

 SCHOLASTIC
Professional
Paper

Before Reading Next: *READ 180*

An Alignment of *READ 180* and Reading Next

Full Report

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ENTERPRISE EDITION

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Before Reading Next: *READ 180*

An Alignment of *READ 180* and Reading Next

Introduction

Before the Carnegie Corporation commissioned Biancarosa and Snow to write *Reading Next: A Vision for Action and Research in Middle and High School Literacy*, there was *READ 180*, a comprehensive, research-based, intensive reading intervention program.

The purpose of this document is to show the high degree of alignment between *READ 180* and Reading Next. *READ 180* was created and updated using the same foundational research as Reading Next; therefore, it is aligned with the 15 critical elements of successful adolescent literacy programs identified in the document. In fact, *READ 180* goes beyond Reading Next by explicitly addressing decoding and spelling, fluency, vocabulary, comprehension, and critical thinking—components accepted as necessary in a reading program designed to develop confident and capable readers.

Reading Next and Adolescent Literacy

District leaders, school-based administrators, and teachers of middle and high school students readily acknowledge that many students arrive at these grades without the on-grade level literacy skills required to read and comprehend textbooks and to be successful on accountability measures. This lack of literacy development and practice in middle and high schools has heightened the concern among those who are responsible for growth in student achievement in Grades 5 and higher.

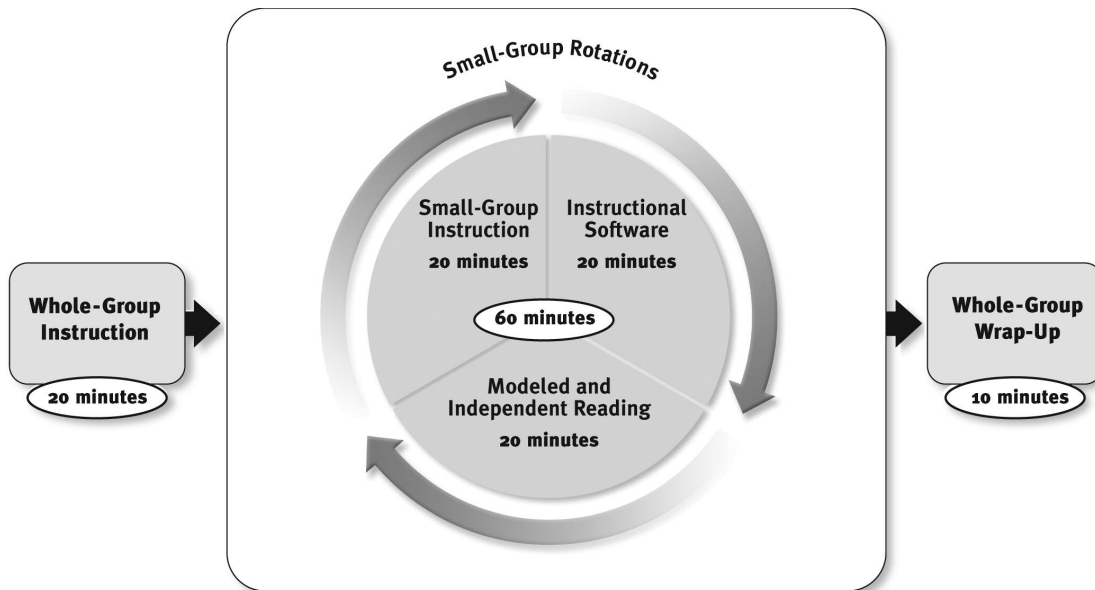
According to Reading Next, approximately eight million young people between fourth and twelfth grade struggle to read at grade level. Reading Next emphasizes that successful reading programs for older readers must incorporate approaches that meet the wide range of literacy needs for these readers. For example, many older readers read words accurately (decode), but have difficulty comprehending text. For other older struggling readers, the problem is that they do not read text with enough fluency to facilitate comprehension. Furthermore, many of these relevant readers require engagement and incentive to learn to read. Finally, the needs of English-language learners and students with special needs must be addressed (Biancarosa & Snow, 2004).

READ 180 Comprehensive Reading Intervention Program: Research Base and Instructional Model

READ 180 is a 90-minute a day intensive reading program designed to meet the needs of students whose reading achievement is below the proficient level. *READ 180* directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills and strategies.

The instructional software was created as a result of more than ten years of research by experts at Vanderbilt University. Through a collaborative research effort between Vanderbilt University and the Orange County Public School System in Florida, the *READ 180* prototype was used with thousands of students between 1993 and 1999. The research conclusively showed that when schools implement and follow the program's instructional model for one to two years, significant reading gains can be expected, more positive attitudes and behaviors develop, and overall higher school achievement is realized (Taylor, 2001).

The *READ 180* Instructional Model combines research-based reading practices with the effective use of technology, offering students an opportunity to achieve reading success through a combination of instructional, modeled, and independent reading components. The *READ 180* Instructional Model is designed to send a strong message that each individual is respected, supported, given choices, and can succeed.



READ 180 includes a Teaching System that equips and trains teachers to deliver effective reading, writing, and vocabulary instruction to struggling readers. Teachers receive a rich and engaging curriculum of skills instruction, point-of-use professional development, a variety of assessment tools, and reports that link to resources for differentiating instruction. The Teaching System makes it easy for teachers to address essential literacy skills while meeting individual needs.

- Teaching System: Among the numerous resources that come with *READ 180*, the *rBook* is the core component. In the *rBook* Teaching System, a print-based interactive worktext for Whole- and Small-Group Instruction, nine content-area Workshops focus on key reading and writing skills utilizing research-based instructional strategies and routines (Feldman, 2002; Feldman & Kinsella, 2004). These Workshops cover mostly content-area nonfiction, with a high percentage of science and social studies passages, as well as grade-appropriate, high-interest literature. Additional resources such as the *RDI* books (*Resources for Differentiated Instruction*), the Scholastic RED *Teacher Handbook*, and *rSkills Tests* provide lesson plans, instructional routines, professional development, and assessment.

READ 180 incorporates data-driven instruction that provides assessment and supports differentiation based on student performance. *READ 180* gives teachers and administrators the power to track and analyze student performance. A variety of instruments accurately assess students to identify their most urgent needs, enabling the teacher to adjust instruction accordingly. Additionally, *READ 180* Software continually adjusts the level of instruction based on student performance. Actionable reports and periodic checkpoints alert teachers to students' needs and direct them to resources for individualizing instruction.

- **Technology:** *READ 180* Software is “intelligent” software that collects data based on individual responses and adjusts instruction to meet each student’s needs. The research-based instructional sequence offers students continuous support and immediate feedback at every level. This feedback is matter of fact, personal, and encouraging, allowing students to practice at their level without embarrassment. In addition, the Scholastic Achievement Manager (SAM) makes all student data available to teachers and administrators through individual and group reports.
- **English-Language Learners:** The *READ 180* Topic Software provides support in Spanish, Cantonese, Vietnamese, Hmong, and Haitian Creole through definitions of key vocabulary words, translations, and decoding tips. In addition, English-language learners benefit from multicultural content that makes the program relevant to students from diverse backgrounds. Oral language development and strategies for English-language learners are integrated into the teaching materials. Finally, *READ 180* Software provides text captioning, repeated oral practice, and videos, which build background knowledge and help students develop mental models.
- **Special Education:** Special education students benefit from universal design features that enable students with certain physical disabilities to access the text; the multimodal curriculum, adaptive software, Small-Group Instruction, and the high-interest materials in the Instructional Model have been shown to have a positive impact on special education students’ development (Rose & Meyer, 2002).

Key Elements in Programs that Improve Adolescent Literacy

Reading Next identifies 15 elements that appear in programs designed to improve adolescent literacy achievement. These elements are divided into two sections: Nine instructional improvements and six infrastructure improvements. This section identifies each element, provides a research brief to explain the element, and then discusses how *READ 180* incorporates each element.

The *READ 180* 90-minute Instructional Model includes the following components:

- 20-minute Whole-Group Instruction
- Three 20-minute rotations:
 - Small-Group Direct Instruction
 - *READ 180* Instructional Software: provides intensive, individualized skills practice
 - Independent reading on high-interest Audiobooks and leveled Paperbacks
- 10-minute Whole-Group Wrap-Up

Since incorporation of the elements is described based on each component of the *READ 180* Instructional Model, from time to time the reader may want to refer to the *READ 180* Instructional Model on page 2.

Reading Next Instructional Elements for Improving Adolescent Literacy

Reading Next Element 1: Direct, Explicit Comprehension Instruction

Research Brief

The National Institute of Child Health and Human Development states that direct, explicit instruction of specific comprehension strategies such as summarizing, identifying text structure and visual clues, calling on prior knowledge, and using graphic organizers improves students' reading comprehension (NICHD, 2000; Pressley, 2002). In addition, studies have shown that in order to make sense of text, students must have some degree of prior knowledge about the topic. Pre-reading strategies, such as building background and explicit vocabulary instruction, are important in helping students who know little or nothing about a topic (Irvin, 1998).

READ 180: Direct, Explicit Comprehension Instruction

READ 180 Teacher-Led Whole-Group Instruction

During the first 20 minutes of the *READ 180* day, teachers use Workshops in the *rBook* to teach reading skills and strategies, vocabulary and word study, and writing and grammar.

At the start of each Workshop in the *rBook*, students view and discuss an Anchor Video to build background knowledge before reading and to preview content. *rBook* Workshops present text structured according to the principles of narrow reading. Multiple readings of text on overlapping topics build background knowledge on the topic and give students recurring exposure to vocabulary and high-utility academic words to maximize student comprehension.

The *rBook Teacher's Edition* guides the teacher in presenting intensive, systematic, and explicit instruction in essential comprehension skills and strategies. Comprehension instruction in the *rBook* includes direct instruction, modeling, and practice using graphic organizers, Anchor Videos that reinforce key background information and concepts, and structured engagement techniques. Skills instruction follows a gradual release model, where teachers teach and model skills using direct instruction, allow students to practice skills under teacher direction, and then have students apply skills and move toward independence.

The *rBook Teacher's Edition* offers step-by-step procedures for research-based instructional routines and skill instruction such as modeled reading, oral cloze, questioning strategies, and responding to text. Teachers also use structured participation strategies, such as Think (Write)-Pair-Share, to discuss Workshop concepts with students and promote active engagement of each student. Explanations of the research concepts behind these strategies are included in RED Professional Development pages throughout the *rBook*.

- **Active Engagement:** *READ 180* instructional tasks are clearly defined. Modeled responses and/or written response starters scaffold students' answers. Routines, such as Think (Write)-Pair-Share, give students time to think and rehearse responses with a partner. Other instructional routines keep students actively involved in lessons. For example, during Oral Cloze, the teacher models fluent reading while students follow the text and chime in when the teacher pauses. In an Idea Wave, students share ideas in response to a focused question or task.

***READ 180* Teacher-Led Small-Group Instruction**

Comprehension skill and strategy instruction, and writing are the focus of Small-Group Instruction. In Small Group, about five students work on specific skills with the teacher. The Small-Group allows teachers to give students individualized support and instruction.

Teachers use data collected in the *rSkills* assessment tests and software reports to identify individual students' strengths and weaknesses, and differentiate instruction with smaller groups of students. Teachers use *Resources for Differentiated Instruction (RDI)* lessons, text, and practice materials that address students' assessed learning needs. Comprehension materials include scaffolded instruction on key comprehension skills, including basic skills such as main idea and summary, metacognitive strategies, literacy skills, and study skills to meet assessed needs and to align with state standards. During Small-Group time, teachers check for comprehension, practice fluency, and work on grammar and writing.

***READ 180* Instructional Software**

READ 180 Topic Software engages students in individualized and adjusted instruction, developing skills in decoding, fluency, vocabulary, comprehension, and spelling. Students work on these areas through four "Zones": Reading Zone, Word Zone, Spelling Zone, and, after demonstrating mastery of all words in a passage, the Success Zone.

The software adjusts the level of the text students will read according to the student's performance in these activities. The end result is fluent reading and comprehension of the target passage.

***READ 180* Modeled and Independent Reading**

In Modeled and Independent Reading, students practice fluency and reading comprehension skills through reading *READ 180* Audiobooks and leveled Paperbacks. Students use Audiobooks to hear modeled fluent reading as they track the text. The Audiobooks have a virtual Reading Coach who steps in to model comprehension, vocabulary, and self-monitoring strategies. Students use their Lexile scores (determined by the Scholastic Reading Inventory) and areas of interest to identify titles in the *READ 180* Paperbacks that they can successfully read independently. Finally, Teaching Resources guides include direct comprehension support for the Paperbacks and Audiobooks.

Whole-Group Wrap-Up

Each *READ 180* session ends with a 10-minute Wrap-Up. During this time, teachers summarize and review skills with the whole class. Finally, the teacher checks for comprehension, clarifying and reinforcing as necessary.

Reading Next Element 2: Effective Instructional Principles Embedded in Content

Research Brief

“Clearly, these students need a sophisticated array of literacy skills in order to succeed in subject matter courses. But because of the shortage of time available to them to learn the skills and strategies that should have been mastered earlier in their school careers, at-risk students struggle in their content classes, and, if they stay in school, earn barely passing grades” (Deshler, Schumaker, & Woodruff, 2004, pp. 87–88). Older readers who struggle with the mastery of subject matter often do so because of a deficiency in foundational literacy skills (Deshler, Schumaker, & Woodruff, 2004). Deshler, Schumaker, & Woodruff recommend that adolescents with literacy problems receive specialized, intensive instruction from someone other than the subject matter teacher. In addition, the research clearly shows that in order to succeed in the content-area classroom, students must learn the academic language found in textbooks and the classroom, as it is responsible for carrying much of the content and meaning in nonfiction and content-area text (NICHD, 2000).

READ 180: Effective instructional principles embedded in content

READ 180 not only has the tools to effectively provide this necessary reading instruction outside the content-area classroom for these struggling adolescent readers, but also provides scaffolded instruction in academic language throughout the model.

READ 180 Teacher-Led Whole-Group Instruction

Teachers use a research-based vocabulary routine (RED Routine 1: Teaching Vocabulary) to systematically teach and review high-utility academic words that will appear recursively throughout the *rBook* reading passages. Students rate their knowledge of target words and fill in a chart with definitions and sentences using the target words. Each Workshop has Word Challenge and Writing activities in which students review and use target words in both discussion and writing. Students also practice word study and word analysis skills, such as affixes, word families, and verb endings.

READ 180 Teacher-Led Small-Group Instruction

Direct instruction in content-area and academic vocabulary follows a consistent routine: pronounce, explain the meaning, and provide examples. Then, students discuss the words to deepen understanding by relating the vocabulary to their own lives. Finally, students review the new vocabulary by using those words to complete sentences.

Teachers also use *Resources for Differentiated Instruction (RDI)* lessons, text, and practice materials that address students’ assessed learning needs. Materials useful to content-area comprehension include supplemental lessons on identifying point of view, author’s purpose, evaluating sources and evidence, fact vs. opinion, and how to read content-area text, poetry, drama, instructions, graphs, maps, and electronic text.

READ 180 Instructional Software

The *READ 180* Software videos provide the context necessary to help students understand new vocabulary words and academic language by presenting salient images and building mental models. Related passages then reinforce vocabulary through skills-instruction and practice activities. All of the passages in the Instructional Software are content-area, nonfiction text.

After watching the engaging video, students enter the Reading Zone. They read a leveled passage based on the video. Students can click on the highlighted Power Words in the text to learn more about the targeted vocabulary through definitions, context sentences, and pronunciation assistance. Highlighted words include both content-specific and academic vocabulary.

***READ 180* Modeled and Independent Reading**

- The Audiobook Reading Coach models vocabulary strategies and builds background knowledge to deepen understanding of word meanings.
- Paperbacks, along with the Audiobooks, *rBook*, and Topic Software passages, provide the multiple encounters students need to expand their vocabularies.
- About 40 percent of the Paperbacks and Audiobooks are nonfiction content.

Reading Next Element 3: Motivation and Self-Directed Learning

Research Brief

Adolescents have unique developmental needs related to motivation to read. These include exploration of their interests, competence and achievement, and diversity of experiences (Wilson, 2004). “These developmental needs related to motivation are critical, because competency in reading is necessary but insufficient by itself to engender better academic performance. Students need to be self-regulating not only to become more successful academically, but also to be able to employ their skills flexibly long after they leave school” (Biancarosa & Snow, 2004, p. 16).

READ 180: Motivation and Self-Directed Learning

Throughout the Instructional Model, *READ 180* directly addresses the problems of students caught in a cycle of failure by providing them with many opportunities to experience success (competence and achievement) with reading, discover the relevance of reading to their lives (explore interests with diverse texts), and discuss what they read with their teacher and peers, furthering their feelings of competence.

One factor that affects motivation is known as attainment value (Guthrie & Wigfield, 1997). Students will not recognize reading as an important aspect of their lives unless they perceive success in reading to be attainable. *READ 180* demonstrates the attainment value of reading with students in a variety of ways that ensure their success with reading.

***READ 180* Teacher-Led Whole-Group Instruction: Scaffolded Instruction**

READ 180 Workshops use the Gradual-Release model for comprehension instruction. In each Workshop, instruction occurs in three phases:

- Phase 1, the teacher provides direct explanation, instruction, and skill modeling.
- Phase 2, the teacher directs the students’ practice of skills.
- Phase 3, students begin to apply these skills on their own and move toward independence, taking responsibility for transferring the skills to new tasks.

***READ 180* Teacher-Led Whole-Group and Small-Group Instruction; Instructional Software, Modeled and Independent Reading: Modeled Instruction**

READ 180 includes modeled instruction to demonstrate the skills and habits of successful readers. The Audiobooks include Narrators who model fluent reading as students follow the text, as well as Reading Coaches who model comprehension, vocabulary, and self-monitoring strategies. In addition, Anchor Videos and Topic CD videos provide background information and pique interest before students read text. The dynamic, visual, and spatial format of these videos help students with little knowledge of a topic to form vivid mental models of what they are about to read, placing the student that much closer to successfully reading passages on their own.

***READ 180* Teacher-Led Small-Group Instruction, Instructional Software: Differentiated Instruction**

The Instructional Software utilizes adaptive technology, collecting data based on individual responses and adjusting instruction to meet each student’s needs. Students receive continuous support and immediate feedback at every level. All feedback is private, nonjudgmental, and supportive, allowing students to practice at the level they need without embarrassment.

***READ 180* Teacher-Led Whole-Group and Small-Group Instruction, Modeled and Independent Reading: High-Interest Text**

Another important factor to motivating the older struggling reader is availability of high-interest, age-appropriate content. Text must be compelling enough that both teachers and students want to discuss the content, and substantial enough to warrant revisiting (Hirsch, 2003). In addition, the perceived utility value of reading also affects motivation. As in all endeavors, the usefulness of the reading activity influences the investment the reader makes (Guthrie & Wigfield, 1997). When students recognize that one of the benefits of reading includes helping them understand and simply function in the world they live in, their motivation to read will increase.

READ 180 supplies high-interest, age-appropriate texts at every point in the model, including the fiction and nonfiction selections in the *rBook*, the Topic CD videos and passages, and the Audiobooks and leveled Paperbacks. Most important is that the student selects the book of his or her interest to read. Choice is a powerful motivator for adolescents.

The *rBook* also contains sections in each Workshop on functional literacy. For example, in “Real World Connections,” students make connections between Workshop concepts, careers, and technical documents. Students explore interesting careers related to Workshop content, practice reading workplace documents in a variety of formats, and connect functional documents to specific careers and to their own lives.

- Students practice reading for information as they learn about the duties, skills, and education needed for specific jobs.
- Students support and explain their answers, using sentence starters, which scaffold them as they respond to reading.

***READ 180* Increases Positive Reading Attitudes: Evidence from a Study of *READ 180* in Department of Defense Education Activity Schools**

Evidence of *READ 180*'s efficacy at motivating students was demonstrated in a study of *READ 180* in schools overseen by the U.S. Department of Defense. A survey of middle school students who completed one year of *READ 180* indicated that students exhibited improved reading confidence and increased their interest in reading while using *READ 180*. Before *READ 180*, 88 percent of the students indicated negative attitudes toward reading, including a dislike of reading, a negative feeling such as embarrassment about their reading skills, or feeling “stupid” because of a lack of reading skill. After *READ 180*, the number of students with negative attitudes toward reading dropped to 8 percent, with 92 percent of the students indicating a positive attitude toward reading or positive self-esteem as a reader after participating in *READ 180*, such as: “I feel like I can read more on my own time and have fun,” and “I love to read now because I know I can do it” (Goin, Hasselbring, & McAfee, 2004).

In addition, these students were also surveyed on their self-perception of reading and academic progress. 95 percent of the students made general statements indicating they thought their overall reading had improved. 53 percent of the students indicated improvement in a specific skill area with responses such as, “I went from slow reading to fast reading”; and 45 percent of students indicated they thought their participation in the *READ 180* program helped them in their other classes, or with their grades.

Reading Next Element 4: Text-Based Collaborative Learning

Research Brief

Collaborative learning gives students the opportunity to actively engage in discussion about a topic, and take responsibility for their own learning—which increases their critical thinking skills (Totten, Sills, Digby, & Russ, 1991). The quality of student responses improves significantly when they have time to prepare (Feldman, 2002). In addition, the research shows that cognitive growth occurs through social interaction.

READ 180: Collaborative Learning

READ 180 rBook Teacher's Edition provides strategies for structured support of collaborative learning during Whole-Group and Small-Group Instruction. By using the *rBook* and instructional RED routines, students experience collaborative learning that is easy for teachers to manage.

READ 180 Teacher-Led Whole-Group and Small-Group Instruction

The *rBook* provides several instruction scaffolds around collaborative learning during Whole-Group and Small-Group Instruction.

- “React” questions promote critical thinking, speaking, and listening as students respond to issues-based questions. Open-ended questions help struggling readers gain confidence and learn that their opinions are valued.
- Teachers use collaborative strategies such as:
 - Think (Write)-Pair-Share (RED routine): a low-risk partnering strategy where pairs of students first think and write responses independently, discuss their ideas with partners, and then share their ideas with the group. This routine increases the quality of student responses by allowing time to digest a question or task and prepare before answering.
 - Repeated Timed Reading (*RDI*): the teacher guides students through an exercise where one partner charts the number of words the other partner reads correctly in one minute.
- Vocabulary instruction routines begin with students rating their knowledge of the word according to how well they know and can use the word, and a discussion of what they know about it. The teacher explains the definition and gives examples of its use; then students discuss the meaning to deepen understanding.
 - Targeting the word *fierce*, students rate their knowledge of the word. After the teacher provides a definition for the word and examples of its use, students discuss the question, how can you tell if an animal is fierce?
- Writing instruction includes peer editing, where students assess each other’s writing and learn how to make revisions.

Reading Next Element 5: Strategic Tutoring

Research Brief

“Older struggling readers need intense, individualized instruction. This instructional need will vary from the students who struggle with decoding and fluency, to those students requiring focused help in other areas like vocabulary and comprehension. Instruction should be differentiated to allow all students access to content curriculum” (Biancarosa & Snow, 2004, p. 18). The use of strategic tutoring, i.e., teaching students learning strategies via assessing students’ strategies and constructing, teaching, and transferring strategies for independent applications, is key to helping at-risk students become independent, successful learners (Hock, Deshler, & Schumaker, 2000).

READ 180: Strategic Tutoring

In the *READ 180* program, the *rBook*, *READ 180* reports, instructional software, and Audiobooks provide teachers with the necessary tools to provide differentiated instruction and teach reading strategies effectively. *READ 180* skills and strategies instruction is built on research-based best practices, and the *READ 180* Instructional Model provides a structure, along with a rich set of instructional materials, to maximize their effectiveness.

READ 180 Whole-Group Instruction: Explicit Instruction, Think Alouds, and Modeling

Skills and strategies are closely related—the key difference between them lies in the way in which the reader uses them. A skill becomes a strategy when the reader can use it independently, understand how it works, and know how to apply it when appropriate.

The *rBook Teacher’s Edition* presents strategic reading instruction following a gradual-release model, beginning with explicit comprehension instruction and moving to guided practice and independent application. Students receive direct instruction with scaffolded practice so that they are able to strategically and independently apply skills like main idea and details, sequence of events, and compare and contrast. Each *rBook Teacher’s Edition* lesson includes Coaching Notes that consistently model and explain metacognitive strategies like clarify, ask questions, make inferences, summarize and make connections, and demonstrate how to apply them as needed to help build meaning from text.

READ 180 Small-Group Instruction: Differentiated Instruction and Continuous, Corrective Feedback

READ 180’s Instructional Model includes daily Small-Group Direct Instruction, providing optimum conditions for the teacher to focus on individuals, and to provide immediate, individualized feedback. Through the Scholastic Achievement Manager (SAM), teachers have a wide variety of assessments and reports to identify students’ strengths and weaknesses. Teachers use the data to group students for differentiated instruction and to target individual skills instruction.

Periodically during Small-Group Instruction, the *READ 180* teacher reinforces or reteaches the use of comprehension strategies. *Resources for Differentiated Instruction (RDI)*, Book 1, includes comprehension lesson plans that include direct instruction, followed by teacher-led practice, and then student application. In each lesson, the amount of teacher support may be tailored to students’ needs and reduced incrementally, gradually leading students to mastery.

***READ 180* Instructional Software: Differentiated Instruction and Continuous, Corrective Feedback**

READ 180 Instructional Software differentiates instruction based on assessed needs, using adaptive technology to provide differentiated reading, spelling, and vocabulary instruction. The software collects data based on individual responses and adjusts instruction to the student's skill level, providing individual tutoring with immediate corrective feedback and reteaching. In addition, the software informs students of their errors, models the correct response, and provides a wealth of additional opportunities for practice.

The software utilizes recall training and repetition drills based on the FASTT (Fluency and Automaticity through Systematic Teaching with Technology) model, developed by Ted Hasselbring and the Cognition and Technology Group at Vanderbilt University, which enhances transfer into long-term memory. At every reading level, students not only receive continuous support and immediate feedback, but also adjustable speed for modeled reading of passages, language support for non-native English speakers, closed captioning of video narration, alternate color schemes, and button rollover to display text labels and hear prompts.

***READ 180* Modeled and Independent Reading: Think Alouds and Modeling; Practice and Application**

In the *READ 180* Audiobooks, a Reading Coach steps in during narration to model the strategies and habits of good readers, such as self-questioning, making predictions, using prior knowledge, and consciously deciding to adopt strategies that build comprehension. While this tutoring is not differentiated for each student, it is embedded into each of the Audiobooks to not only give access to on-grade level text, but to teach reading through modeling and explanation.

Continued practice promotes the internalization of the strategy and moves the student towards independence. During Independent Reading Practice, the *READ 180* Audiobook and Paperback libraries provide students with daily practice in applying reading strategies to motivating reading selections. QuickWrites, discussion questions, and comprehension activities encourage students to apply strategies consciously and promote student accountability.

Reading Next Element 6: Diverse Texts

Research Brief

“The goals of teachers are to meet all students at their starting points and to move each one along a continuum of growth as far and as quickly as possible” (Tomlinson and Kalbfleisch, 1998, p.18). “Whether teaching reading and writing or a subject area, teachers need to find texts at a wide range of difficulty levels. Too often students become frustrated because they are forced to read books that are simply too difficult for them to decode and comprehend simultaneously... Texts must be below students’ frustration level, but must also be interesting; that is, they should be high interest and low readability. Given the wide range of reading and writing abilities present in almost any middle or high school classroom, this means having books available from a wide range of levels on the same topic” (Biancarosa & Snow, 2004, p.18; Ainley, Hidi, & Berndorff, 2002; Cordova & Lepper, 1996; Morrow, 1992; O’Connor et al., 2002; Schiefele, 1999; Schraw, Bruning, & Svoboda, 1995; Worthy, Moorman, & Turner, 1999).

READ 180: Diverse Texts

READ 180 presents students with diverse, engaging, age-appropriate text. *rBook* and *READ 180* Topic CD reading passages provide motivating, multicultural text with scaffolds for successful comprehension. The *READ 180* Paperbacks are leveled and age-appropriate so that students can choose to read books at their individual Lexile® level on topics interesting to them. *READ 180* Audiobooks provide access to on-grade level classics, nonfiction, and other genres with the support of a Narrator and Reading Coach.

Topics in the *READ 180* materials reflect what students want to and can read:

- Genres: Classic literature, contemporary fiction and nonfiction, plays, poetry, graphic classics, historical fiction, biography, suspense
- Content-Area Reading: Social studies, science, social sciences, contemporary social issues
- Engaging Topics: Careers, advice, music, heroes, relationships, health, family

Reading Next Element 7: Intensive Writing

Research Brief

“Research supports the idea that writing instruction also improves reading comprehension. Many of the skills involved in writing, such as grammar and spelling, reinforce reading skills. Effective interventions will help middle and high school students develop vocabulary so they read like writers and write like readers. Students need instruction in the writing process, but they especially need that instruction to be connected to the kinds of writing tasks they will have to perform well in high school and beyond. Attention therefore should be given not only to increasing the amount of writing instruction students receive and the amount of writing they do, but also to increasing the quality of writing instruction and assignments” (Biancarosa & Snow, 2004, p. 19; Bangert-Drowns, Hurley, & Wilkinson, 2004; Davis, Rooze, & Runnels, 1992; Klein, 2000; Konopak, Martin, & Martin, 1990; Newell & Winograd, 1995; Schumaker & Deshler, 2003; Warwick, Stephenson, & Webster, 2003). According to Graham & Harris (1977), struggling writers often produce small amounts of writing while paying little attention to planning and process.

READ 180: Intensive Writing

Writing in *READ 180* is highly scaffolded, guiding struggling writers to master key types of writing and utilize target vocabulary words, helping prepare them for standardized tests. Writing instruction is presented in the service of reading, building on reading instruction and developing writing skills through writing models and assignments linked to the readings’ topics and structure. The *READ 180* Writing Process gives students a framework to develop and organize their ideas with the necessary guidance and support. Throughout the Writing Process, the teacher models each step, providing the structures, scaffolds, and support needed. With practice, students begin to internalize the steps of the Writing Process and use a strategic plan for writing, thus increasing their comfort with writing and building their writing independence.

READ 180 Whole-Group Instruction

The *rBook* integrates instruction in grammar, usage, and mechanics within the context of writing in response to readings. Writing and grammar instruction are connected to readings through content, vocabulary, and text structure.

The *rBook* offers carefully scaffolded instruction that introduces students to the four major types of writing: narrative, descriptive, expository, and persuasive. Targeted grammar instruction teaches grammar in the context of writing, while focusing on common errors and using concrete tasks. The *rBook* also includes direct instruction in functional writing and literary response.

Scaffolds included in *rBook* Workshops include:

- Analysis of student writing models and writing prompts.
- Graphic organizers to generate ideas and word lists, including recently learned Target Words and academic vocabulary.
- Grammar practice focusing on common, global errors.
- Sentence starters for prewriting organization.
- Writing frames that guide composition of a first draft.
- Self, peer, and teacher feedback for editing and revisions.

Writing is assessed through multiple avenues, including curriculum-embedded *rSkills Tests* and rubrics for self, peer, and teacher assessment. Writing assessments are also linked to materials for additional instruction.

Additional writing practice is available through *Resources for Differentiated Instruction (RDI)*, *Teaching Resources (QuickWrites)*, and electronically through the Scholastic Achievement Manager (SAM).

Reading Next Element 8: A Technology Component

Research Brief

“Technology profoundly affects the learning and teaching of literacy, as well as the nature of literacy itself” (Teale, Leu, Labbo, & Kinzer, 2002). “Technology is both a facilitator of literacy and a medium of literacy. Effective adolescent literacy programs therefore should use technology as both an instructional tool and an instructional topic. As a tool, technology can help teachers provide needed supports for struggling readers, including instructional reinforcement and opportunities for guided practice. For example, there are computer programs that help students improve decoding, spelling, fluency, and vocabulary, and more programs are quickly being developed to address comprehension and writing. As a topic, technology is changing the reading and writing demands of modern society. Reading and writing in the fast-paced, networked world require new skills unimaginable a decade ago” (Biancarosa & Snow, 2004, p. 19; Bangert-Drowns, Kulik, & Kulik, 1985; Kamil, Intrator, & Kim, 2000; Kulik, 1994; Kulik & Kulik, 1991; Murphy et al., 2002; NICHD, 2000; Samson, Niemiec, Weinstein, & Walberg, 1986).

READ 180: Technology Component

READ 180 Teacher-Led Whole-Group and Small-Group Instruction

rBook Workshops are introduced by Anchor Videos that help students build background and activate prior knowledge so they can build mental models from text. These video stories engage and motivate students with real-life accounts of people and events that illustrate key Workshop concepts, and introduce vocabulary.

READ 180 Instructional Software

Recognizing that older struggling students have a wide range of both talents and deficits, Dr. Hasselbring and his colleagues turned to technology as a means of providing assessment-driven individualized instruction as they developed the original prototype of the *READ 180* Software. Computers promote practice in a motivating and carefully monitored environment (Hasselbring, Goin, & Bransford, 1988). The *READ 180* Software utilizes adaptive technology, with its unique capacity to provide individualized skills practice to increase reading automaticity and fluency (Jones, Torgeson, & Sexton, 1987; Roth & Beck, 1987).

Instructional Technology

Research suggests that new skills are more likely to become part of long-term memory when they are practiced systematically along with automatic skills (Torgeson, 1985). *READ 180*'s “expanded recall” model requires students to retrieve the new skill over longer periods of time until it becomes part of their long-term memory. *READ 180* Topic CDs consist of carefully planned sequences of student activities that provide individualized skills instruction and practice. While using the software, students receive error-based feedback from Ty, the motivational program host, and can view reports of their progress after completing each learning zone.

- In the Word Zone, the Software helps students by:
 - Assessing which words are read with automaticity and which need further study.
 - Measuring and adjusting the pace at which words are identified and reporting on progress.
 - Individualizing activities to focus on the words students need to practice.
 - Choosing up to five Study Words at a time, to avoid overloading working memory.
 - Reviewing previously mastered Study Words to build expanded recall.
- Assessment:
 - The Scholastic Achievement Manager (SAM) and *rSkills Tests* collect and report detailed data on student performance and progress in fluency, word study, comprehension, and spelling. Teachers use the reports to monitor students' progress and target skills for reteaching.

Assessment Technology

Data gathered through assessments is vital to an effective reading program, as it ensures that students are on pace to reach mastery targets (Biancarosa & Snow, 2004). Adaptive technology can monitor progress and allow students and teachers to see reading skills build incrementally. The Scholastic Achievement Manager (SAM) allows teachers and administrators to access reports that provide information for each individual student as well as those that summarize across groups, classes, and even the whole school or district. In addition to collecting students' data, SAM also links teachers to appropriate electronic resources for further instruction and practice, and connects *READ 180* instruction to state standards.

- *READ 180* reports provide overviews of Lexile scores, performance summaries of comprehension, vocabulary, and spelling, and suggested ability groupings for the entire class.

***READ 180* Technology and Special Education**

READ 180 provides features that will accelerate the reading achievement of special education students.

- Access to universal design features that enable students with certain physical disabilities to access the text.
- The multimodal curriculum ensures that all students, regardless of learning style preference, are able to benefit.
- Adaptive software allows students to move at their own pace and receive individualized instruction.
- High-interest passages in the software keep students motivated and engaged.

***READ 180* Technology and English-Language Learners**

READ 180 Software provides English-language learners with the support tools they need for active involvement. The *READ 180* Topic Software includes features and scaffolds that are specifically designed for English-language learners to provide support in their first language.

- Video Translation: Students will hear a short, one- or two-sentence preview of the video in their first language (Cantonese, Hmong, Vietnamese, Haitian Creole, Spanish). This preview helps students understand the Topic Software video content.
- Vocabulary Word Translation: Students hear translations of passage vocabulary words highlighted within Reading Zone passages. This translation of key words helps students make important connections between new vocabulary and words they know in their first language.
- Spanish Pronunciation Tips: Students hear explanations of commonly confused sounds and receive helpful pronunciation suggestions in Spanish. These pronunciation tips help Spanish-speaking students decode and recognize English sounds.
- Demographic Reporting: Data is presented through SAM reports, according to demographics so that teachers can disaggregate and analyze the progress of students with limited-English proficiency.
- Translation of the host's directions and key words into five languages, including Spanish, Cantonese, Hmong, Haitian Creole, and Vietnamese.

Additional software features that are designed for all learners also provide further support for English-language learners and special education students:

- **Text Captioning:** Students see and read along with captions for the video narration. Text captioning improves students' word recognition and understanding by enabling them to see and hear the language at the same time.
- **Button Rollover:** Students see text labels and hear audio prompts when using Software buttons. When button rollover is activated, students hear the buttons' text label read aloud, helping them navigate within the Software.
- **Reading Speed:** Students hear a Reading Zone passage read word-by-word or phrase-by-phrase at a speed, from 1 (slowest) to 5 (fastest), chosen by the teacher. The adjustable practice speed allows for progressive levels of reading support for English-language learners, depending on their need.

***READ 180* Modeled and Independent Reading**

Reading Counts! electronic book quizzes assist students in selecting titles for independent reading according to their reading level and interests. The *Reading Counts!* quizzes provide a way for students to check their comprehension and for teachers to assess student progress. Student reading progress data can be reported by school, class, group, and student.

In addition, all Audiobooks are provided in CD format.

Reading Next Element 9: Ongoing Formative Assessment of Students

Research Brief

“The best instructional improvements are informed by ongoing assessment of student strengths and needs. Such assessments are often, but not exclusively, informal and frequently occur on a daily basis, and therefore are not necessarily suited to the summative task of accountability reporting systems. Data should be cataloged on a computer system that would allow teachers, administrators, and evaluators to inspect students’ progress individually and by class. These formative assessments are specifically designed to inform instruction on a very frequent basis so that adjustments in instruction can be made to ensure that students are on pace to reach mastery targets” (Biancarosa & Snow, 2004, p. 19; Black & Wiliam, 1998a; “Inside the Black Box,” 1998b; Boston, 2002; Calhoon & Fuchs, 2003; Eubanks & Levine, 1983; Fuchs & Fuchs, 1986; Fuchs, Deno, & Mirkin, 1984; Fuchs, Fuchs, & Hamlett, 1989; Fuchs, Fuchs, Hamlett, Phillips, & Bentz, 1994; Wiliam & Black, 1996).

READ 180: Ongoing Formative Assessment of students

READ 180 Teacher-Led Whole-Group and Small-Group Instruction

Formative assessment in *READ 180* includes *rSkills Tests*, curriculum-based tests that assess the students’ progress in skills in comprehension, vocabulary and word study, writing and grammar taught in the *rBook Workshops*. The *rSkills Tests* are administered at designated periods during the Workshop. Teachers use data from *rSkills Tests* to identify skills where students need more support and to differentiate instruction. The *rBook* links useful resources in the RDI books for targeting instruction with these students.

READ 180 Instructional Software

In the *READ 180* Software, ongoing diagnostic assessment provides students with instant feedback on their comprehension, word recognition, spelling, and fluency to help them stay motivated and set goals. On-screen reports show students where they are, the progress they have made, and how much they have left to complete, and in which areas they should spend more time. Further, continuous diagnostic assessments reported through SAM inform teachers that students are working at the appropriate level, staying on task, and are suitably challenged.

In addition, the Scholastic Reading Inventory (SRI), a computer-adaptive assessment taken three to four times during the *READ 180* program, measures students’ reading comprehension and automatically places them in the appropriate *READ 180* Software level using the Lexile Framework. The SRI also allows teachers to adjust instruction and regroup students according to changing skill levels.

SRI results are used to:

- Identify students’ reading levels.
- Provide targeted instruction for individuals and groups in specific skills.
- Match students to texts.
- Measure each student’s reading progress over time.
- Evaluate students’ progress toward grade-level proficiency.

READ 180 Modeled and Independent Reading

Scholastic Reading Counts! electronic book quizzes and related reports monitor student progress and success with independent reading.

Reading Next Infrastructure Elements for Improving Adolescent Literacy

Reading Next Element 10: Extended Time for Literacy

Research Brief

While the above-mentioned elements are important in effecting change in literacy learning, the effect may be limited if instruction is less than one hour per day. Biancarosa and Snow (2004) strongly argue the need for two to four hours of literacy-connected learning daily. This time is to be spent with texts and a focus on reading and writing effectively across all content areas. “Although some of this time should be spent with a language arts teacher, instruction in science, history, and other subject areas qualify as fulfilling the requirements of this element if the instruction is text centered and informed by instructional principles designed to convey content and also to practice and improve literacy skills. To leverage time for increased interaction with texts across subject areas, teachers reconceptualize their understanding of what it means to teach in a subject area. In other words, teachers need to realize they are not just teaching content knowledge but also ways of reading and writing specific to a subject area. This reconceptualization, in turn, will require rearticulation of standards and revision of pre-service training” (Biancarosa & Snow, 2004, p. 20; Gettinger, 1984; Gettinger, 1985; Guthrie, Schafer, & Huang, 2001; Kane, 1994; National Education Commission on Time and Learning, 1994; Rosenshine, 1978; Rosenshine & Stevens, 1984).

National Association of Secondary School Principals (2005) echoes the need for extended time for literacy learning. “An extended period of time (90–100) minutes for language arts within a block or flexible schedule is essential to meet the challenges of increased literacy” (p. 10).

READ 180: Extended Time for Literacy

Adolescents who read below grade level need extended time in intensive intervention in addition to the time in literacy-related content reading and writing that they will encounter throughout the school day. Extended time in intensive reading intervention assists in closing the gap between below grade-level readers and those reading on grade level. Recognizing this need for extended time for literacy intervention instruction, the *READ 180* Instructional Model is a 90-minute, five-days-a-week reading block. As described in the introduction (see Instructional Model on page 2), it begins with 20 minutes of Whole-Group Instruction, and ends with a 10-minute Whole-Group Wrap-Up. In between whole-group meetings, students break into three small groups that rotate among three stations. Groups spend 20 minutes in each rotation:

- In the *READ 180* Software, students work independently and at their own pace on computer.
- Students work with the teacher in Small-Group Direct Instruction.
- Students use Audiobooks and leveled *READ 180* Paperbacks for modeled and independent reading. Students track the text as the Audiobook’s narrator models fluency and the reading coach models comprehension, vocabulary, and self-monitoring strategies.

Reading Next Element 11: Professional Development

Research Brief

Biancarosa and Snow (2004) suggest that professional development does not refer to the typical onetime Workshop, or even a short-term series of Workshops, but to ongoing, long-term professional development, which is more likely to promote lasting, positive changes in teacher knowledge and practice. “The development effort should also be systemic, not only including classroom teachers, but also literacy coaches, resource room personnel, librarians, and administrators. Effective professional development will use data from research studies of adult learning and the conditions needed to effect sustained change. Professional development opportunities should be built into the regular school schedule, with consistent opportunities to learn about new research and practices as well as opportunities to implement and reflect upon new ideas. Effective professional development will help school personnel create and maintain indefinitely a team-oriented approach to improving the instruction and institutional structures that promote better adolescent literacy” (p. 20) (Birman, Desimone, Porter, & Garet, 2000; Bryant, et al., 2000; Cutter, Palincsar, & Magnusson, 2002; Darling-Hammond, 1998; Darling-Hammond, 1999; Englert & Tarrant, 1995; Frey, 2002; Garet, Porter, Desimone, Birman, & Yoon, 2001; Gersten, Morvant, & Brengelman, 1996; Hamilton & Richardson, 1995; Kent, 2003; NICHD, 2000; Vaughn & Schumm, 1994; Vaughn, Hughes, Schumm, & Klingner, 1998).

Embedding ongoing professional development into the daily work of teachers enhances its effectiveness over time (Taylor & Collins, 2003, Taylor & Gunter, 2005). National Association of Secondary School Principals supports ongoing professional development: “...assure that the initial professional development takes place, but also to plan with teachers for job embedded, research-based professional development that continues throughout the year” (p. 11).

READ 180: Professional Development

Scholastic has designed comprehensive implementation training, an online course, and teaching materials that integrate professional development to provide educators with the background, teaching routines, and instructional support they need to successfully implement the *READ 180* Model. Included in the professional development service are the Implementation Training course, a two-day, in-person implementation training for teachers, principals, reading and literacy specialists, and technology specialists to learn how to implement the *READ 180* Instructional Model and employ best practices with the program. It introduces the components of the program and teaches educators how the components work together to provide individually adjusted instruction for all students. Teachers experience how *READ 180* directly addresses individual needs using customized Instructional Software, high-interest fiction and nonfiction, and systematic direct instruction in reading skills, vocabulary, writing, and grammar. The two-day session provides teachers with instructional strategies and practical suggestions for using *READ 180*, development of an instructional strategy, and classroom organization.

Professional development for *READ 180* is also offered online at <http://scholasticred.com>. Scholastic RED offers two *READ 180* online training courses: *READ 180: Making It Work in Your Classroom* and *READ 180: Best Practices for Reading Intervention*. Other online support includes the *READ 180* Web site at <http://teacher.scholastic.com/read180>, which provides additional resources, including live feedback from a veteran *READ 180* teacher. In addition, Scholastic RED offers other online professional training courses, including:

- Reading Courses: online courses combined with in-person training and collaboration with self-paced, individualized learning.
- Reading Achievement Workshops: On-site research bases professional development in reading for K–12 teachers.
- Literacy Leaders Training: Online courses and onsite institutes for principals and reading coaches.
- Customized Professional Development Solutions: Working in partnership with district leaders to create customized development solutions.

READ 180 also includes research-based teaching materials that provide instructional support and point-of-use professional development.

- *READ 180* Implementation DVD presents an overview of the *READ 180* program, including the Instructional Model in action, managing the *READ 180* classroom, assessment, and using the Scholastic Achievement Manager (SAM).
- *READ 180 rBook Teacher's Edition, Resource for Differentiated Instruction (RDI) Books,* and Teaching Resource Guides include integrated professional development so that teachers receive the background, teaching routines, and instructional support they need.
 - Research Foundation RED Pages: Explains the big ideas and research behind *READ 180*, such as narrow reading and adaptive technology.
 - Instruction Routines RED Pages: Provides background and procedures for teaching and using recursive instructional routines, such as Oral Cloze and Think (Write)-Pair-Share.
 - Best Practices RED Pages: Provides the rationale and resources for teaching specific comprehension skills, such as summarizing and sequence of events.
 - Using SAM Reports RED Pages: Guides teachers to use report data from the Scholastic Achievement Manager (SAM) to differentiate and individualize instruction.
 - Classroom Management: Columns located within the Differentiated Support at the end of each Workshop offer practical ideas for *READ 180* teaching and implementation, such as how to group and regroup students for instruction.

Reading Next Element 12: Ongoing Summative Assessment of Students and Programs

Research Brief

Ongoing summative assessment systems allow teachers to track students throughout a school year and, ideally, over an entire academic career, from kindergarten through high school. In addition, these systems allow for ongoing internal and external evaluation of the implementation of Reading Next: A Vision for Action and Research in Middle and High School Literacy. “These data and more formative assessment data could be catalogued on a computer system that would allow teachers, administrators, and evaluators to monitor students’ progress individually, by class, by cohort, and by school. These assessments are more formal than the formative assessments, but should go beyond state assessments and be designed to demonstrate progress specific to school and program goals, and, if possible, to also inform instruction. Ideally, the assessment results would be generated and shared in a timely fashion so that they might also be of use to teachers in planning instruction and to students in monitoring their success and progress in school” (Biancarosa & Snow, 2004, p. 20; Wiliam & Black, 1996).

READ 180: Ongoing summative assessment of students and programs

READ 180 has an assessment and monitoring capacity that supports administrators in creating a system like the one described above. The Scholastic Reading Inventory (SRI) is an important component of the *READ 180* program. It is a computer-based and adaptive assessment tool based on the Lexile Framework®. SRI measures how well learners read literature and expository texts of varying difficulties. Each student’s SRI performance is reported as a Lexile scale score. The higher a student’s score, the more challenging material that student is likely to be able to read and understand. The SRI test administration at the end of the year helps teachers and decision makers evaluate students’ overall reading growth.

SRI results and other *READ 180* data are catalogued and maintained by Scholastic Achievement Manager (SAM), which can generate reports with the following data:

- Lexile scores and Performance Standards
- Reading Level (On, Above, or Below grade level)
- Lexile ranges from Easy, On-level, and Challenging text
- Normative data (Percentile Rank, NCEs, and Stanines)
- Recommendations for helping students meet grade-level expectations

Individual or group-level reports can be generated, and the raw data can also be exported for other types of analysis.

The *rSkills Tests* also serve as a summative assessment of the students’ progress in skills in comprehension, vocabulary and word study, writing, and grammar taught in the *rBook Workshops*.

Reading Next Element 13: Teacher Teams

Research Brief

“In middle and high school, students typically see many teachers during discrete blocks of time devoted to discrete subjects. This focus on standards-based content learning often causes a loss of literacy instruction. Teacher teams are viewed as helpful for establishing coordinated literacy instruction and as a way to promote teacher collegiality and heighten the likelihood that no child will slip through the cracks. Teacher teams that meet regularly allow teachers to plan for consistency in instruction across subject areas, which is an important step toward a comprehensive and coordinated literacy program” (Biancarosa & Snow, 2004, p. 21; Backes, Ralston, & Ingwalson, 1999; Englert & Tarrant, 1995; Erb, 1997; Felner et al., 1997; Flowers, Mertens, & Mulhall, 1999; Lee & Smith, 1996; Spraker, 2003; Vaughn, Hughes, Schumm, & Klingner, 1998).

READ 180: Teacher Teams

Within a given school, *READ 180* teachers should meet regularly together to support consistent implementation and problem solving. *READ 180* teachers should also be part of a team of teachers who teach the *READ 180* students during the remainder of the school day and week. By being part of a cross-curricular team the *READ 180* teachers can support the literacy learning within the content classrooms. Working together, the teacher team can provide support to individual struggling students and to groups of struggling students. At the district level, it is strongly recommended that school districts assign a *READ 180* Instructional Specialist and hold monthly *READ 180* Teacher Cadre meetings to provide:

- On-site support to assist *READ 180* teachers with lesson planning, instructional activity and material development, technology and modeling instruction, and team teaching.
- Twice monthly after-school sessions to refine understanding and skills in using the program. Participants should receive explicit instruction from Content Specialists and/or Scholastic trainers during one monthly session and devote their second meeting to the collaborative development of lessons and activities for classroom use.

In addition, Scholastic RED (<http://scholasticred.com>) offers graduate-level facilitated online reading courses to help teachers continue and deepen their professional development. These courses provide convenient, targeted training in differentiating instruction and increasing reading achievement for all students. RED courses can be used to build school- or district-wide support for content area teaching. Current courses available on RED include:

- *Building Decoding Skills and Strategies*, Grades 3–5.
- *Guided Reading: Making It Work in Your Classroom*, Grades K–6.
- *Improving Decoding Skills and Strategies*, Grades 6–8.
- *Improving Fluency*, Grades 3–8.
- *Improving Reading Comprehension*, Grades 3–5.
- *Middle School Literacy: Improving Text Comprehension*.
- *High School Literacy: Comprehension Through Active, Strategic Reading*.

Reading Next Element 14: Leadership

Research Brief

While the leadership of both teachers and administrators is important in building a school-wide literacy program, the role of the principal is essential (NASSP, 2005). Marzano, Waters, & McNulty (2005) supports in a meta-analysis of 35 years of research that school leadership has a large effect on student achievement. Principal commitment must be demonstrated in actions, words, and allocation of resources (Taylor & Collins, 2003). This commitment includes his or her participation in ongoing literacy professional development so that he or she can truly lead systematic literacy improvements in the school (Taylor & Gunter, 2005).

“Without a principal’s clear commitment and enthusiasm, a curricular and instructional reform has no more chance of succeeding than any other school-wide reform. It is critical that a principal assumes the role of an instructional leader, who demonstrates commitment and participates in the school community. This leadership role includes a principal building his or her own personal knowledge of how young people learn and struggle with reading and writing and how they differ in their needs. In addition, a principal who takes on the role of instructional leader will attend professional development sessions organized primarily for teachers. This knowledge and experience will give a principal the necessary understanding to organize and coordinate changes in a school’s literacy program. It will further give a principal the proper foundation for making the necessary decisions to alter structural elements, such as class schedules, to ensure optimal programming for student learning. This element also applies to teachers, who should assume leadership roles and spearhead curricular improvements. Teachers play a role in ensuring the success of curricular reform, and their involvement is all the more crucial when a principal has not assumed the instructional leadership role. Without someone with an informed vision of what good literacy instruction entails leading the charge, instructional change is likely to be beset with problems” (Biancarosa & Snow, 2004, p. 21; Carter & Klotz, 1991; Goldring & Pasternack, 1994; Hallinger & Heck, 1998; Marks & Printy, 2003; Muijs & Harris, 2003; Newmann, Smith, Allensworth, & Bryk, 2002).

READ 180: Leadership

READ 180 Leadership Training

Scholastic knows that district leadership is an essential component of a successful intervention program. *READ 180* Leadership Implementation Training provides district leaders an overview of all the tools and strategies necessary to effectively implement *READ 180*. The training addresses all of the components of *READ 180* and how they work together to provide individualized instruction, and information about the resources necessary to begin effective implementation of *READ 180*, including:

- An introduction to the research and scientific basis for *READ 180* and how it helps educators meet the accountability requirements of *No Child Left Behind*.
- *READ 180* program components.
- Planning and implementation of *READ 180*.
- Support of *READ 180* classrooms.
- Planning *READ 180* professional development.
- Administering assessments and reports.
- Use of other *READ 180* resources to guide implementation, like the *READ 180* Research Protocol and Tools and Compendium of *READ 180* Research.
- Creating a *READ 180* community including involving families.

District Leadership Accountability for Reading Growth

READ 180's Scholastic Achievement Manager provides reports that help both school level and district leaders to monitor the effectiveness of *READ 180* program implementation, as well as track program usage and reading progress. SAM provides concrete, reliable information that allows district leadership to track Adequate Yearly Progress (AYP) through reports that disaggregate data by demographic groups, and to export data to demonstrate performance across demographic groups. Additionally, SAM provides a guide for where to find instructional resources to improve professional development and monitor the implementation of *READ 180*.

Other Leadership Resources

READ 180 Implementation Training: This training provides teachers, reading specialists, and principals with an overview of the *READ 180* program and instructional model. District leaders may find these trainings useful for attaining a deeper understanding of the *READ 180* teaching system and technology.

Scholastic Administrator Home Page: This online resource on the Scholastic Web site at <http://www.scholastic.com/administrator> guides administrators to resources to improve professional development and classroom practice, learn about best practices from other schools, find information about funding, see how other districts are using technology, discover leadership information, and stay up to date on government policies.

Administrator Magazine: *Scholastic Administr@tor* is published eight times a year and includes insight into effective technology and leadership strategies used by leading school districts around the nation. *Scholastic Administr@tor* covers a wide range of critical and timely issues, including assessment, funding, appropriate uses of technology, professional development, and online learning.

Reading Next Element 15: A Comprehensive and Coordinated Literacy Program

Research Brief

Middle and high schools that improve literacy have a systematic literacy program. This program includes intensive intervention as well as literacy across all content classes. To successfully implement a literacy system, a collaborative leadership team of teachers and administrators work together to determine everyone's role in the system. The system will include research-based instructional resources, ongoing professional development, and ongoing assessment of literacy learning and of the system of literacy (Taylor & Gunter, 2005; Taylor & Collins, 2003; NASSP, 2005; Riggs & Gil-Garcia, 2001). The comprehensive literacy system includes Reading Next Elements 1 to 14 previously discussed.

“Often in today's schools one teacher has no idea what another is teaching; this is particularly true in high schools. The vision for an effective literacy program recognizes that creating fluent and proficient readers and writers is a very complex task and requires that teachers coordinate their instruction to reinforce important strategies and concepts. It is important in a comprehensive and coordinated literacy program that teachers work in teams and are responsible for a cohort of students. This is not to advocate that math, science, and history teachers should become teachers of reading and writing, but rather that interdisciplinary teams that meet on a regular basis will provide opportunities for reading and writing teachers to better support content-area teachers. These teams can also create more consistent instruction by reinforcing reading and writing skills, such as note-taking and comprehension strategies. An effective literacy program should implement many of the instructional elements in a consistent and coordinated way. Secondary schools must recognize adolescents' varying needs and develop a comprehensive program that will successfully address the needs of all their students” (Biancarosa & Snow, 2004, p. 22; Frey, 2002; Hock & Deshler, 2003; Lee & Smith, 1996; Vaughn & Schumm, 1994).

READ 180 and the comprehensive and coordinated literacy program

READ 180 serves a vital role in a school-wide literacy system by providing a research-based and validated intensive intervention for struggling students. As discussed in Elements 1 to 14, *READ 180* is an effective and comprehensive solution that provides responsive, systematic, and intensive reading instruction to students needing focused literacy instruction outside the content-area classroom.

A comprehensive literacy program also addresses literacy across the curriculum. *READ 180*'s content serves to support literacy learning in the content classrooms, as approximately 75 percent of the text read is nonfiction.

Rounding out the comprehensive and coordinated literacy system across content areas are other Scholastic resources that work seamlessly with *READ 180*. Examples include themed and content-based classroom libraries including various genres, supplemental materials focused on literacy in various content areas, and classroom magazines focused on specific content.

For monitoring and ongoing assessment the SRI has the capacity to be utilized school-wide. This valuable resource allows leadership to monitor literacy growth of all students and not just those in *READ 180*. It also supports all students selecting independent reading texts based on their Lexile scores and self monitoring growth on their Lexiles.

Summary of Alignment of *READ 180* with Reading Next

READ 180 aligns with and goes beyond the Reading Next 15 elements of adolescent literacy programs. Alignment is accomplished with *READ 180*'s 90-minute comprehensive instruction which includes Whole- and Small-Group Instruction with the interactive *rBook* and Anchor Videos; adaptive software that adjusts instruction to meet the individual's immediate learning needs; and Audiobooks and leveled Paperbacks to implement proven research-based instructional elements that are essential to teaching reading to the adolescent struggling reader. Furthermore, monitoring and on-going assessment by leadership are provided by the SRI and SAM. *READ 180* is a proven resource for intervention with students who read below grade level in the middle and high schools and a proven component in a comprehensive and coordinated literacy program.

About the Author

Dr. Rosemarye Taylor has a rich background that includes beginning her career as a middle and high school reading, language arts, and Spanish teacher. She has also served as a middle school, high school, and district-level administrator in Georgia and in Florida. In private sector management, she was Director of Professional Development for Scholastic Inc., New York. Currently, she is Associate Professor of Educational Leadership at the University of Central Florida in Orlando.

Dr. Taylor led the research, design, and implementation of the Orange County Literacy Program that has successfully impacted thousands of elementary, middle, and high school students and teachers. The classroom concept designed with her leadership was produced as the whole-group, small-group, and Modeled and Independent Reading components of *READ 180*. In Orange County Public Schools, Orlando, Florida, Dr. Taylor designed and implemented a system including curriculum, instruction, assessment, and staff development, supporting the notion that systems make the work of administrators and teachers easier.

At the University of Central Florida, Dr. Taylor's specialty is instructional leadership. She has conducted research on leadership, particularly as it relates to accountability, presents nationally, and has been published in *Educational Leadership*, *Phi Delta Kappan*, and other top journals. Four books, *Leadership for Literacy Coaching*, *The K-12 Literacy Leadership Fieldbook*, *Literacy Leadership for Grades 5-12*, and *Leading With Character to Improve Student Achievement*, highlight how the commitment to leadership that creates ethical fail-safe systems, particularly literacy systems, increases student learning.

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