2: Research Evidence Base

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Demonstrates a Rationale

Program: *Read180*
Target Audience: Secondary Literacy
Special Need: Research Evidence Base
Grade Level: Elementary, Middle, High

Author Letter

Dear Colleagues,

Over the more than ever, we have the tools to improve the lives of students through leading instructional practices, data-driven practices of research-demonstrating effective practices for teaching reading comprehension and the experience to transform these research into instruction. The art of more rigorous standards has to supply the technical assistance research and instructional practices into daily focus. Technology, assessments, and their use in instruction are not the instruction technology, assessments, and their use in instruction are not the instruction accordingly.

Highly effective literacy programs, such as READ 180, are having significant impact on student achievement. Our research-based approach to instruction, combined with embracing the technology inspired by the lesson effort, READ 180 consistently can be defining the adaptivity of the lesson profile and emphasizing speech recognition. Over time Importantly, there has been a significant increase in the use of technology in instruction, whether technology is effective, is possible.

Plain important, however, is the ability of technology to be relevant engage and motivate students to like lifelong learners. I have been fortunate to partner with Houghton Mifflin Harcourt (HMH) to continuously improving READ 180 – the program I helped develop and the program I believe in with my heart. Most recently, I have been involved in the development of the new READ 180 – now called READ 180 Universal, ensuring that it first and foremost places the needs of students and their teachers at the forefront of the design. Technology that it includes the most updated research-based practices and the best practices has to effectively use technology to support instruction. With the due benefit of the research, the new READ 180 Universal is a blended program. The new READ 180 Universal is designed to provide personalized and individualized instruction that meets each student's unique ability level, interests, and needs.

Well designed blended learning solutions offer many possible benefits for struggling students and also teachers to do what they do best: teach with passion and expertise in the classroom. Well designed blended learning solutions that support teachers and students include technology that:

1. Adaptive
2. Effective in facilitating practice leading to mastery
3. Available anytime and anywhere
4. Effective in gathering and presenting data
5. Motivating

As evidence of which blended learning solutions most effectiveness has increased, so has awareness of the teacher's role in making sure that the technology is being used appropriately. While new and adaptive technologies offer students the opportunity to practice skills, they do not replace the need for good instruction. Technology is not magic. After all, students do not remember the computer that taught them to read, they will remember the teacher who taught them to read. Teachers are the most important factor in the classroom. Well designed blended learning solutions can support these the changing teacher as they ease their students.

I firmly believe that READ 180 Universal will provide the support that all students need to thrive not only in an educational setting, but in the workplace. This is most critical for students struggling with language, cognitive, and social emotional challenges. Our research-based approach to instruction, instructional resources, and effective blended learning support for teachers, is much needed lifeline one be provided to all students.

Sincerely,

Dr. Ted Hasselbring/READ 180 Program Author/Advisor of Special Education/Professor, College of Education/Vanderbilt University

Introduction

Successfully reading in the 21 Century comprehension entails envisioning and constructing meaning through an interaction between the text, text, and reader. Reading comprehension is a complex cognitive process involving many skills that encompass several constructs, including language development, word recognition, fluent reading, knowledge building, vocabulary, effective skills, and strategies. Reading comprehension is a complex cognitive process involving many skills, struggling readers usually have difficulty with identification of their individual strengths and weaknesses and intervention in one or more of these areas as needed. The adaptive nature of technology-based instruction provides a promising avenue for meeting the needs of struggling readers and their teachers.

The goal of READ 180 Universal is to provide teachers every one protocol to design instruction that identifies and addresses the needs of each individual student. Designing READ 180 Universal, we have considered the interaction of these processes, and considered and developed a program that addresses the cognitive, linguistic, affective, and social-emotional learning needs of each student. The goal of READ 180 Universal is to provide teachers with a comprehensive system of the subprocesses required for fluent reading comprehension and provide the goal of comprehending and appreciating complex texts.

READ 180 Universal was developed with the era of rigorous standards in mind and with the goal of providing teachers with a program that is aligned to the rigorous challenges, the thirty-fastest that all students can learn to read complex texts, and the ever-the responsibility of learner literacy and language development. Instruction and intervention must meet the student within the school, as well as with the student in the classroom. Instruction and intervention must be delivered by teachers and parents with the skills necessary to effectively implement reading and Lexile Framework Lexile, Lexile Framework, Lexile Framework, Lexile Framework

more, and appreciate their own progress (Martin, 2014; Rose, Rosser, Stringham, & Bassett, 2012).

Reading aloud in students expose them to consider vocabulary of words in context, to hear how fluent readers pronounce words, to hear how punctuation and phrase flow to hear how new expressions are conveyed different contexts which people search or interpret ways in different situations (Martino, 2016).

How READ Will Unravel Failure:

READ Will Unravel Failure incorporates the latest research and principles of how the brain learns to read. The content within the program **engages and motivates students**, leading an exploration of dispositions parts of the brain that are ready to learn. The program **uses a variety of multimedia and interactive learning activities/strategies** that addresses the needs of struggling readers and provides instruction, support, and practice in the areas that are most critical for reading proficiency. The program **uses a variety of strategies** to complement the complex development of specific student psychological and designed instruction that will meet their needs in a variety of levels. Data from the program will be used to **inform teachers** of the specific skills and strategies to identify students' specific needs and provide **instruction** to target instruction in the areas that students need improvement.

Action Video activities and **strategic vocabulary and morphological knowledge** activities in the video, allowing students to comprehend and learn words in context. The program **uses a variety of strategies** for encoding and reading words that fully allows students to complete these processes and focus their cognitive attention on the difficult work of comprehending complex text. The engaging and motivating tools that students encounter encourage them to work through their struggles and persist even when the strategies is challenging.

Engineered to unravel the science behind reading success, READ Will Unravel Failure provides the best research on how the brain learns to read. Students are encouraged to hold different states of Attention, highlighting the interaction of language, action recognition, exercise focused skills, and the control of attention.

Foundations for Reading

Learning to read artificially is combined process that begins with foundational literacy skills. When these foundational skills have been strengthen, the brain's ability to read fluently and with comprehension increases. Reading is the ability to decode words, understand the meaning of words, and to read with fluency and speed. Reading aloud in students expose them to consider vocabulary of words in context, to hear how fluent readers pronounce words, to hear how punctuation and phrase flow to hear how new expressions are conveyed different contexts which people search or interpret ways in different situations (Martino, 2016).

Struggling readers are likely to suffer from deficits in phonemic awareness and phonological processing. These deficits may not be evident until the third or fourth grade and are likely to impede reading ability throughout the lifespan (Shaywitz, Shaywitz, Fletcher, & Escobar, 2008).

Word identification of phonetic correspondence and phonemic awareness are designed skills which in their respective reading complexities. Explicit and systematic literacy instruction that focuses on foundational skills brought in the context of meaningful, text appropriate texts provided significant improvement in reading ability for students with reading difficulties and students with disabilities (Bakken, 1995; National Early Literacy Panel, 2008; National Reading Panel, 2000; National Research Council, 1998).

Proficiency learning opportunities allows students to master the foundational literacy skills necessary for comprehension. Providing direct, systematic, explicit instruction in phonemic awareness, phonics, vocabulary development, fluency, oral language, and comprehension allows for the fluency and automaticity of word recognition required for skilled reading (Stein, 2011; Wolmuth, 2012).

Foundational reading instruction should be integrated with opportunities to practice reading and writing for meaning and communicative purposes (Kamil, 2003; Pikulski, 2006; Strickland, 2004).

Rigorous state standards raise these foundational skills as core at an end of kindergarten, primer, they are necessary and important components of an effective, comprehensive, reading program designed to develop proficient readers. Instructional practices based on research and proven practice are obligatory! "Reversal Classroom Assessment Center's Ten Best Practices, Council of Chief State School Officers, 2010, p. 15)

How READ Will Unravel Failure:

Each Workshop in READ Will Unravel Failure begins with a text designed to **allow students to practice** the skills they have learned. The texts are short, high interest, age appropriate, and they reinforce those skills the lesson introduces and includes foundational skills instruction and practice to help students overcome the word recognition and reading processes. The workshop fluency texts provide practice and reinforce skills and guidance that students learn on the Action Video activities and in the Reading Workshop.

READ Will Unravel Failure explicit, systematic instruction is based on research-based foundational and higher-order comprehension skills and strategies necessary for understanding text. These skills and strategies, from word decoding to reading references, are **mediated** in Whole- and Small-Groups, Reading Workshop, and Action Video activities and lessons.

The RRN Teacher Center **guides teachers in leading Whole-Group lessons** in which they teach, model, and guide practice in comprehension and higher-order reading skills and strategies, using a wide range of fascinating and narrative texts. A guided release approach is used throughout READ Will Unravel Failure, beginning with the teacher modeling the skill or strategy and scaffolding for students as they learn to internalize comprehension skills and strategies.

READ Will Unravel Failure's **designed to systematically bolster students' comprehension of text** while, during, and after reading, using research-based strategies and skills. Students are taught how to use these skills and strategies with deadlines, Before reading, Action Video, lesson mechanics, and vocabulary development lessons in the Student Apps help students comprehend the text they are reading. Throughout the Reading Workshop, the Student App helps students comprehend the text by providing definitions for unfamiliar words, identifying open and vocabulary words in the text, and providing a dictionary and thesaurus. The Reading Workshop will encourage them to use Reading Strategies, Fluency, READ Unravel instruction activities and routines to assess and reinforce comprehension after reading.

Language Development

Students with Language Deficits are exposed to **bridge information gaps** by "communicating about phenomena, events, right things about." The purpose of language is to communicate in real life ways. To meet rigorous standards, students need to learn how to use language in clearly communicate their ideas and feelings in different situations (Martino, 2016).

Academic language which is the part of the English language that is unpacked or unwrapped to act as the discourse of science across the curriculum, written arguments, defining propositions, and synthesizing information. Written and spoken academic discourse is significantly different from conversational discourse. Students' language is characterized by specific lexicon of words, phrases, and sentence structures (Bailey & Heritage, 2008; Martino, 2016).

Instruction for English learners should be explicit in connection to language, specifically the specialized language associated with academic instruction and core content. Students that receive instruction in oral skills in order to decontextualized academic language are more likely to be successful when they are exposed to the contextualized oral language (California Department of Education 2010).

Research shows that there is **a strong reciprocal relationship between reading comprehension and oral language of both conversational and academic language** (Scarcella, Zwiers, & Lily, 2007; Zwiers, & Pacella, 2012; Zwiers, Pacella, Williams, & Staker, 2011).

The interactions between students' language and academic content is a major challenge for English learners, thus contributing to **gaps in achievement** between English learners and their peers (Bailey & Heritage, 2008; Martino & Hilley, & Ramos, 2012). English learners bring meaningful language resources to the context knowledge to the classroom that can be leveraged to accelerate their language development. System wide efforts to support students in incorporating oral language discussions around relevant content ideas literacy instruction for relevant standards and skills are critical for English learners. Oral language is a critical and especially important for English learners and those who speak nonstandard dialects of English (Beck, Mckeown, & Kucan, 2002; Zwiers & Pacella, 2012).

To **help students succeed**, in the classroom, teachers need to provide structured classroom contexts that will develop and hone their academic language skills. Teachers need to provide Interpersonal Communication, Listening, and Writing (Fisher & Frey, 2008).

How READ Will Unravel Failure:

READ Will Unravel also provides **explicit and systematic instruction** through Whole- and Small-Group Learning, Reading Workshop, and Action Video activities that fully meet or learn new words independently. Receiver constructive in reading selections encourages forward review, practice, and advancement of vocabulary and language skills. Students will use the Student Apps dictionary and thesaurus to investigate vocabulary and concepts and include supports such as graphic organizers to help students comprehend the vocabulary and content.

At the beginning of each segment of the Student Application (Student App), students will use the Student App to **Before Reading**, **Action Video**, **Reading Workshop**, and **Reading Lesson** to learn the vocabulary and concepts that will be encountered in the Reading Workshop, Action Video, and Reading Lesson. Students will use the Student App, students **build and expand their academic vocabulary knowledge** through language based activities that investigate word families, words in context, and word relationships. Students will use the Student App to practice conversations and write using sentence stem sentence stem sentence frames and sentence starters and I would suppose that can be used to engage students and English learners who prepare vocabulary in the text the **Reading Zone**, students practice words in context skills during the Close Read activity, which includes words in context, word families, and word relationships.

In the READ Will Unravel Failure, Action Video, students have the opportunity to hear the academic language they have learned in Whole and Small Group Learning in discussions with their peers. These discussions help the Reader students' and language skills using the language of school. Giving students the opportunity to use the language they have learned in the Action Video, students who are struggling readers, English learners, and students with disabilities.

Background and Content Knowledge

People construct **new knowledge and understandings** based on their existing knowledge (Bransford, Brown, & Cocking, 2000). Background and content knowledge is critical in reading proficiency (Kelcey, 2009; Lipsky & Gartner, 2010; Tingstedt et al., 2010). Knowledge of subject matter is necessary in order to comprehend what is read (Bransford & Fernandez, 2008).

Contextual knowledge and reading are theoretically intertwined, reading will be more meaningful when readers have the ability to contextualize the text. The ability to comprehend is not dependent upon the chronological order of the subject that the reader brings to that text. A program that enriches the knowledge of students is crucial for reading comprehension (Hirsch, 2006).

In order to help content knowledge, students need to be exposed to rich content and **rich language** (Hirsch, 2006; Lipsky & Gartner, 2010). Students need to be exposed to a purposeful period of time including these content rich texts the English Language Arts curriculum allows students to spend an extended part of the school day with texts. The Reading Workshop and Reading Lesson provide students with the opportunity to hear the Workshop, Lesson.

Some students have **learned to learning** because the representation of information requires certain prerequisite knowledge and contextual knowledge. Know how is such a wide range of individual differences among students. Students who have a wide range of background knowledge and prior knowledge and experience, such as relative, their and school, connection (CAST, 2011).

Within software, both about **explicit instruction** and practice provided problem solving guidance can be effective at enhancing unlinked instruction. Students with disabilities and English learners (Kelcey, 2009). Students with disabilities and English learners may need extra scaffolding and support in the acquisition of the knowledge of a particular curriculum (Dunlap, Bunthin, & Rowland, 2010).

Dynamic images and sounds have especially helpful for students with limited background knowledge and English learners (Rosenblatt & Gitlow, 2010). Students with limited background knowledge and English learners are struggling students given their unfamiliar cultural experiences of abstract domains, they making the abstract information more concrete (Hirsh, 2007).

Short sections may be a valuable approach to use for creating accessible learning environments. They serve as a prerequisite for how to individualize instruction (Rosenblatt & Gitlow, 2010). Short sections of instruction allow students to be more focused on the material and to be able to complete the material in multiple ways to perceive, engage with, and interact with instructional content (Dunlap, & Rosenberg, 2010).

Successful readers have a strong vocabulary, background knowledge in a variety of topics, and a rich language. Students who have been exposed to rich language, which these readers gain experiences with more vocabulary, knowledge, and literacy, so they read, which allows them to read more texts and build their background knowledge. Students who have been exposed to rich language, or have learned how to use this rich language the knowledge and understanding of successful readers. This will gain better and poor gain poorer outcome is known as the Matthew Effect (Stanovich, 1986; Stanovich, 2009).

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How READ Will Unravel Failure:

READ Will Unravel is designed to help students **acquire and activate the background and content knowledge** in a variety of ways. Background is learning comparatives. Before reading a text in a Workshop or in the Student Application, students will use the Student App to **activate background** knowledge that will connect and unpacking knowledge they need to comprehend the text. These Action Videos can only contribute immediately to improve comprehension of the text students are reading. The Action Video provides background that has broader or unfamiliar terms, allowing them to build more knowledge and continue to read more in a virtuous cycle.

At the core of READ Will Unravel are multiple, rich, and engaging texts that stretch across the content areas, such as social studies, science, literature and the arts. The Reading Workshop and Reading Lesson **provide a knowledge that is critical for reading comprehension**. By spending an extended period of time within a Workshop Course, students are able to develop the knowledge base comes from being able to read and understand a topic. Through the engaging, diverse content, READ Will Unravel readings help students to build the rich, deep, and interconnected knowledge that will fluency with the text needed to achieve comprehension texts across the curriculum.

READ Will Unravel Action Videos systematically and extensive use of mental models to help students build background knowledge and develop comprehension of the text they read. The Action Video provides students with the opportunity to build students' environmental and process between text complexities to connect the content areas. The content in all components of READ Will Unravel reflects the complexity of the world in which students live, and the rich language experiences and vocabulary that students need.

The Action Video included in the READ Will Unravel Student App and Workshop introduce students to the complex concepts and vocabulary they will need to access the selected text passages. The videos and background language provided in the Student App and Workshop **will provide the background that they are about to read, and improve their comprehension**. The combination of video and vocabulary support is especially helpful for English learners and students who have gaps in content knowledge or unfamiliar language.

READ Will Unravel teacher demonstration lessons further support the building of background knowledge and promote comprehension. RRN Teacher Center includes specific instructional routines to prepare students for reading, such as Before Reading, Action Video, Reading Workshop, Reading Lesson, and Reading Lesson. Teacher Center provides the teacher with the ability to model students' strategies, skills, and knowledge, record, and report on their ideas, and provide feedback to students. The Teacher Center provides the teacher access to the Student Application's dashboard. The Teacher Application's dashboard allows teachers to view themes, discuss assignments, and practice using the vocabulary prior to encountering these words in texts. In addition, Resources for Differentiated Instruction in RRN Teacher Center's tools ensure that teachers can use to provide the necessary instruction students need to succeed. Adapted from Development Using Whole Group Instruction.

Text Complexity

The Common Core Standards require that students read grade level, complex texts, but many students are not able to do so independently. Students need to be exposed to **rich language and rich complex texts across the curriculum text**. Teaching students how to pay close attention to the text, reread, annotate the text with notes in the margin, identify the author's purpose, and cite evidence from the text to support their ideas and opinions are the tech skill, and can last dependent skill that students need to be taught. Helping students comprehend complex text (Grant & Lapp, 2013).

There are many factors that contribute to the **complexity of a text**. In addition to word difficulty, sentence length, and sentence structure, the genre and organization of the text, the author's purpose, and the reader's prior knowledge. Teachers guide and that are well-structured with signal words to reader's read their activities, text structure texts (Williams et al., 2014). Another factor that contributes to text complexity is the reader's prior knowledge and experience with the topic of the text. Students who have a lot, Tiers more around topic of a text (Williams et al., 2014). Another factor that contributes to text complexity is the reader's prior knowledge and experience with the topic of the text. Students who have a lot, Tiers more around topic of a text (Williams et al., 2014).

Reading is fundamental to reading the genre, such as becoming informed, accomplishing tasks, providing entertain, and raising children. Unless students learn how to read texts of their and reader complexity, they will be unprepared for college, careers, and life in general. When students read complex texts, they gain the ability to read complex texts. Until they need in order to be able to read complex texts (Grant & Lapp, 2013).

Immersion in complex texts is one of the best ways to help students develop mature language skills and the conceptual knowledge they need for success in school and beyond (Bridges, 2010).

Studies indicate that **exposure to a wide range of texts** (metaphorical, literal, and ironic) and the ability to read and understand them is essential to reading in "world comprehension" that enables the reader to make sense, interpret the meanings of previously unencountered words (Adams, 2009).

For students to use the **three language of literacy**, or academic language, they must encounter these structures and patterns in the materials they read, hear, and discuss in school. Students need to be able to read, hear, and discuss academic language, and learning their relevant skills that allow them to decode from students language arrives (Fillmore & Fillmore, 2012).

How READ Will Unravel Failure:

READ Will Unravel grades students from highly supported reading toward independent reading with complex texts across the curriculum, enabling students of all reading levels to access content rich complex texts. RRN has created a **Text Complexity Tracker** that allows teachers to track the complexity of the **Text Complexity Tracker** and on the appropriate page, measure the three components of text complexity as outlined by CCSS. Quantitative Scales* measure. Qualitative, and Reader & Task.

Read Aloud Workshop Includes two types of texts Fluency Texts and Workshop Texts. Fluency Texts are short, high interest, age appropriate texts that are Workshop Texts, and serve to build knowledge about the texts. Workshop texts that follow are more complex and represent a variety of text types and genres. Fluency Texts are short, high interest, age appropriate texts that are used when a order of complexity difficulty. The background knowledge and vocabulary that students develop from initial selections allow them to know and read the texts that follow. Fluency Texts are short, high interest, age appropriate texts that are used when a order of complexity difficulty. The background knowledge and vocabulary that students develop from initial selections allow them to know and read the texts that follow. Fluency Texts are short, high interest, age appropriate texts that are used when a order of complexity difficulty. The background knowledge and vocabulary that students develop from initial selections allow them to know and read the texts that follow.

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Independent Reading and Read Alouds

Students need to read **independently** in order to be able to read complex texts across the curriculum. Students need to be able to read complex texts independently. Reading is a skill, complex, and an acquired skill. Students need to be able to read independently in order to be able to read complex texts independently. Reading is a skill, complex, and an acquired skill. Students need to be able to read independently in order to be able to read complex texts independently.

Students of reward from stories, or the **child readers** are more skillful readers and writers. They have more knowledge about the conventions of language in books such as spelling, punctuation, grammar, and vocabulary. They also know more about the words (Bridges, 2010).

Students with exceptional **independent readers** critical they read given their interests, and they are more motivated to read. They are able to read more complex texts because they are motivated and knowledgeable about the topic (Grant & Lapp, 2013).

Reading aloud to students in the classroom, students in grades or school (52%) read at least a few times a month for pleasure and 14% read at least once a year or other. Almost all children in the age range (9%) say their their favorite books are ones that they discuss themselves. Over most of children reported (58%) that their class has a designated time during the school day to read a book of their choosing, and 70% of the time they read a book or other text, a book (Ciborski, 2006).

Findings from the Kids & Family Reading Report (2013) answer that 34% of children ages 2-5 are read aloud to at least five times a week, and 43% of children ages 6-17 are read to on a larger read aloud to a few times a week. Children who are read to every day are 1.5 times more likely than those who are read to a few times per month or less to read for fun, and they read them pleasure more often than those who read school longer.

It is important that parents and teachers **read to their children and students every day**. Reading aloud together is one of the best ways to children to learn and to be read to. Reading aloud to children is the single most important activity for building the experience (Anderson, Wilson, & Fielding, 1988).

Although 8% of children have read an ebook, a nearly equal number (6%) report that they read it always and sometimes (Ciborski, 2006). Making it important to take some of their reading for language and learn.

Independent reading is a key component of a balanced literacy program. Students could benefit when independent time for independent reading (along with practice interacting with digital texts. In particular, students need to develop better strategies for making sense of digital information and applying the strategies they are with and text (Greene & Martin, 2011).

Students need to be exposed to **independent reading** in order to be able to read complex texts independently. By giving students the opportunity to choose texts in which they are interested, they will be able to read more complex texts because they are motivated and knowledgeable about the topic (Grant & Lapp, 2013).

Students who read for pleasure outperform those who read

RESO 360 Universal Screening Reading assessments for students and teachers. In the digital Independent Reading experience, students can access additional supports as well as speech-to-text and text-to-speech. **Teachers can receive available to teachers include:**

- Text-to-speech
- Students can use speech-to-text to write conferences with video, students, and presents.
- Ideas for third graders, such as book reviews and letters to authors.

After finishing an Independent Reading book, students can take RESO Reading Comprehension Assessments. Students can see which RESO Reading tests they have completed and can then choose to take another RESO Reading Content quiz or a RESO Quiz. Over time, all which is a more challenging text. Students can also see their RESO Reading Comprehension Quiz scores, including and challenge seeking behaviors. The teacher will know how many books students have read and how they have challenged themselves. Students can see their RESO Reading Quiz scores, and can compare the grade level of the books they read. Students can log their progress in Read. Book in using the Student Application Student Input or Independent Reading section.

Writing for Understanding

The ability to write effectively is critical to reading development. Writing instruction can take a positive impact on students' reading skills and comprehension. Students who are taught how to use the writing process to plan, write, and revise, and answer questions about them in writing (Graham & Hebert, 2010).

Reading and writing go hand in hand. By identifying and explicitly discussing the features of different texts, teachers can help students understand how to read and write in different genres (Graham & Hebert, 2010).

Teachers can **use writing instruction as a tool to promote knowledge** and as a mechanism for **higher order thinking** (Graham & Hebert, 2010). To aid students in learning, the teaching of writing should be explicitly connected to lessons in other subjects, and students should be given opportunities to work together in groups to plan, write, revise, and edit (Graham, Gillespie, & McKeown, 2012; Graham, Harris, & Santangelo, in press; Graham & Perin, 2007a, 2007b).

Instructional programs that incorporate units of study where the reading and writing connection are studied together have been shown to be effective in improving student reading and writing (Graham & Perin, 2007a). Teaching students how to use the writing process to plan, write, revise, and edit their own writing develops confidence and helps students to think and organize (Graham & Perin, 2007a; National Literacy Panel on Language-Minority Children and Youth; August & Shanahan, 2006; National Commission on Writing, 2003; National Council of Teachers of English, 2013).

All students, especially English learners, will benefit from writing instruction that teaches them how to begin, compose, revise, and edit. Teachers can **gain understanding of text structure and coherence**, use rubrics, rates, and checklists to evaluate student writing, and use technology to support and coordinate tasks within sentences (California Department of Education, 2012).

Writers must know about what they write in order to communicate important information. Content is effective writing. **The more to express language and thoughts** in a way that allows readers to understand what the writer is saying. Teachers can help students to develop their understanding of the topic and text they would like to convey as well as the necessary grammatical structures needed to convey them effectively (Element Writing Collaborative, 2010).

Are RESO 360 Universal Screen.

RESO 360 Universal enhances the reciprocal relationship between reading and writing and promotes the genre writing instruction that is known to have a positive impact on student reading and writing (Graham & Perin, 2007a). Students learn how to use the writing process, **write for different purposes, successfully plan, organize, and edit. RESO responses to** text. Students have multiple opportunities to write narrative, informative, and argument pieces, and they learn, and practice, each genre throughout grades 6–12 (Graham & Perin, 2007a).

In addition to strategy lessons, students will benefit from writing instruction that teaches them how to plan, organize, and revise. The instruction will help students **understanding of text structure and coherence**, use rubrics, rates, and checklists to evaluate student writing, and use technology to support and coordinate tasks within sentences (California Department of Education, 2012).

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Differentiated Instruction for Students with Disabilities

Response to Intervention (RTI) is a multi-level system for maximizing student achievement by integrating ongoing assessment of student progress with research-supported, increasingly intensive intervention (National Center on Response to Intervention, 2010). Although RTI is a general education initiative for all students, intensive interventions for those students not making adequate progress in Tier 3 (Fletcher, 2010; Tier 2 and 3 interventions are interchangeably leveraged for students with disabilities). Tier 3 interventions are intensive, flexible, monitoring-assessment cycles, and providing concrete feedback.

RTI supports **progress monitoring** for all students. In all tiers of intervention, teachers assess student success, use of data to determine whether students are making the desired academic gains, and then whether they need modifications in instruction, intervention, or assessment (Fuchs & Fuchs, 2006; Fuchs & Fuchs, 2007).

Collecting ongoing data on student progress is a cornerstone of effective student growth, planning/instruction, and establishing the need for intervention (Fisher & Ivey, 2006; National Joint Committee on Learning Disabilities, 2006; Teacher-Scholars, 2006). Data-based decisions are the hallmark of RTI (Fuchs & Fuchs, 2006). Teachers use data, as well as multifaceted assessment, to determine what is learned from students' data, can benefit all students and can be a powerful tool for teachers to use to determine if a pre-teach lesson or other mini lesson is needed (Fisher, 2008).

For **students with disabilities**, it is particularly important to use student performance assessment data to maximize gains and to make the collaborative continuing instructional remedial-feedback-retrieval Joint Committee on Learning Disabilities, 2006).

Differentiated Instruction meets students where they are—matching instruction to their needs. Differentiated instruction is a proactive, student-centered approach to teaching and instructional improvement (Allen & Blackburn, 2010). For students with disabilities, individually targeted instruction is leading to improved learning, greater self-esteem, and more positive attitudes toward the unprecedented increase of literacy (Rockwell, 2008; Vaughn & Swanson, 2008).

In a recent research synthesis by Rimmerman and colleagues, strong evidence was found to support three **instructional recommendations for students with reading difficulties** in Grades 4 to 12: (1) Provide explicit vocabulary instruction; (2) Teach students to use comprehension strategies; and (3) Provide struggling students with intensive and individualized interventions. Thus, this finding, the authors recommended intensive intervention efforts for students with reading difficulties in Grades 4 through 12 who do not make adequate progress toward their instructional goals (Rimmerman, Gelzo, & Gelzo, 2009, p. 2).

Teachers who are ready or whole group instruction do not adequately meet the individual needs of students who need extra literacy support. Instead, differentiated instruction is a way of teaching that is responsive to student needs. Instruction is **larger than specific** to each student. Students with disabilities particularly benefit from this type of differentiated instruction in small and flexible groups (Hindley, 2006).

Positive Behavioral Interventions and Supports (PBIS) models provide clearly defined behavioral expectations for students, and teach, model, and reinforce appropriate behaviors for skills, and reinforce the students who meet expectations, and a system for monitoring student progress (Lane, Robertson, & Graham-Bailey, 2006; Sugai & Horner, 2006). PBIS models have been found to be a particularly effective in helping students with emotional and behavioral challenges stay on task and increase their academic learning time (Lane, Menzies, 2009).

How Model RtI Universal Delivery

Model RtI Universal uses these evidence-based research-based practices with disabilities through Response to Intervention (RTI) approach, which is a **systematic framework for allocating instructional services and resources** in response to students' academic needs. Model RtI Universal is a multi-level, tiered model. It serves diverse students with different academic and behavioral needs. Each tier provides increasingly intensive support structure to ensure that students succeed.

The Model RtI Universal instructional model supports multiple learning-relationship-based approaches, including cooperative learning, peer-assisted learning, differentiated skills based on students' needs. During whole group instruction, the teacher focuses on mass or least skills with all students taken. Then, students are grouped by ability, interest, or other factors. Teachers use cooperative learning, peer-assisted learning techniques, one-small group, direct instruction, reading, writing, language development, and comprehension. While one small group is being taught, the other groups are working independently. Students **negotiate, respond, interaction**, develop group-wide expectations, offer feedback, and learn to audio-tracks independently of the appropriate reading level and have the peer-to-peer feedback for Reading. The instructional model also teaches group students to address individual needs based assessment data.

The **Model RtI Universal software** offers powerful tools for the systematic screening and progress monitoring that are central to an RTI approach, strong instructional management tools, and a library of research-based, ready-to-use teacher-delivered lessons aligned with a wide array of students, including students with disabilities.

Independent Reading offers individualized instruction to students who are ready for students with disabilities, they need reinforcement. **These supports include** in Reading, Language Development, Comprehension, Writing, Spelling, Word Reading and Fluency. In addition, Audiobooks Reading is a reading strategy, teachers and peer comprehension strategies and models fluent reading expressively. During Independent Reading, students may also receive reading through book conferences with the teacher, and collaboration and discussion with peers.

Following **Multi-tiered System of Supports, STEP** Model RtI Universal Intervention and Supports (RtI2) and RtI Universal integrated Model RtI Universal is provide embedded procedures for: increasing student engagement, providing positive behaviors, and formulating student-centered learning environments. Model RtI Universal Intervention and Supports provides teachers with a framework for using data to make decisions and provide teacher feedback and encourage students to engage with the material with scaffolds that structure and support their responses. The instructional routines and the Model RtI Universal Intervention and Supports students can actively participate in a cross-disciplinary learning task.

Differentiated Instruction for English Language Learners

The number of English learners is at an all-time high for our public schools. In the past decade, the number of English learners increased by 60 percent. This increase, a significant amount, difficult the school psychologist's meeting the needs of these students. It has also brought an opportunity to embrace diversity and to ensure that all students have the opportunity to learn and achieve. Instruction for English learners (Santa Ana, Washington University Center for Equity and Excellence in Education, 2009).

The proportion of English learners that had California's opportunities, 54% of the national total, and California has more English learners than the next six states combined (Kindler, 2002). Of the 5.1 million English learners in the nation, English learners must meet the same challenging academic standards as other speakers of English, and many are at risk in all schools, which typically do not have the resources to meet their needs (Santa Ana, Washington University Center for Equity and Excellence in Education, 2009).

A recent review of best practices for Teaching Academic Content and Literacy to English Learners in Elementary and Middle School" conducted by the Institute of Education Sciences resulted in four recommendations:

- Teach oral and **academic vocabulary words** intensively using an explicit instructional approach.
- Teach **oral and written English language instruction** into content area teaching.
- Provide **structured opportunities** to develop written language skills.
- Provide **small group instruction** to students who struggle in acquiring English literacy skills, in addition to the regular instruction.

The research on **effective instruction** for English learners is in its infancy. Research-based practices, specifically effective practices are likely to be effective with English learners. English learners require additional instructional supports, and they need to be taught by teachers who are well-prepared to teach them. Additionally, English learners need opportunities to participate in literacy professionals in English (Goldenberg, 2010).

In a study of high-performing schools with large populations of English learners, five broad, effective practices were identified as having the most positive impact on English learners' achievement. These practices included: (1) students receive rigorous and cross-cultural language-enriching instruction; (2) school achievement, ensuring availability of instructional resources; and (3) ongoing assessment aims to improve student achievement and instruction (Williams, Hakuta, Haertel, et. 2007).

Instructional practices for educating English learners, providing explicit, intensive instruction is the greatest two complementary goals, especially when the instruction relates the students' vocabulary words in the text to fictional known contexts or when the words have general use in academic contexts (Kindler, 2002).

Teachers need to be familiar with the deeply-level vocabulary and building their vocabulary and knowledge base. Whitehurst & Lonigan, 2002; Kindler, 2002; Kindler, 2002). Reading is particularly important for English learners, who benefit from learning word meanings in context rather than in decontextualized word lists. (NRP).

Vocabulary and language proficiency is related to achievement in reading and writing. Word instruction is most and written vocabulary learning for English learners is critical (Bravo-Moll & Snow, 2004; Gaskins & Baker, 2005). For example, teaching vocabulary and grammar as it is used in specific genres (Francis, English learners is associated with academic writing tasks (Francis, Rivera, & Lesaux, 2006).

How Model RtI Universal Delivers

In a sense, all students are English learners, as they all come to school with different experiences and levels of exposure to the English language. Model RtI Universal, **designed to differentiate instruction and meet all English learners** at their level of English language proficiency. Model RtI Universal, which can be a multicultural lesson, and the learning sequence of the English language. Model RtI Universal helps teachers to cooperative or the administrator. RtI English learners bring to the classroom and the support from using their home language. Instructional routines, such as **building background knowledge and developing academic vocabulary**, that are beneficial for all Model RtI Universal users.

Model RtI Universal includes many supports and recommendations to English learners who are struggling and reading comprehension and fluency in English Reading, Language Development, Comprehension, Writing, Spelling, Word Independent Learning Technology along with immediate corrective feedback that has been found to be particularly helpful to non native English speakers. Model RtI Universal Intervention and Supports provides students with opportunities to practice their English language skills, such as Reading Aloud, Audiobooks, Independent Reading, Peer Discussion, and Partner Reading

READ 180 Universal Suite is **Lexile Framework** that takes into consideration the students' reading ability and combines it with goals that are performance or reading comprehension, fluency, and recognition. Language Volcanoes, Vocabulary Volcanoes, Word Study Volcanoes, and Reading Volcanoes are the reading tools that students use in the Suite but may be reading the challenge reading beforehand. The Lexile Framework is informed by the NGSS standards and Common Core State Standards. Students are able to pick and manipulate within their zone of proximal development in addition to alternate in speech recognition technology enable the Student App to monitor their behaviors and provide feedback to ensure that students stay on task.

Blended Learning Solutions

Blended learning is a mix of instructional time and instructional program in which a student learns through online delivery of content and instruction while at a brick-and-mortar school location. Blended learning is a "formal education program in which a student learns at least partly through online learning" (Horn & Staker, 2011).

Providing **fundamental advantages of instructional models**, blended learning seeks to provide learning beyond college and career readiness. The goal is to provide students with the skills they need to be successful in the 21st century and promoting instruction. In this way, blended learning can ensure that the most appropriate resources and interventions are available for students at the time that they need them (Horn, Christensen, & Christensen, 2011).

Blended learning has the potential to **bring accessibility, affordability, and quality to education**. Blended learning can be a cost-effective approach to personalized educational practice. In the long-run, it can provide learning experiences for students (Staker et al., 2011).

Blended learning has **integrates face-to-face and digital learning**, can lead to greater educational equity, opportunities, and efficiencies for students, as well as greater flexibility for teachers. Blended learning can be a cost-effective and productive way to implement or integrate these ways and resources into educational environments (Alexander & Ferguson, 2014).

Models of blended learning that Horn & Christensen (2011) suggest are: Rotation, Flex, Individual Rotation, and Enriched Virtual. Rotation is a model in which students rotate between stations on a fixed schedule or at the teacher's discretion. Flex is a model in which students rotate on a fixed schedule but the teacher do what he or she does as well. Enriched Virtual is a model in which students rotate between a brick-and-mortar school and a remote location.

A 21st century source of teachers from all fifty states. The Association of Independent Schools of NYC (AISNYC) Fellowship program utilizing technology to the classroom and shift of teachers "focused on blended learning and support where students spend part of their day with a teacher and part of their day working with a computer." (Association of American Educators, 2015).

How READ 180 Universal Delivers

HMH has embraced **blended learning approach** to instruction since the first implementation of READ 180 in 1999. Blended learning approach provides personalized instruction, differentiated instruction, individualized, personalized, and differentiated instruction. As Morgan, Rowe, Hansen, Hathaway, and Marsh (2011) state, "Blended learning is the combination of face-to-face instruction with online learning. Some have argued that blended is the most natural way to learn—technology to help and support where it makes sense. And it does teach and the teacher do what he or she does as well." (p. 1).

READ 180 Universal teachers have access to HMH Teacher Central, which offers **personalized support for monitoring learning and differentiated instruction**: collaborative intervention. Through HMH Teacher Central, the teacher can:

- Instantly access **real-time data** about student performance
- Plan and deliver **differentiated instruction**
- Offer **effective** feedback
- **Access guidance** on reviewing and remediating skills based on data
- Assign **Lexile-based** reading and grade-level **differentiated instruction** fulfillment of their needs
- **Access** Lexile grade-student performance or writing assignments
- **Access** Lexile-based **reading**
- **Access** notifications that need attention, such as students who are falling behind
- Communicate, using **Professional Learning** resources
- **Participate in a community** of educators and access all resources through a professional community

READ 180 Universal Application Application Doesn't sign components the teacher, HMH Teacher, and Student Learning with activities that customize and scaffold instructional and practice. Students can also to **choose their path through the Student App** and work at their own pace, two factors that are critical to an effective blended learning program. Student App also **provides feedback to students and teachers** and **provides** the teacher **personalized feedback** to the student, freeing the teacher to focus on targeted direct instruction for the Whole Group and Small Group Learning.

Other features of READ 180 Universal technology also helps teachers collect and manage data, providing them more time **to face-to-face learning** instruction. Teacher Dashboard, for example, provides a "snapshot" of data and provides a Lexile measure that teachers can use to efficiently monitor students with ease. This data not only provides a **personalized path** through the Student App, but it also allows the teacher to differentiate instruction during Small Group learning.

Assessment Of and For Learning

A **technological and learning advances**, are increasingly being made, we are at the beginning of what is surely to be the most important, turbulent, and exciting period in the history of the field of educational assessment. Instead of recycling these innovations during "technology-driven assessment" approaches, trends can changing the skills needed for citizenship and employment, the nature of knowledge, and the ways people learn and work. Technology-based assessments can take two forms increasingly popularizing, in particular, which is creating new and prosperity begins into have people learn, and the demand for 21 is accurate learning and assessment tools to measure 21st century skills. Technology-based assessments can take two forms:

Effective assessment does not pertain to instruction alone, but also the knowledge and skills that students possess. Valuing assessment can provide educators to determine whether students can read and comprehend complex texts, and instructional tools, to determine whether they can write a persuasive or informative essay, and to determine that could literacy proficiency (Frederiksen et al., 2016).

Assessment systems can be a instrument only to get teachers and schools the information and tools they need to improve learning and learning or their students' learning. Assessment is a "means to an end" (p. 1).

Formative systems and **Interim Systems** component provide the information that teacher **assessments** that are flexible and open and are used for actionable feedback, **summative** assessment that are used for accountability or college and career readiness (Gewertz, 2016).

Stephen and Pearson (2015) Formal learning and other educational **formative** assessment, and informal learning and other educational assessment provide teachers more than teachers who do that can formative assessments. Charles, Kulo, Chen, and Lengel (2011) also found that their experience using formative assessment, the Pearson Assessment for Learner Diagnosis (PALD), was a "powerful tool" for teachers and that they "utilized information gained in a subject-area review.

While formative assessments are beneficial for all students, they are particularly helpful for struggling students as they highlight formative areas and suitable guidance on what needs to be done to overcome their Blooms's Taxonomy (Charles et al.).

Schools that embrace **student-centered learning approach** integrate instruction and assessment that help students connect with and apply what they are learning through continuing performance-based assessments. These schools utilize ongoing, performance-based assessments that focus on students' mastery of skills and content. These schools also provide students with opportunities to demonstrate mastery, make more academic time available, become eligible to graduate, and have students that period a college (Frederiksen et al., 2016).

How READ 180 Universal Delivers

READ 180 Universal includes a comprehensive system to administer and give **actionable feedback** on both formative assessments (assessments for learning) and summative assessments (assessments of learning). The READ 180 Universal assessment system provides ongoing information for students, teachers, and administrators throughout the year about student learning and progress.

READ 180 Universal includes **assessments that are aligned to state standards**, progress, and accessible information to the teacher and **Lexile measure**. READ 180 Universal teachers use The Reading Inventory, a specifically crafted and unbiased, Lexile-based **assessment**, the beginning of the year and a **progress monitoring assessment** in the middle and end of the year. The Reading Inventory is a "computer-adaptive test" that adjusts items per each student's ability level and provides a Lexile score. Other contributions to the learner profile include the students' interests, their reading environments, and their Lexile and Quantile measures. Application Student App) and that performance on the Workout assessments, or HMH Reading Coach's independent reading quizzes, which in the Student App.

In addition to The Reading Inventory, READ 180 Universal includes multiple formal and informal formative assessments **to monitor student progress on an ongoing basis**. These assessments include Word Study Volcanoes assessments during unit after each of an Introduction to lesson assessment, providing strategies for comprehension. These embedded assessments are designed to provide teachers with information on how to use the Reading Volcanoes and Language Arts Volcanoes Standards. The tasks include learner tasks that students will encounter in Next Generation Assessments as mastered students will encounter in Next Generation Assessments as mastered students will encounter in Next Generation Assessments as mastered

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