

Florida Center for Reading Research

READ 180

What is READ 180?

Scholastic's *READ 180* is a comprehensive reading intervention program for struggling readers in grades four through twelve. Stage A targets elementary students, Stage B targets middle school students, and Stage C targets high school students. This report reflects a review of Stage B. A daily lesson consists of one whole-group instructional session, three small-group, rotating sessions, and a whole-group wrap-up time. The goals of the program are to increase the students' decoding, fluency, and comprehension skills.

A typical 90-minute class period begins with 20-minutes of whole group instruction to build skills through teacher-directed lessons. Teachers conduct Read Alouds, model fluent reading and use of reading strategies, and utilize shared reading, choral reading, or other group reading strategies to engage students during this introductory lesson. Students then move to one of three 20-minute stations: The Teacher Station, The Computer Station, and The Library Station. A ten-minute, whole-group wrap-up completes the class period.

At The Teacher Station, the teacher provides small group, differentiated instruction. The Scholastic Reading Inventory is a placement test that provides reading levels of individual students, which can help the teacher form small groups for this Station. The teacher can plan instruction by reviewing the students' progress through the computer generated progress monitoring system. Teachers can choose from lesson plans provided in the teacher kit. At this Station, the teacher can teach or extend a new concept, or re-teach a previous concept that has not been mastered. The focus of the small group instruction is on reading, writing and grammar, word study, and test-taking skills.

The Computer Station contains several components. In the Reading Zone, the student begins by watching a short video designed to help build background knowledge of the material in a reading passage that follows. The student then reads a short passage on his pre-tested reading level. The passage contains word supports, phonics exemplars, sample spelling patterns, high frequency words, and content words to fit the student's reading level. The student may read this passage several times. 'Power words' are pronounced, spelled, defined, broken into parts, translated into Spanish if necessary, and decoding tips are supplied. Following the readings, comprehension questions are asked, and finally a recap shows the student how many words she has read. Next is the Word Zone, which uses several word-recognition activities intended to target automaticity and fluency. In the third component, the Spelling Zone, the student is assessed on his knowledge of words from the previous passage and provided with word study activities focusing on blends, inflected endings, digraphs, spelling, fluency practice and a recap which provides a report of the number of words mastered. The Success Zone is the fourth computer zone that appears only after students have demonstrated mastery of all reading concepts of the Reading, Word, and Spelling Zones. The Success Zone provides comprehension practice with discrepancy passages, a cloze activity, and a



final oral reading practice where the student records and listens to her own reading of the passage. The computer records and saves readings to the teacher's server so that the teacher may perform fluency checks or share readings during parent-teacher conferences.

The Library Station allows students to read silently and perform Quick Writes (written comprehension exercises) about the books being read. The Reading Library consists of twelve audiobooks and forty paperback books at four reading levels. The audio library supplies two levels of support for the reader by providing the voice of a reading coach to model comprehension strategies and think alouds that discuss the habits of an effective reader.

The teaching kit includes a teacher's guide, a resource book, strategy books, a reports guide, blackline masters, and classroom management forms. These resources provide teaching plans, graphic organizers, activities, and suggestions for teaching ESOL students.

Student materials contain paperback books, audiobooks, and nine Topic CDs that consist of four pre-reading video segments and the accompanying technology-based, data-driven instruction. Each of the topics supports a central idea or theme (People and Cultures, Science and Math, History and Geography. Physical challenges, such as hearing and vision impairment, are addressed through several features including closed captioning of videotext and increased text font size.

READ 180 contains several types of assessment. Primarily, the Scholastic Reading Inventory is used to place students and monitor progress throughout the program. Other types of assessment for daily progress monitoring take the form of comprehension questions, spelling tests, and cloze procedure exercises located in the Word, Spelling, and Reading Zones. In addition, the Scholastic Management Suite is a comprehensive technological tool that provides immediate, continuous feedback to teachers for progress monitoring by providing detailed progress reports.

How is READ 180 Aligned with Current Reading Research?

Phonics, fluency, vocabulary, and comprehension are incorporated, in varying degrees, in *Read 180*. There are specific phonic elements targeted in the phonics/word study part of the lessons implemented at the Teacher Station. Phonics is also addressed during the Spelling Zone, Reading Zone, and Word Zone at the Computer Station. Here, words are broken into parts and a spelling tip is provided or a student can choose to click on a word in order to receive decoding or spelling tips. There are specific highlighted words that students can double click to hear the word pronounced, spelled, defined, and broken into word parts.

The program uses guided oral reading procedures to improve word recognition, fluency, and comprehension. Specifically, to increase fluency, students can listen to the computer read the passage to them at different rates: slow (word by word), moderate (reading rate slower than speaking rate), and fast (average reading rate of a good reader). The student reads along with computer audio at student-selected speeds, either one word at a time or phrase by phrase. Then he can practice reading at various speeds without audio support. Finally, he makes a recording of the passage, which the teacher can listen to later. Students are also afforded the opportunity to listen to their own reading of the passages to assist in building fluency.

Read 180 strives to increase students' vocabulary by teaching it both directly and indirectly. At the Computer Station, students are exposed to vocabulary before

being read a passage. They are also repeatedly exposed to vocabulary during passage reading, word identification, and spelling activities. The teacher can also reinforce any of these techniques during small or large group instruction. This repetition and multiple exposures to vocabulary items are intended to increase vocabularies of students. If students do not understand a word in the passage, they can move the cursor to the word and click the mouse once. This opens a small window containing the unfamiliar word. Students are provided further options to listen to the word pronounced, obtain the definition, or receive a structural analysis tip before returning to the text passage.

Research based comprehension strategies are evident in the teacher directed lessons as well as the technology component of the *READ 180* program. Examples of comprehension strategies within the teacher guide include main idea, summarizing, sequencing, compare/contrast, and cause/effect. *READ 180* uses computer technology to provide immediate corrective feedback to students regarding their performance on cloze procedure activities and other reading comprehension strategies. Students are required to provide the right answer before moving on to the next activity. If an error occurs, students can return to the passage to find evidence in the text to help answer the question.

The Professional Development component is included with the purchase of the *READ 180* curriculum and consists of 2 full days of training and a Scholastic Red online reading course. On-going assistance and coaching is available for teachers at an extra cost. Professional Development can be customized to meet the needs of its participants. In particular, there is an administrator's training that includes a program overview and training in how to support teachers and the *READ 180* classroom. Forms are provided for principal observations and a CD-ROM that models lessons and classroom organization is available for teachers.

Research Support for READ 180



READ 180 was developed by Dr. Ted S. Hasselbring at Vanderbilt University as a project called the Peabody Literacy Program. In 1999, Scholastic licensed the Peabody Literacy Program from Vanderbilt University and revised it to appear as it does today. The instructional design of the program is derived from research on the use of technology for enhancing learning in students with mild disabilities and those who are at-risk of school failure. The Instructional Delivery Foundation in the *READ 180* Software is the Fast2 Model. Its aim is to link new information with information the student currently has stored in long-term memory.

One large study, conducted by Interactive, Incorporated in 2002, examined the effects of *READ 180* on reading achievement of low performing students in middle schools within seven member districts of the Council of Great City Schools. Data are available for the following districts: Boston MA; Columbus OH; Dallas TX; and Houston TX. Although the study intended to include random assignment, several sites reported using quasi-experimental control groups instead. For example, in Columbus and Boston, most or all control children were selected from additional middle schools, rather than from within the schools where *Read 180* was implemented. At three sites the SAT-9 was administered in the spring prior to, and again in the Spring following implementation of *READ 180* in 6th, 7th, or 8th grade classrooms. In Columbus, the SAT-9 was not administered as planned at pretest and there were sampling confounds as described above; therefore the results presented are for Dallas, Houston, and

Boston only. Due to the violations of random assignment and lack of appropriate matching, none of the within-site treatment and control pairings had equivalent pretest scores. In Boston, results indicated that whereas the treatment groups demonstrated more growth, they started significantly below the control group and regression to the mean cannot be excluded as an explanation for the outcome. In Houston, the treatment group started with higher scores than the controls and both groups showed equivalent gains. However, after combining the treatment ($N = 387$) and control ($N = 323$) groups across all three sites, the pretest scores were equivalent, and results indicated a significant advantage for the *Read 180* participants at posttest. Whereas these results provide tentative support for *Read 180*, the lack of random assignment means the effect of school-based differences cannot be ruled out completely as an explanation for the *Read 180* participants' higher scores.

Another study was conducted in eighth grade classrooms in the Los Angeles Unified School District. Students were eligible for participation if they were among the lowest performing students within this grade level, including some students repeating the 8th grade. From this population, 537 students from 58 schools were designated as the treatment group; they represented 69 classes that were selected to implement *Read 180*. A comparison group of 536 students, matched on gender, ethnicity, percentage of LEP students, and prior SAT-9 performance level, was selected from other eligible 8th grade students. Results of the SAT-9 administered the spring prior to implementation of *Read 180* indicated that the two groups had equivalent pretest scores, whereas SAT-9 results from the spring following implementation indicated that the *Read 180* participants achieved significantly higher NCES scores. Significant differences at the posttest were obtained because, although the *Read 180* group's NCES scores only improved slightly, the comparison group's NCES scores decreased on both the Reading and Language Arts SAT-9 subsections. These results provide preliminary support for the efficacy of *Read 180*, although the lack of random assignment means that some classroom and school-based variations may be partly responsible for these findings.

In conclusion, the instructional content and design of *READ 180* is consistent with current reading research. There is a beginning level of research support for the use of *READ 180* as an intervention to teach intermediate students necessary comprehension skills. However, future random assignment studies are needed to better support the efficacy of this curriculum.

Strengths & Weaknesses

Strengths of *READ 180*:

- Research-based comprehension instructional techniques are used.
- Repetition of and multiple exposures to vocabulary and immediate corrective feedback are provided.
- Scaffolding is consistently provided throughout the program.
- Universal accessibility features (adjustable font size, keyboard navigation, text captioning) are included.

Weaknesses of *READ 180*:

- Classroom management is key since students must be engaged in learning while at each station in order to benefit from instruction.

Which Florida districts have schools that implement READ 180?

Alachua	352-955-7880	Leon	850-487-7147
Brevard	321-633-1000	Manatee	941-708-8770
Broward	754-321-2600	Marion	352-671-7702
Charlotte	941-255-0808	Monroe	305-293-1400
Citrus	352-726-1931	Okaloosa	850-833-3109
Collier	239-377-0212	Orange	407-317-3202
Dade	305-995-1428	Osceola	407-870-4008
Dixie	352-498-6131	Palm Beach	561-434-8200
Duval	904-390-2115	Pasco	813-794-2648
Gilchrist	352-463-3200	Pinellas	727-588-6011
Glades	863-946-2083	Polk	863-534-0521
Highlands	863-471-5564	Santa Rosa	850-983-5010
Hillsborough	813-272-4022	Seminole	407-320-0006
Indian River	772-564-3150	St. Lucie	772-429-3925
Lake	352-253-6510	Taylor	850-838-2500
Lee	239-337-8301	Walton	850-892-1100

For More Information

<http://teacher.scholastic.com/read180/about/index.htm>

References

National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications on reading instruction*. National Institute of Child Health and Human Development, Washington, D.C.



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Important Note: FCRR Reports are prepared in response to requests from Florida school districts for review of specific reading programs. The reports are intended to be a source of information about programs that will help teachers, principals, and district personnel in their choice of materials that can be used by skilled teachers to provide effective instruction. Whether or not a program has been reviewed does **not** constitute endorsement or lack of endorsement by the FCRR.

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