



**SCHOLASTIC
OFFICE OF
EDUCATIONAL
ASSISTANCE**

After the Bell Reading Product Overview

After the Bell Reading consists of a carefully selected combination of research-based Scholastic materials that successfully increase students' reading achievement. This after-school program both complements and reinforces school-day learning through direct instruction and practice in the essential reading skills identified by the *No Child Left Behind Act*. Assessment tools provide actionable data that guide instruction and monitor students' progress. This chart shows which products combine in the most effective mix for each grade:

Programs	Grades 1,2	Grades 3,4,5	Grades 6,7,8
Scholastic Phonics Readers™			
Fluency Formula™			
Fluency Formula Assessment System			
Scholastic Reading Inventory (SRI)™			
Scholastic Sprint Reading™			
Project Achievement: Reading™			

[http://teacher.scholastic.com/products/product_info/After the Bell web.pdf](http://teacher.scholastic.com/products/product_info/After_the_Bell_web.pdf)

Scholastic Phonics Readers (Grades 1,2) offer opportunities for early reading success through independent, sound-controlled reading materials, systematic phonics instruction, and assessments that evaluate students' developing phonemic awareness and phonics skills.

Fluency Formula (Grades 1,2,3,4,5) provides strategic modeling of fluent reading, daily fluency skills instruction, and opportunities for independent practice.

Fluency Formula Assessment System (Grades 1,2,3,4,5) accurately measures students' fluency so all students attain the fluency levels necessary to comprehend grade-level text.

Scholastic Reading Inventory (Grades 3,4,5,6,7,8), a print-based assessment tool, uses results of pre- and post-tests to accurately determine a student's reading ability, track progress over time, match students to books they can read successfully, and help guide instruction.

Scholastic Sprint Reading (Grades 3,4,5,6,7,8) matches students with books they can read successfully and provides direct instruction in skills and strategies they can use to become better readers and writers.

Project Achievement: Reading (Grades 6,7,8) provides systematic instruction and practice developed around nonfiction, fiction, and poetry selections, and emphasizes skills needed for standardized test taking.

After the Bell Reading is sold individually for each grade level. Not all of the programs mentioned on this page are available for every grade. Please note that the chart is shaded to indicate which specific products are available for which grades.

After the Bell Reading: Product Overview

After the Bell Reading offers optional, add-on materials for each grade level that provide additional support in these key areas:

- *Independent practice*—Resources for independent practice allow students to work at their own pace regardless of the after-school program’s duration.
- *Technology*—Software engages students and provides interactive, research-based support and practice with essential reading skills.
- *Home involvement*—Magazines motivate students to continue reading outside of school and involve children’s families in their after-school experience.
- *Professional development*—Online resources and professional books ensure that after-school instructors have access to proven strategies and practical techniques to improve students’ reading comprehension.

Add-On Programs	Grades 1,2	Grades 3,4,5	Grades 6,7,8
Independent Practice			
Scholastic Phonics Workbooks			
Scholastic Reading Skills Kit			
Scholastic Action™ Book Collections			
Technology			
WiggleWorks®			
Reading for Meaning™			
Thinking Reader™			
Home Involvement			
Scholastic News™			
Scholastic News en español®			
Storyworks®			
Scholastic Action®			
Scholastic Scope™			
Professional Development			
Scholastic Professional Books			
Scholastic Red™			

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After the Bell Reading: Product Overview

Instructional Content

Through its core programs, ***After the Bell Reading*** delivers direct instruction, review, and practice of the five essential elements of reading. It also provides students with writing, test-taking, and study skills instruction and practice. Programs provide sound-controlled readers and high-quality, leveled books in a variety of topics and genres.

Phonemic Awareness

- *Scholastic Phonics Readers*—Teachers present oral blending, segmentation, discrimination, and wordplay activities. Children listen to and reproduce the sounds they hear in words.
- *Scholastic Sprint Reading*—Students practice manipulating individual sounds, or phonemes, within words. Instruction includes rhyming, oral blending, and oral segmentation.

Phonics

- *Scholastic Phonics Readers*—Lessons explicitly and systematically teach phonics skills, including concepts of print, a-b-c recognition, all consonants and short vowel sounds, digraphs, diphthongs, consonant clusters, and long vowel spellings. Students read sound-controlled reading materials.
- *Fluency Formula*—Teachers introduce and model different phonics skills in each lesson using high-interest Activity Cards and the Fluency FlipChart. Students practice independently or with partners. Lessons review skills during the week.
- *Scholastic Sprint Reading*—Through systematic, explicit instruction, students learn strategies for decoding unfamiliar words. Instruction includes consonants, short and long vowels, r-controlled vowels, vowel pairs, diphthongs, polysyllabic words, and open/closed syllables. Corresponding pages in the Student Workbook provide students with practice in applying phonics strategies.

Vocabulary

- *Scholastic Phonics Readers*—Lessons introduce and review high-frequency words that appear in the Phonics Readers and that are important in constructing natural-sounding text. Students read two books every week.
- *Fluency Formula*—Teachers present key vocabulary words each lesson following the Vocabulary Instructional Routine, and they introduce sight words using the Fluency FlipChart. Students review words throughout the week using Library Books and the Student Workbook.
- *Scholastic Sprint Reading*—Teachers introduce students to the vocabulary words from a reading selection, and then teach a vocabulary strategy to help students recognize unfamiliar words. In each lesson, students reinforce words and skills by completing pages in the Student Workbook.
- *Project Achievement: Reading*—Students learn synonyms, antonyms, words with multiple meanings, word structure, and how to build vocabulary through context clues.

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After the Bell Reading: Product Overview

Fluency

- *Scholastic Phonics Readers*—Students build fluency by listening to the teacher read a story or listening to or reading along with an audiocassette. To increase oral reading fluency rate, children reread the stories chorally, with partners, or independently.
- *Fluency Formula*—The program provides daily fluency skills instruction. Teachers model pacing, phrasing, intonation, and punctuation fluency as they read leveled books from the Fluency Formula Library and selections from the Read Aloud Anthology. After students practice reading aloud together, teachers give feedback and help them read with better fluency. Students practice with partners, chorally, and in reader's theater, as well as read phrase-cued text and do phonics speed drills.
- *Scholastic Sprint Reading*—Teachers model fluency by reading with correct intonation, pauses, expression, and reading rate using phrase-cued text and other passages. Students read and reread passages aloud throughout the week.

Comprehension

- *Scholastic Phonics Readers*—Once students complete a Phonics Reader, the teacher asks questions that focus on the students' understanding of the story. Each lesson provides sample questions requiring responses that help children attach meaning to their reading.
- *Fluency Formula*—Students read curriculum-related Student Workbook selections and answer comprehension questions.
- *Scholastic Sprint Reading*—Students draw conclusions, compare/contrast, determine cause/effect, make inferences, evaluate author's purpose, and use other comprehension strategies. Workbook exercises provide practice in applying the comprehension skills taught, and graphic organizers aid students' understanding of text.
- *Project Achievement: Reading*—Instruction includes main idea/details, inferring cause and effect, drawing conclusions, predicting, identifying opinion, making inferences, identifying character traits, and other comprehension strategies.

Writing

- *Scholastic Phonics Readers*—Each lesson includes a writing extension activity. Children make letter cards, dictate stories, or participate in other word-building exercises.
- *Scholastic Sprint Reading*—Teachers present writing guidelines and model how to use graphic organizers. Students write narrative, expository, descriptive, and persuasive paragraphs. Using a checklist, students review their drafts for correct grammar, capitalization, and punctuation and publish a final copy.

Study Skills

- *Project Achievement: Reading*—Students learn study skills involving the use of visual or reference materials. Skills include the use of a dictionary, an encyclopedia, an almanac, an atlas, and periodicals. Students learn how to interpret maps, tables, and graphs.

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After the Bell Reading: Product Overview

Instructional Design

After the Bell Reading provides instructors with an easy-to-implement curriculum designed to increase students' reading achievement and deliver academic enrichment in an after-school environment. The program, designed for small- and whole-group instruction, delivers:

- Direct, explicit instruction and modeling of essential reading, writing, study, and test-taking skills
- Data-driven, differentiated instruction for all students, including English Language Learners and students with special needs
- Student practice and application of skills in a supportive environment
- Age-appropriate, leveled reading materials and engaging activities
- Assessment strategies and tools
- Enrichment activities, such as participating in book discussions, performing in Reader's Theater, and connecting book topics to real-life experiences

Assessments

After the Bell Reading assessment materials provide actionable data that educators can use for screening, diagnostic, instructional planning, and progress monitoring purposes.

- *Scholastic Phonics Readers*—Teachers administer three cumulative assessments after every 12 readers. Teachers use results to evaluate students' developing phonemic awareness and phonics skills.
- *Fluency Formula Assessment System*—The Oral Reading Fluency Assessment accurately measures students' fluency and reports results in words read correctly per minute (WCPM). Teachers administer the assessment at the beginning, middle, and end of the year. Teachers compare students' WCPM scores to the Oral Reading Fluency Norm Chart to determine whether students are reading below, on, or above grade level. Teachers can use oral fluency scores to predict reading comprehension scores, including scores on reading portions of standardized tests.
- *Scholastic Reading Inventory*—*SRI*, a printed reading comprehension assessment tool, provides a Lexile[®] measure, norm-referenced data, and criterion-referenced data for each student. Teachers can use assessment results to help them differentiate instruction. Teachers administer alternative forms for pre- and post-testing to monitor students' progress in reading achievement.
- *Scholastic Sprint Reading*—The Placement Guide provides accurate placement of students in the correct Sprint collection. The Sprint Comprehension Checks assess students' comprehension of the book through a standardized test format.
- *Project Achievement: Reading*—Students take three cumulative tests that measure reading comprehension, vocabulary, and study skills. Test directions are worded like the directions on major achievement tests in order to give students more experience with achievement test situations.

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After the Bell Reading: Product Overview

Motivation and Engagement

The high-interest, age-appropriate materials in ***After the Bell Reading*** motivate students to participate in skill-building and enrichment activities in any extended-learning setting. Practice exercises are meaningful and purposeful. Leveled materials help students read with success and build confidence. Other engaging program components include:

- *Scholastic Phonics Readers*—sound-controlled books with playful stories, age-appropriate themes, and colorful illustrations
- *Fluency Formula*—student participation in tracking fluency progress, motivating bookmarks and certificates, fun activities to be done in a fluency learning center
- *Scholastic Sprint Reading*—fiction by award-winning authors; recent titles from popular series; intriguing, content-area nonfiction; biographies of famous and inspirational people
- *Project Achievement: Reading*—easy-to-read, high-interest, informative stories

Intervention Strategies

After the Bell Reading provides below-level readers and English Language Learners with assessment-driven, targeted instruction; relevant practice; and meaningful activities designed to increase their reading achievement.

- *Scholastic Phonics Readers*—Teachers use assessment data to determine which books are most appropriate for an individual, a group, or for independent reading. Struggling students can go back to earlier Phonics Readers. Teachers then reteach from that point all the lessons and stories in sequence. Children acquiring English benefit from strong visual clues provided in the illustrations and the slow, steady introduction of new vocabulary. In addition, 36 readers are available in Spanish with a systematic introduction of the sound-letter correspondences and phonics patterns in the Spanish Language.
- *Fluency Formula*—The Oral Reading Fluency Assessment enables teachers to determine whether a student is reading below grade level and then to set instructional goals. Teachers can group students by proficiency level for targeted instruction. Lesson plans provide weekly notes that assist teachers in modifying instruction and setting realistic goals for students' skills achievement. Students read Level Passage Reproducibles and Leveled Library books.
- *Scholastic Sprint Reading*—The Teacher's Guide provides additional support routines for phonics/word study, vocabulary, comprehension, fluency, English Language Learners, and writing. Each Teaching Plan designates which routine to use to strengthen specific skills and ways to help ELL students develop their social, culturally appropriate, academic, and high-frequency vocabulary.
- *Project Achievement: Reading*—The program contains books that are written on different reading levels, but with the same skills content. Using assessment data, instructors customize the program to accommodate students' varying abilities. Reading difficulty and the complexity of the selections increase as the students progress through each part.

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Home-School Connection

After the Bell Reading encourages students to share their reading experiences with their families and to make reading at home part of their learning process. The program provides family members with a variety of engaging take-home materials, ideas for activities, and other effective ways to support their child's reading development. During conferences, instructors discuss with caregivers their child's program participation and progress. ***After the Bell Reading*** specifically addresses the home-school connection in the following ways:

- ***Scholastic Phonics Readers***—Each Phonics Reader has an associated black-and-white version that students bring home to share with their families. Parents receive a letter that explains the take-home books' purpose and suggestions for their use. Teachers can also send home copies of children's writing and stories the class dictates during the writing extension portion of the lesson.
- ***Fluency Formula***—The Professional Guide contains specific At-Home Practice suggestions. In addition, students take Fluency Formula Library books and Student Workbooks home for extended practice. They may bring home and keep readings from Level Passage Reproducibles.
- ***Scholastic Sprint Reading***—Teachers send families letters with fluency activities and discussion ideas for each book. Each Teaching Plan provides suggestions for book-related activities that students can do at home or with family members. During conferences, teachers discuss with caregivers their child's program participation, progress, and homework tips.
- ***Scholastic Reading Inventory—SRI*** provides a reproducible School-to-Home Letter, available in Spanish and English, which describes the program, provides students' test results, and introduces a take-home booklist of recommended, leveled titles.

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After the Bell Reading:
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Professional Development

After the Bell Reading's Teacher's Guides and Professional Guides provide teachers with instructional strategies, ideas for practice activities, assessment approaches, research notes and references, and intervention strategies.

After the Bell Reading offers optional ongoing professional development through *Scholastic Red*. Facilitated, online reading courses with on-site workshops include:

- Putting Reading First in Your Classroom, Grades K-2
- Building Fluency, Grades K-2
- Guided Reading: Making It Work in Your Classroom, Grades K-6
- Building Decoding Skills and Strategies, Grades 3-5
- Improving Reading Comprehension, Grades 3-5
- Improving Fluency, Grades 3-8
- Improving Decoding Skills and Strategies, Grades 6-8
- Middle School Literacy: Improving Text Comprehension

These professional development courses provide:

- Instant access to research and theory
- Video modeling of research-based practices
- Interactive simulations that allow for practice of skills and strategies
- Structured feedback, collaboration, and ongoing support
- Hundreds of materials that can be immediately used in the classroom

In addition, ***After the Bell Reading*** is supported by a line of optional professional books that give after-school instructors access to proven strategies and practical techniques to improve students' reading comprehension. These include:

- Reading and Writing Informational Text in the Primary Grades, by Nell K. Duke, Ed.D., and V. Susan Bennett-Armistead
- Teaching Phonics and Word Study in the Intermediate Grades: A Complete Sourcebook, by Wiley Blevins
- Teaching Reading in Middle School: A Strategic Approach to Teaching Reading That Improves Comprehension and Thinking, by Laura Ross

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