# *Scholastic READ 180, Florida Edition* correlated to Florida's Specifications

**Subject:** Reading
**Category**: Comprehensive Intervention Reading Program (CIRP)
**Submission Title:** *Scholastic READ 180*
**Publisher:** Scholastic
**Grades:** 9-12

# *Stage C, Grades 9-12*

## CORRELATION
## FLORIDA DEPARTMENT OF EDUCATION
## READING SPECIFICATIONS 2007-2008

**SUBJECT:** Reading
**CATEGORY:** 6-12 Comprehensive Intervention Reading Program
**SUBMISSION TITLE:** Scholastic READ 180 Stage C
**PUBLISHER:** Scholastic
**GRADE(S):** 9-12

**CATEGORY CODE NUMBER:  RCI0001**

## CORRELATION

| GRADE | ID | COMPONENT | SPECIFICATION DESCRIPTION | PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL<br><br>**KEY for Stage B:  TEC** - rBook Teachers Edition; **RDI1C** - Resources for Differentiated Instruction: Reading Skills and Strategies; **RDI2C** - Resources for Differentiated Instruction: Writing and Grammer Strategies; **RDI3C** - Resources for Differentiated Instruction: Strategies for ELL; **AC** - Audiobooks Teacher Resource Book; **PC** - Paperbacks Teacher Resource Book; **TSC** - Topic Software Teacher Resource Book |
|---|---|---|---|---|
| 9-12 | O01 | Overall Instructional Design | A clear 'road map' or 'blueprint' for teachers to get an overall picture of the program (i.e., scope and sequence) | An illustration of the *READ 180* 90-minute instructional model can be found on page T14 of the *rBook* Teacher's Edition.; **TEC:** 8I-8K, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32I-32K, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56K-56M, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82I-82K, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104,106I-106K, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130K-130M, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162I-162K, 162, 164, 166, 168, 170, 172, 174, 176, 78, 180, 182, 184, 186I-186K, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210I-210K, 210, 212, 124, 216, 218, 220, 224, 226, 228, 230, 232, 234, 236; **RDI1C:** 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 80, 83, 86, 89, 92, 95, 98, 101, 104, 107, 110, 113, 116, 119, 122, 125, 128, 131, 134, 137, 164, 168, 172, 176, 180, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268,<br><br>270, 272, 274, 282-283, 288-338; **RDI2C:** 6-9, 12-14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 152-154, 156, 158, 160, 162, 164, 166, 168, 170, 171, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212; **RDI3C:** 5-6, 21-70; **AC:** 7, 14-25; **PC:** 7, 13-52; **TSC:** 7 |

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|---|---|---|---|---|
| 9-12 | O02 | Overall Instructional Design | Goals and objectives that are clearly stated | **Software:**  Each student receives a unique experience based on his or her abilities. Ty, the software host, guides students through the software Zones and provides specific details about the goals and objectives of each Zone.; **TEC:** 8I-8K, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32I-32K, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56K-56M, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82I-82K, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104,106I-106K, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130K-130M, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162I-162K, 162, 164, 166, 168, 170, 172, 174, 176, 78, 180, 182, 184, 186I-186K, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210I-210K, 210, 212, 124, 216, 218, 220, 224, 226, 228, 230, 232, 234, 236; **RDI1C:** 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 80, 83, 86, 89, 92, 95, 98, 101, 104, 107, 110, 113, 116, 119, 122, 125, 128, 131, 134, 137, 164, 168, 172, 176, 180, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254,<br><br>256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 282-283, 288-338; **RDI2C:** 6-9, 12-14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 152-154, 156, 158, 160, 162, 164, 166, 168, 170, 171, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212; **RDI3C:** 5-6, 21-70; **AC:** 7, 14-25; **PC:** 7, 13-52; **TSC:** 7 |

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|---|---|---|---|---|
| 9-12 | O03 | Overall Instructional Design | Resources available to help the teacher understand the rationale for the instructional approach and strategies utilized in the program (e.g., articles, references, and reliable websites) | **Software:**  The Software Manual provides teachers with specific information about the software applications of *READ 180.* In addition, a wealth of information is provided at the READ 180 web site, www.Read180.com.; **TEC:** 8C-8F, 32C-32F,  56C-56F,  82C-82F, 106C-106F, 130C-130H, 162C-162F,  186C-186F, 210C-210F, T72-T85; **RDI1C:** 24-39, 156-163, 194-205, 230-235, 279-287; **RDI2C:** 6-9, 12-13, 152-153; **RDI3C:** 8-19; **AC:** 7-9; **PC:** 9-11; **TSC**: 7-9 |
| 9-12 | O04 | Overall Instructional Design | Consistently explicit instruction | **Software:**  *READ 180* software continually collects data on each student in order to adjust instruction to meet each student's needs, providing explicit skills instruction and immediate corrective feedback.; **TEC:** 8C-8F, 32C-32F,  56C-56F,  82C-82F, 106C-106F, 130C-130H, 162C-162F, 186C-186F, 210C-210F; **RDI1C:** Each new lesson contains explicit instruction, e.g.,  41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 80, 83, 86, 89, 92, 95, 98, 101, 104, 107, 110, 113, 116, 119, 122, 125, 128, 131, 134, 137, 164, 168, 172, 176, 180, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 282-283, 288-338; **RDI2C:** Each new lesson contains explicit instruction, e.g., 12-14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 152-154, 156, 158, 160, 162, 164, 166, 168, 170, 171, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212; **RDI3C:** 21-70; **AC:** 14-25; **PC:** 13-52; **TSC:** 18-69 |

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|---|---|---|---|---|
| 9-12 | O05 | Overall Instructional Design | Consistently systematic instruction | **Software:**  The software assures that skill development follows a logical progression, guiding students through all four Zones (Reading, Word, Spelling, Success) based on their individual needs and mastery of concepts.; **TEC:** 8C-8F, 32C-32F,  56C-56F, 82C-82F, 106C-106F, 130C-130H, 162C-162F,  186C-186F, 210C-210F; **RDI1C:**  41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 80, 83, 86, 89, 92, 95, 98, 101, 104, 107, 110, 113, 116, 119, 122, 125, 128, 131, 134, 137, 164, 168, 172, 176, 180, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 282-283, 288-338; **RDI2C:** 12-14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 152-154, 156, 158, 160, 162, 164, 166, 168, 170, 171, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212; **RDI3C:** 21-70; **AC:** 14-25; **PC:**  13-52; **TSC:** 18-69 |
| 9-12 | O06 | Overall Instructional Design | A coherent instructional design (i.e., the components of reading clearly linked within as well as across each component) | *READ 180* features a 90-minute instructional model of whole- and small-group instruction. Teachers are provided with structure and organization while encouraging differentiated and flexible instruction in all components of reading.; **TEC:** 8C-8F, 32C-32F, 56C-56F,  82C-82F, 106C-106F, 130C-130H, 162C-162F,  186C-186F, 210C-210F; **RDI1C:** 28-29 |

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|---|---|---|---|---|
| 9-12 | O07 | Overall Instructional Design | Consistent 'teacher friendly' instructional routines which include direct instruction, modeling, guided practice, student practice and application with feedback, and generalization | **Software:**  Ty, the software's host, provides patient and immediate feedback that is private and respectful of the student. Students are continually encouraged by this motivating on-screen host who guides them through the instructional routines of the software. Additionally, the management system provides teachers with information about each student's progress. Teachers access this information in order to customize instruction for each student.; **TEC:** Every page in the text offers frequent teacher friendly routines, e.g., 8C-31B, 32C-55B, 56C- 81B, 82C-105B, 106C-129B, 130C-161B, 162C-185B, 186C-209B, 210C-237B T72-T86; **RDI1C:** 35-37, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 80, 83, 86, 89, 92, 95, 98, 101, 104, 107, 110, 113, 116, 119, 122, 125, 128, 131, 134, 137, 160-163, 202-205, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 288, 290, 292, 294, 296, 298, 300, 302, 304, 306, 308, 310, 312, 314-337; **RDI2C:** 14, 19, 24, 29, 34, 39, 44, 49, 54, 59,<br><br>64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 141, 144, 147, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212; **RDI3C:** 21-71; **AC:** 14-25; **PC:** 11-40; **TSC:** 18-21, 24-27, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69 |

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|---|---|---|---|---|
| 9-12 | O08 | Overall Instructional Design | Aligned student materials | rBook Student Edition pages are located in the Teacher's Edition. All lessons in the Resources for Differentiated Instruction Books (1-3) support the individual needs of each student based on reports that inform instruction. Teaching Resources for Audiobooks, Paperbacks, and Topic Software are directly aligned with corresponding student components.; Software:  The software tracks and translates student responses into user-friendly reports for the teacher. These reports provide a record of student achievement to determine instructional grouping and inform instruction.; Student materials are highly aligned with instruction, e.g., **TEC:** 8C-31B, 32C-55B, 56C- 81B, 82C-105B, 106C-129B, 130C-161B, 162C-185B, 186C-209B, 210C-237B;  **RDI1C:** 42-43, 45-46, 48-49, 51-52, 54-55, 57-58, 60-61, 63-64, 66-67, 69-70, 72-73, 75-76, 78-79, 81-82, 84-85, 87-88, 90-91, 93-94, 96-97, 99-100, 102-103, 105-106, 111-112, 114-115, 117-118, 120-121, 123-124, 126-127, 129-130, 132-133, 135-136, 138-139, 140-151, 166-167, 170-171, 178-179, 182-192, 206-<br><br>228, 237, 239, 242, 243, 245, 247, 249, 252, 253, 255, 257, 259, 261, 263, 265, 267, 269, 271, 273, 275, 338-416 ; **RDI2C:** 15-18, 20-23, 25-28, 30-33, 35-38, 40-43, 45-48, 51-53, 55-58, 60-63, 65-68, 70-73, 75-78, 80-83, 85-88, 90-93, 95-98, 100-103, 104-108, 110-113, 115-118, 120-123, 125-128, 130-133, 135-138, 140, 142-143, 144-145, 148-150, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213-221; **RDI3C:** 72-76; **AC:** 27-75; **PC:** 55-146; **TSC:** 215-290 |

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|---|---|---|---|---|
| 9-12 | O09 | Overall Instructional Design | Text whose level of difficulty increases as students' skills are strengthened | **Software:** The software adapts instruction based on continuous assessment and constantly matches students to the appropriate text and skills. Lexile leveled passages ensure that each student works with text at his or her instructional level.; **Print:** Each new lesson provides text with increasing levels of difficulty, e.g., **TEC:** 8C-31B, 32C-55B, 56C-81B, 82C-105B, 106C-129B, 130C-161B, 162C-185B, 186C-209B, 210C-237B; **RDI1C:** 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 80, 83, 86, 89, 92, 95, 98, 101, 104, 107, 110, 113, 116, 119, 122, 125, 128, 131, 134, 137, 164, 168, 172, 176, 180, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 282-283, 288-338; **RDI2C:** 12-14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 152-154, 156, 158, 160, 162, 164, 166, 168, 170, 171, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212; **RDI3C:** 21-70; **AC:** 14-25; **PC:** 13-52; **TSC:** 18-69 |

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|---|---|---|---|---|
| 9-12 | O10 | Overall Instructional Design | Ample guided student practice opportunities (15 or more), including multiple opportunities for explicit teaching and teacher directed feedback needed for struggling readers | **Software:** *READ 180* software guides students to repeated readings of connected text with varying levels of audio support and speed.  These repeated readings build students' word-recognition skills, reading fluency, and comprehension. The software monitors, tracks, and reports student accuracy, speed, and comprehension skills so that students and teachers have access to data daily.; **TEC:** 8C-31B, 32C-55B, 56C-81B, 82C-105B, 106C-129B, 130C-161B, 162C-185B, 186C-209B, 210C-237B; **RDI1C:** 42-43, 45-46, 48-49, 51-52, 54-55, 57-58, 60-61, 63-64, 66-67, 69-70, 72-73, 75-76, 78-79, 81-82, 84-85, 87-88, 90-91, 93-94, 96-97, 99-100, 102-103, 105-106, 111-112, 114-115, 117-118, 120-121, 123-124, 126-127, 129-130, 132-133, 135-136, 138-139, 140-151, 166-167, 170-171, 178-179, 182-192, 206-228, 237, 239, 242, 243, 245, 247, 249, 252, 253, 255, 257, 259, 261, 263, 265, 267, 269, 271, 273, 275, 338-416 ; **RDI2C:**15-18, 20-23, 25-28, 30-33, 35-38, 40-43, 45-48, 51-53, 55-58, 60-63, 65-68, 70-73, 75-78, 80-83, 85-88, 90-93, 95-98, 100-103, 104-108,<br><br>110-113, 115-118, 120-123, 125-128, 130-133, 135-138, 140, 142-143, 144-145, 148-150, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 230, 231, 233, 235, 237, 239, 241, 245-253; **RDI3C:** 72-76; **AC:** 27-74; **PC:** 55-146; **TSC:** 215-290 |

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|---|---|---|---|---|
| 9-12 | O11 | Overall Instructional Design | Reading-related activities (e.g., workstations on word-building, fluency practice) | **Software:** The *READ 180* instructional model requires that students spend 20 minutes each day on the software at the computer center, as well as 20 minutes reading independently and 20 minutes of direct instruction in a small group with the teacher. Word Zone activities provide practice identifying words at increasing speeds to continue building automaticity and fluency.; **TEC:** 10-19, 34-43, 58-69, 84-93, 108-117, 132-149, 164-173, 108-197, 212-225; **RDI1C:** 41-139, 164-183, 236-275, 288-417; **RDI2C:** 16, 22, 28, 34, 40-41, 46, 52, 58, 64-65, 70, 76, 82, 88, 94, 100, 106, 112-113, 118, 124, 130, 136-137, 142, 148, 154, 160, 166, 174, 179-180, 246-253; **RDI3C:** 25, 26, 27, 31, 36, 43, 46, 47, 51, 53, 54, 55, 63, 64, 65; **AC:** 14-25; **PC:** 11-52; **TSC:** 71-214 |
| 9-12 | O12 | Overall Instructional Design | Teacher encouragement to give immediate constructive feedback | **Software:** The *READ 180* management system, Scholastic Achievement Manager (SAM), alerts and prompts teachers in order to provide feedback to students. The Skills Alert report lists students who may be struggling with one or more of the *READ 180* software Zones. Ty, the software host, also provides immediate feedback to students while they are on the software.; **TEC:** 19, 21, 27, 31, 43, 45, 65, 71, 77, 93, 95, 101, 117, 119, 125, 149, 151, 157, 173, 175, 181, 197, 199, 205, 221, 227, 233; **RDI1C:** Opportunities for teacher to provide feedback throughout text, e.g., 168, 172, 177, 181, 236, 238, 240; **RDI2C:** Opportunities for teacher to provide feedback throughout text, e.g., 94, 99, 104, 109, 114, 119, 124; **RDI3C:** Opportunities for teacher to provide feedback throughout text, e.g., 33, 34, 35, 36, 37, 38, 39; **AC:** 14-25; **PC:** 13-52; **TSC:** 18-21, 24-27, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69 |

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|---|---|---|---|---|
| 9-12 | O13 | Overall Instructional Design | Scaffolding as a prominent part of the lessons | **Software:** *READ 180* software is highly adaptive and scaffolds instruction for each student at every step of the software.; Systematic scaffolding instructions are a prominent part of every new lesson in text, e.g., Systematic scaffolding instructions are a prominent part of every new lesson in text, e.g., **TEC:**8C-31B, 32C-55B, 56C- 81B, 82C-105B, 106C-129B, 130C-161B, 162C-185B, 186C-209B, 210C-237B; **RDI1C:** 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 80, 83, 86, 89, 92, 95, 98, 101, 104, 107, 110, 113, 116, 119, 122, 125, 128, 131, 134, 137, 164, 168, 172, 176, 180, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 282-283, 288-338; **RDI2C:** 12-14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 152-154, 156, 158, 160, 162, 164, 166, 168, 170, 171, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212; **RDI3C:** 21-70; **AC:** 14-25; **PC:** 13-52; **TSC:** 18-69 |

**SUBJECT:** Reading
**CATEGORY:** 6-12 Comprehensive Intervention Reading Program      **CATEGORY CODE NUMBER:  RCI0001**
**SUBMISSION TITLE:** Scholastic READ 180 Stage C
**PUBLISHER:** Scholastic
**GRADE(S):** 9-12

CORRELATION

| GRADE | ID | COMPONENT | SPECIFICATION DESCRIPTION | PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL<br><br>**KEY for Stage B:** **TEC** - rBook Teachers Edition; **RDI1C** - Resources for Differentiated Instruction: Reading Skills and Strategies; **RDI2C** - Resources for Differentiated Instruction: Writing and Grammer Strategies; **RDI3C** - Resources for Differentiated Instruction: Strategies for ELL; **AC** - Audiobooks Teacher Resource Book; **PC** - Paperbacks Teacher Resource Book; **TSC** - Topic Software Teacher Resource Book |
|---|---|---|---|---|
| 9-12 | O14 | Overall Instructional Design | Specific instructions for scaffolding | **Software:** *READ 180* software is highly adaptive and scaffolds instruction for each student at every step of the software.; Systematic scaffolding instructions are a prominent part of every new lesson in text, e.g., Scaffolding instructions are build into every new lesson in text, e.g., **TEC:** 8C-31B, 32C-55B, 56C-81B, 82C-105B, 106C-129B, 130C-161B, 162C-185B, 186C-209B, 210C-237B; **RDI1C:** 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 80, 83, 86, 89, 92, 95, 98, 101, 104, 107, 110, 113, 116, 119, 122, 125, 128, 131, 134, 137, 164, 168, 172, 176, 180, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 282-283, 288-338; **RDI2C:** 12-14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 152-154, 156, 158, 160, 162, 164, 166, 168, 170, 171, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212; **RDI3C:** 21-70; **AC:** 14-25; **PC:** 13-52; **TSC:** 18-69 |

**SUBJECT:** Reading
**CATEGORY:** 6-12 Comprehensive Intervention Reading Program
**SUBMISSION TITLE:** Scholastic READ 180 Stage C
**PUBLISHER:** Scholastic
**GRADE(S):** 9-12

**CATEGORY CODE NUMBER:  RCI0001**

CORRELATION

| GRADE | ID | COMPONENT | SPECIFICATION DESCRIPTION | PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL<br><br>KEY for Stage B:  **TEC** - rBook Teachers Edition; **RDI1C** - Resources for Differentiated Instruction: Reading Skills and Strategies; **RDI2C** - Resources for Differentiated Instruction: Writing and Grammer Strategies; **RDI3C** - Resources for Differentiated Instruction: Strategies for ELL; **AC** - Audiobooks Teacher Resource Book; **PC** - Paperbacks Teacher Resource Book; **TSC** - Topic Software Teacher Resource Book |
|-------|-----|-----------|---------------------------|---|
| 9-12 | O15 | Overall Instructional Design | Differentiated instruction that is prominent | **Software:**  Through continuous assessment *READ 180* is able to provide differentiated instruction at every level. As each student's reading level increases, the content level changes accordingly.; Each new lesson contains differentiated instruction specific to the subject matter, e.g., **TEC:** 8C-31B, 32C-55B, 56C- 81B, 82C-105B, 106C-129B, 130C-161B, 162C-185B, 186C-209B, 210C-237B; **RDI1C:** 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 80, 83, 86, 89, 92, 95, 98, 101, 104, 107, 110, 113, 116, 119, 122, 125, 128, 131, 134, 137, 164, 168, 172, 176, 180, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 282-283, 288-338; **RDI2C:** 12-14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 152-154, 156, 158, 160, 162, 164, 166, 168, 170, 171, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212; **RDI3C:** 21-70; **AC:** 14-25; **PC:** 13-52; **TSC:** 18-69 |
| 9-12 | O16 | Overall Instructional Design | Instruction that is individualized based on assessment | **Software:**  Through continuous assessment *READ 180* is able to provide differentiated instruction at every level. As each student's reading level increases, the content level changes accordingly.; Each new lesson contains differentiated instruction specific to the subject matter, e.g., **TEC:** 19, 21, 27, 31, 43, 45, 65, 71, 77, 93, 95, 101, 117, 119, 125, 149, 151, 157, 173, 175, 181, 197, 199, 205, 221, 227, 233; **RDI1C:** 168, 172, 177, 181, 236, 238, 240; **RDI2C:** 94, 99, 104, 109, 114, 119, 124; **RDI3C:** 33, 34, 35, 36, 37, 38, 39; **AC:** 14-25; **PC:** 13-52; **TSC:** 18-21, 24-27, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69 |

*Indepth/Mentioned

**SUBJECT:** Reading
**CATEGORY:** 6-12 Comprehensive Intervention Reading Program
**SUBMISSION TITLE:** Scholastic READ 180 Stage C
**PUBLISHER:** Scholastic
**GRADE(S):** 9-12

**CATEGORY CODE NUMBER:  RCI0001**

**CORRELATION**

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|---|---|---|---|---|
| 9-12 | O17 | Overall Instructional Design | Guidelines and materials for flexible grouping | **Software:** *READ 180's* management system, the Scholastic Achievement Manager (SAM), continuously gathers information on each student in order to provide teachers with the information they need to form and manage flexible groups.  For specific information, refer to the "Placement and Grouping" section of the Placement, Assessment and Reporting Guide, pages 13-33.; **TEC:** 8F, 31B, 55B, 81B, 105B, 106F, 129B, 161B, 185B, 209B, 237B; **RDI1:** SAM reports provide data to help monitor and group students, e.g., 41-151, 164, 166-168, 170-172, 174-177, 178-180, 182-192, 206-228, 236-276, 288-417; **RDI3:** 5, 9; **AC:** 8; **PC:** 10 |
| 9-12 | O18 | Overall Instructional Design | Small group instruction with small teacher-pupil ratio as part of daily instruction | The *READ 180* instructional model requires that each student spends 20 minutes of direct instruction with the teacher in a small group of approximately six students.; **TEC:** 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127 129, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183,  185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237; **RDI1C:** Each new lesson provides opportunities for small group instruction, e.g., 164, 168, 172, 177, 181, 236, 238; **RDI2C:** Each new lesson provides opportunities for small group instruction, e.g., 114, 119, 124, 129, 134, 139, 141 |

*Indepth/Mentioned

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**CORRELATION**

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|-------|-----|-----------|---------------------------|--------------------------------------------------------------------|
| 9-12 | O19 | Overall Instructional Design | Movement from group to group based on student progress | **Software:** *READ 180's* management system generates reports that enable teachers to group students according to reliable and timely data based upon continuous assessment.; Assessment is designed to monitor student progress and placement in groups, e.g., **TEC:** 8F, 31A-31B, 55A-55B, 81A-81B, 105A-105B, 106F, 129A-129B, 161A-161B, 185A-185B, 209A-209B, 237A-237B; **RDI1:** SAM reports provide data to help monitor and group students, e.g., 41-151, 164, 166-168, 170-172, 174-177, 178-180, 182-192, 206-228, 236-276, 288-417; **RDI3:** 5, 9; **AC:** 8; **PC:** 10 |
| 9-12 | O20 | Overall Instructional Design | Enrichment activities included for advancing/proceeding students | **Software:** The highly adapative nature of the *READ 180* software is designed to accelerate and advance students based on their day-to-day progress. The Success Zone can be accessed only after students have demonstrated mastery of all words and skills in the related Word, Spelling, and Reading Zone, and provides activities to promote higher thinking skills and a sense of accomplishment. |

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CORRELATION

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|---|---|---|---|---|
| 9-12 | O21 | Overall Instructional Design | The dimensions of spelling, writing, oral language, motivation/engagement, critical thinking and listening comprehension | **Software:**  *READ 180* software offers motivation and builds self-esteem by frequently showing students evidence of their own success and incorporating engaging videos from grade-level content areas. Zone activities are constructed to build oral language, phonics, fluency, vocabulary, spelling, and reading comprehension and listening comprehension.; *READ 180* is a comprehensive reading prorgam providing all dimensions of literacy, **e.g.,TEC:** 8C-31B, 32C-55B, 56C- 81B, 82C-105B, 106C-129B, 130C-161B, 162C-185B, 186C-209B, 210C-237B;  **RDI1C:** 41-137, 164-183, 206-228, 236-275, 288-345; **RDI2C:** 14-181, 186-245; **RDI3C:** 21-76; **AC:** 14-75; **PC:** 13-146; **TSC:** 18-21, 24-27, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69, 71-290 |
| 9-12 | O22 | Overall Instructional Design | Procedures and activities for re-teaching skills that have not been mastered | **Software:**  *READ 180* text passages are seeded with words and spelling patterns that have been addressed but not mastered. Student difficulties are addressed throughout the Zones until mastery is achieved.; Text is designed to provide reteaching, additional practice, and instructions for students not mastering skills, e.g., **TEC:** 31A, 551, 81A, 105A, 129A, 161A, 185A, 209A, 237A; **RDI1C:** 41-137, 164-183, 206-228, 236-275, 288-345; **RDI2C:**14-181, 186-245; **RDI3C:** 21-76 |

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|---|---|---|---|---|
| 9-12 | O23 | Overall Instructional Design | Instruction for English Language Learners (ELL) | **Software:**  Special features of the *READ 180* software are especially helpful to students who are learning English. Language support tools are provided in Spanish, Cantonese, Vietnamese, Hmong, and Haitian Creole through definitions, translations, and decoding tips. Topic Software and Anchor Videos build background knowledge and help students develop mental models. Text captioning allows students to read along with examples of modeled fluent reading. The software also provides opportunities for repeated oral reading practice including making recordings for self-assessment.; **TEC:** Teacher's Edition provides opportunities at the end of each unit for additional instruction and practice for English language learners, e.g., 31B, 55B, 81B, 105B, 129B, 161B, 185B, 209B, 237B, T66; **RDI3C:** Text provides English language learners oral language activities and introductory reading and writing activities, e.g., 21-70 |
| 9-12 | WA01 | Word Analysis | Instruction that progresses from easier word analysis activities to more difficult | **Software:**  Word Zone passages are seeded with spelling patterns, high-frequency and content words that are appropriate for the student's reading level. Words are determined based on the assessment in previous activities and expanded recall is built by systematic review of previously mastered words. Speed and difficulty of task are increased based of each student's progress.; **TEC:** 20, 31A, 44, 53A, 70, 83A, 94, 105A, 118, 129A, 150, 161A, 174, 185A, 198, 209A, 226, 237A; **RDI1C:** 236-275; **RDI3C:** 27, 33, 36, 37, 54, 56, 58, 66, 70 |

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**CORRELATION**

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|---|---|---|---|---|
| 9-12 | WA02 | Word Analysis | Word analysis that is only a small portion of each lesson (10 to 20 minutes) | **Software:**  Word analysis in the *READ 180* software comprises only a portion of the 20-minute daily software session.; **TEC:** 20, 31, 44, 55, 70, 81, 94, 105, 118, 129, 150, 161, 174, 185, 198, 209, 226, 237; **RDI1C:** 236-275 |
| 9-12 | WA03 | Word Analysis | Emphasis on the use of grade appropriate dictionaries and student-friendly explanations | **Software:**  Decoding and word recognition tips are customized for each word in student-friendly language. Each student receives support for words that he or she finds difficult. Students can hear dictionary definitions and hear and see the word in segmented form.; **TEC:** 9, 33, 59, 83, 107, 118, 131, 163, 187, 211, 238; **RDI1C:** 244, 245; **AC:** 73; **PC:** 145 |
| 9-12 | WA04 | Word Analysis | Explicit instruction in the use and weaknesses of context clues to determine word meaning | **Software:**  Passages in the Reading and Success Zones require students to read for meaning to see how similar passages contain different information and use higher-level thinking skills to evaluate the information.; **TEC:** 171, 198; **RDI1C:** 238, 254, 264 |
| 9-12 | WA05 | Word Analysis | Explicit instruction in the meanings of roots and affixes and activities for students to manipulate common roots and affixes to analyze the relationship of spelling to meaning of complex words | **Software:**  The Reading Zone of the software gives students opportunities to hear words pronounced, spelled aloud, defined aloud, broken into word parts. Students receive instruction of roots and affixes (based on their individual needs) in the Word and Spelling Zones.; **TEC:** 20, 94, 150, 174, 221;  **RDI1C:** 134, 256, 258, 268 |
| 9-12 | WA06 | Word Analysis | Word parts that occur with high frequency (such as un, re, and in) introduced over those that occur only in a few words | **Software:**  Passages in the Word Zone are seeded with high-frequency words and spelling patterns which appear again in Discrepancy Passages and the context passages of the Success Zone.; **TEC:** 9, 33, 59, 83, 107, 131, 163, 187, 211; **RDI1C:** 145 |

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|-------|-----|-----------|---------------------------|----|
| 9-12 | WA07 | Word Analysis | Limitations of structural analysis | Structural word analysis has limitations. To overcome this successful readers use different combinations of structural word analysis including root words, affixes, and syllabication, e.g., **TEC:** 20, 31A, 53A, 70, 83A, 94, 105A, 129A, 150, 161A, 174, 185A, 209A, 226, 237A; **RDI1C:** 110, 113, 116, 119, 122, 125, 128, 134, 137, 150, 256, 258, 266, 268 |
| 9-12 | WA08 | Word Analysis | Activities for distinguishing and interpreting words with multiple meanings | **Software:**  Success Zone passages require students to read for meaning to see how similar passages contain different information and use higher-level thinking skills to evaluate the information.; **TEC:** 118; **RDI1C:** 240 |
| 9-12 | WA09 | Word Analysis | Inclusion of word origins, derivations, synonyms, antonyms, and idioms to determine the meanings of words and phrases | **Software:**  *READ 180* Word Zone provides systematic instruction in decoding and word recognition by defining and analyzing word origins, synonyms, antonyms, and derivations.; **TEC:** 16, 17, 44, 87, 94, 138, 174, 198; **RDI1C:** 246, 247, 272; **RDI3C:** 28, 67 |
| 9-12 | WA10 | Word Analysis | Words used in word analysis activities found in the student text | **Software:**  *READ 180* Word Zone identifies study words based on each student's reading of text in the passages. Students see and hear decoding tips and practice study words to achieve and maintain mastery. Passages in the Word Zone are seeded with high-frequency words and spelling patterns which appear again in Discrepancy Passages and the context Passages of the Success Zone.; **TEC:** 8-10, 12, 16, 20, 32-34, 36, 40, 44, 56-65, 66-70, 82-84, 86, 90, 94, 106-108, 110, 114, 118, 130-150, 162-164, 166, 170, 174, 186-188, 190, 194, 198, 210-212, 214, 222, 226; **RDI1C;** 237, 239, 241, 243, 245, 247, 249, 252, 253, 255, 257, 259, 261, 263, 265, 267, 269, 271, 273, 275 |

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|---|---|---|---|---|
| 9-12 | WA11 | Word Analysis | Immediate application of word analysis strategies to reading and interpreting familiar decodable connected text once they have been mastered | **Software:**  *READ 180* Word Zone prompts students to immediately assess their own accuracy compared to a fluent reader's recording. Previously studied words are reviewed regularly to maintain mastery.; **TEC:** Each new lesson provides ample text to practice, e.g., 8-10, 12, 16, 20, 32-34, 36, 40, 44, 56-65, 66-70, 82-84, 86, 90, 94, 106-108, 110, 114, 118, 130-150, 162-164, 166, 170, 174, 186-188, 190, 194, 198, 210-212, 214, 222, 226; **RDI1C;** 237, 239, 241, 243, 245, 247, 249, 252, 253, 255, 257, 259, 261, 263, 265, 267, 269, 271, 273, 275 |
| 9-12 | WA12 | Word Analysis | Ample unfamiliar decodable text to provide practice with word analysis strategies | **Software:**  *READ 180* Reading Zone provides a wealth of unfamiliar decodable text in every Topic CD.  Students experience varying degrees of computer support for word analysis, including speed adjustment, audio support, and highlighting of unfamiliar words.; **TEC:** Each new lesson provides ample text to practice, e.g., 8-10, 12, 16, 20, 32-34, 36, 40, 44, 56-65, 66-70, 82-84, 86, 90, 94, 106-108, 110, 114, 118, 130-150, 162-164, 166, 170, 174, 186-188, 190, 194, 198, 210-212, 214, 222, 226; **RDI1C:** 346-417; **RDI2C:** 16, 22, 28, 34, 40, 46, 52, 58, 64, 70, 76, 82, 88, 94, 100, 106, 112; **AC:** 14-25; **PC:** 13-52; **TSC:** 71-214 |

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|---|---|---|---|---|
| 9-12 | WA13 | Word Analysis | Ample opportunities to read multisyllabic words daily | **Software:**  *READ 180* Reading Zone and Word Zone provide text at each student's independent reading level with varying degrees of support. Text passages include ample opportunities to read multisyllabic words on a daily basis.; **TEC:** Each new lesson provides ample opportunities to read, e.g., 8-10, 12, 16, 20, 32-34, 36, 40, 44, 56-65, 66-70, 82-84, 86, 90, 94, 106-108, 110, 114, 118, 130-150, 162-164, 166, 170, 174, 186-188, 190, 194, 198, 210-212, 214, 222, 226; **RDI1C:** 346-417; **RDI2C:** 16, 22, 28, 34, 40, 46, 52, 58, 64, 70, 76, 82, 88, 94, 100, 106, 112; **AC:** 14-25; **PC:** 13-52; **TSC:** 71-214 |
| 9-12 | WA14 | Word Analysis | A section of the program devoted to word study | **Software:**  The Word Zone of the *READ 180* software is entirely devoted to systematic word study instruction, practice, review, and assessment.; **TEC:** 8, 10, 12, 14, 16, 18, 20, 21, 32, 34, 36, 38, 40, 42, 44, 45, 56, 60, 62, 64, 66, 68, 70, 71, 82, 84, 86, 88, 90, 92, 94, 95, 106, 108, 110, 112, 114, 116, 118-119, 130, 132, 134, 136, 138, 140, 144, 146, 148, 150-151, 164, 166, 168, 170, 172, 174-175, 188, 190, 192, 194, 196, 198-199, 212, 214, 216, 218, 220, 226, 227; **RDI1C:** 236-276; **RDI3C:** 28, 29, 53, 55, 60, 66, 67, 69; **AC:** 73; **PC:** 113 |

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| GRADE | ID | COMPONENT | SPECIFICATION DESCRIPTION | PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL<br><br>**KEY for Stage B:  TEC** - rBook Teachers Edition; **RDI1C** - Resources for Differentiated Instruction: Reading Skills and Strategies; **RDI2C** - Resources for Differentiated Instruction: Writing and Grammer Strategies; **RDI3C** - Resources for Differentiated Instruction: Strategies for ELL; **AC** - Audiobooks Teacher Resource Book; **PC** - Paperbacks Teacher Resource Book; **TSC** - Topic Software Teacher Resource Book |
|---|---|---|---|---|
| 9-12 | WA15 | Word Analysis | Spelling strategies (e.g., word sorts, categorization activities, word building activities, analogical reasoning activities) | **Software:**  *READ 180* Spelling Zone is devoted to individualized spelling instruction, immediate corrective feedback, practice, review, and assessment.; **TEC:** Teacher may incorporate spelling activities into vocabulary builders to fulfill standard, e.g., 8, 10, 12, 14, 16, 18, 20, 21, 32, 34, 36, 38, 40, 42, 44, 45, 56, 60, 62, 64, 66, 68, 70, 71, 82, 84, 86, 88, 90, 92, 94, 95, 106, 108, 110, 112, 114, 116, 118-119, 130, 132, 134, 136, 138, 140, 144, 146, 148, 150-151, 164, 166, 168, 170, 172, 174-175, 188, 190, 192, 194, 196, 198-199, 212, 214, 216, 218, 220, 226, 227; **RDI1C:** 206-228; **RDI3C:** 31 |
| 9-12 | F01 | Fluency | Fluency building as a part of each day's lesson | **Software:**  Reading Zone of the software guides students to repeated readings of connected text with varying levels of audio support and varying speeds to build fluency. Word Zone software monitors, tracks, and reports student accuracy and speed in word identification daily.; **TEC:** Each new lesson provides ample opportunities to build fluency, e.g., 8-10, 12, 16, 20, 32-34, 36, 40, 44, 56-65, 66-70, 82-84, 86, 90, 94, 106-108, 110, 114, 118, 130-150, 162-164, 166, 170, 174, 186-188, 190, 194, 198, 210-212, 214, 222, 226; **RDI1C:** 164-165, 168-169, 172-173, 176-177, 180-181; **TSC:** 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69 |

**SUBJECT:** Reading
**CATEGORY:** 6-12 Comprehensive Intervention Reading Program          **CATEGORY CODE NUMBER:  RCI0001**
**SUBMISSION TITLE:** Scholastic READ 180 Stage C
**PUBLISHER:** Scholastic
**GRADE(S):** 9-12

**CORRELATION**

| GRADE | ID | COMPONENT | SPECIFICATION DESCRIPTION | PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL<br><br>KEY for Stage B:  **TEC** - rBook Teachers Edition; **RDI1C** - Resources for Differentiated Instruction: Reading Skills and Strategies; **RDI2C** - Resources for Differentiated Instruction: Writing and Grammer Strategies; **RDI3C** - Resources for Differentiated Instruction: Strategies for ELL; **AC** - Audiobooks Teacher Resource Book; **PC** - Paperbacks Teacher Resource Book; **TSC** - Topic Software Teacher Resource Book |
|---|---|---|---|---|
| 9-12 | F02 | Fluency | Fluency-based instruction focusing on developing accuracy, rate, and prosody | **Software:**  *READ 180* software builds automaticity and fluency at the word and passage levels through individualized reading practice and instruction. The highly adaptive capabilities of the software deliver instruction for students at the appropriate level and time.  The Topic Software provides continuous developmentally appropriate practice and a wealth of opportunities for repeated reading of leveled text.;  **TEC:** Each new lesson provides ample opportunities to build fluency, e.g., 8-10, 12, 16, 20, 32-34, 36, 40, 44, 56-65, 66-70, 82-84, 86, 90, 94, 106-108, 110, 114, 118, 130-150, 162-164, 166, 170, 174, 186-188, 190, 194, 198, 210-212, 214, 222, 226; **RDI1C:** 164-165, 168-169, 172-173, 176-177, 180-181; **TSC:** 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69 |
| 9-12 | F03 | Fluency | Fluency building routines including goal setting to measure and increase word-level fluency instruction and practice, reading accuracy and passage reading rate, teacher or peer feedback, and timed readings | **Software:**  Students spend time every day building fluency at the passage and word level in the Reading Zone, Word Zone, and Spelling Zone. Management system reports provide teachers with the information they need to conference with students to set goals and conduct timed readings.; **TEC:** 31A, 55A, 81A, 105A, 129A, 161A, 185A, 209A, 237A; **RDI1C:** 164, 166-167, 170-171, 174-175, 178-179, 180, 182-183, 184-185, 186, 188-189, 191; **TSC:** 9, 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69, 71-214, 287 |

**SUBJECT:** Reading
**CATEGORY:** 6-12 Comprehensive Intervention Reading Program
**SUBMISSION TITLE:** Scholastic READ 180 Stage C
**PUBLISHER:** Scholastic
**GRADE(S):** 9-12

**CATEGORY CODE NUMBER: RCI0001**

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|---|---|---|---|---|
| 9-12 | F04 | Fluency | Ongoing fluency assessment | **Software:** The software provides numerous opportunities to assess and monitor fluency.  Stored recordings can be used for timed readings and miscue analysis provide a tool for conferencing with the student and setting goals for further improvement.  Students review their recordings to monitor their own progress. They also continue to improve fluency as they move through the Word and Spelling Zones.  Zones are timed for quick response and automaticity.  Reports provide information on each student's progress so that the teacher can see trends and adjust instruction as well as assess results.; **TEC:** Teacher can assess fluency levels monthly during small group session and through Differentiated Learning activities, e.g., 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 31A, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 53A, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 83A, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 105A, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 129A, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, <br><br>161, 161A, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 185A, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 209A, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 237A; **RDI1C:** Opportunities to assess student after every practice reading, e.g., 166-167, 170-171, 174-175, 178-179, 180, 182-183, 184-185, 186, 188-189, 191; **TSB:** 9, 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69, 71-214, 287 |

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CORRELATION

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|-------|-----|-----------|---------------------------|---------------------------------------------------------------------------------|
| 9-12 | F05 | Fluency | Fluency goals for each set of grade levels (e.g., 4-5 [113-127 wpm], 6-8 [140-142 wpm]) based on Hasbrouk and Tindal's end of the year oral reading fluency scores at the 40%ile. | **Software:** The *READ 180* software sets fluency goals for students in both the Reading and Success Zones.  Students are required to record themselves reading the passage aloud in the Reading Zone, and when they finish, they listen to their recording and the software calculates the number of words read per minute.  In the Success Zone, students make a final recording of that reading passage and the teacher then listens to their fluency recording and scores them on words correct per minute based on Hasbrouk and Tindal's end of year goals at the 40th %tile.; Many opportunities for students to meet standard through passage readings, e.g., **RDI1C:** 164-192; **TSC:** 71-214 |

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|---|---|---|---|---|
| 9-12 | F06 | Fluency | Ample practice materials and opportunities at appropriate reading levels (independent and/or instructional) | **Software:** The *Scholastic Reading Inventory* provides the Lexile range fat which each student is placed in the software and in the leveled books for the independent reading.  There are detailed reports that keep the teacher informed of student progress.  The teacher then can determine when the Lexile needs to be adjusted to move the student to higher or lower Lexile ranges.  Small group instruction time is scaffolded instruction with grade level text.  This creates a balance of both independent and instructional reading on a daily basis.  Through the software, the independent reading, and small-group instruction, students are exposed to a wide range of text at different levels and genres.;  **TEC:** Each new lesson provides ample text to practice, e.g.,8-10, 12, 16, 20, 32-34, 36, 40, 44, 56-65, 66-70, 82-84, 86, 90, 94, 106-108, 110, 114, 118, 130-150, 162-164, 166, 170, 174, 186-188, 190, 194, 198, 210-212, 214, 222, 226; **RDI1C:** 166-167, 170-171, 174-175, 178-179, 346-417; **RDI2C:** 116, 22, 28, 34, 40-41, 46, 52, 58, 64-65, 70, 76, 82, 88, 94, 100, 106, 112-113, 118,<br><br>124, 130, 136-137, 142, 148, 154, 160, 166, 174, 179-180, 246-253; **AC:** 14-25; **PC:** 13-52; **TSC:** 71-214 |

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**PUBLISHER:** Scholastic
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|-------|-----|-----------|---------------------------|------------------------------------------------|
| 9-12 | F07 | Fluency | Opportunities to read narrative and expository text aloud | **Software and Print:**  Students have opportunities not only for varied ranges of Lexiles of text to include independent and instructional ranges, but also a variety of genres.  They are exposed to narrative and expository text in the software, through the leveled and audio libraries, and through the explicit instruction in the rBook during small group time.  Students have opportunities to read various genres and are taught text structure and writing using the different styles.;  **TEC:** Teacher can assess fluency levels monthly during small group session and through Differentiated Learning activities, e.g., 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 31A, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 53A, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 83A, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 105A, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 129A, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 161A, 163, 165, 167, 169, 171, 173, 175, 177, 179,<br><br>181, 183,  185, 185A, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 209A, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 237A; **RDI1C:** Opportunities to assess student after every practice reading, e.g., 166-167, 170-171, 174-175, 178-179, 180, 182-183, 184-185, 186, 188-189, 191; **TSB:** 9, 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69, 71-214, 287 |

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|---|---|---|---|---|
| 9-12 | F08 | Fluency | Inclusion of research-based fluency strategies (e.g., repeated readings, peer reading, tape-assisted reading, choral reading, student-adult reading) | **Software:**  The software requires repeated readings over several days of a single text to improve fluency with that text. There is an opportunity to practice recording and listen back to the recording to encourage the student to self assess and work to improve their own fluency recording.  Peer reading and choral reading as well as student-adult reading are provided regularly in the independent reading time and the small group instruction time.  Students move through 20 minutes of the software instruction, 20 minutes of independent reading and 20 minutes of explicit small group instruction daily.   There are Lexile leveled paperback libraries for the students to choose the appropriate text to be read silently or with a partner.  Audiobooks that provide modeled read aloud- think aloud strategies are also used during the independent reading time.; **TEC:** Each new lesson contains research-based fluency strategies, e.g., 8-10, 12, 16, 20, 31A, 32-34, 36, 40, 44, 55A, 56-65, 66-70, 82, 83A, 84, 86, 90, 94, 105A, 106-108, 110, 114, 118, 129A, 130-150,<br><br>161A, 162-164, 166, 170, 174, 185A, 186-188, 190, 194, 198, 209A, 210-212, 214, 222, 226, 237A; **RDI1C:** 166-183; **AC:** 14-25; **TSC:** The Topic Software is designed to meet this standard, e.g., 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69, 71-214 |

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|---|---|---|---|---|
| 9-12 | V01 | Vocabulary | A component that incorporates reading and writing vocabulary | **Software:** Students read in the Reading Zone on a daily basis during the small-group instructional reading rotation. They also practice their vocabulary in the Word and Spelling Zones. The writing vocabulary is incorporated in the student's rBook.; **TEC:** 8, 10, 12, 14, 16, 18, 20, 21, 32, 34, 36, 38, 40, 42, 44, 45, 56, 60, 62, 64, 66, 68, 70, 71, 82, 84, 86, 88, 90, 92, 94, 95, 106, 108, 110, 112, 114, 116, 118-119, 130, 132, 134, 136, 138, 140, 144, 146, 148, 150-151, 164, 166, 168, 170, 172, 174-175, 188, 190, 192, 194, 196, 198-199, 212, 214, 216, 218, 220, 226, 227; **RDI1C:** 236-275; **RDI3C:** 29, 33, 35, 41, 57, 65; **AC:** 73; **PC:** 145; **TSC:** 17, 23, 29, 35, 41, 47, 53, 59, 65 |
| 9-12 | V02 | Vocabulary | Systematic and explicit instruction in morphemic analysis to support building word meaning through knowledge of root words, prefixes, and suffixes | **Software:** The Reading Zone and Word Zone both provide explicit instruction to support the building of word meaning through knowledge of root words, prefix, and suffixes.; **TEC:** 20, 94, 150, 174; **RDI1C:** 134, 256, 258, 266, 268; **TSC:** 17, 23, 29, 35, 41, 47, 53, 59, 65 |

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|---|---|---|---|---|
| 9-12 | V03 | Vocabulary | Opportunities to bring rich oral and written language to the classroom | **Software:**  The software features rich oral and written language through the Reading Zone and Word Zone.; Written language is also integrated during whole- and small-group instruction using the teaching system of the rBooks.; *READ 180* is designed to meet this standard through multiple and varied reading sources, e.g., **TEC:** 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 31A, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 53A,  55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 83A, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 105A, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 129A, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 161A, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183,  185, 185A, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 209A, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 237A; **RDI1C:** 166-167, 170-171, 174-175, 178-179, 180, 182-183, 184-185, 186, 188-189, 191; **TSC:** 9, 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-<br><br>63, 66-69, 71-214, 287 |

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|---|---|---|---|---|
| 9-12 | V04 | Vocabulary | Ample activities to practice speaking and writing vocabulary in context | **Software:**  Students have the opportunity to practice speaking on a daily basis in the Reading Zone and Word Zone.; Writing vocabulary is addressed during whole- and small-group instruction using the rBook.; **TEC:** 8, 10, 12, 14, 16, 18, 20, 21, 32, 34, 36, 38, 40, 42, 44, 45, 56, 60, 62, 64, 66, 68, 70, 71, 82, 84, 86, 88, 90, 92, 94, 95, 106, 108, 110, 112, 114, 116, 118-119, 130, 132, 134, 136, 138, 140, 144, 146, 148, 150-151, 164, 166, 168, 170, 172, 174-175, 188, 190, 192, 194, 196, 198-199, 212, 214, 216, 218, 220, 226, 227; **RDI1C:** 236-275; **RDI3C:** 29, 33, 35, 41, 57, 65; **AC:** 73; **PC:** 145; **TSC:** 17, 23, 29, 35, 41, 47, 53, 59, 65 |
| 9-12 | V05 | Vocabulary | Opportunities for wide independent reading with student accountability procedures | **Software:** Students take an electronic quiz on each book they read in the Paperback Library and Audiobook Library during the small-group independent reading rotation. The software also accurately places each student into the correct *READ 180* level and monitors his or her progress throughout all software Zones.; **TEC:** Each new lesson contains opportunities for independent reading, e.g., 8-10, 12, 16, 20, 31A, 32-34, 36, 40, 44, 55A, 56-65, 66-70, 82, 83A, 84, 86, 90, 94, 105A, 106-108, 110, 114, 118, 129A, 130-150, 161A, 162-164, 166, 170, 174, 185A, 186-188, 190, 194, 198, 209A, 210-212, 214, 222, 226, 237A; **AC** 14-25; **PC:** 13-52; **TSC:** 71-214 |

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|---|---|---|---|---|
| 9-12 | V06 | Vocabulary | Repeated exposure to vocabulary in many contexts | **Software:**  Students have repeated exposure to vocabulary in many contexts as they progress through the Reading Zone, Word Zone, and Spelling Zone.; **TEC:** 8, 10, 12, 14, 16, 18, 20, 21, 32, 34, 36, 38, 40, 42, 44, 45, 56, 60, 62, 64, 66, 68, 70, 71, 82, 84, 86, 88, 90, 92, 94, 95, 106, 108, 110, 112, 114, 116, 118-119, 130, 132, 134, 136, 138, 140, 144, 146, 148, 150-151, 164, 166, 168, 170, 172, 174-175, 188, 190, 192, 194, 196, 198-199, 212, 214, 216, 218, 220, 226, 227; **RDI1C:** 236-275; **RDI3C:** 29, 33, 35, 41, 57, 65; **AC:** 73; **PC:** 145; **TSC:** 17, 23, 29, 35, 41, 47, 53, 59, 65 |
| 9-12 | V07 | Vocabulary | Frequent use of teacher read alouds using engaging books with embedded explanation and instruction | **Software:**  The Reading Zone provides students with opportunities to hear read-alouds of passages.; The Audiobook Library provides students with a chance to hear a narrator and reading coach read aloud a variety of grade-level texts.; **TEC:** Each new lesson contains frequent use of teacher read alouds, e.g., 8-10, 12, 16, 20, 31A, 32-34, 36, 40, 44, 55A, 56-65, 66-70, 82, 83A, 84, 86, 90, 94, 105A, 106-108, 110, 114, 118, 129A, 130-150, 161A, 162-164, 166, 170, 174, 185A, 186-188, 190, 194, 198, 209A, 210-212, 214, 222, 226, 237A |

*Indepth/Mentioned

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|---|---|---|---|---|
| 9-12 | V08 | Vocabulary | Diverse vocabulary through listening and reading stories and informational text | **Software:**  All the text in the software is diverse non-fiction or informational text. There is embedded vocabulary instruction in the Reading Zone.; The Paperback Library and Audiobook Library provides students with opportunities to read and listen to a wide selection of stories and informational text.; **TEC:** Each new lesson contains diverse vocabulary in readings and text, e.g., 8-10, 12, 16, 20, 31A, 32-34, 36, 40, 44, 55A, 56-65, 66-70, 82, 83A, 84, 86, 90, 94, 105A, 106-108, 110, 114, 118, 129A, 130-150, 161A, 162-164, 166, 170, 174, 185A, 186-188, 190, 194, 198, 209A, 210-212, 214, 222, 226, 237A; **AC:** 14-25; **PC:** 13-52; **TSC:** 71-214 |
| 9-12 | V09 | Vocabulary | A limited number of words selected for robust, explicit vocabulary instruction | **Software:**  The *READ 180* software selects a small instructional set of words on which students will receive robust, explicit instruction in the Reading Zone.  Students see the words in context in the reading passage, then double-click on the words to receive explicit instruction on the word.; **TEC**: 9, 33, 59, 83, 107, 131, 163, 187, 211; **RDI1C:** 236, 240, 242, 246, 248, 250, 258, 262, 266, 268, 270; **RDI3C:** 21-24, 26-27, 31, 33, 43, 48, 51-53, 56, 62, 66; T**SC:** 17, 23, 29, 35, 41, 47, 53, 59, 65 |

**SUBJECT:** Reading
**CATEGORY:** 6-12 Comprehensive Intervention Reading Program
**SUBMISSION TITLE:** Scholastic READ 180 Stage C
**PUBLISHER:** Scholastic
**GRADE(S):** 9-12

**CATEGORY CODE NUMBER:  RCI0001**

**CORRELATION**

| GRADE | ID | COMPONENT | SPECIFICATION DESCRIPTION | PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL<br><br>**KEY for Stage B:  TEC** - rBook Teachers Edition; **RDI1C** - Resources for Differentiated Instruction: Reading Skills and Strategies; **RDI2C** - Resources for Differentiated Instruction: Writing and Grammer Strategies; **RDI3C** - Resources for Differentiated Instruction: Strategies for ELL; **AC** - Audiobooks Teacher Resource Book; **PC** - Paperbacks Teacher Resource Book; **TSC** - Topic Software Teacher Resource Book |
|---|---|---|---|---|
| 9-12 | V10 | Vocabulary | Sources of vocabulary instruction that include words from read aloud stories, words from core language arts programs, and words from content area instruction | **Software:**  The *READ 180* software targets words for vocabulary instruction from the passages in the Reading Zone targeting words from stories, language arts core programs and content area instruction.; Vocabulary instruction is found throughout the text in various readings, Vocabulary Builders, Word Challenges, and text exercises, e.g., **TEC:** 8, 10, 12, 14, 16, 18, 20, 21, 32, 34, 36, 38, 40, 42, 44, 45, 56, 60, 62, 64, 66, 68, 70, 71, 82, 84, 86, 88, 90, 92, 94, 95, 106, 108, 110, 112, 114, 116, 118-119, 130, 132, 134, 136, 138, 140, 144, 146, 148, 150-151, 164, 166, 168, 170, 172, 174-175, 188, 190, 192, 194, 196, 198-199, 212, 214, 216, 218, 220, 226, 227; **RDI1C:** 236-275; **RDI3C:** 29, 33, 35, 41, 57, 65; **AC:** 73; **PC:** 145; **TSC:** 17, 23, 29, 35, 41, 47, 53, 59, 65 |
| 9-12 | V11 | Vocabulary | Inclusion of only important (words needed to know to understand a concept or text), useful (words that may be encountered many times), and difficult words (multiple meanings, idioms) being taught; | **Software:**  Since the *READ 180* software focuses on targeted vocabulary instruction, the words pulled from the Reading Zone are targeted strategically to focus on important words from the passage that explain the concept or text, useful words that are high-utility and encountered many times, and difficult words such as idioms and multiple meaning words.; **TEC:** 8, 10, 12, 14, 16, 18, 32, 34, 36, 38, 40, 42, 56, 60, 62, 66, 68, 82, 84, 86, 88, 90, 92, 106, 108, 110, 112, 114, 116, 130, 132, 134, 136, 138, 140, 144, 146, 148, 164, 166, 168, 170, 172, 188, 190, 192, 194, 196, 212, 214, 216, 218, 220; **RDI1C:** 236, 240, 242, 246, 248, 250, 258, 262, 266, 268, 270; **RDI3C:** 21-24, 26-27, 31, 33, 43, 48, 51-53, 56, 62, 66; **TSC:** 17, 23, 29, 35, 41, 47, 53, 59, 65 |

*Indepth/Mentioned

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|---|---|---|---|---|
| 9-12 | V12 | Vocabulary | Cumulative review of vocabulary words (e.g., words are selected for instruction that are unknown, critical to passage understanding, and likely to be encountered in the future) | **Software:**  The *READ 180* software begins with a passage in the Reading Zone, from which vocabulary words are pulled for instruction. The words targeted for instruction are high utility, academic vocabulary words that are critical to passage understanding and likely to be encountered in multiple contexts currently and in the future.; **TEC:** 20, 21, 44, 45, 70, 71, 94, 95, 118, 119, 150, 151, 174, 175, 198, 199, 226, 227 |
| 9-12 | V13 | Vocabulary | Ample opportunities to engage in oral vocabulary activities | **Software:**  Students are prompted to repeat the vocabulary words, as well as engage in repeated oral readings using the words in context in both the Reading Zone and Success Zone.  In addition, students also engage in oral activities involving the vocabulary words in the Word Zone.; Students are offered multiple opportunities throughout the text to engage in oral vocabulary activities, e.g., **TEC:** 8, 10, 12, 14, 16, 18, 20, 21, 32, 34, 36, 38, 40, 42, 44, 45, 56, 60, 62, 64, 66, 68, 70, 71, 82, 84, 86, 88, 90, 92, 94, 95, 106, 108, 110, 112, 114, 116, 118-119, 130, 132, 134, 136, 138, 140, 144, 146, 148, 150-151, 164, 166, 168, 170, 172, 174-175, 188, 190, 192, 194, 196, 198-199, 212, 214, 216, 218, 220, 226, 227; **RDI1C:** 236-275; **RDI3C:** 21-24, 26-27, 31, 33, 43, 48, 51-53, 56, 62, 66; **TSC:** 17, 23, 29, 35, 41, 47, 53, 59, 65 |

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|---|---|---|---|---|
| 9-12 | V14 | Vocabulary | Student-friendly explanations as well as dictionary definitions | **Software:**  The definitions of the targeted vocabulary words in the *READ 180* software are pulled from student-friendly dictionaries to provide dictionary definitions as well as student-friendly explanations.; Definitions of vocabuary words can be found throughout Vocabulary Builders, Word Challenges and text exercises, e.g., **TEC:** 8, 10, 12, 14, 16, 18, 20, 21, 32, 34, 36, 38, 40, 42, 44, 45, 56, 60, 62, 64, 66, 68, 70, 71, 82, 84, 86, 88, 90, 92, 94, 95, 106, 108, 110, 112, 114, 116, 118-119, 130, 132, 134, 136, 138, 140, 144, 146, 148, 150-151, 164, 166, 168, 170, 172, 174-175, 188, 190, 192, 194, 196, 198-199, 212, 214, 216, 218, 220, 226, 227; **RDI1C:** 236-275; **RDI3C:** 21-24, 26-27, 31, 33, 43, 48, 51-53, 56, 62, 66; **TSC:** 17, 23, 29, 35, 41, 47, 53, 59, 65 |
| 9-12 | V15 | Vocabulary | Teaching of word-learning strategies | **Software:**  Students are provided multiple tips for word-learning strategies in the Reading Zone, Word Zone and Spelling Zone by double-clicking on the targeted Power/Vocabulary words, as well as using context clues in the Success Zone Context passage.; Texts provide multiple opportunities for teacher to engage students in word-learning strategies, e.g., **TEC:** 8, 10, 12, 14, 16, 18, 20, 21, 32, 34, 36, 38, 40, 42, 44, 45, 56, 60, 62, 64, 66, 68, 70, 71, 82, 84, 86, 88, 90, 92, 94, 95, 106, 108, 110, 112, 114, 116, 118-119, 130, 132, 134, 136, 138, 140, 144, 146, 148, 150-151, 164, 166, 168, 170, 172, 174-175, 188, 190, 192, 194, 196, 198-199, 212, 214, 216, 218, 220, 226, 227; **RDI1C:** 236-275; **RDI3C:** 21-24, 26-27, 31, 33, 43, 48, 51-53, 56, 62, 66; **TSC:** 17, 23, 29, 35, 41, 47, 53, 59, 65 |

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|-------|-----|-----------|---------------------------|---------------------------------------------------|
| 9-12 | V16 | Vocabulary | Explicit teaching of vocabulary that includes: introducing the word, presenting a student-friendly explanation, illustrating the word with examples, and checking the students' understanding | **Software:**  The Reading Zone includes videos to provide students with a visual model of the content and vocabulary for the passage they will read. As students encounter the targeted vocabulary words in the passage, they receive explicit instruction where the word is introduced, and the student-friendly definition is provided along with word-learning tips. Then, the student is assessed in each session on their understanding of those vocabulary words in the Reading Zone.  In addition, students' understanding is assessed at the completion of the topic segment in the Success Zone's Context Passage.; **TEC:** 8, 10, 12, 14, 16, 18, 20, 21, 32, 34, 36, 38, 40, 42, 44, 45, 56, 60, 62, 64, 66, 68, 70, 71, 82, 84, 86, 88, 90, 92, 94, 95, 106, 108, 110, 112, 114, 116, 118-119, 130, 132, 134, 136, 138, 140, 144, 146, 148, 150-151, 164, 166, 168, 170, 172, 174-175, 188, 190, 192, 194, 196, 198-199, 212, 214, 216, 218, 220, 226, 227; **RDI1C:** 236-275; **RDI3C:** 21-24, 26-27, 31, 33, 43, 48, 51-53, 56, 62, 66; **TSC:** 17, 23, 29, 35, 41, 47, 53, 59, 65 |

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|---|---|---|---|---|
| 9-12 | V17 | Vocabulary | Ample opportunities to use word-learning strategies | **Software:**  Targeted words selected from leveled passages provide students opportunities to decode, identify word parts and meanings, and translate words into any one of five languages.; Text provides many opportunities to use word-learning strategies, e.g., **TEC:** 8, 10, 12, 14, 16, 18, 20, 21, 32, 34, 36, 38, 40, 42, 44, 45, 56, 60, 62, 64, 66, 68, 70, 71, 82, 84, 86, 88, 90, 92, 94, 95, 106, 108, 110, 112, 114, 116, 118-119, 130, 132, 134, 136, 138, 140, 144, 146, 148, 150-151, 164, 166, 168, 170, 172, 174-175, 188, 190, 192, 194, 196, 198-199, 212, 214, 216, 218, 220, 226, 227; **RDI1C:** 236-275; **RDI3C:** 21-24, 26-27, 31, 33, 43, 48, 51-53, 56, 62, 66; **TSC:** 17, 23, 29, 35, 41, 47, 53, 59, 65 |
| 9-12 | V18 | Vocabulary | Word awareness introduced through the use of word walls, vocabulary logs, and practice activities which are engaging, provide multiple exposures, encourage deep processing and connect word meaning to prior knowledge | **Software:**  Target words are introduced to students through anchor videos and text passages.  Students have multiple exposures to those words throughout the *READ 180* software and demonstrate their understanding of the words through a cloze activity utilizing two or three different passages (depending on each student's level).; **TEC:** 20, 21, 44, 45, 70, 71, 94, 95, 118, 119, 150, 151, 174, 175, 198, 199, 226, 227; **RDI1C:** 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257, 259, 261, 263, 265, 267, 269, 271, 273, 275; **RDI3C:** 21-70; **AC:** 73; **PC:**145; **TSC:** 17, 23, 29, 35, 41, 47, 53, 59, 65 |

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|---|---|---|---|---|
| 9-12 | V19 | Vocabulary | Vocabulary taught both directly and indirectly before, during, and after reading | **Software:**  Students are provided indirect vocabulary instruction through anchor videos and text passages that are read aloud. Explicit instruction is provided for target words within the passage and is available before, during and after independent practice in the Reading Zone.; Every new lesson provides opportunities for vocabulary to be taught throughout the reading process, e.g., **TEC:** 8, 10, 12, 14, 16, 18, 20, 21, 32, 34, 36, 38, 40, 42, 44, 45, 56, 60, 62, 64, 66, 68, 70, 71, 82, 84, 86, 88, 90, 92, 94, 95, 106, 108, 110, 112, 114, 116, 118-119, 130, 132, 134, 136, 138, 140, 144, 146, 148, 150-151, 164, 166, 168, 170, 172, 174-175, 188, 190, 192, 194, 196, 198-199, 212, 214, 216, 218, 220, 226, 227; **RDI1C:** 236-275; **RDI3C:** 21-24, 26-27, 31, 33, 43, 48, 51-53, 56, 62, 66; **TSC:** 17, 23, 29, 35, 41, 47, 53, 59, 65 |
| 9-12 | V20 | Vocabulary | Rich contexts for vocabulary learning | **Software:** *READ 180* software presents high-interest, age-appropriate, nonfiction content and introduces academic and content vocabulary through thematically-related videos and text passages.; **TEC:** Each new lesson contains rich contexts for vocabulary learning, e.g., 8-10, 12, 16, 20, 31A, 32-34, 36, 40, 44, 55A, 56-65, 66-70, 82, 83A, 84, 86, 90, 94, 105A, 106-108, 110, 114, 118, 129A, 130-150, 161A, 162-164, 166, 170, 174, 185A, 186-188, 190, 194, 198, 209A, 210-212, 214, 222, 226, 237A; **AC:** 14-25; **PC:** 13-52; **TSC:** 71-214 |

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|-------|-----|-----------|---------------------------|------------|
| 9-12 | V21 | Vocabulary | Activities that provide for meaningful repetition and multiple exposures to vocabulary | **Software:**  Students repeatedly read leveled text passages where targeted vocabulary is taught and supported.  They encounter passage words throughout all the software Zones, including the Word Zone, Spelling Zone, and Success Zone.; **TEC:** 9, 20, 21, 33, 44, 45, 57, 70, 71, 83, 94, 95, 107, 118, 119, 131, 150, 151, 163, 174, 175, 187, 198, 199, 211, 226, 227; **RDI1C:** 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257, 259, 261, 263, 265, 267, 269, 271, 273, 275; **RDI3C:** 21-70; **TSC:** 17, 23, 29, 35, 41, 47, 53, 59, 65 |
| 9-12 | V22 | Vocabulary | Vocabulary tasks that are restructured when necessary | **Software:**  After students develop personalized study word lists, based on individual student assessment data, the target vocabulary changes for that student.  Direct instruction and appropriate supports are provided for those words within the context of the leveled reading passages.;  Word Challeges can be used to to meet standard, e.g., **TEC:** 20-21, 44-45, 70-71, 94-95, 118-119, 150-151, 174-175, 198-199, 226-227 |
| 9-12 | V23 | Vocabulary | Computer technology used to help teach vocabulary | **Software:**  *READ 180* software provides direct instruction in academic and content vocabulary, offers multiple opportunities for interaction with study words, and assesses student mastery of target vocabulary.;  **TSC:** 17, 23, 29, 35, 41, 47, 53, 59, 65 |

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|---|---|---|---|---|
| 9-12 | C01 | Comprehension | Teaching of comprehension monitoring | **Software:**  *READ 180* software monitors, tracks, and reports student progress. Students are able to view and evaluate their own progress in a non-threatening environment and set personal goals.; **TEC:** Teacher can expand upon each new lesson and Workshop Wrap-up activities to teach comprehension monitoring, e.g.,10-19, 30, 34-43, 54, 58-69, 80, 84-93, 104, 108-117, 128, 132-149, 160, 164-173, 184, 188-197, 208, 212-225, 236; **RDI1C:** 288-338; **AC:**14-25; **PC:** 13-52; **TSC:** 18-21, 24-27, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69 |
| 9-12 | C02 | Comprehension | Instruction in the use of multiple strategies | **Software:**  The *READ 180* software provides corrective feedback in response to all incorrect answers provided by students.  Students receive individualized strategies for determining correct responses.; Each new lesson provides ample opportunity to instruct in multiple strategies, e.g., **TEC:** 11, 13, 15, 17, 19, 35, 37, 39, 41, 43, 59, 61, 63, 65, 67, 69, 85, 87, 89, 91, 93, 109, 111, 113, 115, 117, 133, 135, 137, 141, 143, 145, 147, 149, 165, 167, 169, 171, 173, 189, 191, 193, 195, 197, 213, 215, 217, 219, 221, 223, 225; **RDI1C:** 288-338: **AC:** 14-25; **PC:** 13-52; **TSC:** 18-21, 24-27, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69 |

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|---|---|---|---|---|
| 9-12 | C03 | Comprehension | Cooperative learning groups | The *READ 180* instructional model fosters cooperative learning groups by building a community of learners during whole- and small-group instruction.; **TEC:** Small group sessions will fulfill this standard, e.g., 11, 13, 15, 17, 19, 35, 37, 39, 41, 43, 59, 61, 63, 65, 67, 69, 85, 87, 89, 91, 93, 109, 111, 113, 115, 117, 133, 135, 137, 141, 143, 145, 147, 149, 165, 167, 169, 171, 173, 189, 191, 193, 195, 197, 213, 215, 217, 219, 221, 223, 225; **RDI1C:** Teacher can use opportunities with each new lesson to facilitate cooperative learning groups, e.g., 288-338;  **AC:** 14-25; **PC:** 13-52 |
| 9-12 | C04 | Comprehension | Frequent opportunities to answer and generate questions | **Software:**  Each session on the *READ 180* software provides opportunities for students to answer comprehension questions in response to leveled text passages. Students also have daily opportunities to answer comprehension and vocabulary questions in the READ 180 software as well as during the independent and modeled reading rotation.;  **TEC:** Each new lesson provides opportunities to answer and generate questions, e.g., 10-19, 34-43, 58-69, 84-93, 108-117, 132-149, 164-173, 188-197, 212-225; **RDI1C:** 288-238; **AC:** 14-25; **PC:** 13-52; **TSC:** 18-21, 24-27, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69 |

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|---|---|---|---|---|
| 9-12 | C05 | Comprehension | Use of graphic and semantic organizers, including story maps | Customized graphic organizers for each book and audiobook are provided for student use. Within the student *rBook* and *rBook* Teacher's Edition, students are provided with a wide variety of organizers to utilize during reading and writing activities.; **TEC:** 11, 15, 23-25, 35, 39, 47-49, 59, 73-75, 85, 89, 97-99, 109, 113, 121-123, 133, 153-155, 165, 169, 177-179, 189, 193, 201-203, 213, 217, 229-231; **RDI1C:** 418-446; **AC:** 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60; **PC:** 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133 |
| 9-12 | C06 | Comprehension | Ample opportunities to engage in discussions relating to the meanings of text | Students are provided structured opportunities on a daily basis to engage in discussions of text in both whole- and small-group time. These discussions occur in both whole- and small-group instruction. Discussion questions and starters are provided with each new text and lesson, e.g., **TEC:** 10-19, 34-43, 58-69, 84-93, 108-117, 136-149, 164-173, 188-197, 225; **RDI1C:** 346-417; **AC:** 14-25; **PC:** 13-52; **TSC:** 18-21, 24-27, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69; |
| 9-12 | C07 | Comprehension | Ample opportunities to read narrative and expository text on independent and instructional levels | The software, student rBook, Paperback Library and Audiobook Library provide opportunities for students to read texts at independent and instructional levels. Students are actively engaged in the reading process during each part of the *READ 180* instructional model.;  **TEC:** Each new lesson provides ample text to read, e.g., 10-19, 34-43, 58-69, 84-93, 108-117, 136-149, 164-173, 188-197, 225; **RDI1C:** 346-417; **AC:** 14-25; **PC:** 13-52; **TSC:** 71-214 |

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|-------|-----|-----------|----------------------------|-----------|
| 9-12 | C08 | Comprehension | Explicit instruction in different text structures | The teaching system of the *rBook* provides explicit instruction in addressing different text structures. The rBook, Paperbacks, and Audiobooks feature a variety of fiction and nonfiction text, providing ample opportunities to read different types of text.; Each new lesson contains explicit instruction in various text structures, e.g., **TEC:** 10-19, 34-43, 58-69, 84-93, 108-117, 136-149, 164-173, 188-197, 225; **RDI1C:** 346-417; **AC:** 14-25; **PC:** 13-52; **TSC:** 18-21, 24-27, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69 |
| 9-12 | C09 | Comprehension | Instruction in before, during and after reading comprehension strategies | **Software:**  *READ 180* software guides students through each passage with strategies and checkpoints before, during, and after reading – all based on each student's individual needs.; **TEC:** Each new lesson provides instruction in before, during  and after reading comprehension strategies, e.g., 10-19, 34-43, 58-69, 84-93, 108-117, 136-149, 164-173, 188-197, 225; **RDI1C:** 288-390; **AC:** 14-25, 27-68; **PC:** 13-52, 55-140; **TSC:** 18-21, 24-27, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69 |
| 9-12 | C10 | Comprehension | Activation of prior knowledge before reading | **Software:**  In the Reading Zone, students watch a motivating video to gain background information and develop a mental model before reading the passage. Students also have the option to hear a summary of the video in Cantonese, Haitian Creole, Hmong, Spanish, or Vietnamese before viewing.; Each lesson provides multiple opportunities to activate prior knowledge, e.g., **TEC:** 8, 10, 12, 14, 16, 18, 34, 36, 38, 40, 42, 58, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90, 92, 94, 96, 98, 106, 108, 110, 112, 114, 116, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 162, 164, 166, 168, 170, 172, 186, 188, 190, 192, 194, 196, 210, 212, 214, 216, 218, 220, 222, 224; |

**SUBJECT:** Reading
**CATEGORY:** 6-12 Comprehensive Intervention Reading Program
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**PUBLISHER:** Scholastic
**GRADE(S):** 9-12

**CATEGORY CODE NUMBER:  RCI0001**

CORRELATION

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|---|---|---|---|---|
| 9-12 | C11 | Comprehension | Ample opportunities to generate questions during reading to improve engagement with and processing of text | Through structured engagement routines, students have ample opportunities to engage in conversation, dialogue and questioning with both peers and the teacher about the text.; **TEC:** Each new lesson provides opportunities to answer and generate questions, e.g., 10, 12, 14, 16, 18, 36, 38, 40, 42, 60, 66, 68, 86, 88, 90, 92, 108, 114, 116, 136, 138, 140, 142, 144, 148, 164, 166, 168, 170, 172, 188, 192, 194, 196, 212, 214, 218, 220, 222, 224; **RDI1C:** Students can use graphic organizers to help generate questions, e.g., 418, 427, 439, 443; **AC:** 64; **PC:** 136 |
| 9-12 | C12 | Comprehension | Ample opportunities to employ a conceptual understanding of beginning, middle, and end in narrative text | **Software:**  The *READ 180* software provides students ample opportunities to understand the beginning, middle and end of  text in both the Reading and Success Zones with repeated readings of passages on the *READ 180* Xtra Topic Software CDs.  Students' comprehension is always assessed through multiple-choice questions. The Discrepancy Passage in the Success Zone assesses their conceptual understanding by presenting up to three different passages and students determine the passage with the correct beginning, middle and ending information.; **TEC:** Each new lesson provides multiple opportunities to fulfill standard, e.g., 10-19, 34-43, 58-69, 84-93, 108-117, 136-149, 164-173, 188-197, 225; **RDI1C:** 288-390; **AC:** 14-25, 27-68; **PC:** 13-52, 55-140**; TSC:** 18-21, 24-27, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69, 71-214 |

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|---|---|---|---|---|
| 9-12 | C13 | Comprehension | Instruction in learning to determine which strategy to use and why (metacognition) | **Software:**  In the Reading Zone, students are given multiple comprehension questions to test strategy usage.  After each set of these quick-check questions, students are given immediate instructive feedback on the targeted skills and their performance on those skills.; **TEC:** Each new lesson contains instruction in metacogntition, e.g., 10-19, 34-43, 58-69, 84-93, 108-117, 136-149, 164-173, 188-197, 225; **RDI1C:** 288-417; **AC:** 27-62; **PC:** 55-134; **TSC:** 18-21, 24-27, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69, 71-214 |
| 9-12 | C14 | Comprehension | Connections between previously learned strategies and new text | **Software:**  The comprehension strategies are looped throughout the READ 180 software in the Reading Zone.  When students start a new segment and reading passage, they are asked to apply the previous strategies in the new passage/text. The software assesses their ability to apply the previously learned strategies to the new text.; **TEC:** Ample opportunities throughout text to apply learned strategies, e.g., 10-19, 34-43, 58-69, 84-93, 108-117, 136-149, 164-173, 188-197, 225; **RDI1C:** 288-417; **AC:** 27-62; **PC:** 55-134; **TSC:** 18-21, 24-27, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69, 71-214 |
| 9-12 | C15 | Comprehension | Strategies applied for authentic purposes using appropriate text | **Software:**  The *READ 180* software provides reading passages in the Reading and Success Zones to teach and assess students' application of comprehension strategies.  Each passage is written strategically to provide appropriate leveled text for authentic purposes.; **TEC:** Ample opportunities throughout text to apply strategies, e.g., 10-19, 34-43, 58-69, 84-93, 108-117, 136-149, 164-173, 188-197, 225; **RDI1C:** 288-417; **AC:** 27-62; **PC:** 55-134; **TSC:** 18-21, 24-27, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69, 71-214 |

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|---|---|---|---|---|
| 9-12 | C16 | Comprehension | An emphasis on creating independent strategic learners | **Software:**  The *READ 180* software scaffolds readers with leveled passages in the Reading and Success Zones, so students can learn and practice applying strategies over time. As their performance increases, students will advance to a higher text level with additional scaffolds, so students can become successful, independent strategic readers and learners.; **TEC:** 10-19, 34-43, 58-69, 84-93, 108-117, 136-149, 164-173, 188-197, 225; **RDI1C:** 288-417; **AC:** 27-62; **PC:** 55-134; **TSC:** 18-21, 24-27, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69, 71-214 |
| 9-12 | C17 | Comprehension | Strategy instruction that is cumulative over the course of the year | **Software:**  The Reading Zone gradually teaches and monitors comprehension strategies over the course of the year.  Each segment on each of the nine Topic CDs targets a comprehension strategy, which builds on the next Topic CD, so that students receive cumulative strategy instruction throughout the year.; Each new text and Workshop Wrap-up activities build upon previously learned strategies, e.g.,  **TEC:** 10-19, 30, 34-43, 54, 58-69, 80, 84-93, 104, 108-117, 128, 132-149, 160, 164-173, 184, 188-197, 208, 212-225, 236; **AC:** 14-25; **PC:** 13-52; **TSC:** 18-21, 24-27, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69, 71-214 |

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|---|---|---|---|---|
| 9-12 | C18 | Comprehension | Frequent opportunities to discuss and apply story elements and compare stories | **Software:** In the *READ 180* Xtra Topic Software, students are asked to apply story elements and compare passages in the Success Zone discrepancy passage, where students compare three passages and select the correct passage and story elements.; Story elements such as plot, setting, character and theme are found throughout the texts, e.g., **TEC:** 58-66, 132-150, 243; **RDI1C:** 306-311, 430-436; **AC:** 15-19, 21, 23-24, 27, 36, 45, 57; **PC:** 13-14, 23-24, 27-28, 30-32, 34-37, 39-40, 42-43, 45, 47, 49-50, 57, 65, 77, 83, 85, 87, 93, 103, 107, 113, 115, 119, 129, 131; **TSC:** 19-20, 45, 57 |
| 9-12 | C19 | Comprehension | Elements of story grammar (setting, characters, important events, etc.) for retelling a story | **Software:** The *READ 180* Xtra Topic Software provides students story grammar in the passages in the Reading Zone.  Also, the Success Zone provides three passages or retellings of the story, where students select the correct passage/story grammar.; Teachers can expand upon multiple elements of story grammer that can be found throughout the texts, e.g., **TEC:**58-66, 132-150, 243; **RDI1C:** 306-311, 430-436; **AC:** 15-19, 21, 23-24, 27, 36, 45, 57; **PC:** 13-14, 23-24, 27-28, 30-32, 34-37, 39-40, 42-43, 45, 47, 49-50, 57, 65, 77, 83, 85, 87, 93, 103, 107, 113, 115, 119, 129, 131; **TSC:** 19-20, 45, 57 |

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|---|---|---|---|---|
| 9-12 | C20 | Comprehension | Instruction in summarization strategies | **Software:**  Summarization is one of the comprehension strategies targeted in the *READ 180* software.  The Reading Zone provides students instructive feedback after they answer comprehension questions on the targeted skills, including summarization.; **TEC:** 12, 18, 82C, 84-93, 115, 168, 171, 191, 194, 223, 243: **RDI1C:** 294, 295; **AC:** 30, 48; **PC:** 15-16, 20, 25, 29, 33, 38, 40, 46, 48, 51-52, 67, 95; **TSC:** 20, 32, 37, 56-57, 61, 68-69 |
| 9-12 | C21 | Comprehension | Opportunities to interpret information from charts, graphs, tables, and diagrams and connect it to text | **Software and Print:**  After every two workshops in the *rBook,* students will take an rSkills test on the computer.  Through *rSkills* tests, the students are presented with questions about charts, graphs, and diagrams and how it relates to the text passage.; **TEC:** 18, 42, 92, 116, 172, 196, 220; **RDI1C:** 331, 332 |
| 9-12 | C22 | Comprehension | Text that contains familiar concepts and vocabulary | **Software:**  Before each reading passage, students are presented with an anchor video to provide background with concepts and vocabulary.; Every new lesson contains text with multiple familiar concepts and vocabulary, e.g.,  **TEC:** 9, 20, 21, 33, 44, 45, 57, 70, 71, 83, 94, 95, 107, 118, 119, 131, 150, 151, 163, 174, 175, 187, 198, 199, 211, 226, 227; **RDI1C:** 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257, 259, 261, 263, 265, 267, 269, 271, 273, 275; **RDI3C:** 21-70; **TSC:** 17, 23, 29, 35, 41, 47, 53, 59, 65 |

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|-------|-----|-----------|---------------------------|----------------------------------------------------------------|
| 9-12 | C23 | Comprehension | Instruction in main idea strategies (e.g., using pictures, then individual sentence, then paragraphs, etc.) | **Software:**  The software is able to diagnosis student weaknesses in the area of main idea.  This information is presented in reports that the teacher can generate from the management suite.  Teachers are then able to target instruction in the area of main idea to assure that each student achieves mastery.; **TEC:** 8C, 10-19, 41, 243; **RDI1C:** 292, 293; **PC:** 16, 44, 61, 117; **TSC:** 18, 21, 26, 30, 33, 42-44, 61, 68 |
| 9-12 | C24 | Comprehension | Ample opportunities to employ main idea strategies using more complex texts, where main idea is not explicitly provided | **Software:**  The Success Zone requires students to read for meaning and use higher-level thinking skills to evaluate the information in different passages on the same topic.; **TEC:** 10-19, 34-43, 58-69, 84-93, 108-117, 136-149, 164-173, 188-197, 225; **RDI1C:** 346-417; **AB:** 14-25; **PB:** 13-52; **TSC:** 71-214 |
| 9-12 | LC01 | Listening Comprehension | An element of the program that requires students to follow specific oral directions in order to perform or complete written activities | **Software:**  Ty, the program host is constantly providing oral directions to students as they work their way through the various Zones.;  **TEC:** Every page in the text contains specific oral instructions for students to follow, e.g., 8K-31, 32K-55, 56M-81, 82K-105, 106K-129, 130M-161, 162K-185, 186K-209, 210K-237; **RDI1C:** 288-345; **AC:** 14-25; **PC:** 13-52; **TSC:**  42-45, 48-51, 54-57, 60-63, 66-69 |

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|---|---|---|---|---|
| 9-12 | LC02 | Listening Comprehension | Ample opportunities to utilize listening comprehension strategies | **Software:**  In the Reading Zone, students are able to have the text read aloud to them several times while they reread the passage. Students respond to two comprehension questions each time they read the passage.  Teachers are then able to check reports to see which skills they are missing and provide individualized instruction.; **TEC:**  Every page in the text contains offer multiple opportunities for students to utilize listening comprehension strategies, e.g., 8K-31, 32K-55, 56M-81, 82K-105, 106K-129, 130M-161, 162K-185, 186K-209, 210K-237; **RDI1C:** 288-345; **AC:** 14-25; **PC:** 13-52; **TSC:**  42-45, 48-51, 54-57, 60-63, 66-69 |
| 9-12 | LC03 | Listening Comprehension | Ample opportunities to listen to a variety of text structures | **Software:**  Students are able to listen to informational and content area texts in the Reading Zone of the software. The Anchor Videos also provide students with opportunities to listen to a variety of text structures.; The Audiobook Library also provides daily opportunities for students to listen to a variety of text structures.; **TEC:** Each new lesson provides ample opportunities to listen to a variety of text structures, e.g., 8-10, 12-14, 16-19, 32-34, 36-38, 40-43, 56-58, 60-69, 82-84, 86-88, 90-93, 106-108, 110-112, 114-117, 130-132, 134-149, 162-164, 166-168, 170-173, 186-188, 189-192, 210-212, 214-216, 218-221, 222-225; RD1C: 164-165, 168-169, 172-173, 176-177, 180-181; **AC:** 14-25; **PC:** 13-52; **TSC:** 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69, 71-214 |

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|-------|-----|-----------|---------------------------|------------------------------------------|
| 9-12 | LC04 | Listening Comprehension | Ample opportunities to use reflective (describing feelings/emotions that accompany what is said instead of information given) and responsive listening skills (e.g., repeating, paraphrasing, summarizing, questioning for elaboration and/or clarification) to make connections and build on ideas of the author | Each new text, Workshop Wrap-up exercises and End of Lesson activities provide ample opportunities to use reflective and responsive listening skills, e.g., **TTEC:** 10-19, 30, 34-43, 54, 58-69, 80, 84-93, 104, 108-117, 128, 132-149, 160, 164-173, 184, 188-197, 208, 212-225, 236; **RDI1C:** 288-328, 338-345, 418-445; **AC:** 14-25, 27-62; **PC:** 13-52, 55-134; **TSC:** 18-21, 24-27, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69, 71-214 |