



Action Book Collections

Aligns to Title I, Part A

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

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

Key Criteria for Title I, Part A Funding	Scholastic Action™ Book Collections, Grades 3-12
1. Provide opportunities for all students to meet the State's proficient and advanced levels of student academic achievement, particularly in the areas of math, reading/language arts, and science	<p>Designed for struggling readers, <i>Scholastic Action™ Book Collections</i> offer independent reading practice with built-in skills activities to increase comprehension and language acquisition. Innovative, research-based components support students as they read, and provide structured engagement and accountability.</p> <p>There are 12 <i>Action Book Collections</i>—four collections each for Upper Elementary, Middle School and High School. Each offers leveled, independent reading practice and content-area learning for extended-day programs, summer school, reading groups, or reading at home.</p> <p>Each collection focuses on one of four subjects, and contains titles that are aligned to state and regional standards. The <i>Social Studies</i> and <i>Science</i> titles include nonfiction text features such as charts and maps that help students practice content-area reading strategies. <i>Classics</i> and <i>Language Arts</i> titles give struggling readers access to the literature and literary genres studied by their peers.</p> <p><i>Action Book Collections</i> offer:</p> <ul style="list-style-type: none">▪ Quality hi-lo books, featuring multiple genres and text structures to maintain student interest.▪ A balance of fiction and nonfiction correlated to core curriculum content.▪ A systematic leveling system that matches students to age-appropriate books they can read successfully.▪ Books with embedded reading strategies and targeted vocabulary, fostering reading success.▪ Interactive Reader's Notes that build skills with exercises connected to specific passages in each book. <p>Teacher's Guides support differentiated instruction by:</p> <ul style="list-style-type: none">▪ Meeting the needs of every student, whether using in direct instruction, for independent reading, or after-school.▪ Providing effective intervention ideas and ELL support.▪ Assessing students quickly with Grading Criteria for the Reader's Notes. <p>(Continued)</p>

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<p>Provide opportunities for all students to meet the State's proficient and advanced levels of student academic achievement,</p> <p>Continued</p>	<p><i>Scholastic Action™ Book Collections</i> (grades 3-12) offer hi-lo books for independent reading practice.</p> <ul style="list-style-type: none"> ▪ Books are leveled to match students to age-appropriate books they can read successfully. ▪ Nonfiction collections offer content-area reading to boost competency in social studies and science. ▪ Fiction collections feature classic stories and original fiction to expand students' cultural literacy and understanding of literary genres. ▪ The Reader's Notes and Teacher's Guides work together to support students and to provide structured engagement and accountability. <p><i>Action Books</i> feature 12 Collections leveled by the Lexile Framework® for Reading. Each Collection includes:</p> <ul style="list-style-type: none"> ▪ 36 Books (6 copies each of 6 titles) ▪ 36 Student Reader's Notes (6 copies per title) ▪ Teacher's Guide ▪ Convenient Storage/Display Case <p>Upper Elementary Collections, Grades 3-5</p> <ul style="list-style-type: none"> ▪ Social Studies: Early American History ▪ Science: The World Around You ▪ Classics: Classic Literature ▪ Language Arts: Mystery and Suspense <p><i>Readability of the books in the Upper Elementary Collection range from Lexile 200-700.</i></p> <p>Middle School Collections, Grades 6-8</p> <ul style="list-style-type: none"> ▪ Social Studies: World Cultures and Geography ▪ Science: Explorations ▪ Classics: Classic Literature ▪ Language Arts: Science fiction and Fantasy <p><i>Readability of the books in the Middle School Collection range from Lexile 200-900.</i></p> <p>High School Collections, Grades 9-12</p> <ul style="list-style-type: none"> ▪ Social Studies: America in the 20th Century ▪ Science: Real-World Science ▪ Classics: Classic Literature ▪ Language Arts: Contemporary Voices <p><i>Readability of the books in the High School Collection range from Lexile 200-900.</i></p>

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<p>2. Address the needs of all students in the school, particularly the needs of low-achieving students and those at risk of not meeting the State's student academic standards</p>	<p><i>Action Book Collections</i> make it easy to accommodate a variety of student needs and teaching opportunities. Each two-page lesson plan builds on the skills and strategies presented in the corresponding book and Reader's Notes, and helps all teachers, including content-area teachers, effectively support their struggling readers including:</p> <ul style="list-style-type: none"> ▪ Children from low-income families ▪ Students with disabilities ▪ English-Language Learners ▪ Native Americans ▪ Students attending urban, suburban, and rural schools <p>Built-in Support in the Student Books</p> <p><i>Action Books</i> include support features for both struggling readers and English-language learners.</p> <ul style="list-style-type: none"> ▪ <i>Welcome to This Book</i> connects the book to readers' lives, builds background, and sets a purpose for reading. ▪ Graphic Elements include illustrations, time lines, maps, charts, photos, and diagrams, all with captions that help connect images to text. ▪ Target Words are high-utility vocabulary words that build essential concepts for understanding the book. ▪ Reader Tips suggest two reading strategies for getting the most out of the book. One focuses on text structure; the other highlights a key comprehension skill. ▪ <i>Heads Up! Questions</i> are strategically placed in the text to scaffold students' reading. The questions give students a "heads up" regarding important vocabulary words, background knowledge, text structures, reading comprehension, and self-monitoring. ▪ High-Utility Vocabulary and content-area vocabulary are boldfaced throughout the text. These same words appear in the Glossary with definitions. <p>Support in the Teacher's Guide</p> <p><i>Action Teacher's Guides</i> accommodate a variety of student needs and teaching opportunities. Each two-page lesson plan builds on the skills and strategies presented in the corresponding book, and helps all teachers effectively support struggling readers and English-language learners.</p> <ul style="list-style-type: none"> ▪ <i>Monitor Student Progress</i> and <i>Accountable Talk</i> options suggest points for discussion with and between students about their reading. ▪ <i>Check and Support</i> helps teachers intervene as necessary with skill activities. ▪ <i>Good for ELL</i> provides specific activities focused on language acquisition. <p style="text-align: right;"><i>(Continued)</i></p>

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<p>Address the needs of all students in the school, particularly the needs of low-achieving students and those at risk of not meeting the State's student academic standards Continued</p>	<ul style="list-style-type: none"> ▪ Comprehension instruction supports the key comprehension skill and activities in the Reader's Notes. ▪ Vocabulary activities facilitate the understanding of high-utility target words. ▪ Text Feature tips focus on a key text feature in the book. ▪ Fluency Practice is included for Upper Elementary. <p>Readability Matches Students to the Appropriate Text</p> <p>Each <i>Action Book Collection</i> features hi-lo books at multiple readability levels to meet the varying needs of students. The Lexile Framework® for Reading, a research proven system for measuring reading ability and text difficulty, was used to determine book levels with the program. Students are matched to text at their level so they can experience reading success.</p> <p>After checking students' responses to activities in the Reader's Notes, teachers intervene with skills and strategies support provided in the Teacher's Guides. Lesson plans also include strategies for English Language Learners.</p>
<p>3. Close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers.</p>	<p><i>Action Book Collection's</i> Teacher's Guides support differentiated instruction by:</p> <ul style="list-style-type: none"> ▪ Meeting the needs of every student, whether using for direct instruction, independent reading, or in an after-school program. ▪ Providing intervention ideas and ELL support. ▪ Assessing students quickly with Grading Criteria for the Reader's Notes.
<p>4. Use effective methods and instructional practices that are based on scientifically based research and that:</p> <ul style="list-style-type: none"> ▪ Strengthen the core academic program ▪ Provide an enriched and accelerated curriculum ▪ Increase the amount and quality of learning time, such as providing an extended school year, before- and after-school programs, and summer programs and opportunities 	<p>Research Foundation for Action Book Collections</p> <p>It is during successful, independent reading practice that students consolidate their reading skills and strategies and come to own them. Without extensive reading practice, reading proficiency lags. (Allington & McGill-Franzen, 2003)</p> <p>It is known that successful reading development is predicated on practice in reading, and obviously the less a child practices, the less developed the various reading skills will become. (Lyon, 2002)</p> <p>Large classroom and school libraries that provide ample collections of instructional-level texts play a key role in literacy learning. (Mosenthal, Lipson, Sortino, Russ, & Mekkelsen, 2001)</p> <p style="text-align: right;">(Continued)</p>

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<p>Use effective methods and instructional practices that are based on scientifically based research Continued</p>	<p>When classrooms provide a rich literacy environment, including books that represent a wide range of difficulty and genres, they can compensate for less than ideal home environments. (Snow, Barnes, Chandler, Goodman, & Hemphill, 1991)</p> <p>Children expand their vocabularies by reading extensively on their own. The more children read, the more their vocabularies grow. (Armbruster, Lehr, & Osborn, 2001) Students who are exposed to real texts—books and stories rather than short passages in basal readers—and who respond to what they read perform better on standardized tests of reading achievement. (Wenglinisky, 2003)</p> <p>Strengthen the core academic program</p> <p><i>Scholastic Action Book Collections</i> offer struggling readers independent reading practice combined with scaffolded skills support. Leveled books with embedded reading strategies and targeted vocabulary foster reading success. The program features:</p> <ul style="list-style-type: none"> ▪ Leveled fiction and nonfiction books with motivating, age-appropriate topics that accelerate students to the next level and supplement the core program ▪ Teacher’s Guides with lesson plans that support differentiated instruction for struggling readers and English-Language learners ▪ Student activities that reinforce skills presented in the books <p>Flexible Teaching Options</p> <p><i>Action Books</i> provide independent reader practice for after-school programs, reading groups, or any time teachers can engage struggling readers with leveled books.</p> <p style="text-align: right;"><i>(Continued)</i></p>

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<p>Use effective methods and instructional practices that are based on scientifically based research, Continued</p>	<p>Scientifically Based Reading Research in the Areas of Vocabulary, Fluency, and Comprehension</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> ▪ In each book, targeted words and definitions precede the text to help students build essential concepts for understanding the book. ▪ Located at strategic junctures in the text, Heads Up! questions provide skills support, including drawing attention to important vocabulary words at their point of usage. ▪ Each book contains a glossary of high-utility vocabulary words, which are also bold-faced throughout the book. ▪ By completing exercises in the Reader's Notes activity booklets and from the Teacher's Guide, students are further exposed to critical vocabulary and increase their understanding of targeted words. <p><u>Fluency</u></p> <ul style="list-style-type: none"> ▪ In Upper Elementary collections, students read aloud their favorite passages using appropriate phrasing, expression, and intonation. ▪ Students build fluency by reading books that are matched to their individual reading abilities. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> ▪ Reader Tips at the beginning of each book give students comprehension strategies; one tip focuses on text structure, the other highlights a key comprehension skill. ▪ Heads Up! questions appear at strategic places in the text to scaffold students' reading. The questions give students a "heads up" regarding such factors as important background knowledge and comprehension monitoring. ▪ The program teaches students multiple comprehension strategies and skills, including cause/effect, main idea/details, sequencing, and summarizing. ▪ Students use graphic organizers, complete exercises, and discuss text structure to help them understand the book. <p>Provide an enriched and accelerated curriculum</p> <p><i>Action Books</i> accelerate each student's reading by providing multiple readability levels to meet the varying needs of students. Teachers utilize the Teacher's Guide to provide the support students need to accelerate to the next level in each Collection.</p>

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<p>5. Provide high-quality and ongoing professional development that aligns with the State's academic standards</p>	<p><i>Scholastic Action Book Collections</i> are supported by these <i>Scholastic Red</i> facilitated online courses:</p> <ul style="list-style-type: none"> ▪ Exploring the Lexile Framework for Reading, Grades 3-12 ▪ Improving Reading Comprehension, Grades 3-5 ▪ Improving Fluency, Grades 3-8 ▪ Improving Decoding Skills & Strategies, Grades 6-8 ▪ Middle School Literacy: Improving Text Comprehension ▪ High School Literacy: Comprehension Through Active, Strategic Reading <p>Online professional development courses provide:</p> <ul style="list-style-type: none"> ▪ 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
<p>6. Involve parents in the planning, review, and improvement of the schoolwide program plan</p>	<p>Students can take the books home and share them with family members. During conferences, teachers can discuss with caregivers their child's program participation and progress.</p>
<p>7. If appropriate, coordinate with other funding programs</p>	<p><i>Action Book Collections</i> can be integrated with 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 ▪ Title I, Part A–SES ▪ Title 3 ▪ 21st Century Community Learning Centers ▪ GEAR Up ▪ Striving Readers ▪ IDEA, Part B ▪ IDEA, <i>Response to Intervention</i>