



READ 180

DAY 3 TRAINING

May 9, 2013

1

WELCOME

READ 180 Mix and Mingle Bingo



- Get up and move around the room!
- Find a buddy who fits the description in a box.
- Have your buddy initial the box.
- Move on to another buddy . . .

OBJECTIVES

- Re-connect
- Review
- Reflect



AGENDA

Morning

- EPS READ 180 Program Overview
- Read 180 Reports
- ITS, DTZ
- Headphones & All Things Technical

Afternoon

- Read 180 Grading
- Text Complexity
- Read 180 and CCSS
- Survey & Evaluation



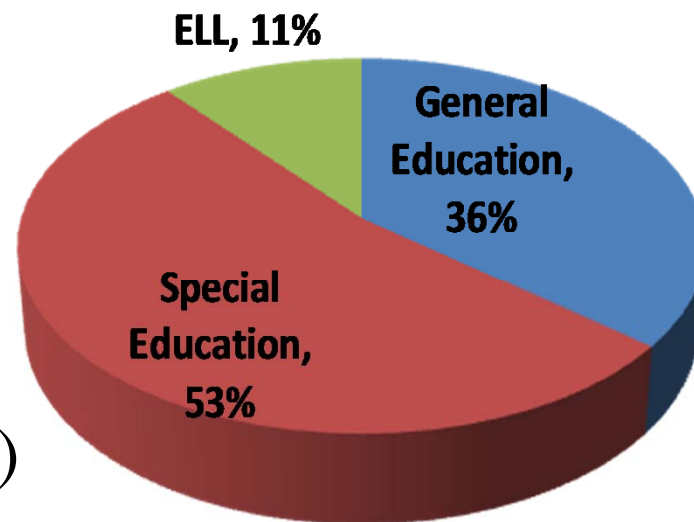


EPS READ 180 OVERVIEW

5

“SNAPSHOT” OF EPS READ 180

- 776 students
 - 58% Male
 - 23% Hispanic
- Students in grades 6 -12
 - 81% Middle School
 - 19% High School
- Teachers at nine schools (29)
 - 7 Reading Support
 - 18 Special Education
 - 4 ELL



Mid-Year Gains Analysis Summary

An analysis was performed from data for 8 schools that used *READ 180* during the 2012-2013 school year. The data included in the analysis started with the beginning of the school year through the third SRI window (April 8, 2013)

Evidence of Success:

- 250 of 675 (37%) of READ 180 students demonstrated at least one year's reading growth on SRI
- An additional 115 (17%) READ 180 students demonstrated two year's reading growth.

Total: 54% of students had made 1+ year's growth as of April 8th.

Items for Later Discussion:

- Students with the most *READ 180* Segments completed demonstrated the greatest Lexile gains.

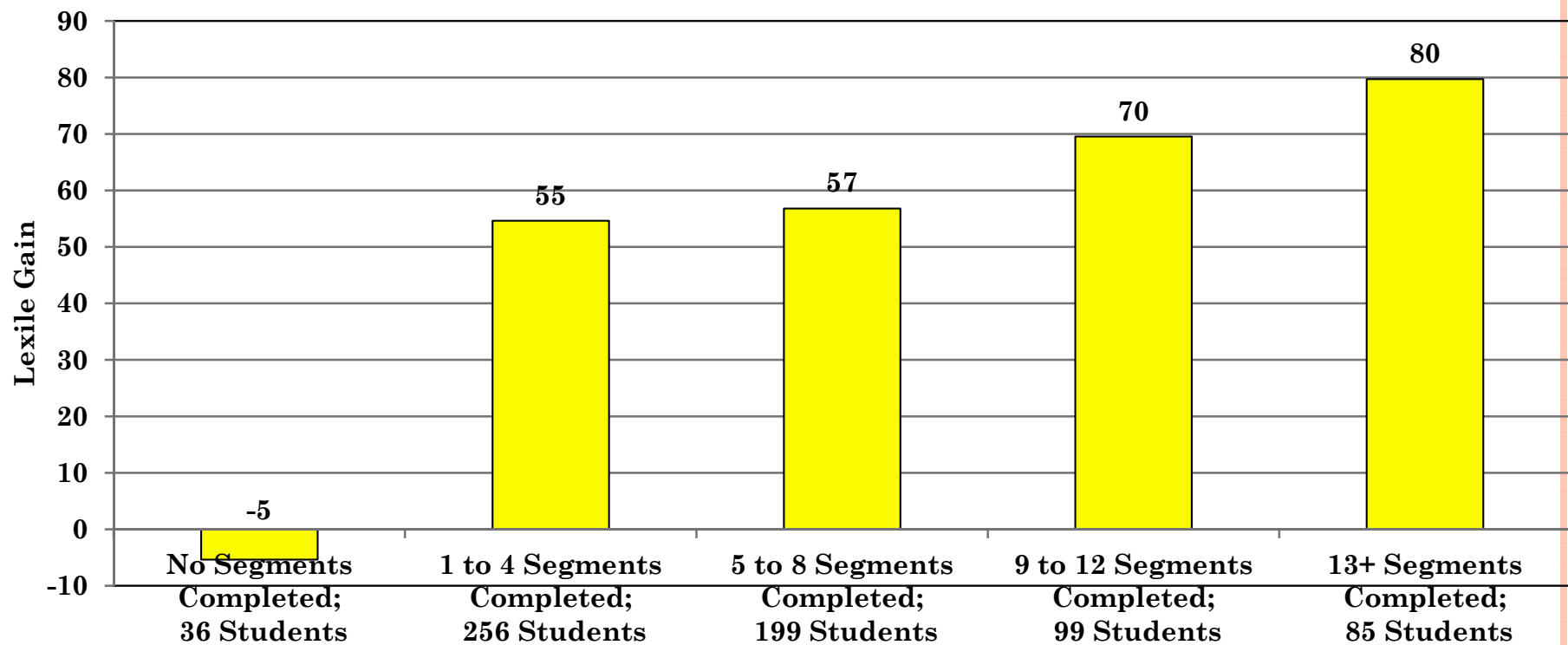
***READ 180* SNAPSHOT REPORT**

SOFTWARE USE FOR ALL STUDENTS WITH 1+ SESSION

Enrollment Information			Software Usage Averages				
School	Grade Range	Total READ 180 User Records (1 or More Session)	Mean Total Sessions	Session Length in Minutes	Sessions Per Week	Software Segments Completed (of 60)	% of Students with Data for Gains Analysis
Cascade HS	7 to 12	44	27	16.9	1.7	6	86%
Eisenhower MS	6 to 8	175	42	18.1	2.1	9	94%
Everett HS	9 to 12	72	14	18.0	1.3	2	72%
Evergreen MS	6 to 8	163	45	17.4	2.0	8	93%
Gateway MS	6 to 8	26	44	16.9	2.2	9	85%
H. M. Jackson HS	8 to 12	59	19	13.6	1.6	4	88%
Heatherwood MS	6 to 8	48	34	12.9	1.8	6	85%
North MS	6 to 8	160	31	15.4	1.6	4	96%
READ 180 User Total	6 to 12	747	34	16.6	1.8	6	90%

READ 180 SOFTWARE PROGRESS RESULTS

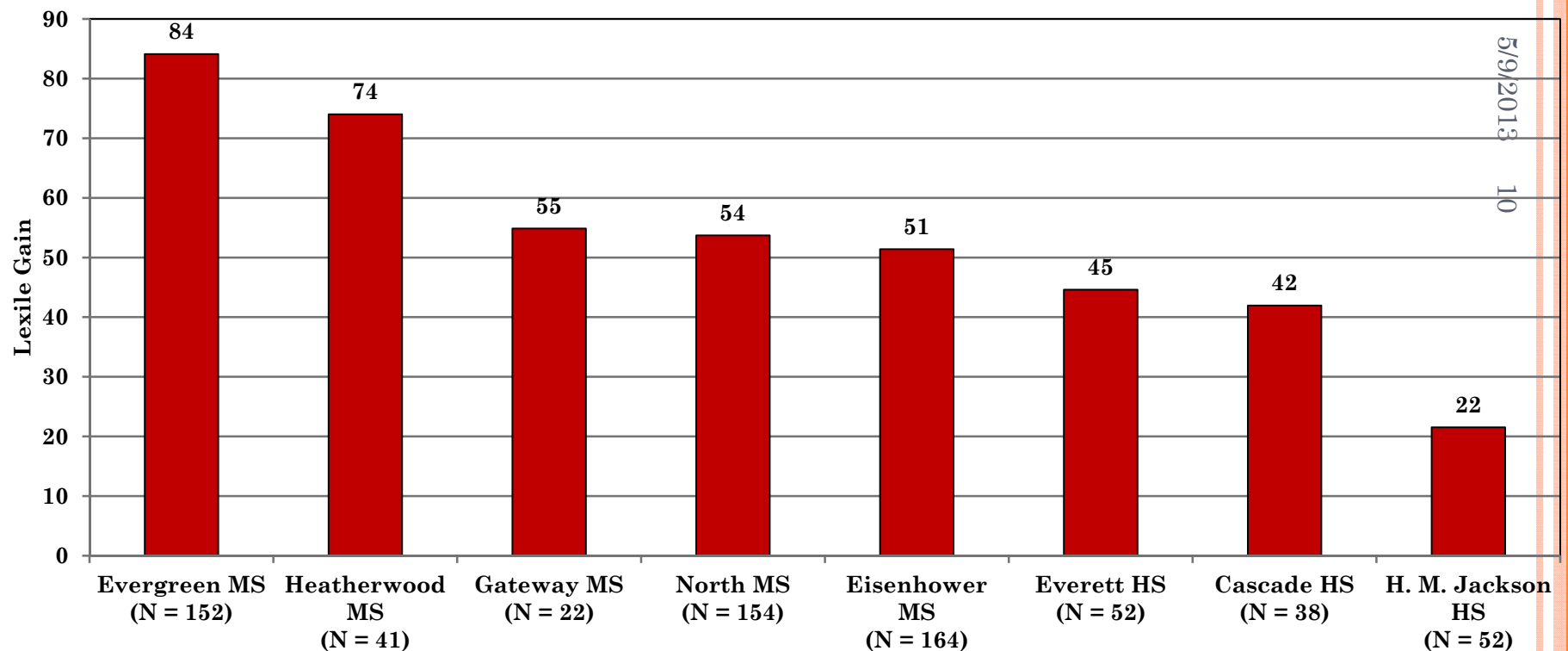
SEGMENT COMPLETION ANALYSIS



Research indicates that maximum student learning gains are achieved when students participate in the *READ 180* Instructional Software daily. In each Software Segment, students are expected to complete learning activities from five zones—Reading, Word, Spelling, Success, and Writing. Typically, students should complete a Segment within five to fifteen days (or Sessions) of usage. **Review results above to determine overall software usage and completion, and compare those results against student SRI reading gains. Use SAM data from the *READ 180* Results Summary Report to identify areas for continued focus.**

SRI READING GAINS

READ 180 MEAN LEXILE GAINS BY SCHOOL



Scholastic recommends that *READ 180* students complete the SRI four times a year for screening, progress monitoring, and instructional decision-making. Students included in this analysis completed at least two SRI tests. Strongest results are typically achieved when students participate in the *READ 180* Instructional Model daily and when care is taken to ensure a positive testing environment. **Compare results between midyear and end-of-year and between schools to spotlight successes and identify areas that need additional focus. Review the SRI Growth Summary Report for more information.**

SRI Grade Level Proficiency Bands

Grade	Below Basic	Basic	Proficient	Advanced
1	N/A	99 and Below	100 to 400	401 and Above
2	99 and Below	100 to 299	300 to 600	601 and Above
3	249 and Below	250 to 499	500 to 800	801 and Above
4	349 and Below	350 to 599	600 to 900	901 and Above
5	449 and Below	450 to 699	700 to 1000	1001 and Above
6	499 and Below	500 to 799	800 to 1050	1051 and Above
7	549 and Below	550 to 849	850 to 1100	1101 and Above
8	599 and Below	600 to 899	900 to 1150	1151 and Above
9	649 and Below	650 to 999	1000 to 1200	1201 and Above
10	699 and Below	700 to 1024	1025 to 1250	1251 and Above
11	799 and Below	800 to 1049	1050 to 1300	1301 and Above

Annual Lexile Growth Expectations by Grade Level

Scholastic and MetaMetrics analyzed Lexile growth from a large urban district whose demographics resembled those of the nation.

Six years of growth data was collected for more than 350,000 students in Grades 3-10.

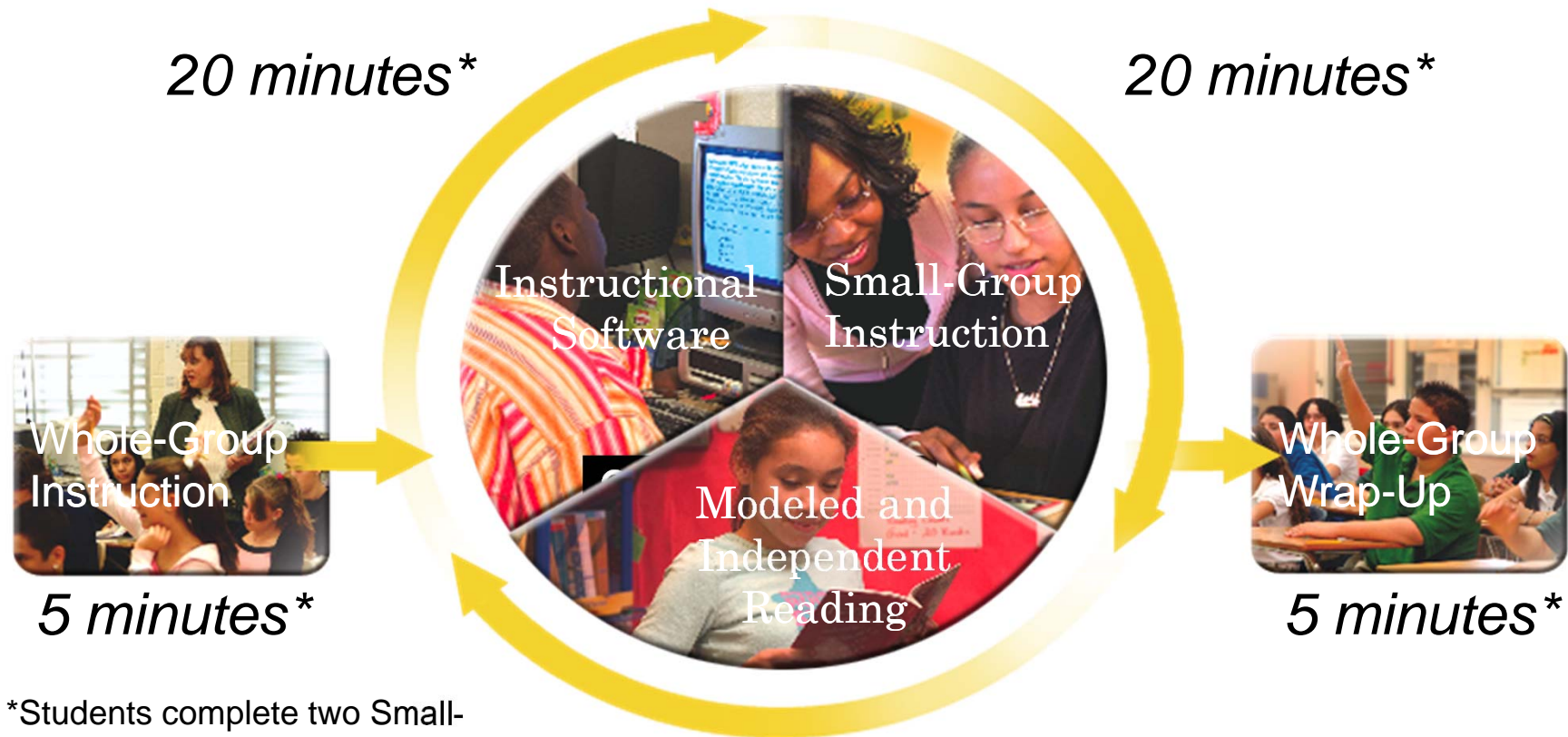
Trends revealed:

- Annual growth expectations are greater for students in lower Lexile ranges than in higher Lexile ranges.
- Average growth tends to be greater in the lower grades, and lower in the higher grades.

This chart was designed to set growth expectations for groups of students. A student's initial Lexile measure should be used to set an individual's growth goal.

	Year's Growth		
	System 44 (5th %tile)	READ 180 (25th %tile)	Expert 21 (50th %tile)
Grade Level			
Grade 3	290	160	110
Grade 4	230	140	90
Grade 5	190	110	70
Grade 6	130	70	35
Grade 7	110	60	35
Grade 8	120	60	40
Grade 9	90	40	30
Grade 10	90	60	40
Grade 11 & 12	90	50	40

EPS READ 180 ROTATION MODEL



*Students complete two Small-Group rotations every day along with either Whole-Group Instruction or Whole-Group Wrap-Up.



READ 180: 45-50 Minute Model

Everett Public Schools

Blue Group

Whole Group Direct Instruction	45-50 minutes			
20-minute Rotation		A	C	B
Transition		Transition	Transition	Transition
20-minute Rotation		B	A	C
Whole Group Wrap-Up				45-50 minutes

Green Group

<i>Green Group</i>	Monday	Tuesday	Wednesday	Thursday	Friday
Whole Group Direct Instruction	45-50 minutes				
20-minute Rotation		B	A	C	
Transition		Transition	Transition	Transition	
20-minute Rotation		C	B	A	
Whole Group Wrap-Up					45-50 minutes

Red Group

Red Group	Monday	Tuesday	Wednesday	Thursday	Friday
Whole Group Direct Instruction	45-50 minutes				
20-minute Rotation		C	B	A	
Transition		Transition	Transition	Transition	
20-minute Rotation		A	C	B	
Whole Group 10 minute Wrap-Up					45-50 minutes

A=Independent Reading
B=Small Group
C=Instructional Software

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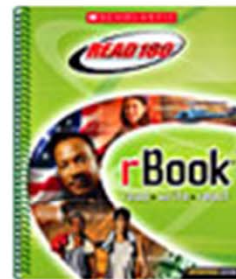
EPS ROTATIONAL MODEL



rBOOK SCOPE AND SEQUENCE

Middle School Stage B & Flex rBooks	
6 th Grade	Stage B rBook Workshops 1-4
7 th Grade	Stage B rBook Workshops 5-9
8 th Grade	rBook Flex Workshops 1-4
As needed	rBook Flex Workshops 5-9

High School Stage C & Flex II rBooks	
First Year Students	Stage C rBook Workshops 1-4
Second Year Students	Stage C rBook Workshops 5-9
Third Year Students	rBook Flex II Workshops 1-4
As needed	rBook Flex II Workshops 5-9



Stage B ➡


Flex ➡

Stage C ➡

Flex II

RBOOK: WORKBOOK + PLANNER

WORKSHOP 1


The New Americans

Planning Guide

Pacing Suggestion:	2 DAYS	5-6 DAYS	1-2 DAYS	3 DAYS	1 DAY	1 DAY	
	Prereading	Reading		Vocabulary/Word Study	Writing and Grammar	Functional Literacy	
Whole- and Small-Group Instruction	Build Background Anchor Video, p. 8K Preview/Teach Vocabulary The New Americans, p. 8 Vocabulary Builder, p. 9	Teach Main Idea and Details School Before Soccer, p. 10 • Text Type: Newspaper Article	Practice Main Idea and Details Fitting In, p. 12 • Text Type: Profile	Apply Main Idea and Details A New Immigration Boom, p. 16 • Text Type: Social Studies Text	Review and Extend Word Challenge, p. 20 Synonyms, p. 20 Antonyms, p. 20	Writing Expository Paragraph, p. 22 Grammar and Mechanics Identifying Sentences & Fragments, p. 26 Using End Punctuation, p. 27	Real-World Connections Careers Translator, p. 28 Real-World Skills: Daily Schedule, p. 29
Standards-Based Objectives	Viewing • Use viewing strategies to build background about immigration. Reading Comprehension • Preview text to activate prior knowledge about immigration. • Preview text features to make predictions about the reading. • Respond to questions, stating and supporting opinions with reasons and explanations. Vocabulary • Learn and practice vocabulary. Generate examples to reinforce meaning. • Relate word meaning to self and the topic, immigration.	Reading Comprehension • Preview text features to activate prior knowledge, set purpose, and generate questions before reading. • Distinguish between the topic and the main idea of an article. • Identify the steps used to find the main idea. • Find details that support the main idea. • Use a graphic organizer to organize information around the main idea. Vocabulary • Learn new vocabulary and practice previously taught words. Critical Thinking • State a point of view and support it.	Reading Comprehension • Preview text features to activate prior knowledge, set purpose, and generate questions before reading. • Practice identifying the topic, important details, and main idea of a text. • Use text marking to identify the main idea and supporting details. • Use a graphic organizer to organize information around the main idea. Vocabulary • Learn new vocabulary and practice previously taught words. Critical Thinking • State a point of view and support it.	Reading Comprehension • Preview text features to activate prior knowledge, set purpose, and generate questions before reading. • Apply strategies for finding the main idea/details of a social studies text. • Use text marking to identify the main idea and supporting details. • Review strategies for reading for details. • Read and interpret a circle graph. Vocabulary • Learn new vocabulary and practice previously taught words. Critical Thinking • State a point of view and support it.	Vocabulary • Review and apply meaning of target vocabulary. Word Study • Identify and choose appropriate synonyms and antonyms. • Apply knowledge of synonyms and antonyms to determine the meanings of words.	Writing • Identify the topic sentence, details, and ending of an expository paragraph. • Identify the form, audience, and purpose for writing. • Brainstorm ideas and appropriate word choices for writing. • Use a graphic organizer to plan and write a first draft of an expository paragraph. • Use a rubric to assess and revise writing. Grammar and Mechanics • Identify subject/predicate and correct sentence fragments. • Use correct and punctuation. • Edit draft to correct specific spelling, grammar, and usage errors. • Proofread a writing sample.	Comprehension • Read to find out about careers. • Identify aspects of a specific job, including qualifications, prerequisites, and salary. • Read and use information from a TV schedule. Critical Thinking • State a point of view and support it using text information. • Analyze and rate abilities to do a job.

Assessed Skill

✓


Differentiated Support

- Decoding/Syllabication: Closed Syllables, p. 31A
- Fluency: Echo Reading, p. 31A
- ELD: Comparatives and Superlatives, p. 31B

Managing the Classroom: Mixing Through Rotations
 Literacy, p. 31B

WORKSHOP PROJECTS
 See www.scholastic.com/read180/community for project ideas and instructions.


rBook Skills
 Comprehension, p. 19
 Main Idea and Details

Data-Driven Instruction
Reports to Use

 SRI Reading Performance Report
 See page 16.

rBook Skills
 Vocabulary/Word Study, p. 21
 Synonyms
 Antonyms


rBook Skills
 Writing and Grammar, p. 27
 Expository Paragraph
 Identifying Sentences & Fragments
 Using End Punctuation

rSkills Tests
Curriculum-Based Assessment
 rSkills Test 7 measures skills from Workshops 1 and 2. Be sure to administer the test after completing Workshop 2.

Data-Driven Instruction
Reports to Use

 SRI Reading Performance Report
 See page 16.

EXPLICIT INSTRUCTIONAL MODEL & THE RED ROUTINES

Instructional Routines



Structuring Engagement With *rBook* Readings

Consistent use of Instructional Routines during an *rBook* Workshop helps set expectations and structure student engagement. Use this chart to identify when to use routines during each *rBook* reading and where to find the routines in the *rBook Teacher's Edition*.

	STEPS FOR <i>rBOOK</i> READING PROCESS	RED ROUTINE
Prereading	1. Preteach vocabulary.	Teaching Vocabulary (pp. T72–T73)
	2. View Anchor Video.	Think (Write)-Pair-Share (pp. T76–T77) Idea Wave (pp. T78–T79) Numbered Heads (pp. T80–T81)
	3. Model how to make predictions.	Think (Write)-Pair-Share (pp. T76–T77)
Shared Reading	First Reading (I Do)	
	1. Set the purpose: identifying the big idea.	
	2. Model fluent reading.	Oral Cloze (pp. T74–T75)
	3. Students respond to the reading.	Think (Write)-Pair-Share (pp. T76–T77)
	Second Reading (We Do)	
	1. Set purpose: applying a strategy.	
	2. Partner reading.	Partner Cloze Think (Write)-Pair-Share (pp. T76–T77) Numbered Heads (pp. T80–T81)
	3. Students respond to reading.	
	Third Reading (You Do)	
	1. Read aloud the React question.	
2. Students read independently.		
3. Structure students' Read response with sentence frames.	Think (Write)-Pair-Share (pp. T76–T77)	
Strategic Reading	1. Introduce comprehension focus.	
	2. Reread a section of the passage.	
	3. Think aloud as you complete the graphic organizer.	
	4. Students reread passage and complete graphic organizer independently.	

Three *rBook* readings

1. I do

2. We do

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Digital Training Zone

Three *rBook* readings

1. I do
2. We do
3. You do

○ Five Red Routines for **reading**

1. Teaching Vocabulary
2. Oral Cloze
3. T-W-P-S
4. Idea Wave
5. Numbered Heads

○ Two Red Routines for **writing**

1. The Writing Process
2. Peer Feedback

SRI ASSESSMENT WINDOWS

- Last SRI assessment window is May 20th – June 7th
- Four SRI assessment windows per year:
 1. Beginning of school year (end of September)
 2. November
 3. March
 4. June



BOOK DISPLAY IDEAS



SENTENCE STARTERS AND STEMS



Computer Presidential Award Mysteries Biographies Science Fiction Humor Picture Fiction Diaries Poetry Legends

LITERATURE & WRITING WORKSHOP

SCHOLASTIC

On-the Job Lexile Requirements
National Adult Literacy Study

Disagreeing with the response

- * My idea is different from _____'s idea.
- * I think that _____.
- * I don't completely agree with _____ because _____.
- * In my opinion, _____.
- * I have a different perspective from _____.

Agreeing with the response

- * I agree with _____ that _____.
- * My idea is similar to _____.
- * I also think that _____.
- * My ideas/idea builds on _____'s idea.
- * I'd like to add _____.

Expressing Ideas:
sentence starters that help begin the answer to the question

- * In my opinion, _____.
- * I think that _____.
- * My idea is that _____.
- * It seems to me that _____.

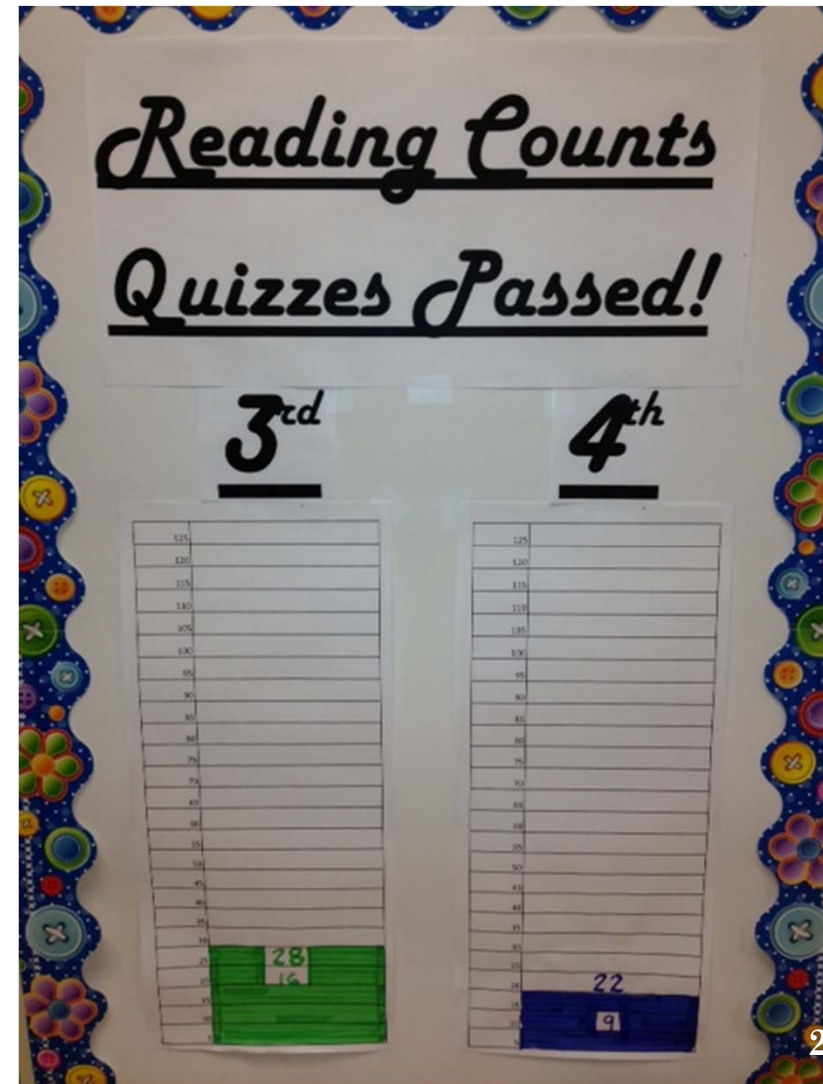
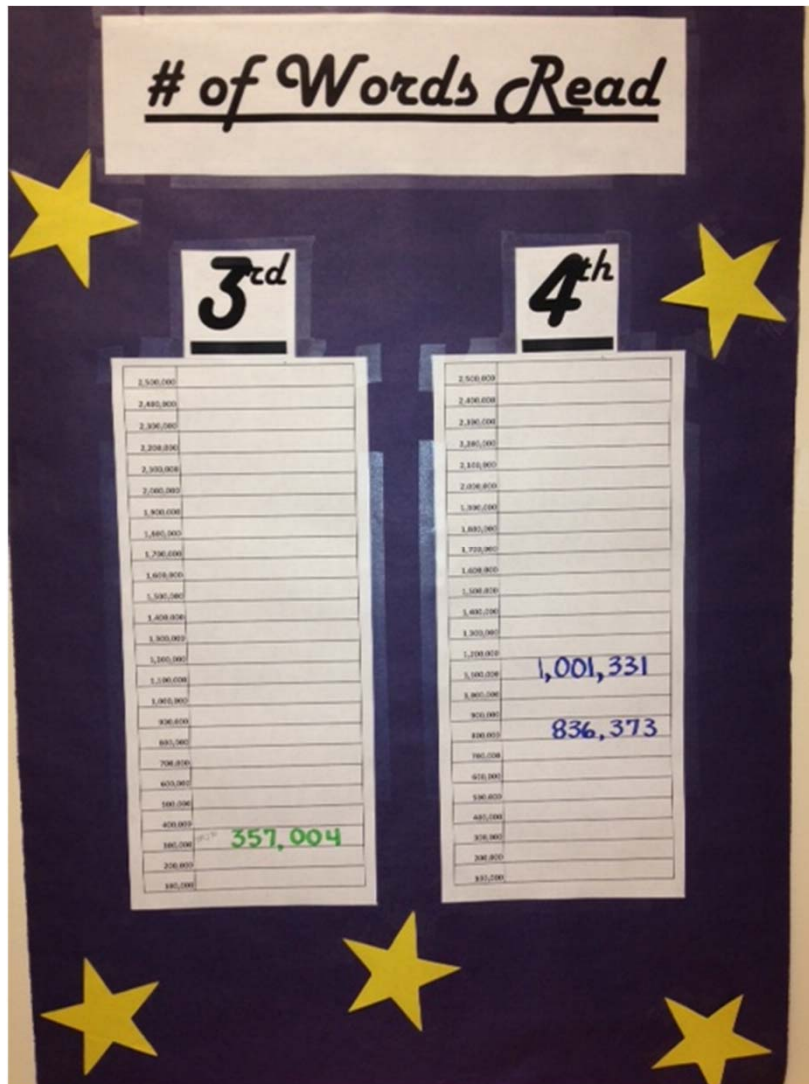
Inference sentence starters:

- ⬇ The reason this happened could be ...
- ⬇ Maybe the character ...
- ⬇ I believe, (restate the event), ...
- ⬇ From what has been told in the story, I think ...

CELEBRATING SUCCESS



COMPETITION BETWEEN CLASSES



SHARE OUT USING IDEA WAVE



○ Steps:

1. Listen to the question
2. Think about and write down your own ideas
3. Share one idea when the wave comes to you.
4. Record new ideas.

○ **“One thing that I do in my classroom that has kept my students interested is....”**



REPORTS

- DTZ for how to access/print/save reports:
<http://teacher.scholastic.com/products/edservicesondemand/video.asp?video=3>
- How to monitor progress:
- <http://teacher.scholastic.com/products/edservicesondemand/video.asp?video=4>



REPORTS

If You Want to Know...

The following chart shows which report addresses which reporting need. For more detailed information, refer to the report descriptions in this section or in the *READ 180 Placement, Assessment, and Reporting Guide*.

If You Want to Know...	Use This Report
... students' comprehension skills progress,	Comprehension Skills Report: See how well students are doing in each key comprehension skill.
... how to tailor instruction to specific comprehension or word skill problems students may be having,	Student Diagnostic Report: See what specific areas students are having problems with.
... students' progress in <i>READ 180</i> ,	Student Segment Status Report: Gives information about the time a student has spent on the current segment.
... how to group and regroup students,	Content Area Grouping Report: Groups students together by topic and segment. Comprehension Skills Grouping Report: Helps identify students with similar comprehension skills strengths and weaknesses. Phonics & Word Study Grouping Report: Helps identify students with similar phonics and word study skills issues.
... students' grades in the program and classroom-based activities,	Grading Report: View and evaluate student performance in <i>READ 180</i> .

READING PROGRESS REPORT

Macromedia Flash Player 7

File View Control Help

John Smith

LOGOUT | HELP | MY PROFILE | HOME

Home

Roster

Reports

Show All Reports

Resources

Books

My District

Schools for John Smith

Grades for Lincoln Sc...

Teachers for South gr...

Greene, Sarah

Schirmer, Margaret

Classes for Schirmer, ...

2nd Period

Groups for 2nd Period

Students for 2nd Period

Bracco, Christine

Chu, Amy

Chung, Julie

Collins, Christine

Cooper, Shawn

Cooper, Tiffany

Evans, Jamal

Felix, Tonya

Fernandes, Luis

Garcia, Matt

Schirmer, Margaret

Reading Progress Report

Time Period: 09/01/04 to 02/02/05

White/Caucasian, Black/African-American, His...

[Using this Report](#)

[Store Print Version](#)

[Related Reports](#)

[View Print Version](#)

Student	Level	Current Status		Time on Task					Cumulative Performance						
		Last SRI Score (SRI)	Current Topic CD	Current Segment	Total Sessions	Total Segments	Total Time (minutes)	Average Session Length (minutes)	Sessions per Segment	Words Read	Comprehension Score	Vocabulary Score	Total Fluency Words	Total Spelling Words	Reading Fluency Rate (Out of 100 words)
Bracco, Christine	2	660	(BO...	4	70	8	1050	12	8	13589	88%	71%	404	216	4.7
Chu, Amy	3	911	(BO...	4	71	10	1065	12	9	20044	80%	83%	859	823	4.3
Collins, Chris	2	604	(BO...	4	46	17	645	14	12	10643	75%	65%	332	136	4.2
Cooper, Tiffany	2	672	(BO...	3	70	10	910	13	9	3722	91%	85%	397	397	4.9
Evans, Jamal	1	88	(BO...	2	58	142	696	12	20	771	60%	14%	87	80	4.8
Felix, Tonya	1	500	(BO...	1	76	12	1216	16	9	1468	100%	71%	420	386	3.8
Fernandes, Luis	2	564	(BO...	4	70	4	1050	15	5	14072	60%	92%	662	834	3.7
Garcia, Matt	1	742	(BO2...	3	69	12	1311	19	12	6041	92%	94%	200	195	3.6
Imman, Khaleel	2	655	(BO...	4	76	22	1140	13	21	20824	91%	92%	524	288	2.5
Kramer, Liz	2	775	(BO...	2	69	11	767	13	12	1424	71%	100%	274	225	2.2
Kynski, Theo	2	460	(BO...	2	78	12	1170	15	7	1922	71%	56%	131	130	4.7

- Using Think-Pair-Share, share the report and come up with strategies to address the needs of your students.

- __ (#) __ students spent less than an average of 15 minutes on the Topic Software.
- __ (student's) __ comprehension score of __ (#) __ % and vocabulary score of __ (#) __ % do not indicate mastery.
- Write down 3 strategies you can use to address students' needs you've identified

STUDENT SEGMENT STATUS REPORT



Student Segment Status Report

STUDENT:

School:
Teacher:
Grade: 12
Class:



Time Period: 09/05/12 – 06/30/13

READ 180 Level: 1
Current Segment: Bloodsuckers
Date Started Segment: 04/24/13
Segments Completed to Date: 28

Reading Zone Status

Vanessa has answered 6 of the 10 Quick Check questions required to move to the next segment.

	CURRENT SEGMENT	LAST COMPLETED SEGMENT	HISTORICAL AVERAGE
Number of Sessions	2	3	3
Time Spent (min.)	12	16	14
Comprehension Score	100% (3/3)	100% (5/5)	86%
Vocabulary Score	67% (2/3)	100% (5/5)	90%
Passage Reads	3	4	4
Words Read	436	571	564

Word Zone Status

Vanessa has shown proficiency in 33 of the 33 words required to move to the next segment.

	CURRENT SEGMENT	LAST COMPLETED SEGMENT	HISTORICAL AVERAGE
Number of Sessions	1	2	2
Time Spent (min.)	10	2	7
Assessment Score	97%	100%	98%
Total Fluent Words	33	16	27

Spelling Zone Status

Vanessa has correctly spelled 3 of the 6 words required to move to the next segment.

	CURRENT SEGMENT	LAST COMPLETED SEGMENT	HISTORICAL AVERAGE
Number of Sessions	2	2	2
Time Spent (min.)	10	13	11
Assessment Score	93%	91%	94%
Total Spelling Words	59	45	50

Using This Report

- How much time is spent in a segment?
- What kind of assessment trends do you see?
- What implications does this have for instruction?
- What is one strategy you could use based on this data?

FAVORITE REPORTS

Steps for Numbered Heads:

1. Number off from 1-4
2. Listen to the question
3. Discuss your ideas with your group and be prepared to share
4. Report your group's ideas when your number is called.

- **What is your favorite Read 180 report and what do you use it for?**



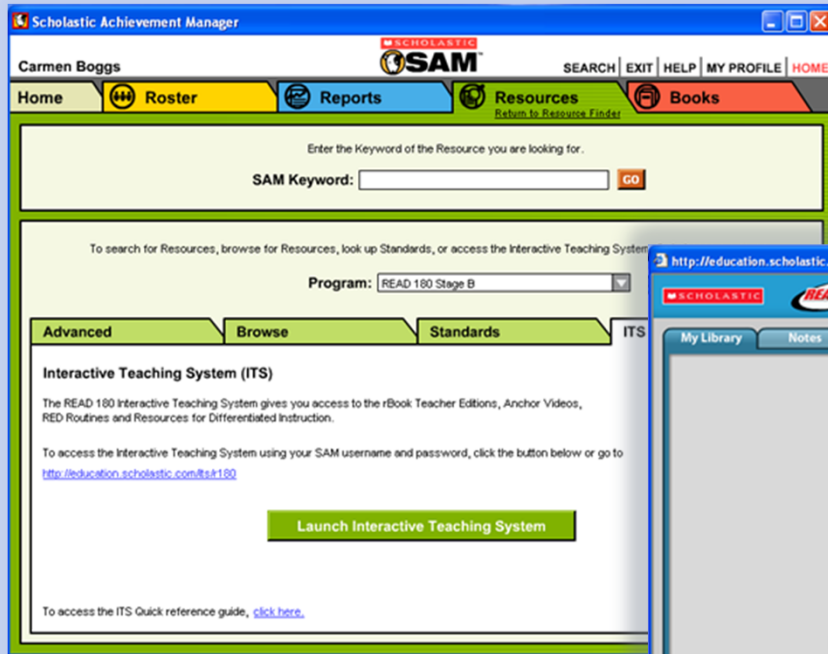


ITS, DTZ – *One more time!*

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INTERACTIVE TEACHING SYSTEM (ITS)

<http://education.scholastic.com/its/r180>



The READ 180 Teacher Shared Space is a great resource too!



DIGITAL TRAINING ZONE (DTZ)



http://teacher.scholastic.com/products/edser_vicesondemand/digitaltrainingzone.asp

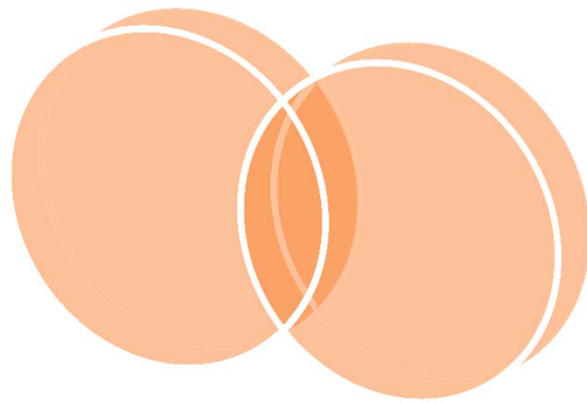
A screenshot of the Scholastic Digital Training Zone (DTZ) website. The page has a blue header with the Scholastic logo and navigation links for Teachers, Parents, Kids, Administrator, Librarians, and More. A search bar is located on the right. Below the header, the DTZ logo is displayed, followed by the text 'ON-DEMAND TRAINING AND RESOURCES TO ENSURE IMPLEMENTATION SUCCESS' and a 'GET HELP' button. A welcome message states: 'Welcome to the Digital Training Zone. The Digital Training Zone (DTZ) provides you with anytime, anywhere access to training and resources to improve your implementation. Browse the sample resources below, or log in to access the full collection. Unlimited access to all DTZ resources is available for FREE to customers with an active Premium Maintenance and Support plan, Scholastic Hosting Services, or Expert 21.' A 'LOG IN' button is prominently displayed. To the left, a box lists requirements for full access: being a registered SAM user, running Enterprise Edition Version 1.9, and having a Premium Maintenance and Support Plan. The main content area is titled 'TRAINING AND RESOURCE LIBRARY: SAMPLES' and includes a 'BROWSE BY' section with filters for Product, Type, Topic, and Content Area. Below this, a grid of four resource cards is shown, each with a 'How-To' title and a small icon: 'How-To Use the SmartBar in SAM', 'How-To Use the Teaching Vocabulary Routine', 'How-To Save and Print Reports', and 'How-To Monitor Progress on the READ 180 Software'. A pagination bar at the bottom indicates '1 | 2 | 3 of 19 >>'.

DIGITAL TRAINING ZONE

- Compare and Contrast video (Red TV)

<http://scholasticu.digital.scholastic.com/mod/resource/view.php?assetid=rtvc13s3t5&r=23178>

- Teaching Vocabulary Routines
- <http://teacher.scholastic.com/products/edservicesonline/ndemand/video.asp?video=2>





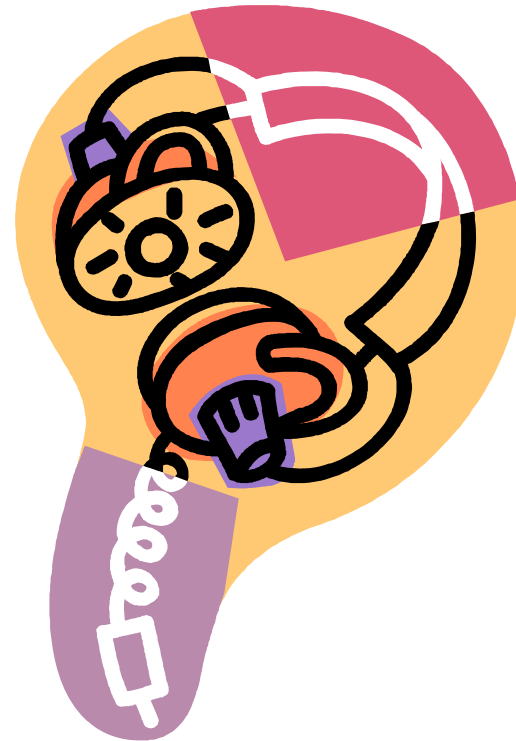
HEADPHONES & ALL THINGS TECHNICAL

Donna LaFave

33

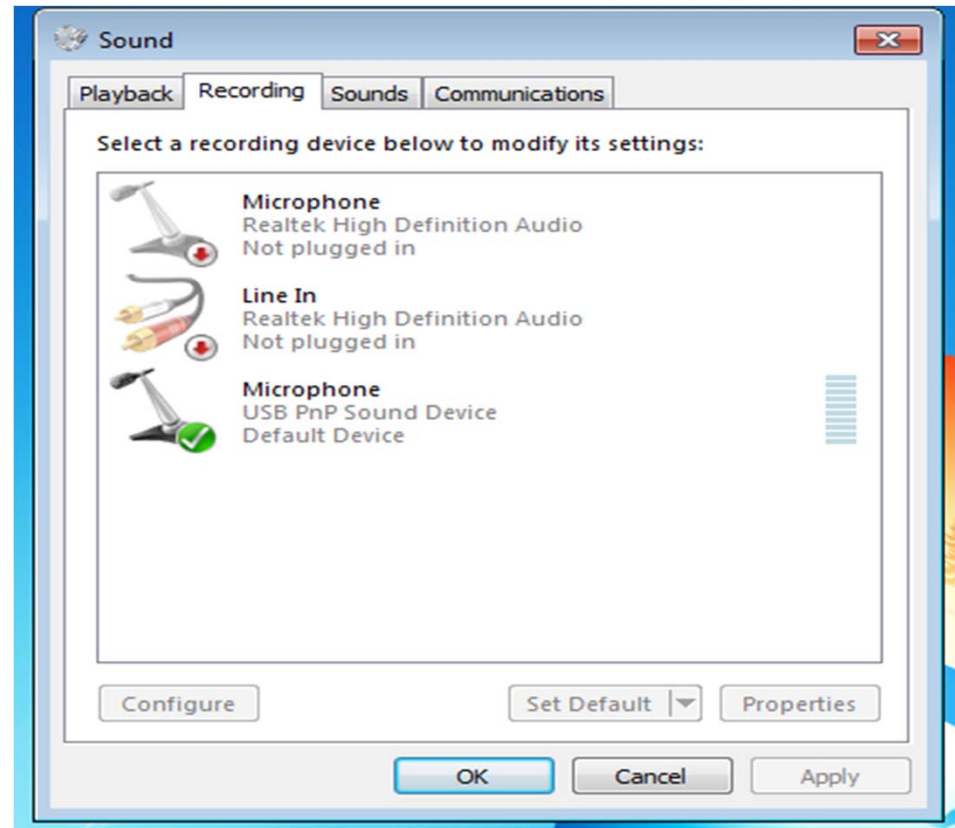
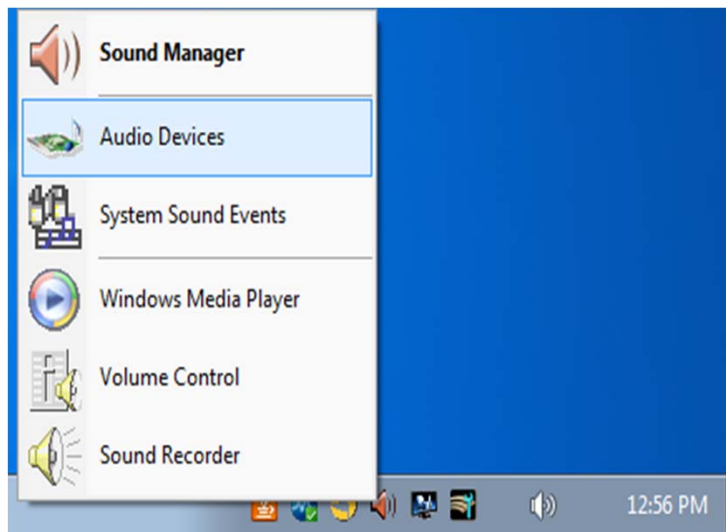
HEADPHONES & ALL THINGS TECHNICAL

- Headphone troubleshooting
- Purchasing headphones
- Other computer issues
- Adding and deleting students
- Software problems



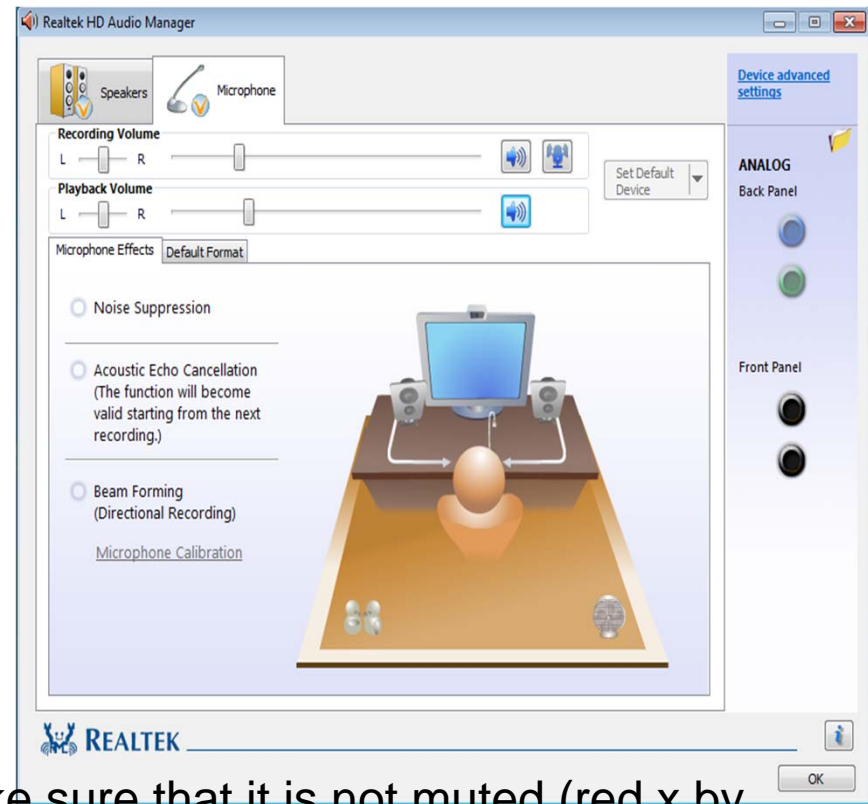
“I need help with the
READ 180 technology when
_____”

USB HEADPHONES



- Notice that Microphone has a green check – it is enabled by default.
- Click on Microphone and select properties to check if the volume control is muted (red x). If so, click on the red x to unmute.
- If you move the USB plug into another USB port and sound is not working, restart your computer.

ANALOG HEADPHONES



Check the Playback Volume sound to make sure that it is not muted (red x by the speaker icon). If it is, then click on the red x and it will unmute.

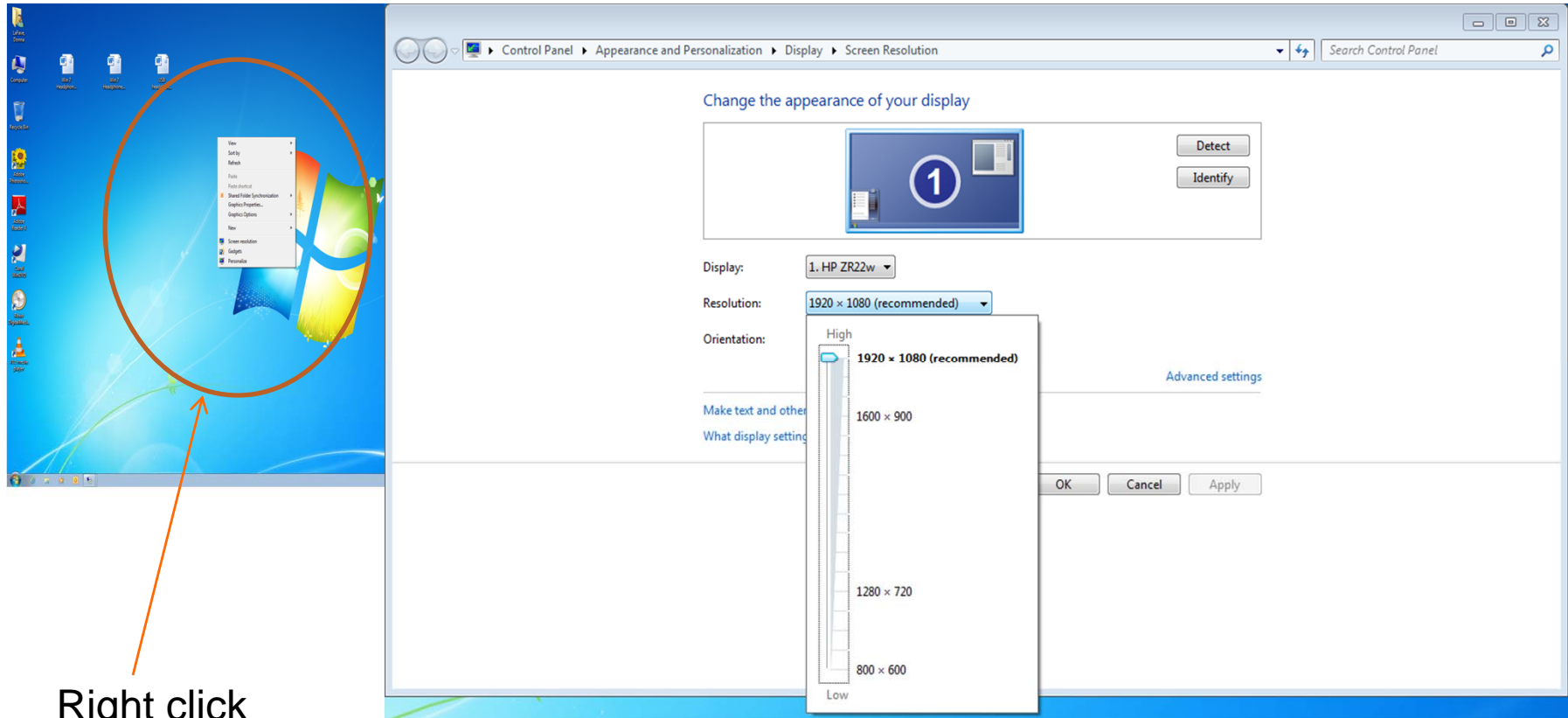
Also check the speakers and Microphone tabs on top left – you can see that they both have orange checks which means that they are both enabled and working. This is the default setting.

This is for the analog (not USB) headphones and mics. The mic (pink) goes in the left port and the headphones (green) go in the right port on the front of the computer.

Analog headphones and mics go in the FRONT ports

If you take out them out of the ports and put them back in and sound is not working, restart the computer.

SCREEN RESOLUTION CHANGE



Right click
to access
menu

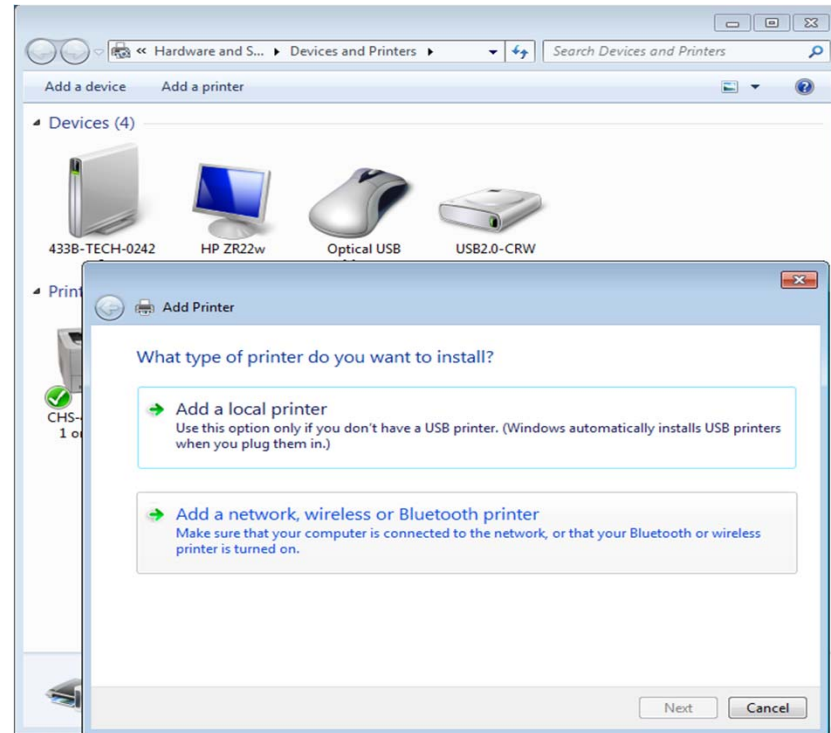
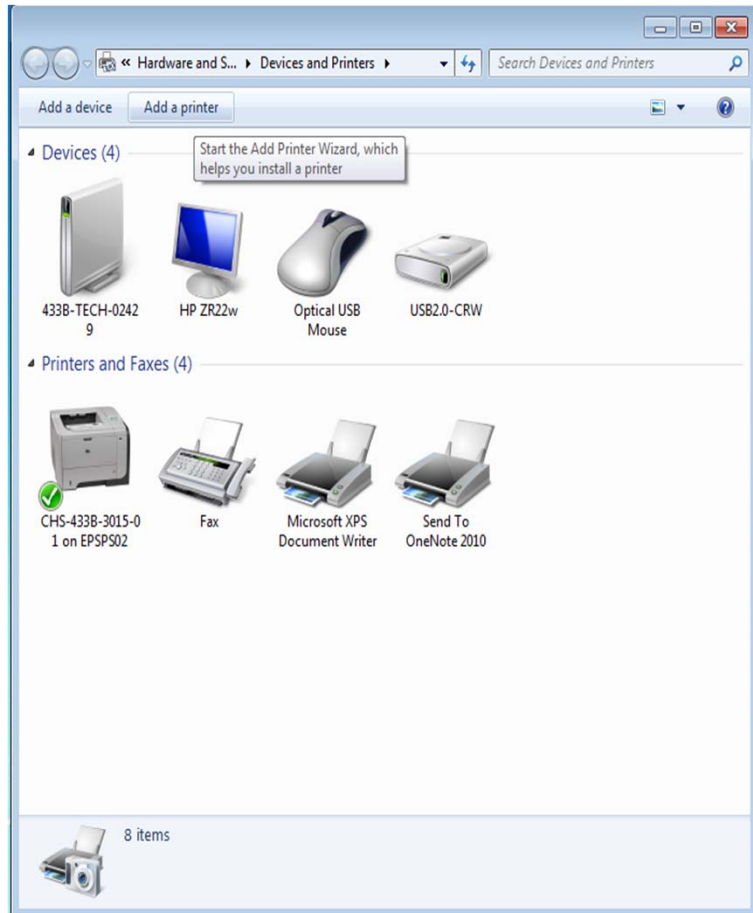
ZOOM:

ALTERNATIVE TO SCREEN RESOLUTION CHANGE

- Instead of changing the resolution for Read180 you can do the following:
- Press the CTRL key down and
- Roll the scroll key on the mouse to zoom in or zoom out
- (This works for all websites to zoom in or out)



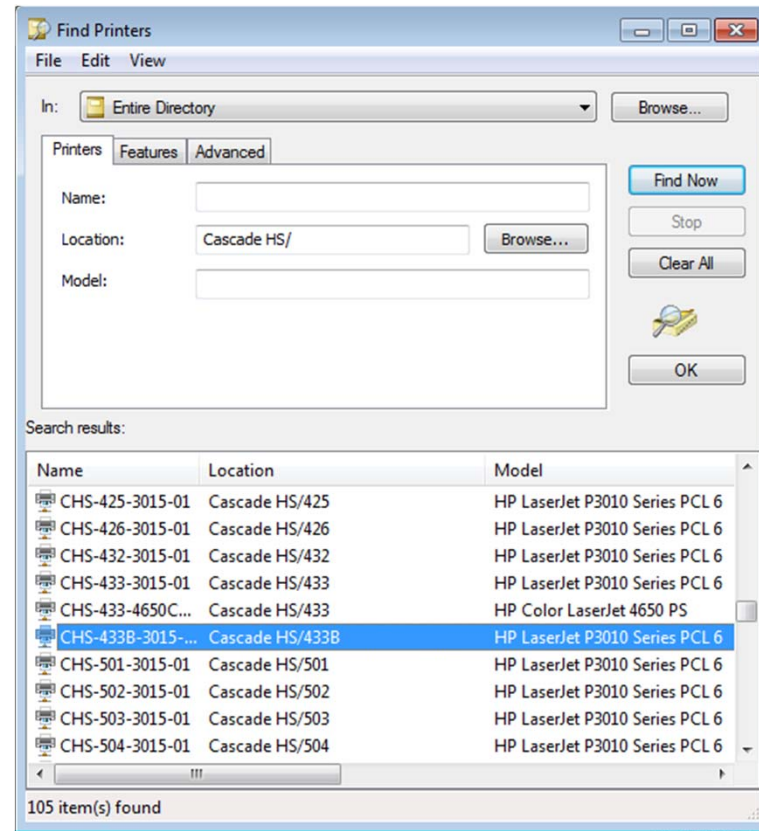
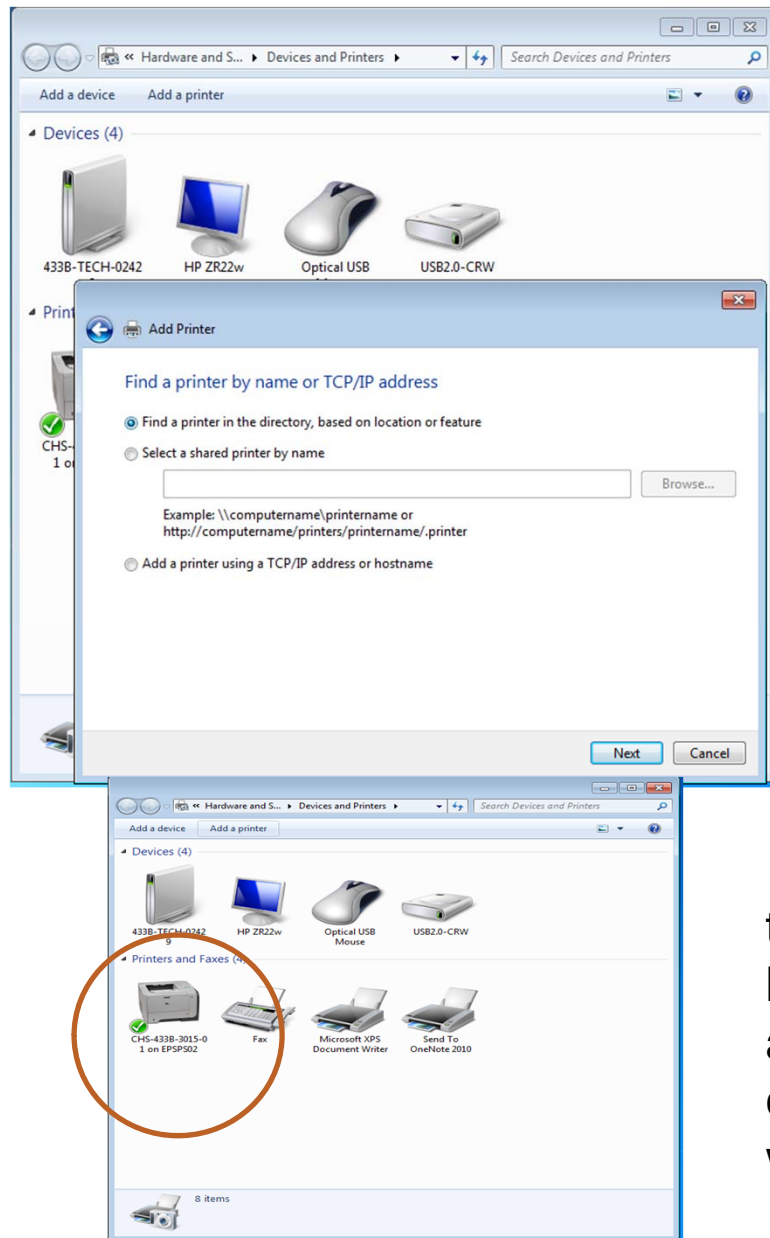
SELECTING A NETWORK PRINTER



Select or...

if you don't see your printer in the current list (don't forget to scroll this screen down when you are looking for your printer) then continue with adding a network printer.

SELECTING A NETWORK PRINTER (CONTINUED)



the "Location" will be your school and the list should include all network printers available. At this point, you can double click on the printer of your choice and it will install.



READ 180 Grading

JoAnne Buiteweg

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READ 180: Text Complexity

Anne Carnell

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Text Complexity

Anne Carnell

Eisenhower Middle School

Read 180 & 7th Grade Literacy Block

Book Study with Katie Shook

Raising Rigor in Reading

By:

Douglas Fisher, Nancy Frey, Dianne Lapp

What Once Was Old is New Again

Text complexity is the New Black

Our renewed attention to Text Complexity is primarily due to language in the Common Core State Standards. However, like phonics and fluency, this is not the first time that researchers and teachers have paid attention to the materials that students are required to read. We have dipped in and out of the issue of text complexity for years, each time informed by related fields such as linguistics, psychology, and cognition (Graesser, McNamara, & Louwerse, 2011).

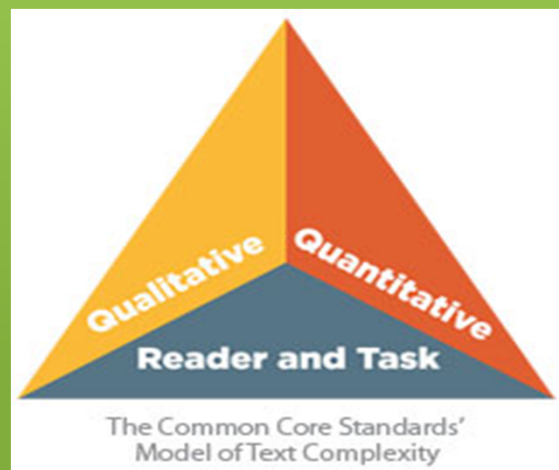
Preparing Students For The Future

According to the most recent analysis of American College Testing scores, only 52% of students who took the ACT in 2011 have the reading skills needed to succeed for college work. Skills needed for occupations that do not require a college degree but that provide a living wage, reading and mathematics skills needed to obtain and hold these jobs are similar to those needed to succeed in college.” p. ix

Text Complexity

Defined by Common Core as 3 interrelated components:

“...encompassing both quantitative and qualitative issues as well as the match between readers, texts, and tasks.” P.2



Qualitative Dimensions of Text Complexity

The aspects of Text Complexity *best measured by an attentive human reader*, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands. P. 2 “ie. readability”

Quantitative Dimensions of Text Complexity

Aspects, such as word length or frequency, sentence length and, text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially long texts, and are thus today *typically measured by computer software*. P.2 (i.e. Lexile levels)

Reader & Task Considerations

The variables specific to particular readers (motivation, background knowledge, experiences) and to particular tasks (purpose and complexity of the assigned task and questions posed) must also be considered when determining if a text is appropriate for a given student. *This decision is best made by teachers employing their professional judgment, and knowledge of their students.* P.3

The background is a solid green color with a subtle gradient. Scattered across the background are numerous white butterfly silhouettes of various sizes and orientations, creating a decorative pattern.

Smarter Balanced Examples

Educational Leadership Article

Misinterpretation

“There seems to be a misinterpretation that the Common Core goal of having students read complex text means simply giving students more difficult text.” p. ix

The Real Issue

“The text difficulty level is not the real issue.

Instruction is.

Teachers can scaffold and support students, which will determine the amount of their learning and *literacy independence.*” p.7



Article: Scaffolding Text Complexity for At-Risk Readers

How Can I Apply This To R180?

- With Read 180 You Already Do!
- Read 180 is proven to work and was created after ten years of research at Vanderbilt University in 1985.

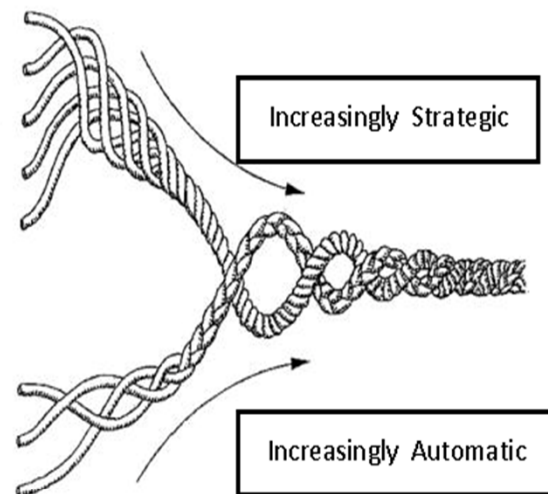
Reading Rope

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Word Recognition

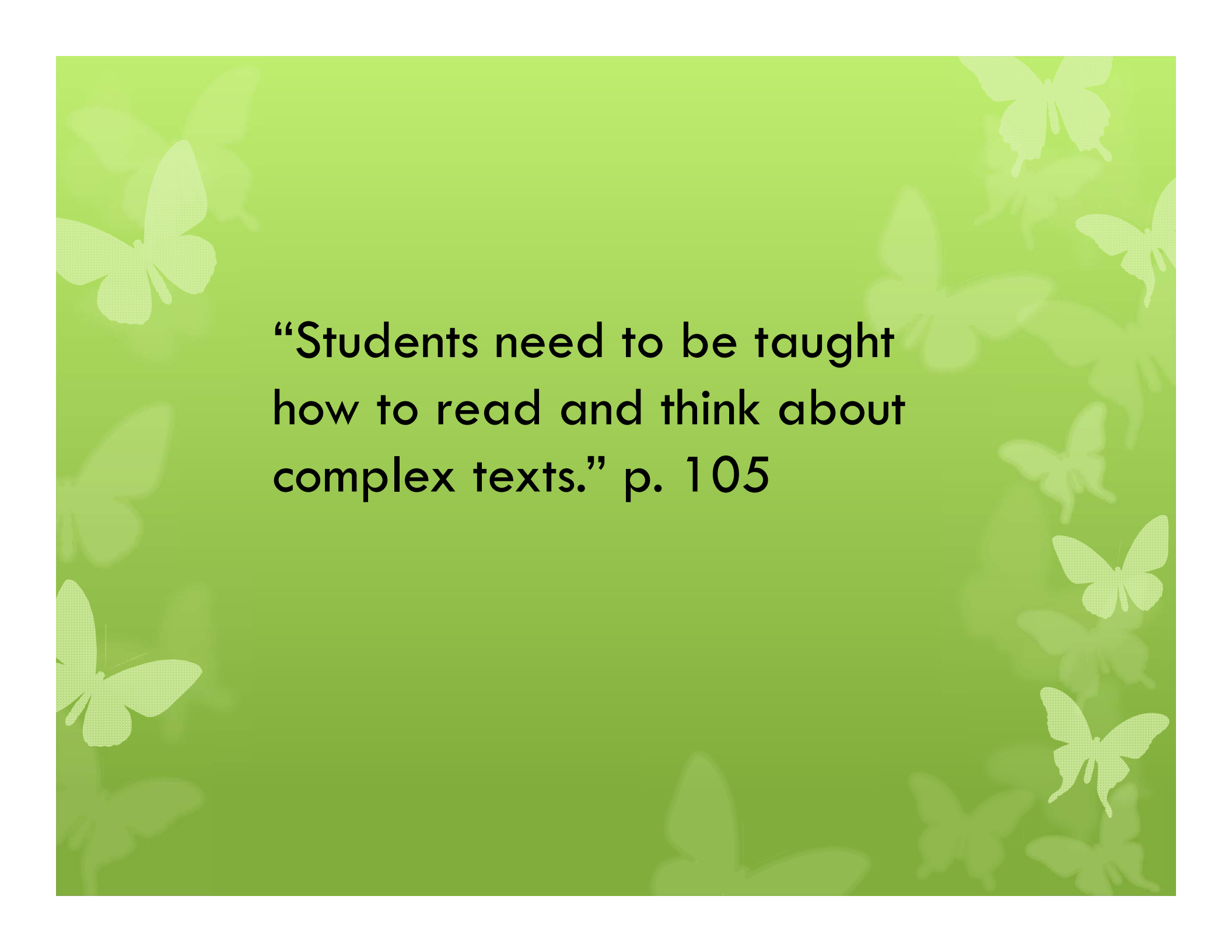
- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition.



Skilled Reading:
Fluent execution and
coordination of word
recognition and text
comprehension.

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

Scarborough (2001)



**“Students need to be taught
how to read and think about
complex texts.” p. 105**

Readability

The Batsmen were merciless against the Bowlers. The Bowlers placed their men in slips and covers. But to no avail. The Batsmen hit one four after another along with an occasional six. Not once did their balls hit their stumps or get caught.

1. *Who were merciless against the Bowlers?*
2. *Where did the Bowlers place their men?*
3. *Was this strategy successful?*
4. *Who hit an occasional six?*
5. *How many times did the Batsmen's ball hit a stump?*

The Batsmen were merciless against the Bowlers. The Bowlers placed their men in slips and covers. But to no avail. The Batsmen hit one four after another along with an occasional six. Not once did their balls hit their stumps or get caught.

Questions

1. Who were merciless against the Bowlers?
2. Where did the Bowlers place their men?
3. Was this strategy successful?
4. Who hit an occasional six?
5. How many times did the Batsmen's ball hit a stump?

Text Evidence

1. "The Batsmen were merciless against the Bowlers."
2. "The Bowlers placed their men in slips and covers."
3. No. "But to no avail."
4. "The Batsmen hit one four after another along with an occasional six."
5. "Not once did their balls hit their stumps or get caught."

Cricket is played on a grassy field.^[23] The Laws of Cricket do not specify the size or shape of the field,^[24] but it is often oval. In the centre of the field is a rectangular strip, known as the pitch.^[23]

The cricket pitch dimensions

The pitch is a flat surface 10 feet (3.0 m) wide, with very short grass that tends to be worn away as the game progresses.^[25] At either end of the pitch, 22 yards (20 m) apart, are placed wooden targets, known as the wickets. These serve as a target for the bowling (also known as the fielding) side and are defended by the batsmen or batting side, which seeks to accumulate runs.

The background of the slide is a solid light green color. It is decorated with numerous faint, white butterfly silhouettes of various sizes and orientations, scattered across the entire surface. The text is centered in the upper half of the slide.

Strategies for teaching students to read
and think about complex texts is
provided in our **Read 180 Red
Professional Development section.**

A Few Best Practices Include

- Close reading strategies/"Revisit", meeting with students regularly to discuss their books, think aloud, teaching students to use "Academic Language" such as "theme, author's purpose, etc."

Instructional Implications/ Changes to Consider

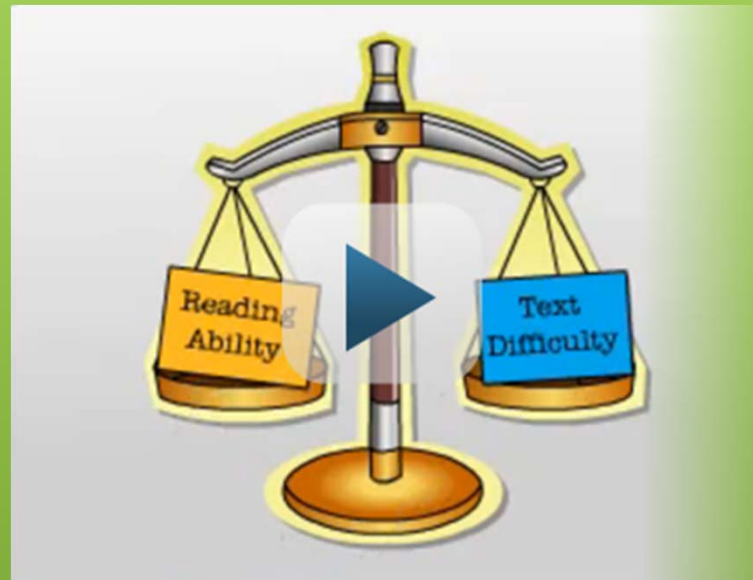
- Read 180 teaches us to “pre-load vocabulary” at the beginning of each workshop.
- “...the teacher should refrain from front-loading or pre-teaching vocabulary. Although there is a role for this, close readings should allow students to first notice what is confusing so they develop a habit they can use when they are reading independently.” p.115
- Doesn't mean we should change this practice, just be aware. We are using our R180 reports to monitor progress. This being said, we should continue to monitor student independent reading to gain clarity on which triggers cause them to struggle. By doing this, we can support them by helping them to recognize what is causing them to struggle. We can teach appropriate strategies students can implement to help themselves out of challenges they face. Struggling is a good thing, students will build confidence as they learn how to help themselves.
- *Small group and individual book conferences are the key to us knowing the Qualitative and Reader and Task pieces of text complexity in order to support students in authentic, meaningful growth.

The background of the slide is a solid green color with a subtle gradient. Scattered across the background are numerous white butterfly silhouettes of various sizes and orientations, creating a decorative pattern.

Other Instructional Implications/ Changes to Consider



The Lexile[®] Framework for Reading



has changed their Lexile numbers. We need to be aware of this.

Current vs. Stretch Lexile Numbers

Grade	Current	"Stretch"
Band	Lexile Band	Lexile Band*
K-1	N/A	N/A
2-3	450L-725L	420L-820L
4-5	645L-845L	740L-1010L
6-8	860L-1010L	925L-1185L
10-Sep	960L-1115L	1050L-1335L
11-CCR	1070L-1220L	1185L-1385L

The background is a solid green color with a subtle gradient. Scattered across the background are numerous white butterfly silhouettes of various sizes and orientations, creating a decorative pattern.

Smarter Balanced Assessment Consortium
has determined it's own Lexile numbers.

These are the numbers **we are**
responsible for knowing, and helping
kids to reach.



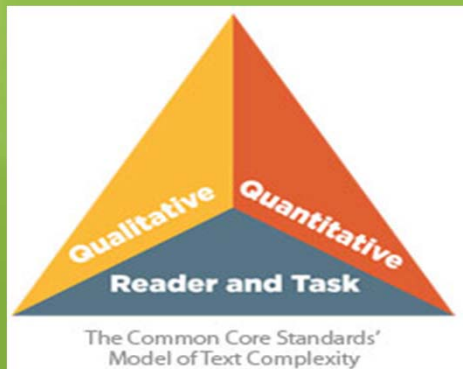
Smarter Balanced English Language Arts & Literacy Stimulus Specifications

Grade	New Lexile Ranges
3	450–790
4–5	770–980
6–8	950–1155
9–10	1080–1305
11	1215–1355

Regardless of the readability estimate used, passage writers or finders should select texts that cover a range of difficulty. Item writers must use good judgment and a qualitative measure in selecting stimuli that are challenging and complex but still appropriate.

Text Complexity & Read 180

- We know that Read 180 is successful when students apply themselves and actively engage in all parts of the program.
- Read 180 includes teaching strategies suggested in Text Complexity Raising Rigor in Reading.
- These strategies empower students to meet targets in the Common Core Standards.
- Students feed off of our enthusiasm. Inspire them to push themselves and make every second count until the end of the year! Show them their growth data so far and celebrate with them!



Resources

www.bookpig.com (Book rental site) Shares book reviews, helping kids pick a book they are interested in. It helps them find “More Like when they find a book they enjoy.

http://www.readwritethink.org/files/resources/interactives/trading_cards_2/

These cards can be used with any type of book students are reading or subjects that they are studying, and make for an excellent prewriting exercise for students who are writing narrative stories and need to consider characters, setting, and plot. Specific prompts guide student through the various types of cards, expanding students' thinking from the basic information and description of the topic to making personal connections to the subject.

<http://www.smarterbalanced.org> – Search text complexity



TEXT COMPLEXITY AND READ 180

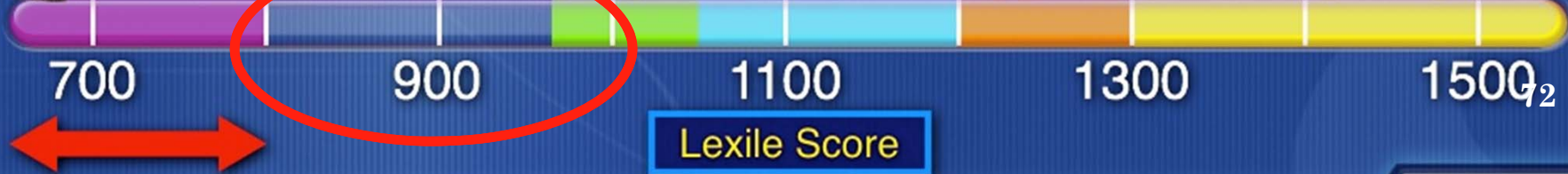
Students read many different kinds of text in *READ 180*, each with a distinct instructional purpose. Each of these kinds of text builds in complexity over time. Importantly, *READ 180* attends carefully to all three dimensions of text complexity:

- **Quantitative:** Every piece of text in *READ 180* has a Lexile measure.
- **Qualitative:** All *rBook* selections and Independent Reading materials have been evaluated using a rubric that includes the critical elements of qualitative text complexity and assigns a rating.
- **Reader & Task:** In the *READ 180* Software and teacher-mediated instruction, Anchor Videos provide students with background knowledge prior to *READ 180*. Students also have choice within the Software and Independent Reading rotations, which helps match reader to task.



ON-THE JOB LEXILE REQUIREMENTS NATIONAL ADULT LITERACY STUDY

Joyce and Showers (1996)
*Student Achievement
Through Staff Development*

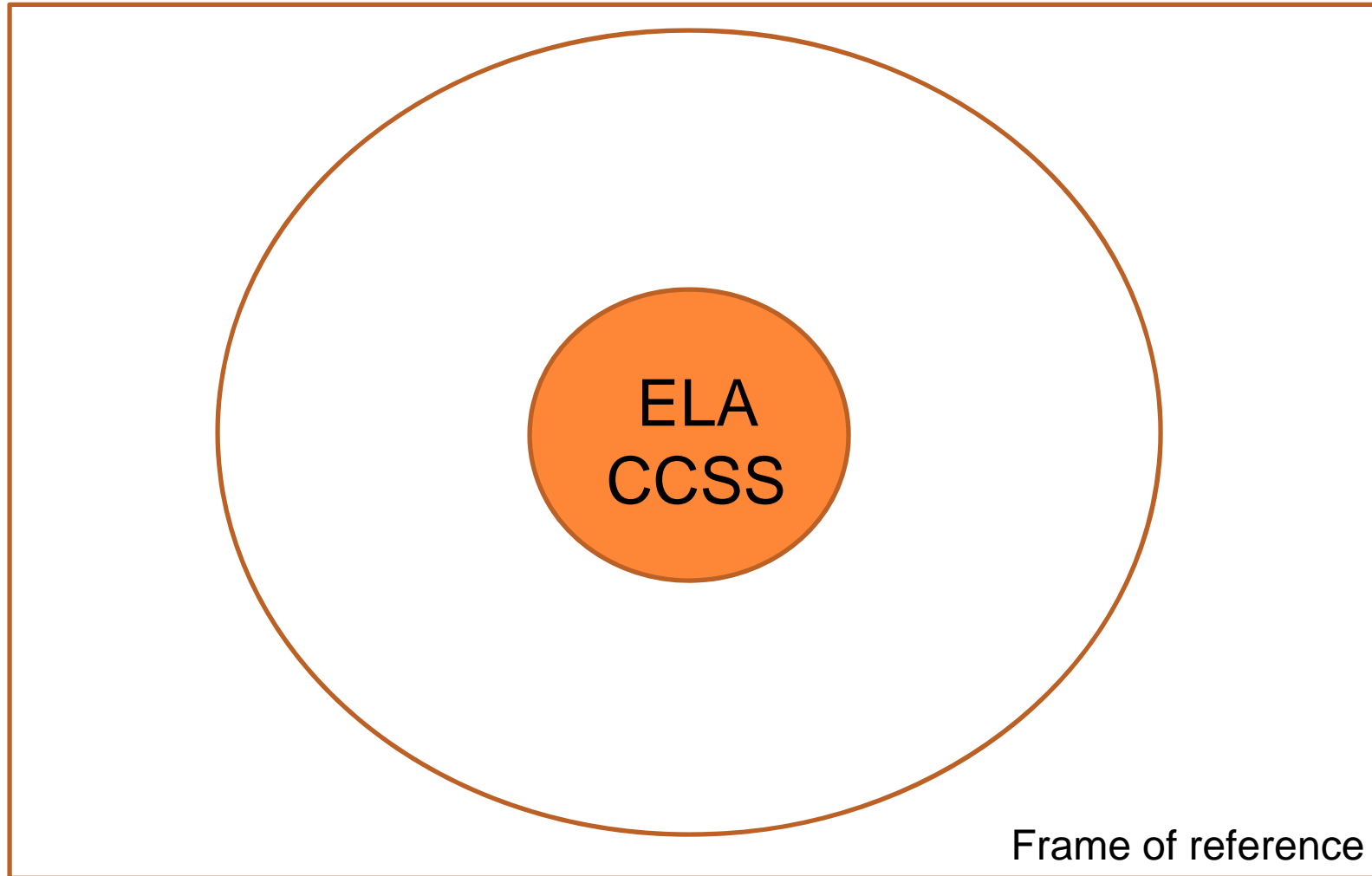




READ 180: Common Core

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WHAT DO YOU KNOW ABOUT COMMON CORE?



shift literary nonfiction informational

science Grades addition
found early pieces curriculum studies designed essays ideas body blend events within generation true journalism extends
time defined approach coherent equal given narrative arts Standards read substantially SHIF aligned course
grades State Common standards require
social places
audience
Literary
broad beyond nature
opinion rather school
fiction
emphasize secondary biographies literacy Core balance across materials historical scientific wide vocabulary elementary world elementary next literature structures therefore develop weight
sampling speeches Documents classroom comprehension literacy Core balance across materials historical scientific wide vocabulary elementary world elementary next literature structures therefore develop weight
requires structured reading offers built topics memoirs Human significant least written details documents example amount programs percent
structured reading offers built topics memoirs Human significant least written details documents example amount programs percent
drama selected build texts stories well
best

WAYS TO USE CIRCLE MAPS

- Brainstorming ideas
- Character traits and evidence
- Informational text and ideas learned
- Story events
- Descriptions
- Showing prior knowledge/pre-assessments
- Assess knowledge or understanding (formative)
- Definitions in context



Metacognitive Questions for Frame of Reference:

- How do you know what you know?
- What is influencing the information in your map?
- Why is this information important?

A Shift to comprehensive literacy

K	1	2	3	4	5	6	7	8	9-10	11-12
Foundational Skills										
<ul style="list-style-type: none">Print concepts and alphabetic principlePhonological awarenessPhonics and word recognitionFluency						Although foundational skills are addressed prior to grade 6, students who struggle in these areas will need further support.				
Reading Literature and Informational Texts										
Focus on teaching students reading skills to engage with rigorous texts across a broad spectrum of content; balance the types of texts students read. *Percentages represent comprehensive use (teaching, learning, and student production) across a school year.										
<ul style="list-style-type: none">Balance grades K-5 = 50%* literature; 50%* informational text						<ul style="list-style-type: none">Balance grade 6-8 = 45%* literature; 55%* informational textBalance grades 9-12 = 30%* literature; 70%* informational text				
Literacy (Reading and Writing) in History/Social Studies, Science, and Other Technical Subjects										
Focus on teaching key ideas, details, using evidence from text to support conclusions, contextual vocabulary acquisition, and point of view.										
Writing Standards										
Focus on teaching the processes of writing, including a balance of text types and the role of argument in History/ social studies, and science *Percentages represent comprehensive use (teaching, learning, and student production) across a school year.										
Balance of writing types, including writing in the content areas <ul style="list-style-type: none">By grade 4—opinion =30%; information = 35%; narrative =35%						Balance of writing types, including writing in the content areas <ul style="list-style-type: none">Grade 8 – argument = 35%; information = 35%; narrative = 30%Grade 12 – argument = 40%; information = 40%; narrative = 20%				
Speaking & Listening Standards										
Focus on teaching comprehension and collaboration, presentation of knowledge and ideas, and evaluating speaker’s point of view.										
Language Standards										
Focus on teaching conventions of standard English, knowledge of language in different contexts, and vocabulary acquisition.										

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“WHAT’S IN AND WHAT’S OUT?”

IN	OUT
1. Daily encounters w/ complex texts	1. Leveled texts (only)
2. Texts worthy of close attention	2. Reading “any old text” that is the right level
3. Balance of literary and info. texts	3. Solely literature
4. Coherent sequences of texts	4. Collection of unrelated texts
5. Mostly text-dependent question	5. Mostly text-to-self questions
6. Mainly evidence-based analyses	6. Mainly writing without sources
7. Accent on academic vocabulary	7. Accent on literary terminology
8. Emphasis on reading and re-reading	8. Emphasis on pre-reading
9. Reading strategies (as means)	9. Reading strategies (as end goal)
10. Reading foundations (central and integrated)	10. Reading foundations (peripheral and detached)

NAVIGATING THE DESIGN AND ORGANIZATION

Three main sections of the document

- K–5 (cross-disciplinary)
- 6–12 English Language Arts
- 6–12 Literacy in History/Social Studies, Science, and Technical Subjects

Shared responsibility for students' literacy development



Three appendices

- A: Research and evidence; glossary of key terms
- B: Reading text exemplars; sample performance tasks
- C: Annotated student writing samples





Comprehension (standards 1–9)

- Standards for reading literature and informational texts
- Strong and growing *across-the-curriculum* emphasis on students' ability to read and comprehend informational texts
- Aligned with NAEP Reading framework

Range of reading and level of text complexity (standard 10, Appendices A and B)

- Spiral “Staircase” of growing text complexity across grades
- High-quality literature and informational texts in a range of genres and subgenres

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

BALANCE OF LITERARY AND INFORMATIONAL TEXTS IN CCSS

Grade Level	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%



<i>READ 180</i> Stage	Percentages of Text Distribution	
	Literary	Informational
Elementary (Stage A)	23%	77%
Middle School (Stage B)	25%	75%
High School (Stage C)	23%	77%

EXAMPLE OF GRADE-LEVEL PROGRESSION IN READING

CCR Reading Standard 3 (Key Ideas and Details):
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Reading Standards for Literature	Reading Standards for Informational Text
Grade 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Grade 3: Describe the relationships between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Grade 7: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)	Grade 7: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Grades 11-12: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	Grades 11-12: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

INTENTIONAL DESIGN LIMITATIONS OF CCSS

What the Standards do NOT define:

- How teachers should teach
- All that can or should be taught
- The nature of advanced work beyond the core
- The interventions needed for students well below grade level
- The full range of support for English language learners and students with special needs
- Everything needed to be college and career ready



SAMPLE LITERARY TASKS FROM

APPENDIX B

- Students *summarize the development* of the morality of Tom Sawyer in Mark Twain’s novel of the same name and analyze its connection to themes of accountability and authenticity by noting how it is conveyed *through characters, setting, and plot*. [RL.8.2] Page 89

- Students *compare and contrast* Laurence Yep’s *fictional portrayal* of Chinese immigrants in turn-of-the-twentieth-century San Francisco in *Dragonwings* to *historical accounts of the same period* (using materials detailing the 1906 San Francisco earthquake) in order to glean a deeper *understanding of how authors use or alter historical sources* to create a sense of *time and place* as well as make fictional *characters* lifelike and real. [RL.7.9]

- Students *cite explicit textual evidence* as well as draw *inferences* about the drake and the duck from Katherine Paterson’s *The Tale of the Mandarin Ducks* to support their *analysis* of the perils of vanity. [RL.6.1]

Page
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- Students *analyze* how Anton Chekhov’s choice of *structuring his story* “Home” by *beginning* in “midstream” *shapes the meaning of the text* and *contributes to its overall* narrative arc. [RL.11–12.5]

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SAMPLE INFORMATIONAL TASKS FROM

APPENDIX B

- Students *analyze in detail how* the early years of Harriet Tubman (as related by author Ann Petry) contributed to her later becoming a conductor on the Underground Railroad, attending to how the author *introduces, illustrates, and elaborates* upon the events in Tubman's life. [RI.6.3]
- Students *determine the figurative and connotative meanings of words* such as *wayfaring, laconic, and taciturnity* as well as of *phrases* such as *hold his peace* in John Steinbeck's *Travels with Charley: In Search of America*. They *analyze* how Steinbeck's *specific word choices and diction* impact the *meaning and tone* of his writing and the characterization of the individuals and places he describes. [RI.7.4]
- Students *provide an objective summary of* Frederick Douglass's Narrative. They *analyze* how *the central idea* regarding the evils of slavery is *conveyed through supporting ideas and developed over the course of the text*. [RI.8.2]
- Students *delineate and evaluate* the *argument* that Thomas Paine makes in *Common Sense*. They *assess the reasoning* present in his analysis, including the *premises and purposes* of his essay. [RI.11–12.8]

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Page
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SAMPLE PERFORMANCE TASKS WITH CONTENT- AREA INFORMATIONAL TEXT FROM APPENDIX B

Page

100

- Students *integrate the quantitative or technical information expressed in the text* of David Macaulay's *Cathedral: The Story of Its Construction* with the information conveyed by the *diagrams and models* Macaulay provides, developing a deeper understanding of Gothic architecture. [RST.6–8.7]
- Students construct a holistic picture of the history of Manhattan by *comparing and contrasting the information gained from* Donald Mackay's *The Building of Manhattan* with the *multimedia sources* available on the “Manhattan on the Web” portal hosted by the New York Public Library (<http://legacy.www.nypl.org/branch/manhattan/index2.cfm?Trg=1&d1=865>). [RST.6–8.9]

- Students learn about fractal geometry by reading Ivars Peterson and Nancy Henderson's *Math Trek: Adventures in the Math Zone* and then generate their own fractal geometric structure by *following the multistep procedure* for creating a Koch's curve. [RST.6–8.3]

Page

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- Students *analyze the hierarchical relationships* between phrase searches and searches that use basic Boolean operators in Tara Calishain and Rael Dornfest's *Google Hacks Tips & Tools for Smarter Searching, 2nd Edition*. [RST.11–12.5]

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TRY IT OUT...

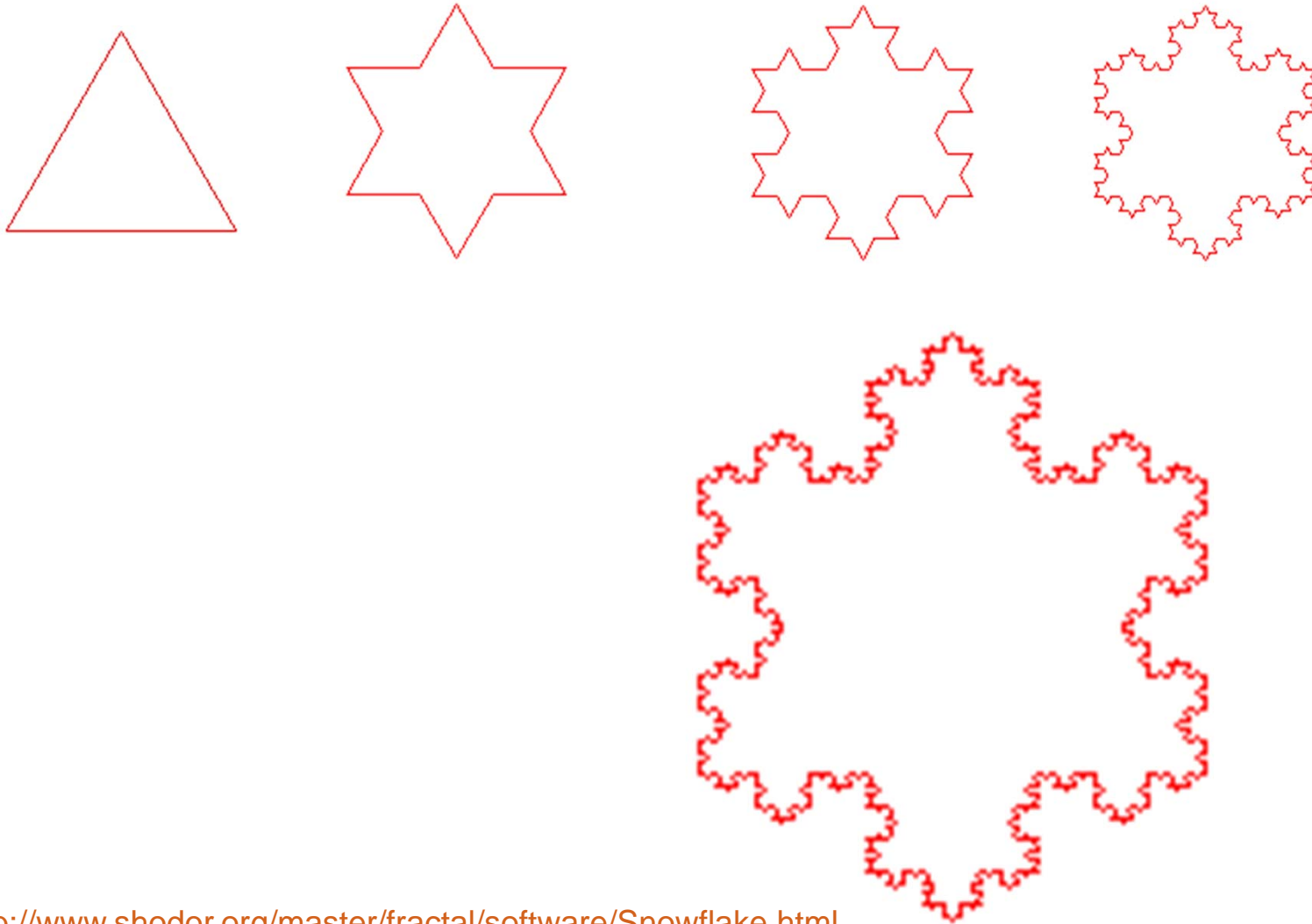


- Students learn about fractal geometry by reading Ivars Peterson and Nancy Henderson's *Math Trek: Adventures in the Math Zone* and then generate their own fractal geometric structure by *following the multistep procedure* for creating a Koch's curve. [RST.6–8.3]

the passages may be found on page 97 of Appendix B.



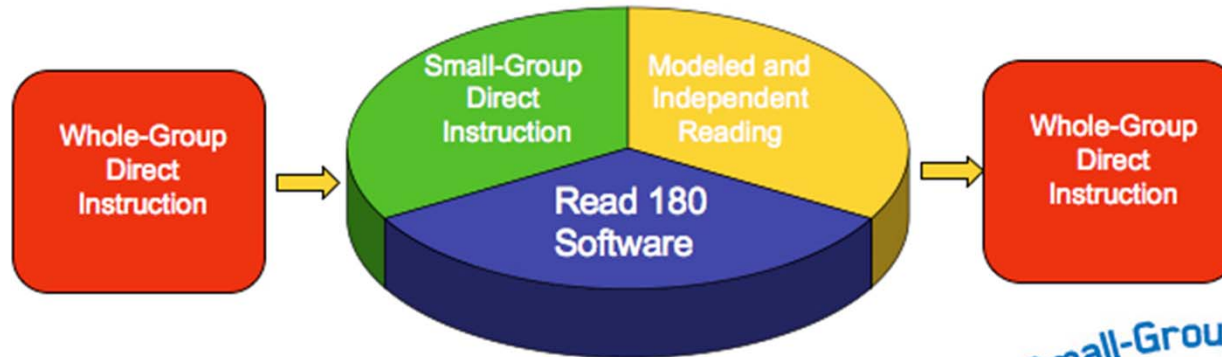
KOCH'S SNOWFLAKE CURVE



<http://www.shodor.org/master/fractal/software/Snowflake.html>



ROTATIONS



- How do the rotations match and/or do not match expectations of the Common Core?
- What are our next steps?



EVOLUTION TO SMARTER BALANCED SUMMATIVE ASSESSMENTS IN WASHINGTON

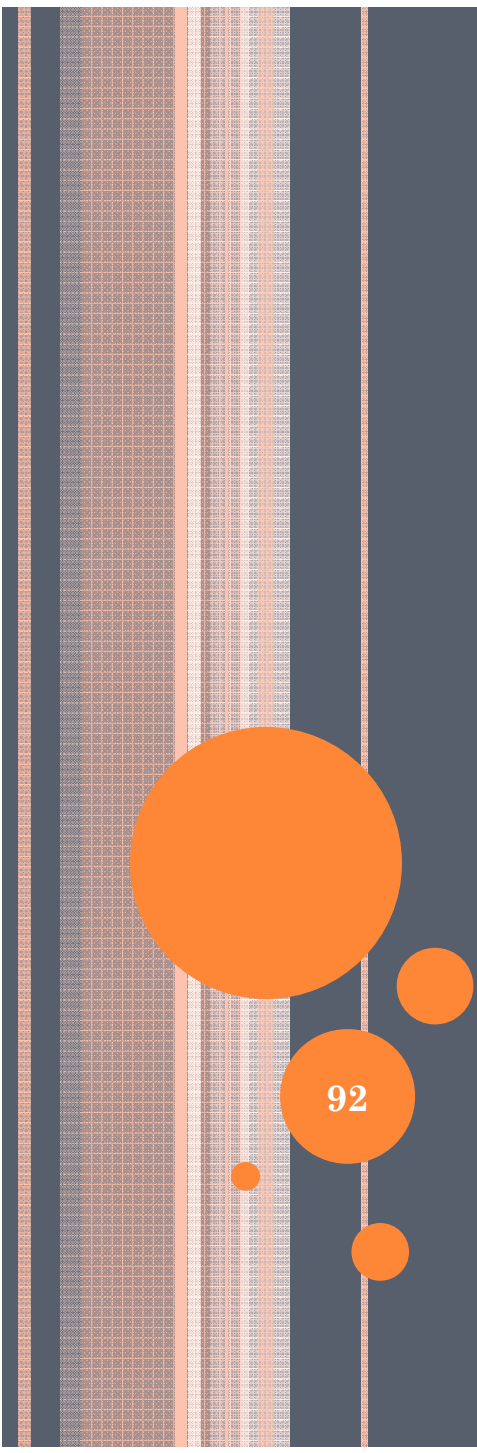
	Reading (end 2013-2014)	Writing (end 2013-2014)	English/LA (begin 2014-2015)	Math (end 2013-2014)	Math (begin 2014-2015)	Science (no change)
Grade 3	MSP		SBAC	MSP	SBAC	
Grade 4	MSP	MSP	SBAC	MSP	SBAC	
Grade 5	MSP		SBAC	MSP	SBAC	MSP
Grade 6	MSP		SBAC	MSP	SBAC	
Grade 7	MSP	MSP	SBAC	MSP	SBAC	
Grade 8	MSP		SBAC	MSP	SBAC	MSP
Grades10	HSPE	HSPE	ELA exit exam	EOC Yr 1 EOC Yr 2	EOC Yr 1 exit exam	Biology EOC
Grade 11			SBAC		SBAC	

MSP = Measurements of Student Progress

HSPE = High School Proficiency Exams

EOC = End of Course exams

SBAC = Smarter Balanced Assessment Consortium

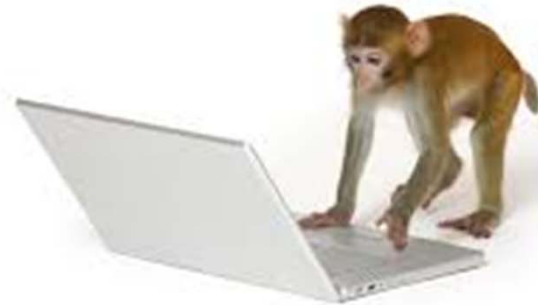


READ 180 Teacher Survey SurveyMonkey

92



***DUE:
May 31***



93



SurveyMonkey™ LINK:

<https://www.surveymonkey.com/s/QF2H9SN>

TEACHER SURVEY

DUE:
June 7



SurveyMonkey™ LINK:

<https://www.surveymonkey.com/s/QG6R7JQ>

STUDENT SURVEY

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EVALUATIONS

*Thank you for a wonderful day
together!*