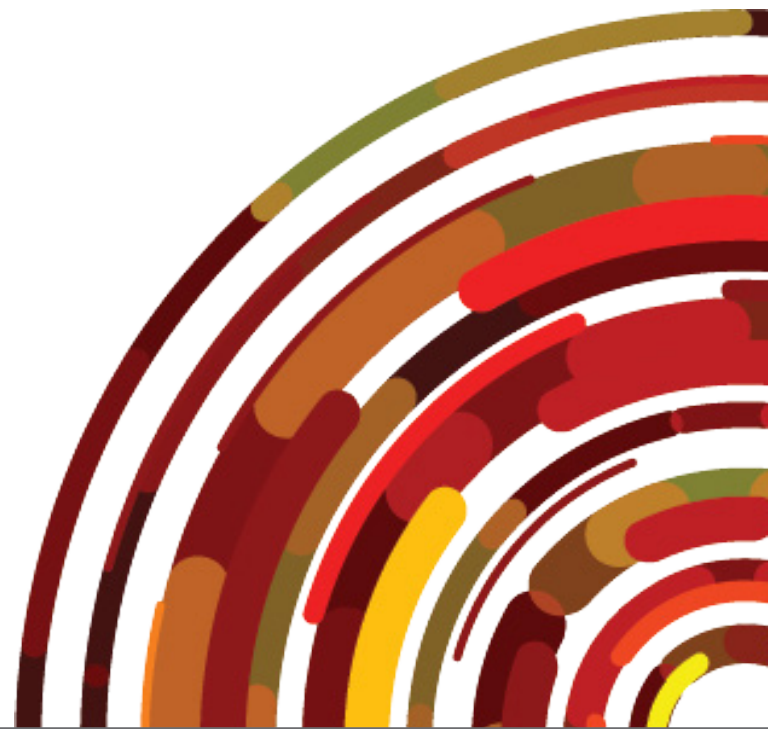


reading  plus[®]

CHANGING THE WAY STUDENTS READ



Common Core
and Beyond



Beyond Common

The new mission of the Common Core State Standards has been our mission for decades.

The Common Core State Standards (CCSS) say we must ensure students are able to read and comprehend complex texts independently and proficiently. Many are scrambling to align their products with this CCSS requirement, but we don't have to. Developing independent, silent readers has been the mission of *Reading Plus* for decades. Our head start on alignment with CCSS requirements has allowed us to focus time and attention on the critical areas of reading that have been largely ignored by others. We've created a program that develops reading capacity, efficiency, and motivation—the foundation of success in college and career.

The *Reading Plus* program is designed to help students overcome reading obstacles while preparing them to meet the demands of college and career. *Reading Plus* is the only reading intervention program that changes how students read, why students read, and what students are capable of reading.

Reading Plus builds students' breadth and depth of vocabulary, automaticity, and stamina required to meet the higher expectations of the Common Core Standard Standards. It also prepares students to successfully comprehend rigorous, grade-level text.

Components and Supports for Common Core:

- Integrated writing portal
- Embedded scaffolds and vocabulary supports
- More non-fiction (informational) texts
- Authentic text complexity measures
- Motivational components to ensure ongoing interest and engagement

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Literary & Informational Text

The Common Core State Standards require that students encounter, evaluate, and synthesize ever-increasing levels of text complexity. The standards suggest determining text complexity levels by examining three equally important text elements: Quantitative, Qualitative, and Reading and Task dimensions. *Reading Plus* selections have been rigorously crafted to adhere to, or surpass, CCSS requirements for all three dimensions of text complexity.

- ✓ *Reading Plus* instructional selections and assessment passages are quantitatively leveled using The Lexile® Framework for Reading and CCSS recommendations for ranges of Lexile® measures.
- ✓ *Reading Plus* applies a teacher-designed qualitative rubric to evaluate the four elements of text difficulty that cannot be measured by a computer program.
- ✓ *Reading Plus* gathers data on each student's capacity and interests, and uses that information to match the student to appropriately challenging texts that align with his or her personal interests and classroom curriculum.

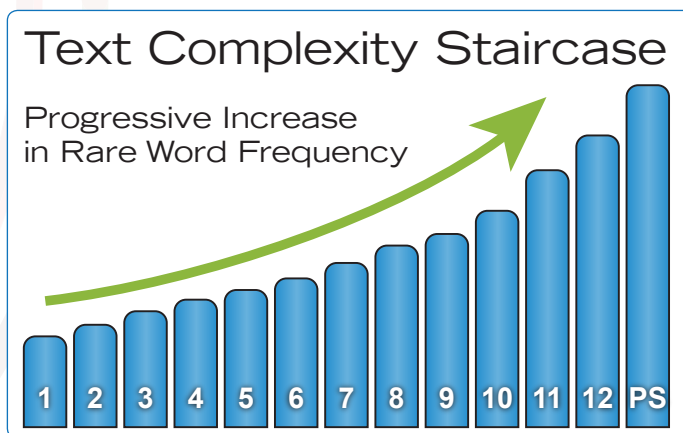
Literary & Informational Text

Should text complexity be determined by sentence length or vocabulary difficulty?

If you said both, you are correct. However, sentence length is the dominant factor in computer programs that evaluate text complexity. This means that simple manipulation of sentence length can dramatically shift a text's Lexile® measure even if vocabulary remains unchanged.

Reading Plus uses The Lexile® Framework for Reading, but we get under the hood. We look at both components that make up the Lexile Framework measure: vocabulary and sentence length. We never manipulate sentences to force a text to fit on a reading level. Instead, we use grade-appropriate vocabulary as the driving force behind the Lexile Framework measure.

Dr. Elfrieda Hiebert, the leading expert on vocabulary's role in reading acquisition and a *Reading Plus* academic advisor, has ensured that all our reading selections are written to achieve appropriate text complexity that is vocabulary based. Her design lets us provide a far more authentic staircase of text complexity than one based solely on sentence length. We build student capacity through ever-increasing levels of vocabulary, sentence length, and word counts. Our unique text complexity approach benefits readers of all abilities, but it is especially crucial for English Language Learners.



Text Complexity

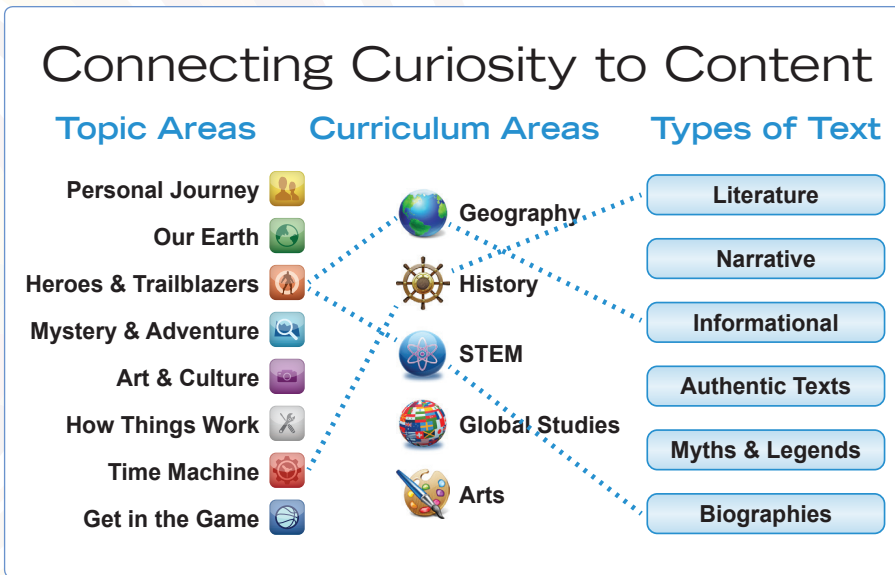
The Common Core State Standards suggest that students read both informational and literary texts. These selections should cross a wide variety of genres and cover topics from multiple curriculum areas. As students progress from elementary to secondary content within *Reading Plus*, the percentage of informational texts steadily increases.

- ✓ Our content library consists of a distribution of ~30% literary and ~70% informational texts.
- ✓ *Reading Plus* literary texts include myths and legends from global cultures, international fairy tales, classic literature including short stories and excerpts from longer works, and contemporary fiction.
- ✓ *Reading Plus* informational texts include expository pieces covering science and social science disciplines, historic documents, and biographies.
- ✓ *Reading Plus* ensures every text connects to a curriculum area and represents a variety of types of texts.

Text Complexity

Are students who don't read any better off than students who can't read?

The ability to read does not guarantee students will want to read. Once students master the process of reading, how can we get them to keep reading so they continue to build knowledge about the world around them? It's simple. We must respect students' interests and spark their curiosity.



Reading Plus selections align with student-designed reading categories and student-suggested topics. Students can filter selections, giving them choice and control over their reading experience. They can deepen knowledge on familiar topics or broaden their horizons by exploring new topics.

In addition, we show students how their own interests link to curriculum areas, which builds an appreciation for the value of reading and lays the groundwork for intrinsic motivation.



Text-Dependent Questions

The Common Core State Standards state that students must be able to answer text-dependent questions to demonstrate their abilities to comprehend, analyze, and synthesize information. Each *Reading Plus* selection is followed by rigorously crafted text-dependent questions, answers, and foils that monitor student comprehension performance.

- ✓ Selections have question sets that are a balance of core, craft, and critical comprehension probes.
- ✓ Question types (and assessed skills) align with the College and Career Readiness Anchor Standards for reading.
- ✓ Questions increase in depth and breadth of complexity as students demonstrate mastery with key skills.
- ✓ Students are asked to synthesize and draw conclusions using information gathered from multiple sources.
- ✓ Students interpret meaning from images and graphs.
- ✓ Students use explicit and implicit evidence from the text to make answer choices.



P. David Pearson was a member of the Validation Committee that initially reviewed the CCSS and deemed them ready for publication in the summer of 2010. Additionally, he has been a reviewer of items for the *Smarter Balanced Assessment Consortium* and its primary contractor, *CTB McGraw Hill*.

Text-Dependent Questions

Is how you ask a comprehension question as important as what you ask?

Comprehension questions are a measure of how well a student understood a complex text. However, in the *Reading Plus* program, they also serve as a powerful instructional tool. We use innovative electronic question formats to encourage and scaffold effective comprehension strategies.

As they answer questions, students are directed to proactively reread portions of text, closely and critically, before selecting an answer option. If a student selects an incorrect answer, he or she is automatically returned to the portion of text where the correct answer can be found. We provide struggling readers with an additional option of using a “Clues” button, which highlights the specific evidence needed to answer the question correctly.

Our goal is to empower students with the skills needed to consistently answer questions correctly. Each comprehension question is aligned with CCSS anchor standards as well as sub-skills. *Reading Plus* tracks student performance on every question, groups students by shared deficiencies, and automatically assigns targeted instruction at each student’s independent level.

reading plus Grouped by Deficiencies

Reports - Class Skill Group Report

Class: Ms. Mora P3

Assignments determined based on current SR levels

Anchor	Sub Skill	Skill%	SR Levels	Student
Close Reading Anchor #1	Recalling Explicit Details	50% (3/6)	B - C	Martinez, Isabella
	Analyzing Implicit Details	56% (5/9)	B - C	Johnson, Emma
Interaction of Ideas Anchor #3	Predicting Outcomes	43% (3/7)	B - C	Martinez, Isabella
	Analyzing Cause/Effect	44% (4/9)	B - C	Martinez, Isabella
	Predicting Outcomes	63% (5/8)	E - F	Reeden, Ben
Structure Anchor #5	Analyzing Cause/Effect	63% (5/8)	C - D	Jones, Sophia
	Examining Sequence	57% (4/7)	A - B	Kellner, Lucas
Point of View Anchor #6	Recognizing Mood/Tone	63% (5/8)	C - D	Miller, Brandon
Reasoning/Rhetoric Anchor #8	Judging Validity	50% (4/8)	B - C	Johnson, Emma
	Judging Validity	56% (5/9)	A	Kellner, Lucas

Report: Skill Group

Show CCR Anchor Labels

Show Correct/Total

Print Preview

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Scaffolds for Independence

Some students benefit from dynamically adjusting scaffolds that assist in the development of critical reading skills. We've known this for decades, and CCSS offers support for this finding. *Reading Plus* moves students toward independent and self-directed reading by providing scaffolds that help them engage with challenging texts rather than avoid them.

- ✓ All scaffolds are personalized, dynamic, and adjust automatically based on student performance.
- ✓ Scaffolds are provided only when needed and are removed gradually to encourage student independence.
- ✓ Scaffolds help students successfully comprehend and gain knowledge from complex text while supporting independent reading.
- ✓ A robust reporting system alerts teachers and students about any scaffold that is provided.

Scaffolds for Independence

What’s the jeopardy of “outsourcing” students’ reading?

Outsourcing occurs when students are able to understand the gist of complex texts without actually reading because supports such as multimedia videos, simplified synopses, or text-to-speech software are giving away context and meaning. Although these assists can help students gain information about content, they miss an opportunity to help students learn to read and engage with complex texts. This is a major concern, since students will not have access to these assists while taking assessments such as PARCC or Smarter Balanced. Perhaps even more alarming, because students can get information without actually having to read, students begin to see reading as having little value or purpose.

Reading Plus is more than content delivery. It is an intelligent eReader that personalizes instruction by aligning a broad battery of scaffolds with the individual needs of each learner. Our scaffolds develop efficient and independent readers who can confidently gain knowledge about the world around them by reading.

Our *Guided Window* changes the way students take in text while reading. The *Guided Window* gradually increases comprehension-based silent reading rates. As students develop and automate reading efficiency and fluency, they are able to focus efforts on comprehension and gaining knowledge, rather than on the process of reading. The *Guided Window* makes reading productive, which in turn makes it more enjoyable.

Longer reading selections are presented in shorter segments to help build stamina and appropriate silent reading rates. Text segment lengths are increased gradually to build student capacity with longer texts.

“Engagement Builders” appear between text segments. They provide enticing images with brief, interesting text that help build knowledge, and encourage an active and engaged reading experience.



General Academic Vocabulary

According to the Common Core State Standards, students must develop a base of general academic vocabulary to access complex texts across disciplines.

- ✓ *Reading Plus* vocabulary elements are built around *2,400 Words to Master*, a research-based compilation of foundational academic vocabulary.
- ✓ As students advance in the *Reading Plus* program, they are exposed repeatedly to an ever-increasing list of general academic vocabulary that helps them unlock meaning in complex texts across curriculum domains.

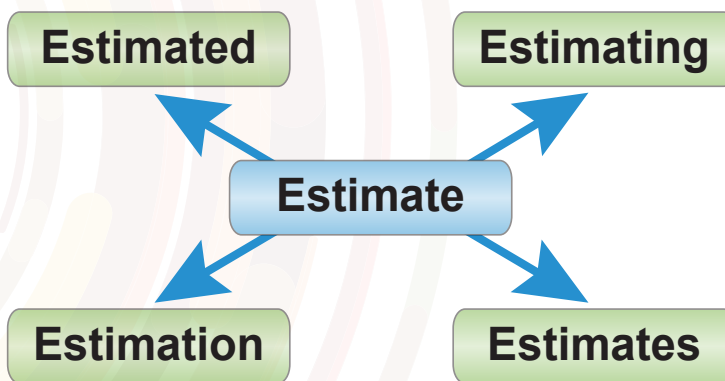


Elfrieda Hiebert has been a reviewer of items for the Smarter Balanced Assessment Consortium and its primary contractor, *CTB McGraw Hill*.

General Academic Vocabulary

How do you turn 2,400 words learned into 10,000 words known?

It all comes down to choosing the right 2,400 words to teach. In creating her innovative list of *2,400 Words to Master for Reading Plus*, Dr. Hiebert selected words that are essential to general academic knowledge. These words are part of rich morphological families. General academic vocabulary words (for example, cause and estimate) are critical because students encounter these words repeatedly across multiple curriculum areas. Mastering these words helps students access a wide variety of texts.



Learning words from rich morphological families serves as a knowledge multiplier. For example, a student who learns and masters a word, such as estimate, is empowered to read and understand estimates, estimated, and estimation. One word learned becomes many words known. The *2,400 Words to Master* are among the most frequent words in written English that appear in content areas and literary texts, and are the keys to knowing 10,000 words.



Vocabulary Development

The Common Core State Standards emphasize expanding student vocabulary through the act of reading. To achieve this, students in *Reading Plus* learn contextual analysis skills, have repeat encounters with words, and receive support for determining the meaning of more difficult vocabulary via context clues.

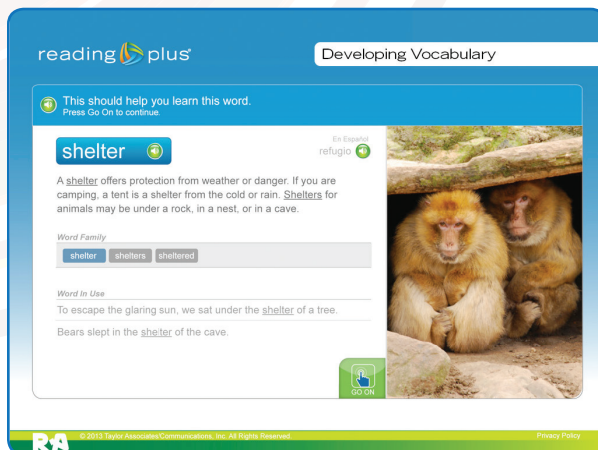
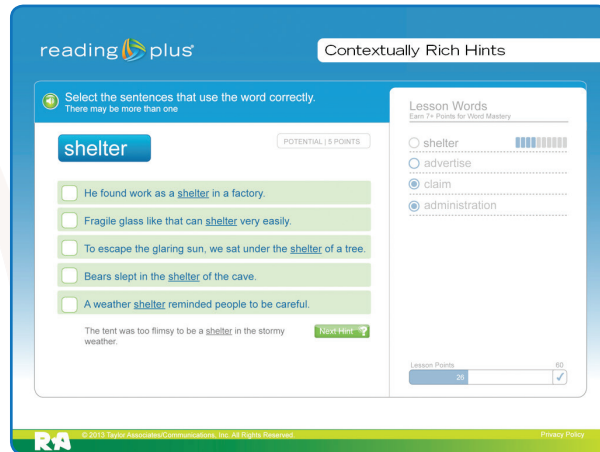
- ✓ Students are introduced to new words in our vocabulary program and engage with these words before the vocabulary is encountered in instructional texts. We offer repeated exposure to newly learned words, which develops automaticity and increases fluency with vocabulary.
- ✓ New words are learned through contextually rich sentences that enable a student to grow vocabulary through the act of reading, while developing critical contextual analysis skills.
- ✓ Word-in-use activities provide students with exposure to word families.

Vocabulary Development

How can you tell if a student has mastered word meaning? How can you help a student who has not?

Mastery is the ability to instantly recognize and assign meaning to a word, as well as being able to determine if a word is being used correctly in context. *Reading Plus* determines which words students have mastered and which need to be taught through activities that assess and develop word recognition and usage.

Reading Plus introduces new vocabulary using explanations of word meaning and contextually rich sentences rather than traditional definitions, which are of limited value. As students learn each word, they are developing contextual analysis skills that help them unlock the meaning of other unfamiliar words. The use of images for concrete words, plus English and Spanish audio, support the mastery of words that are difficult to learn using only contextual clues. Words are repeated within and across reading selections, in a variety of contexts, to ensure word mastery.



Writing: Varied Assignments

Common Core State Standards say students should write routinely for a variety of purposes and audiences. *Reading Plus* provides students with the opportunity to write in response to every reading selection.

- ✓ After each reading selection, students are presented with an evidence-based writing prompt.
- ✓ Students complete their writing assignments within the *Reading Plus* interface, creating a seamless transition between reading and writing.

Expository

- ✓ Expository prompts require students to use information gathered from reading selections and from their own prior knowledge to inform their audience through writing.

Narratives & Opinions

- ✓ Narrative prompts ask students to draw upon their experiences, creativity, and imagination as well as extract evidence and support from the reading selection.

Evidence-Based Writing

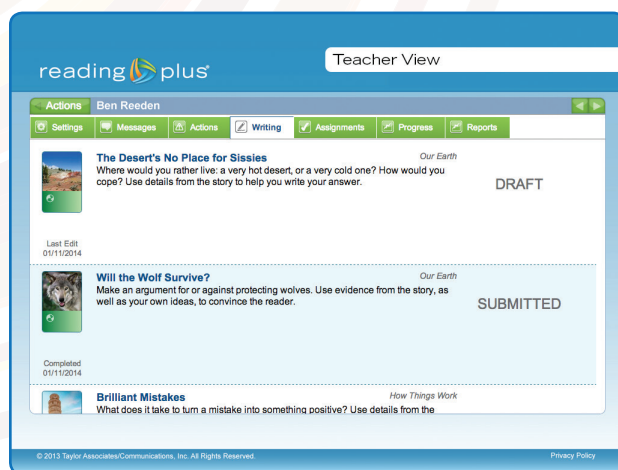
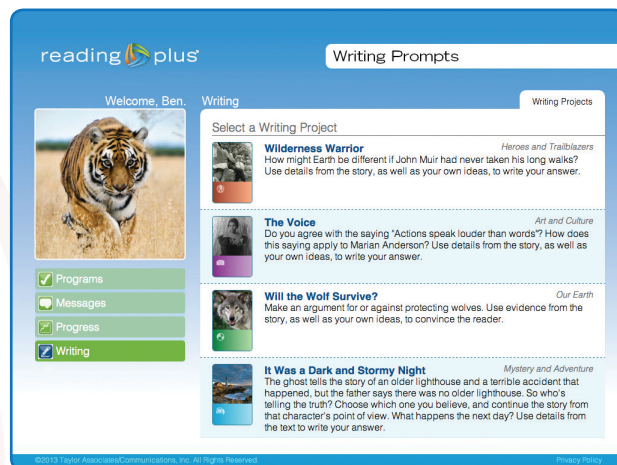
- ✓ Evidence-based prompts ask students to form an argument or hypothesis and substantiate their positions with prior knowledge and relevant evidence from the text.

Writing: Varied Assignments

Can writing help students find value in reading?

Students often read because of extrinsic motivators such as a graded assignment from a teacher. However, when students are given the opportunity to share what they have learned, they begin to read with the purpose of gaining knowledge. They begin to see reading as a valuable means of getting information.

When students access the integrated writing portal within *Reading Plus*, they review the writing prompt and then reread the text closely and critically to find the evidence, ideas, and details that will help them craft their responses. When students have the ability to share what they know in a meaningful way, they start to see reading as having purpose and value, and they begin to develop an intrinsic motivation for reading.



Using Technology

To be prepared for college and career, students must become proficient at using technology in the writing process. Common Core State Standards state that students should use technology to produce and distribute their writing. In addition, students must learn to respond to feedback by incorporating suggestions and new ideas into their writing.

- ✓ The integrated writing tool in *Reading Plus* lets students reread selections closely and critically and use word processing tools to produce their writing.
- ✓ Common Core State Standards state that students should use technology to produce and distribute.
- ✓ Students can submit writing to their teacher or to multiple teachers, and teachers can access student writing at any time via the educator's dashboard.
- ✓ Electronic comment threads between teacher and student help students learn how to incorporate feedback into their writing.

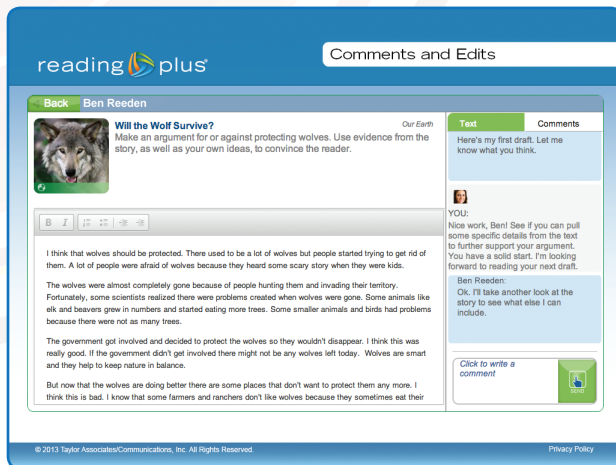
Using Technology

Can technology improve a student's writing process?

Nothing takes the place of a great teacher. Common Core State Standards state that students should use technology to produce and distribute. Pen-on-paper writing assignments make it difficult for educators to provide feedback to students while they are in the process of writing. Students must turn in a paper and wait for feedback, losing valuable work time.



The writing portal in *Reading Plus* lets educators view, edit, and comment on student writing at any time from the educator's dashboard. In turn, students can alert a teacher when they would like to have their work reviewed, and can continue to write their essays during the review process. Students get "just in time" feedback that can be integrated into their writing before a final essay is submitted for grading. Requesting and receiving feedback in this fashion encourages the writing process and helps students to become more confident, fluid writers.





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