






READ 180[®] Enterprise Edition 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 **READ 180 Enterprise Edition** 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/reg/title1/fedregister.html>


Key Criteria for Title I, Part A Funding	 READ 180 Enterprise Edition
<p>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>	<p>READ 180 EE, 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 READ 180 EE correlations to state standards: http://teacher.scholastic.com/products/read180/fund/index.htm</p> <p>READ 180 EE delivers its reading achievement gains through four core instructional activities:</p> <ul style="list-style-type: none"> ▪ <u>Individualized instructional software</u>—The READ 180 EE 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 READ 180 EE 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>—Through the <i>rBook™</i> Teaching System, READ 180 EE equips teachers with a curriculum for teaching phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing and grammar. <p style="text-align: right;">(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, Continued</p>	<ul style="list-style-type: none"> ▪ <u>Independent reading</u>—READ 180 EE provides students with an independent reading library of leveled Paperbacks and grade-level Audiobooks that are available in a variety of literary genres. These include fiction, nonfiction, poetry, classics, and biography. <p>The READ 180 EE Instructional Model provides an effective way to organize instruction and classroom activity.</p> <ul style="list-style-type: none"> ▪ Using the READ 180 EE instructional materials, the teacher begins the day by providing 20 minutes of systematic instruction in reading, writing, and vocabulary to the whole class. ▪ Students break into three small-group rotations, each lasting for 20 minutes: <ul style="list-style-type: none"> ○ Teachers use the <i>rBook</i> and <i>Resources for Differentiated Instruction</i> to work closely with students so that individual needs can be met. ○ Students use the READ 180 EE Software independently, which provides them with intensive, individualized skills practice. ○ Students build fluency and reading comprehension skills through modeled and independent reading of the READ 180 EE Paperbacks and Audiobooks. ▪ The class ends with 10 more minutes of whole-group instruction. <p>READ 180 EE's Topic CDs provide instruction within the context of cross-curricular areas, such as science, math, social studies, history, and language arts. 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. ▪ <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. <p style="text-align: right;">(continued)</p>


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Provide opportunities for all students to meet the State's proficient and advanced levels of student academic achievement, Continued	<ul style="list-style-type: none"> ▪ <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 Success Zone focuses on comprehension. Students demonstrate oral reading fluency in a final recording. <p>In addition, students in the READ 180 EE program learn and practice test-taking strategies that help prepare them for standardized tests.</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>READ 180 EE's 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. These include, but are not limited to:</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>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 style="text-align: right;">(continued)</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>	<p><u>Students with Disabilities</u></p> <p>The Software contains universal access supports, such as:</p> <ul style="list-style-type: none"> ▪ Closed captioning for video segments ▪ Customizable options, such as alternate color schemes, for students with visual difficulties ▪ Customizable options for students with auditory difficulties ▪ Button rollover <p>READ 180 EE provides teachers with professional development solutions that help them successfully use the program to raise student achievement. These include implementation training, point-of-use teaching strategies in the <i>rBook</i> Teacher's Edition, and <i>Scholastic RED™</i> online courses with ongoing professional development support.</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>READ 180 EE's individualized and differentiated instruction is designed specifically to increase the reading achievement of older, struggling students. The Software continuously assesses and adjusts instruction and practice based on students' skill needs and learning rates. The professional development provided by READ 180 EE presents teaching routines and best practices for working with struggling readers to close the achievement gap between them and their higher-performing peers. In addition, READ 180 EE provides specialized, teacher-led instructional strategies for English-Language Learners.</p> <p>The <i>Scholastic Achievement Manager™</i> (SAM), which continually collects data on students' performance in the Software, provides detailed reports that help teachers group students, target key skills, and understand individual needs. Assessment tools include:</p> <ul style="list-style-type: none"> ▪ <u>READ 180 EE Software</u>—Instructional Software contains embedded assessments that automatically measure and monitor students' comprehension skills, vocabulary acquisition, fluency, and spelling/encoding achievement. ▪ <u>rSkills Tests</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 teacher-directed portions of the day. A print version is also available. <p style="text-align: right;">(continued)</p>


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<p>Close the achievement gap between high- and low-performing children, Continued</p>	<ul style="list-style-type: none"> ▪ <u><i>Scholastic Reading Inventory™ (SRI)</i></u>—This computer-adaptive assessment instrument uses the highly accurate Lexile Framework® for Reading as a screening/diagnostic tool to place students at the best level in the program so they can read with success. <i>SRI</i> provides criterion- and norm-referenced reading comprehension-level test results that can be used for instructional planning, intervention, and progress monitoring. This assessment instrument generates 15 reports on class and individual student learning gains for use by teachers, administrators, and parents. ▪ <u><i>Scholastic Reading Counts!™</i></u>—Students independently read books at their reading level and take short quizzes on the computer to verify completion and comprehension of the book. Teachers can generate 30 reports for diagnostic, intervention, and progress monitoring purposes. Data includes quizzes passed, number of books read, and number of words read successfully. <p>During the teacher-directed portions of the READ 180 EE Instructional Model, teachers address key skills in reading comprehension, vocabulary, and writing and grammar. They are trained on teaching routines that are proven to engage all students in the task at hand. This ensures that everyone is focused on the instruction and participating in the lesson. During small-group instruction, teachers are able to work closely with students who have like needs. READ 180 EE provides supplemental lessons and activities to help teachers differentiate instruction for reinforcement and added instruction in certain skills.</p> <p>READ 180 EE materials show respect for the struggling reader by presenting age-appropriate materials at multiple reading levels. The READ 180 EE Software features an on-screen host who provides private, non-judgmental feedback and continuous encouragement. High-interest text in the Software, Audiobooks, Paperbacks, and other components captures student interest and provides support to promote reading success.</p> <p style="text-align: right;">(continued)</p>


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<p>Close the achievement gap between high- and low-performing children, Continued</p>	<p>Students in the READ 180 EE program are held accountable for their learning. Teachers regularly conference with individual students, following this procedure:</p> <ul style="list-style-type: none"> ▪ Students take a few minutes to reflect on their work. ▪ Students share their reactions to an <i>rBook</i> reading passage, Paperback, or Audiobook. ▪ Teachers provide positive and constructive feedback. ▪ Students show teachers which areas they found particularly difficult or confusing. ▪ Teachers review <i>SAM</i> reports to help students set goals and develop procedures for improvement. ▪ Teachers use <i>SAM</i> reports to help students celebrate their progress along the way to becoming successful, independent learners. <p>READ 180 has been the subject of numerous scientifically based research evaluations. 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>.</p> <p><i>(For complete statistical data, please see the Compendium of READ 180 Research, which is available upon request.)</i></p>


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<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>Strengthen the core academic program</p> <p>READ 180 EE's data-driven, individualized instruction addresses essential reading, spelling, writing, and grammar skills that strengthen the core curriculum.</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> ▪ Instruction includes auditory discrimination, oral blending, oral segmentation, phonemic addition and deletion, and phonemic substitution. ▪ The <i>Resources for Differentiated Instruction Book 1</i> provides extra routines for rhyme and alliteration, sound identification, oral blending, oral segmentation, and phonemic manipulation. <p>Phonics</p> <ul style="list-style-type: none"> ▪ A complete scope and sequence is embedded in the Software. As students work, the Software continually collects data on their word-recognition proficiency and adjusts instruction as appropriate. ▪ For each online passage, the Software provides decoding tips with modeled practice in segmentation, blending, structural analysis, and correct pronunciation. ▪ READ 180 EE provides intensive practice of study words and systematic review of previously mastered words and patterns. ▪ The <i>Scholastic Achievement Manager (SAM)</i> links teachers to electronic resources for additional instruction and practice activities targeted to students' assessed needs. <p>Vocabulary</p> <ul style="list-style-type: none"> ▪ Topic Software provides definitions for focused vocabulary words and translations of key words into Spanish, Cantonese, Hmong, Haitian Creole, and Vietnamese. ▪ The READ 180 EE rBook uses a research-based routine to teach students high-utility vocabulary across all content areas. ▪ Teachers can access additional materials for targeted instruction and guided practice of vocabulary and word-study skills through <i>SAM</i> and in <i>Resources for Differentiated Instruction</i>. <p>Fluency</p> <ul style="list-style-type: none"> ▪ The Topic Software provides individualized fluency instruction, scaffolded practice, and a wealth of opportunities for repeated reading of leveled text. ▪ The Paperback and Audiobook libraries provide age-appropriate, leveled books that students can read with success to build fluency. <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>Comprehension</p> <ul style="list-style-type: none"> ▪ Anchor videos help struggling readers build the background knowledge and mental models that they need to understand text they will be reading. ▪ 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. ▪ Teachers can access additional instructional resources through <i>SAM</i> and in <i>Resources for Differentiated Instruction</i>. <p>Spelling</p> <ul style="list-style-type: none"> ▪ The READ 180 EE Software provides individualized spelling instruction and practice with immediate, corrective feedback. ▪ Teachers can access resources for additional instruction, review, and practice through links provided by <i>SAM</i> and in <i>Resources for Differentiated Instruction</i>. <p>Writing and Grammar</p> <ul style="list-style-type: none"> ▪ Every Topic CD, Audiobook, and Paperback contains QuickWrite assignments, which provide easily implemented writing ideas for daily student use. ▪ The READ 180 EE <i>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. <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>Provide an enriched and accelerated curriculum</p> <p>Using research-based teaching strategies, READ 180 EE fills in the gaps in a literacy program with targeted skills instruction in the five essential elements of reading—phonemic awareness, phonics, vocabulary, fluency, and comprehension—as well as spelling, writing, and grammar. In addition, students have many opportunities to develop listening, speaking, test-taking, and analytical skills. The program helps students build a strong foundation of skills and strategies that positively impact their academic learning across all curricular areas.</p> <p>READ 180 EE components work together to enrich the curriculum and accelerate learning:</p> <ul style="list-style-type: none"> ▪ Content within the Topic Software aligns to curriculum themes in science and math, history and geography, and peoples and cultures. Students build content-area literacy and academic language as they develop literacy skills. ▪ <i>rBook</i> Anchor Videos, instructional “workshops,” and literature selections center around life issues, science, literature, and social studies themes. Students learn and apply literacy skills in the context of content-area text. ▪ Paperbacks, leveled using the Lexile® Framework for Reading, expose children to a variety of literature genres, including fiction, nonfiction, biography, science fiction, mystery, and plays. ▪ Audiobooks provide struggling readers with the opportunity to develop good reading skills and habits while enjoying authentic, grade-level literature. <p>Through the <i>Scholastic Achievement Manager</i> (SAM), READ 180 EE continuously measures skills students have mastered, as well as areas where they require further instruction and practice to accelerate their learning. This data is used by the Software to individualize instruction, and it can be detailed in reports to help teachers differentiate instruction during small- and whole-group lessons. READ 180 EE provides three <i>Resources for Differentiated Instruction</i> books that contain additional lessons for teaching reading skills and strategies, writing and grammar strategies, and English-language learners. SAM reports link student performance data to specific <i>rBook</i> lessons and to electronic teaching resources for additional instruction and activities.</p> <p style="text-align: right;">(continued)</p>

Key Criteria for Title I, Part A Funding	 READ 180 Enterprise Edition
<p>Use effective methods and instructional practices that are based on scientifically based research, Continued</p>	<p><i>Scholastic RED</i> professional development provides teachers with strategies and resources they can use to accelerate students' learning. These are found in the:</p> <ul style="list-style-type: none"> ▪ <i>rBook</i> Teacher's Edition, which integrates professional development directly into the teaching materials ▪ Implementation Training, which surveys the resources that are available in READ 180 EE and provides effective strategies for implementing the program ▪ "READ 180: Best Practices for Reading Intervention" facilitated online course, which provides systematic training in research-based teaching strategies ▪ Optional <i>READ 180</i> Seminar Series, which ensures that teachers receive ongoing, in-depth professional development designed specifically for READ 180 ▪ Implementation DVD, which ensures teacher effectiveness <p>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 are:</p> <ol style="list-style-type: none"> 1. Direct, explicit comprehension instruction 2. Effective instructional principles embedded in content 3. Motivation and self-directed learning 4. Text-based collaborative learning 5. Strategic tutoring 6. Diverse texts 7. Intensive writing 8. A technology component 9. Ongoing formative assessment of students 10. Extended time for literacy 11. Professional development 12. Ongoing summative assessment of students and programs 13. Teacher teams 14. Leadership 15. A comprehensive and coordinated literacy program <p style="text-align: right;"><i>(continued)</i></p>

Key Criteria for Title I, Part A Funding	 READ 180 Enterprise Edition
<p>Use effective methods and instructional practices that are based on scientifically based research, Continued</p>	<p>Increase the amount and quality of learning time</p> <p>The READ 180 EE Instructional Model, which is designed to be used daily, presents an effective way to organize instruction and classroom activities. Students have sufficient time to develop reading skills during effective 90-minute sessions. The model begins and ends with whole-group, teacher-led instruction. In between whole-group meetings, students break into three small groups that rotate among three stations.</p> <ol style="list-style-type: none"> 1. <u>Whole-group, teacher-led instruction (20 min.)</u>—Using READ 180 EE instructional materials, the teacher begins the day by providing systematic instruction in reading, writing, and vocabulary to the whole class. 2. <u>Three small-group rotations (20 min. each)</u> <ol style="list-style-type: none"> a. Individual computer-adapted instruction using the Software b. Teacher-directed small-group instruction using the <i>rBook Teaching System</i> and <i>Resources for Differentiated Instruction</i> c. Independent and modeled reading with Audiobook CDs and Paperbacks 3. <u>Whole-class, teacher-led wrap-up discussion (10 min.)</u> <p>Research has shown that when the Instructional Model is followed, students can make significant learning gains after one to two years of program participation. However, there is flexibility in how the model can be applied. Scholastic will work with a district or extended learning program to customize an effective schedule.</p>

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<p>5. Provide high-quality and ongoing professional development that aligns with the State's academic standards</p>	<p>READ 180 EE provides on-site leadership development for principals, reading coaches, and technology coordinators. Teachers and reading coaches attend two days of on-site implementation training, where they learn how to follow the Instructional Model, generate <i>SAM</i> reports to inform instruction, and access online teaching resources.</p> <p>READ 180 EE integrates professional development directly into the <i>rBook</i> Teacher's Edition. The Professional Development pages in the <i>rBook</i> Teacher's Edition 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.</p> <p>A facilitated online professional development course from <i>Scholastic RED</i>, entitled "READ 180: Best Practices for Reading Intervention," 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 ▪ Strategies for teaching English language learners and special needs students ▪ Ideas for using READ 180 EE's assessments and reports to inform instruction <p>READ 180 EE also provides an Implementation DVD to increase teacher effectiveness in using the program.</p> <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 teachers in a school. Courses blend online learning with in-person workshops and support.</p>

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6. Involve parents in the planning, review, and improvement of the schoolwide program plan	<p>READ 180 EE 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. ▪ The Leadership Implementation Guide provides strategies and suggestions on how families can support their children's participation in the READ 180 EE program. ▪ The Teacher Implementation Guide contains strategies for forging a home-school connection ▪ Every <i>Scholastic RED</i> course presents family engagement ideas.
7. If appropriate, coordinate with other funding programs	<p>READ 180 EE 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 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 ▪ 21st Century Community Learning Centers ▪ IDEA, <i>Response to Intervention</i> ▪ Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) ▪ Smaller Learning Communities