Scholastic Reading Counts!™
With professional development from Scholastic RED™
Aligns to Reading First Criteria

SCHOLASTIC OFFICE OF EDUCATIONAL ASSISTANCE

The following chart details how **Scholastic Reading Counts!,** with professional development support from *Scholastic RED,* addresses these *Reading First* criteria* and can enrich and strengthen a comprehensive reading program:

- Instructional Assessments
- Instructional Programs and Strategies
- Instructional Materials
- Access to Print Materials
- Instructional Leadership
- Professional Development

Reading First Criteria	📖 Scholastic Products
Instructional Assessments	***Scholastic Reading Counts!***
Valid and reliable screening, diagnostic, and classroom-based assessments	Students in the **Scholastic Reading Counts!** program take computerized quizzes that test their reading comprehension of books they have read. If a student does not pass a quiz, he or she may retake it with a new set of questions. Students and teachers receive instant feedback on quiz results. Over 30 reports track individual and class accomplishments for teachers. - Student progress can be tracked by points earned or by the number of books or words read. - Student progress can be evaluated by Lexile®, Guided Reading, or grade-equivalent reading levels. - Children work toward quantifiable reading goals that are automatically recorded in **Reading Counts!.** **Reading Counts!** provides teachers with actionable data to help students who are not meeting expectations. *Alert Reports* indicate those students who have: - Not taken a quiz in 14 days - Required three or more attempts to pass a quiz - Scored below 70% on the last three quizzes Other available reports include: - *Award Progress Report*, which enables a teacher to determine whether a student has achieved his/her reading goal within a specified time period - *Graph: Average Quiz Score*, which shows average quiz results for an individual student over a period of time - *Reading Report Card,* which is a comprehensive summary of quiz results and other important information for individual students

SCHOLASTIC

Reading First Criteria	📖 **Scholastic Products**
Assessments that are aligned with the instructional program and that measure progress in the five essential elements of reading instruction (phonemic awareness, phonics, vocabulary, fluency, and comprehension)	**Reading Counts!** quizzes measure student comprehension, based on an understanding of: - Cause and effect - Sequencing - Main idea and detail - Summarizing - Vocabulary Students receive valuable test-taking practice that prepares them for standardized tests.
Instructional Programs and Strategies/ Instructional Materials	*Scholastic Reading Counts!*
Instructional strategies and programs based on scientifically based reading research	**Scholastic Reading Counts!** is based on eight findings from research that have shown to improve student academic achievement: 1. Reading achievement is positively related to the amount of time spent reading. 2. Vocabulary and concept knowledge are developed through extensive reading. 3. Reading practice that is carefully selected and matched to students' reading levels is the best way to strengthen reading skills and foster the reading habit. 4. Motivation is essential for maintaining students' sustained attention on reading. 5. Comprehension requires wide reading, responding to questions, and talking and writing about what is read. 6. Helping struggling readers requires a supportive literacy environment as part of a carefully planned intervention program. 7. Families and communities have an important role in helping students become successful readers. 8. Assessment and evaluation are necessary in order to monitor student progress and adjust instruction. Results from a recent study revealed that third-, fourth-, and fifth-grade students using **Reading Counts!** scored significantly higher on the SAT-9 vocabulary and reading comprehension tests than the control group. This was true for all students regardless of ability level, ethnicity, or gender (Block & Mangieri, 2004). Outcomes in case studies prepared by schools using *The Electronic Bookshelf (EBS)*, the predecessor to **Scholastic Reading Counts!**, showed that EBS students outperformed others on achievement tests, increased the time they spent reading, and developed a more positive attitude about reading. *(continued)*

■■SCHOLASTIC

Reading First Criteria	📖 **Scholastic Products**
Instructional Programs and Strategies, Continued	The Lexile Framework® for Reading, developed by MetaMetrics, Inc., is the result of nearly two decades of research by measurement and testing scientists at Duke University, the University of Chicago, Stanford University, and the University of North Carolina-Chapel Hill. Through a series of grants from the National Institute of Child Health and Human Development, the team successfully tested the Lexile Framework with over 500,000 students. Please contact a Scholastic Representative to receive the *Scholastic Reading Counts! Research and Results Report*©.
Materials and programs that offer ample practice opportunities	***Reading Counts!*** encourages children to independently read books in the classroom and at home. Students are motivated to increase their reading practice because: ▪ They enjoy choosing books in a variety of genres and in their interest areas. ▪ ***Reading Counts!*** books are leveled for the appropriate amount of reading challenge. ▪ Instant feedback on quiz results, personalized congratulations screens, and incentive items build excitement.
Materials and strategies that are aligned with the instructional program and to state standards	The use of ***Reading Counts!***, and extension activities stemming from the program, helps students meet state standards in these aspects: ▪ Students enjoy reading, read more, and become better readers. ▪ Book discussions and reading groups provide students with practice in listening and speaking. ▪ Students increase their writing skills by writing about the books they have read. ▪ By reading nonfiction books in an area they are studying, students improve their researching skills. ▪ Computerized reports guide instruction.
Materials and programs that are integrated with and connect meaningfully to the comprehensive reading program.	***Scholastic Reading Counts!*** can effectively supplement a comprehensive reading program and raise student achievement. Quizzes encourage students to think about literary elements, such as characterization, setting, plot, and perspective. Students read books from a variety of genres, including science fiction, biography, historical fiction, mystery, drama, and poetry. Because ***Reading Counts!*** motivates children to read, it supports their skills development in fluency, vocabulary, and comprehension.

SCHOLASTIC

Reading First Criteria	📖 Scholastic Products
Strategies to meet the needs of all students, including those that are below grade level, limited English proficient, and students with disabilities.	**Reading Counts!** helps improve the reading achievement of all students, including English Language Learners and students with disabilities, by: ■ Providing immediate feedback on quiz results ■ Generating reports that allow teachers to assess student progress and adjust reading instruction ■ Making available high interest/intervention books and other books in a variety of topics and genres ■ Offering leveled books that give the appropriate amount of reading challenge Spanish-speaking students also can benefit from: ■ Spanish books ■ Administration of Spanish and English quizzes for the same book Students with disabilities may benefit from the option to take quizzes on audio books. Teachers can customize the length of quizzes to accommodate students with attention deficits and those with other special needs.
Strategies that accelerate performance and monitor progress of students who are reading below grade level.	**Scholastic Reading Counts!** reports keep teachers updated on how every student is performing throughout the year and give them actionable data to differentiate instruction. ■ *Auto-Alerts*, which pop up onscreen each time teachers log onto the software, notify them when a student requires intervention, such as if the child is failing multiple quizzes, is reading books at an inappropriate level, or is not meeting personal goals. ■ The *Reading Progress Update* is a cumulative summary of student progress during a specific time period. Teachers use the report to create reading groups, guide instruction, and plan incentives and select books with students. ■ The *Reading Report Card* is a comprehensive summary of a student's work with the **Reading Counts!** program. The information included is the student's reading goal, quiz results, total number of words read, and other data. Teachers can use the reports to help students select appropriately challenging books so they will be encouraged to increase their reading time and improve their fluency, vocabulary, and comprehension skills. The more students read, the better readers they become.

SCHOLASTIC

Reading First Criteria	📖 **Scholastic Products**
Access to Print Materials	*Scholastic Reading Counts!*
Variety of engaging reading materials including expository and narrative	***Reading Counts!*** offers books from more than 400 publishers in a variety of fiction and nonfiction genres and topics, including history, science, social studies, science fiction, poetry, drama, and mysteries. The software's *Book Expert* allows educators to search the database by genre, theme, topic, comprehension skill, interest level, reading level, culture, award, language, or series/program. They can also read a synopsis of every book to help them pick out appropriate books for their school or classroom library. Teachers can choose books that tie into cross-curricular units, including geography, math, art, and foreign language. Trade books are available for core reading programs. Books are available in paperback, hardcover, and rebound, which has a lifetime guarantee.
Materials to promote reading and library programs	Educators using ***Reading Counts!*** may order motivational incentives that help promote reading and maintain student interest: ▪ Certificates and medals recognize student achievement. ▪ Theme ideas and awards create excitement. ▪ Posters and T-shirts promote reading throughout the school. ▪ By rating books using the Read-O-Meter, students can take satisfaction that their opinion counts. Students in the ***Reading Counts!*** program are also motivated to read because they can self-select books in their interest areas, experience success by reading leveled books, enjoy taking computerized quizzes that provide instant feedback, and be rewarded with congratulations screens. Students enjoy participating in discussion groups and book clubs that are natural extensions of the ***Reading Counts!*** program.

SCHOLASTIC

Reading First Criteria	📖 **Scholastic Products**
Instructional Leadership	*Scholastic RED*

Training for principals and building leaders in the essential components of reading and the specific instructional programs and materials in use in their buildings, including the scientific base, implementation process and progress monitoring related to those programs and materials	*Scholastic RED* helps ensure that principals, reading coaches, and building leaders have all the resources they need to implement a scientifically based reading program.
	
	 ▪ On-site training helps principals understand their role in the professional development taking place in their school. The training also supports them as instructional leaders. For each *RED* course, they receive a Principal's Guide, which includes:
	   o A review of reading research
	   o Content overview of the *RED* course
	   o Learning snapshots to guide principals as they conduct classroom observations of research-based teaching strategies
	   o Tools for coaching teachers
	
	 ▪ District Facilitators are trained to use effective techniques for observing, coaching, and mentoring in order to provide effective ongoing support for teachers.
	
	 ▪ Building leaders receive intensive instruction on the essential components of reading instruction through *Scholastic RED* courses and services.
	
	 These training sessions are designed to foster a strong sense of shared leadership.

Professional Development	*Reading Counts!* and *Scholastic RED*
Use of a variety of delivery methods to carry out intensive and focused professional development in: 1. Essential components of reading instruction	*RED* provides professional development designed to meet the requirements of *Reading First.* *RED* offers these research-based, facilitated online courses that specifically address the essential elements of reading instruction for Grades K-3: ▪ *Putting Reading First in Your Classroom, K-2* ▪ *Building Fluency, Grades K-2* ▪ *Building Vocabulary for Reading Success, Grades K-3* ▪ *Reading Success for English Language Learners, Grades K-3* ▪ *Guided Reading: Making It Work in Your Classroom, Grades K-6* ▪ *Building Decoding Skills and Strategies, 3-5* ▪ *Improving Reading Comprehension, 3-5* ▪ *Improving Fluency, 3-8* *RED's* interactive online courses train teachers in the five essential components of reading instruction: ▪ *Fluency*—Teachers learn how to assess fluency, build it, and incorporate independent and small-group activities into classroom routines. *(continued)*

Reading First Criteria	📖 Scholastic Products
Professional Development in the essential components of reading instruction, Continued 2. Implementing scientifically based instructional materials, programs, and strategies	▪ *Phonemic Awareness*—Oral blending, oral segmentation and phonemic manipulation are modeled on video and audio; users practice via online simulation. ▪ *Phonics—RED* defines alphabet recognition, phonics, and decoding and shows how to apply them in classroom practice. ▪ *Vocabulary Development*—Training covers the role of vocabulary in early reading instruction is covered, with attention paid to building students' oral vocabularies. ▪ *Comprehension*—Topics covered include teaching children techniques for previewing text, building and activating background knowledge, and matching children to text. ***Scholastic Reading Counts!*** is based on research findings that have been shown to improve student academic achievement. The ***Reading Counts!** Educator's Guide* provides strategies to implement the program, incorporate it into the language arts curriculum, and use the research-based Lexile Framework leveling system to help match readers to books at an appropriate level. The *Educator's Guide* includes ideas for: ▪ Motivating students to read ▪ Managing **Reading Counts!** in the classroom ▪ Incorporating the program throughout the year ▪ Using Lexiles to select books ▪ Using **Reading Counts!** with a core reading program ▪ Using **Reading Counts!** across the curriculum ▪ Involving families in the child's reading development ***Reading Counts!*** offers customized on-site, hands-on software training to give educators the tools and knowledge to effectively manage the program and integrate it into the curriculum. All professional development from *Scholastic RED* is grounded in research-based, validated practices that result in teachers learning and applying new strategies that directly influence student performance. *Scholastic RED* courses incorporate the characteristics that research confirms are key for effective professional development: ▪ Research-based content and strategies ▪ Modeling and presentations by skilled practitioners ▪ Practice in a controlled risk-free environment ▪ Coaching, feedback and reflection ▪ Coherence and alignment to academic standards and core reading programs ▪ Promotion of strong, shared leadership by principals and district leaders

Reading First Criteria	📖 Scholastic Products
Professional Development in Implementing scientifically based instructional materials, programs, and strategies, Continued	More than 10,000 teachers in over 150 school districts have participated in *Scholastic RED* professional development. Teachers, district Facilitators, and principals report that: ▪ *Scholastic RED* courses helped them learn about research-based methods and strategies. ▪ *Scholastic RED* materials can be implemented immediately into classroom activities. ▪ The modeling of effective strategies helped teachers apply the skills in their classrooms. ▪ Local Facilitator-led meetings provide valuable opportunities for additional instruction and support.
3. Screening, diagnostic, and classroom-based instructional assessments	In the **Reading Counts!** training that the program offers, educators learn how to use quizzes and reports to assess student reading achievement and guide instruction. *Scholastic RED* courses include assessment skills and strategies for working with different student populations, including special education students, ELD/ELL, and advanced learners. Subsequent to modeling and practice of such assessments, teachers receive ideas and resources for targeting instruction based on diagnostic data. In ongoing professional development, *RED*-trained Facilitators can instruct teachers on how to use data and diagnostic assessments to inform instruction.
Professional development that is ongoing, continuous, and includes the use of coaches and other teachers of reading who provide feedback as instructional strategies are put in place.	District reading coaches and staff developers receive special training to become *RED* Facilitators, who provide teachers with ongoing, continuous support. Facilitators: ▪ Become familiar with the online courses, including all research-based content and accompanying materials ▪ Receive tools and training for observing and coaching teachers who are implementing newly learned strategies ▪ Learn how to demonstrate course strategies in Facilitator workshops and in teachers' classrooms *RED* Facilitators receive ongoing support through the Facilitator Care Program, which offers: ▪ An online discussion board guided by *RED* Reading Consultants. ▪ Offline guidance from *RED* Reading Consultants ▪ A toll-free hotline for technical support ▪ A Facilitators Handbook, which contains: o Explicit plans, activities, and agendas to conduct workshops o Management tools, including observation and evaluation forms o Guidelines for conducting classroom demonstration lessons ▪ Recommended professional reading and web links

SCHOLASTIC