



## **Scholastic Guided Reading Programs Align to IDEA, Part B**

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. According to the website, IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities. (Please see <http://idea.ed.gov/explore/home> for access to regulations, legislation, and more information.)

The following chart shows how *Scholastic Guided Reading Programs* can support children with disabilities under IDEA, based on some of the key criteria and recommendations. The criteria include the Response to Intervention (RtI) framework for allocating instructional services and resources in response to students' needs.


The *Scholastic Guided Reading Programs* featured in this alignment guide are:


- **Guided Reading Fiction Focus: Second Edition**
- **Guided Reading Nonfiction Focus**
- **Guided Reading Content Areas**

Key Criteria for IDEA Funding	📖 <i>Scholastic Guided Reading Programs</i>
<p>1. Provide research-based and scientifically validated interventions, to the extent possible</p>	<p><b><i>Scholastic Guided Reading Programs</i></b>, for Grades K-6, deliver research-based strategies and leveled books designed to help students with a range of abilities to become strategic and independent readers. Through small-group skills instruction and guided reading techniques, students learn and practice reading skills, develop content-area knowledge, consider new ideas, and increase achievement.</p> <p>Research findings back the instructional focus of <b><i>Scholastic Guided Reading Programs</i></b> on the five essential components of reading, as well as building writing skills and motivation:</p> <ul style="list-style-type: none"> <li>• <u>Phonemic awareness</u> instruction does not need to consume long periods of time to be effective. (National Reading Panel, 2000)</li> <li>• The more words a reader recognizes, the easier the reading task. Therefore, <u>phonics instruction</u> aids in the development of word recognition by providing children with an important and useful way to figure out unfamiliar words while reading. (Blevins, 1998)</li> <li>• <u>Fluency</u> develops as a result of many opportunities to practice reading with a high degree of success. (Armbruster, Lehr, &amp; Osborne, 2001)</li> </ul>


If you have any questions about ***Scholastic Guided Reading Programs*** or would like to place an order, please call your sales representative at **800-387-1437** or fax to **877-242-5865**.


Scholastic Guided Reading Programs Alignment to Title I


Key Criteria for IDEA Funding	 <b>Scholastic Guided Reading Programs</b>
<p>Provide research-based and scientifically validated interventions, to the extent possible, <i>Continued</i></p>	<ul style="list-style-type: none"><li>• <u>Vocabulary</u> growth is heavily influenced by the amount and variety of material children read. (Snow, Burns &amp; Griffin, 1998)</li><li>• The data suggests that <u>text comprehension</u> is enhanced when readers actively relate the ideas represented in print to their own knowledge and experiences and construct mental representation in memory. (National Reading Panel, 2000)</li><li>• A balanced literacy program incorporates a wide range of oral language, reading, and <u>writing activities</u>. (Lyon and Moats, 1997; Snow, Burns, &amp; Griffin, 1998)</li><li>• The importance of <u>motivation</u> in the effectiveness of any reading program cannot be overestimated. (National Reading Panel, 2000)</li></ul> <p>The <i>Scholastic Classroom Books Compendium of Research</i> reports pertinent research findings that <u>support the use of guided reading and leveled books</u> to increase reading achievement:</p> <ul style="list-style-type: none"><li>• The amount of reading that children do influences their achievement, as long as the children are <u>guided and monitored</u> during that reading...and they read books at an <u>appropriate level of difficulty</u>. (Stahl, 2004)</li><li>• The <u>amount of reading</u> is a strong predictor of reading comprehension, <u>outweighing intelligence, economic background, and gender</u> (Reutzel &amp; Gikkubgworth, 1991)</li><li>• By <u>carefully matching the reading level of each text to a student's ability</u>, teachers can make reading challenging but attainable. That way, the teacher pushes the student to grow, while still making sure that it's possible for the student to succeed. (Gambrell, Palmer, &amp; Codling, 1993; Morrow, 1996; et al.)</li><li>• When less able readers received 20 minutes of <u>supplemental instruction</u> in their optimal learning environment, their <u>literacy growth equaled that of their more able peers</u>. (Block &amp; Reed, 2004)</li><li>• During a controlled, experimental study, the <u>best method of increasing above-, on-, and below- level readers' vocabulary abilities and in increasing fluency took place in the following environment: While engaged in independent reading, students encounter problematic literacy situations and teachers model how to overcome the challenge</u>. (Block &amp; Reed, 2004)</li></ul> <p>The <i>Scholastic Classroom Books Compendium of Research</i> is available upon request.</p>

Key Criteria for IDEA Funding	 <b>Scholastic Guided Reading Programs</b>
<p>2. Provide access to the general core curriculum taught to regular-education students</p> <p><i>and/or</i></p> <p>Use supplemental instructional materials, where appropriate, to strengthen the efficacy of the comprehensive core curriculum</p>	<p><b>Scholastic Guided Reading Fiction Focus: Second Edition</b> and <b>Content Areas</b> were carefully leveled and co-authored by Dr. Gay Su Pinnell and Dr. Irene Fountas, America's leading authorities on guided reading. The <b>Guided Reading Nonfiction Focus Program</b> was developed by Dr. Pinnell. These three programs can strengthen the general curriculum in Reading/Language Arts and support nonfiction subject areas. They provide:</p> <ul style="list-style-type: none"> <li>• <u>Paperback books in multiple genres and content areas that are leveled A-Z</u> using the Fountas and Pinnell guided reading leveling system</li> <li>• Instruction that includes <u>rigorous guided practice in comprehension, phonics, phonemic awareness, vocabulary, and fluency</u></li> <li>• <u>Materials that motivate and engage students</u> to learn and love to read</li> <li>• <u>Teacher's Guide</u> authored by Irene Fountas and Gay Su Pinnell and <u>Teaching Cards</u> for each title that provide <u>easy-to-use lesson plans with research-based strategies, assessment tools, and extension activities</u></li> <li>• <u>Gradual release model</u> that helps students build resiliency</li> </ul> <p>Each <b>Scholastic Guided Reading Program</b> classroom library contains all the components needed to successfully implement the program.</p> <ul style="list-style-type: none"> <li>• <u>26 levels, A to Z, with 60 high-interest, paperback books</u> in each level (10 titles, 6 copies each) for small-group, differentiated sessions</li> <li>• <u>Laminated, durable Teaching Cards</u></li> <li>• <u>Teacher's Guide</u> with "how-to" guided reading information</li> </ul> <p>The <b>Scholastic Guided Reading Programs</b> Teaching Card for each title contains easy-to-implement strategies and aids for maximizing the program's effectiveness:</p> <ul style="list-style-type: none"> <li>• <u>Book summary</u>, level, word count, genre, author</li> <li>• <u>Background</u> information and website/book list for more information for teachers and students on the title-related topic</li> <li>• <u>Text features</u> that point out characteristics <u>that will support</u> students' independent reading</li> </ul> <p style="text-align: right;"><i>(continued)</i></p>


Scholastic Guided Reading Programs Alignment to Title I

Key Criteria for IDEA Funding	 <b>Scholastic Guided Reading Programs</b>
<p>Provide access to the regular-education curriculum and/or use supplemental materials to strengthen the core curriculum, <i>Continued</i></p>	<ul style="list-style-type: none"> <li>• <u>Text features</u> that give teachers a “heads up” as to <u>what may be a challenge</u> for students to read or understand</li> <li>• <u>Reading skills lessons</u></li> <li>• <u>Writing exercises</u> that extending meaning</li> <li>• <u>Nonfiction text features</u> (<b>Guided Reading Content Areas</b>)</li> </ul> <p>The Teacher’s Guide in each program contains a <u>Skills and Strategies Chart</u>, which correlates each title to its guided reading level, content area or genre, the skills and strategies presented in the lessons, writing options, and websites where more information on the topic can be found.</p>
<p>3. Educate students in the least restrictive environment consistent with their educational needs</p>	<p><b>Scholastic Guided Reading Programs</b> can be used to educate children with disabilities who are <u>mainstreamed</u> into regular education classes. In the <u>guided reading process</u>, a teacher works with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts. The text is easy enough for students to read with the teacher’s skillful support. <u>The text offers challenges and opportunities for problem solving, but students can read it with about 90 percent accuracy.</u> Teachers choose selections that help students expand their strategies.</p> <p>In working with students in guided reading, <u>teachers constantly balance the difficulty of the text with support for students reading the text.</u> Teachers introduce the story to the group, support individuals through brief interactions while they read, and guide them to talk together afterwards about the words and ideas in the text. In this way, teachers refine text selection and help individual readers move forward in developing a reading process.</p> <p>Teachers can use the lessons on the title-related Teaching Cards to <u>teach and reinforce particular skills, based on each student’s assessed needs.</u> While the teacher is meeting with small groups of students, the other students in the class are engaged in literacy activities that do not require the teacher’s attention.</p> <p><b>Scholastic Guided Reading Programs</b> can be used with both regular education students and special education students due to the flexibility of the program. It can also be used as a pull-out program, a supplemental program, or in a self-contained special education classroom.</p> <p>In addition, the <b>Scholastic Guided Reading Programs</b> presents instruction and practice through a <u>variety of learning modalities</u>, including visual, verbal, writing, and drawing, to accommodate students’ learning preferences.</p>


Key Criteria for IDEA Funding	 <b>Scholastic Guided Reading Programs</b>																
<p>4. Implement a multitiered strategy designed to provide increasingly intensive interventions to those students who are not making adequate progress in the core curriculum (RtI)</p>	<p><b>Scholastic Guided Reading Programs</b> can be flexibly implemented, based on students’ need for intervention. The ideal small-group size is four to six students, although guided reading groups might range from three to eight. <u>Below-level and struggling readers are placed in smaller groups.</u> Grouping is flexible; as students gain skills or need skills reinforcement, they are regrouped.</p> <p>If some students need <u>extra support</u> for a particular text or the selection is too difficult for most of the group, teachers can abandon guided reading and instead use <u>shared reading</u> to experience the book. The next day, the teacher can select an easier book for the group or regroup particular students.</p> <p>There is also flexibility in how long a session can last and how many times a week it might meet. <u>Sessions typically are 10-15 minutes for emergent readers and 15-30 minutes for more advanced readers.</u> The Teacher’s Guide recommends that <u>at-risk groups meet every day</u>; more advanced groups might meet five times over a two-week period.</p> <p><b>Scholastic Guided Reading Programs</b> provide a range of carefully leveled books for each grade level, ensuring that students with <u>varying abilities will still be able to read engaging, age-appropriate books.</u> The following chart shows the “average” levels appropriate for each grade level. Depending on a special education student’s disabilities and abilities, other guided reading levels may be appropriate for the student’s grade level. The <b>Guided Reading Fiction Focus: Second Edition</b> contains a <u>section that addresses Response to Intervention.</u></p> <table border="1" data-bbox="716 1289 1430 1545"> <thead> <tr> <th>Grade Levels</th> <th>Guided Reading Levels (A-Z)</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>A-D</td> </tr> <tr> <td>1</td> <td>A-I</td> </tr> <tr> <td>2</td> <td>E-N</td> </tr> <tr> <td>3</td> <td>J-Q</td> </tr> <tr> <td>4</td> <td>M-T</td> </tr> <tr> <td>5</td> <td>Q-W</td> </tr> <tr> <td>6</td> <td>T-Z</td> </tr> </tbody> </table> <p>The early levels of the <b>Scholastic Guided Reading Programs</b> introduce students to reading print. While reading at these beginning levels, students:</p> <ul style="list-style-type: none"> <li>• Apply phonics skills</li> <li>• Develop a core of high-frequency words</li> <li>• Work with print in a variety of layouts</li> <li>• Engage with a variety of high-interest texts</li> </ul> <p style="text-align: right;"><i>(continued)</i></p>	Grade Levels	Guided Reading Levels (A-Z)	K	A-D	1	A-I	2	E-N	3	J-Q	4	M-T	5	Q-W	6	T-Z
Grade Levels	Guided Reading Levels (A-Z)																
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<p>Implement a multitiered strategy designed to provide increasingly intensive interventions, <i>Continued</i></p>	<p><u>Books at later levels (Levels J and beyond)</u> include a wider range of texts. Within each level, literary texts are included. Essentially, there are three kinds of books at these levels, although there is variety within each category:</p> <ul style="list-style-type: none"><li>• <u>Informational books</u>, which are generally shorter. These present complex ideas and some technical language. They challenge students to acquire and discuss ideas and information and to go beyond the text to research topics of interest to them.</li><li>• <u>Picture books at a more sophisticated level</u> than before. These provide an opportunity to expand vocabulary, to interpret stories, and to recognize how illustrations contribute to the story.</li><li>• <u>Longer stories and chapter books</u>. These longer selections provide an opportunity for readers to sustain reading over time, remembering details and getting to know characters as they develop</li></ul> <p>Many different characteristics of the texts are considered in determining the level of challenge and support a particular book or shorter story presents. These center on:</p> <ul style="list-style-type: none"><li>• <u>Book and print features</u>, including the number of words in the book and how many lines of text are on each page</li><li>• <u>Genre</u>, such as the special demands the book's genre might make on readers and whether the book is an easy or more difficult example of the genre</li><li>• <u>Content</u>, including the background information that is essential for understanding this text and how accessible the content is to the readers</li><li>• <u>Themes and ideas</u>, such as whether there are multiple themes that the reader must understand and be able to talk about, and how accessible the "big ideas" are to the reader</li><li>• <u>Language and literary features</u>, such as whether graphical elements are included and how easy it is to understand the characters, their motivations, and their development</li><li>• <u>Vocabulary and words</u>, including the frequency of multisyllabic words in the text, how many content or technical words are included, and what prior knowledge is needed to understand the vocabulary of the text</li></ul> <p style="text-align: right;"><i>(continued)</i></p>


Scholastic Guided Reading Programs Alignment to Title I

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<p>Implement a multitiered strategy designed to provide increasingly intensive interventions, <i>Continued</i></p>	<ul style="list-style-type: none"> <li>• <u>Sentence complexity</u>, such as the average length of sentences in the text and the sentence style of the writer</li> <li>• <u>Punctuation</u>, such as what punctuation symbols are used in the text and which punctuation is essential for readers to notice to read with fluency and phrasing</li> </ul>
<p>5. Provide ongoing progress monitoring of students' response to high-quality, research-based intervention and use it to guide the Individualized Education Program (IEP)</p>	<p>The <b>Scholastic Guided Reading Programs</b> provide ongoing <u>informal assessment tools</u> that can be used during small-group sessions. The Teacher's Guides advise teachers to be systematic, rather than random. Teachers should select one student or several at a time to closely watch and keep a record for each student. The Teacher's Guides present these strategies:</p> <ul style="list-style-type: none"> <li>• Extensive <u>list of Behaviors to Notice and Support</u> for each level of each program, including such items as:             <ul style="list-style-type: none"> <li>○ Self-corrects, using visual information</li> <li>○ Reads fluently, with phrasing</li> <li>○ Remembers details and uses them to clarify meaning</li> </ul> </li> <li>• <u>Other observation strategies</u>, which can include such strategies as observing a student's:             <ul style="list-style-type: none"> <li>○ Oral language ability</li> <li>○ Specific behaviors related to print</li> <li>○ Book-handling behaviors</li> <li>○ Peer relationships</li> </ul> </li> </ul> <p><u>Formal assessment tools</u> that the program provides can be used at key points during the program. These are:</p> <ul style="list-style-type: none"> <li>• <u>Benchmark Books</u> for each level</li> <li>• <u>Oral Reading Fluency Test</u> and fluency norms (<b>Guided Reading Fiction Focus</b> and <b>Nonfiction Focus</b>)</li> <li>• <u>Running Records</u> for every level (<b>Guided Reading Fiction Focus: Second Edition</b> and <b>Guided Reading Content Areas</b>)</li> <li>• <u>Story Retelling</u></li> </ul> <p>These assessment tools allow teachers to <u>differentiate instruction whenever it is needed</u>, such as by:</p> <ul style="list-style-type: none"> <li>• Regrouping students</li> <li>• Revisiting books and lessons</li> <li>• Providing positive reinforcement during small-group reading sessions</li> <li>• Offering the student higher- or lower-leveled books with age-appropriate content</li> </ul> <p>The assessment results can also be used to <u>help develop a student's IEP objectives and goals</u> by providing valuable qualitative and quantitative information that can be shared during the multidisciplinary staffing.</p>

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<p>6. Include literacy instruction that targets English language learners who have not yet been identified as needing special education services (Rtl)</p>	<p>Each Teaching Card in <b>Guided Reading Content Areas</b> and <b>Guided Reading Fiction Focus: Second Edition</b> provides an English-Language Learner (ELL) “lesson bridge.” These contain strategies specifically designed to differentiate the lesson to support ELLs. The strategies include:</p> <ul style="list-style-type: none"> <li>• Looking at word parts to help decode a word</li> <li>• Using picture clues in the book to teach content-area vocabulary</li> <li>• Providing oral language practice through activities, such as preparing and conducting interviews</li> <li>• Generating lists of words related to the title or topic</li> </ul>
<p>7. Inform parents of general education services that would be provided and strategies to support their child’s rate of learning</p>	<p><b>Scholastic Guided Reading Programs</b> have built in a variety of components to keep parents informed about the program and involved in their children’s learning:</p> <ul style="list-style-type: none"> <li>• Children bring home the program’s level-appropriate, enjoyable books to share with their families.</li> <li>• A letter, available in English and Spanish, describes the <b>Scholastic Guided Reading Program</b> and ways for family members to help their child to become successful, independent readers. These include strategies to use before, during, and after children read the stories and selections.</li> <li>• Children can bring their reading logs home to proudly share with their parents or caregivers.</li> </ul>
<p>8. Provide a high-quality professional development plan to support teachers providing special education services and those implementing Rtl</p>	<p><b>Scholastic Guided Reading Programs</b> provide teachers with support to help them effectively implement the program to differentiate instruction and raise student achievement. This includes:</p> <ul style="list-style-type: none"> <li>• <u>88-160 page guide for each Program</u> with guidance on how to: <ul style="list-style-type: none"> <li>○ Implement a guided reading session</li> <li>○ Optimally use the <b>Scholastic Guided Reading Programs</b> strategies to build skills</li> <li>○ Create a motivating classroom reading environment</li> <li>○ Use a variety of assessment tools</li> </ul> </li> <li>• <u>Teaching Card</u> for each title with: <ul style="list-style-type: none"> <li>○ Easy-to-follow, standards-aligned lesson plans with explicit reading instruction and comprehension support for small-group sessions</li> <li>○ Extension activities and resource list</li> </ul> </li> <li>• <u>Optional Implementation DVD</u> with demonstrations of guided reading best teaching practices by Dr. Pinnell and other guided reading experts</li> </ul>

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<b>Key Criteria for IDEA Funding</b>	 <b>Scholastic Guided Reading Programs</b>
9. May coordinate with activities funded by, and carried out under, the Elementary and Secondary Education Act (ESEA)	<p><b>Scholastic Guided Reading Programs</b> can be effectively integrated with school activities that are being funded by other federal, state, or local sources. The federal programs for which these Scholastic products qualify include, but are not limited to:</p> <ul style="list-style-type: none"><li>• Title I, Part A – Improving Basic Programs</li><li>• Title I – Supplemental Educational Services</li><li>• Title III – English Language Acquisition</li><li>• Title V, Part A – Innovative Programs</li><li>• 21<sup>st</sup> Century Community Learning Centers</li></ul>

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