




**SCHOLASTIC
OFFICE OF
EDUCATIONAL
ASSISTANCE**


READ 180 Enterprise Edition


Aligns to 21st Century Community Learning Centers Criteria


The following chart details how **READ 180 Enterprise Edition** can support the development of a *21st Century Community Learning Centers (21st CCLC)* program. The criteria are drawn from the federal *21st Century Community Learning Centers Non-Regulatory Guidance* (February 2003).


Key Criteria for 21 st CCLC Programs	📖 READ 180 Enterprise Edition
<p>1. Activities that provide remedial education and academic enrichment to improve academic achievement</p>	<p>READ 180 Enterprise Edition is a scientifically based, intensive reading intervention program for students in upper elementary through high school that has been proven to significantly raise the reading scores of older, struggling readers. READ 180 EE delivers its reading achievement gains through:</p> <ul style="list-style-type: none"> ▪ <u>Individualized Software.</u> READ 180 EE contains “intelligent software” that collects data based on individual responses and adjusts instruction to meet each student’s needs. ▪ <u>Data-driven, staff-led instruction in whole or small groups.</u> READ 180 EE provides staff with a curriculum that supports the direct instruction of reading and writing/grammar skills. The READ 180 EE Teaching System offers a clear instructional path for whole- and small-group instruction, as well as guidance and resources for differentiating instruction to address individual student needs. ▪ <u>Modeled and independent reading.</u> Students build fluency and comprehension skills through modeled reading and coaching using on-level Audiobooks and through independent reading of age-appropriate, carefully leveled Paperbacks. ▪ <u>Professional Development.</u> READ 180 EE integrates professional development into the <i>rBook™</i> Teacher’s Edition, as well as provides staff with comprehensive implementation training and ongoing professional development. <p>READ 180 EE 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;"><i>(continued)</i></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;"><i>(continued)</i></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 READ 180 EE rBook 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;"><i>(continued)</i></p>


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<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 READ 180 EE Software 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 READ 180 EE rBook 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.▪ READ 180 EE 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 READ 180 EE Topic CD, Audiobook, and Paperback contains QuickWrite assignments, which provide easily implemented writing ideas for daily student use. <p>READ 180 EE supports and motivates students as they progress toward becoming lifelong readers and learners.</p>


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<p>2. Activities for limited English proficient students that emphasize language skills and academic achievement</p>	<p>Instructional strategies in the READ 180 EE program effectively meet the needs of limited English proficient students. For example:</p> <ul style="list-style-type: none"> ▪ Video clips in the instructional Software help students build mental models and develop visual images before reading. ▪ Students have ample opportunities to hear modeled reading and practice reading along with a skilled narrator. ▪ Phonemic awareness and phonics instruction provides decoding tips with modeled practice in segmentation, blending, structural analysis, sound-letter correspondence, and correct pronunciation. ▪ Students can click on highlighted words to receive definitions, context sentences, and pronunciation support. ▪ 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 passage text. <p>In addition, the <i>rBook</i> Teacher’s Edition provides suggestions for how to differentiate each of the staff-led lessons to meet ELLs’ distinct needs.</p> <p>The unique layout of a READ 180 EE classroom presents many opportunities for speaking and listening interactions with staff and peers. All of the program’s materials reflect a wide range of peoples and cultures.</p>
<p>3. Activities involving telecommunications and technology education programs</p>	<p>READ 180 EE effectively integrates technology to raise student achievement.</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;"><i>(continued)</i></p>


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<p>Activities involving telecommunications and technology education programs</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 READ 180 EE 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 staff 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"> ▪ <u>READ 180 EE Comprehension Skills Report</u>, which shows students' performance in reading for detail, sequencing, finding the main idea, summarizing, and other comprehension skills ▪ <u>READ 180 EE Reading Progress Report</u>, which displays comprehension and vocabulary percentages, frequent word recognition and spelling errors, and fluent words and fluency scores ▪ <u>READ 180 EE Spelling Skills Grouping Report</u>, which provides spelling assessment percentages and Spelling Speed Challenge practice scores <p>Electronic links located on the report screens directly connect staff to resources for differentiating instruction.</p> <p>READ 180 EE provides embedded interactive <i>rSkills Tests</i>, which assess and report students' acquisition of standards-aligned comprehension, vocabulary, and grammar skills taught during <i>rBook</i> staff-directed lessons. Based on data, the teaching staff targets skills instruction using <i>Resources for Differentiated Instruction</i>.</p> <p>Students independently read leveled Paperbacks in a wide variety of topics and genres and take electronic <i>Scholastic Reading Counts!</i>[™] quizzes to test their comprehension. <i>Reading Counts!</i> can generate reports that help staff monitor students' independent reading.</p> <p style="text-align: right;"><i>(continued)</i></p>


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<p>Activities involving telecommunications and technology education programs</p>	<p>Professional development that is integrated into the teaching materials directs staff to which reports in the READ 180 EE program they can generate for guiding their instructional decision-making.</p> <p>READ 180 EE also provides Audiobooks, which offer struggling readers the opportunity to develop good reading skills and habits while enjoying authentic grade-level literature. The Narrator models fluent reading as the student tracks the text in a printed book. The Reading Coach models comprehension, vocabulary, and self-monitoring strategies used by successful readers.</p>
<p>4. Activities to promote parental involvement and family literacy</p>	<p>The READ 180 EE program 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. ▪ Students can bring home Paperbacks and share them with their families. ▪ Individual diagnostic reports generated by the Software can be shared with parents during conference times. ▪ The Leadership Implementation Guide provides strategies and suggestions on how families can support their children’s participation in the READ 180 EE program. ▪ Every <i>Scholastic RED</i> course presents family engagement ideas.
<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>READ 180 EE 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>READ 180 EE 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>

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<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>READ 180 EE 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. READ 180 EE, 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 READ 180 EE. <p>In addition, READ 180 EE 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>READ 180 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 READ 180 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 1999-2004 Compendium of READ 180 Research, which is available upon request.)</i></p> <p>Scholastic's reputation is built on an 85-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>READ 180 EE provides on-site leadership development for reading coaches, administrators, and technology coordinators. In addition, teaching staff and reading coaches attend two days of on-site implementation training, where they learn best practices for implementing the program. They also learn about the Instructional Model, strategies for differentiating instruction, generating reports to inform instruction, accessing online teaching resources, and classroom management techniques to ensure success.</p> <p>READ 180 EE integrates professional development directly into the <i>rBook Teacher's Edition</i>. This resource provides the teaching staff 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.</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>A facilitated online professional development course from <i>Scholastic RED</i>, entitled “<i>READ 180: Best Practices for Reading Intervention</i>,” provides:</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 of research-based practices by master practitioners in real classes ▪ Tips for effectively using READ 180 EE Topic Software ▪ Ideas for using READ 180 EE’s assessments and reports to inform instruction ▪ Strategies for teaching English-language learners and special needs students <p>The optional READ 180 EE Seminar Series offers half-day sessions that address pertinent ways to use READ 180 EE to raise student achievement. Topics include decoding strategies, ideas for motivating students, test-taking strategies, using READ 180 EE data to differentiate instruction, and writing in the service of reading.</p> <p>Optional <i>Scholastic RED</i> courses provide ongoing professional development in reading for all of the teaching staff in a Learning Center. Courses blend online learning with in-person workshops and support.</p>
<p>9. Academic activities are aligned with the school’s curriculum in the core subject areas.</p>	<p>READ 180 EE’s 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>READ 180 EE’s 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>Please visit this website for READ 180 EE correlations to state standards: http://teacher.scholastic.com/products/read180/fund/index.htm</p>

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<p>10. Program was developed and will be carried out in active collaboration with the schools the students attend.</p>	<p>Learning Center instructors can share information with schools through READ 180 EE'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 READ 180 EE 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> <p>In return, Learning Center staff can use results from school assessments and teacher input to help differentiate staff-led small- and whole-group instruction.</p>
<p>11. The program includes a plan for how the community learning center will continue after funding under this part ends.</p>	<p>READ 180 EE can be integrated with specific technology-related school activities using 21st CCLC funds and money from state, local, foundation, and other sources. The federal funding programs for which it qualifies include:</p> <ul style="list-style-type: none"> ▪ Title I, Part A – Improving Basic Programs ▪ Title I – Supplemental Educational Services ▪ Title III – English Language Acquisition ▪ Title V, Part A – Innovative Programs ▪ Ed Tech (formula and competitive) ▪ Comprehensive School Reform ▪ IDEA or Special Education funds ▪ Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) ▪ Upward Bound ▪ Smaller Learning Communities ▪ Striving Readers

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<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>Through the <i>Scholastic Achievement Manager (SAM)</i>, READ 180 EE 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 and the effectiveness of a READ 180 EE grant project. <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 and Learning Center levels.</p> <p>Assessment tools include:</p> <ul style="list-style-type: none"> ▪ READ 180 EE Software—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 READ 180 EE Software during the selected time period. ▪ rSkills Tests—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. ▪ Scholastic Reading Inventory (SRI)—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"> ○ Proficiency Summary Report, which reports the reading performance of students within a Learning Center or grade for an individual teacher, class, or group ○ Demographic Proficiency Report, which provides a breakdown of <i>SRI</i> performance according to subgroup ▪ Scholastic Reading Counts!—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.