

FAQ about *READ 180*

What is *READ 180*?

READ 180 is a comprehensive reading intervention program designed to meet the needs of students in elementary through high school whose reading achievement is below the proficient level. These struggling readers have deficits in their understanding of the reading process and gaps in their foundational skills. *READ 180* is built to address these gaps by directly addressing individual needs through instructional software, high-interest literature, and direct instruction in reading skills.

How does *READ 180* differ from other reading intervention programs?

READ 180 differs from other reading programs because it is a complete program, offering skill development through balanced literacy. The program:

- Delivers individualized, adjusted reading instruction to move students to grade level at their own pace.
- Provides instant and continuous assessment.
- Delivers comprehensive instruction in areas of phonemic and phonological awareness, fluency, vocabulary, comprehension, spelling, and writing.
- Provides background knowledge for building a mental model, leading to improved reading comprehension.
- Supports and motivates students to become lifelong readers and learners by providing high-interest, leveled Paperbacks and on-level Audio-books.
- Includes comprehensive instructional materials and professional development to support teachers and train them in best teaching practices.

Is *READ 180* research-based?

READ 180 is one of the most thoroughly researched and documented reading intervention programs. It is built on more than a decade of scientifically based research and the collaboration of reading experts. Developed in clinical and classroom settings, the program is uniquely positioned to address the needs of struggling readers.

In addition to producing impressive and quantifiable gains on standardized tests, anecdotal reports from students and teachers also show significant improvements, as well as important changes in attitude toward reading and school.

What are the typical gains and benefits of *READ 180*?

With a collection of tools that enable accelerated growth, effectiveness reports show that *READ 180* students consistently out-perform control group students, with achievement double or triple their control group counterparts. Additionally, data from schools across the country show that *READ 180* students frequently improve their reading levels by 2-5 years.

What skills are developed using *READ 180*?

READ 180 targets skill development in the following areas:

- **Phonemic Awareness:** Phonemic awareness is developed both in the context of decoding (word identification) and encoding (spelling).

- **Phonics:** Instruction is provided through decoding tips with modeled practice in segmentation, blending, structural analysis, and correct pronunciation.
- **Fluency:** *READ 180* develops fluency through repeated reading in the Software, modeled reading in the Audio-books, structured engagement techniques conducted by the teacher, and independent reading.
- **Text Comprehension:** The Software and the *rBook* instruction use motivating videos to help students build mental models that promote text comprehension.
- **Vocabulary:** Vocabulary development is supported through explicit instruction in the *rBooks* as well as the systematic introduction of content-relevant vocabulary in the Software.
- **Spelling:** Software presents spelling instruction and practice that is assessment-based and individualized for each student. Spelling errors are addressed with immediate, corrective feedback.
- **Writing:** The *rBook* presents carefully scaffold instruction on the key types of writing: narrative, descriptive, expository, and persuasive. Functional (technical) writing is also covered.

Do Special Needs students benefit from *READ 180*?

Special Needs students are continuing to make excellent gains in *READ 180*. The program's multimodal approach provides significant advantages for Special Needs students, mixing video software, Universal Access provisions, Audio-books, and Paperbacks to ensure that all students, regardless of learning modality preference, are able to benefit. Special Needs teachers also attribute student success to short instructional segments and engaging materials that promote student attention, access to books with similar titles to what their peers are reading, and motivational support.

How does *READ 180* meet standards for language arts?

READ 180 addresses key skills as outlined in national and state standards for language arts. To find out how *READ 180* aligns to your state's standards, go to the Read 180 website to view our correlations reports.

How does *READ 180* help students prepare for state exams?

READ 180 curriculum continually provides skill and drill reinforcement through exercises and tests. Students receive automatic feedback enabling them to understand their mistakes. This type of practice will be helpful for local and state exams. Additionally, reporting and assessment tools provide teacher and school officials access to informative and detailed reports on student progress on an ongoing basis. They can easily identify areas of deficiency well before annual state exams, providing ample opportunity for further instruction in problem areas.

Instructional Model

What is the *READ 180* Instructional Model?

The *READ 180* Instructional Model is based on a 90-minute block of time. The class begins with 20 minutes in Whole-Group Instruction. During this time, the teacher follows key instructional routines for reading, vocabulary, and writing as outlined in the Teacher's Edition of the *rBook*. Next, students participate in three 20-minute rotations. These rotations are made up of independent reading time, where students choose Paperbacks or Audio-books to read; Small-Group Instruction, where teachers provide

individualized instruction and support and students work in their *rBooks*; and reading instruction via the *READ 180* Software, where students are offered intensive and individualized practice on the computer. The remaining 10 minutes are used for Whole-Group Wrap-up Time.

How do you select students for *READ 180*?

Over 100,000 students across the country from different grades, ethnicities, education levels, and learning abilities are making strides in their reading using *READ 180*. Selecting students into the program is based on the schools' needs and populations. However, Scholastic recommends that a school target their lower twenty-fifth percentile. For example, for districts using stanines, these would be your students with stanines of 1, 2, and 3.

What is the instructional purpose of the Audio-books?

Audio-books provide struggling readers access to grade level literature. Students are able to read materials that they would not normally be able to read without audio support. There are two voices on the Audio-books: a narrator who models fluent reading while the student follows along in his or her copy of the book, and a reading coach who interjects at certain points to model comprehension, vocabulary, and other meta-cognitive reading strategies.

When is writing addressed during the Instructional Model?

Writing instruction is explicitly covered in the two teacher-led rotations of the Instructional Model: Whole-Group and Small-Group Instruction. The *rBook* scaffolds instruction for struggling writers through research-based techniques, including the use of graphic organizers, sentence starters, and writing frames. Through consistent use of these scaffolds, students are guided to internalize common organizational structures and conventions of writing.

How is vocabulary addressed in *READ 180*?

Students are exposed to a comprehensive range of high-utility academic vocabulary, as well as words specific to the content areas. Students complete a variety of vocabulary-based activities in their *rBooks*. Ten high-frequency academic vocabulary words are introduced and used throughout each *rBook* Workshop. Students receive instruction in word study skills, such as learning about antonyms and synonyms. Word Challenge activities in the *rBook* relate Target Words to students' lives, promoting their application of word knowledge. Additionally, the Software contains a special section, called the Word Zone, where students receive systematic instruction in decoding and word recognition as they build automaticity. More than 6,000 words are defined and analyzed for study.

How is comprehension addressed/ taught in *READ 180*?

Comprehension skills begin with the Anchor Video, where students watch a motivating video to gain background information and develop a mental model. Then, during the Small- and Whole-Group Instruction, each *rBook* Workshop focuses on a separate comprehension skill. Each Workshop contains three readings on one topic, with each one building on common vocabulary and comprehension skills. At the end of each lesson, students are assessed on their understanding of comprehension skills.

In the Software, the *READ 180* adaptive algorithm matches students with reading passages with comprehension levels that are just right, and progresses them to slightly more difficult passages as their comprehension skills improve. Students can avail of the clickable definitions to confirm and correct their understanding of challenging vocabulary. At the end of each reading passage, students answer multiple-choice questions as a vocabulary and comprehension check, receiving immediate feedback about their answers. Research shows this carefully scaffold approach maximizes rapid improvement in comprehension skills.

How is fluency addressed & taught in *READ 180*?

During the Reading Zone section of the *READ 180* Software, students will repeatedly read one of four leveled passages with varying degrees of computer support. Students can read along with computer audio at self-selected speeds, either one word at a time or phrase by phrase.

Reporting and Assessment

What is SAM and what does it do for reporting and assessment?

The Scholastic Achievement Manager (SAM) is the dashboard for supporting data-driven instruction, AYP accountability requirements, and district-wide data aggregation for teachers, administrators, and technology coordinators. Within SAM, you can import and manage student information, drill down and navigate to information, and manage program settings and controls, such as turning on text captioning for a student or subset of students.

SAM's powerful reports provide educators with the information they need for guiding critical decisions. At the district level, administrators are able to monitor Adequate Yearly Progress and allocate resources appropriately. In the classroom, teachers use the reports to diagnose student needs and locate resources for addressing them. There are over sixty actionable reports in SAM, with some specifically designed for teachers and others exclusively for administrators.

Reports provide educators with the data they need to allocate resources and differentiate instruction effectively. Teachers can also link directly from reports to standards-aligned instructional resources.

How do I grade student performance?

The program offers ample opportunity to assess and grade students. The best way to grade is by using a combination of criteria including:

- Creating a participation sheet for each class in order to monitor students' participation and on-task performance at each station. For example, students can earn 10 points at each station per day.
- Evaluating students' writing assignments and reading strategies work, as well as Quick-Writes.
- Grading projects found in the *READ 180* Teacher's Resource Book.
- Checking reports on a weekly basis will allow for the Comprehension, Vocabulary, and Spelling scores to be fairly used as grades.