuously adjusts instruction and activities based on students’ performance ▪ Software explicitly teaches critical content-area vocabulary, academic language, and comprehension strategies ▪ Software automatically alerts teachers to ELL students who are struggling to complete a topic <p style="text-align: right;">(Continued)</p>


Key Criteria for 21 st CCLC Programs	 ReadAbout
<p>Activities for limited English proficient students that emphasize language skills and academic achievement Continued</p>	<p><u>Customizable Software</u></p> <ul style="list-style-type: none"> ▪ Software provides Spanish translations of “Smart Words,” vocabulary definitions, captions, anchor video introductions, and topic introductions ▪ Closed-caption anchor videos help students build mental models prior to reading. ▪ Software can provide text and voice-over support for all key instruction. ▪ Virtual narrators can read all passages aloud with phrase-by-phrase highlighting. <p><u>Targeted Teaching Materials</u></p> <ul style="list-style-type: none"> ▪ Ten differentiated comprehension lessons focus on explicit skill definitions and include signal words integral to using a skill to unlock meaning ▪ Direct instruction, modeling, and practice are given in six key vocabulary strategies such as using multiple meanings, cognates, and idioms ▪ Topic Planners include lessons on how to: teach idioms, build background knowledge, and simplify language through cognates ▪ Teachers can print resources from SAM, such as graphic organizers and reading passages to further differentiate instruction.
<p>3. Activities involving telecommunications and technology education programs</p>	<p>Designed to work seamlessly alongside any core reading program, <i>ReadAbout</i> uses the power of technology, high-interest nonfiction, and the best thinking about motivation to help students make the transition from fiction to nonfiction text. <i>ReadAbout</i> uses adaptive software to provide continuous assessment and differentiated reading instruction for every child, whether they require intervention, instruction, or enrichment. The program’s high-interest reading choices, engaging anchor videos, corrective feedback, personalized instruction, and unique digital reward system keeps students fully engaged, helping them to develop the skills they need to become effective, successful readers.</p> <p><i>ReadAbout</i> offers unique software features that support students’ achievement:</p> <p><u>Maximized Instruction and Learning Supports</u></p> <ul style="list-style-type: none"> ▪ “Intelligent” software that automatically adjusts reading instruction and practice to meet students’ specific needs ▪ On-screen skills and text-type tutorials ▪ Self-managed, self-paced instruction ▪ Anchor videos that build background knowledge ▪ On-screen graphic organizers ▪ Student on-screen hosts that provide navigational help and support <p style="text-align: right;">(Continued)</p>


Key Criteria for 21 st CCLC Programs	 ReadAbout
<p>Activities involving telecommunications and technology education programs Continued</p>	<p><u>Continuous Assessments that Drive Instruction</u></p> <ul style="list-style-type: none"> ▪ Built-in skills assessments at strategic points in each topic lesson ▪ Twenty software-generated, actionable reports that track students' progress and provide assessment data for instructional planning ▪ Differentiated comprehension and vocabulary lessons matched to students based on assessments <p><u>Student Engagement and Motivation</u></p> <ul style="list-style-type: none"> ▪ High-interest, interactive reading passages ▪ Engaging, interactive practice activities, including word exploration and word play ▪ Immediate corrective feedback ▪ Digital vocabulary cards <p><u>Scaffolded Instruction</u></p> <ul style="list-style-type: none"> ▪ Closed-caption anchor videos ▪ Text and voice-over support for all key instruction ▪ Read aloud for all passages with phrase-by-phrase highlighting
<p>4. Activities to promote parental involvement and family literacy</p>	<p><i>ReadAbout</i> promotes parental involvement in multiple ways. At the beginning of the grading period, parents receive a letter introducing them to the <i>ReadAbout</i> 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>5. Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement</p>	<p>The <i>ReadAbout</i> technology delivers anchor videos that spark knowledge and interest, immediate feedback on students' responses, and engaging word games, challenges, and sorting activities. Children read high-interest nonfiction. Software supports provide children with a successful learning experience, which encourages and empowers them.</p> <p><i>ReadAbout</i> motivates students to build vocabulary by awarding 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>

Key Criteria for 21 st CCLC Programs	 ReadAbout
<p>6. Programs and activities that follow <i>principles of effectiveness</i> by being based on:</p> <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>ReadAbout</i> has a clear instructional path. The program begins by assessing students' reading levels, skill abilities, and interests. The program presents three reading topics that reflect each student's individual needs. Every topic addresses reading achievement by providing anchored instruction, scaffolded reading, informative assessment, and personalized practice.</p> <p>Students are appropriately placed in <i>ReadAbout</i> through the <i>Scholastic Reading Inventory</i> (SRI), which assesses each student's independent reading level. Teachers can also manually place students in <i>ReadAbout</i>.</p> <p>The steps in the <i>ReadAbout</i> instructional sequence are:</p> <ol style="list-style-type: none"> 1. <u>Anchored Instruction</u>—<i>ReadAbout</i> prepares students to learn by anchoring instruction and building mental models. Before students begin reading, the program pre-teaches vocabulary, frontloads comprehension instruction, and builds background knowledge through content-related videos. 2. <u>Scaffolded Reading</u>—<i>ReadAbout</i> customizes instruction by delivering content and instruction based on student performance. Every reading passage is formatted in one of seven real-world text structures to help teach text features. The program provides explicit instruction in skills and strategies and provides multiple exposures to high-utility vocabulary. 3. <u>Informative Assessment</u>—<i>ReadAbout</i> assesses students on vocabulary and comprehension performance. Targeted corrective feedback provides further instruction when difficulty arises, along with the opportunity to try again. Each keystroke is recorded and not only informs the adaptive algorithm, but also provides extensive reporting. Teachers and administrators can access student and cohort data in the <i>ReadAbout</i> reports. 4. <u>Personalized Practice</u>—<i>ReadAbout</i> provides students with the opportunity to practice vocabulary through dynamic instructional activities and a personalized collection of vocabulary cards. It also offers further on-level practice with comprehension skills, as well as topic-specific writing activities. 5. <u>Adaptive Interventions</u>—<i>ReadAbout</i> adapts to stay on pace with students by delivering reading passages at a higher or lower level, according to need; delivering vocabulary review as needed; and engaging students in tutorials on comprehension skills. Dynamic scaffolds adjust passage text level based on student performance.

Key Criteria for 21 st CCLC Programs	 ReadAbout
<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>ReadAbout</i> builds upon the findings of several distinguished educational experts in the areas of vocabulary acquisition, reading comprehension strategy, and motivational learning theory. The program is informed by the vocabulary instruction and word-learning strategies established by Dr. Kevin Feldman, Director of Reading and Early Interventions, Sonoma County Office of Education; and Dr. Kate Kinsella of the Department of Secondary Education, San Francisco State University. <i>ReadAbout</i> also borrows from the nonfiction reading strategies developed by Dr. Jeffrey Wilhelm, Associate Professor of Boise State University, and the motivational learning theory of renowned teacher and author Dr. Henry Jenkins, Professor at the Massachusetts Institute of Technology. <i>ReadAbout</i> utilizes the same research-based, motivational instruction model pioneered by Dr. Ted Hasselbring, creator of <i>READ 180</i> and Professor of Special Education Technology at Vanderbilt University.</p> <p>In partnership with the Salem-Kaiser School District in Oregon, The Scholastic Research and Validation Department launched a preliminary research study focusing on the impact of <i>ReadAbout</i>, a supplemental technology- and text-based program, on the reading achievement of upper elementary and middle school students in five schools. The primary purpose of this study was to examine student growth in reading ability during the 2006-2007 school year, as demonstrated by the <i>Scholastic Reading Inventory</i> (SRI) and <i>ReadAbout</i> software data. A secondary purpose was to better understand <i>ReadAbout</i> implementation and its impact on student outcomes.</p> <p>Data were obtained from 439 students in five elementary schools from fall 2006 through spring 2007. In addition, telephone interviews with teachers and principals were conducted to better understand implementation of the <i>ReadAbout</i> program.</p> <p>Quantitative findings from this study reveal the following:</p> <ul style="list-style-type: none"> ▪ Third-, fourth-, and fifth-grade students demonstrated statistically significant gains in performance on the SRI (114L) and <i>ReadAbout</i> Text Level (82L) from the beginning to the end of the school year. ▪ These statistically significant gains persisted when the data was disaggregated by Gifted and Talented, General Education, and Limited English Proficient students; that is, each subgroup revealed significant growth on the SRI from pretest to posttest. ▪ Gifted and Talented students showed the greatest gains on the SRI and in <i>ReadAbout</i> <p style="text-align: right;"><i>(Continued)</i></p>

Key Criteria for 21 st CCLC Programs	 ReadAbout
<p>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>Continued</p>	<p>)</p> <ul style="list-style-type: none"> ▪ Despite starting out with weaker reading skills, students with Limited English Proficiency demonstrated as much progress as non-Limited English Proficient students on the SRI and in <i>ReadAbout</i>. ▪ The more time students spent on the <i>ReadAbout</i> program, the greater their gains in SRI Lexile score at the end of the year. <p>In conclusion, these results provide evidence that <i>ReadAbout</i> is a highly engaging reading comprehension program, which effectively deepens students' comprehension of text, regardless of ability level or language status.</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>Scholastic provides one full day of training, included with program purchase that is designed to get teachers started with using <i>ReadAbout</i> in their classrooms. Teachers will learn how to effectively use <i>ReadAbout</i>, including:</p> <ul style="list-style-type: none"> ▪ Examining the research on anchored and differentiated instruction and motivation ▪ Experiencing the <i>ReadAbout</i> software and hands-on practice with the management system ▪ Creating a program implementation model for using the software and <i>SmartFile</i> resources ▪ Individualizing instruction and monitoring progress with reports. <p><i>ReadAbout</i> is also supported with teacher enrollments in the Scholastic RED course <i>ReadAbout: Improving Nonfiction Reading Comprehension</i>. This course is designed for teachers using <i>ReadAbout</i> in their classrooms. They will learn more about the research-based strategies for the program and how to use them to motivate and support readers. Teachers will examine resources to build nonfiction reading and writing skills that are essential for success on standardized tests. Teacher enrollments for this online course vary according to the number of student licenses purchased.</p> <p>An optional Day 2 <i>ReadAbout</i> Implementation Training is available for purchase. In this second day of training, teachers become more familiar with the reports, practice analyzing their own data, and examine <i>ReadAbout</i> skill-building and writing resources to provide targeted instruction.</p>

Key Criteria for 21 st CCLC Programs	 ReadAbout
<p>9. Academic activities are aligned with the school's curriculum in the core subject areas.</p>	<p>The <i>ReadAbout</i> topics, which are all nonfiction, align to standards in English Language Arts, Science, and Social Studies. The program targets reading instruction and reinforcement activities based on a student's ability level, skills needs, grade level, and interest levels. The software continuously adjusts content and scaffolds learning in response to a student's performance. Targeted corrective feedback and skills tutorials accelerate student achievement, and the instructional sequence provokes the use of metacognitive strategies.</p> <p>Designed to work seamlessly alongside any core reading program, <i>ReadAbout</i> uses the power of technology, high-interest nonfiction, and the best thinking about motivation to help students make the transition from fiction to nonfiction text. <i>ReadAbout</i> uses adaptive software to provide continuous assessment and differentiated reading instruction for every child, whether they require intervention, instruction, or enrichment. The program's high-interest reading choices, engaging anchor videos, corrective feedback, personalized instruction, and unique digital reward system keeps students fully engaged, helping them to develop the skills they need to become effective, successful readers.</p>
<p>10. Program was developed and will be carried out in active collaboration with the schools the students attend.</p>	<p>SAM, the <i>Scholastic Achievement Manager</i>, allows teachers and administrators to monitor program usage, assess progress, and determine needs by providing tools for managing student rosters; generating performance data reports at the individual, class, school, and district levels; locating useful resources for professional development and instruction; and selecting books at students' reading and interest levels.</p> <p>SAM is the dashboard for supporting data-driven instruction, meeting AYP accountability requirements, and enabling district-wide data aggregation for teachers, administrators, and technology leaders. In SAM, <i>ReadAbout</i> reports serve specific purposes to meet the needs of administrators, teaches, students, and families.</p>
<p>11. The program includes a plan for how the community learning center will continue after funding under this part ends.</p>	<p><i>ReadAbout</i> can be integrated with money from state, local, and other sources, including:</p> <ul style="list-style-type: none"> ▪ Title IA—Improving Basic Programs ▪ Title I – Supplemental Educational Services ▪ Title II, Part D—Enhancing Education through Technology (Formula) ▪ Title III – English Language Acquisition ▪ Enhancing Education Through Technology ▪ Special Education funds ▪ GEAR Up

Key Criteria for 21 st CCLC Programs	 ReadAbout
<p>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>	<p><i>ReadAbout</i> continually assesses each student's level of reading performance, and personalizes content, instruction, and supports based on that performance. Assessments points in the program include:</p> <ul style="list-style-type: none"> ▪ Quick Check Question—Students answer a multiple-choice question after reading the first page of the passage to ensure comprehension before they continue to read. ▪ Summarizing Question—Students answer a multiple-choice summarizing question directly after completing a software passage. ▪ Skill Questions—Students answer three types of assessment questions—multiple choice, highlighting passage text, and graphic organizer—directly after reading a passage. <p><i>ReadAbout</i> assesses student comprehension throughout the student experience. Skills assessment begins with the Comprehension Quick Check at the beginning of each passage. Assessment continues with multiple-choice, graphic organizer and highlighter questions at the end of each passage. Finally, students are assessed in the Challenge Area at the end of all three passages in the topic. <i>ReadAbout</i> assesses vocabulary performance in the Challenge Area and in the Card Collecting Area. The unique adaptive algorithm in <i>ReadAbout</i> assesses students' comprehension performance and will personalize the content based on that performance.</p> <p>The SAM system facilitates differentiated instruction for all students by providing over 20 detailed reports on student achievement. Through SAM software, <i>ReadAbout</i> continually assesses each student's level of reading performance. SAM generates real-time, detailed electronic reports that educators can use for progress monitoring and management purposes. The reports serve the needs of teachers and administrators by providing:</p> <ul style="list-style-type: none"> ▪ A variety of progress monitoring reports detailing student skill performance, text-level reading performance and progress, and vocabulary acquisition and performance ▪ Comprehensive information on student topic experience, including topic exposure, topic frequency, and topic completion ▪ Alerts and acknowledgments that provide important information on student success, potential problems, and weekly progress ▪ District and school-wide overviews of student participation and performance in the program