The following chart details how **Scholastic Sprint Reading** 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). **Sprint Reading** meets 11 of the 12 criteria.

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<tr>
<th>Key Criteria for 21st CCLC Programs</th>
<th>Scholastic Sprint Reading</th>
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<tr>
<td>1. Activities that provide remedial education and academic enrichment to improve academic achievement</td>
<td><strong>Scholastic Sprint Reading</strong> is a research-based program that provides struggling readers with books they can read successfully and with skills and strategies that help them become better readers. After-school programs can flexibly use <strong>Sprint Reading</strong> in whole-class instruction, small-group instruction and during independent reading periods, based on learning center and student needs. There are 12 leveled <strong>Sprint Reading</strong> Collections. Six are suitable for Upper Elementary and six for Middle School students. The Lexile Framework® for Reading, which uses Lexile® measures to match students to appropriately challenging text for reading success, leveled the books in each Collection. <strong>Sprint Reading</strong> benefits students who have approximate reading levels between Grades 1.5 and 6.0. In addition to direct reading and writing instruction, the Teacher’s Guide for each <strong>Sprint Reading</strong> level provides extra support for students who are struggling in specific skill areas. These include routines for phonics/word study, vocabulary, comprehension, fluency, and writing. Each Teaching Plan suggests which routine to use to strengthen skills, depending on how well the student has done on exercises in the Student Workbook.</td>
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| 2. Activities for limited English proficient students that emphasize language skills and academic achievement | The Teacher’s Guide provides detailed support strategies to use with English Language Learners:  
  - Suggestions for helping ELL students increase their high-frequency vocabulary  
  - Ways to help ELL students develop their social, culturally appropriate, and academic language  
  - Ideas for multi-sensory teaching approaches, using idioms, and emphasizing vocabulary  
  - Classroom-tested instructional tips and strategies to use in whole- and small-groups  
  - Information on the stages of language acquisition—pre-production, early production, speech emergence, intermediate fluency, and advanced fluency  
  - Book-related activities that help ELL students develop academic, oral, culturally appropriate, and social language, and high frequency vocabulary. |
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| 3. Activities to promote parental involvement and family literacy | Parents support their child’s reading development through the *Sprint Reading* program in these ways:  
- Teachers send families letters with fluency activities and discussion ideas for each book.  
- Students bring books home to share.  
- Each Teaching Plan provides suggestions for book-related activities that students can do at home or with family members.  
- During conferences, teachers discuss with caregivers their child’s program participation, progress, and homework tips. |
| 4. Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement | *Sprint Reading* motivates students who have been disconnected from school to continue developing their reading skills.  
- Direct, systematic instruction gives them the tools they need to become good readers.  
- Extra skills support helps students achieve mastery.  
- Frequent skills practice hones their reading and writing abilities.  
- Leveled books give them a successful reading experience.  
- Students enjoy reading the high-interest, age-appropriate books, which include:  
  - Fiction by award-winning authors  
  - Recent titles from popular series  
  - Intriguing, content-area nonfiction  
  - Biographies of famous and inspirational people  
- Students take ownership of their achievement by using the Student Planner to track their reading progress. |
| 5. Programs and activities that follow *principles of effectiveness* by being based on: | *Sprint Reading*’s scientific research base includes the following findings:  
- Phonemic awareness instruction improves children’s ability to read words. It also improves their reading comprehension. (*Put Reading First*, 2001)  
- The application of phonics in reading words is a non-negotiable beginning reading skill that ALL students must master in order to understand what they read. (Lyon, 1998)  
- Fluency develops as a result of many opportunities to practice reading with a high degree of success. (*Put Reading First*, 2001)  
- Many poor readers must overcome a huge vocabulary deficit before they will be able to read successfully. (Moats, 2001) |
  - 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 |
### Key Criteria for 21st CCLC Programs

- **Comprehension** is critically important to the development of children’s reading skills and therefore to the ability to obtain an education. (National Reading Panel, 2000)
- A balanced literacy program incorporates a wide range of oral language, reading, and writing activities. (Lyon and Moats, 1997; Snow, Burns, and Griffin, 1998)
- Matching students to text with the appropriate level of challenge—not too easy or not too hard—is one mechanism for successful reading experiences. (Gambrell, Palmer, and Codling, 1993)
- Developing students’ interest and pleasure in reading must be as much a focus as developing their reading skills. (Moats, 2001)

### Scholastic Sprint Reading

**6.** 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.

Scholastic has 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. Scholastic is committed to providing learning center staff with effective materials for reading and writing instruction to ensure that students develop the skills and strategies needed to succeed in school.

Direct reading instruction, as well as leveled text, helps students read with success and increases their confidence. The motivating and appealing content of *Sprint Reading* fiction and nonfiction books engages students and helps them adopt positive attitudes toward reading. Educators reviewed all books to determine their usefulness with struggling readers.

**7.** To sustain a quality program, staff delivering academic support and enrichment services should be provided ongoing training and learning opportunities.

The **Scholastic Sprint Reading** program is supported by six *Scholastic RED* facilitated, online courses:

- Guided Reading: Making It Work in Your Classroom, Grades K-6
- Building Decoding Skills & Strategies, Grades 3-5
- Improving Reading Comprehension, Grades 3-5
- Improving Fluency, Grades 3-8
- Improving Decoding Skills & Strategies, Grades 6-8
- Middle School Literacy: Improving Text Comprehension

These professional development courses provide:

- Instant access to research and theory
- Video modeling of research-based practices
- Interactive simulations that allow for practice of skills and strategies
- Structured feedback, collaboration, and ongoing support
- Materials that can be immediately used in the classroom
### Key Criteria for 21st CCLC Programs

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<td><strong>8.</strong></td>
<td><strong>Scholastic Sprint Reading</strong>&lt;br&gt;Instruction aligns with a school’s reading and language arts curriculum in writing and all five essential elements of reading identified by <em>No Child Left Behind</em>:&lt;br&gt;• Phonemic Awareness&lt;br&gt;• Phonics&lt;br&gt;• Vocabulary&lt;br&gt;• Fluency&lt;br&gt;• Comprehension&lt;br&gt;&lt;br&gt;<em>Sprint Reading</em> titles are correlated to core curriculum content. Nonfiction books in the program provide content-area learning that supports social studies, science, and other curricula. Fiction books introduce students to a variety of literary genres.</td>
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<td><strong>9.</strong></td>
<td>Learning centers can easily collaborate with a district to customize the implementation of the <em>Sprint Reading</em> program, which contains 12 leveled Collections suitable for Upper Elementary and Middle School students. Information on students’ reading levels, including Lexile measures, can be shared to help staff effectively differentiate instruction. <em>Sprint Reading</em> can be flexibly used in an after-school program and during independent reading periods.</td>
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<td><strong>10.</strong></td>
<td><em>Sprint Reading</em> effectively integrates with other school or district activities that are being funded from sources other than 21st CCLC. The federal funding programs for which <em>Sprint Reading</em> qualifies include:&lt;br&gt;• Title I, Part A – Improving Basis Programs&lt;br&gt;• Title 5 – Innovative Programs&lt;br&gt;• Supplemental Educational Services</td>
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<td><strong>11.</strong></td>
<td><em>Sprint Reading</em> provides multiple opportunities for staff to monitor student progress in reading and writing gains.&lt;br&gt;• Teachers periodically administer Placement Tests to monitor students’ knowledge of vocabulary and their text comprehension.&lt;br&gt;• The Comprehension Check Student Workbook page for each book tests students’ reading comprehension.&lt;br&gt;• <em>Portfolios</em> for each child include anecdotal records of observations, Placement Tests, student worksheets, timed fluency readings, and graded writing samples.&lt;br&gt;• Each book’s optional <em>Scholastic Reading Counts!</em> computerized quiz measures text comprehension.&lt;br&gt;• Optional <em>Scholastic Reading Inventory</em> assesses students’ reading comprehension levels and generates progress reports for individuals and classes. Reading comprehension is reported in Lexile and other measures.</td>
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*Scholastic Sprint Reading Alignment to 21st CCLC*

April 2004

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*Scholastic*