

# Florida Center for Reading Research

## Read 180 Enterprise Edition

### What is Read 180 Enterprise Edition?

*READ 180 Enterprise Edition* is a comprehensive reading intervention program for struggling readers in grades four through twelve. The goals of the program are to increase students' decoding, fluency, vocabulary, comprehension, and writing skills. Originally published in 1999 as Read 180, the *Read 180 Enterprise Edition (Read 180 EE)* appeared in 2006 with enhancements that include more teacher-directed, small group instruction, the ability to aggregate data, and additional support for English Language Learners. Daily, 90-minute lessons utilize an instructional model consisting of one 20-minute whole group session, three rotating, small group sessions of 20 minutes each, and a 10-minute whole group wrap up. Stages A, B, and C of *Read 180 EE* encompass the elementary, middle and high school levels, with each stage consisting of 9 theme-based workshops that employ a variety of text genres and content area nonfiction selections. Each workshop lasts approximately 4-6 weeks. While the structure of the instructional model remains the same for each stage, the lesson content changes to include age-appropriate material.

A typical *Read 180 EE* class period begins with whole group, teacher-led instruction. A brief, engaging video sets the stage for instruction by building background knowledge for the theme and the three stories of the workshop. The issues-based content of each workshop provides real-life accounts of people that serve as a motivational piece for students. Vocabulary, word analysis strategies, and one specific comprehension strategy are explicitly taught. Group discussions involve questions that link to the workshop theme. Students are instructed in the key writing types that directly relate to their readings, such as narrative, expository, descriptive, persuasive, and literary response. During shared reading, the teacher models fluent reading. After this, students begin three different, small group rotations: one teacher-led group, one technology-based group, and one modeled and independent reading group.



Small group, teacher-led instruction provides students with differentiated levels of support by teaching, reinforcing, and extending skills introduced during whole group instruction. This is a time for teaching and extra practice in phonics, fluency, reading, vocabulary and word study, comprehension and writing skills. The teacher may decide to replay the video associated with that day's story to review the important concepts.

Students in the topic software group receive customized, technology-based instruction in four different areas: the Reading Zone, the Spelling Zone, the Word Study Zone, and the Success Zone while a supportive audio mentor offers corrective feedback and encouragement. In the Reading Zone, students watch the brief video, read leveled passages with audio support, and learn targeted vocabulary. This is followed by practice without audio support, and an opportunity for students to make their own recording of the passage. Next, in the Word Zone students participate in several word-recognition activities that target automaticity. Students receive decoding tips with previously identified words, make an audio recording of their study words, and compare their own recordings with a recorded model of these words. In the Spelling Zone, students hear and spell words from the passage. They complete the

Spelling Zone with a proofreading activity where they read sentences, identify misspelled words, and choose correct spellings. Students participate in the Success Zone once they have demonstrated mastery in the other three zones. The Success Zone provides comprehension practice with discrepancy passages, a cloze activity, and a final oral reading practice.

At the modeled and independent reading group students read silently from a paperback or listen to an audiobook. The audiobook supplies two levels of support for the reader by providing a narrator who reads aloud and models fluent reading, and the voice of a reading coach to model comprehension strategies and think alouds that discuss the habits of an effective reader. Each stage of *Read 180 EE* contains twelve audiobooks, thirty paperback books for Stage A, and forty paperback books for Stages B and C covering several genres. In order to accommodate a wide range of reading abilities, paperbacks span four reading levels (lexile levels 200-1200).

The Scholastic Achievement Manager (SAM) is a sophisticated management system for all of the *Read 180 EE* software that provides a variety of assessment tools to track and monitor student growth. It also generates reports and offers resources for differentiating instruction. The Scholastic Reading Inventory (SRI) serves as the initial assessment for students and automatically places students at the appropriate level in the software before instruction begins; it is also used for progress monitoring and provides information about students' reading levels to assist teachers when planning small group instruction. A curriculum-based measurement called rSkills is used to assess students in the areas of comprehension, word study, and grammar after every two workshops and consists primarily of comprehension questions, spelling tests, and cloze procedure exercises.

For each stage of *Read 180 EE*, the teacher and student materials are well-organized and user-friendly. Materials include a highly detailed teacher's edition, an implementation kit, several resources for differentiating instruction, assessment tools, professional development resources, instructional software, paperback and audiobooks, anchor videos, and student worktexts (workbooks which include all of the workshop text readings). The teacher's edition contains an explicit lesson planning guide that indicates the sequence and pacing of instructional activities within each workshop, objectives for each lesson, and checkpoints to assist teachers with resources for differentiating instruction.

### How is Read 180 Enterprise Edition aligned with Current Research?

Phonics, fluency, vocabulary, comprehension, and writing play a major role in *Read 180 EE*. These important components are incorporated into a well-integrated model of instructional delivery that is effective for struggling readers. Prominent features of the program include instruction that is explicit and systematic, and cumulative review of concepts, strategies and vocabulary. During instructional routines, the teacher models strategies and provides the students with think-alouds, guided practice, and independent practice. Scaffolded instruction exists on many levels, including teacher feedback, instruction that is broken into smaller steps and gradually increases in difficulty, software that adapts to the level of each student, and leveled books.

Phonics instruction takes place in the form of word analysis procedures. Certain words are targeted for extra practice due to difficulty students have experienced during passage reading. Activities focus on blends, inflected endings, digraphs, prefixes, suffixes, and spelling. In some activities, the word is broken into parts and a

spelling tip or decoding tip is provided. When reading a passage, students may click to hear the word pronounced, spelled, defined, and broken into word parts.

Fluency instruction is an integral part of *Read 180 EE*. Students engage in frequent repeated oral readings of texts, timed readings, and they hear models of expressive, fluent reading during teacher read aloud and as they listen to the audiobooks. During teacher read aloud, students participate in an oral cloze and in choral reading. At the computer, students can listen to the passages read at different rates, and, they may read along with computer audio, either one word at a time or phrase-by-phrase. They may also practice at various speeds without audio support. The passages students read on the software are adapted to their individual reading ability. Text difficulty gradually increases as a student progresses through the program. Students may listen to their own recording of a passage, and teachers can also listen to the recording at a later date.

*Read 180* strives to increase students' vocabulary by teaching it both directly and indirectly. Students are repeatedly exposed to vocabulary before, during, and after passage reading and as part of word identification and spelling activities. The teacher reinforces vocabulary during large and small group instruction using student-friendly definitions and engages the students in discussions that require thinking critically of the word's meaning. It is recommended to teach the workshops in sequence since vocabulary is recursive throughout the selections of each workshop. During passage reading, students may click on highlighted words to hear definitions, context sentences, and pronunciation support. Students are provided with sentence starters that assist in correct use of language. In the topic software, English Language Learners have the opportunity to hear key vocabulary words defined and translated into five languages: Spanish, Cantonese, Hmong, Creole, and Vietnamese. They also have the opportunity to listen to a summary of the video in one of these languages.

Comprehension instruction is a hallmark of *Read 180 EE*. Research-based comprehension strategies such as comprehension monitoring, using graphic organizers, answering and generating questions, recognizing story structure, and summarization are taught explicitly, systematically, and intensively. Students are also taught main idea, sequencing, compare/contrast, and cause/effect. The three texts in each workshop increase in difficulty and align with the program's gradual release of responsibility model. Teacher support and scaffolding is stronger in the early lessons and gradually allows students to become more independent. Questions before reading cue students to be prepared to discuss their reasons, thus directing their focus during reading. A point of class discussion includes cross-text analysis of the different genres being read. The conceptual understanding developed by the anchor videos serves as a unifying force throughout all aspects of the workshop lessons and readings. Additionally, the readings share similar themes that build upon each other. When conceptual and vocabulary knowledge is widened and deepened, students have the opportunity to strengthen their comprehension and reasoning abilities.

Initial and ongoing professional development for teachers is provided with purchase of the *Read 180 EE*. The implementation training consists of 2 full days of training. Administrators and literacy leaders receive a half-day session that includes a program overview and training in how to support teachers and the *Read 180 EE* classroom. Many resources are included with the trainings as well as the online professional development course entitled Best Practices for Reading Intervention. Additional professional development is available for a fee.

## Research Support for Read 180 Enterprise Edition

*Read 180 EE* was found to have potentially positive effects on reading comprehension for 9<sup>th</sup> graders who are moderately at risk students. Although a number of quasi-experimental studies have been conducted on the original Read 180 program, due to the changes and additions to the program, they will not be included in this report. A three-year experimental study that examined a 60-minute model of *Read 180 EE* will soon be available. The study summarized below, examined the effectiveness of the new *Read 180 EE*. See FCRR's standards for research designed to examine program effectiveness:

[http://www.fcrr.org/FCRRReports/PDF/Research\\_Criteria.pdf](http://www.fcrr.org/FCRRReports/PDF/Research_Criteria.pdf)

In 2006-2007, an independent, third party evaluation was conducted in six high schools in a semi-urban Florida school district to determine the relative efficacy of four approaches to improving the reading skills of at risk ninth grade students (Lang, Torgesen, Petscher, Vogel, Chanter, & Lefsky, 2008). Students (n=1,029) were selected for the study based on their performance on the Spring 2006 Florida Comprehensive Assessment Test-Sunshine State Standards (FCAT-SSS). Of these students, 302 were identified as Level 1 and 727 as Level 2. FCAT-SSS scores range from Levels 1-5, with Levels 3 and above considered passing scores. To determine this placement in the FCAT-SSS, scale scores are reported. Students scoring at Level 1 and Level 2 on the FCAT-SSS have little or limited success with the content. Retrieved February 6, 2008 from <http://fcats.fldoe.org/pdf/fcAchievementLevels.pdf> The FCAT-SSS consists of a combination of informational and literary passages and assesses students across four main clusters: reading comprehension in the area of words and phrases in context, main idea, comparison/cause and effect, and reference and research (Lang et al. 2008).

In this study, students were randomly assigned to one of four groups with the first three considered treatment conditions: 1) *Read 180 EE*, described in the body of this report; 2) SRA REACH, a direct instruction program that combines Corrective Reading, Reasoning and Writing, and Spelling through Morphographs; 3) Reading Intervention through Strategy Enhancement (RISE), (designed by Dr. Evan Levsky), which defines a set of instructional activities and a sequence of instruction; 4) SOAR, School Offered Accelerated Reading to achievement, described as a "business-as-usual" approach that served as a control for the other three approaches. Students in all four conditions received daily reading instruction for 90 minutes. In a repeated measures analysis, all groups made significant progress from the fall of 2006 to the spring of 2007 except for the SRA REACH group. Hierarchical linear modeling was used to compare the performance of each of the experimental groups to that of the control group. Results indicated that the *Read 180* treatment group outperformed the control group, but only for students who were at moderate risk. For those who were at severe risk (i.e., Level 1 students), there were no differences in the gain scores between students in the treatment conditions (including *Read 180 EE*) and students in the control group.

## Conclusion

In summary, the instructional design and content of *Read 180 EE* is consistent with research suggesting that older struggling readers may benefit from intensive and extended practice in word study, fluency, vocabulary and comprehension. We conclude that there is an initial level of support for use of *Read 180 EE* to improve the reading comprehension of moderately at risk high school students. Future well-designed

studies that include random assignment, matched units for assignment and analysis, and equivalent scores on pretests between the treatment and control groups will be useful in determining the strength of the effectiveness of *Read 180 EE*.

## Strengths & Weaknesses

Strengths of *Read 180 Enterprise Edition*:

- Assessment drives instruction and research-based comprehension instructional techniques are used.
- Explicit, sequenced instruction, 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.
- The many and varied resources are highly organized, teacher-friendly, with detailed and explicit information pertaining to correct program implementation.
- The anchor videos are engaging, motivational and provide a thematic cohesiveness throughout each workshop.
- Daily writing connects to workshop readings.
- Many teacher-friendly resources for professional development are embedded within the *Read 180 EE* program at point of use.

Weaknesses of *Read 180 Enterprise Edition*:

- None were noted.

## Which Florida districts have schools that implement Read 180 Enterprise Edition?

Bay	850-872-7700	Levy	352-486-5231
Brevard	321-631-1911	Martin	772-219-1200
Broward	754-321-2600	Okaloosa	850-833-3109
Clay	904-284-6510	Okeechobee	863-462-5000
Dade	305-995-1430	Orange	407-317-3202
De Soto	863-494-4222	Osceola	407-870-4008
Dixie	352-498-6131	Palm Beach	561-434-8200
Duval	904-390-2115	Pasco	813-794-2651
Gulf	850-229-8256	Pinellas	727-588-6011
Hardee	863-773-9058	Polk	863-534-0521
Hendry	863-674-4642	Putnam	386-329-0602
Hillsborough	813-272-4050	St Johns	904-819-7502
Indian River	772-564-3150	St Lucie	772-429-3925
Jefferson	850-342-0100	Santa Rosa	850-983-5010
Lafayette	386-294-4107	Seminole	407-320-0006
Lake	352-253-6510	Taylor	850-838-2500
Lee	239-337-8301	Washington	850-638-6222
Leon	850-487-7147		

## For More Information

[http://teacher.scholastic.com/product Is/read180/](http://teacher.scholastic.com/product%20Is/read180/)

## References

FCAT Achievement Levels. Retrieved February 6, 2008 from  
<http://fcat.fldoe.org/pdf/fcAchievementLevels.pdf>

Lang, L. H., Torgesen, J. K., Petscher, Y., Vogel, W., Chanter, C., Lefsky, E. (2008, March). *Exploring the relative effectiveness of reading interventions for high school students*. Paper to be presented at the Annual Research Conference of the Society for Research on Educational Effectiveness, Crystal City, Virginia.

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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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