



# **Scholastic READ XL™ >>**

## **Aligns to 21<sup>st</sup> Century Community Learning Centers Criteria**


The following chart details how **READ XL** can support the development of a *21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC)* program. The criteria are drawn from the federal *21<sup>st</sup> Century Community Learning Centers Non-Regulatory Guidance* (February 2003).

Key Criteria for 21 <sup>st</sup> CCLC Programs	 <b>READ XL</b>
<p>1. Activities that provide remedial education and academic enrichment to improve academic achievement</p>	<p><b>READ XL</b> helps older, struggling readers master essential skills, build confidence, and achieve measurable reading improvement. The program uses age-appropriate nonfiction and fiction, increasingly demanding text, and scaffolded instruction targeted to individual needs.</p> <p>Remedial students in Grades 6 and above benefit from <b>READ XL's</b>:</p> <ul style="list-style-type: none"> <li>▪ In-depth, systematic instruction of phonics, vocabulary, fluency, and comprehension</li> <li>▪ Lessons for writing assignments that relate to the reading selection's targeted comprehension skill</li> <li>▪ Instruction of research and study skills</li> <li>▪ Test-taking strategies</li> <li>▪ Frequent skills practice</li> <li>▪ Reteaching when intervention is needed</li> <li>▪ High-interest materials—anthology selections, books, audiocassettes, and text on CD-ROM—that enrich and engage students</li> <li>▪ Leveled text that allows students to experience success</li> <li>▪ Content-area connections that promote reading across texts and expanding on ideas</li> </ul>
<p>2. Activities for limited English proficient students that emphasize language skills and academic achievement</p>	<p><b>READ XL</b> contains effective strategies and reading support for limited English proficient students:</p> <ul style="list-style-type: none"> <li>▪ Each lesson plan provides teaching suggestions to help English Language Learners build background and vocabulary prior to and during reading.</li> <li>▪ The <i>Teacher's Guide</i> presents strategies to modify instruction to suit the needs of English as a Second Language students.</li> <li>▪ Teachers use Spanish/English cognates to help Spanish-speaking students relate vocabulary to words from their native language.</li> </ul>


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3. Activities involving telecommunications and technology education programs	<p><u>Electronic Text Collection</u> on CD-ROM enables students to practice using technology during independent reading and while they develop study skills. The high-interest, nonfiction reading selections include interactive links, vocabulary words that can be clicked on to reveal their definitions, and colorful, engaging graphics.</p> <p><u>Audiobooks</u> give students access to grade-level literature with support. They provide modeled reading through a cassette. A narrator reads the text, and a reading coach models strategies that good readers use. Students follow along in the print version of the book.</p>
4. Activities to promote parental involvement and family literacy	<p><b>READ XL</b> encourages teachers to communicate with families and invite their involvement. It provides:</p> <ul style="list-style-type: none"><li>▪ Home-School Connection letter, available in English and Spanish, that informs parents about what their children are working on in class and ways to help support their children’s literacy development</li><li>▪ Suggestions for helping parents encourage their children to read at home</li><li>▪ Tips for involving parents, such as sending books, reading logs, and reading lists home with students</li><li>▪ Real-world documents that promote literacy in relevant contexts</li></ul>
5. Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement	<p><b>READ XL</b> motivates students who have been disconnected from school to continue developing their reading skills.</p> <ul style="list-style-type: none"><li>▪ In-depth, systematic instruction gives them the tools they need to become good readers.</li><li>▪ Individualized support scaffolds their learning experience.</li><li>▪ Each lesson begins with a “Create Interest” section that engages students with a provocative idea related to the reading selection.</li><li>▪ Frequent skills practice hones their reading and writing abilities.</li><li>▪ Highly appealing texts, including relevant real-world documents, keep their interest.<ul style="list-style-type: none"><li>○ The Student Anthology contains age-appropriate texts in a variety of nonfiction and fiction genres.</li><li>○ The Independent Library contains leveled books that students can choose themselves and read successfully.</li></ul></li></ul>


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<p>6. Programs and activities that follow <i>principles of effectiveness</i> by being based on:</p> <ul style="list-style-type: none"> <li>▪ Assessment of objective data regarding need for before- and after-school programs</li> <li>▪ Established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities</li> <li>▪ If appropriate, scientifically based research that provides evidence that the program or activity will help students meet state and local achievement standards</li> </ul>	<p><b>READ XL</b> is grounded in scientifically based research, including the following findings:</p> <ul style="list-style-type: none"> <li>▪ “Clearly, explicit phonics instruction and reviewing needs to occur for many students in the intermediate grades” (Blevins, 2001).</li> <li>▪ “Fluency develops as a result of many opportunities to practice reading with a high degree of success” (<i>Put Reading First</i>).</li> <li>▪ Direct instruction of vocabulary related to a text leads to better comprehension. Effective direct instruction includes both specific word instruction and instruction in word-learning strategies (<i>Put Reading First</i>).</li> <li>▪ Students can be effectively taught to use comprehension strategies through direct explanation, modeling, guided practice, and application (<i>Put Reading First</i>).</li> <li>▪ Effective composition instruction emphasizes the importance of clarity of objectives, guided and independent practice, and alignment with concepts studied (Cotton for NWREL, 1988).</li> <li>▪ Multilingual classes should be “language-rich,” providing many opportunities for speaking and listening in a variety of styles, including formal and idiomatic language. It is helpful to establish listening centers for audio support (Beckett and Haley, 2000).</li> <li>▪ Meaningful, higher interest, appropriately leveled texts that engage students provide the required balance to the necessary skill instruction for struggling readers (Braunger and Lewis, 1998).</li> </ul>
<p>7. The eligible entity has experience or promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.</p>	<p>Scholastic has an 83-year history of helping foster and support effective learning for all students. For years, the company has worked with leading researchers to develop scientifically based products that produce significant results in student achievement. Scholastic is committed to providing learning center staff with effective materials for reading and writing instruction to ensure that students develop the skills and strategies needed to succeed in school.</p> <p>The motivating content of <b>READ XL</b> text, including real-world documents, multicultural themes, and high-interest topics, engages students and helps them adopt positive attitudes toward reading. In-depth reading instruction, as well as leveled text, helps students read with success and increases their confidence.</p>

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<p>8. To sustain a quality program, staff delivering academic support and enrichment services should be provided ongoing training and learning opportunities.</p>	<p><i>Professional Development: A Research-Based Training Guide for Teachers and Administrators</i> presents important reading research that supports the <b>READ XL</b> program and concrete suggestions for putting balanced reading research into action. The guide discusses:</p> <ul style="list-style-type: none"><li>▪ Best practices for reading instruction and for independent/modeled reading</li><li>▪ Appropriate reading selections for struggling readers</li><li>▪ Classroom management strategies</li><li>▪ Using <b>READ XL</b> assessment resources</li><li>▪ Writing, study skills, and research skills instruction</li><li>▪ Ways to involve parents in the <b>READ XL</b> program</li></ul> <p><b>READ XL</b> is supported by three <i>Scholastic Red</i> professional development courses, which provide online learning and onsite ongoing support:</p> <ul style="list-style-type: none"><li>▪ Improving Decoding Skills &amp; Strategies, Grades 6-8</li><li>▪ Middle School Literacy: Improving Text Comprehension</li><li>▪ High School Literacy: Comprehension Through Active, Strategic Reading</li></ul>
<p>9. Academic activities are aligned with the school's curriculum in the core subject areas.</p>	<p><b>READ XL</b> instruction aligns with a school's reading and language arts curriculum in the areas of:</p> <ul style="list-style-type: none"><li>▪ Phonics</li><li>▪ Vocabulary</li><li>▪ Fluency</li><li>▪ Comprehension</li><li>▪ Writing</li><li>▪ Listening</li><li>▪ Speaking</li></ul> <p>The program also provides students with these learning supports:</p> <ul style="list-style-type: none"><li>▪ Study skills</li><li>▪ Research skills</li><li>▪ Test-taking strategies</li><li>▪ Self-monitoring strategies</li></ul> <p>Each lesson in the <i>Teacher's Guide</i> presents ideas on how to connect content-area text to other curricula, such as social studies, science, health, and physical education.</p>

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<p>10. Program was developed and will be carried out in active collaboration with the schools the students attend.</p>	<p>With <b>READ XL</b>, Learning Centers can easily collaborate with a district to customize the program’s implementation. <b>READ XL</b> can be flexibly used in various time blocks to accommodate before- and after-school sessions. Completion times of lesson plans and practice materials can vary according to student ability, time devoted to instruction, and other time constraints. Flexible teaching options enable staff to select and schedule <b>READ XL</b> independent reading materials, other practice materials, projects, and other activities as needed.</p>
<p>11. The program includes a plan for how the community learning center will continue after funding under this part ends.</p>	<p><b>READ XL</b> effectively integrates with other school or district activities that are being funded from sources other than 21<sup>st</sup> CCLC. The federal funding programs for which <b>READ XL</b> qualify include:</p> <ul style="list-style-type: none"> <li>▪ Title 1</li> <li>▪ Title 1: Supplemental Educational Services</li> <li>▪ Title 5: Innovative Programs</li> <li>▪ Enhancing Education Through Technology</li> <li>▪ GEAR UP</li> <li>▪ Upward Bound</li> </ul>
<p>12. The program or activity shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment.</p>	<p><b>READ XL</b> assessment data can be used to help evaluate the progress of 21<sup>st</sup> CCLC activities and determine the effectiveness of the program at raising reading achievement.</p> <p>Staff track scores from the anthology Selection Tests to demonstrate student gains in comprehension skills, word study strategies, and vocabulary development. The <i>Assessment Book</i> provides a Student Progress Chart for this purpose.</p> <p>Staff members also chart student fluency gains in phrasing, smoothness, and pacing by using the Reading Fluency Criteria in the <i>Teacher’s Guide</i> on an ongoing basis.</p> <p>The <i>Professional Development</i> guide provides checklists to help staff evaluate their classroom management techniques, instructional strategies, and classroom community approaches. Personal growth in these areas increases the ability of the program to provide high-quality academic enrichment.</p>