



Evidence and Efficacy for **CALIFORNIA**

READ180[®]
Universal

Houghton Mifflin Harcourt is committed to developing innovative, educational programs that are grounded in research and proven to work. We collaborate with school districts and third-party research organizations to conduct evaluations that provide useful information to help school leaders advance school change and improvement. Houghton Mifflin Harcourt believes strongly in a mixed methods approach to our research, an approach that provides meaningful and contextualized information and results. For more information, please visit the Houghton Mifflin Harcourt Research website at: **hmhco.com/research**

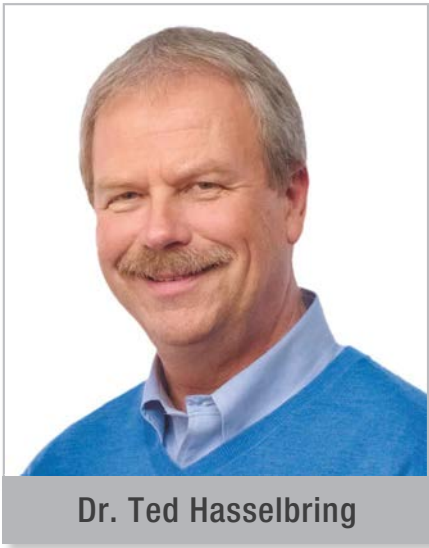
TABLE OF CONTENTS

| | | |
|---|--|----|
|  | Author Letter | 2 |
|  | Introduction | 4 |
| | The Evidence Base and Efficacy of <i>READ 180</i> Universal | 6 |
| | The <i>READ 180</i> Universal Research Timeline | 8 |
| | How <i>READ 180</i> Universal Meets the California ELA/ELD Framework | 10 |
| | The <i>READ 180</i> Universal Instructional Model | 12 |
|  | Evidence Base | 15 |
|  | The Language and Literacy Imperative | |
| | The Reading Brain | 16 |
| | Foundations for Reading | 18 |
| | Language Development | 20 |
| | Background and Content Knowledge | 22 |
| | Text Complexity | 24 |
| | Independent Reading and Read Alouds | 26 |
| | Writing | 28 |
|  | Teaching as Emotional Work | |
| | Mindset and Self-Efficacy | 30 |
| | Social-Emotional Learning | 32 |
| | Multi-tiered System of Supports | 34 |
| | Differentiated Instruction for Students With Disabilities | 36 |
| | Differentiated Instruction for English Learners | 38 |
| | Family Engagement | 40 |
|  | Technology in the Service of Teaching and Learning | |
| | Personalized Instruction With Adaptive Technology | 42 |
| | Blended Learning Solutions | 44 |
| | Assessment Of and For Learning | 46 |
|  | Efficacy Studies in California | 49 |
| | Colton Joint Unified School District | 50 |
| | Desert Sands Unified School District | 52 |
| | Lodi Unified School District | 54 |
| | Napa Valley Unified School District | 56 |
|  | Summary | 59 |
|  | References | 60 |

AUTHOR LETTER

Dear Educators,

Now more than ever, we have the tools to improve the lives of students through reading instruction. We have years of research demonstrating effective practices for teaching reading comprehension and the experience to transform that research into instruction. The era of more rigorous standards has brought the relationship between research and instructional practice into sharp focus. Educators are able to monitor the progress of their students through technology, assessments, and their own observations and adjust their instruction accordingly.



Highly effective blended learning solutions, such as *READ 180*, are having significantly positive impacts on the achievement of struggling readers. There has been much progress in enhancing the technology base for the newest edition, *READ 180* Universal, such as refining the adaptivity of the learner profile and employing speech recognition. Even more importantly, there has been a realization of the critical need for supporting educators in using the new technology as effectively as possible.

Most important, however, is the ability of technology to let teachers engage and motivate students to be lifelong learners. I have been fortunate to partner with Houghton Mifflin Harcourt in continuously improving *READ 180* after conducting the formative research and developing the initial prototype.

Most recently, I have been involved in the development of the new *READ 180*—now called *READ 180* Universal—ensuring that it first and foremost places the teacher in a central role in the program's implementation, and then ensuring that it includes the most updated research and best practices in the field on how to effectively use technology to support instruction. With the dual benefit of teacher-facilitated instruction and Individualized Learning Technology, *READ 180* Universal is designed to provide personalized and individualized instruction that meets each student's unique ability level, interests, and needs.

Well-designed blended learning solutions offer many positive benefits for our struggling students and allow teachers to do what they do best: teach with confidence and purpose. For example, some aspects of blended learning solutions that support teachers and students include technology that is:

1. Adaptive
2. Effective at facilitating practice leading to mastery
3. Available anytime and anywhere
4. Effective at gathering and processing data
5. Motivating

As evidence of what makes blended learning solutions most efficacious has increased, so has awareness of the teacher's role in making sure that the technology is being used appropriately. While new and adaptive technologies make it possible for all students, especially those who are struggling, to benefit from good instruction, technology is not magic. After all, students will not remember the computer that taught them to read; they will remember the teacher who changed their lives. The new *READ 180* Universal was developed to support these life-changing teachers as they serve their students. I firmly believe that *READ 180* Universal will provide the support that all students need to thrive not only in an educational setting, but in life beyond school. This is most critical for students struggling with language, cognitive, and social-emotional needs. With the assistance of adaptive technology, quality instructional materials, and effective professional learning support for teachers, a much needed lifeline can be provided to all students.

Sincerely,

A handwritten signature in black ink, appearing to read "Ted Hasselbring".

Dr. Ted Hasselbring
READ 180 Program Author
Professor of Special Education
Peabody College of Education
Vanderbilt University

INTRODUCTION

Successfully reading a text for deep comprehension entails extracting and constructing meaning through an interaction between the text, task, and reader (Snow, 2002). Reading comprehension is an extremely complex task that encompasses several constructs, including language development, word recognition, vocabulary, text fluency, knowledge building, affective skills, and writing. It requires mastery and automaticity of many of these subprocesses, and many readers may need intervention in one or many of these areas. Houghton Mifflin Harcourt considered these complexities in the design and development of *READ 180* Universal.

The goal of *READ 180* Universal is to translate this theory into practice through a program that identifies and addresses the needs of each individual student. In designing *READ 180* Universal, we have considered the interaction of these processes and subprocesses and developed a program that includes instruction, practice, assessment, and professional learning in each of them. As such, *READ 180* Universal will allow every student to reach the goal of comprehending and appreciating complex texts.

READ 180 Universal was developed with the era of rigorous standards foremost in our minds, especially with the intent to meet the needs of students at risk for academic difficulties, English learners (ELs), and students with disabilities. We firmly believe that all students can learn to read at complex levels, and that the responsibility of learners’ literacy and language development is shared between the teacher and the student within the school as well as with parents and community leaders outside the school. As such, we seek to provide teachers with the tools necessary to be effective in building what Linda Darling-Hammond calls “shared responsibility.” With *READ 180* Universal, we intend to provide all teachers and students with well-designed, comprehensive, and personalized learning opportunities that motivate them to reach their full potential.

Building from the English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools (California Department of Education, 2014), *READ 180* Universal was designed to support the state’s mission to “provide a world-class education for all students . . . by innovating and collaborating with educators, schools, parents, and community partners . . . [to] prepare students to live, work, and thrive in a highly connected world.” As such *READ 180* Universal seeks to do the following:

- **Provide rigorous instructional resources** that meet the diverse language, cognitive, social, and emotional needs of students, as well as provide learning opportunities that are motivating for students
- **Carefully design and present instructional content** that ensures students’ engagement and sets them on a path to become lifelong learners

- **Encourage growth mindset and self-efficacy**, such that teachers and students view learning as a fluid process that continually grows with effort and can be controlled and regulated by planning and organizing, setting and meeting goals, problem solving, regulating emotions, and monitoring behavior
- **Develop neural networks in disparate areas of the brain** through instruction that allows students to master and integrate the myriad skills necessary for successful reading comprehension
- **Use student data effectively to drive and differentiate instruction**, resulting in learning experiences that are tailored to individual students’ needs
- **Personalize and individualize instruction** for at-risk students, English learners, and students with disabilities by using adaptive technology that empowers students to work independently at their own levels and pace
- **Prepare** students and teachers for assessment of and for learning by informing appropriate instruction, establishing priorities for professional learning, and providing tools for accountability purposes
- **Support extended learning beyond the classroom** by encouraging family engagement through multilingual activities that can be done in the home with parents and siblings
- **Create an educative curriculum that inspires** teachers to exchange best practices in professional learning communities to effectively teach diverse students to the levels of depth required by rigorous standards

At its core, *READ 180* Universal aims to provide the **learning opportunities** that each unique student deserves:

- To encourage **meaning making** through critical thinking and the ability to view and articulate important issues from multiple perspectives
- To support **language development** and **effective expression**
- To develop the **content knowledge** and **foundational literacy skills** one needs to be successful in school, the workplace, and society
- To spark the imagination with new perspectives that provide a profound understanding of self and others
- To realize his or her potential academically and socially

In providing these opportunities, *READ 180* Universal allows teachers to reach the goal of accelerating all students to grade-level independence.

*“Irrespective of nationality, culture, religion, gender, or the type of school in which they work, all of the most **effective teachers** we have met teach with both a local and a **global context** in mind. They focus on knowing the **individual student** and **personalizing instruction** to match that student’s needs. At the same time, they teach in a way that considers the **whole diverse community** of students and prepares them for living and working in our modern, complicated world.”*

—Powell & Kusama-Powell (2011)

THE EVIDENCE BASE AND EFFICACY OF *READ 180* UNIVERSAL

READ 180 Universal is a new blended learning solution that incorporates up-to-date research and practice with a deep commitment to using evidence and efficacy to inform and inspire. The initial version of *READ 180* was developed in 1999 and soon produced success stories in schools across the country. With the changing educational landscape, new versions of the program have been created to accommodate the needs of students from various backgrounds and reflect the growing body of reading research and technology innovation.

In 2004, *READ 180* Enterprise Edition was developed in continued collaboration with Dr. Ted Hasselbring, who was joined by Dr. Kevin Feldman, Director of Reading and Early Intervention, Sonoma County Office of Education and Dr. Kate Kinsella, adjunct faculty member, College of Education at San Francisco State University. The Enterprise Edition added structured engagement routines introduced in the *LSpace* that ensure full participation by all learners, provided additional second language support to English learners, and introduced the SAM platform in order for teachers to better keep track of student data and progress.

In 2008, *System 44* was launched as a Tier 3 solution for students who were struggling the most. The program is designed to provide students with systematic instruction on the foundational literacy skills necessary to progress towards reading comprehension.

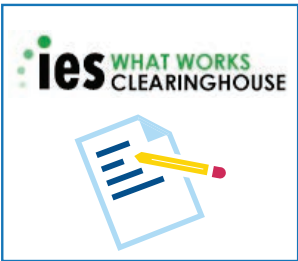
In 2011, *READ 180* Next Generation was launched to provide teachers with a simpler, easier-to-use instructional system with a more directed path for data-driven differentiated instruction, as well as to increase writing instruction and to give students more ownership of their learning.

STUDENTS IMPACTED DAILY*

1,600,000



THIRD PARTY VALIDATION



7 Studies Meet Evidence Standards



7 Studies Are Peer Reviewed



8 Years of Endorsement

*Combined daily use of *READ 180* and *System 44*

Along these lines, *READ 180* Universal was developed to provide students with even more personalized, individualized, and engaging instruction. This newest version targets what we know about the brain and how children learn in many different ways—from executive functioning to specific cognitive skills to social and emotional intelligence—and provides them with the language supports necessary for successful learning.

Each new version of *READ 180* has been built upon a foundation of careful, thorough research in consultation with renowned educational researchers as well as educator experiences and best practices. As the results of 40 research studies published in our latest *READ 180* compendium show, from 2000 to 2015, the program has been successful with students of diverse backgrounds, including English learners, students with disabilities, economically disadvantaged students, and students of various ethnicities in California and across the nation.

Given the current federal push for evidence of return on investment in education spending, a study conducted by Whiteboard Advisors (2012) in Napa Valley Unified School District found that, in addition to *READ 180* students making significant gains on the state assessment, the district tracked lower referral rates into special education, as well as lower numbers of expulsions and suspensions since implementing the program.

Additional studies have found *READ 180* to be effective for English learners. In a bronze level study¹ conducted in Deer Valley Unified School District, Arizona, fourth- through eighth-grade English learners made significant gains on the state reading test and *HMH Reading Inventory* after using *READ 180* for a year (2012). Likewise, in Lawrence Public Schools, Massachusetts, elementary, middle, and high school English learners showed significant achievement gains on state assessments after using *READ 180* (2009).

Results of the 2006 to 2011 Striving Readers gold level studies² conducted in school districts—four of which used *READ 180* for a period ranging from one to five years—showed significant increases in reading achievement for struggling readers. In Newark, New Jersey, significant impacts were reported for all students, including student groups such as boys, African Americans, and students with disabilities. *READ 180* was shown to have a significantly positive impact on incarcerated students in the Ohio Department of Youth Services facilities, the majority of whom were male and African American, and a large percentage of whom were students with disabilities. Additionally, *READ 180* was shown to have a significantly positive impact for students in the urban-suburban school district of Springfield-Chicopee, Massachusetts, and the urban school district of Milwaukee, Wisconsin, both of which contained large percentages of economically disadvantaged students.

In 2009, a What Works Clearinghouse review determined that the extent of evidence for the impact of *READ 180* on student achievement is medium to large for the outcome domains of general literacy achievement and comprehension (WWC, 2009). In a more recent study published in the peer-reviewed journal *Educational Evaluation and Policy Analysis*, *READ 180* was shown to have a significantly positive effect on reading comprehension and vocabulary for fourth- through sixth-grade students (Kim et al., 2011).

“The What Works Clearinghouse determined that the extent of evidence for the impact of *READ 180* on student achievement is medium-to-large for general literacy achievement and for comprehension.”

¹ Bronze level studies are single subject pre-post studies.
² Gold level studies are randomized controlled trials.

THE *READ 180* UNIVERSAL RESEARCH TIMELINE

1985–1999

EARLY RESEARCH

1985–1996

Partially funded by a grant from the **US Department of Education's Office of Special Education Programs**, research by Dr. Ted Hasselbring of Peabody College, Vanderbilt University, the nation's #1 graduate school of education, leads to a breakthrough prototype for software that uses individual student performance data to differentiate reading instruction.



1994–1996

Dr. Hasselbring joins forces with Dr. Janet Allen of the University of Central Florida and Florida's Orange County public school system to create the Orange County Literacy Project for its lowest-performing students. The project's instructional model, rooted in research-proven literacy practices, becomes the basis of the *READ 180* Instructional Model.

1997

Scholastic enters into collaboration with Vanderbilt University to replicate the best practices of their research in a published program. *READ 180* adopts the **Lexile Framework® for Reading** developed by Dr. Jack Stenner of MetaMetrics, Inc., as its leveling system. The framework provides a common metric for measuring text difficulty and student reading level.



1998–1999

Council of the Great City Schools pilots *READ 180* in some of its largest urban schools and enters into a research partnership to study the efficacy of the program.



Scholastic publishes *READ 180*, which is immediately implemented in hundreds of schools nationwide.

2003–2006

VALIDATION & IMPLEMENTATION

2003

Dr. Sally Shaywitz publishes the breakthrough book *Overcoming Dyslexia*, where she states that the most successful programs for students with dyslexia emphasize the same core elements—practice manipulating phonemes, building vocabulary, increasing comprehension, and improving the fluency of reading—and cites *READ 180* as a suitable intervention.

2004–2005

READ 180 aligns with all 15 structural and instructional recommendations contained in the report *Reading Next: A Vision for Action and Research in Middle and High School Literacy* (Biancarosa & Snow, 2004). Through continued collaboration with Dr. Ted Hasselbring and a new partnership with Dr. Kevin Feldman and Dr. Kate Kinsella, Scholastic launches *READ 180* Enterprise Edition.



ENTERPRISE EDITION

- Structured engagement routines are added to ensure full participation by ALL learners, including English learners.
- In addition to Spanish, second-language support in four new languages is added: Vietnamese, Hmong, Cantonese, and Haitian Creole.
- The Scholastic Achievement Manager (SAM) is introduced.



2006

Dr. Bill Daggett and the **International Center for Leadership in Education (ICLE)** champion *READ 180* as the reading intervention program that most closely aligns with the center's recommendations on secondary school reform.

2006–2016

CONTINUED & SUSTAINED IMPROVEMENT BASED ON BEST PRACTICES

2006–2007

The **Florida Center for Reading Research (FCRR)** completes an independent and thorough review of *READ 180* Enterprise Edition at the request of Florida districts and documents **multiple strengths and no weaknesses**.

The **Council of Administrators of Special Education (CASE)** endorses *READ 180* for use with special education students. It was reendorsed in 2012.



2007

National Assessment of Educational Progress (NAEP) begins measuring writing skills of fourth-, eighth-, and twelfth-grade students in narrative, informative, and persuasive formats.



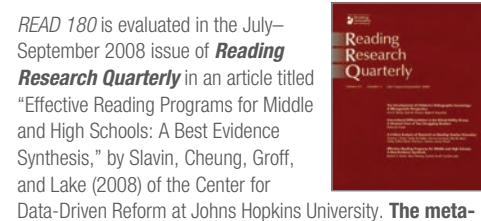
The Alliance for Excellent Education (AEE) and the Carnegie Corporation publish *Writing Next*, outlining best practices in writing for older, struggling readers. *READ 180* writing instruction aligns with all recommendations.

2007–2008

Dr. Kate Kinsella, coauthor of the *READ 180 rBook*, creates the **LBook**. Tested in classrooms throughout California by Dr. Kinsella, the **LBook provides explicit systematic instruction for English learners** who may be at differing levels of English proficiency.



Hartry, Fitzgerald, and Porter (2008) present positive outcomes of *READ 180* implemented in after-school programs in the *Harvard Educational Review* article "Implementing a Structured Reading Program in an Afterschool Setting: Problems and Potential Solutions."



READ 180 is evaluated in the July–September 2008 issue of *Reading Research Quarterly* in an article titled "Effective Reading Programs for Middle and High Schools: A Best Evidence Synthesis," by Slavin, Cheung, Groff, and Lake (2008) of the Center for Data-Driven Reform at Johns Hopkins University. The meta-

analysis provides a positive assessment of *READ 180* showing more evidence of effectiveness than the other 121 programs considered in the review. These results are also summarized on the **Best Evidence Encyclopedia** website (www.bestevidence.org) where *READ 180* is cited as a **Top-Rated Program** for Middle/High School having Moderate Evidence of Effectiveness.

Dr. Marilyn Jager Adams, author of *Beginning to Read*, leads the development of *System 44*, a breakthrough foundational reading system combining the very best thinking on **research-based phonemic awareness and phonics instruction** for older students with the power of state-of-the-art adaptive technology.

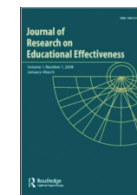


Dr. Julie Washington, a leading authority on **articulation and standard classroom English**, builds instructional support for students who speak a community dialect and struggle with academic English.

2009

READ 180 takes its teaching system to the web with the ***READ 180* Interactive Teaching System**.

The Journal of Research on Educational Effectiveness publishes a Gold-Standard (randomized controlled trial) study of adolescent reading interventions done by the Florida Center for Reading Research (FCRR) and Florida State University that reveals significant gains with *READ 180* (Lang, Torgesen, Vogel, Chanter, Lefsky, & Petscher, 2009).



A review by the federal **What Works Clearinghouse (WWC)** concludes that the extent of evidence for *READ 180* is "medium to large for comprehension and medium to large for general literacy achievement."

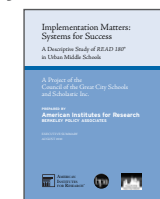


2010

The initiative for **Common Core State Standards** publishes standards that provide a consistent, clear understanding of what students are expected to know and be able to do.



Scholastic, the Council of the Great City Schools, and the American Institutes for Research release ***Implementation Matters: Systems for Success*** (Salinger, Moorthy, Toplit, Jones, & Rosenthal, 2010). *Implementation Matters* outlines district-wide conditions that sustain on-model implementation of *READ 180* in urban school districts.



2011

US DOE-funded Striving Readers program results show that *READ 180* significantly increased reading achievement for struggling students in several school districts across the country.



A US DOE-funded evaluation of *READ 180* published in



Educational Evaluation and Policy Analysis found that students who used *READ 180* after school outperformed the control group on measures of reading comprehension and vocabulary (Kim, Capotosto, Hartry, & Fitzgerald, 2011).

Scholastic launches ***READ 180* Next Generation**. With *READ 180* Next Generation, leadership has more visibility into implementation metrics, allowing for a greater ability to course-correct in real time. Teachers have a simpler, easier-to-use instructional system with a more directed path for data-driven differentiated instruction, and students become more engaged and have more ownership of their learning.

2012

A review by the **National Center on Intensive Intervention (NCII)** concludes that the extent of evidence ranged from "partially convincing to convincing," demonstrating that *READ 180* is effective as an RTI model.



2013

Scholastic launches ***READ 180* for iPad™**, providing the ultimate personalized learning experience for every student. Designed to help students meet the rigorous expectations of the new standards and experience success on the new assessments, *READ 180* uses the key instructional shifts to accelerate achievement.



Scholastic launches ***System 44* Next Generation**, the proven foundational reading program designed to get the most struggling readers on the path to meeting rigorous new standards. To support students in this, *System 44* Next Generation includes explicit instruction in reading complex text and evidence-based writing.



2014

READ 180 and *System 44* provide a solid return on investment (ROI) for **Napa Valley Unified School District** by significantly improving student outcomes on the CST ELA and the CELDT, by lowering referral rates into special education, and by decreasing suspension and expulsion counts.

HMH Reading Inventory College & Career is released with two subtests, a foundational reading assessment and a reading comprehension assessment, including more coverage to more accurately assess each individual student's instructional needs.

2016

***READ 180* Universal** is published to meet the demands of more rigorous standards while personalizing instruction to meet the cognitive, language, and social-emotional needs of each student. It is built on the influential work of authors Ted Hasselbring, Laura Goin, Kevin Feldman, Kate Kinsella, Marilyn Adams, Julie Washington, Laurie Cutting, Alison Bruhn, Steve Graham, and Karen Harris.



HOW *READ 180* UNIVERSAL MEETS THE CALIFORNIA ELA/ELD FRAMEWORK

In the development of *READ 180* Universal, the five themes of the English Language Arts and English Language Development (ELA/ELD) Framework for California Public Schools were embedded into the foundation of the instructional design. Below is a description of these themes and how the design of *READ 180* Universal applies to them:

MEANING MAKING

Extracting meaning is to understand what an author has stated, explicitly or implicitly. Constructing meaning is to interpret what an author has said by bringing one's capacities, abilities, knowledge, and experiences to bear on what he or she is reading.

***READ 180* Universal** allows for this by helping teachers to build a broad skill set in students that facilitates deep analysis of text, including making inferences and making connections. Strategies such as close reading, using evidence from text, and metacognitive techniques help students understand both narrative and informative text.

EFFECTIVE EXPRESSION

Reading, writing, speaking, listening, and language are tools for effective communication across the disciplines. Students express their understandings and thinking in a variety of ways—through writing, speaking, digital media, visual displays, movement, and more. These expressions are both the products of students' learning and the ways in which they learn. The reciprocal relationship between reading, writing, speaking, and listening is such that each is constantly informed by the others.

***READ 180* Universal** allows for this by providing educators with the tools necessary to deepen their students' understanding of topics and knowledge across the content areas by having them write, debate, and engage in academic discussions in argument, informative, and narrative styles.

LANGUAGE DEVELOPMENT

Language development, especially academic language, is crucial for learning. It is the medium of literacy and learning; it is with and through language that students learn, think, and express. Growth in meaning making, effective expression, content knowledge, and foundational skills depends on students' increasing proficiency and sophistication in language.

***READ 180* Universal** allows for this by accelerating students' acquisition of academic- and domain-specific vocabulary so that they can navigate increasingly complex text and discussions with confidence and independence.

CONTENT KNOWLEDGE

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

***READ 180* Universal** allows for this by developing students' background knowledge, providing them with support and motivation to read and learn from content such as biographies of key figures and key events in history or science, and assisting students in tackling different text structures across all content areas.

FOUNDATIONAL SKILLS

The California framework recognizes that early acquisition of the foundational skills is imperative. The sooner children understand and can use the alphabetic system for their own purposes, the more they can engage with text, which is the very point of learning the foundational skills. The more students engage with text, the more that the language and orthography they acquire will support further literacy development.

***READ 180* Universal** allows for this by supporting teachers in helping students move through a linguistic progression of letter/sound correspondences so that they can quickly and efficiently make meaning of printed words and apply those skills fluently to increasingly complex text.

Actualizing the Five ELA/ELD Themes With *READ 180* Universal Instruction

In order to actualize the five themes in the classroom, *READ 180* Universal incorporates a program structure and an instructional model that allows educators to facilitate teaching and learning in an effective way. *READ 180* Universal consists of **12 Knowledge Clusters**, which are collections of **Individualized Learning Technology** segments, ***LSpace* texts**, and **Independent Reading books** that center around a concentrated piece of knowledge. Each Knowledge Cluster contains a **Workshop**, which is a unit of study that lasts approximately one month and contains clear literacy, language, instructional, and knowledge objectives.

Each Workshop consists of two parts. Part 1 begins with an **Anchor Video** to build vocabulary and background knowledge, continues with a text to practice fluency and foundational skills, and then has approximately two texts to facilitate close reading and practice of reading comprehension strategies. Part 1 ends with a constructed response writing activity. At this point, students complete a

Workshop Assessment that enables the teacher to monitor progress through the Workshop and target instruction during Part 2 of the Workshop.

In Part 2, students read approximately three more texts to facilitate **modeling, guided practice, and independent practice of close reading and reading comprehension strategies**. After reading the texts, students write a multi-paragraph essay with scaffolding provided by evidence-based writing strategies. Part 2 concludes with a text that describes an exciting and interesting career related to the content of the Workshop, followed by an activity that allows the student to do something that a person in that career would do (e.g., students read about a journalist and then write a news summary to connect the content to themselves and the world). The **end-of-workshop Workshop Assessment** is designed to measure mastery of the skills and strategies that students have learned and practiced throughout.

THE *READ 180* UNIVERSAL INSTRUCTIONAL MODEL

In the *READ 180 Universal instructional model*, Whole-Group Learning, Individualized Learning Technology, Small-Group Learning, and Independent Reading are Station Rotations that are all utilized to maximize learning and teacher effectiveness.

Whole-Group Learning: Using a blended learning model, teachers begin each class by facilitating instruction in reading skills and strategies, content-area and academic vocabulary, writing, conventions, and academic discussions to the whole class. The class completes multiple readings of engaging, grade-level texts that increase in complexity using a gradual release model. In the beginning of this gradual release approach, the teacher reads the text aloud to students, modeling fluency and guiding students to an understanding of the text’s central ideas. Whole-Group Learning also includes systematic instruction in vocabulary and writing. Vocabulary instruction helps students strengthen their language skills. Scaffolded writing instruction models and helps students develop writing skills and culminates in an essay-length writing activity. The teacher guides students in analyzing a model text and then uses routines to help students internalize the writing process.

Individualized Learning Technology: Students work independently on the *READ 180* Universal Individualized Learning Technology where they follow a personalized learning path that allows them to work within their zone of proximal development. Each segment of the Individualized Learning Technology consists of six zones that provide targeted instruction, practice, and feedback on the components of reading for which students need the most assistance: Explore Zone, Reading Zone, Language Zone, Fluency Zone, Writing Zone, and Success Zone. The students move through the zones on individualized paths that take their performance on assessments and previous Individualized Learning Technology activities, engagement, interests, and teacher inputs into consideration.

- **In the Explore Zone**, students watch an Anchor Video to build background knowledge and develop a mental model for the segment and then complete a vocabulary-based activity focused on high-leverage vocabulary to determine if they need additional vocabulary practice before reading the target passage.
- **In the Reading Zone**, students complete multiple readings of the target passage, giving them the opportunity to build fluency, learn academic vocabulary, and practice reading comprehension strategies that are specifically applicable to the particular passage.
- **In the Language Zone**, students build and expand their vocabulary knowledge through language-based activities.
- **In the Fluency Zone**, students practice spelling and reading sight words in order to automate these processes, which in turn will allow their cognitive resources to focus on higher-order comprehension tasks.
- **In the Writing Zone**, students practice the writing strategies for narrative, informative, and argument writing that they have learned in Whole-Group and Small-Group lessons.
- **In the Success Zone**, students build and apply the fluency and comprehension strategies they have learned and practiced in the other zones on discrepancy, context, and stretch passages.

Small-Group Learning: Students receive individualized, data-driven instruction that meets their unique learning needs while building meaningful relationships with their teachers. During text-based lessons, the teacher facilitates a close reading exploration of the text in small groups. The teacher models essential reading strategies, and then guides students in a collaborative analysis and discussion of the text. During writing lessons, the teacher guides student collaboration on writing tasks. Students are able to share ideas and give and receive feedback from their peers at all stages of the writing process. The evidence-based Instructional Routines build engagement and

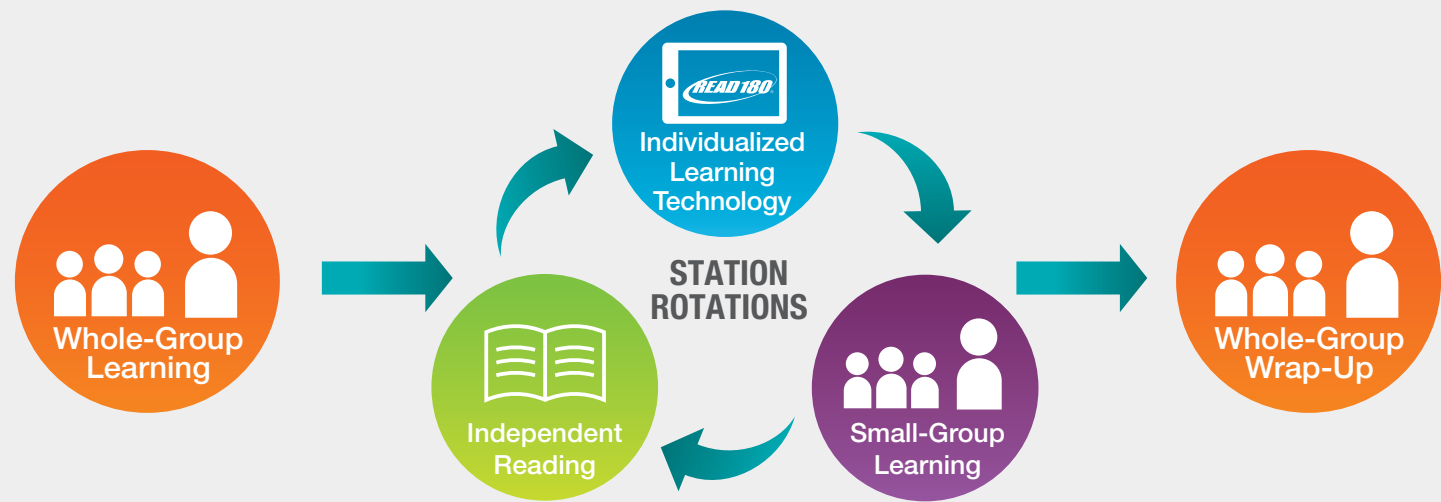
foster high-level thinking. Small-Group Learning is a true formative experience: the teacher has supports to quickly check student understanding during instruction as well as options to adjust instruction based on in-the-moment data.

Independent Reading: Students engage with complex, content-rich literature and informational texts that they can read with success, applying vocabulary and comprehension strategies. The *READ 180* Universal Independent Reading rotation is designed to foster accountable independent reading in students. The library consists of print books and digital reads. The digital library consists of both eBooks and eReads, which are relevant, current, and engaging articles

of differing modalities and length. In addition, the *READ 180* Universal library includes audiobooks in which an audio coach models fluent reading and reading-comprehension strategies throughout the text.

Station Rotations: After Whole-Group Learning, students rotate between Individualized Learning Technology, Small-Group Learning, and Independent Reading stations at the teacher’s discretion. As students rotate through the stations, they receive explicit instruction, guided practice, and personalized feedback on the internalization of new content and learning strategies—and then reconvene for a **Whole-Group Wrap-Up** to reinforce what they have learned.

■ The *READ 180* Universal Model for Blended Learning





EVIDENCE BASE

READ 180 Universal is informed by an extensive evidence base of best practices for serving struggling adolescent readers. In the following section, relevant information from the research base and expert opinion is presented alongside descriptions of how these research foundations have been translated into the curriculum and instructional design of the program.

The Language and Literacy Imperative

| | |
|--|----|
| The Reading Brain | 16 |
| Foundations for Reading | 18 |
| Language Development | 20 |
| Background and Content Knowledge | 22 |
| Text Complexity | 24 |
| Independent Reading and Read Alouds..... | 26 |
| Writing | 28 |

Teaching as Emotional Work

| | |
|---|----|
| Mindset and Self-Efficacy | 30 |
| Social-Emotional Learning..... | 32 |
| Multi-tiered System of Supports..... | 34 |
| Differentiated Instruction for Students With Disabilities | 36 |
| Differentiated Instruction for English Learners..... | 38 |
| Family Engagement | 40 |

Technology in the Service of Teaching and Learning

| | |
|---|----|
| Personalized Instruction With Adaptive Technology | 42 |
| Blended Learning Solutions | 44 |
| Assessment Of and For Learning | 46 |

THE READING BRAIN

Five principles help to explain the **relationship between students’ brains and the task of learning to read**:

- 1. The brain forms new circuits for written language from older genetic processes like vision, language, cognition, and emotional systems.
- 2. The development of these circuits depends on the language environment and the particular writing system.
- 3. Neurons are reprogrammed to form the reading circuits.
- 4. The more readers know about words, and about how words function within sentences and stories, the faster a reading circuit is strengthened.
- 5. Reading is ultimately about going beyond the text to make connections to one’s experiences and thoughts (Wolf, 2013).

Comprehending text involves disparate processes, from perceiving words, to identifying text structures, to understanding the relationships between characters in a story. These processes are associated with activation in different parts of the brain. Neuroscience research has found that, when a student reads about an action or emotion, the activation in the brain is consistent with the student experiencing that action or emotion. For example, when a student reads about a character riding a bike, the parts of the brain responsible for helping the student ride a bike are activated (Rose, 2014; Wehbe et al., 2014).

Activation patterns in the brains of good readers and struggling readers differ dramatically. The reading circuits in the brains of struggling readers are more scattered and less established than in the brains of good readers. But research has demonstrated that intensive instruction in and deliberate practice of reading skills and strategies can change the way that struggling readers’ brains work. Technology-based reading instruction can identify a student’s weaknesses, alert the teacher for individualized instruction, and give the student personalized, targeted practice (Cunningham & Rose, 2013).

Comprehension occurs as a cluster of skills that develop simultaneously. Among these skills are higher-order processes, such as inference generation and reasoning, that allow readers to recognize meaningful relationships among text elements and between text elements and background knowledge (Kendeou, van den Broek, White, & Lynch, 2009; Cutting & Scarborough, 2006).

Higher-order cognitive skills, such as making inferences and planning and organizing information, help students comprehend more complex text and question types. As such, developing these higher-order skills is important to reading growth as students progress in school (Eason, Goldberg, Young, Geist, & Cutting, 2012).

Systematic instruction and practice help students learn executive function skills such as setting goals, planning, organizing and prioritizing materials, managing time, being cognitively flexible, self-monitoring, and self-reflecting (Meltzer, 2007). Neuroscientific brain research shows that when students understand the goals of their work, they are more likely to stay focused, self-monitor, and appreciate their own progress (Medina, 2014; Rose, Meyer, Strangman, & Rappolt, 2002).

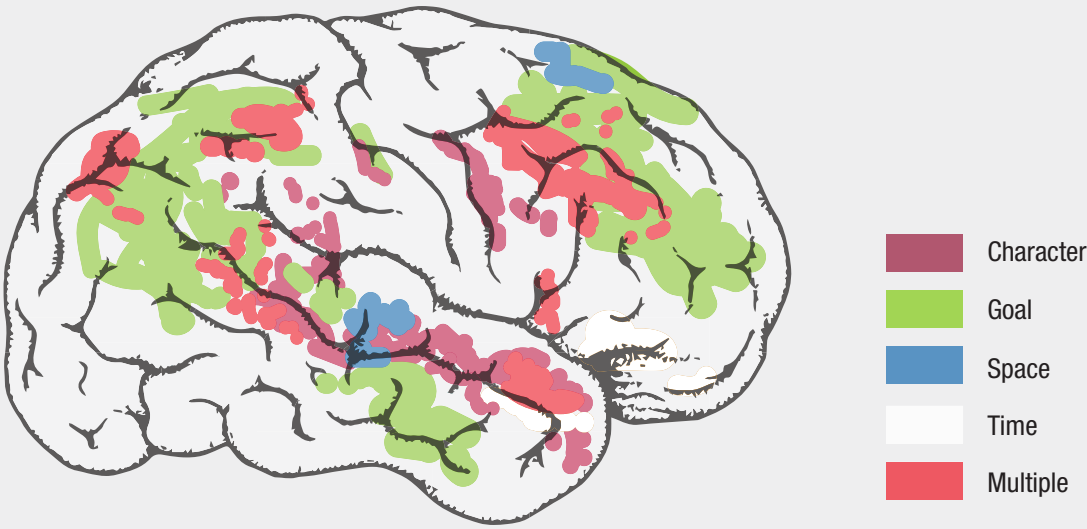
Reading aloud to students exposes them to a broader vocabulary of words in a different “voice,” brings students and teachers together in a communal way, and allows the brain to have new experiences and imagine different worlds in which people react in different ways to different situations (Medina, 2014).

HOW READ 180 UNIVERSAL DELIVERS

READ 180 Universal instruction incorporates the latest research and principles of how the brain learns to read. The content within the program **engages and motivates students**, resulting in activation of disparate parts of the brain that are vital to reading with comprehension. *READ 180* Universal is a comprehensive reading intervention that addresses the needs of struggling readers and provides instruction, support, and practice in the areas that are most needed for each individual student. The authors of the program carefully considered the strengths and weaknesses of specific student populations and designed instruction that will meet their needs at a variety of levels. Data from assessments and the **Individualized Learning Technology** rotation are leveraged to identify students’ specific needs, strengths, and interests to target instruction in the areas that students need assistance.

Anchor Videos activate and **strengthen vocabulary and background knowledge** circuits in the brain, allowing students to comprehend and link passages to their existing knowledge. Structured practice in decoding, encoding, and reading words fluently allows students to automate those processes and focus their cognitive attention on the difficult work of comprehending complex text. The engaging and motivating texts that students encounter encourage them to work through their struggles and persist even when the passage is challenging.

The New View of Reading



The “new” view of reading comprehension in the brain shows the disparate areas of activation when students are learning to read (Rose, 2014).

FOUNDATIONS FOR READING

Learning to read skillfully is a complex process that begins with foundational literacy skills. When these foundational skills have been strategically and automatically mastered, skilled reading with comprehension can occur. As the research shows, students’ knowledge of the correspondence between sounds and spellings determines their ability to read single words with speed and accuracy, which in turn predicts their ability to read and comprehend texts (Adams & Bruck, 1995; Scarborough, 2002; Wagner, 2008).

Struggling readers are likely to suffer from deficits in phonemic awareness and phonological processing. These deficits may not be evident until the third or fourth grade and are likely to impede reading ability throughout the lifespan without intervention (Lipka, Lesaux, & Siegel, 2006).

Direct instruction in phonemic awareness and phonics improves word recognition skills, which in turn improves reading comprehension. Explicit and systematic literacy instruction that focuses on foundational skills taught in the context of meaningful, level-appropriate text has proven especially important to improved reading abilities for struggling readers and students with disabilities (Adams, 1990; National Early Literacy Panel, 2008; National Reading Panel, 2000; National Research Council, 1998).

Multisensory learning approaches allow students to master the foundational literacy skills necessary for comprehension. Providing direct, systematic, sequential, and cumulative instruction in phonology and phonological awareness, sound-symbol association, syllable instruction, morphology, syntax, and comprehension allows for the fluency and automaticity of word recognition required for skilled reading (Birsch, 2011; McIntyre & Pickering, 1995).

Foundational reading instruction should be integrated with opportunities to read meaningful connected text as part of a coherent instructional approach (Adams, 1990; Moats, 2012; Strickland, 2011).

Rigorous state standards stress that “foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend text across a range of types and disciplines” (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 15).

HOW READ 180 UNIVERSAL DELIVERS

READ 180 Universal includes **instruction, powered by *System 44***, that offers readers a comprehensive system for mastering foundational reading skills and moving them toward independent reading of complex texts. The integration of *READ 180* and *System 44* within *READ 180* Universal **allows teachers to deliver targeted instruction** that meets the needs of all students, whether they need explicit instruction in the foundations of reading or higher-order comprehension processes. Instruction in the **foundations of reading** ensures that students master the system of 44 sounds and 26 letters that constitute the English language, allowing them to become fluent and confident readers.

The *System 44* scope and sequence covers the foundational skills that older readers need to accelerate to grade level and succeed with increasingly challenging texts. This scope and sequence allows educators to systematically introduce the key phonics elements and word attack strategies necessary for fluency at the word level.

Each Workshop in *READ 180* Universal begins with a text designed to **allow students to practice and build fluency**. This text is written with decodable words, sight words, and other elements that make the

text considerate—and includes foundational skills instruction and practice to help students automate the word recognition and reading processes.

READ 180 Universal provides explicit, systematic instruction in the research-based foundational and higher-order comprehension skills and strategies necessary for understanding text. These skills and strategies, from word decoding to making inferences, are **modeled** in Whole and Small Groups, **practiced** in Individualized Learning Technology, and **applied** during Independent Reading.

The Teacher Space **guides teachers in leading Whole- and Small-Group lessons** in which they teach, model, and guide practice in comprehension and critical thinking skills and strategies, using a wide range of expository and narrative texts. A gradual release approach is used throughout *READ 180* Universal teacher-led instruction and Individualized Learning Technology to scaffold students in internalizing comprehension skills and strategies.

READ 180 Universal instruction is **designed to systematically bolster students’ comprehension of text** before, during, and after reading, using research-based techniques that are beneficial to struggling readers, English learners, and students with disabilities. Before reading, Anchor Videos, teacher-led lessons, and vocabulary development lessons in the Individualized Learning Technology help students activate prior knowledge and build mental models of new concepts. During reading, the Individualized Learning Technology helps students comprehend the text by providing definitions for unfamiliar words, identifying signal and vocabulary words in the text, and personalized coaching and feedback to keep the students on task and encourage them to use helpful supports. Finally, *READ 180* Universal instruction includes activities and routines to assess and reinforce comprehension after reading.



The *System 44* Individualized Learning Technology provides a comprehensive system for mastering foundational reading skills and moves students toward independent reading of complex texts.

LANGUAGE DEVELOPMENT

Language should be used in the classroom to **bridge information gaps**, to communicate ideas and information, and to “get things done.” The purpose of language is to communicate in real life ways. To meet rigorous standards, students need to learn how to use language to clearly communicate their ideas around what they are learning (Zwiers, 2014).

Academic language refers to the form of the English language that is expected in situations such as the discussion of topics across the curriculum, making arguments, defending propositions, and synthesizing information. Written and spoken academic discussion is significantly different from informal discussion as academic language is characterized by specific types of vocabulary, text structures, and grammatical structures (Dutro & Kinsella, 2010; Snow, 2010).

Instruction for English learners should emphasize academic language, specifically the specialized language associated with academic instruction and content areas. Students that receive instruction in and are able to use decontextualized academic language are more likely to be successful than students who use contextualized social language (California Department of Education, 2010).

Research shows that there is a **strong reciprocal relationship between reading comprehension and knowledge of both conversational and academic language** (Baumann, Kame'enui, & Ash, 2003; Duke & Pearson, 2002; Gersten, Fuchs, Williams, & Baker, 2001).

The interaction between academic language and academic content is a great challenge for English learners, thus contributing to **gaps in achievement** between ELs and English-proficient students (Anstrom, DiCerbo, Butler, Katz, Millet, & Rivera, 2010). English learners bring meaningful experiences and content knowledge to the classroom that can be leveraged to accelerate their language development. Expert opinion supports incorporating structured peer discussions around relevant content-area literacy instruction so that students have multiple opportunities to practice and hear academic language—especially important for English learners and those who speak nonstandard dialects of English (Beck, McKeown, & Kucan, 2002; Dutro & Kinsella, 2010).

To add **new academic words** to their expressive vocabularies, students need structured classroom contexts that offer frequent and accountable opportunities to use the new terminology in their speaking, listening, and writing (Feldman & Kinsella, 2008).

HOW READ 180 UNIVERSAL DELIVERS

READ 180 Universal provides a comprehensive and systematic approach to developing the language skills of students. Through carefully scaffolded reading, writing, and speaking activities, students **learn the phonological, morphological, syntactical, and semantic structures of English**—particularly academic English. In Whole- and Small-Group Learning, high-utility academic vocabulary is taught through a research-based instructional routine, **promoting understanding of words** that students will encounter in all subject areas.

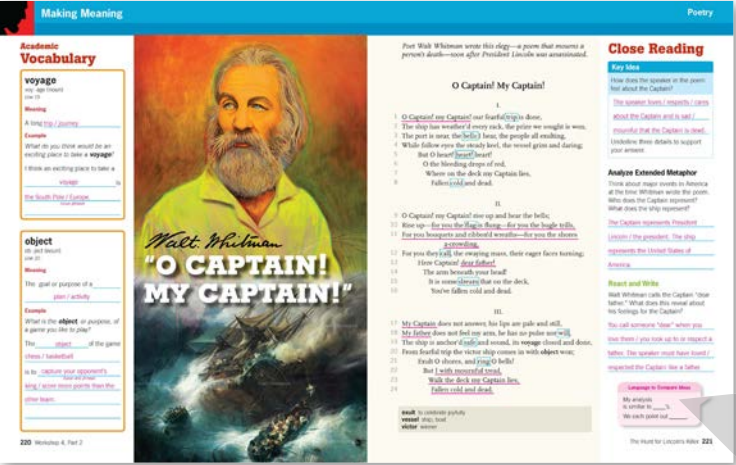
In each Whole- and Small-Group lesson, teachers teach and assess two or three language goals focused on vocabulary, language functions, and language of reading, writing, and speaking. **Language Functions** stem from the linguistic demands of a lesson task and focus on high-leverage language that will serve students in other contexts. Across the year in *READ 180* Universal, students develop expressive language skills to:

- Discuss
 - Reflect
 - Compare/Contrast
 - Collaborate
- Exchange Ideas
 - Report
 - Make Connections/Associations
 - Offer Feedback

READ 180 Universal also provides **explicit and systematic instruction** through Whole- and Small-Group Learning in word learning strategies, giving students the tools they need to learn new words independently. Recursive vocabulary in reading selections encourages frequent review, practice, and reinforcement of targeted words. Independent reading materials in *READ 180* Universal provide further exposure to increasingly advanced vocabulary and include supports such as graphic organizers to help students comprehend the vocabulary and content.

At the beginning of each Segment of the Individualized Learning Technology, students complete the **Explore Zone**. In the Explore Zone, students are **introduced to context-relevant vocabulary words in the Anchor Video**, and then complete activities that activate their vocabulary and world knowledge before reading the passage. During the **Language Zone** of Individualized Learning, students **build and expand their academic vocabulary knowledge** through language-based activities that investigate word families, words in context, synonyms and antonyms, and examples and non-examples. Students complete practice activities using definitions and context sentences for each word—crucial supports that can help struggling readers and English learners alike acquire vocabulary as they read.

In the *READ 180* Universal *LSpace*, students have the opportunity to practice the academic language they have learned in Whole- and Small-Group Learning in discussions with their peers. These discussions help to develop students’ oral language skills using the language of school. Giving students time to practice and develop oral language is especially helpful for those students who are struggling readers, English learners, and students with disabilities.



Prior to reading each text selection, teachers frontload critical academic vocabulary.

Language to Compare Ideas

My analysis is similar to ____'s. We each point out ____.

BACKGROUND AND CONTENT KNOWLEDGE

People construct **new knowledge and understandings** based on their existing knowledge (Bransford et al., 2000). Research shows that background knowledge is critical to reading proficiency (Adams, 2009; Lee & Spratley, 2010; Torgesen et al., 2007). Knowledge of subject matter is necessary in order to understand what is read (Hirsch & Pondiscio, 2010).

Content knowledge and reading are inextricably intertwined—reading will never progress beyond decoding without a foundation of content knowledge. The ability to comprehend a text depends greatly on the knowledge of the subject that the reader brings to that text. A program that enriches the knowledge of students is a must for reading improvement (Hirsch, 2014).

In order to build content knowledge, students must read an adequate number of **high-quality, complex, and engaging texts** that allow them to study a topic for a sustained period of time. By infusing these content-rich texts into the English Language Arts curriculum, students will spend an extended part of the school day not only reading, but also gaining knowledge that will allow them to read more complex texts in the future (Wattenberg, 2014).

Some students face **barriers to learning** because the representation of information assumes certain critical background knowledge and content knowledge. Since there is such a wide range of individual differences among students, ensuring that all students have equal opportunities to learn requires providing options and alternatives, such as videos that anchor instruction (CAST, 2011).

Both direct, **explicit instruction** within software and providing structured problem-solving guidance within software can be effective

at enhancing anchored instruction, each at different levels depending on the complexity of the task. The most effective interactive learning environments take into consideration the needs of a particular situation (Zydney, Bathke, & Hasselbring, 2014).

Dynamic images and sounds are especially helpful for students with limited background knowledge and English learners (Hasselbring & Glaser, 2000; Lacina, 2004). Using multiple representations of video information with struggling students gives them an authentic base of experience in abstract domains, thus making the abstract information more concrete (Heo, 2007).

Mini anchors may be a valuable approach to use for creating adaptable learning environments. They serve as a prescription for how to individualize instruction by embedding multiple, short, video-based scenarios within a computer-based program. In this way, mini anchors provide learners with multiple ways to perceive, engage with, and interact with instructional content (Zydney & Hasselbring, 2014).

Successful readers have a strong vocabulary, background knowledge on a diversity of topics, and fluency that allows them to focus on the meaning of the text. These readers gain exponentially more vocabulary, knowledge, and fluency as they read, which allows them to read more texts and build their knowledge base even more. Struggling readers continue to fall further and further behind because they can't access the knowledge and understanding of successful readers. This rich-get-richer and poor-get-poorer outcome is known as the **Matthew Effect** (Stanovich, 1986). Without early and effective intervention, struggling readers never gain the background knowledge they need to be effective readers and only fall further and further behind.

HOW *READ 180* UNIVERSAL DELIVERS

READ 180 Universal is designed to help students **acquire and activate the background and content knowledge** that is essential to reading comprehension. Before reading a text in a Workshop or in the Individualized Learning Technology, students watch an Anchor Video that provides them with the content and vocabulary knowledge they need to comprehend the text. These Anchor Videos not only contribute immediately to improved comprehension of the texts that students read, but also give students knowledge that they can transfer to unfamiliar texts, allowing them to build more knowledge, and continue to read more in a virtuous cycle.

At the core of *READ 180* Universal are multitudes of informational texts that stretch across the content areas such as social studies, science, literature and the arts, and contemporary social issues in order to **build the domain knowledge that is critical to reading comprehension**. By spending an extended period of time within a Knowledge Cluster, students are able to develop the knowledge that comes from deep and meaningful study of a topic. Through this engaging, diverse content, *READ 180* Universal readings help students **develop the strong base of world knowledge** and interdisciplinary literacy skills that they need in order to better comprehend texts across the curriculum.

READ 180 Universal makes systematic and extensive use of mental models to help students build background knowledge and improve comprehension of texts. *READ 180* Universal **exposes students to multiple text types** in order to build students' world knowledge and prepare them to comprehend across the content areas. The content in all components of *READ 180* Universal reflects diverse perspectives, allowing students to both reflect on their own experiences and explore new concepts and points of view.

The Anchor Videos included in *READ 180* Universal Individualized Learning Technology and Workshops introduce students to the concepts and vocabulary they will need to access the related text passages. The videos and subsequent language development activities aid students in **developing a mental picture of what they are about to read, resulting in improved comprehension**. The combination of video and vocabulary support is especially helpful for English learners who may have gaps in context information and/or academic language.

READ 180 Universal teacher-led instruction further supports the building of background knowledge to enhance comprehension. Teacher Space includes specific instructional routines to prepare

students for reading—for example, by asking student pairs to generate *how*, *what*, or *why* questions that they expect the text to answer. In addition, Resources for Differentiated Instruction in Teacher Space include lessons that teachers can use to **build students' background knowledge** and promote mental model development during Whole-Group Instruction.

Building Knowledge

U.S. History/Social Studies

Concept Map

In each circle, write a word or concept that you associate with **conflict**. Prepare to discuss why you chose that word.

debate

disagreement

war

fight

misunderstanding

battle

Language to Compare

and I both associate the idea with _____.

Similarly to _____, my association with _____ is _____.

Language to Make Connections

The word _____ came to mind.

I connected the idea of _____ with the word _____ because _____.

I connected the idea of _____ with the word _____ because _____.

I made this particular connection because _____.

192 Workshop 4, Part 1

Content-Area Vocabulary

Rate your word knowledge. Then discuss word meanings and examples.

| Word | Meaning | Example |
|--|--|---|
| assassin <small>as-sas-in (see focus)</small> | Someone who murders a well-known person. | The assassin killed / murdered the president. |
| avenge <small>av-juh (see focus)</small> | To hurt or harm / get back at someone because they have harmed / insulted / offended you. | The boxer / athlete plans to avenge his loss by winning his next match / achieving a new goal. |
| defensive <small>de-fen-siv (adj/noun)</small> | Used to protect / shield someone or something from injury / damage / harm. | I might make a defensive move by stopping another team from scoring / going inside during a storm. |
| slavery <small>slay-ree (noun)</small> | The system that forced black people / African Americans to work for an owner / be treated as property. | Mary Adams / black people were sold into slavery and forced to work on plantations / do work. |
| surrender <small>sur-ren-der (verb)</small> | To stop a battle / war / conflict because you have been defeated / you have lost. | The captain / general ordered the opposing side / army to surrender . |
| tyrant <small>ty-rant (noun)</small> | A ruler who uses power in a cruel / unfair way. | The tyrant does not care about giving citizens a voice in the government / people's feelings. |

The Hunt for Lincoln's Killer 193

Concept Mapping helps build domain knowledge.

22

23

TEXT COMPLEXITY

The Common Core State Standards require that all students read grade-level, complex texts, but many readers are not able to do so independently. Thoughtful and informed instruction and scaffolding can help students tackle complex text. Teaching students how to pay close attention to the text, to reread, annotate the text with notes in the margin, identify the author’s purpose and text structure, circle confusing words or sections, talk about the text with others, and ask text-dependent questions can be beneficial in helping students comprehend complex text (Liben and Liben, 2013).

There are many factors that contribute to the **complexity of a text**. In addition to word difficulty, sentence length, and sentence structure, the genre and structure of the text can also affect the readability of a passage. Texts in familiar genres and that are well structured with signal words are easier to read than unfamiliar, less-structured texts (Williams et al., 2014). Another factor that contributes to text complexity is cohesion, or the characteristics of the text that help the reader connect ideas in the text. Texts have several layers of cohesion: within sentences, within paragraphs, and across the texts (Graesser, McNamara, & Kulikowich, 2011). It is important to consider all of these factors when assessing the complexity and readability of a text.

Reading is fundamental for meeting life goals, such as becoming informed, accomplishing tasks, pursuing interests, and raising children. Unless students learn how to read texts of real-world complexity, they will be unprepared for college, careers, and life in general. When students read complex texts, they gain new language and knowledge that they need in order to access ever more advanced texts (Adams, 2011; 2009).

Immersion in complex texts is one of the best ways to help students develop mature language skills and the conceptual knowledge they need for success in school and beyond (Bridges, 2014).

Studies indicate that **exposure to a wide range of texts** strengthens understanding of the relationships among different words and concepts—building a “word consciousness” that enables the reader to more easily interpret the meanings of previously unencountered words (Adams, 2009).

For students to acquire **the language of literacy**, or academic language, they must encounter these structures and patterns in the materials they read. Providing students with exposure to complex texts allows them access to academic language, and having them interact with the texts allows them to discover how academic language works (Fillmore & Fillmore, 2012)

HOW READ 180 UNIVERSAL DELIVERS

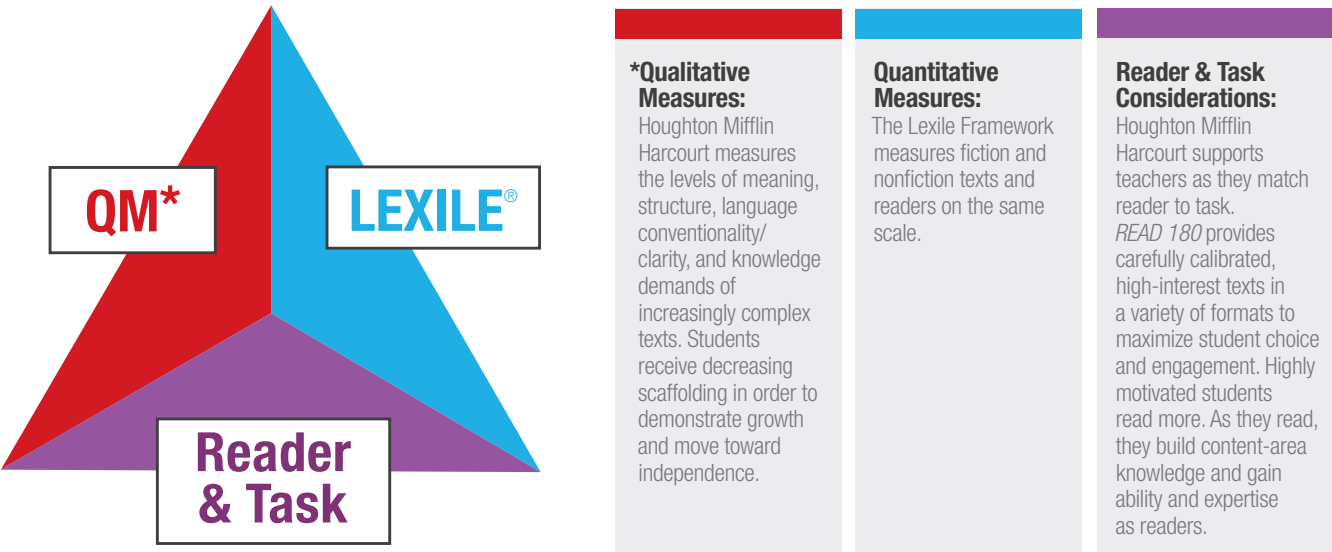
READ 180 Universal guides students from highly supported reading toward independent mastery of increasingly complex text, enabling students of all reading levels to access content-rich complex texts. Houghton Mifflin Harcourt has created a version of the Common Core State Standards (CCSS) text complexity triangle. The **Houghton Mifflin Harcourt Text Complexity Triangle**, shown in the figure below, measures the three components of text complexity as outlined by CCSS: Quantitative (Lexile measure), Qualitative, and Reader & Task.

The Qualitative Components of text complexity considered by *READ 180* Universal include those identified by Coh-Metrix as the most important factors in readability: narrativity, syntactic simplicity, word concreteness, referential cohesion, and deep cohesion (Graesser, McNamara & Kulikowich, 2011). As students progress through the Individualized Learning Technology, the texts that they encounter become relatively more complex in each of these dimensions. The relative complexity of each of these dimensions is offset by the other dimensions, providing scaffolds for the students to read and comprehend increasingly complex texts.

READ 180 Universal provides teachers with the tools to expertly match reader to text and task. The variety and volume of texts in *READ 180* Universal provides varying degrees of complexity and

scaffolding, **allowing students to access texts at the appropriate level of challenge and move toward independence**. The adaptive technology in *READ 180* Universal customizes instruction and practice according to students’ Lexile measures and other quantitative and qualitative factors that make up the student’s learner profile, providing continual opportunities for all students, including English learners and students with disabilities, to experience success and demonstrate progress. Throughout *READ 180* Universal, each reading is marked with an icon displaying its Lexile measure and complexity level to assist teachers in effectively matching readers with appropriately leveled texts.

Using the above dimensions, each Workshop entails a series of **increasingly complex texts**—a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects. Each Workshop supports students in accessing complex texts through a narrow reading approach in which students read a series of increasingly challenging texts with overlapping topics and recurring academic vocabulary. Each new text builds on the previous media and texts, **providing students with the background knowledge, vocabulary, and confidence** needed to access complex texts that might otherwise have been too challenging.



The Houghton Mifflin Harcourt Text Complexity Triangle allows teachers to adjust the text and task so students can be successful in Independent Reading.

INDEPENDENT READING AND READ ALOUDS

Explicit and systematic cognitive research that has been conducted over many decades has revealed that reading not only builds our brains, it also exercises our intelligence (Bridges, 2014). Reading is a rich, complex, and cognitive act that provides us with a great opportunity to exercise our intelligence in ways that we lose if we do not read (Cunningham & Zibulsky, 2013).

Decades of research have shown us that **avid readers** are also skillful readers and writers. They have more knowledge about the conventions of language in areas such as spelling, punctuation, grammar, and vocabulary. They also know more about the world (Bridges, 2014).

Students will not become successful **independent readers** unless they are given the chance to practice reading independently. By giving students the opportunity to choose texts in which they are interested, they will be able to read more complex texts because they are motivated and often knowledgeable about the topic (Liben and Liben, 2013).

Half of children ages 6–17 who read independently as a class or school (52%) say it’s one of their favorite parts of the day and wish it would happen more often. Almost all children in this age range (91%) say that their favorite books are ones that they choose themselves. One third of children aged 6–17 (33%) say their class has a designated time during the school day to read a book of their choice independently, but only 17% do this every or almost every school day (Scholastic, 2015).

Findings from the Kids & Family Reading Report (2015) showed that 54% of children ages 0–5 are read aloud to at home five to seven days a week, and 40% of children ages 6–11 who are no longer read aloud to at home wish that they were. Among a wide

range of age groups, 83% of kids say that they liked a lot the times that their parents read to them aloud at home, and they wish their parents had continued to read to them after they reached school age.

It is important that parents and teachers **read to their children and students every day**. Reading aloud together is one of the best ways for children to learn to read. The most important thing is to let children set their own pace and have fun during the experience (American Academy of Pediatrics, 2015).

Although 61% of children have read an ebook, a nearly equal number—65%—agree that they’ll always want to read books in print (Scholastic, 2015), making it important to offer texts in both mediums to engage all learners.

Research on students’ **use of digital and print text** suggests that middle-grade students could benefit from direct instruction for comprehending digital text along with practice interacting with digital texts. In particular, students need to develop better strategies for making sense of digital text instead of over-applying the strategies they use with print text (Davis & Neitzel, 2012).

Respected literacy researchers Gina Biancarosa and Gina G. Griffiths (2014) offer several recommendations for teachers to **integrate technology** and digital texts into their existing classroom routines. In particular, they argue that technology should be viewed as one tool many teachers use to prepare students for literacy in a digital age. When incorporating digital tools into a classroom, their recommendations include selecting evidence-based technology, providing ongoing support to teachers using the technology, and making good use of the data provided by the technology.

HOW *READ 180* UNIVERSAL DELIVERS

READ 180 Universal **ensures that students make reading part of their daily routine** by dedicating one of the three Station Rotations to independent reading. Texts in the Independent Reading rotation provide engaging content that is delivered at the appropriate level, and is respectful of student interests. Students choose the texts that they are most interested in, providing the motivation and engagement that are essential to reading comprehension.

Independent reading is designed to foster student choice and a love of reading, but also includes scaffolded support for students as well as checkpoints for accountability and teacher insight on their progress. The *READ 180* Universal Independent Reading library consists of **print books and digital reads**, including eBooks and eReads, as well as audiobooks that **model fluency and reading comprehension strategies**. Individualized Learning Technology offers **scaffolds in independent reading** with eReads, which are relevant, current, and engaging articles that are of differing modalities and length. Two of the eReads that are included in the library are a story of a teen that survived the Boston Marathon bombing and the story of a teen trapped in a deadly storm who survived using tips he learned on reality TV.

READ 180 Universal offers Independent Reading supports for students and teachers. In the digital independent reading experience, students

can access additional supports such as text-to-speech as well as a dictionary. **The downloadable resources available to teachers include:**

- Summaries of each book
- Questions that can be used for one-on-one conferences with teachers or aides and students and parents
- Graphic organizers targeting strategies practiced in the books
- QuickWrite prompts
- Ideas for final projects, such as book reviews and letters to authors

After finishing an independent reading book, students can take *HMH Reading Counts!* quizzes. When students log on to *HMH Reading Counts!*, they see the books they have completed and can then choose to take either an *HMH Reading Counts!* quiz or a *H.O.T. Quiz*—the latter of which is a more challenging quiz. The choices that students make will give the teacher insight into their mindset, motivation, and challenge-seeking behaviors. The teacher will know how many books students have read and how they have challenged themselves. Students will also complete reading logs to track their progress toward the goals they set at the beginning of the year. Students can log their progress in *LSpace* or during the Individualized Learning Technology or Independent Reading rotation.

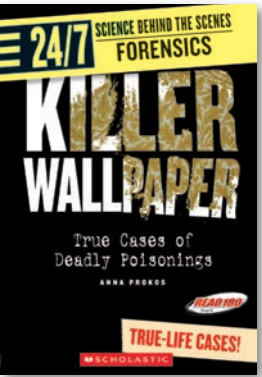
Engaging Titles Across Content Areas



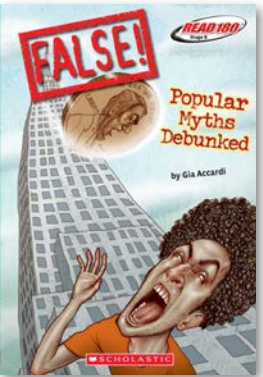
ENGINEERING



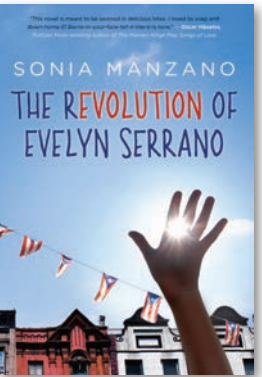
MATHEMATICS



TECHNOLOGY



SCIENCE



ARTS & LITERATURE

WRITING

The ability to write effectively is critical to reading development. Writing instruction can have a positive impact on students' reading skills and comprehension, particularly when students analyze and interpret texts in writing, write summaries, and answer questions about them in writing (Graham & Hebert, 2010).

Reading and writing go hand in hand. By identifying and explicitly discussing the features of different texts, teachers can support students' comprehension and offer models for writing (Schleppegrell, 2009).

Teachers can **use writing instruction as a tool to promote knowledge** and as a mechanism for **higher-order thinking** (Graham & Hebert, 2010). To be well-prepared for college, the workplace, and life, students need opportunities to develop critical thinking skills, discussing and critiquing different viewpoints in order to form and justify their own stance (Carnegie Council on Advancing Adolescent Literacy, 2010; Lewis & Moorman, 2007).

Instructional programs that incorporate units of study stress the reading-writing connection as students engage in higher-order thinking skills, such as reading and writing about a wide range of text types, comparing and contrasting the structure of complex texts, and analyzing how an author's writing decisions contribute to the text's structure and meaning (Pytash & Morgan, 2013; National Governors Association Center for Best Practices, Council of Chief State School Officers (NGA, CCSSO), 2010).

Meta-analyses of writing instruction, including studies of struggling writers, have found several strategies to have moderate to strong evidence for improving student writing including: (a) teaching students strategies for planning, drafting, sharing, evaluating, revising, and editing; (b) teaching students procedures for regulating the writing strategies they are taught; (c) teaching students spelling, handwriting, and keyboarding; (d) setting clear and specific writing goals; and (e) giving students opportunities to work together to plan, draft, revise, and edit their papers (Graham, McKeown et al., 2012; Graham, Harris, & Santalego, in press; Graham & Perin, 2007a, 2007b.)

English learners need significant, structured opportunities to engage in academic discourse through speaking and writing (Francis et al., 2006; Kinsella & Feldman, 2005). For English learners, structured approaches to teaching writing have been found to be more effective than approaches without structure or scaffolds (Shanahan & Beck, 2006).

All students, especially English learners, will benefit from writing instruction that teaches them how English works. This instruction will help students **gain an understanding of text structure and cohesion**, use nouns, verbs, and adjectives effectively to expand and enrich ideas, and connect and condense ideas within sentences (California Department of Education, 2012).

HOW *READ 180* UNIVERSAL DELIVERS

READ 180 Universal embraces the reciprocal relationship between reading and writing and provides the rigorous writing instruction that is necessary for students to become proficient readers and writers. Based on the research of Dr. Steve Graham and Dr. Karen Harris, **students learn a process to successfully plan, organize, and write (POW) responses to text**. Students have multiple opportunities to write narrative, informative, and argument pieces, and they learn, practice, and apply strategies specific to each of these genres. In narrative writing, students learn, practice, and apply the Who, When, Where, What=2, How=2 (WWW +2) strategy; in informative writing, students learn, practice, and apply the Thesis Statement, Idea, Details, Ending (TIDE) strategy; and in argument writing, students learn, practice, and apply the Topic Sentence, Reasons, Evidence, Ending (TREE) strategy.

Throughout Whole- and Small-Group Learning, *READ 180* Universal writing instruction emphasizes writing with a purpose and writing that **develops content knowledge and reading skills**. These purposeful writing activities, and the associated discussions, help students to log the “miles on the tongue” that Dr. Kate Kinsella has found is vitally important to language development for English learners. *READ 180* Universal writing instruction provides carefully guided opportunities for students to **engage in many different types of**

writing, from simple sentences to multi-paragraph essays. In paragraph-length constructed response writings and multi-paragraph essays, students follow the steps of the writing process: planning writing, organizing ideas using graphic organizers, composing a draft, and revising for clarity, conventions, and purpose. Writing is then shared through peer feedback and a variety of publishing opportunities. This **systematically scaffolded writing process helps students explore and extend their knowledge through writing**, and guides them in clearly conveying ideas using academic language.

Throughout *READ 180* Universal, grammar, usage, and mechanics are taught systematically and in context in accordance with the research of Dr. Kate Kinsella. Analyzing and evaluating a model paper before writing helps make expectations transparent and aids struggling writers in visualizing the demands of the assignment. After writing, students use routines they are taught during Whole-Group and Small-Group Learning to read, score, and respond to a partner's writing. These multiple opportunities for feedback provide the support that students—including English learners and students with disabilities—need to **gain confidence and independence with English grammar and writing for academic purposes**.

In the Individualized Learning Technology, the **Writing Zone** engages students in writing activities at appropriate levels of complexity with the supports and scaffolds they need in order to be successful writers. Students practice the WWW+2, TIDE, and TREE strategies and receive the scaffolds, including sentence frames, sentence starters, and graphic organizers, that are most appropriate to their writing level. They receive **immediate personalized feedback** in addition to the more detailed feedback provided by peers and their teacher.

Writing

Informative Essay

Writing Effective Introductions

AN EFFECTIVE INTRODUCTION

- Preview what the writer will talk about in the essay
- Includes a thesis statement that introduces the topic
- Gets the reader's attention

Analyze an Introduction

Revised the introduction to the model essay. Underline the thesis statement.

Abraham Lincoln was assassinated on April 14, 1865, just five days after Union troops defeated the Confederacy in the Civil War. Americans reacted to his death in many different ways. Two men who reacted to Lincoln's assassination with determination were Henry Rathbone and Edwin Stanton.

What technique does the author of this essay use to get the reader's attention?

A Vivid Description

Example: The news of President Lincoln's assassination spread through Washington, D.C. like a wildfire. People had many different reactions to this news.

An Important Fact

Example: President Lincoln was assassinated by a Confederate supporter named John Wilkes Booth. People reacted in different ways when they heard about his death.

Draft an Introduction

Use the frames to draft opening sentences for your essay.

1. President Lincoln's assassination shocked and devastated many Americans / caused Confederates supporters to act as accomplices / occurred on April 14, 1865.

2. On the night of April 14, 1865, President Abraham Lincoln was assassinated while watching a play / John Wilkes Booth assassinated President Lincoln.

Organize Your Draft

Complete this outline with notes for your essay. Use extra paper as needed.

I. Introduction: Write the thesis statement of your essay.

A. Thesis Statement: Two people who had strong reactions to Lincoln's assassination were Elizabeth Keckley and Dr. Samuel Mudd.

II. Body: Write a topic sentence for each body paragraph that summarizes the idea you will discuss. Then list two key details that support that idea.

A. Idea: Topic Sentence 1 - Elizabeth Keckley reacted with shock and grief.

I. Detail 1: "I felt as if the blood had been frozen in my veins."

II. Detail 2: "Grief and anxiety were making me weak."

B. Idea: Topic Sentence 2 - Dr. Samuel Mudd reacted by helping Booth and his accomplice escape.

I. Detail 1: "Mudd treated Booth's leg. He invites the fugitives to spend the night." (Tracking an Assessor)

II. Detail 2: "He claimed not to know the men who visited his farm." (Tracking an Assessor)

III. Endings: Restate your thesis and conclude with an interesting ending. Keckley and Mudd reacted in different ways to Lincoln's assassination. Keckley felt grief, while Mudd helped Booth hide. Their reactions show how they felt about the president.

Write Your Draft

Type or write your draft on a separate piece of paper.

TIDE

Thesis statement

Two people who had strong reactions to President Lincoln's assassination were...

Idea

One person who reacted to Lincoln's assassination was... Another person was... After Lincoln's assassination... Lincoln's assassination also...

Details

First, ... To begin with, ... The author also ... Additionally, ...

Endings

Overall, ... In conclusion, ... It is worth considering ...

228 Workshop 4, Part 2

The Hunt for Lincoln's Killer 229

READ 180 Universal systematically scaffolds the writing process to explore and extend students' knowledge.

28

29

MINDSET AND SELF-EFFICACY

Students’ academic mindsets play an important role in making them more engaged in learning, more resilient in the face of setbacks, and more academically successful. A report by the University of Chicago Consortium on Chicago School Research (CCCR) defined four important beliefs that make up academic mindset: a sense of belonging, self-efficacy, relevance/purpose, and growth mindset (Farrington et al., 2012).

Growth mindset is the belief that through effort and learning one can become good at something. Engagement, motivation, choice, ownership, and a growth mindset are intimately related (Dweck, 2007; Glei, 2013).

Skills such as **perseverance, curiosity, conscientiousness, optimism, and self-control** instill growth mindset and grit in students, allowing them to continue to try. These skills have more to do with character than with cognition and should be taught alongside daily curricular instruction (Tough, 2012).

Self-efficacy in the academic realm is the belief and confidence that one has in regard to his or her capacity to accomplish meaningful learning tasks and produce the desired results (Brozo & Flynn, 2008).

Perseverance refers to the tendency to pursue long-term goals with sustained effort and hard work. It has been shown to predict achievement in academic and vocational domains (Duckworth, Quinn, & Seligman, 2009; Duckworth & Quinn, 2009).

Executive function describes students’ ability to control their cognitive processes including planning, organizing, reasoning, and working memory. Students with strong executive function abilities are able to control the many different processes that lead to successful reading comprehension. Measures of executive function are highly correlated to measures of growth mindset, self-efficacy, and reading achievement (Miller et al., 2014).

While brief interventions can prove successful at helping students establish a growth mindset, more **lasting change can be effected**

through daily activities that reinforce the importance of growth mindset. Schools and classrooms that reinforce growth mindset messaging place the focus on learning rather than performance and make learning more enjoyable for students (Yeager, Paunesku, Walton, & Dweck, 2013).

▶ Building Community

What’s Your Mindset?

Some people believe that you are either good at reading or you are not. Others think that you can become a better reader through effort and hard work. What do you think?

Relax!

This is not a test.

It is an opinion survey about your beliefs about reading and intelligence.

mindset works

Decide how much you agree or disagree with each statement. Circle and write your answer.

| | Rating Scale | | | | | | |
|--|--|-------|----------------|-------------------|----------|----------------|-----------|
| | Agree a lot | Agree | Agree a little | Disagree a little | Disagree | Disagree a lot | My Rating |
| 1-1 | No matter how much reading ability you have, you can always change it a good deal. | 6 | 5 | 4 | 3 | 2 | 1 |
| 2-2 | You can learn new things, but you can’t really change your basic reading ability. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3-3 | I like reading classwork that makes me think hard. | 6 | 5 | 4 | 3 | 2 | 1 |
| 4-4 | I only like to read things that are easy for me. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5-5 | I like reading activities I can learn from, even if I make a lot of mistakes. | 6 | 5 | 4 | 3 | 2 | 1 |
| 6-6 | I like my reading classwork best when I can do it perfectly without any mistakes. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7-7 | When reading is hard, it makes me want to work more on it, not less. | 6 | 5 | 4 | 3 | 2 | 1 |
| 8-8 | When I have to work hard at reading it makes me feel as though I’m not very smart. | 1 | 2 | 3 | 4 | 5 | 6 |
| Add up the numbers and record the total: | | | | | | | |

12 Getting Started

Mindset Scans measure student beliefs about reading and intelligence.

30

HOW READ 180 UNIVERSAL DELIVERS

READ 180 Universal develops the academic mindset and behaviors, executive function, and learning strategies critical for success in college and career. Building on existing structures that instill a sense of belonging, self-efficacy, and purpose, *READ 180* Universal adds a focus on growth mindset. This focus helps to **build students’ knowledge of growth mindset and increase their awareness of their own mindsets**. *READ 180* Universal also helps teachers internalize and operationalize growth mindset for themselves and their students. Additionally, the program supports students and teachers with making connections between their academic mindsets, behaviors, and performances over time.

Growth mindset is integrated into *READ 180* Universal using five principles, which reach across program components (Whole- and Small-Group Learning, Individualized Learning Technology, and Independent Reading):

- Teach how the brain changes with learning and how intelligence can increase through effort.
- Build a growth mindset classroom culture where students and teachers have the language to talk about academic mindsets and behaviors.
- Communicate feedback that focuses on process not abilities.
- Model and teach positive learning behaviors and strategic application of domain-specific tools.
- Illuminate connections between mindset, behavior, and performance.

During the first two weeks of *READ 180* Universal, teachers and students begin to build their academic community with the Getting Started Workshop. In these lessons, students investigate **what it means to have a growth mindset** and experience how the brain changes with learning in an Anchor Video. They set goals for the school year and beyond and learn about other *READ 180* students that struggled academically, but continued to work hard with effort and perseverance until they were able to achieve their goals. This

Workshop helps students understand their own mindset and how they can “build their brain” with positive learning behaviors. The concept of a fixed mindset or a growth mindset is introduced from the very beginning of the year, so students and teachers have language to discuss mindset and behavior. They can work together to overcome challenges with effort and perseverance.

Throughout the course of *READ 180* Universal, students **cultivate a growth mindset** through approaching learning tasks with sustained effort and control. The gradual release approach used in all *READ 180* Universal instruction **ensures that students gain confidence** as they move from full support to independent work, taking on increased responsibility for their own learning.

The *READ 180* Universal Individualized Learning Technology also reflects important principles of **engagement and motivation**—critical for struggling readers. Students can track their learning and mastery of reading and affective skills through the Student Dashboard. The mastery of these reading and affective skills will **build students’ self-efficacy** as they witness their growth and progress through *READ 180* Universal. The Student Dashboard acts as a powerful motivator for students, as they are able to track their own progress, celebrate their achievements, and take ownership. By controlling their learning, students develop executive function skills that will serve them in the classroom and beyond.

An **on-screen “Smart Coach”** in Individualized Learning Technology provides patient encouragement to students, along with immediate individualized feedback that can be particularly beneficial to English learners and students with disabilities. First-language support features and universal design principles in the technology help further bolster the confidence of English learners and students with disabilities. This access to information about their progress and achievements not only motivates students, but also builds their awareness of who they are as learners, and **guides them in setting and working toward academic goals**.

31

SOCIAL-EMOTIONAL LEARNING

Social and emotional learning (SEL) is the process by which students develop the knowledge, attitudes, and skills needed to understand and manage emotions, set and achieve goals, feel and show empathy for others, maintain positive relationships, and make responsible decisions (Collaborative for Academic, Social, and Emotional Learning (CASEL), 2014).

Five of the SEL core competencies are self-awareness (the ability to accurately recognize one’s emotions and thoughts and their influence on behavior); self-regulation (managing one’s emotions, thoughts, and behaviors effectively in different situations); social awareness (taking the perspective of and empathizing with others from diverse backgrounds and cultures while recognizing social and ethical norms for behavior); relationship skills (establishing and maintaining healthy and rewarding relationships with diverse individuals and groups); and responsible decision making (making constructive and respectful choices about personal behavior and social interactions based on ethical standards and the well-being of self and others) (CASEL, 2014).

Some of the **SEL factors** that improve success in school include having self-discipline, motivating one’s self, managing stress, and organizing one’s approach to learning more (Duckworth & Seligman, 2005).

Self-regulation is another component of SEL that has been linked to academic achievement. Students who display this aspect of SEL try harder and have more persistence in the face of challenges (Aronson, 2002).

Three decades of research covered in a meta-analysis of 213 SEL programs found that **SEL interventions increased students’ academic performance by 11 percentile points** over students who did not participate in SEL programs. The SEL programs also reduced aggression and emotional distress, increased helping behaviors, and improved positive attitudes toward one’s self and others (Durlak et al., 2011).

Social-emotional learning in schools can be just as, if not even more, essential than academic learning for putting students on a path to positive developmental and life outcomes. A study conducted by the Center for Benefit-Cost Studies of Education at Columbia University’s Teachers College found that schools that invest in social-emotional learning programs experience a **return on their investment** of \$11 for every dollar spent. In addition to improvements in grades, attendance, and performance in core subjects, other benefits from social-emotional learning programs include reductions in aggression, substance abuse, delinquency, depression, and anxiety (Belfield et al., 2015).

HOW READ 180 UNIVERSAL DELIVERS

The content organized within *READ 180* Universal’s Knowledge Map reinforces and provides examples of the importance of managing emotions, setting and working to achieve goals, showing empathy for others, maintaining positive relationships, and making responsible decisions.

Within Individualized Learning Technology and Independent Reading, students read texts that inspire them to consider others through new perspectives. The messages and feedback delivered by the **“Smart Coach”** in Individualized Learning Technology **encourage students to persevere and achieve goals**, make responsible decisions, regulate their thoughts and behaviors, manage stress, and organize their approach to learning.

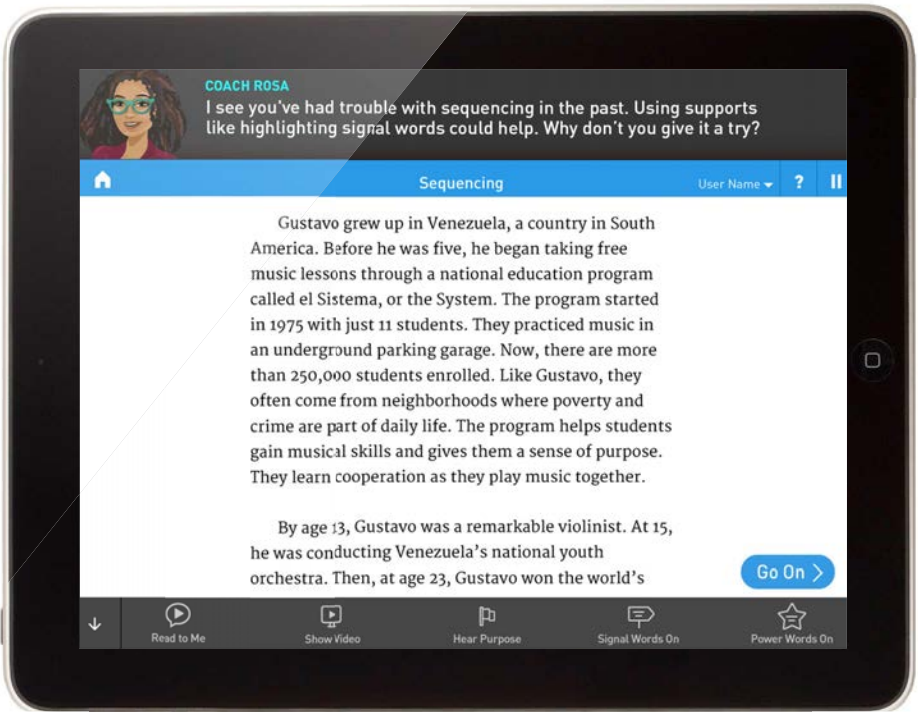
The Student Dashboard within Individualized Learning Technology allows students to set goals, regulate their progress, and motivate themselves toward achieving their goals.

The Independent Reading Library includes a number of titles that promote healthy social and emotional traits. The books help students

build social awareness by encouraging them to feel and show empathy for others from diverse backgrounds and cultures.

They also demonstrate positive relationship skills such as seeking out healthy and rewarding relationships with diverse individuals and responsible decision making such as making constructive and respectful choices about actions and behavior.

During the Getting Started Workshop, completed during the first two weeks of the school year, students set goals for each of the *READ 180* Universal rotations and learn tips to help them achieve those goals. These goals are revisited throughout the school year **to help the students become self-motivated and self-regulated in achieving their goals**. Students gain social awareness through reading stories and watching videos about other people that have faced and overcome challenges. The activities that students complete during this workshop help them to become aware of their own thoughts and emotions and how they can control them to “do a 180,” rewrite their own stories, and put themselves on a path to college and career success.



Smart Coaches deliver personalized feedback.

MULTI-TIERED SYSTEM OF SUPPORTS

Utilizing a Multi-tiered System of Supports (MTSS) creates a coherent continuum of evidence-based, system-wide practices that support a rapid response to the academic and behavioral needs of students. Within MTSS, there is frequent data-based monitoring to inform instructional decision making so as to empower all students to achieve high standards (Kansas MTSS, 2008).

Response to Intervention (RTI) is a multilevel system for maximizing student achievement by integrating ongoing assessment of student progress with increasingly intensive intervention (National Center on Response to Intervention, 2010). RTI organizes intervention into multiple tiers of support for students not making adequate progress (Feldman, 2009). In all tiers of intervention, students benefit from teachers’ use of data to determine whether students are making the desired academic gains, and then whether they need modifications in their curricula, materials, or instruction (Fuchs & Fuchs, 2007; Duffy, 2008).

To support students’ academic, behavioral, and social needs, many schools have adopted multi-tiered models of prevention. Because Tier 3 interventions are costly in terms of time and resources, schools must find efficient and effective Tier 2 interventions prior to providing such intense supports (Bruhn, Hirsch, Gorsh, & Hannan, 2014).

Positive Behavioral Interventions and Supports (PBIS) is a system that provides supports that increase in intensity, based on students’ behavioral and social needs. The purpose of PBIS

is to take a proactive approach to addressing school discipline by promoting positive behaviors school-wide, identifying problem behaviors early, and responding to and reducing those behaviors through research-based instruction and intervention (Stewart, et al., 2007). At each level, key components of the model include clearly defined expectations explicitly taught to all students, opportunities for students to practice the skills, reinforcement for students who meet expectations, and a system for monitoring student progress (Lane, Robertson, & Graham-Bailey, 2006; Sugai, et al., 2000).

Schools that have a culture that includes PBIS are able to **establish the behavioral supports that are needed for all children** to achieve both social and academic success. These schools have demonstrated increased achievement on both academic and social measures (Cohen, Kincaid, & Childs, 2007).

Effective PBIS implementations can be found in schools and districts that:

- **Foster positive social interactions** between students, teachers, and administrators
- **Teach behavioral expectations** in a socially and age-appropriate way
- **Reinforce positive behavior** with methods that are targeted toward students
- Use implementation and student-level data to **drive instruction and intervention** (Bruhn, Hirsch, Gorsh, & Hannan, 2014)

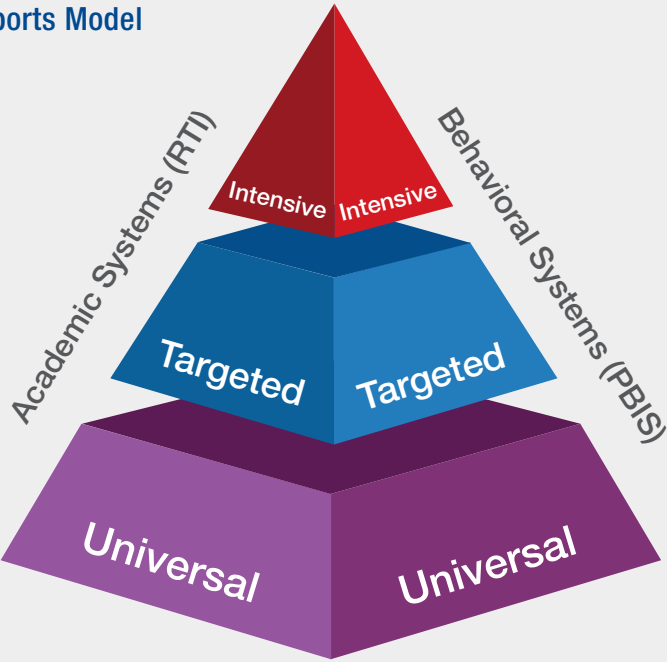
HOW *READ 180* UNIVERSAL DELIVERS

READ 180 Universal is a Tier 2 intervention offering targeted supports for struggling students, including English learners and students with disabilities. *READ 180* Universal offers powerful tools for the **systematic screening and progress monitoring** that are central to an RTI approach, along with customizable training and professional learning to ensure that teachers can use the program with a wide array of students, including students with special needs. *HMH Reading Inventory* serves as a screening assessment in the beginning of the year to **determine students’ reading levels** and place them at the appropriate level in Individualized Learning Technology. *HMH Reading Inventory* can then be administered multiple times over the year as a progress-monitoring tool—an **essential component of an RTI approach**.

For additional progress monitoring, *READ 180* Universal provides a variety of curriculum-embedded, criterion-referenced assessments,

including passages for oral reading fluency assessment and *READ 180* Universal Workshop Assessments, to regularly track student progress. *READ 180* Universal Workshop Assessments are administered both in the middle and after every *LSpace* Workshop to assess students’ mastery of comprehension, language, vocabulary, and writing skills taught during Whole- and Small-Group Learning. These assessments can be used by teachers to inform future individual and small-group instruction. In the Individualized Learning Technology, continuous **targeted diagnostic assessments check for mastery of skills and identify individual instructional needs**. The grouping tool on Teacher Space allows teachers to group students according to specific needs identified through ongoing assessment and observation so that teachers can easily and efficiently plan differentiated instruction and intervention.

Multi-tiered System of Supports Model



READ 180 Universal supports students’ academic and behavioral goals.

DIFFERENTIATED INSTRUCTION FOR STUDENTS WITH DISABILITIES

A variety of factors can contribute to reading difficulties among older students. For example, researchers have found associations among reading deficits and poverty (Chall & Jacobs, 2003; Chall, Jacobs, & Baldwin, 1990; Lee, Grigg, & Donahue, 2007; Zill et al., 1995), parental reading level (Chall, Jacobs, & Baldwin, 1990; Honig, Diamond, & Gutlohn, 2000), and/or biological, cognitive, neurological, or psychological learning issues. Students can also become struggling readers through lack of practice (Stanovich, 1986) or if they move between states with differing grade-level standards and expectations.

There has been a call for **more instruction in higher-level reading skills** for adolescents and for professional development for teachers due to the realities of student reading difficulties and teacher lack of preparation. This has raised awareness of the support that needs to be given to struggling readers and the role that teachers play in working toward higher levels of literacy among students (Kamil, Borman, Dole, Kral, Salinger, Torgesen, 2008).

Universal Design for Learning (UDL) is primarily based upon three principles: Provide Multiple Means of Representation; Provide Multiple Means of Action and Expression; and Provide Multiple Means of Engagement. These principles were derived from the three learning networks of the brain: Recognition Networks (the “what” of learning); Strategic Networks (the “how” of learning); and Affective Networks (the “why” of learning). Since at any given moment in learning all three networks are at play, during the planning or designing of technology, the individual variation in all three networks must be considered (Center for Applied Special Technology (CAST), 2011).

The principles of Universal Design for Learning (UDL) support providing multiple pathways for students to access and engage with content, and demonstrate learning. Research reveals that UDL yields benefits, such as improved access to and participation in the general education curriculum for all students (National Joint Committee on Learning Disabilities, 2008).

According to Shaywitz (2003), **effective intervention programs** for students with reading disabilities: 1) provide systematic, direct instruction in phonemic awareness and phonics; 2) teach students to apply these skills to reading and writing; 3) provide fluency training; and 4) include rich experiences listening to and using oral language.

Research shows that **successful interventions** for older students with disabilities match students with reading materials at the appropriate level of difficulty (Vaughn & Denton, 2008). When students are matched with materials above their levels, it is difficult for them to make maximum progress (Shanahan, 2008).

Motivation is a strong predictor of reading comprehension in students with learning disabilities (Heo, 2007; Sideridis, Mouzaki, Simos, & Protopapas, 2006). Research has demonstrated that captioned video and television programs can help deaf students improve their motivation, vocabulary, and reading comprehension and further deepen understanding of what is taught in the classroom (Jackson, 2003; Kalyanpur & Kirmani, 2005; Hasselbring & Glaser, 2000).

Interventions for students with **dyslexia** should be systematic, explicit, and multisensory (IDA, 2012). Many individuals with dyslexia require one-on-one help so that they can move forward at their own pace. In addition, students with dyslexia often need a great deal of structured practice and immediate, corrective feedback to develop automatic word recognition skills (IDA, 2012).

According to the National Institutes of Mental Health (2009), an effective treatment program for children with **autism** should build on the child’s interests, offer a predictable schedule, teach tasks as a series of simple steps, actively engage the child’s attention in highly structured activities, and provide regular reinforcement of behavior (National Institutes of Mental Health, 2009).

HOW READ 180 UNIVERSAL DELIVERS

From its inception, *READ 180* was designed to address the needs of students receiving special education services. The research behind the development of *READ 180* Universal’s innovative program was initially funded by a grant from the US Department of Education’s Office of Special Education. Through adaptive technology, individualized instruction, and high-interest materials, *READ 180* Universal’s comprehensive system provides the direct, systematic instruction necessary to **effectively support struggling readers**, including students with disabilities.

Foundational reading skills instruction, powered by *System 44*, provides students with disabilities with systematic, direct instruction in phonics and phonemic awareness. Students are given the opportunity to practice and apply these skills to authentic reading and writing experiences. *System 44* provides students with the guided practice that is necessary to achieve fluency. By mastering and becoming fluent in foundational reading skills, students with disabilities are able to make progress toward reading grade-level texts with comprehension.

READ 180 Universal instructional materials are designed to reflect the principles of **Universal Design for Learning** in order to facilitate access to the curriculum for all students. A multisensory instructional approach allows for multiple means of representation of learning



Anchor Videos facilitate access to content for all students.

materials. For example, Individualized Learning Technology, independent reading books, Audiobooks, eReads, eBooks, Anchor Videos, and teacher-facilitated lessons offer variety in means of accessing lesson content. In addition, Individualized Learning Technology includes support options to adjust for visual and auditory impairments, including captioning of Anchor Videos, an alternate color scheme, and a button rollover feature that provides a text label as well as an audio prompt for the software buttons. In the digital independent reading experience, students can access additional supports such as text-to-speech as well as a dictionary.

READ 180 Universal offers students multiple means of expressing their learning through words and writing. In Individualized Learning Technology, students read and record text passages to **practice and demonstrate fluency**. Individualized Learning Technology, paperbacks, and Audiobooks all include QuickWrites and graphic organizers to allow students to show comprehension in a way that suits their needs. Assessments in both digital and print formats offer multiple means of expression for students to demonstrate their knowledge. Multiple means of engaging students are included in *READ 180* Universal through the Whole-Group Learning, Small-Group Learning, Individualized Learning Technology, and Independent Reading. In particular, technology is a motivating learning medium for students and includes a supportive on-screen “Smart Coach” to help keep students engaged.

READ 180 Universal offers a wealth of resources for differentiating and adapting instruction based on students’ needs. Individualized Learning Technology **provides personalized instruction**, along with **immediate targeted feedback** accompanied by modeling and guided practice. By constantly collecting ongoing data about student performance, the Individualized Learning Technology provides critical information for teachers about student progress and individual needs. Educator Dashboard then allows educators to efficiently group students according to their needs for targeted follow-up instruction, while the Student Dashboard encourages students to take ownership over their own learning.

DIFFERENTIATED INSTRUCTION FOR ENGLISH LEARNERS

The number of English learners in schools has grown by over 50% in the past decade. Current estimations of English learners in schools are 5.3 million students, a significant amount. While this has brought challenges to meeting the needs of these students, it has also brought an opportunity to embrace multicultural and multilingual education and an increased focus on improving instruction for English learners (George Washington University Center for Equity and Excellence in Education, 2009).

The proportion of English learners that live in California is approximately 34% of the national total, and California has more English learners than the next six states combined. Approximately 25% of California’s students are English learners. English learners must meet the same challenging standards as native speakers of English and many are at risk in US schools, which typically do not successfully differentiate instruction to meet their unique and varied needs (California Department of Education, 2010).

A recent review of best practices for “Teaching Academic Content and Literacy to English Learners in Elementary and Middle School” conducted by the Institute of Education Sciences resulted in four recommendations:

- Teach a set of **academic vocabulary words** intensively across several days using a variety of instructional activities.
- Integrate **oral and written English language instruction** into content-area teaching.
- Provide regular, **structured opportunities** to develop written language skills.
- Provide **small-group instructional intervention** to students struggling in areas of literacy and English language development (Baker et al., 2014).

The research on **effective instruction** for English learners points to three important principles: generally effective practices are likely to be effective with English learners; English learners require additional instructional supports; and the home language can be used to promote academic development. Additionally, English learners need plenty of opportunities to develop proficiency in English (Goldenberg, 2013).

In a study of high-performing schools with large populations of English learners, four broad effective practices were identified as having the most significant positive correlation with high test scores: implementing a coherent, standards-based curriculum and instructional program; prioritizing student achievement; ensuring availability of instructional resources; and using assessment data to improve student achievement and instruction (Williams, Hakuta, Haertel, et al., 2007).

For **mixed-ability classes** including English learners, providing explicit, interactive instruction results in the greatest text comprehension gains, especially when the instruction relates the academic vocabulary words in the text to focal lesson concepts or when the words have general use in academic contexts (Kinsella, 2013).

Students need to be reading not only deeply but widely, and building their vocabulary and knowledge (Beck, McKeown, & Kucan, 2002; Feldman & Kinsella, 2005). Wide reading is particularly important for English learners, who benefit from learning word meanings in context rather than as separate lists of words (Au, 1993).

Because **academic language proficiency** is related to achievement in reading and writing, direct instruction in oral and written academic language for English learners is critical (Biancarosa & Snow, 2004; Gersten & Baker, 2000). For example, teaching vocabulary and grammar as it is used in specific genres prepares English learners to succeed with academic writing tasks (Schleppegrell, 1998).

HOW READ 180 UNIVERSAL DELIVERS

In a sense, all students are English learners, as they all come to school with different experiences and levels of exposure to the English language. *READ 180* Universal is **designed to differentiate instruction and meet all English learners at their levels**, whether they are speakers of other languages or other dialects such as nonstandard English, while being respectful of their first language. *READ 180* Universal helps teachers to capitalize on the advantages that English learners bring to the classroom and the support that using their first language judiciously can provide. By focusing on understanding register and academic language, the program helps students build upon their native languages and dialects and provides them the scaffolding and supports they need to “put miles on the tongue” and use academic language effectively.

Throughout *READ 180* Universal, program materials reflect a consideration for the needs of English learners. The program was designed with the recognition that focusing on the needs of English

learners highlights important elements of reading instruction, such as **building background knowledge and developing academic vocabulary**, that are beneficial to all *READ 180* Universal users.

READ 180 Universal includes many supports that are beneficial to English learners who are struggling with reading comprehension and fluency. All English learners can benefit from the individualized instruction provided by Individualized Learning Technology, along with immediate corrective feedback that has been found to be particularly helpful to nonnative English speakers. Individualized Learning Technology also provides vocabulary supports, captioning of Anchor Videos, supports in the eReads, and parent materials for five major world languages spoken in California (**Spanish, Vietnamese, Filipino, Cantonese, and Mandarin**), and Spanish translations that can help students with beginning and intermediate English proficiency levels access the texts, build background knowledge, and experience success.

The program’s emphasis on developing academic language and vocabulary reflects practices that have been shown to be particularly effective for English learners, who may struggle with academic language even if they are comfortable with conversational English. Similarly, English learners benefit from **supported practice with speaking and listening in the classroom** and opportunities to **collaborate and discuss concepts with peers**. The program’s instructional routines, such as Think (Write)-Pair-Share, scaffold classroom discussion so that English learners can feel more comfortable participating. Like native English speakers, English learners are able to apply and practice their learned skills with Audiobooks and independent reading books that are leveled so that students can experience frequent success with reading. The multicultural content found across all components of *READ 180* Universal reflects ethnic, cultural, and linguistic diversity, **helping English learners find a sense of belonging in their new culturally responsive environment**.

READ 180 UniversalPROFESSIONAL DEVELOPMENTInstructional Routines

ACADEMIC DISCUSSION

HEADS UP

It's easier for all of us, students included, to have an academic conversation when we reflect on the background knowledge we already have on the topic. In fact, activating prior knowledge increases students' willingness to share as well as their competency when sharing. To help activate students' prior knowledge and develop their academic oral language proficiency, use this effective expression routine to discuss and report ideas. Using the Academic Discussion routine allows students to elaborate and clarify, support ideas with examples, build on/challenge a partner's idea, and paraphrase when having discussions with classmates.

What is the Academic Discussion routine?

The Academic Discussion routine encourages active participation by all students as they practice conversations to share ideas. Teachers use this structured routine to encourage collaborative conversations and maximize time on task. The Academic Discussion routine has the following steps:

1. Set Expectations:

Explain the steps of the routine and review the "4 Ls of Productive Partnering."

2. Model:

Demonstrate how to use response frames to support ideas with examples.

3. Facilitate:

Guide students to formulate ideas and rewrite one using a complete sentence.

4. Share:

Observe and support students as they share an idea and record an idea from a classmate.

Why use the Academic Discussion routine with your students?

The Academic Discussion routine engages all students by allowing them to practice their conversation skills in a safe and stimulating environment before sharing with the whole class. This routine promotes:

• mastery of academic language.

• competency in and facility with academic exchange.

• numerous and varied peer interactions.

• active listening.

• opportunities for students to express their ideas and connect to others' ideas

• lessened student anxiety about public sharing in class discussions.

THE ACADEMIC DISCUSSION ROUTINE IN ACTION

Read an example of a Model Lesson that incorporates this routine.

| Routine | Model Lesson |
|--|---|
| <div><div>Set Expectations</div><div><ul style="list-style-type: none">Explain the steps of the Academic Discussion routine.Review the "4 Ls of Productive Partnering."</div></div> | <div>Use the Academic Discussion routine to engage students as they talk about their prior knowledge of a text or answer a question. Interacting effectively during conversations is important in letting your classmates know you are listening to them.</div> |

SCHOLASTIC | READ 180 Universal | Stage B | Page 1

Scaffolded instructional routines facilitate robust academic discussions.

38

39

FAMILY ENGAGEMENT

In order for a child to be successful in school, there are numerous **critical roles that families play**: supporters of learning, encouragers of perseverance and determination, models of educational practices, and advocates of appropriate school environments for their child. Families need the opportunity to learn and grow along with their children and support the learning and growth of their children in order for partnerships between families and schools to succeed (Mapp & Kuttner, 2014).

Schools and districts that **successfully engage families in their children’s learning** are able to strike a balance between pushing families to support learning and pulling the families into the school community. These schools view families as partners in their children’s education and provide a collaborative environment that builds relationships between educators and families. They have frameworks that encourage both learning at home and collaborative decision making (Henderson, Mapp, Johnson, & Davies, 2007).

Having **books in the home** helps establish a reading culture that continues from generation to generation within families and is independent of education and class. This creates an interest in and desire for books that will promote the skills and knowledge needed to foster both literacy and numeracy, thus leading to lifelong academic advantages (Evans, et al., 2010).

Children whose parents have lots of books are nearly 20% more likely to finish college. Books in the home are a stronger predictor of college graduation than the educational levels of the parents (Evans, et al., 2010).

It is very important that families and educators make a firm commitment to **encourage adolescent students to read** outside of school by finding ways to engage them with texts over the summer, as well as before and after school. Moreover, it is critical that we encourage them to make reading a part of their lifestyles (Alexander, 2014).

For a child to become a reader, **time spent with parents** or caregivers who engage with their children with books—whether through close readings or discussion of pictures—is what is most necessary. When children not only have access to books, but can share them with reading mentors who love books and reading, they are much more likely to thrive as readers (Heath, 1983; Bridges, 2014).

HOW *READ 180* UNIVERSAL DELIVERS

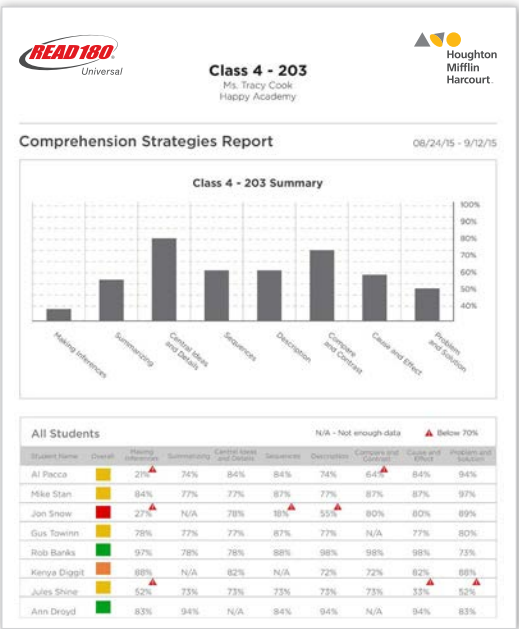
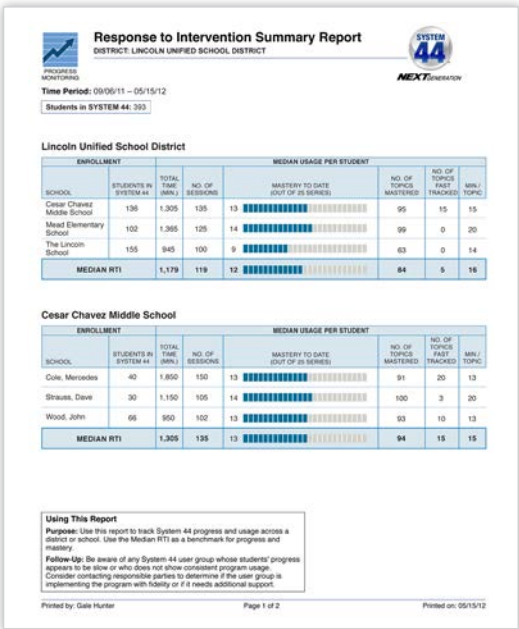
READ 180 Universal provides resources to **help families support students’ learning** and connect with the *READ 180* Universal classroom. Families and caregivers can go online to the Family Portal to learn about *READ 180* Universal instruction and materials. The site includes a video, *60 Seconds to School Success*, providing tips for families about how to support their children’s literacy achievement, and offers links to additional resources and research to **help caregivers understand the needs of struggling readers**. In addition, the Family Portal provides a space for sharing success stories and experiences with teachers and other *READ 180* Universal families.

Each *LSpace* Workshop includes four or five **strategies to support teachers in involving and engaging parents**, including:

- Strategies for **soliciting and hearing the concerns**, hopes, needs, and insights of parents
- Suggestions for **sharing expectations** about parent involvement and asking parents about their expectations

- Channels for **asking parents what they view as important** in helping students succeed and adding those things to classroom practice
- **Frequent communications** with parents and families (via email, letters, and suggestions for school websites)
- Invitations for **parent volunteers**
- Information on **supporting *LSpace* work** at home while helping students build independence
- Information on **classroom assignments** and the role of homework in reinforcing class discussion/learning

These strategies are available in the Teachers Edition at the Workshop Launch, throughout the texts, during process writing instruction, and at the Workshop close. Parent reports of student progress as well as letters to parents are available in multiple languages. Access to digital books helps students engage with their families over texts.



PERSONALIZED INSTRUCTION WITH ADAPTIVE TECHNOLOGY

Well-designed blended learning solutions offer many positive benefits for students, especially for struggling students. Five aspects of technology that can be game changers for students are that it is:

- 1. Adaptive
- 2. Effective at facilitating practice that leads to mastery
- 3. Available anytime and anywhere
- 4. Effective at gathering and processing data
- 5. Motivating (Hasselbring, 2012)

Adaptive technology harnesses Universal Design for Learning (UDL) principles in that it provides a flexible design from the start that has customizable options. This flexibility allows all learners to progress from where they are and not where we would have imagined them to be. In this way, all learners are provided with instruction that is varied and robust enough to be effective (CAST, 2011).

The motivating potential of technology, especially for struggling students, is very promising. For almost everyone, especially students caught in a cycle of failure, success is a tremendous motivator. Many technology-based programs are able to process data and point out improvements in even very small increments. Seeing these improvements is incredibly motivating for students who feel they have never experienced success in school (Hasselbring & Bausch, 2005).

Adaptive technology affords students the opportunity to receive individualized support, learn at their own pace, and receive corrective feedback in real time (Kamil, 2003). Individually targeted instruction in reading skills can improve reading achievement, both in the targeted skill and in more generalized measures of literacy (Shanahan, 2008; Vaughn & Denton, 2008).

Many **technology-based programs** allow teachers to look up the day-to-day progress of students, see which concepts are holding them back, and then use that information to create an individualized learning plan. When a student spends just a small amount of time using the right kind of software, technology-based programs can quickly assess the student's skill set, organize the data, and deliver customized data to the teacher, parent, or student (Hasselbring, 2010). A recent report (RAND, 2014) found that students in charter schools that had implemented personalized learning programs improved in reading and math over the national average on standardized tests.

A recent report from the Stanford Center for Opportunity Policy in Education (SCOPE) cited three factors that affect the achievement of at-risk adolescent students that use educational technology: the **interactive nature of the technology**, the ability of the technology to encourage students to explore and create rather than repetitively practice skills, and effective interaction between teachers and the technology (Darling-Hammond, Zielesinski, & Goldman, 2014).

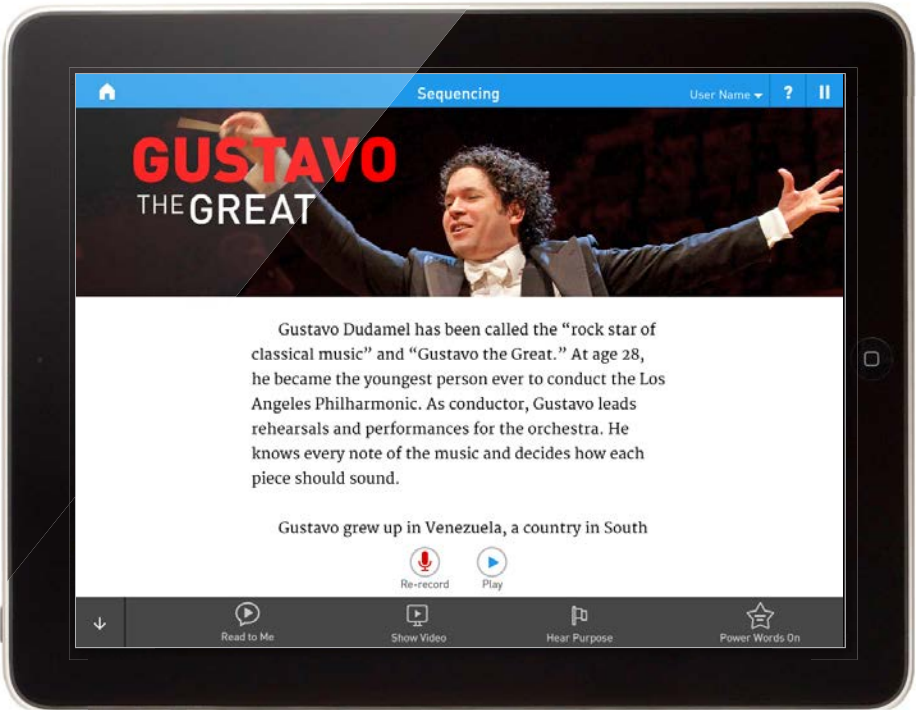
HOW READ 180 UNIVERSAL DELIVERS

READ 180 Universal's innovative technology harnesses learning theory and pedagogical principles to **deliver individualized and personalized instruction tailored to each student's needs and interests**. The adaptive technology in **Individualized Learning Technology** customizes and scaffolds individual practice and application of word recognition, spelling, vocabulary, language, fluency, comprehension, and writing skills. The adaptive pacing of skills practice in Individualized Learning Technology **helps students achieve automaticity**, freeing cognitive capacity for **higher-order processes**. In addition, embedded assessments throughout Individualized Learning Technology are designed to continuously assess and place students according to their levels of mastery of learned and new information, and to customize corrective feedback to students' specific errors.

The power of *READ 180* Universal's technology is that it enables the program to assess student knowledge and skills, respond to individual student differences, differentiate and scaffold instruction, provide corrective feedback, monitor student progress, and offer teachers

data to guide students to become proficient readers and learners. These characteristics constitute instructional practices that have been shown to be highly beneficial to struggling readers, students with disabilities, and English learners.

***READ 180* Universal builds a Learner Profile** that takes into consideration the students' mastery of academic skills (measured through their performance on reading comprehension, fluency, word recognition, language/vocabulary, spelling, and writing activities) as well as their academic mindset (measured through their usage and activity in the Individualized Learning Technology and help-seeking and challenge-seeking behaviors). This Learner Profile is informed by the FASTT algorithm to consistently provide students with instruction and practice on skills and strategies within their zone of proximal development. In addition, advances in speech recognition technology enable the Smart Coach within Individualized Learning Technology to monitor their behaviors and provide feedback to ensure that students stay on task.



The Individualized Learning Technology delivers personalized instruction tailored to each student's needs and interests.

■ BLENDED LEARNING SOLUTIONS

Blended learning can be described both as a formal education program in which a student learns through online delivery of content and instruction while having some control over time, place, path, and/or pace, and as a supervised education program that occurs in a “brick-and-mortar” location (Staker & Horn, 2012).

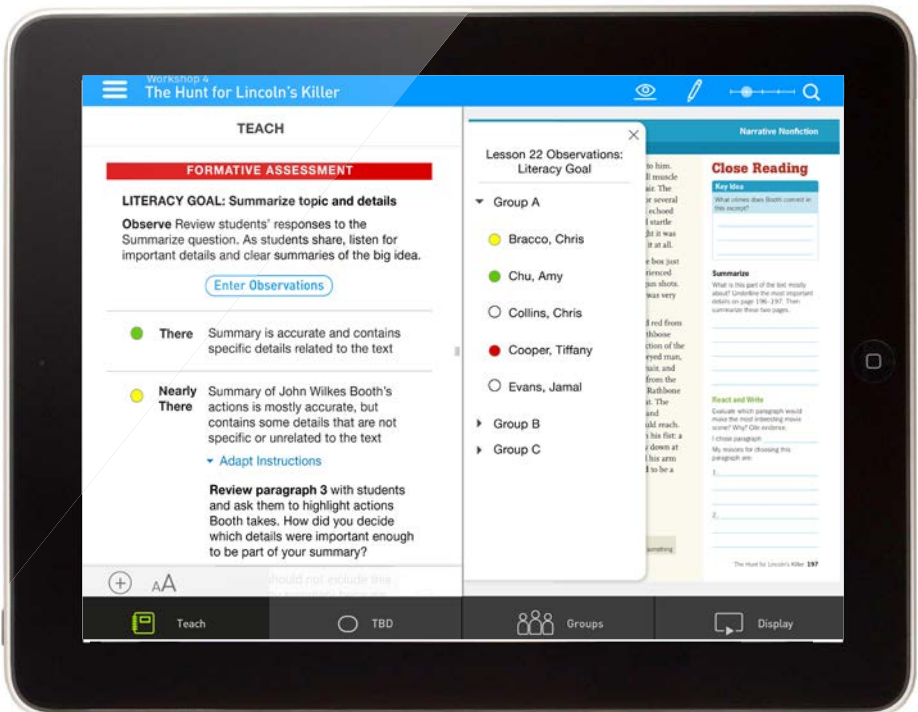
Providing a **fundamental redesign of instructional models**, blended learning seeks to accelerate learning toward college and career readiness. The goal is to develop schools that are more productive for both students and teachers by personalizing instruction. In this way, blended learning can ensure that the most appropriate resources and interventions are available for students at the time that they need them (Bailey, Ellis, Schneider, & Vander Ark, 2013).

Blended learning has the potential to **bring accessibility, affordability, and customization** that might have previously been complicated, expensive, and standardized to educational places. In this way, it can transform learning experiences for students (Staker et al., 2011).

Blended learning that **integrates face-to-face and digital learning** can lead to greater educational equity, opportunities, and efficiencies for students. As we use technology and digital devices regularly in order to function in our personal and professional lives, it is reasonable to integrate these same resources into educational environments (Anderson & Skrzypchak, 2011).

Models of blended learning that follow a hybrid pattern build upon and offer sustaining enhancements to a regular classroom system while not disrupting it. Other models of blended learning that are more disruptive can transform the classroom system by becoming engines of change over the longer term (Horn & Staker, 2014).

In a membership survey of teachers from all fifty states, the Association of American Educators found that 92% of teachers report utilizing technology in the classroom and 68% of teachers “support a blended learning environment where students spend part of their day with a teacher and part of their day working with a computer” (Association of American Educators, 2015).



Teacher Space provides access to real-time student-performance data.

■ HOW *READ 180* UNIVERSAL DELIVERS

Houghton Mifflin Harcourt has embraced a **blended learning approach** to instruction since the first version of *READ 180* integrated technology was introduced in primary and secondary classrooms to support teachers' efforts to provide individualized, personalized, and differentiated instruction. As Margery Mayer, president of Houghton Mifflin Harcourt Intervention Solutions Group, has said: “Everyone is in the blended learning space now, but back then we just felt that ‘blended’ was the most natural way to learn—technology to help and support where it makes sense. And it steps back and lets the teacher do what he or she does best as well.”¹

All *READ 180* Universal teachers have access to Teacher Space, which provides unprecedented **support for monitoring learning and differentiating instruction**—critical to effective intervention. Through Teacher Space, the teacher can:

- Instantly access **real-time data** about student performance
- Analyze data and results to **inform instruction**
- Plan **effective** instruction
- **Access guidance** on reviewing and reteaching skills based on data
- Use the grouping tool to group students for **differentiated instruction** tailored to their needs
- **Access rubrics** and grade student performance on writing assignments

- **Receive notifications** that alert teachers to relevant and timely data points
- Access dynamic, daily **Professional Learning** resources
- **Participate in a community** of educators and access all resources through an educative curriculum

READ 180 Universal Individualized Learning Technology complements the teacher-led Whole- and Small-Group Learning with activities that customize and scaffold individual skill practice. Students are able to **choose their path through the Individualized Learning Technology** and work at their own pace, two factors that are critical to an effective blended learning program. Individualized Learning Technology also continuously collects data about student performance and provides **continual personalized feedback** to the student through the Smart Coach, freeing the teacher to focus on targeted direct instruction for the Whole-Group and Small-Group Learning.

Other features of *READ 180* Universal technology also help teachers collect and manage data, providing them more time for **face-to-face teaching**. For example, the adaptive *HMH Reading Inventory* assessment screens students and provides a Lexile level that teachers can use to efficiently match students with texts. This data not only provides a **personalized path** through the Individualized Learning Technology, but also allows the teacher to differentiate instruction during Small-Group Learning.

¹ <http://www.bizjournals.com/bizwomen/news/profiles-strategies/2014/11/6-things-you-didn-t-know-about-scholastic-the.html?page=all>

ASSESSMENT OF AND FOR LEARNING

As **technological and learning advances** are increasingly being made, we are at the beginning of what is surely to be the most important, turbulent, and exciting decade in the century for innovations in assessment. Four major forces are pushing these innovations along: technological, social, and economic trends are changing the skills needed for citizenship and employment; the power of personal digital and computing devices and the number of people with daily access to them are increasing exponentially; cognitive science is creating new and powerful insights into how people learn; and the demand for K–12 education learning and assessment tools in the United States is reaching explosive levels that will spur greater investment and innovation (Doorey, 2012).

Effective assessments allow educators to make important claims about the knowledge and skills that students possess. Literacy assessments can enable educators to determine whether students can read and comprehend complex literary and informational texts, to determine whether they can write effectively when analyzing text, and to determine their overall literacy proficiency (Gendron, 2012).

Assessment systems can provide a balanced way to give teachers and schools the information and tools they need to improve teaching and learning so that all students leave high school college and career ready. **Balanced assessment systems** include **formative** assessment practices that improve instruction, **interim** assessments that are flexible, open, and used for actionable feedback, and

summative assessments that are benchmarked to college and career readiness (Gendron, 2012).

Shepherd and Marzola (2011) found that teachers who incorporated **formative assessments** into their lessons increased student reading achievement scores more than teachers who did not use formative assessments. Chatterji, Koh, Choi, and Iyengar (2009) also found that their researcher-developed formative assessment, the proximal assessment for learner diagnosis (PALD), was effective for addressing learner needs and thus closing achievement gaps in subject-area domains.

While formative assessments are beneficial for all students, they are particularly helpful for struggling students as they highlight troublesome areas and provide guidance on what needs to be done to overcome them (Black & William, 2009).

Schools that embrace a **student-centered learning approach** emphasize instruction and assessment that help students connect with and apply what they are learning through culminating performance-based assessments. These schools utilize ongoing, performance-based assessments that focus on mastery. Student-centered schools are more likely to outperform peers on standardized assessments, graduate more students, help more students become eligible for college, and have students that persist in college (Friedlaender et al., 2014).



SRI College & Career is a universal screener and progress monitor assessment that places students appropriately into the program.

HOW *READ 180* UNIVERSAL DELIVERS

READ 180 Universal contains a comprehensive system to administer and give **actionable feedback** for both formative assessments (assessments for learning) and summative assessments (assessments of learning). The *READ 180* Universal assessment system provides ongoing information for students, teachers, and administrators throughout the year about student learning and progress.

READ 180 Universal assessments include tools to screen and place students, monitor progress, and provide information that can be used to **inform instruction**. *READ 180* Universal teachers use *Scholastic Reading Inventory* (SRI) College & Career, a scientifically based and validated test, as a **screening assessment** in the beginning of the year and as a **progress-monitoring assessment** in the middle and end of the year. SRI College & Career uses reading passages and accompanying questions to identify those students that would benefit from entry into *READ 180* Universal and those that could be recommended for exit. The SRI College & Career Lexile measure is one of several data points that are used to inform the students' learner profiles. Other contributions to the learner profile include the students' interests, their engagement and motivation that are tracked through the Individualized Learning Technology, and their performance on the Workshop assessments, on the *Scholastic Reading Counts!* (SRC!) independent reading quizzes, and in the Individualized Learning Technology.

In addition to SRI College & Career, *READ 180* Universal includes multiple formal and informal formative assessments to **monitor student progress on an ongoing basis**. Students take Workshop assessment tests in the middle and at the end of each of six Workshops to assess progress in using reading strategies for comprehension, and they take Summative Tests at midyear and end of year to **assess listening and reading comprehension, critical reading, word-study skills, conventions, and writing**. SRC! Quizzes assess students' comprehension of Paperbacks, Audiobooks, and eReads that they complete during Independent Reading.

Teacher Space provides a step-by-step process for formative assessments to take place during Small-Group Learning. This

process makes it easy for teachers to quickly and effectively evaluate students and then review the data to inform their instruction. The process includes the following: alerting teachers to the lesson's goals, guiding students through the response activity that measures their performance, examining the Formative Assessment rubric, determining the mastery level of each student, giving options to adapt instruction, and quickly logging student performance level (There, Nearly There, Not Yet) with the formative assessment tracker.

Critical thinking and 21st Century skills are assessed using Wrap-Up Tests at the end of every Workshop, and Wrap-Up Projects that assess students' abilities to apply 21st Century skills such as analyzing information, using technology for communication, and engaging in collaborative work. Scoring guides are used to assess these projects, as well as writing assignments and the Respond & Write activities in the Writing Zone. These scoring guides support students and teachers in reviewing students' work, providing feedback, and revising as necessary. Technology plays an important role in the *READ 180* Universal assessment system. *READ 180* Universal's **adaptive technology provides students with personalized feedback** and teachers with a powerful tool for progress monitoring as it continuously collects data on students' growth and mastery of new skills that feeds into the students' learner profiles. The Teacher and Leadership Dashboards provide easy access to data from these ongoing assessments, **allowing teachers and administrators to efficiently monitor student progress in real time**, quickly identify problems, and inform decision making about instruction.

All *READ 180* Universal students complete mid- and end-of-year **performance assessments** that take place after Workshop 3 and Workshop 6. These performance assessments are research projects in which the students choose a topic, research and evaluate sources, and use the process and strategies they have learned for informative writing to write a research paper.



EFFICACY STUDIES IN CALIFORNIA

For more than a decade, California schools and districts have partnered with Scholastic to implement *READ 180* in classes with struggling readers and have experienced great success in accelerating these students to grade-level reading proficiency. In this section, we highlight a few of the many schools and districts in California whose students have benefited from *READ 180*.

The studies that investigated the impact of *READ 180* on California's struggling readers involved around 20,000 students, including a substantial proportion of English learners and students with disabilities, in Grades 4–12. Across the state, *READ 180* students outperformed their peers on a variety of reading assessments and showed forward momentum in becoming proficient readers.

The California research base consists of studies examining *READ 180* in the following school districts:

- Colton Joint Unified School District
- Desert Sands Unified School District
- Lodi Unified School District
- Napa Valley Unified School District

For more evidence of the efficacy of *READ 180* in California and across the country, please see the *Compendium of READ 180 Research* or visit: [research.Scholastic.com](https://research.scholastic.com).

COLTON JOINT UNIFIED SCHOOL DISTRICT

Students Using *READ 180* in *English 1 Intensive Course* Improve Significantly by 26 Scale Score Points on CST ELA

OVERVIEW

Colton Joint Unified School District (CJUSD) enrolls more than 24,000 students in eighteen elementary schools, four middle schools, two comprehensive high schools, one continuation high school, one alternative school, one adult program, and one preschool center. Most of the students are Hispanic (78%), and many of them receive free or reduced price lunch (67%).

In 2007, CJUSD was designated as a “program improvement district” for failing to show adequate reading gains for English learners and students with disabilities for four consecutive years. During the 2007–2008 school year, CJUSD worked with Scholastic representatives to create an English 1 Intensive course, customizing the research-based *READ 180* program to incorporate core district requirements and meet the requirements of a University of California-approved course. The 110-minute college-preparatory Intensive class combined the 90-minute *READ 180* instructional model with novels and short readings from the California ninth-grade English Language Arts Recommended Reading List. In addition, the *rBook* Teaching System was modified so that all reading comprehension, vocabulary, and writing instruction directly related to core literature.

Beginning with the 2008–2009 school year, CJUSD placed struggling ninth-grade students who scored 275 or less on the California Standards Test of English Language Arts Reading Test

Evaluation Period: 2008–2009
Grades Included in Evaluation: 9
Assessment: California Standards Test of English Language Arts (CST ELA)
Participants: N=212

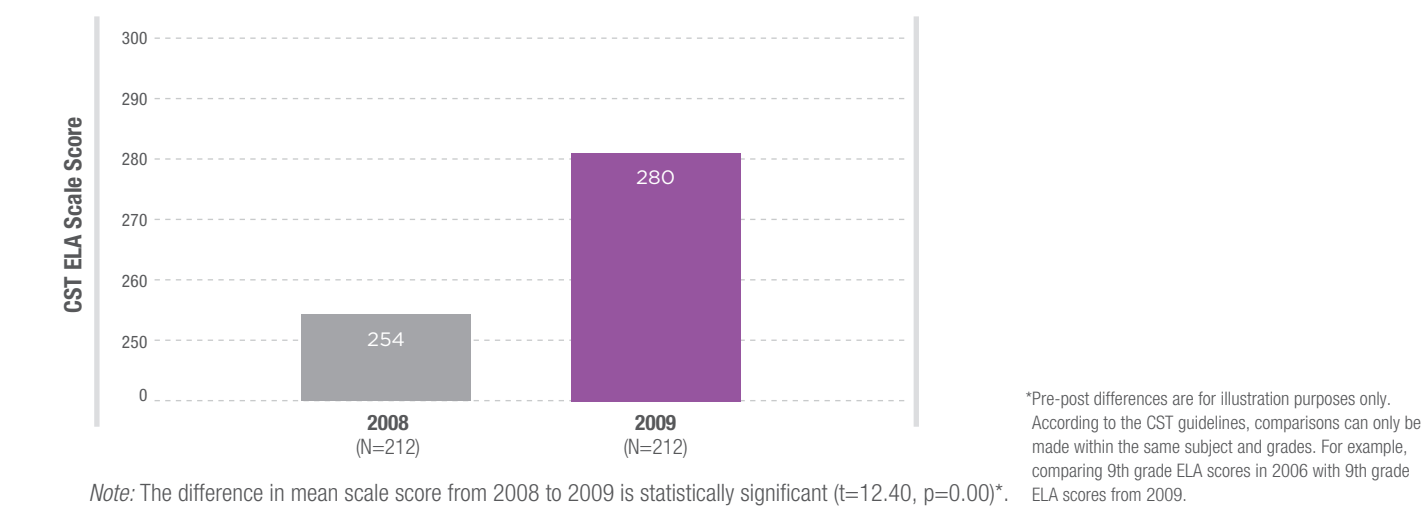
(CST ELA) and demonstrated a Scholastic Reading Inventory (SRI) Lexile of 750 or less into the new English 1 Intensive classroom. A total of 212 ninth-grade students participating in the English 1 Intensive program composed the sample of this report. All students had valid test data from the spring 2008 and spring 2009 administrations of the CST ELA.

RESULTS

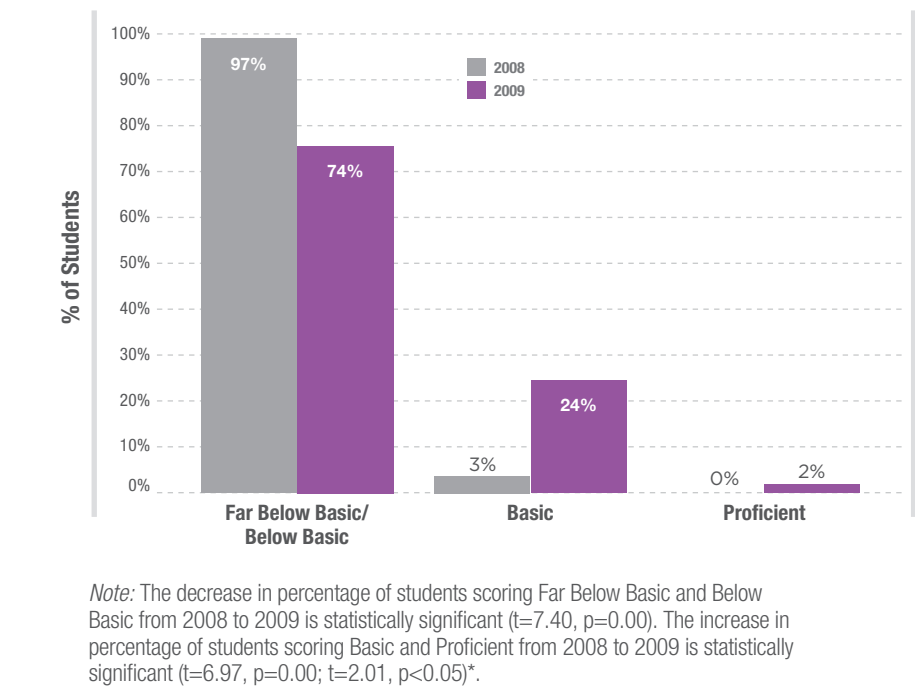
Data indicate that, on average, ninth graders enrolled in the English 1 Intensive class made significant improvement in their reading ability, as measured by the CST ELA Reading Test. From spring 2008 to spring 2009, average CST ELA scale scores increased from 254 to 280, a significant difference of 26 scale score points. [See Graph 1.](#)

In addition, dependent t-tests showed there was a significant reduction in the percentage of English 1 Intensive students performing at the Far Below Basic and Below Basic performance levels on the CST ELA from 2008 to 2009. Whereas 97% of the 212 targeted students fell into the Far Below Basic or Below Basic range in 2008, only 74% did so in 2009. This decrease in students scoring Far Below Basic or Below Basic is statistically significant. Meanwhile, the group of students showed significant increases in the percentage of students performing at the Basic level and the Proficient level. Whereas only 3% of these targeted students achieved the Basic level or Proficient level in 2008, 26% did in 2009. [See Graph 2.](#)

GRAPH 1
Colton Joint Unified School District *READ 180* Students, Grade 9 (N=212)
Performance on CST ELA, 2008 and 2009



GRAPH 2
Colton Joint Unified School District *READ 180* Students, Grade 9 (N=212)
Percentage of Students Scoring at Each Performance Level on the CST ELA, 2008 and 2009



DESERT SANDS UNIFIED SCHOOL DISTRICT

READ 180 English Learners Demonstrate CST ELA Gains That Are 2.5 Times Larger Than Their Nonparticipating Peers

OVERVIEW

Desert Sands Unified School District (DSUSD), located on the outskirts of Palm Springs, enrolls nearly 29,000 students in Grades K–12. The district’s population is approximately 64% Hispanic, 27% Caucasian, 2% African American, 1% Asian, and 6% unclassified.

During the 2006–2007 school year, DSUSD implemented *READ 180* in a 90-minute model to increase the literacy levels of sixth-, seventh-, and ninth-grade students performing at the Below Basic or Basic performance level on the California Standards Test, English Language Arts (CST ELA). More than half of the students were classified as English learners (58.2%).

Evaluation Period: 2006–2007
Grades Included in Evaluation: 6, 7, and 9
Assessment: California Standards Test of English Language Arts (CST ELA)
Participants: N=570

RESULTS

Scholastic obtained spring 2006 and spring 2007 CST ELA scores from 285 *READ 180* students, and from a comparison group of 285 DSUSD students who were matched on spring 2006 CST ELA scores and language proficiency status.

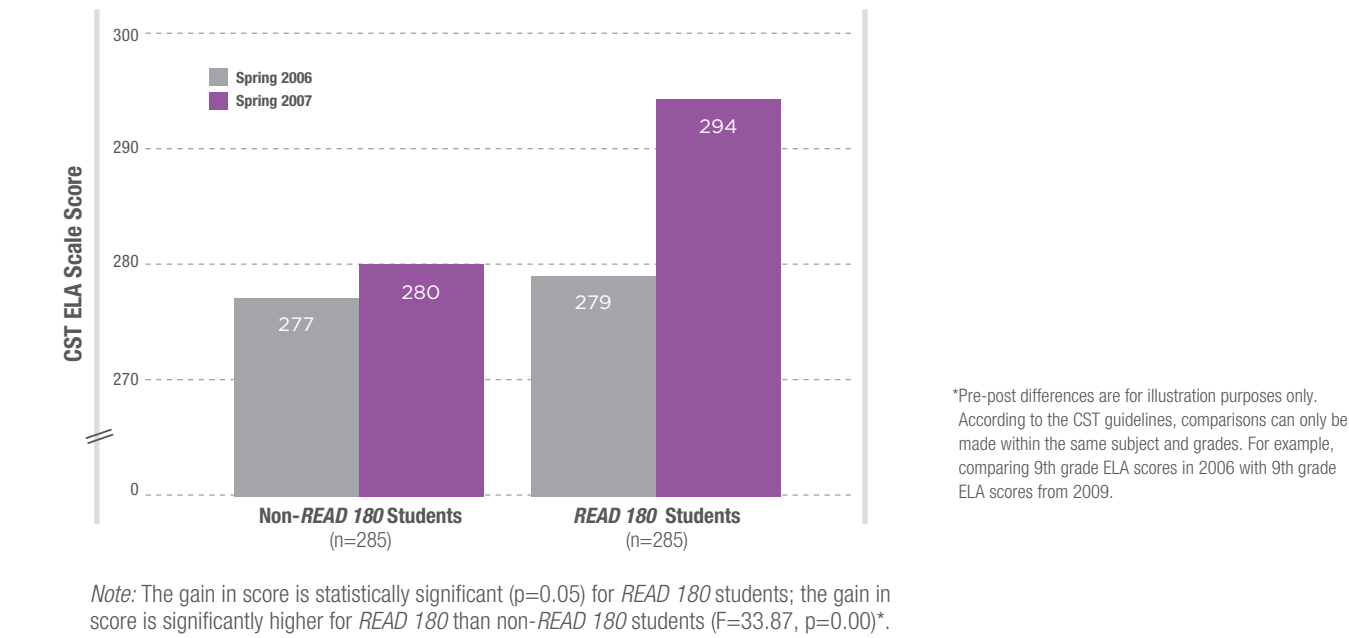
READ 180 students achieved, on average, a pretest CST ELA scale score of 279 and a posttest score of 294, resulting in a statistically significant gain of 14.6 scale-score points on the CST. The comparison group achieved an average pretest CST ELA score of 277 and a posttest CST ELA scale score of 280, resulting in a nonsignificant gain of 3 scale-score points. An analysis of covariance (ANCOVA) revealed that *READ 180* students had significantly higher posttest (2007) CST ELA scores than did their matched peers, after controlling for differences in their pretest CST ELA scores.

See Graph 1.

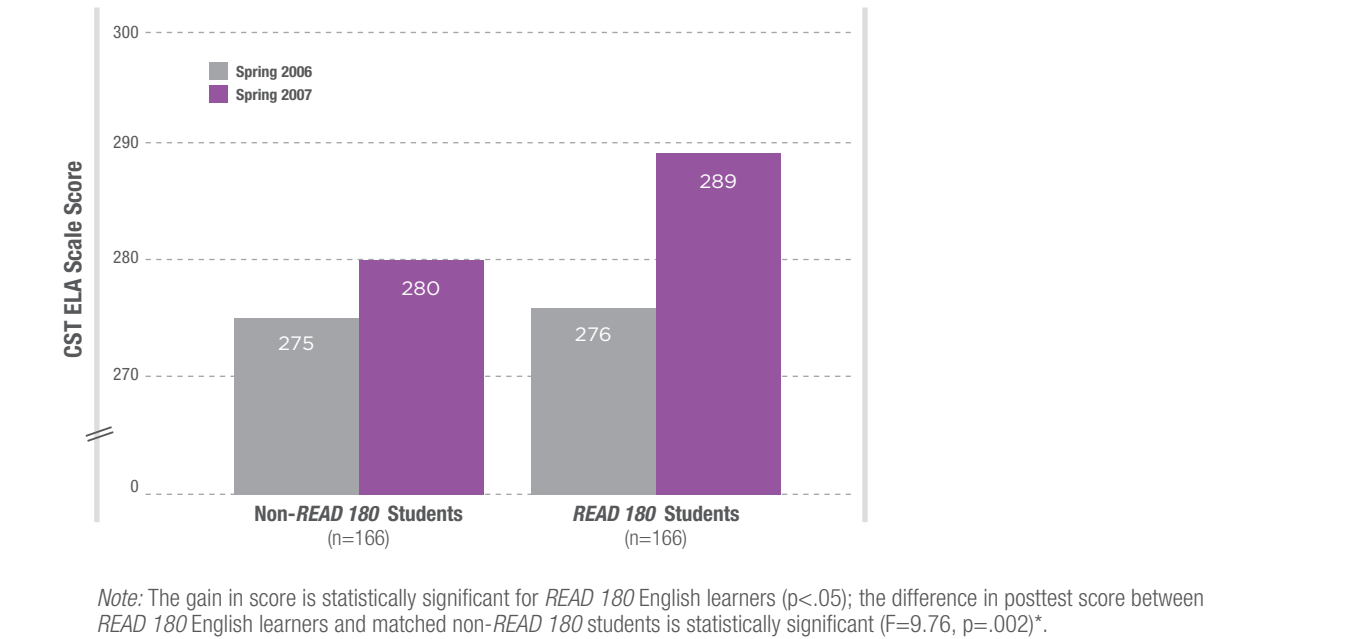
Scholastic also obtained CST ELA scores from 166 *READ 180* English learners and a separate comparison group of 166 nonparticipants. An ANCOVA found that *READ 180* English learners had significantly higher 2007 CST ELA scores than did their matched nonparticipating peers, controlling for differences in their 2006 CST scores ($F=9.76$, $p=.002$). *READ 180* English learners gained an average of 13 scale score points, while the comparison group gained, on average, 5 scale score points. Although both groups’ gains were statistically significant, the *READ 180* students’ gain was approximately 2.5 times larger.

See Graph 2.

GRAPH 1
Desert Sands Unified School District *READ 180* and non-*READ 180* Students, Grades 6, 7, and 9 (N=570)
Performance on the CST ELA, 2006 and 2007



GRAPH 2
Desert Sands Unified School District *READ 180* and non-*READ 180* English Learner Students, Grades 6, 7, and 9 (N=332)
Performance on the CST ELA, 2006 and 2007



LODI UNIFIED SCHOOL DISTRICT

70% of Students Exceed Average Annual Growth From Fall to Spring After Using *READ 180*

OVERVIEW

Lodi Unified School District (LUSD), located in San Joaquin County, CA, enrolls approximately 30,000 students in Kindergarten through Grade 12. There are 33 elementary schools, seven middle schools, four comprehensive high schools, and two continuation high schools. In addition, the district offers elementary and middle community day schools and several alternative schools to serve their preschool through adult population.

LUSD adopted *READ 180* Next Generation beginning in the 2011–2012 school year for Grades 7–12 and expanded to Grades 4–12 for the 2012–2013 school year. The district placed struggling readers beginning in the third grade in a 45–60 minute *System 44* class. In Grades 4–12, the teachers implement a 90-minute model that blends *READ 180* and *System 44* instruction. The district has invested in providing ongoing support for teachers and administrators via coaching days and monthly cadre meetings¹. The coaching days are used to strengthen the implementation of the programs, and the cadre meetings provide additional support to ensure that best practices are being used to positively affect student achievement.

For the 2012–2013 school year, 87% of the students participating in the study were receiving free or reduced price lunch, 61% were English learners, and 22% were students with disabilities. For the 2013–2014 school year, 87% of the students participating in the study were receiving free or reduced price lunch, 55% were English learners, and 29% were students with disabilities.

Evaluation Period: 2011–2012; 2012–2013
Grades Included in Evaluation: 7–12 (2012–2013); 4–12 (2013–2014)
Assessment: *HMH Reading Inventory*
Participants: N=1,032 (2012–2013); N=1,209 (2013–2014)

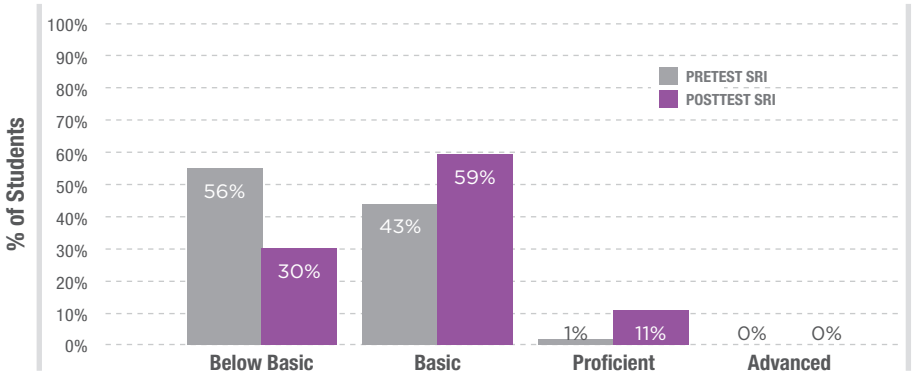
RESULTS

During the 2012–2013 school year, on average, students completed a total of 99 *READ 180* Next Generation sessions and approximately three sessions per week. After one year of instruction, students demonstrated a significant mean Lexile gain of 139L: the average score increased from 574L at pretest to 713L at posttest. Seventy percent of students exceeded average annual growth from fall to spring. Students showed forward momentum in change in proficiency band status over the course of the year. In particular, there was a 26% decrease in the number of students at the Below Basic level and 10% increase in the number of students at the Proficient level at the end of the year. **See Graph 1.**

During the 2013–2014 school year, on average, students completed a total of 99 *READ 180* Next Generation sessions and three sessions per week. After one year of instruction, students demonstrated a significant mean Lexile gain of 119L: the average score increased from 571L at pretest to 690L at posttest. Sixty-one percent of students exceeded annual typical growth from fall to spring. Students also showed forward momentum in change in proficiency band status over the course of the year. There was a 22% decrease in the number of students at the Below Basic level and a 10% increase in the number of students at the Proficient level at the end of the year. **See Graph 2.**

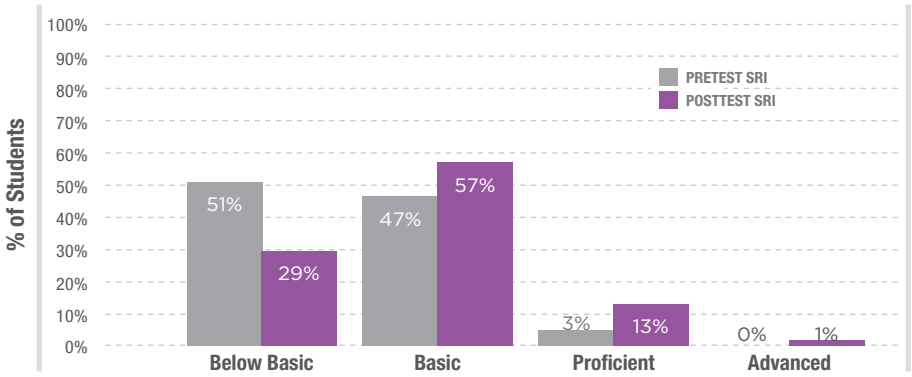
Due to the successful outcomes from implementing *READ 180* and *System 44* during the prior two school years, LUSD expanded this tiered intervention to serve students with disabilities in Grades 4–6 during the 2014–2015 school year.

GRAPH 1
Lodi Unified School District *READ 180* Students, Grades 7–12 (N=1,032)
Change in *HMH Reading Inventory* Performance Level, 2012–2013



Note: The average number of days between *HMH Reading Inventory* tests was 262.

GRAPH 2
Lodi Unified School District Students, Grades 4–12 (N=1,209)
Change in *HMH Reading Inventory* Performance Level, 2013–2014



Note: The average number of days between *HMH Reading Inventory* tests was 248.

¹ A Cadre is a group of trained *READ 180* and *System 44* educators joining together to expand their knowledge. Cadre meetings allow teachers to network and learn from each other, and are facilitated by expert Literacy Solutions consultants.

NAPA VALLEY UNIFIED SCHOOL DISTRICT

READ 180 Improves Outcomes, Reduces Special Education Referrals, and Minimizes Costs

OVERVIEW

Napa Valley Unified School District (NVUSD) is representative of school districts in California, serving 18,078 students in 30 schools. Hispanic students compose just under half the student population. Located in a demanding agricultural region, the district also serves a large migrant population. In the 2011–2012 school year, NVUSD partnered with Scholastic to provide *READ 180* to its students in Grades 3 through 11 in a 90-minute model. *READ 180* was chosen by the district as it is one of the most researched competency-based reading intervention programs available. Additionally, *READ 180* is designed to support positive behavior interventions and supports (PBIS) that identify and sustain effective school-wide academic and behavioral practices that improve student outcomes.

READ 180 does this by incorporating instructional management routines, classroom engagement, clear goal setting, and rewards that may be implemented in parallel with positive behavior interventions. In these ways, *READ 180* is in line with NVUSD’s vision for improving student outcomes while reducing costs.

RESULTS

California Standards Test of English Language Arts (CST ELA) and California English Language Development Test (CELDT) scores were

Evaluation Period: 2011–2012
Grades Included in Evaluation: 3–11
Assessment: California Standards Test of English Language Arts (CST ELA); California English Language Development Test (CELDT)
Participants: N=18,078

obtained for *READ 180* students in Grades 3 through 11. Results from the CST ELA and CELDT demonstrated that the district’s *READ 180* students significantly improved their reading comprehension skills. In the 2010–2011 school year, 6% of participating *READ 180* students in Grades 3 through 11 were scoring Proficient and Above on the CST ELA. In 2011–2012, this number increased to 13%, including a jump from 8% to 33% for the district’s fourth graders. The CELDT corroborated these gains. Students using *READ 180* experienced significant improvements from the 2011 to the 2012 assessment. In 2012, 48% of *READ 180* students scored Early Advanced and Above on CELDT, an increase from 17% in the prior year. See Graph 1.

In addition, the district has tracked lower referral rates into special education since using *READ 180*. In 2004 the district recorded 1,164 students with specific learning disabilities. In 2011 that count dropped to 695. This trend has allowed NVUSD to reduce its special education caseload, reduce its associated costs for students with specific learning disabilities, and better focus its services on its academic and behavioral priorities. See Figure 1.

As part of the positive behavioral intervention program implemented at NVUSD, *READ 180* has contributed to improved behavioral outcomes and cost savings. In 2009, the district recorded 58 expulsions. That figure dropped to 26 expulsions in 2012, which represents \$188,600 in savings. Suspensions dropped from 4,881 to 2,086 from 2010 to 2012, representing \$83,850 in savings.

See Figure 2.

GRAPH 1
NVUSD READ 180 Students, Grades 3–11 (N = 877), Performance on CST ELA and CELDT, 2011–2012

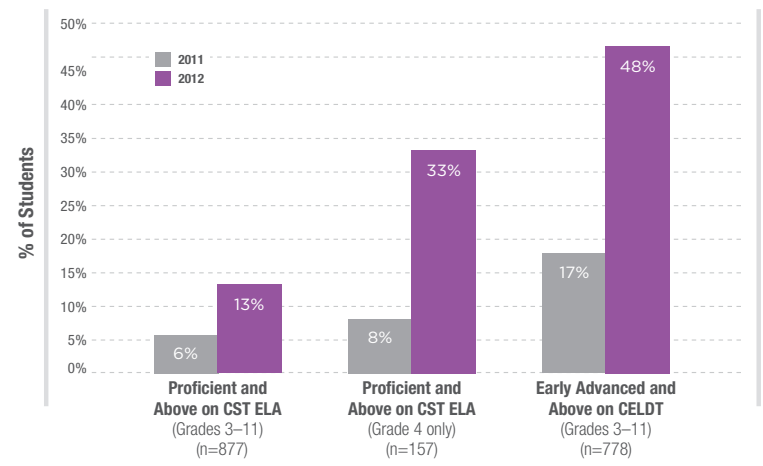


FIGURE 1
NVUSD Students With Disabilities and Specific Learning Disabilities, Grades K–12 Enrollment Trends, 2000–2011

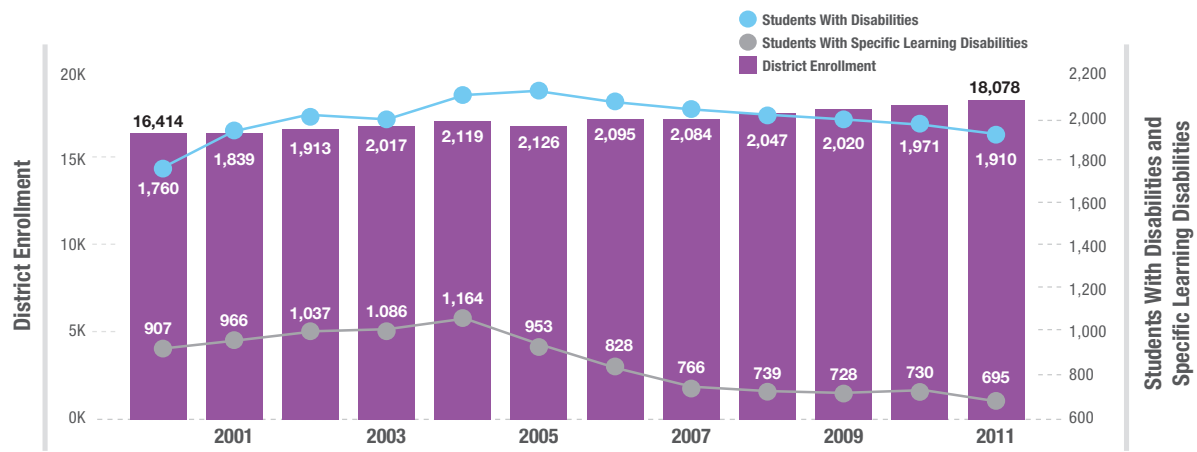
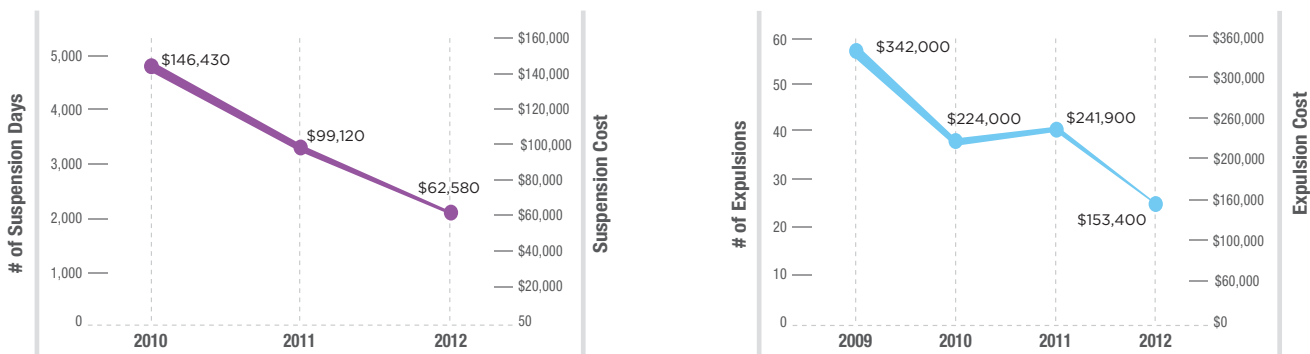


FIGURE 2
NVUSD Students, Grades K–12, Suspension and Expulsion Counts and Costs, 2009–2012





SUMMARY

The new *READ 180* Universal embodies the evidence base and efficacy of reading research as well as the experience and best practices of educators. The development of this newest edition of *READ 180* is grounded in the renowned research of *READ 180* authors and partners, and in an extensive understanding of the field of reading research. As the evidence base on what makes a successful blended learning instructional program has grown since *READ 180*'s beginning in 1999, we have continually sought to improve our program to reflect the most current knowledge available on accelerating the learning of all students.

As demonstrated in this paper, the specific elements that were added to *READ 180* Universal include an array of enhancements informing an educative curriculum for teachers as well as an increased focus on the neurological underpinnings of reading for all students, especially those who are struggling learners. The new program components enable teachers to continuously improve their instruction, provide more opportunities for students to read independently and listen to read alouds, realize the important role of mindset and self-efficacy, as well as social-emotional learning, and enhance personalized instruction for all students. The evidence base and the results of the efficacy studies detailed in this paper have been the driving forces behind improving this newest edition of *READ 180*. As such, the program

includes further enhanced reading instruction that is designed to activate the entire brain. With instruction powered by *System 44*, *READ 180* Universal gives students the foundational skills they need to read complex texts. An increased focus on writing helps students plan, organize, and write across genres in the service of reading. *READ 180* Universal gives greater attention to the importance of independent reading and read alouds to make sure students increase their background knowledge and stay engaged and motivated.

With new resources to ensure that all students have a growth mindset, *READ 180* Universal encourages all students to persevere through challenges and obstacles. The Individualized Learning Technology in *READ 180* Universal has been designed to meet the needs of all students across the constructs of reading in order to give them instruction and practice in the areas that they need, while building on their strengths.

In short, *READ 180* Universal has made improvements to make it easier for teachers to do what they do best: change students' lives through instruction. We feel confident that these elements will make this edition of *READ 180* the best yet.

REFERENCES

Adams, M. J. (1990). *Beginning to read: Thinking and learning about print.* Cambridge, MA: MIT Press.

Adams, M. J. (2009). The challenge of advanced texts: The interdependence of reading and learning. In E. H. Hiebert (Ed.), *Reading more, reading better* (pp. 163–189). New York: Guilford.

Adams, M. J. (2011). Advancing our students' language and literacy: The challenge of complex texts. *American Educator*, Winter 2010–2011, 3–11.

Adams, M. J., & Bruck, M. (1995). Resolving the “great debate.” *American Educator*, 19(2), 10–20.

Alexander, F. (2014), Quoted in Williams, M. “Major Drop in Teens and Reading.” Washington, DC: The Washington Post.

American Academy of Pediatrics. (2015). Helping your child learn to read. Retrieved from <http://littoolkit.aap.org/Pages/home.aspx>

Anderson, A., & Skrzypchak, A. (2011). Blended learning: The best of both worlds. Retrieved from <http://www.dkfoundation.org/reports.asp>

Anstrom, K., DiCerbo, P., Butler, F., Katz, A., Millet, J., & Rivera, C. (2010). *A review of the literature on academic English: Implications for K–12 English language learners.* Arlington, VA: The George Washington University Center for Equity and Excellence in Education.

Aronson, J., Fried, C. B., & Good, C. (2002). Reducing the effects of stereotype threat on African American college students by shaping theories of intelligence. *Journal of Experimental Social Psychology*, 38(2), 113–125.

Association of American Educators. (2015). Reform matters. Retrieved from <http://www.aaeteachers.org/index.php/blog/1456-reform-matters-march-12th-2015>

Au, K. (1993). *Literacy instruction in multicultural settings.* Fort Worth, TX: Harcourt Brace Jovanovich College.

Bailey, J., Ellis, S., Schneider, C., & Vander Ark, K. (2013). Blended Learning Implementation Guide, Version 1.0. Digital Learning Now.

Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.

Baumann, J. F., Kame'enui, E. J., & Ash, G. E. (2003). Research on vocabulary instruction: Voltaire redux. In J. Flood, D. Lapp, J. R. Squire, & J. M. Jensen (Eds.), *Handbook of research on teaching the English language arts* (2nd ed., pp. 752–785). Mahwah, NJ: Lawrence Erlbaum.

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction.* New York: Guilford Press.

Belfield, C., Bowden, B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The economic value of social and emotional learning. Center for Benefit-Cost Studies in Education at Teachers College, Columbia University. Retrieved from <http://www.casel.org/s/Belfield-et-al-The-Economics-of-SEL-Feb-2015.pdf>

Biancarosa, C., & Snow, C. E. (2004). Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.

Biancarosa, G., & Griffiths, G. S. (2014). Technology tools to support reading in the digital age. *The Future of Children*, 2012, 139–160.

Birsh, J. R. (Ed). (2011). *Multisensory teaching of basic language skills.* (3rd ed.) Baltimore, MD: Brookes Publishing Company.

Black, P., & William, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(5), 5–31.

Bransford, J., Brown, A., & Cocking, R. (2000). How people learn: Brain, mind, experience, and school. Expanded Edition. Committee on Developments in the Science of Learning with additional material from the Committee on Learning Research and Educational Practice. Washington, D.C.: National Academy Press.

Bridges, L. (2014). *The joy and power of reading.* New York: Scholastic Inc.

Brozo, W., & Flynn, E. S. (2008). Motivating students to read in the content classroom: Six evidence-based principles. *The Reading Teacher*, 62(2), 172–174.

Bruhn, A. L., Lane, K. L., & Hirsch, S. E. (2013). A review of tier 2 interventions conducted within multitiered models of behavioral prevention. *Journal of Emotional and Behavioral Disorders*, 22(3), 171–189

Bruhn, A. L., Hirsch, S. E., Gorsh, J., & Hannan, C. (2014). Simple strategies for reflecting on and responding to common criticisms of PBIS. *Journal of Special Education Leadership*, 27(1), 13–25.

California Department of Education. (2010). World language content standards for California Public Schools: Kindergarten through grade twelve. Retrieved from <http://www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf>

California Department of Education. (2011). A blueprint for great schools. Retrieved from <http://www.cde.ca.gov/eo/in/bp/documents/yr11bp0709.pdf>

California Department of Education. (2012). Overview of the california english language development standards and proficiency level descriptors. Retrieved from www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf

California Department of Education. (2014). The English language arts/ english language development (ELA/ELD) framework for California public schools. Retrieved from www.cde.ca.gov/ci/rl/cf/elaeldfrmwrkbeadopted.asp

Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success.* New York, NY: Carnegie Corporation of New York.

Center for Applied Special Technology (CAST). (2011). What is universal design for learning? Retrieved from <http://www.cast.org/research/udl>

Chall, J. S., & Jacobs, V. A. (2003). Poor children’s fourth-grade slump. *American Educator*, 27(1), 14–15, 44.

Chall, J. S., Jacobs, V. A., & Baldwin, L. E. (1990). *The reading crisis: Why poor children fall behind.* Cambridge, MA: Harvard University Press.

Chatterji, M., Koh, N., Choi, L., & Iyengar, R. (2009). Closing learning gaps proximally with teacher-mediated diagnostic classroom assessment. *Research in the Schools*, 16(2), 59–75.

Christensen, C., Horn, M., & Johnson, C. (2011). *Disrupting class.* (2nd ed.). New York: McGraw-Hill.

Cohen, R., Kincaid, D., & Childs, K. E. (2007). Measuring school-wide positive behavior support implementation: Development and validation of the Benchmarks of Quality. *Journal of Positive Behavior Support*, 9, 203–213.

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2013). The CASEL Guide. Retrieved from <http://www.casel.org/guide/>

Cunningham, A., & Rose, D. (2013). This is your brain on reading. *Education Week*, 32(15), 20–21.

Cunningham, A. & Zibulsky, J. (2013). *Book smart: how to develop and support successful, motivated readers.* New York: Oxford University Press.

Cutting, L. E., & Scarborough, H. S. (2006). Prediction of reading comprehension: Relative contributions of word recognition, language proficiency, and other cognitive skills can depend on how comprehension is measured. *Scientific Studies of Reading*, 10(3), 277–299.

Darling-Hammond, L. (2011). Effective teaching as a civil right: How building instructional capacity can help close the achievement gap. *Annenberg Institute for School Reform: Voices in Urban Education*, 31, 44–56.

Darling-Hammond, L., Zielezinski, M. B., & Goldman, S. (2014). Using technology to support at-risk students' learning. Retrieved from <https://edpolicy.stanford.edu/sites/default/files/scope-pub-using-technology-report.pdf>

Davis, D. S., & Neitzel, C. (2012). Collaborative sense-making in print and digital text environments. *Reading and Writing*, 25, 831–856.

Doorey, N. A. (2012). The light ahead. Center for k–12 assessment and performance management at ETS.

Duckworth, A., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *American Psychological Society*, 16(12), 939–944.

Duckworth, A. L., & Quinn, P. D. (2009). Development and validation of the short grit scale. *Journal of Personality Assessment*, 91(2), 166–174.

Duckworth, A. L., Quinn, P. D., & Seligman, M. E. (2009). Positive predictors of teacher effectiveness. *The Journal of Positive Psychology*, 4(6), 540–547.

Duffy, H. (2008). Meeting the needs of significantly struggling learners in high school: A look at approaches to tiered intervention. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Duke, N., & Pearson, D. (2002). Effective practices for developing reading comprehension. In A. Farstrup & S. Samuels (Eds.), *What research has to say about reading instruction* (pp. 205–242). Newark, DE: International Reading Association.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432.

Dutro, S., and Kinsella, K. (2010). English language development: Issues and implementation at grades six through twelve. In *Improving education for English learners: Research-based approaches* (pp. 151–207). Sacramento, CA: CDE Press.

Dweck, C. (2007). *Mindset: The new psychology of success.* New York, NY: Balantine Books.

Eason, S. H., Goldberg, L. F., Young, K. M., Geist, M.C., and Cutting, L. E. (2012). Reader-text interactions: How differential text and question types influence cognitive skills needed for reading comprehension. *Journal of Educational Psychology*, 104(3), 515–528.

Evans, M. D. R., Kelley, J., Dikora, J., & Treiman, D. J. (2010). Family scholarly culture and educational success: Books and schooling in 27 nations. *Research in Social Stratification and Mobility*, 28, 171–197.

Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). Teaching adolescents to become learners: The role of noncognitive factors in shaping school performance. The University of Chicago Consortium on Chicago School Research.

Feldman, K., & Kinsella, K. (2008). Narrowing the language gap: The case for explicit vocabulary instruction in secondary classrooms. In L. Denti & G. Guerin (Eds.), *Effective practices for adolescents with reading and literacy challenges* (pp. 3–24). New York, NY: Routledge.

Feldman, K., & Kinsella, K. (2005). *Narrowing the language gap: The case for explicit vocabulary instruction.* New York: Scholastic.

Feldman, K. (2009). Response to intervention (RTI) and older struggling readers: Special education reform as part of meaningful school improvement. Presented at 2009 READ 180 National Summer Institute.

Fillmore, L. W., & Fillmore, C. J. (2012). What does text complexity mean for English learners and language minority students? Commissioned papers on language and literacy issues in the common core state standards and next generation science standards, 94, 64.

Francis, D., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006). Practical guidelines for the education of English language learners: Research-based recommendations for instruction and academic interventions. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Friedlaender, D., Burns, D., Lewis-Charp, H., Cook-Harvey, C. M., Zheng, X., & Darling-Hammond, L. (2014). *Student-centered schools: Closing the opportunity gap.* Stanford, CA: Stanford Center for Opportunity Policy in Education.

Fuchs, L. S., & Fuchs, D. (2007). Progress monitoring in a multi-tiered prevention system. *Perspectives*, 3(2), 43–47.

Gendron, S. (2012). Next generation assessments: What to expect. Retrieved from <http://www.leadered.com/NGAWhatToExpectWebinar.html>

George Washington University Center for Equity and Excellence in Education. (2009). *Promoting excellence: Guiding principles for educating English language learners* (2nd ed.). Arlington, VA: The George Washington University Center for Equity and Excellence in Education.

REFERENCES

Gersten, R., & Baker, S. (2000). What we know about effective instructional practices for English Language Learners, *Exceptional Children*, 66(4), 545–571.

Gersten, R., Fuchs, L. S., Williams, J. P., & Baker, S. (2001). Teaching reading comprehension strategies to students with learning disabilities: A review of research. *Review of Educational Research*, 71(2), 279–319.

Glei, J. (2013). Talent isn't fixed and other mindsets that lead to greatness. Retrieved from: <http://99u.com/articles/14379/talent-isnt-fixed-and-other-mindsets-that-lead-to-greatness>

Goldenberg, C. (2013). Unlocking the research on English learners. *American Educator*, 37(2), 4–11, 38.

Graesser, A. C., McNamara, D. S., & Kulikowich, J. (2011). Coh-Metrix: Providing multilevel analyses of text characteristics. *Educational Researcher*, 40(5), 223–234.

Graham, S., Harris, K. R., & Santalego, T. (in press). Research-based writing practices and the Common Core: Meta-analysis and meta-synthesis.

Graham, S., & Hebert, M. (2010). Writing to reading: Evidence for how writing can improve reading. Alliance for Excellence in Education. Washington, DC.

Graham, S., McKeown, D., Kiuahara, S., & Harris, K. R. (2012). A meta-analysis of writing instruction for students in the elementary grades. *Journal of Educational Psychology*, 104, 879–896.

Graham, S., & Perin, D. (2007a). A meta-analysis of writing instruction for adolescent students. *Journal of Educational Psychology*, 99(3), 445–476.

Graham, S., & Perin, D. (2007b). Writing Next: Effective strategies to improve writing of adolescent middle and high school students. Alliance for Excellence in Education. Washington, DC. Retrieved from <http://carnegie.org/fileadmin/Media/Publications/PDF/writingnext.pdf>

Gutstein, S. E., Burgess, A. F., & Montfort, K. (2007). Evaluation of the relationship development intervention program. *Autism*, 11(5), 397–411.

Hartry, A., Fitzgerald, R. A., & Porter, K. (2008). Implementing a structured reading program in an afterschool setting: Problems and potential solutions. *Harvard Educational Review*, 78(1): 181–210.

Hasselbring, T. S. (2010). Reading proficiency, the struggling reader, and the role of technology. In Baker (Ed.) *The new literacies: Multiple perspectives on research and practice*. New York, NY: The Guilford Press.

Hasselbring, T. S. (2012). Five reasons readers need technology. *Reading: The Core Skill*, 6(69).

Hasselbring, T. S., & Bausch, M. E. (2005). Assistive technologies for reading. *Educational Leadership*, 63(4), 72–75.

Hasselbring, T. S., & Glaser, C. (2000). Use of computer technology to help students with special needs. *Future of Children: Children and Computer Technology*, 10(2), 102–122.

Heath, S. B. (1983). *Ways with words: Language, life, and work in communities and classrooms*. London: Cambridge University Press.

Henderson, A. T., Mapp, K. L., Johnson, V., & Davies, D. (2007). *Beyond the bake sale: The essential guide to family/school partnerships*. New York, NY: New Press.

Heo, Y. (2007). The impact of multimedia anchored instruction on the motivation to learn of students with and without learning disabilities placed in inclusive middle school language arts classes (Doctoral dissertation, University of Texas, 2007). Dissertations Abstracts International, 6812A, 5031. Retrieved October 10, 2008, from <https://www.lib.utexas.edu/etd/d/2007/heoy96433/heoy96433.pdf>

Hirsch, E.D. (2014). Sustaining the American experiment. In C. E. Finn, & M. J. Petrilli, (Eds.), *Knowledge at the core: Don Hirsch, Core Knowledge, and the future of the Common Core*, (pp. 31–47). Washington, DC: Thomas Fordham Institute.

Hirsch, E. D., & Pondiscio, R. (2010). There's no such thing as a reading test. *The American Prospect*, 21(6), A13–A15.

Honig, B., Diamond L., & Gutlohn, L. (2000). *CORE teaching reading sourcebook for kindergarten through eighth grade*. Novato, CA: Arena Press.

Horn, M.B. & Staker, H. (2014). *Blended: Using disruptive innovation to improve schools*. San Francisco, CA: Jossey-Bass.

International Dyslexia Association. (2012). Just the facts. Information provided by the International Dyslexia Association. Baltimore, MD.

Jackson, V. L. (2003). Technology and special education: Bridging the most recent digital divide. ERIC Document Reproduction Service No. ED 479685.

Kalyanpur, M., & Kirmani, M. (2005). Diversity and technology: Classroom implications of the digital divide. *Journal of Special Education Technology*, 20(4), 9-13.

Kamil, M. L., Intrator, S. M., & Kim, H. S. (2000). The effects of other technologies on literacy and literacy learning. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of Reading Research* (Vol. 3, pp. 771–788). Mahwah, NJ: Erlbaum.

Kamil, M. L. (2003). Adolescents and literacy: Reading for the 21st century. Retrieved from <http://carnegie.org/fileadmin/Media/Publications/PDF/AdolescentsAndLiteracy.pdf>

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A practice guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance.

Kansas Multi-Tier System of Supports (MTSS). (2008). Retrieved from <http://www.kansasmtss.org>

Kendeou, P., van den Broek, P., White, M. J., & Lynch, J. S. (2009). Predicting reading comprehension in early elementary school: The independent contributions of oral language and decoding skills. *Journal of Educational Psychology*, 101(4), 765–778.

Kim, J. S., Capotosto, L., Hartry, A., & Fitzgerald, R. (2011). Can a mixed-method literacy intervention improve the reading achievement of low-performing elementary school students in an after-school program? Results from a randomized controlled trial of *READ 180* Enterprise. *Educational Evaluation and Policy Analysis*, 33(2), 183–201.

Kinsella, K. (2013). Cutting to the Common Core: Making vocabulary number one. *Language Magazine*, 12(12), 18–23.

Kinsella, K., & Feldman, K. (2005). Structures for active participation and learning. New York: Scholastic RED.

Lacina, J. (2004). Promoting language acquisitions: Technology and English language learners. *Childhood Education*, 81(2), 113-115.

Lane, K. L., Robertson, E. J., & Graham-Bailey, M. A. L. (2006). An examination of schoolwide interventions with primary level efforts conducted in secondary schools: Methodological considerations. In T. E. Scruggs & M. A. Mastropieri (Eds.), *Applications of research methodology: Advances in learning and behavioral disabilities* (Vol. 19, pp. 157-199). Oxford, UK: Elsevier.

Lang, L., Torgesen, J., Vogel, W., Chanter, C., Lefsky, E., & Petscher, Y. (2009). Exploring the relative effectiveness of reading interventions for high school students. *Journal of Research on Educational Effectiveness*, 2(2), 149–175.

Lee, J., Grigg, W., & Donahue, P. (2007). The nation's report card. *Reading*, 2007–496.

Lee, C. D., & Spratley, A. (2010). Reading in the disciplines: The challenges of adolescent literacy. New York: Carnegie Corporation of New York.

Lewis, J. & Moorman, G. (Eds.) (2007). *Adolescent literacy instruction: Policies and promising practices* (pp. 143–166). Newark, DE: International Reading Association.

Liben, D., & Liben, M. (2013).‘Both and’ literacy instruction: A proposed paradigm shift for the Common Core ELA classroom. Student Achievement Partners.

Lipka, O., Lesaux, N.K., & Siegel, L.S. (2006). Retrospective analyses of the reading development of a group of grade 4 disabled readers: Risk status and profiles over 5 years. *Journal of Learning Disabilities*, 39(4), 364–378.

Mapp, K. L., & Kuttner, P. J. (2014). Partners in education: A dual capacity-building framework for family-school partnerships. SEDL.

McIntyre, C. W., & Pickering, J. S. (1995). Clinical studies of multisensory structured language education for students with dyslexia and related disorders. Salem, OR: The International Multisensory Structured Language Education Council.

Medina, J. J. (2014). *Brain rules for baby*. Seattle, WA: Pear Press.

Meltzer, L. (2007). Preface. In L. Meltzer (Ed.), *Executive function in education: From theory to practice*. New York: Guilford.

Miller, A. C., Fuchs, D., Fuchs, L. S., Compton, D., Kearns, D., Zhang, W., Yen, L., Patton, S., & Kirchner, D. P. (2014). Behavioral attention: a longitudinal study of whether and how it influences the development of word reading and reading comprehension among at-risk readers. *Journal of Research on Educational Effectiveness*, 7(3), 232–249.

Moats, L. (2012). Reconciling the Common Core State Standards with reading research. *Perspectives on Language and Literacy*, 38(4), 15–18.

National Center on Response to Intervention. (2010). Essential components of RTI—A closer look at response to intervention. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention.

National Early Literacy Panel (NELP). (2008). Developing early literacy: Report of the National Early Literacy Panel. Washington, DC: National Institute for Literacy, National Center for Family Literacy.

National Governors Association Center for Best Practices, Council of Chief State School Officers (NGA, CCSSO): (2010). Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects. Washington, DC: National Governors Association Center for Best Practices, Council of Chief State School Officers. Retrieved from <http://www.corestandards.org/ELA-Literacy>

National Institutes of Mental Health. (NIMH). (2009, January 9). Autism spectrum disorders (pervasive developmental disorders). Retrieved from <http://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-pervasive-developmental-disorders/index.shtml>

National Joint Committee on Learning Disabilities. (2008). Adolescent literacy and older students with learning disabilities. Retrieved from <http://www.ldonline.org/about/partners/njcd>

National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Pub. No. 00-4769). Washington, DC: National Institute of Child Health and Human Development.

National Research Council (NRC).(1998). *Preventing reading difficulties in young children*. C. E. Snow, M. S. Burns, & P. Griffin (Eds.). Washington, DC: National Academies Press.

Powell, W., & Kusama-Powell, O. (2011). *How to teach now: Five keys to personalized learning in the global classroom*. ASCD.

Pytash, K. E., & Morgan, D. N. (2013). A unit of study approach for teaching Common Core State Standards for writing: A unit of study can provide a framework that fosters students' engagement with writing tasks. *Middle School Journal*, January.

RAND Corporation. (2014). How to create adaptive innovation and technology policy. Retrieved from http://www.rand.org/randeurope/research/innovation_policy/evaluating-science-policy.html

Rose, D. H. (2014). Stories for Scholastic. Presentation delivered in October 2014.

Rose, D. H., Meyer, A., Strangman, N., & Rappolt, G. (2002). *Teaching every student in the digital age: Universal design for learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Salinger, T., Moorthy, S., Toplitz, M., Jones, W., & Rosenthal, E. (2010). *Implementation matters: Systems for success*. A descriptive study of *READ 180* in urban middle schools. Washington, DC: American Institutes for Research.

Scarborough, H. S. (2002). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory and practice. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (pp. 97–110). New York, NY: Guilford Press.

Schleppegrell, M. J. (1998). Grammar as resource: Writing a description. *Research in the Teaching of English*, 32(2) 182–211.

REFERENCES

Schleppegrell, M. J. (2009). Language in academic subject areas and classroom instruction: What is academic language and how can we teach it? Invited paper for a workshop on the Role of Language in School Learning sponsored by The National Academy of Sciences, Menlo Park, CA.

Scholastic Inc. (2015). Kids and family reading report. Retrieved from <http://www.scholastic.com/readingreport/>

Scholastic Research & Validation. (2009). Lawrence Public Schools research update. New York, NY: Scholastic Inc.

Scholastic Research & Validation. (2012). Deer Valley Unified School District research update. New York, NY: Scholastic Inc.

Scholastic Research & Validation. (2014). Compendium of *READ 180* research. New York, NY: Scholastic Inc.

Scholastic Research & Validation. (2014). Striving readers overview. New York, NY: Scholastic Inc.

Shanahan, T. (2008). Implications of RTI for the reading teacher. In International Reading Association, *Response to intervention: A framework for reading educators* (pp. 105–122).

Shanahan, T., & Beck, I. (2006). Effective literacy teaching for English language learners. In D. August and T. Shanahan, *Developing literacy in second-language learners: Report of the national literacy panel on language minority children and youth* (pp. 415–488). Mahwah, NJ: Erlbaum.

Shaywitz, S. (2003). *Overcoming dyslexia*. New York, NY: Random House.

Shepherd, M. J., & Marzola, E. S. (2011). Assessment. In J. R. Birch (Ed.), *Multisensory teaching of basic language skills* (3rd ed., pp. 427–458). Baltimore, MD: Brookes Publishing Company.

Sideridis, G., Mouzaki, A., Simos, P., & Protopapas, A. (2006). Classifications of students with reading comprehension difficulties: The roles of motivation, affect, and psychopathology. *Learning Disability Quarterly*, 29(3), 159–180.

Slavin, R.E., Cheung, A., Groff, C., & Lake, C. (2008). Effective reading programs for middle and high schools: A best evidence synthesis. *Reading Research Quarterly* 43(3), 290–332.

Snow, C.E. (2002). *Reading for understanding: Toward an R&D program in reading*. RAND: Santa Monica, CA.

Snow, C.E. (2010). Academic language and the challenge of reading for learning about science. *Science*, 328, 450-452. Retrieved from <http://colabradio.mit.edu/wp-content/uploads/2010/05/academiclanguage.pdf>

Staker, H., Chan, E., Clayton, M., Hernandez, A., Horn, M.B., & Mackey, K. (2011). *The rise of k–12 blended learning: Profiles of emerging models*. Innosight Institute report. Retrieved from <http://www.innosightinstitute.org/innosight/wp-content/uploads/2011/01/The-Rise-ofK-12-Blended-Learning.pdf>

Staker, H., & Horn, M. B. (2012). Classifying k–12 blended learning. Retrieved from <http://www.christenseninstitute.org/wp-content/uploads/2013/04/Classifying-K-12-blended-learning.pdf>

Stanovich, K.E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21, 360–407.

Stewart, R.M., Benner, G.J., Martella, R.C., Marchand-Martella, N.E. (2007). Three-tier models of reading and behavior: A research review. *Journal of Positive Behavior Interventions* 9, 239–253.

Strickland, D. (2011). *Teaching phonics today: Word study strategies through the grades* (2nd ed.). Newark, DE: International Reading Association.

Sugai, G., Horner, R. H., Dunlap, G. Hieneman, M., Lewis, T. J., Nelson, C. M., Scott, T., Liaupsin, C., Sailor, W., Turnbull, A. P., Turnbull, H. R., III, Wickham, D., Wilcox, B., & Ruef, M. (2000). Applying positive behavioral support and functional behavioral assessment in schools. *Journal of Positive Behavior Interventions*, 2, 131–143.

Torgesen, J. K., Houston, D. D., Rissman, L. M., Decker, S. M., Roberts, G., Vaughn, S., Wexler, J., Francis, D. J., Rivera, M. O., & Lesaux, N. (2007). Academic literacy instruction for adolescents: A guidance document from the Center on Instruction. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Tough, P. (2012). *How children succeed: Grit, curiosity and the hidden power of character*. New York, NY: Houghton Mifflin Harcourt.

Vaughn, S., & Denton, C.A. (2008). Tier 2: The role of intervention. In D. Fuchs, L. Fuchs, & S. Vaughn, (Eds.) *Response to intervention: A framework for reading educators*, (pp. 51–69). Newark, DE: International Reading Association.

Wagner, R. K. (2008). Rediscovering dyslexia: New approaches for identification and classification. In G. Reid, A. Fawcett, F. Manis, & L. Siegel (Eds.), *The Sage handbook of dyslexia*, (pp. 174–191). New York, NY: Sage Publications Ltd.

Wattenberg, R. (2014). Complex texts require content knowledge: Will the new English standards get the content curriculum they need? In C. E. Finn, & M. J. Petrilli (Eds.) *Knowledge at the core: Don Hirsch, Core Knowledge, and the future of the Common Core*, (pp. 31–47). Washington, DC: Thomas Fordham Institute.

Wehbe, L., Murphy, B., Talukdar, P., Fyshe, A., Ramdas, A., & Mitchell, T. (2014). Simultaneously uncovering the patterns of brain regions involved in different story reading subprocesses. *PLOS One* 9(11).

What Works Clearinghouse. (2009). *Intervention* READ 180. Washington, DC: U.S. Department of Education.

Whiteboard Advisors. (2012). System 44 *and* READ 180: *Improving outcomes and reducing costs*. New York, NY: Scholastic Inc.

Williams, T., Hakuta, K., Haertel, E., et al. (2007). Similar English learner students, different results: Why do some schools do better? A follow-up analysis, based on a large scale survey of California elementary schools serving low income and EL students. Mountain View, CA: EdSource.

Williams, J. P., Pollini, S., Nubla-Kung, A. M., Snyder, A. E., Garcia, A., Ordynans, J.G., & Atkins, J. G. (2014). An intervention to improve comprehension of cause/effect through expository text structure instruction. *Journal of Educational Psychology*, 106(1), 1–17.

Wolf, M. (2013). How the reading brain resolves the reading wars. Retrieved from <http://literatenation.org/wp-content/uploads/2013/10/102513-ReadBrainWP-eb.pdf>

Yeager, D.S., Paunesku, D., Walton, G.M., & Dweck, C.S. (2013). How can we instill productive mindsets at scale? A review of the evidence and an initial R&D agenda. White Paper prepared for the White House meeting on excellence in education: The importance of academic mindsets.

Zill, N., Collins, M., West, J., & Hausken, E.G. (1995). *Approaching kindergarten: A look at preschoolers in the United States*. Washington, DC: Office of Educational Research and Improvement, N.C.E.S., and N.H.E.S.

Zwiers, J. (2014). Developing academic oral communication skills. Retrieved from www.jeffzwiers.org/oral-communication.html

Zydney, J.M., & Hasselbring, T. S. (2014). Mini-anchors: A universal design for learning approach. TechTrends.

Zydney, J. M., Bathke, A., & Hasselbring, T. S. (2014). Finding the optimal guidance for enhancing anchored instruction. *Interactive Learning Environments*, 22(5), 668–683.

NOTES

NOTES