



Scholastic Leveled Bookroom


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 Leveled Bookroom** 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>


Scholastic Leveled Bookroom features three **Scholastic Guided Reading Programs**:


- **Guided Reading Fiction Focus**
- **Guided Reading Nonfiction Focus**
- **Guided Reading Content Areas**


Key Criteria for Title I, Part A Funding	 Scholastic Leveled Bookroom
<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>Scholastic Leveled Bookroom, for Grades K-6, delivers the materials needed to help students of all abilities become strategic and independent readers who can meet the state’s proficient and advanced levels of achievement in reading/language arts. Through small-group instruction and guided-reading techniques, students learn to practice comprehension skills, analyze new vocabulary, evaluate challenging sentence structure, and consider new ideas.</p> <p>Scholastic Leveled Bookroom contains hundreds of titles from the Scholastic Guided Reading Program Fiction Focus, Nonfiction Focus, and Content Areas. These programs were developed by Dr. Gay Su Pinnell/Dr. Irene Fountas, America’s leading authorities on guided reading. Titles in the Scholastic Leveled Bookroom are leveled by the Fountas and Pinnell guided reading A-Z levels, Lexile® measures, and DRA levels to provide a versatile collection with “just right” books for every child. The Scholastic Leveled Bookroom contains:</p> <ul style="list-style-type: none"> • <u>Motivating and engaging paperbacks in a wide variety of genres, themes, and content areas</u> • <u>Instruction that aligns to <i>No Child Left Behind</i>, including rigorous guided practice in comprehension, phonics, phonemic awareness, vocabulary, and fluency</u> • <u>Teacher’s Guide and Teaching Cards for almost every title that provide easy-to-use lesson plans with research-based strategies, assessment tools, and extension activities</u> • <u>Gradual release model through guided reading strategies that helps students build resiliency</u>


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


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<p>Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, <i>Continued</i></p>	<p>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. The text offers challenges and opportunities for problem solving, but students can read it with about 90 percent accuracy. Teachers choose selections that help students expand their strategies. In working with students in guided reading, <u>teachers constantly balance the difficulty of the text with support for students reading the text.</u></p> <p>Scholastic Leveled Bookrooms provide a quick and organized start into leveled reading. Three bundles for Grades K-3, 4-6, and K-6 offer hundreds of titles and teaching resources to expand the reading experiences of elementary school children and increase their achievement. Scholastic Leveled Bookrooms include:</p> <table border="1" data-bbox="716 800 1430 1875"> <thead> <tr> <th data-bbox="716 800 1073 835">Leveled Bookroom</th> <th data-bbox="1073 800 1430 835">Components</th> </tr> </thead> <tbody> <tr> <td data-bbox="716 835 1073 1182"> <p><u>K-3 Leveled Bookroom</u></p> <ul style="list-style-type: none"> • GR levels A-N • DRA Levels A-30 • Lexile Levels 200-600 </td> <td data-bbox="1073 835 1430 1182"> <ul style="list-style-type: none"> • 465 Titles (6 copies each) • 2,790 Books • Plastic Storage Solutions • Master Title List • ID stickers with each book’s title, author, genre, guided reading, DRA, and Lexile level • GR Level stickers (A-Z) </td> </tr> <tr> <td data-bbox="716 1182 1073 1528"> <p><u>4-6 Leveled Bookroom</u></p> <ul style="list-style-type: none"> • GR levels M-Z • DRA Levels 24-80 • Lexile Levels 600-1050 </td> <td data-bbox="1073 1182 1430 1528"> <ul style="list-style-type: none"> • 476 Titles (6 copies each) • 2,856 Books • Plastic Storage Solutions • Master Title List • ID stickers with each book’s title, author, genre, guided reading, DRA, and Lexile level • GR Level stickers (A-Z) </td> </tr> <tr> <td data-bbox="716 1528 1073 1875"> <p><u>K-6 Leveled Bookroom</u></p> <ul style="list-style-type: none"> • GR levels A-Z • DRA Levels A-80 • Lexile Levels 200-1050 </td> <td data-bbox="1073 1528 1430 1875"> <ul style="list-style-type: none"> • 867 Titles (6 copies each) • 5,202 Books • Plastic Storage Solutions • Master Title List • ID stickers with each book’s title, author, genre, guided reading, DRA, and Lexile level • GR Level stickers (A-Z) </td> </tr> </tbody> </table>	Leveled Bookroom	Components	<p><u>K-3 Leveled Bookroom</u></p> <ul style="list-style-type: none"> • GR levels A-N • DRA Levels A-30 • Lexile Levels 200-600 	<ul style="list-style-type: none"> • 465 Titles (6 copies each) • 2,790 Books • Plastic Storage Solutions • Master Title List • ID stickers with each book’s title, author, genre, guided reading, DRA, and Lexile level • GR Level stickers (A-Z) 	<p><u>4-6 Leveled Bookroom</u></p> <ul style="list-style-type: none"> • GR levels M-Z • DRA Levels 24-80 • Lexile Levels 600-1050 	<ul style="list-style-type: none"> • 476 Titles (6 copies each) • 2,856 Books • Plastic Storage Solutions • Master Title List • ID stickers with each book’s title, author, genre, guided reading, DRA, and Lexile level • GR Level stickers (A-Z) 	<p><u>K-6 Leveled Bookroom</u></p> <ul style="list-style-type: none"> • GR levels A-Z • DRA Levels A-80 • Lexile Levels 200-1050 	<ul style="list-style-type: none"> • 867 Titles (6 copies each) • 5,202 Books • Plastic Storage Solutions • Master Title List • ID stickers with each book’s title, author, genre, guided reading, DRA, and Lexile level • GR Level stickers (A-Z)
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<p>Provide opportunities for all students to meet the State's proficient and advanced levels of student academic achievement, <i>Continued</i></p>	<p>The Teaching Cards contain easy-to-implement strategies and aids for maximizing the <i>Scholastic Guided Reading Programs'</i> effectiveness:</p> <ul style="list-style-type: none">• <u>Book summary</u>, level, word count, genre, topic, author• <u>Background</u> information and website/book list where students can find materials that provide more information on the title-related topic• <u>Text features</u> that point out characteristics <u>that will support</u> students' independent reading• <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• <u>Reading skills lessons</u>• <u>Writing exercises</u> that extending meaning• <u>Nonfiction text features</u> (<i>Guided Reading Content Areas</i>)• <u>English-Language Learner (ELL) "lesson bridge"</u> (<i>Guided Reading Content Areas</i>) <p>The Teacher's Guide provides a wealth of information for integrating the <i>Scholastic Guided Reading Programs</i> into the curriculum and classroom, including descriptions of:</p> <ul style="list-style-type: none">• <u>How to use</u> the program components• Factors considered in <u>leveling books</u>• <u>Organizing the classroom</u> for guided reading• <u>Running guided reading groups</u>• <u>Assessment tools</u>• <u>Characteristics of text</u> for each reading level from A-Z <p>The Teacher's Guide also contains a <u>variety of resources</u>, such as:</p> <ul style="list-style-type: none">• <u>Reading logs</u>• Reproducible <u>Home/School letter in English and Spanish</u> that explains the guided reading program to families and ways to support their children before, during, and after reading• <u>Skills and Strategies Charts</u>• <u>Guided reading research base</u> <p>A free copy of Dr. Gay Su Pinnell's report on the scientific research that informs <i>Scholastic Guided Reading Programs</i> is available to download from: www.scholastic.com/guidedreading</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>Scholastic Guided Reading Programs are designed to benefit all students, including low-achieving students and those at risk of not meeting the State's student academic standards. The programs contain:</p> <ul style="list-style-type: none"> • <u>High-interest, leveled titles</u> in a wide variety of topics and genres that engage students with all interest levels and reading abilities • <u>Flexible grouping</u>, which allows teachers to <u>differentiate instruction by skill and by reading level</u>, with students moving from small-group to small-group based on their assessed needs. • <u>Standards-based, research-based instruction</u> that studies have shown to be effective in raising students' reading achievement • <u>Small-group lessons that provide scaffolding</u> through a sequence of monitoring, modeling, and mentoring to guide students to become independent readers • Section in the Teacher's Guide on how to use the program with students with disabilities, based on the <u>Response to Intervention (RtI)</u> approach of the Individuals with Disabilities Education Act (IDEA) (Guided Reading Fiction Focus: Second Edition) • <u>Extra lesson support for ELLs</u> • <u>Student aids, such as reproducible bookmarks in English and Spanish with "Quick Clues" that remind students of some of the key features of nonfiction text</u> (Guided Reading Content Areas) <p><u>Continual informal assessment, as well as formal assessment</u>, allows teachers to differentiate instruction whenever it is needed. The Scholastic Guided Reading Program Teacher's Guides provide these tools:</p> <ul style="list-style-type: none"> • <u>Extensive list of Behaviors to Notice and Support</u> for each level of each program • <u>Benchmark Books</u> for each level • <u>Oral Reading Fluency Test</u> and fluency norms (Guided Reading Fiction Focus and Nonfiction Focus) • <u>Running Records</u> • <u>Retelling</u> • <u>Observation strategies</u>


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<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>By <u>providing targeted skills instruction, scaffolding reading, and guiding students to become independent readers</u>, Scholastic Leveled Bookroom with Scholastic Guided Reading Programs can help close the reading achievement gap between high-performing children and low-performing, minority, and disadvantaged children.</p> <p>Scholastic Guided Reading Programs <u>motivate children with appealing books at just the right reading level and interest levels</u>. Colorful photographs and illustrations connect to the text to aid comprehension. The books include <u>multicultural themes and characters</u> of different ethnic groups to be all inclusive.</p> <p>The guided reading process provides students with <u>personalized support</u> and students can see their progress recorded on the reading logs. <u>Throughout the year, teachers use multiple assessment techniques and tools</u> to assess students' progress so that instruction can be differentiated whenever it is needed. In addition, the <u>programs are flexible</u>; low-achieving students can be placed in smaller groups, meet more frequently, and spend more time per session.</p> <p>Research has shown that disadvantaged students often do not have any books in their homes. Scholastic Guided Reading Programs provide a <u>print-rich environment</u> that helps to compensate for this disadvantage.</p>
<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>Scholastic Guided Reading Programs are based on research findings from:</p> <ul style="list-style-type: none"> • National Institute of Child Health and Human Development. 2001. <i>Report of the National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction</i>. Washington, DC: National Institutes of Health. • National Institute of Child Health and Human Development. 2001. <i>Report of the National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction: Report of the Subgroups</i>. Washington, DC: National Institutes of Health. • Armbruster, B.B/. Lehr, F., & Osborn, J. 2001. <i>Put Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten through Grade 3</i>. Washington, DC: U.S, Department of Education. <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, <i>Continued</i></p>	<p>Strengthen the core academic program</p> <p><i>Scholastic Guided Reading Programs</i> are <u>reading/ language arts supplemental programs</u> that provide students with explicit instruction of research-based, essential reading skills and strategies, as well as opportunities to practice these while they read leveled books in a variety of genres and content areas.</p> <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> • Teachers offer explicit instruction in matching same sounds, blending, and attending to rhyme in text. • Children use their beginning connections between letters and sounds to check on their reading. They notice mismatches. • Students use letter-sound information to know how words begin. <p><u>Phonics</u></p> <ul style="list-style-type: none"> • Teachers select texts that, along with high-frequency words that are available to students, offer opportunities to use phonics skills. • Children apply word-solving strategies to reading continuous texts. • Teachers explicitly teach phonics principles through word work after the text is read. Word work sessions are connected to a phonics continuum. <p><u>Fluency</u></p> <ul style="list-style-type: none"> • Teachers select texts that are within students' control so that they know most of the words and can read fluently (with teaching). • The teacher introduces the text to support comprehension and connections to language. • Teachers draw students' attention to elements of words that will help them recognize or solve them rapidly. <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Teachers select texts so that students know most of the words, but there are a few new words to provide opportunities for learning. • The teacher introduces the text, with specific attention to concepts and words. • After reading, students and teacher discuss the meaning of the text with further discussion of word meanings, if needed. • Children may extend the meaning of the text through writing, which often includes attention to vocabulary. • Students attend to word parts and meanings, such as affixes, word structure, etc., while they do word work • Students learn specialized content-area vocabulary in context and from glossaries

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<p>Use effective methods and instructional practices that are based on scientifically based research, <i>Continued</i></p>	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> Teachers select texts that readers can process successfully with supportive teaching. The teacher demonstrates effective strategies for comprehending text, such as activating prior knowledge, understanding story structure, using graphic organizers, and reading for information ♣• Children are taught predicting, comparing and contrasting, and relating text to personal experiences. Students analyze stories by evaluating the author's purpose, understanding theme and story development, summarizing texts, and reading for information. <p><u>Writing</u></p> <ul style="list-style-type: none"> Students write grade-appropriate compositions that provide practice in expository, descriptive, and other types of writing. Writing exercises extend meaning and reinforce comprehension. <p><u>Literary Elements</u></p> <ul style="list-style-type: none"> Students read a variety of genres, such as nonfiction, realistic fiction, fantasy, biography, graphic novel, and poetry Students participate in Literature Discussion Groups (Guided Reading Fiction Focus: Second Edition) <p><u>Cross-Curricular Topics</u> Scholastic Leveled Bookrooms provide books in a wide variety of topics that support the academic program, such as:</p> <ul style="list-style-type: none"> Math Science Social Studies History The Arts <p>Provide an enriched and accelerated curriculum</p> <p>Research-based Scholastic Guided Reading Programs can effectively fill the gaps in a reading/language arts curriculum, as well as enrich and accelerate it, by providing:</p> <ul style="list-style-type: none"> <u>A wide variety of high-interest paperback books</u> in a wide variety of topics and genres that support the entire curriculum <u>Explicit instruction</u> that provides students with the tools and support they need to comprehend text <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, <i>Continued</i></p>	<ul style="list-style-type: none"> • Research-based <u>guided reading strategies with a gradual release model</u> that moves students toward becoming successful, independent readers • All the <u>components teachers need to successfully implement the program</u>: lessons, paperback books, program guide, and assessment tools <p>Increase the amount and quality of learning time, such as providing an extended school year, before- and after-school programs, and summer program opportunities</p> <p>Scholastic Guided Reading Programs can be flexibly implemented as a complement to the core reading/language arts program, as a stand-alone supplemental curriculum, for tutoring, or for after-school enrichment. The program can be used in small groups and for independent re-reading.</p> <p>Session length and frequency can be customized to meet students' needs, with extra time being set aside for students who need more guidance and instruction.</p>
<p>5. Provide high-quality and ongoing professional development that aligns with the State's academic standards</p>	<p>Scholastic Leveled Bookrooms with Scholastic Guided Reading Programs provide teachers with support to help them effectively implement the programs to raise student achievement. This includes:</p> <ul style="list-style-type: none"> • <u>88-page Teacher's Guide for each of the three guided reading programs</u>, with guidance on how to: <ul style="list-style-type: none"> ○ Implement a guided reading session ○ Optimally use the Scholastic Guided Reading Programs strategies to build skills ○ Create a motivating classroom reading environment ○ Use assessment to differentiate instruction • <u>Teaching Card for almost every title with:</u> <ul style="list-style-type: none"> ○ Easy-to-follow, standards-aligned lesson plans with explicit reading instruction and comprehension support for small-group sessions ○ Extension activities and resource list • <u>Optional Implementation DVD</u> with demonstrations of guided reading best teaching practices by Dr. Pinnell and other guided reading experts
<p>6. Involve parents in the planning, review, and improvement of the schoolwide program plan</p>	<p>Children bring home the program's level-appropriate, enjoyable books to share with their families. A letter, available in English and Spanish, describes the Scholastic Guided Reading Program and ways for family members to help their child to become successful, independent readers. Parents learn strategies to use before, during, and after children read the stories and selections.</p>

Scholastic Leveled Bookroom Alignment to Title I

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7. If appropriate, coordinate with other funding programs	<p>The Scholastic Leveled Bookrooms with Scholastic Guided Reading Programs 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">• Title I – Supplemental Educational Services• Title III – English Language Acquisition• Title V, Part A – Innovative Programs• 21st Century Community Learning Centers• Individuals with Disabilities Act (IDEA), including Response to Intervention (RtI)

Visit www.scholastic.com/bookroom for more product information, or call your Scholastic sales representative.