



Grades K-5

# Brain Bank

## 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 Scholastic **Brain Bank** can support a schoolwide *Title I* program. The criteria are drawn from the December 2, 2002 *Title I Final Rules and Regulations*, posted at this site:

<http://www.ed.gov/legislation/FedRegister/finrule/2002-4/120202a.html>

Key Criteria for Title I, Part A Funding	Brain Bank
<p>1. 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><b>Brain Bank</b> addresses the needs of low-achieving students and those at risk of not meeting the State’s student academic standards by providing:</p> <ul style="list-style-type: none"> <li>• A wide range of books <u>leveled by Lexile<sup>®</sup>, Guided Reading, and DRA levels</u>, so that upper-grade students who are reading below level can read appropriately challenging text and gain skills.</li> <li>• A focus on building basic and more advanced <u>comprehension, vocabulary, writing, and critical thinking skills</u>.</li> <li>• <u>Scaffolding</u>, such as vocabulary words boldfaced in the text with definitions written at the bottom of the page and photographs that connect to the text.</li> <li>• <u>Paired reading opportunities</u> in which more capable readers can be paired with those needing some support.</li> <li>• A <u>print-rich environment</u> with informational text that provides many opportunities for students to <u>engage with texts</u> in their interest areas.</li> <li>• Challenging, yet fun, skills reinforcement and practice, such as <u>writing assignments, drawing activities, and word games</u>.</li> </ul> <p><b>Brain Bank</b> addresses the <u>needs of all students</u> by:</p> <ul style="list-style-type: none"> <li>• Providing independent practice of comprehension, vocabulary, and reading skills that allows students <u>to read at their own pace and take ownership of their progress</u>.</li> <li>• <u>Motivating students</u> with high-interest, compelling topics that students want to read.</li> <li>• Helping students <u>meet science and social studies curriculum standards</u>.</li> <li>• <u>Informally assessing student progress</u> with activity cards and an answer key that can help teachers gain insight into student progress and differentiate instruction.</li> </ul> <p style="text-align: right;"><i>(continued)</i></p>

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<p>Address the needs of all students in the school, <i>Continued</i></p>	<p><b>Brain Bank</b> provides six grade-level collections (K-5), which each contain two science-themed boxes and two social studies-themed boxes.</p> <ul style="list-style-type: none"> <li>• Kindergarten and Grade 1 boxes each include:               <ul style="list-style-type: none"> <li>○ 20 books (10 titles; 2 copies each)</li> <li>○ Program Overview</li> <li>○ Spiral-bound activity pad (20 cards; 2 cards per title)</li> </ul> </li> <li>• Grades 2-5 boxes each include:               <ul style="list-style-type: none"> <li>○ 24 books (12 titles; 2 each)</li> <li>○ 48 student activity cards (12 titles, 4 unique cards each)</li> <li>○ Program Overview</li> </ul> </li> </ul>
<p>2. 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>By <u>reinforcing skills, increasing motivation, and encouraging students to become active participants in their reading development</u>, <b>Brain Bank</b> can help close the achievement gap between high-performing and low-performing, minority, and disadvantaged children.</p> <p><b>Skills reinforcement activities</b></p> <p><u>Brain Bank</u> can help low-performing children “catch up” and prepare for the higher grades in a variety of ways.</p> <p><u>In the primary grades</u>, <b>Brain Bank</b> helps by:</p> <ul style="list-style-type: none"> <li>• Providing practice with the type of content found in <u>social studies and science</u> textbooks.</li> <li>• <u>Preparing students for high-stakes third-grade reading and writing tests.</u></li> <li>• Building and reinforcing <u>basic reading skills.</u></li> <li>• <u>Motivating students</u> to read independently with confidence and success.</li> </ul> <p><b>Brain Bank</b> helps <u>upper-grade educators</u>:</p> <ul style="list-style-type: none"> <li>• <u>Transfer reading skills to more complex content-area topics.</u></li> <li>• <u>Resist “fourth grade slump,”</u> when reading materials and requirements shift and can leave students behind.</li> <li>• Provide a <u>supplementary</u> outlet for social studies instruction.</li> <li>• <u>Prepare students for new standardized science tests.</u></li> </ul> <p>In addition, activity cards that correlate to each title provide teachers with an easy method to confirm that books are being read, assess student comprehension over a variety of skills and strategies, and help differentiate instruction. The activity cards focus on:</p> <ul style="list-style-type: none"> <li>• Comprehension (Thinking Caps On!)</li> <li>• Language &amp; Vocabulary (Word Wise)</li> <li>• Writing (Express Yourself!)</li> <li>• Extension activities (Extra for Experts)</li> </ul> <p style="text-align: right;"><i>(continued)</i></p>

Key Criteria for Title I, Part A Funding	Brain Bank
<p>Close the achievement gap between high- and low-performing children, <i>Continued</i></p>	<p><b>Motivational components</b></p> <ul style="list-style-type: none"> <li>• <u>Access to high-interest books in a wide range of fascinating science and social studies topics</u> that foster a love of reading and learning.</li> <li>• <u>Age-appropriate, leveled books</u> that allow low-achievers to practice their reading skills and <u>gain confidence</u>.</li> <li>• <u>Interactive, fun student activities</u> designed to extend the learning of a particular skill or strategy.</li> <li>• <u>The ability for students to self-select books, which empowers them to take control of their reading development.</u></li> </ul>
<p>3. Use effective methods and instructional practices that are based on scientifically based research and that:</p> <ul style="list-style-type: none"> <li>▪ Strengthen the core academic program</li> <li>▪ Provide an enriched and accelerated curriculum</li> <li>▪ 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</li> </ul>	<p><b>Brain Bank</b> uses research-based strategies that can strengthen the core academic program, enrich the curriculum, and increase the quality and amount of time spent reading.</p> <p><b>Research Base</b></p> <p>Research indicates that 40-60% of books in the classroom should be nonfiction. In fact, at least 60% of a standardized test consists of nonfiction passages. This indicates that students need a great deal of exposure to nonfiction for success in school and life.</p> <p>According to Dr. Linda Gambrell (1996), “children were motivated to read when they were able to select books based on their own interests.” In addition, studies conducted by Anderson and Guthrie (1999) revealed that science instruction was improved with a combination hands-on and text-based experiences.</p> <p>Creating a print-rich environment with informational text from <b>Brain Bank</b> can provide many opportunities for students to engage with texts of their interest.</p> <p><u>Additional research findings</u> that support <b>Brain Bank</b> include:</p> <ul style="list-style-type: none"> <li>• Highly effective literacy educators create print-rich classroom environments filled with lots of high-quality, diverse reading materials. (Morrow &amp; Gambrell, 2000)</li> <li>• The volume of independent, silent reading students do in school is significantly related to gains in reading achievement. (Cunningham &amp; Stanovich, 1996)</li> <li>• “Reading a lot” is one of the most powerful methods of increasing fluency, vocabulary, [and] comprehension. (Stanovich, 1993)</li> <li>• Literally hundreds of correlational studies suggest that the more children read, the better their fluency, vocabulary, and comprehension. (National Reading Panel, 2000)</li> </ul> <p style="text-align: right;"><i>(continued)</i></p>

Key Criteria for Title I, Part A Funding	<i>Brain Bank</i>
<p>Use effective methods and instructional practices that are based on scientifically based research, <i>Continued</i></p>	<ul style="list-style-type: none"> <li>• Twenty minutes of daily trade book reading beyond the regular reading program significantly increases students' reading achievement. (Block &amp; Reed, 2003)</li> </ul> <p><b>Strengthen the core academic program</b></p> <p><i>Brain Bank</i> supports the development of a comprehensive reading/language arts program by reinforcing a wide range of essential grade-level skills, as well as building critical thinking skills. Some examples of skills taught are:</p> <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> <li>• Manipulate initial consonant sounds.</li> <li>• Make letter-sound correspondences.</li> </ul> <p><u>Phonics</u></p> <ul style="list-style-type: none"> <li>• Read books that support phonics development.</li> <li>• Practice decoding skills through independent reading and activities.</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Derive word meanings through context clues.</li> <li>• Use a dictionary/glossary.</li> <li>• Use illustration clues.</li> <li>• Read a variety of content-area words</li> <li>• Use words outside of the reading lesson to become part of permanent vocabulary.</li> </ul> <p><u>Fluency</u></p> <ul style="list-style-type: none"> <li>• Read and reread books in a wide range of topics.</li> </ul> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>• Develop content-area background knowledge and concepts in social studies and science.</li> <li>• Learn strategies such as summarizing, recalling information, sequencing, and identifying main idea and details.</li> <li>• Expose students to key nonfiction text structures, such as maps, graphs, glossaries, and charts, and table of contents, and develop skills students will need in middle school, high school, and beyond.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Write for different purposes, including explaining, summarizing, persuading, and informing – These purposes are explored in a range of formats, including diaries, recipes, letters, newspaper reports, recounts, lists, and procedural and instructional texts, and are presented on the Express Yourself activity cards.</li> </ul>

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<p>Use effective methods and instructional practices that are based on scientifically based research, <i>Continued</i></p>	<p><b>Provide an enriched and accelerated curriculum</b></p> <p><b><i>Brain Bank</i></b> provides <u>high quality, appealing literature in a wide variety of science and social studies topics for independent reading practice.</u> The titles are connected to science and social studies standards, and are perfect for use as springboards to generate and explore areas of student interest.</p> <p>In addition to reading independently, students use the provided activity cards to engage in a <u>range of extension activities</u> such as:</p> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>Thinking Caps On! cards encourage students to think critically about what they have read, and to practice and consolidate major comprehension strategies, including: sequencing, summarizing, recognizing key points, comparing and contrasting, forming and justifying opinions, and recognizing fact and opinion.</li> </ul> <p><u>Language &amp; Vocabulary</u></p> <ul style="list-style-type: none"> <li>Word Wise cards provide opportunities for students to explore features of language and vocabulary related to the books. They encourage learning about the ways words are constructed, including syllabification, onsets and rimes, prefixes and suffixes, as well as the way words and word groups are used in text. They reinforce the academic and content vocabulary introduced in the book.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Express Yourself! cards ask students to record their thoughts and feelings, construct meaning, and practice using the conventions of print. Cards direct students to write for different purposes, including explaining, summarizing, persuading, and informing, and write in a range of formats, including diaries, recipes, letters, journalistic reports, recounts, lists, procedural and instructional text.</li> </ul> <p><u>Extension</u></p> <ul style="list-style-type: none"> <li>Extra for Experts cards encourage students to further explore selected science and social studies topics, and assist them in developing responses that can be transferred to other reading materials. The activities generally focus on the “big ideas” in science and social studies, and range from further research into a topic to writing an opinion concerning a given scenario.</li> </ul> <p><u>Each <b><i>Brain Bank library</i></b> contains all the components that teachers need to successfully implement the program:</u> paperback books, Program Overview booklet (with leveling of titles), student activity cards, and display box.</p> <p style="text-align: right;"><i>(continued)</i></p>

Brain Bank Alignment to Title I

Key Criteria for Title I, Part A Funding	<i>Brain Bank</i>
<p>Use effective methods and instructional practices that are based on scientifically based research, <i>Continued</i></p>	<p><b>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</b></p> <p><i>Brain Bank</i> can be <u>flexibly implemented</u> as a complement to the core reading/language arts program, as a stand-alone supplemental curriculum, as a motivational independent reading program, or for after-school enrichment. The program can be used for individual independent reading and in paired reading.</p>
<p>4. Provide high-quality and ongoing professional development that aligns with the State’s academic standards</p>	<p><i>Brain Bank</i> is designed to be an independent reading program that minimizes teachers’ instructional time. However, it does include components and information that help teachers implement the program and learn standards-aligned teaching strategies. These include:</p> <ul style="list-style-type: none"> <li>• <u>Overview Chart</u>, which aligns each title to the national content standard; identifies the curriculum focus and writing genre; summarizes what comprehension, language, vocabulary, and writing skills students will practice; and provides the GRL and DRA levels.</li> <li>• <u>Suggestions for using <i>Brain Bank</i> to develop skills</u>, including the use of the four activity cards provided for each title, which cover comprehension, language and vocabulary, writing, and extension skills.</li> <li>• <u>Reproducible charts</u>, which can be checked to record which activity cards have been completed for each book a student has read.</li> </ul>
<p>5. Involve parents in the planning, review, and improvement of the schoolwide program plan</p>	<p><i>Brain Bank</i> program involves parents in their children’s learning through multiple ways:</p> <ul style="list-style-type: none"> <li>• Students can <u>borrow books</u> and take them home to share with their families.</li> <li>• Students can proudly share their <u>record of books</u> they read in the program.</li> </ul>
<p>6. If appropriate, coordinate with other funding programs</p>	<p><i>Brain Bank</i> can be effectively integrated with school activities that are being funded by other federal, state, or local sources. The federal programs for which this Scholastic product qualifies can include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Title I – Supplemental Educational Services</li> <li>• Title V, Part A – Innovative Programs</li> <li>• 21<sup>st</sup> Century Community Learning Centers</li> </ul>