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Achieve3000 is the leader in differentiated literacy solutions. Our philosophy is simple: One of the most effective ways to enable students to reach and then exceed the appropriate learning level is to teach them one-on-one, at their level. This is a widely accepted and research-validated principle, but one that is often difficult for educators to accomplish.

Our research-based solutions—KidBiz3000, TeenBiz3000, and Empower3000—use their own proprietary engine to extend the teacher’s ability to reach every child in grades 2–12 and help increase students’ literacy proficiency, step by step.

“Closing the gap” for our struggling readers mandates the implementation of intervention solutions that differentiate instruction in such a way that strategically and intensively meets the individual needs of each student. Those of us who work in the classroom every day know this is easier said than done. Any solution we implement must be flexible and time-saving. It must honor each student as an individual with unique interests and needs, while also honoring the teacher as a professional. All of these characteristics prevalent within the Achieve3000 Solutions.

KidBiz3000, TeenBiz3000, and Empower3000 can bring dramatic results for your struggling readers as seen in this analysis of students’ results using the Achieve3000 Solutions during the 2009–2010 school year.
**Achieve3000 Reaches Your Most Struggling Students**

By 11th Grade, Students Achieve Five Times Average Growth in ONE Year

*57 Schools, 601 Students*

*Evaluation period: 8/1/08–6/30/09*

**Key Findings**

- Students in each grade level averaged two-and-a-half times normal growth.

- Elementary students (gr. 3–5) averaged two-and-a-half times normal growth.

- Middle-school students (gr. 6–8) averaged over two times normal growth.

- High-school students (gr. 9–12) averaged over three times normal growth.

- Tenth and 11th grades averaged over four times normal growth, with the 11th grade exceeding five times the expected growth in one year.

For more information, see the Research Foundation and Support section in the Appendix.

In this book, we will guide you through the most effective strategies and implementation models to use with Achieve3000. We will reference many of the materials found in the online program and help you organize your classroom to meet your implementation needs.
KidBiz3000, TeenBiz3000, and Empower3000

KidBiz3000 (for students in grades 2–5), TeenBiz3000 (for students in grades 6–8), and Empower3000 (for students in grades 9–12) use Web-based software engines to determine each student’s reading level and deliver grade-appropriate content that is precisely customized to individual needs. All students in the class read the same content, but the passages and activities are precisely matched to each student’s reading level. Initial and ongoing assessments enable teachers to continually deliver content at the appropriate levels throughout the year. Spanish and Haitian Creole versions are available for ELL students.

When combined with strategic and intensive direct, explicit instruction, KidBiz, TeenBiz, and Empower are proven to increase reading, fluency, vocabulary, and writing proficiency. The accompanying lessons—available in the Achieve3000 publication Lessons and Resources and for download from the Training and Support area of the online Teacher Edition—were designed by one of the leading experts in the field of reading comprehension, Dr. Michael Kamil. In addition, the fidelity of program implementation is supported by a robust professional development program throughout the year.

KidBiz, TeenBiz, and Empower deliver the following:

- LevelSet™, Achieve3000’s proprietary Lexile® assessment, administered to students at the beginning of the school year for initial program placement. The assessment is re-administered mid-year to reassess students’ reading levels and readjust their KidBiz/TeenBiz/Empower levels as necessary.

- Content that is precisely and scientifically matched to each student’s Lexile level. All students in the class read about the same topic, but the passages adjust for their individual learning profiles.

- Content correlated to state standards

- A powerful reporting package that gives teachers and administrators diagnostic data on student performance in and out of school

- Anytime, anywhere Web-based access, for more time on task

- Contests and prizes, sponsored by Achieve3000, that promote and reward student performance

- Proven strategies reinforced throughout the KidBiz/TeenBiz/Empower Student Edition as well as by use of the daily Curriculum Key and reading comprehension lesson plans
How Do KidBiz3000, TeenBiz3000, and Empower3000 Work?

KidBiz3000, TeenBiz3000, and Empower3000 use a simple Five-Step Literacy Routine that improves comprehension, vocabulary, and reading fluency as well as writing skills. During this sequence, students receive nonfiction reading materials and follow-up activities that are precisely matched to their learning abilities. Each one of these five steps is based on best practices that have evolved out of decades of reading research.

Assess, Instruct, Reassess, and Report

At Achieve3000, we believe that teaching students one-on-one, at their level, is one of the most powerful ways to help them reach their maximum potential. KidBiz3000, TeenBiz3000, and Empower3000 use a proprietary software engine to do the following:

Assess. LevelSet, our online Lexile assessment tool, measures each student’s nonfiction reading comprehension for accurate placement in the program. This enables progress to be made immediately.

Instruct. Each day, students receive level-appropriate reading and writing assignments via e-mail. All students in a classroom read about the same topic, but the passages and follow-up activities adjust for their unique learning profiles. Writing activities are connected to daily reading, and all content and assignments are correlated to state standards. We also offer many resources to help teachers improve students’ reading comprehension across the curriculum and turn students into active readers. This book and the *Lessons and Resources* guide offer a complete roadmap for implementing direct instruction in a Whole Group/Small Group Rotations/Whole Group instructional model.

Reassess. Reassessment of reading levels takes place throughout the school year, ensuring that students are always working within their instructional zones.

Report. A powerful reporting package provides teachers and administrators with real-time diagnostic data on student performance in and out of school. The reports, available 24/7, enable individualized intervention and remediation on the strategies and on state standards.
Standards Alignment
Content, assignments, and diagnostic reports are aligned to state standards, enabling individualized intervention based on a given student’s needs. We also align to state standards for ELL students.

The National Assessment of Educational Progress (NAEP), also known as the Nation’s Report Card, is the only national and continuing assessment of what students can and should do in various subject areas. NAEP is designed to align with current national instructional practices and is generally considered to be the gold standard in rigorous standards for K–12 education. The No Child Left Behind Act of 2001 (NCLB) stipulated that NAEP would be one of the tools used to assess or evaluate the Title 1 program. Thus, states are required to participate in the NAEP reading and mathematics assessments in grades 4 and 8 if they wish to receive a Title 1 grant. Because NAEP is the common assessment by which the progress of students in all states is measured, Achieve3000 aligns the Five-Step Literacy Routine to the NAEP cognitive targets (distinguished by text type), which guide the development of the NAEP Reading Assessment items. These targets, familiar to most teachers, are central to constructing meaning.
As presented in the Reading Framework, these cognitive targets include the following:

<table>
<thead>
<tr>
<th>Locate/Recall</th>
<th>Integrate/Interpret</th>
<th>Critique/Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Both Literary and Informational Text</strong></td>
<td><strong>Both Literary and Informational Text</strong></td>
<td><strong>Both Literary and Informational Text</strong></td>
</tr>
<tr>
<td>Identify textually explicit information and make simple inferences within and across texts, such as:</td>
<td>Make complex inferences within and across texts to describe problem and solution, cause and effect:</td>
<td>Consider text(s) critically to:</td>
</tr>
<tr>
<td>• Definitions</td>
<td>• Compare or connect ideas, problems, or situations</td>
<td>• Evaluate the author’s perspective or point of view within or across texts</td>
</tr>
<tr>
<td>• Facts</td>
<td>• Determine unstated assumptions in an argument</td>
<td>• Take different perspectives in relation to a text</td>
</tr>
<tr>
<td>• Supporting details</td>
<td>• Describe how an author uses literary devices and text features</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific to Informational Text</th>
<th>Specific to Informational Text</th>
<th>Specific to Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify textually explicit information within and across texts, such as:</td>
<td>Make complex inferences within and across texts to:</td>
<td>Consider text(s) critically to:</td>
</tr>
<tr>
<td>• Topic sentence or main idea</td>
<td>• Summarize major ideas</td>
<td>• Analyze the presentation of information</td>
</tr>
<tr>
<td>• Author’s purpose</td>
<td>• Draw conclusions and provide supporting information</td>
<td>• Evaluate the way author selects language to influence readers</td>
</tr>
<tr>
<td>• Causal relations</td>
<td>• Find evidence in support of an argument</td>
<td>• Evaluate the strength and quality of evidence used by author to support his or her position</td>
</tr>
<tr>
<td>• Locate specific information in text or graphics</td>
<td>• Distinguish facts from opinions</td>
<td>• Judge the coherence, logic, or credibility of an argument</td>
</tr>
<tr>
<td></td>
<td>• Determine the importance of information within and across texts</td>
<td></td>
</tr>
</tbody>
</table>
The Five-Step Literacy Routine
A day in the life of a typical student user of the Achieve3000 programs follows five simple steps to literacy achievement, as described below:

1. Set a schema. Students read and reply to a daily e-mail that sets the stage for what they are about to read. Students start the reading and writing process in an informal environment that encourages them to make text-to-self and text-to-world connections. These are known foundations for increasing a student’s ability to comprehend material.
2. **Read for information.** The e-mail directs the students to an appropriately leveled nonfiction article on the Achieve3000 Website. Taken from current events, the article engages and involves students via real-world topics. All students read about the same topic, but the passage adjusts for each student’s individual reading profile. Topics selected are age-appropriate as well: TeenBiz and Empower users read about topics of interest to teens, while KidBiz users read about topics of interest to younger students. In addition, students can practice three proven effective reading comprehension strategies—summarizing, generating questions, or setting the purpose—as they read, transforming this step from one of passive reading to one of active knowledge acquisition.
3. **Demonstrate mastery.** After reading the article, students answer questions that monitor comprehension and vocabulary mastery. The questions also assess higher-order thinking skills.

4. **Construct meaning.** Students further build critical cognitive skills by writing responses to open-ended questions.
5. **Form an opinion.** Students participate in a poll about the article, evaluating information—the real manifestation of true reading comprehension—and forming and sharing their opinions with other students.

*From start to finish, students complete the Five-Step Literacy Routine without teacher intervention, fostering independent learning.*
Key Principles
Achieve3000 Solutions are based on best practices in literacy instruction. This section gives an overview of the key principles employed in the program: differentiated instruction, individualized instruction, scaffolded instruction, reading comprehension, vocabulary development, writing instruction and development, motivation and engagement, and cultural relevancy.

For a more detailed description of these principles, the research supporting them, and how they are implemented in the Achieve3000 programs, see the white papers, “Adolescent Literacy and Achieve3000” and “Research to Practice” in the Training and Support area of the Teacher’s Edition.

Differentiated Instruction
Differentiated instruction is instruction that has been modified to match students’ readiness (entry point relative to a particular understanding or skill), interests, and learning profile (mode of learning influenced by learning style, intelligence preference, culture, and so on). To match instruction to these student characteristics, a teacher in a differentiated classroom might modify the content, process, and/or products of instruction at any time (Tomlinson, 1999, 2003, 2005).

In a differentiated classroom, students are at the center of teaching and learning. Instruction begins where the students are, rather than following a one-size-fits-all approach. Teachers call on a range of instructional strategies to ensure that both struggling and advanced learners and students with varied cultural heritages and background experiences all can meet their potential. Teachers remain responsive to students’ changing abilities and needs and support their continued growth throughout the year (Tomlinson, 1999).

Teachers in differentiated classrooms do not “dumb down” the curriculum, but hold all students to high standards. Regardless of ability level, all students receive tasks that are interesting, engaging, and important (Tomlinson, 1999).
How Achieve3000 supports differentiated instruction:

- The use of a wide range of **high-interest and current articles** helps to ensure students will find something that engages their interest.

- The **daily e-mail** sets the stage for a learning experience that is designed to help every student maximize his or her potential by introducing the topic of the article using vocabulary and questions appropriate for his or her reading level.

- The **regular and ongoing formative assessment** provided in the *Multiple Choice* activities holds each student accountable to the same set of standards but with questions that are differentiated based on each student’s reading level.

- Teachers can **monitor student progress** toward mastery of grade-level state standards and easily identify the strengths and weaknesses of each student.

- **Prescriptive reports** identify remediation materials specific for each individual student’s needs.

- Achieve3000 offers a **variety of learning options** designed to tap into different readiness levels, interests, and learning profiles. A wealth of instructional resources empowers teachers to modify instruction and practice to suit the wide variety of students in their classrooms, including mainstream, special education, Title I, and ELL students.

- **Flexible grouping** is consistently used and **instructional strategies are varied**; i.e., direct instruction with modeling (“think-alouds”), scaffolded instruction, cooperative learning, and more.

- The online assessment activities include multiple-choice questions, polls, and free response questions that allow students to **demonstrate learning in a variety of ways**.
Individualized Instruction

Curriculum and instruction are most effective when they are responsive to individual learning needs (Tomlinson & Kalbfleisch, 1998). Individualized (adaptive) instruction is perhaps most notably evident as it is used with special education students through Individualized Education Plans (IEPs). In individualized instruction, the goals, content, instructional methods and materials, and pace of learning are adapted to the abilities and interests of each individual learner (Gage & Berliner, 1992). Traditionally, providing such individualized instruction for all students has been too time-consuming and labor-intensive to be practical in the regular classroom. Computer-assisted instruction (CAI), however, can help teachers realize this ideal.

How Achieve3000 supports individualized instruction:

• Teachers can automatically tailor reading and writing instruction to match students’ individual Lexile reading levels, teaching each student at his/her “point of entry.” All students in the same class read about the same topic, fostering class discussions and building self-esteem, yet each student receives the assignments via e-mail tailored automatically and precisely to his or her Lexile level.

• The solution is self-adjusting—automatically re-adjusting instructional levels and assignments as students make progress without requiring teacher intervention.
Scaffolded Instruction

Students learn best when instruction is scaffolded through modeling and explicit strategy instruction (Meltzer & Hamann, 2004b; Pearson & Fielding, 1991; Pearson & Gallagher, 1983). Scaffolding provides a temporary framework of instructional supports that allows complex skills to be broken down into manageable portions for easier mastery and to be presented in ways that provide guidance and access to meaning. Students are able to see the new skills expertly modeled, and then they practice under watchful guidance and informative feedback. Students progress from spectator, to novice, to increasingly responsible participant, to initiator and independent worker. The supports are carefully removed as students become more autonomous (Clark & Graves, 2005; Collins, Brown, & Newman, 1990; Duke & Pearson, 2002; Pressley, 2002; Roehler & Cantlon, 1997; Rosenshine, 1991; Stevenson & Stigler, 1992; Vygotsky, 1978; Wood, Bruner, & Ross, 1976).

How Achieve3000 supports scaffolded instruction:

Achieve3000 uses a system of scaffolded instruction that begins with direct instruction, followed by modeling and guided practice, application, and assessment. The diagram at left illustrates the model. For more information about how the lessons are scaffolded, read Chapter 1: Instructional Models.
Reading Comprehension

Research shows that comprehension can be improved by teaching students to use specific cognitive strategies or strategic reasoning when encountering barriers to understanding (National Institute of Child Health and Human Development, 2000). Direct, explicit instruction in reading comprehension strategies is strongly linked to improving middle and high school literacy achievement (Biancarosa & Snow, 2006; Kamil et al, 2008; National Institute of Child Health and Human Development, 2000). Reading comprehension strategies are routines and procedures that readers use to make sense of text (Kamil et al, 2008) and include skills such as questioning, summarizing, using text structure, and employing comprehension monitoring and metacognition skills. Research also shows that comprehension is enhanced when readers connect the text to their own knowledge and experiences and construct mental representations of the ideas in the text (National Institute of Child Health and Human Development, 2000).

How Achieve3000 supports the teaching of reading comprehension:

• Achieve3000 Solutions use research-proven comprehension strategies for the three stages of the reading process: before, during, and after reading. Such strategies include activating prior knowledge, generating questions, summarizing, and understanding text structure.

• The daily e-mail message prepares students for the article that they are about to read. It encourages students to immerse themselves in the topic before reading, by either helping students build prerequisite knowledge or reminding them of what they already know before introducing new material. The daily e-mail question provides students with an opportunity to make text-to-self and text-to-world connections, skills that help students to develop their reading comprehension.

• In a continued effort to help students build the background schemata necessary to understanding what they are reading, reading passages come with “Related Links”—links to background information or extended reading.

For a closer look at some of Achieve’s resources for teaching reading comprehension, see the Reading Comprehension Strategies chapter in Lessons and Resources.
Vocabulary Development

The vocabulary component of the Achieve programs was developed under the guidance of Dr. Linda Kucan. It is based on research from the National Reading Panel that emphasizes the need for supporting vocabulary development by allowing students to build deep understandings of words. According to Dr. Kucan, effective vocabulary instruction provides multiple encounters with new words and plentiful opportunities for students to use words in varied ways.

- The **daily e-mail** sets the stage for a learning experience that is designed to help all students maximize their potential by introducing the topic of the article using vocabulary and questions appropriate for each student’s reading level.

- **Daily articles** include reading-level-appropriate words that are reviewed and reinforced in follow-up activities.

- After reading the article, students answer **questions** that monitor comprehension and vocabulary mastery.

- Opportunities and differentiated activities **pre-teach vocabulary** that has been preselected using the tiered approach. These activities require students to engage with the vocabulary in meaningful ways based on their specific learning needs.

- **Explicit, direct instruction** is provided through lesson plans focused on building the strategies of contextual analysis, word parts such as prefixes and suffixes, and word families.
Writing Instruction and Development

When students have opportunities to discuss their own opinions about a text, consider alternative interpretations, and write about their understandings, reading comprehension is improved. Moreover, teachers gain insight into student comprehension levels by giving students frequent, regular opportunities to write about what they read (Biancarosa & Snow, 2006; Fearn & Farnan, 2001; Fisher & Frey, 2003; Frey, Fisher, & Hernandez, 2003; Moats, 1999).

According to the National Commission on Writing (2003), increasing the amount of time students spend writing is key to the improvement of their writing skills. They also stated that students should be encouraged to write in an informal environment, across the curriculum, and outside of the school routine.

Elements of writing instruction that have been identified as effective include (but are not limited to) writing strategies, summarization, word processing, a process writing approach, specific product goals, and writing for content learning (Graham & Perin, 2007).

Ways in which Achieve3000 supports writing instruction and development:

- The daily Five-Step Literacy Routine includes two opportunities to write—one formal and the other informal.
- Daily e-mail messages include thought-provoking questions that give students the opportunity to write across content areas on a daily basis.
- The daily Thought Question improves students’ writing skills, particularly organization, logic, and structure. The design of the system supports the writing process: prewriting, drafting, revising, and editing. The daily writing prompts use content that spans all curriculum areas and many writing genres.
- The Writing Center offers weekly writing assignments that give students practice in recognizing and applying different organizational strategies, including cause/effect, compare/contrast, and steps in a process.
- Students have the opportunity to see their work published on the Achieve3000 site, so they can benefit from writing for an audience.
- The system is designed to support the writing process so students can use graphic organizers to organize their thoughts, create drafts, edit and revise drafts based on comments, and finally publish their work.
- The range of topics within KidBiz, TeenBiz, and Empower offer many opportunities for students to write after school hours as well.
Motivation and Engagement

Engaged readers have a purpose for reading, seek to understand what they read, believe in their capabilities as readers, and take responsibility for their learning (Cambourne, 1995). Engaged readers are motivated by a variety of goals, strategically use multiple approaches to comprehend, and are knowledgeable in their construction of new understanding from text and socially interactive in their approach to literacy (Guthrie, McGough, Bennet, and Rice, 1996). Engaged reading is strongly associated with reading achievement (Guthrie and Wigfield, 2000; Campbell, Voelkl, & Donahue, 1997).

Researchers agree that readers read and comprehend text, in part, because they are motivated to do so. Motivation is the foundation of reading engagement in that it activates reading behaviors (Guthrie and Wigfield, 2000). For more details about the instructional processes that can facilitate reading engagement and motivation, see Chapter 6.

In the area of writing, students are motivated by relevant topics, high expectations, an interested audience, and opportunities to write creatively (Lehnart, Arafeh, Smith, & Macgill, 2008).

How Achieve3000 promotes motivation and engagement:

- Lessons are delivered via e-mail, a common form of communication for teens.
- Daily news stories are based on current events and high-interest topics that appeal to students—even struggling readers. Weekend reading activities also are related to entertainment, sports, and other topics that are of interest to adolescents.
- The Solutions encourage text-based collaborative learning. In order to interact with each other around a text, students need to be reading the same texts. By providing the same lesson to every student, differentiated for their individual reading levels, Achieve3000 ensures that students can collaborate and work through reading passages as a group. Additionally, the e-mail tools allow easy sharing and collaboration.
- The Web-based assignments are interactive, engaging, and highly motivating. They provide more time on task and more practice, which, in turn, fosters gains in reading comprehension, writing skills, and vocabulary development across subject areas, giving students opportunities to be internally motivated by their own successes.
• Studies indicate that computers in the classroom encourage collaboration among students and enhance language development. The computer area is rich with social interaction: children discussing what they are doing, asking a peer for help, and exploring a program together. Research has shown that not only can children work together at computers, they also frequently prefer working with a peer to using a computer alone (Nelson, Duvergé, Gary, & Price, 2003).

• Achieve’s new motivational features include a visual **dashboard** on the homepage that provides a snapshot of program progress for administrators, teachers, students, and parents as well as a **rewards program** in which students earn achievements and points for key behaviors.

**Cultural Relevancy**

Culturally relevant teaching is “a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes” (Ladson-Billings, 1994). In culturally relevant classrooms, teachers match their teaching styles to the cultural backgrounds of their students, building a bridge between students’ home and school lives, while still meeting district and state curricular expectations. Culturally relevant teaching uses the students’ backgrounds, knowledge, and experiences to inform both lessons and methodology. It also provides a way for students to maintain their cultural identity while succeeding academically.

*How Achieve3000 Solutions support culturally relevant teaching:*

• Achieve’s bank of articles allows teachers to search for reading materials that are directly related to students’ **backgrounds and interests**.

• **Prereading activities** help students connect the topic to their backgrounds and experiences.

• Students can **self-select** and further explore topics based on their interests.

• A variety of instructional materials allow teachers to choose instructional strategies that are the best fit for the cultural backgrounds represented in their classrooms. **Flexible grouping** and **collaborative learning** are supported by all students covering the same lesson but at their own reading level.
Instructional Models
As previously stated, the Achieve3000 lessons were designed by Dr. Michael Kamil, one of the leading experts in the field of reading comprehension. Instruction is delivered through a whole-group/small group rotation/whole-group instructional model. This model begins with whole group direct instruction, then moves to small group/individual rotations that include more targeted direct instruction and independent differentiated reading, and ends with a whole-group wrap-up.

The components of the Achieve3000 programs are also designed to fit seamlessly within a reading workshop model of reading instruction, facilitating efforts to integrate explicit instruction of reading strategies with reading practice.

For more information how the Achieve3000 tools employ and support these models, see Chapter 1: Instructional Models.

Assessment
Both summative and formative assessments enable you to place each student appropriately and monitor his or her progress. Achieve3000’s LevelSet, an online assessment tool that uses the Lexile Framework™, offers an objective, scientific means of accurately matching a reader’s ability to the difficulty of a text, creating a meaningful foundation for differentiating instruction among students of all learning levels. LevelSet works by doing the following:

• Determining Lexile reading levels by administering a short initial assessment

• Using a proprietary software engine that automatically determines each student’s level of comprehension for informational text, automatically pairing them with content that engages them at their reading level

• Re-assessing student performance periodically throughout the school year (in the first weeks of school, mid-year, and at the end of the year) to ensure accuracy, adjust up or down to students’ reading levels, and provide teachers with valuable performance data

The Achieve3000 Solutions also include tools and guidance for conducting reading fluency assessment, daily progress monitoring, writing assessment, and student self-assessment. For more information about the assessment features of the Achieve3000 programs, see Chapter 2: Assessment.
Program Features and Materials
Student Program and Materials

Student Program
The student homepage is the entry portal into the student version of the programs—KidBiz3000 (gr. 2–5), TeenBiz3000 (gr. 6–8), and Empower3000 (gr. 9–12). Through the closed system mailbox on the homepage, the student receives reading content and activities precisely matched to his or her reading level. Other program features include a News page, Stock Market, Writing Center, Contests, Kids Contribute/Teen Thoughts (editorials), Games, and a Dashboard that provides a snapshot of program progress.
Student Strategies Notebook Page
Students use this page weekly to reflect on their understanding and application of the focus strategy of the week.
Student Log-In Cards

Teachers use these cards, available in Spanish and English, to write or type each student’s username and password. Students can keep the cards, or teachers can collect them and redistribute each time the students use the program, to remind them how to log in.
Teacher Program and Materials

Teacher Program

The teacher version of KidBiz3000/TeenBiz3000/Empower3000 allows the teacher to view everything the students view plus access additional resources to help drive instruction, such as the Curriculum Key developed for each article and the Learning Center where lesson plans and other tools are located. The ADMIN section is the management area and enables the teacher to run reports on student data. Other tools include standards alignments, a unit builder, and a dashboard that shows daily aggregated data on student progress with the option to filter by class.
Learning Center
The Learning Center provides administrators, teachers, and parents with the resources they need to get started and keep going with the Achieve3000 programs.

Achieve3000 in Your Classroom and Lessons and Resources
The books Achieve3000 in Your Classroom and Lessons and Resources are designed to guide teachers in planning, organizing, and delivering instruction that supports the Achieve3000 programs. The materials in these books are also available in electronic form in the Learning Center.
Online Training Platform
The Online Training Platform is the starting point for accessing ongoing support and professional development. A blend of on-site and Web-based professional learning options include courses for teachers, administrators, and parents as well as a variety of delivery options. Included are welcome videos and product tours as well as online tutorials about classroom strategies for digital content, preparing for LevelSet, and more. The system awards certificates for online courses.

“Achieve3000 Counts” and “Five Steps” Poster
This poster itemizes the steps in the Five-Step Literacy Routine. Hung on the wall in the room where students will be using KidBiz3000/TeenBiz3000/Empower3000, it reminds students of the sequence of activities they should complete.
Chapter 1
Instructional Models

The components of the Achieve3000 programs are designed to fit seamlessly within a Reader’s Workshop model of reading instruction, facilitating efforts to integrate explicit instruction of reading strategies with reading practice. In addition, the lessons that accompany the Achieve3000 program are presented in a whole group/small group rotation/whole group instructional model. Designed by Dr. Michael Kamil, a leading expert in the field of reading comprehension, each lesson begins with whole group direct instruction, then moves to small group/independent differentiated reading, and ends with a whole group wrap-up.

This chapter describes in detail how the Achieve3000 system can be implemented using these models in your classroom. Also included are guidelines for supporting the use of the Achieve programs and the Five-Step Literacy Routine with the English language learners (ELLs) and special education students who are increasingly a part of today’s classroom communities.

Download the resources in this chapter from the Teacher’s Edition of the online program by following this path:

- Select the Training and Support tab to access the Learning Center.
- Select the Lessons and Resources tab.
Introduction
Achieve3000’s differentiated reading-writing programs—KidBiz3000, TeenBiz3000, and Empower3000—can be coupled beautifully with the Reader’s Workshop model in your classroom. In many classrooms, the Reader’s Workshop model is chosen to seamlessly integrate explicit instruction of reading strategies with reading practice. The Achieve3000 programs are designed to facilitate that instructional experience and become the perfect tools to embed in this model.

The most important advantage of using the Achieve3000 program in your Reader’s Workshop model is that it allows each student to read a version of a shared topic that has been precisely matched to his/her reading-ability level. The model is enriched by providing differentiated instruction automatically and enabling the students to participate in collaborative discussions and projects to deepen comprehension, which is not always possible when implementing with books alone.

Three Experiences in the Reader’s Workshop Model

The Reader’s Workshop model has three basic experiences. These experiences define the daily instructional process: 1) mini-lessons, 2) independent instruction and student conferences, and 3) guided reading. We will outline each of these experiences and consider how Achieve3000 can be embedded in each experience. Within the workshop model, the Achieve3000 tools along with the Five-Step Literacy Routine will provide opportunities for student choice and reflection, text and follow-up activities tailored to the student’s individual reading ability, instruction and application of reading strategies, both formative and summative ongoing assessment, targeted work on state standards, and motivational experiences.
Mini-Lessons—Achieve3000 Lesson Plans
and Curriculum Key

Mini-lessons provide direct, explicit instruction over one teaching point or strategy in a short burst of instruction. Usually, this instruction includes the teaching, through demonstration or modeling, of the strategy or skill using a think-aloud.

The following are found in Achieve3000:

• **A simple lesson format** is used for all the lesson plans—Preparation, Before, During, and After Reading—with explicit instruction and modeling throughout.

• **A reading comprehension strategy lesson**—developed under the direction of Dr. Michael Kamil and based on proven strategies identified by *Reading Next*—is attached to each article. The lessons help teachers directly and explicitly teach expository text strategies, such as cause and effect, compare and contrast, and more.

• **Vocabulary lesson plans** focus on key vocabulary strategies. Each leveled version of the article has a unique set of appropriately leveled vocabulary words in the article’s dictionary.

• **Fluency activities and lessons** are designed for both whole-group and small-group instruction in developing fluency. Readers’ Theaters are among the activities that research shows to be highly effective and motivating.

The Achieve lesson plans can be found in the *Lessons and Resources* book and in the *Training and Support* area of the online program.
Independent Reading Time and Student Conferences—Achieve3000’s Five-Step Literacy Routine

During independent reading time, students keep a journal and respond to literature. They write about what they are thinking and feeling in regard to the text they are reading. The teacher reads the reflections and responds to them. This is also a time when the teacher can engage in teacher-student conferences concerning the readings and journal. Achieve3000’s Five-Step Literacy Routine offers an online opportunity to enhance the independent reading and teacher-student conferencing.

- **Independent reading materials** are precisely matched to each student’s reading ability. Completing the Five-Step Literacy Routine improves vocabulary, comprehension, and reading fluency as well as writing skills. This five-step routine actively engages the student with the text and teaches the students to routinize proficient reader strategies.

- **Grade-level standards** are aligned to each assignment and can be tracked for mastery using a robust reporting system that also includes fidelity of implementation data.

- **Student choice** is facilitated by the extensive bank of nonfiction articles that ranges in topics from sports to music to earth science to the Civil War and everything in-between.

- **Whole-class and small-group discussions of key concepts** can deepen comprehension and challenge the cognitive target areas of all students. Although the students each read the content at an individualized reading level, it is on the same topic. All students can participate. The *Curriculum Key* highlights the key concepts and is the teacher’s planning tool for these discussions or for individual student conferences.

- **Reading Connections** is a strategy embedded within each article that encourages students to summarize and generate questions as they read. Reflecting on the text as they read, along with the *Thought Question* and *Poll*, significantly increases comprehension.

- The **Strategy Notebook** is an ongoing self-reflection process allowing students to assess their learning and keep a record of their progress on reading strategies.

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**Five-Step Literacy Routine**

1. **Set a schema.**
   Students read and reply to a daily e-mail that sets the stage for what they are about to read. Students start the reading and writing process in an informal environment that encourages them to make text-to-self connections. These are known foundations for increasing a student’s ability to comprehend material.

2. **Read for information.**
   The e-mail directs the students to an appropriately leveled nonfiction article at the Achieve3000 Website. Taken from current events, the article engages and involves students via real-world topics.

3. **Demonstrate mastery.**
   After reading the article, students answer questions that monitor comprehension and vocabulary mastery. The questions also serve to assess higher-order thinking skills.

4. **Construct meaning.**
   Students further build critical cognitive skills by writing responses to open-ended questions.

5. **Form an opinion.**
   Students also participate in a poll about the article, so they can demonstrate opinions—the real manifestation of true reading comprehension—and share their opinions with other students.
Guided Reading—Achieve3000’s Small Group Guided Reading

In the Reader’s Workshop model, students are grouped together for guided reading using a book that the small group of students can read with assistance from a teacher. Achieve3000 articles can be used in much the same manner by grouping students who are reading at approximately the same level. Teachers can use the “grade-level” version of the article to provide guided-reading instruction, and then students can work independently on the same topic customized to their individualized reading level. Printed copies of the article or interactive white boards are effective ways of presenting the grade-level text.

The guided-reading experience is usually characterized by three simple steps. This experience closely resembles our Five-Step Literacy Routine.

Step One – Introducing the Book

The teacher introduces the book, sets a purpose for reading, and activates the students’ background knowledge and experiences with the text. Key vocabulary is introduced and the focus strategy is explained.

• **Introducing the article in Achieve3000** – Activate prior knowledge by previewing the title of the article, the picture and caption, and key words and discussing the e-mail. The Curriculum Key highlights the words to pre-teach. If the article is on an unfamiliar topic, the teacher can use the Web links at the bottom of the article or Curriculum Key to help build background knowledge.

Step Two – Reading the Book

The teacher sets goals for reading, and students begin to read. Students begin independent reading of the text, either silently or by “whisper reading,” while the teacher circulates and monitors fluency and coaches word accuracy and comprehension strategies.

• **Setting a purpose for reading** is built into the process for the Achieve3000 teacher. The teacher uses both the Thought Question and the Key Concepts. Students may annotate the text with their thoughts—summarizing the text or generating questions as they read. The teacher circulates and coaches students during their independent silent reading.

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**Three Steps of Guided Reading:**
1. Introducing the book
2. Reading the book
3. After reading
Step Three—After Reading
Teachers and students begin a group discussion to clarify understanding and work on vocabulary and reading strategies. Students will respond to the text in various ways during the group discussion and/or during the independent reading time.

- **Checking for understanding and modeling** are part of the Achieve3000 after-reading experience. The *Curriculum Key* offers several choices of activities. The *Multiple Choice* questions and *Thought Question* can be used as well. As a group, the students write a response to the *Thought Question* while the teacher models the writing process. Voting on the *Poll* question and discussing it allows students to form and defend those opinions.

- **Cross-curricular extensions** are available with each article to extend learning and build content literacy.

The Strategy Notebook used during independent reading is also used after guided reading to continue the self-reflection process.

**Conclusion**
The Achieve3000 journey toward becoming a proficient reader is full of exciting and motivational texts and strategies. Reading becomes relevant and meaningful—helping the students define their own purposes for learning. The Reader’s Workshop approach is an effective instructional approach that can be strengthened with the Achieve3000 programs: KidBiz3000, TeenBiz3000, and Empower3000.
The Achieve3000 Instructional Model

The daily instructional model for implementing Achieve3000—with intensive and targeted direct instruction—follows a very simple structure. Each class period begins with Whole Group time and then moves to a Small Group rotation where students may work in small groups, pairs, individually, or independently. The last five-to-ten minutes of the class period is spent back in Whole Group with a class wrap-up. We recommend you spend 45–90 minutes a day, at least four days a week, implementing this intervention solution. The time you spend in the first Whole Group and the Small Group rotation of the instructional model will vary depending on the overall amount of time you have in the class period and the needs of your students.
How Do You Implement Each Part of the Model?
Whole Group—Direct Instruction

Each session begins with an activity to “hook” your students into the learning experience. This is a time to begin your direct instruction. You will use prereading activities, ELL activities, vocabulary, class discussions, videos, and so on to activate prior knowledge, build background knowledge, or set the purpose for reading.

The activity will be directly related to the strategy you have chosen to focus on that week (See Sample Scope and Sequence in Chapter 3). Your strategy may be a reading comprehension, vocabulary, or writing strategy. The strategies can also be presented in a thematic approach, such as sports, or a thorough inquiry, such as “How do you expect changes in technology to affect your life in the next 20 years?” Thematic approaches can be customized to meet your specific needs, and you can get ideas for units by reviewing the Achieve3000 ready-made units in the online program.

The lesson plans are one resource for your direct instruction. The Curriculum Key is another valuable tool for your instruction. Each daily article comes with a Curriculum Key that contains the instructional information you need to focus on any of the strategy areas we have discussed. You can also take any of the steps in the Five-Step Literacy Routine and turn those into a direct instruction experience.

This is also a wonderful time for you to do classroom modeling. Students need multiple opportunities to observe the metacognitive process. Modeling the “think-aloud” process during this time is a proven-effective way to help scaffold instruction for students and help them become more actively engaged with the text in the article as they read.

The length of time here may vary. On Mondays in our Sample Scope and Sequence, this time combines with the Small Group rotation time to allow the teacher the opportunity to present one of the lesson plans from the program. You will probably want your students to work either in a whole group at their computers while you work on a white board or off their computers while you model.

For the remainder of the week, you will probably spend ten-to-fifteen minutes only in whole-group direct instruction.

Three Parts of the Achieve3000 Instructional Model:
1. Whole Group—Direct Instruction
2. Small Group/Individual/Independent Rotations—Direct Instruction/Application
3. Whole Group—Wrap-Up

Modeling the “think-aloud” process during this time is a proven-effective way to help scaffold instruction for students and help them become more actively engaged with the text in the article as they read.
Small Group/Individual/Independent Rotations – Direct Instruction/Application

During this time, students will be engaged with their article and the Five-Step Literacy Routine. The way you organize or have your students engage with the article may vary. At times, you will want to pull small groups of students together to either re-teach strategy by presenting it in a different way or work on a particular state standard or skill. The reports in the Achieve3000 programs will provide the data you need to make those types of instructional decisions. We recommend that you never work with small groups larger than five students. You can also use this time to work with individual students to provide individualized instruction.

This is an excellent time to work on phonics and phonemic awareness skills. Achieve3000 articles can easily be used to reinforce the development of these skills and other strategies for word recognition. Those students needing this type of instructional reinforcement can participate in small group activities and/or lessons such as those suggested in the Emerging Literacy chapter of Lessons and Resources.

While some students are receiving small group and/or individualized instruction, your other students will need to be working on the Five Steps with the article at their own reading level. Based on the number of computers you have available, you may have them do all of the steps on the computer if you have enough computers to facilitate this. In some instances, you may need to have students rotate through the computers. If that is the case, you have several options:

- Print the article for some students to work off-line; then have them go online to record the answers to their activity, Thought Question, and Poll.

- Do the e-mail together as a whole group. Have the students do only their article, Multiple Choice activity, and Poll online. They can do their Thought Question offline.

- If you have an assistant, split the class into three groups. The assistant can work with one group while you work with another. The third group can work on the computers. Each group will rotate between working with the assistant, you, and on the computers.
Whole Group Wrap-Up
For the last five-to-ten minutes of the class period, you will bring all of the students back together to reflect on their learning experiences that day. This is the time where you can assist students in “bringing it all together” and help them to make sense of their learning. Some of the suggested activities to use during this time are as follows:

• After-Reading Activities (found in the online program)
• Cross-Curricular Extension Activities from the Curriculum Key
• Class discussions

This is also the perfect time to make any additional assignments for outside of class or for the next time you meet. This is important because students love to use the program outside of class. In fact, 70% of Achieve3000 students access the Solutions outside of school hours—in school, at home, or in the library.

Celebrating success with your students is an important motivator. Students need to have their successes recognized, especially struggling readers. They should be recognized often and for even the smallest improvements. We suggest you take the time on Fridays to celebrate with your students.
Special Populations
English Language Learners

The tips in the following section will show you how to adapt the Five-Step Literacy Routine for use with ELL students at the following English reading proficiency levels.

Beginning

Students at this level have little or no ability to understand English text. They tend to read very slowly and word-by-word, relying heavily on prior knowledge of the topic, visual information, and a very limited vocabulary of isolated, high-frequency, concrete English words and phrases they have memorized. They understand some sentences in highly routine contexts, but have a very limited understanding of English language structures. Comprehension quickly breaks down when trying to read English in authentic social and academic situations.

Developing

Students at this level have a somewhat larger English vocabulary, including some routine academic vocabulary, and are beginning to develop a basic understanding of simple English language structures. They can read and understand short connected texts on familiar topics with high-frequency vocabulary, but still have difficulty reading and understanding grade-appropriate text. They tend to read slowly and in short phrases and may reread to clarify meaning; and proficiency can vary considerably. They are prone to literal interpretations of text and have difficulty following nonstandard text structures. They still rely heavily on background knowledge to construct meaning and confirm comprehension, and visuals are still needed to support understanding. They are capable of using basic and some higher-order comprehension skills when accommodated and scaffolded.
Expanding
Students at this level have more of a grade-appropriate reading vocabulary, including some abstract and multiple-meaning words, as well as a grasp of English grammar and language structures. They have the ability to read grade-level texts with some success, although support is still needed for understanding some less-common language and complex structures that are familiar to their native English-speaking peers and for ideas presented in a decontextualized manner. They are capable of reading longer phrases and simple sentences from familiar text with appropriate rate and speed. With linguistic support, these students can often demonstrate comprehension of main and supporting ideas on unfamiliar topics. They can often understand English beyond its literal meaning, and they have an emerging ability to think analytically and build conceptual understanding. They are still sometimes dependent on visuals, teacher support, and other accommodations to construct or clarify meaning, particularly on unfamiliar topics.

Bridging
Students at this level have the ability to read and understand English in grade-appropriate texts at a level comparative to their native English-speaking peers, with minimal support. They are generally capable of reading familiar text with appropriate rate, speed, intonation, and expression. They possess a good command of vocabulary, including a considerable amount of academic vocabulary, idiomatic expressions, and colloquialisms. Support may be needed for understanding low-frequency or specialized vocabulary. They can understand both explicit and implicit ideas and are capable of high-order comprehension skills, including thinking analytically and building conceptual understanding, when reading grade-appropriate text.
Adapting the Five-Step Literacy Routine for ELLs

Use the following guidelines and suggestions for adapting the Five-Step Literacy Routine for use with your English language learners.

1. Set a schema. Students read and reply to a daily e-mail that sets the stage for what they are about to read. Students start reading and writing in an informal environment that encourages them to make text-to-self connections. The purpose is to set a schema for the day’s topic as well as build prior knowledge.

Beginning
- Translate the e-mail into each student’s home language and allow responses to the prompt in the home language.
- Tailor the e-mail prompt to fit the needs of your students. When you assign the article and create the e-mail, you can target it to the instruction you are planning in the classroom and the objectives you have for the article. Or you can use it to develop additional prior knowledge. For instance, if the article mentions Mickey Mouse and you think your students might not be aware of this American cultural icon, include an image of Mickey Mouse in the e-mail and a sentence that introduces the character.
- Pre-teach key vocabulary and build background knowledge necessary for understanding the assigned article, particularly words and ideas that are easily represented by pictures or other forms of concrete representation. Use hands-on manipulatives, realia, photos, visuals, multimedia in the students’ home languages, and demonstrations as appropriate (See the following activity ideas in the ELL chapter of the Lessons and Resources book: Speak and Listen, Act It Out, Word Bingo).
- Pre-teach some of the high-frequency site words that are used in the selection (See the following activity in the ELL chapter of the Lessons and Resources book: Building Sight Vocabulary).
- Explain the meaning of any idioms in the text.

Developing
- Translate the e-mail into each student’s home language. Encourage students to write as much of the response as possible in English, but allow some use of the home language.
- Tailor the e-mail prompt to fit the needs of your students. For instance, if the article mentions Mickey Mouse and you think your students might not be aware of this American cultural icon, include an image of Mickey Mouse in the e-mail and a sentence that introduces the character.
- Pre-teach any idioms and explain any figurative language included in the text.
- Preteach multiple-meaning words for which the less common meaning is used.
- Preteach the text-structure—such as cause/effect, compare/contrast, and so on, as applicable—using graphic organizers.
• Teach students the concept of previewing a passage before reading, looking at the title, the images, subheadings, and any other textual features that might give a clue to the topic of the article. Encourage them to make predictions (See the following activity in the ELL chapter of the Lessons and Resources book: Guess What’s Next?).

Expanding
• Have students read the e-mail and respond in English with the support of a bilingual dictionary.
• Tailor the e-mail prompt to fit the needs of your students. For instance, if the article mentions Mickey Mouse and you think your students might not be aware of this American cultural icon, include an image of Mickey Mouse in the e-mail and a sentence that introduces the character.
• Pre-teach key vocabulary, particularly less common words, and build background knowledge necessary for understanding the assigned article. Use hands-on manipulatives, realia, photos, visuals, multimedia in the students’ home languages, and demonstrations as appropriate (See the following activity ideas in the ELL chapter of the Lessons and Resources book: Word Variety, Mix and Match, and Compound Word Practice).
• Explain the meaning of any idioms in the text.
• Pre-teach any idioms and explain any figurative language included in the text.
• Preteach multiple-meaning words for which a less common meaning is used.

Bridging
• Have students read the e-mail and respond in English with the support of a bilingual dictionary.
• Tailor the e-mail prompt to fit the needs of your students. For instance, if the article mentions Mickey Mouse and you think your students might not be aware of this American cultural icon, include an image of Mickey Mouse in the e-mail and a sentence that introduces the character.

2. Read for information or enjoyment. The e-mail directs students to an appropriately leveled, nonfiction article or fictional story at the Achieve3000 Website that involves students in real-world topics or engaging stories.

Beginning
• Allow students to read the article in their home languages before reading the English language version.
• Allow students to listen to a recording of the English language version of the article, with the reading being performed at a very slow pace. Students should be allowed to stop and replay parts of the recording as needed.
• Encourage students to use the dictionary provided at the bottom of each passage. Also allow students to use a bilingual dictionary as they read.
• Allow students extra time to complete the reading task.
• Before students read their leveled passages independently, read the passages aloud to them on grade level or at a reading level you deem appropriate.

• Before students read their leveled passages, provide a summary of the article in their home languages.

• Highlight important parts of the text to which students should pay particularly close attention, such as overriding ideas, key concepts, important vocabulary, and summary statements.

• Make sure students locate the key vocabulary that you pre-taught. Ask students to write the sentences in which those words appear.

• Set a specific purpose for reading. You might want to tie it back to the e-mail prompt or to something you are teaching during class. For instance, if you are planning a lesson on consonant blends, you might want students to look for words with these blends as they read.

**Developing**

• Allow students to read the first few paragraphs of the article in their home languages.

• Allow students to listen to a recording of the English language version of the article as they along, with the reading being performed at a very slow pace. Students should be allowed to stop and replay parts of the recording as needed.

• Encourage students to use the dictionary provided at the bottom of each passage. Allow students to use a bilingual dictionary as they read.

• Allow students extra time to complete the reading task.

• Before students read their leveled passages independently, read the passages aloud to them on grade level or at a reading level you deem appropriate.

• Before students read their leveled passages, provide a summary of the article in their home languages.

• Highlight important parts of the text to which students should pay particularly close attention, such as overriding ideas, key concepts, important vocabulary, and summary statements.

• Make sure students locate the key vocabulary that you pre-taught. Ask students to write the sentences in which those words appear.

• When reading articles that involve people, ask students to attribute emotions or character traits to each person.

• Ask students to use the Reading Connections to identify specific text structures being used in the article.

• After students have read their reading-leveled articles, work together on reading the grade-level passage.

**Expanding**

• Have students read the article in English with the support of a bilingual dictionary. Encourage students to use the dictionary provided at the bottom of each passage.

• Make sure students locate the key vocabulary that you pre-taught. Ask students to write up the sentences in which those words appear.

• Before students read their leveled passage, provide a summary of the article in the article in their home language.

• Before students read the article, introduce them to the grade-level vocabulary for the article to give them access to more commonly encountered words.
• As students read, ask them to identify words that might have multiple meanings. Using a dictionary, students can then determine which meaning is being used in context.

• Read the grade-level article aloud. Ask students to explain the text structure(s) being employed in the article. When they read the reading-leveled article, can they see the same text structures?

Bridging
• Have students read the article in English with the support of a bilingual dictionary. Encourage students to use the dictionary provided at the bottom of each passage.

• Make sure students locate the key vocabulary that you pre-taught. Ask students to write the sentences in which those words appear.

• As they read, students should identify any words they don’t know. For each word, students should create an entry for their vocabulary notebooks with definitions and example sentences.

• Be sure to evaluate student fluency levels with the Fluency Assessment articles posted with each unit.

• Present students with the grade-level article. Discuss as a class any of the difficult language or idioms as well as the text structures that govern the text.

3. Demonstrate mastery. After reading the article or story, students answer questions that monitor comprehension, vocabulary mastery, and higher-order thinking skills.

Beginning
• Allow students to use a bilingual dictionary as needed when referring to the article.

• Model how to answer multiple-choice questions for students who may not have experienced this format.

• Read questions aloud to your students. (You will need to group students by reading level to do this since the questions vary by level.)

Developing
• Allow students to read and respond to the Multiple Choice questions in their home languages.

• Allow students extra time to complete the task.

• Allow students to use a bilingual dictionary as needed when referring to the article.

• Model how to answer multiple-choice questions for students who may not have experienced this format.

• For each question asked, identify the reading skill being addressed and point out the academic vocabulary that will help students identify each skill.

• After orally reading the grade-level article to students, read each question to them and have them, as a group, determine the answers. Then have them read their leveled article and complete the questions. (The skills addressed at each level are the same.)

• Remind students to click on Refer to the Article before responding to questions.

Expanding
• Have students read and respond to the questions in English with the support of a bilingual dictionary.

• Read questions aloud to your students. (You will need to group students by reading level to do this since the questions vary by level.)

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Bridging

• Have students read and respond to the questions in English with the support of a bilingual dictionary (See the following activity in the ELL chapter of the Lessons and Resources book: Become an Expert).

4. Construct meaning. Students build critical cognitive skills by writing responses to open-ended questions.

Beginning

• Allow students to read and respond to the questions in their home languages.
• Allow students extra time to complete the task.
• Allow students to use a bilingual dictionary as needed when referring to the article.
• Complete the Thought Questions as a whole-class activity and engage students in a discussion.
• Review the prompt with students so they are clear on what question they must answer. Be sure to draw attention if multiple questions are posed and stress the importance of answering all question parts. Orally provide examples of responses that you would accept and ones that you would not accept.

Developing

• Allow students to read the open-ended questions in their home languages, but encourage them to write as much of the response in English as possible.
• Allow students extra time to complete the task.
• Allow students to use a bilingual dictionary as needed when referring to the article.
• Complete the Thought Questions as a whole-class activity and engage students in a discussion.
• Identify key words that students should use in their written responses. Focus on common words or routine academic language and terms.

Expanding

• Have students read and respond to the questions in English with the support of a bilingual dictionary.
• Complete the Thought Questions as a whole-class activity and engage students in a discussion.
• Before students respond to the Thought Question, ask them to identify what is involved in responding to the prompt. What information do they have to have? What would make their response a very strong response?
• Read the Thought Question to students before they read the article. Explain to them that as they read they should gather evidence to support their responses.
• Identify key words that students should use in their written responses. Focus on less commonly encountered words.

Bridging

• Have students read and respond to the questions in English with the support of a bilingual dictionary.
• Ask students to identify the important vocabulary that they should include in their response.
• Have students discuss the differences between what a strong and a weak response will look like.
5. **Form an opinion.** Students also participate in a poll about the article so they can demonstrate opinions—the real manifestation of reading comprehension.

**Beginning**
- Allow students to read and respond to the *Poll* in their home languages.
- Explain the concept of a poll, including the idea that it is asking for an opinion and that there isn’t only one “correct” answer.
- Before voting in the *Poll*, lead a discussion with all students that allows for an understanding of all *Poll* options.

**Developing**
- Allow students to read and respond to the *Poll* in their home languages.
- Explain the concept of a poll, including the idea that it is asking for an opinion and that there isn’t only one “correct” answer.
- Before voting in the *Poll*, lead a discussion with all students that allows for an understanding of all *Poll* options.
- Before voting in the *Poll*, lead a discussion with all students that allows for an understanding of all *Poll* options.
- Be sure that students can support their opinions with evidence or facts from the article.

**Expanding**
- Have students read and respond to the *Poll* in English with the support of a bilingual dictionary.
- Read the *Poll* aloud to students.
- Before voting in the *Poll*, lead a discussion with all students that allows for an understanding of all *Poll* options.
- Be sure that students can support their opinions with evidence or facts from the article.

**Bridging**
- Have students read and respond to the *Poll* in English with the support of a bilingual dictionary.
- Be sure that students can support their responses by providing evidence or facts from the article.
Special Education Students
The following strategies will promote learning success for many special needs students, including students with learning difficulties, emotional and behavioral challenges, physical disabilities, and developmental disorders. The classroom and special education teachers need to identify the strategies that are appropriate for individual student needs. The resources described in this chart can be located in the Training and Support area of the online Teacher Edition.

<table>
<thead>
<tr>
<th>General Recommendations</th>
<th>Achieve3000 Strategy</th>
<th>Multi-Modal Approach and Adaptations</th>
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<tr>
<td><strong>Objective 1: Establish a Successful Learning Routine</strong></td>
<td></td>
<td><strong>Visual</strong></td>
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<tr>
<td>• Keep instructions logical and concise.</td>
<td>• Display the Five-Step poster and/or distribute the Five-Step Card for students to reference.</td>
<td>• Support all verbal directions with written steps that can be referenced.</td>
</tr>
<tr>
<td>• Repeat instructions.</td>
<td>• Model and have students practice each step one at a time. For example, have them spend the first lessons just mastering e-mail, then move on to the article, then to the activity, and so on. Each time you model, emphasize best practices (see suggested strategies for objectives that follow).</td>
<td>• Use the Zoom and Text Size options in your Internet browser to enlarge text on screen.</td>
</tr>
<tr>
<td>• Share instructions verbally and in writing.</td>
<td>• Have students use the Student Success Sheet to document completed work.</td>
<td>• Adjust the text size option within the program. (Go to Admin</td>
</tr>
<tr>
<td>• Have students explain task in their own words.</td>
<td>• If daily assignments vary (e.g., teacher assigns article, or students do not complete all Five Steps), post the assignments on board, verbally explain the assignments, and have students use the Student Activity Plan to keep track of assignments.</td>
<td>• Share visual images when possible. Check Related Links in the Curriculum Key.</td>
</tr>
<tr>
<td>• Set specific times for specific tasks.</td>
<td>• Clearly communicate how much time students should spend on each step, but make allowances as needed. Using a timer can often help individual students or whole groups to learn to monitor more carefully.</td>
<td>• When introducing the program for the first time, display it on the Smartboard and highlight each of the five steps.</td>
</tr>
<tr>
<td>• Teach tasks or skills that students will use frequently.</td>
<td></td>
<td><strong>Auditory</strong></td>
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<tr>
<td>• Provide high structure and clear expectations.</td>
<td></td>
<td>• Support written directions with verbal explanations.</td>
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<tr>
<td></td>
<td></td>
<td>• Allow students to rephrase directions.</td>
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<tr>
<td></td>
<td></td>
<td>• For program components that do not have audio support, consider using text-to-speech programs.¹</td>
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</table>
Instructional Models

### General Recommendations

**Objective 2: Build Confidence and Motivation**

- Give plenty of reinforcement on a frequent basis.
- Build on strengths.
- Provide opportunities for success.
- Share role models with disabilities.
- Point out efforts made to succeed.

### Achieve3000 Strategy

- Respond to students’ e-mail responses. Encourage students to share their ideas and experiences.
- Use KidBiz/TeenBiz/Empower e-mail to write encouraging notes to students.
- Run Student Work reports and provide feedback to students. Highlight what students are doing well.
- Help students identify their own strengths (e.g., listening, following directions, drawing pictures, sharing examples, retelling stories, helping classmates) and have students consider how they can apply this strength to improve MC scores.
- Search for and assign articles related to people with disabilities as well as to new technologies and practices that help people with disabilities. Emphasize opportunities to help people with special needs succeed.
- Print the Authentic Assessment Portfolio and share progress and successes with students’ families.
- Have students graph their progress using the Progress Chart.
- Use Student Incentives (e.g., Counts Poster, Biz Bucks, and Raffle Tickets) to motivate students.

### Multi-Modal Approach and Adaptations

#### Kinesthetic

- Have students do a special stretch as they transition from one step to the next (e.g., after they respond to e-mail, they open and close their hands five times).

#### Tactile

- Have students create their own checklist with their own symbols to list the steps they need to follow.

#### Visual and Tactile

- Have students create a journal of positive images (photos, drawings) and keep track of news articles they liked.
- Allow students to type and send e-mails to their parents/guardians about their favorite articles.

#### Auditory:

- Allow students to identify and share what they have done well and areas where they can try harder.

#### Kinesthetic

- As rewards and incentives, provide options for playing games that allow students to move their bodies (e.g., throw paper ball into trash can).
Objective 3: Increase Comprehension

Before Reading
- Review the Curriculum Key to plan your own pre-reading activities or facilitate a suggested pre-reading activity to build prior knowledge.
- Pre-teach vocabulary words listed in the Curriculum Key.
- Reference the Fluency and Vocabulary Strategic Lesson Plans to deliver instruction in these areas.
- Distribute the article’s corresponding graphic organizer and explain how students should use it to take notes as they read the article.
- Complete Step 1: Reply to e-mail as a whole-group think-aloud activity.
- Share images from related links to encourage discussion related to the topic.

During Reading
- As a whole-group activity, read the grade-level article aloud.
- While reading the article, model the use of Reading Connections (Summarize or Questions). Call on students to summarize the paragraph and generate questions as you type the response.
- After reading the grade-level article aloud, have students read the article on their own at their level.
- As students read the article, have them take notes on the graphic organizer.

After Reading
(See Objective 4: Build Critical Thinking)
- Emphasize Key Concepts. Call on students to share what they learned.

Visual
- Provide printed version of the article and Activity questions on grade level. Or, display the grade-level article on the projector or a Smartboard.
- Add key words from the Curriculum Key to your class word wall.
- Use visuals from the web links on the Curriculum Key.

Auditory
- Use read-aloud and think-aloud strategies.

Kinesthetic
- Allow students to use role play, presentations, and group projects to share what they have learned.

Tactile
- Have students create flash cards of new words and key concepts.
- Have students take notes on the graphic organizer.

Note: Several pre-reading activities and cross-curricular activities found in the Curriculum Key include multi-modal ideas.
### Objective 4: Build Critical Thinking

- **Before Reading**
  - Identify the text structure emphasized in the article. See the *Curriculum Key* and reference the corresponding Lesson Plan for ideas and activities to help students identify the text structures of the news articles.
  - Complete Step 1: Reply to e-mail as a whole-group think-aloud activity.
  - Share images from related links to encourage discussion related to the topic.

- **During Reading**
  - Have students use the Reading Connections to take notes related to the text structure or thinking skill being emphasized (e.g., after each paragraph, write an inference you can make from the text in the Summarize text box).

- **After Reading – Activity**
  - Open the Print window to review the multiple-choice Activity questions in advance, and try to find answers before clicking the Activity icon.

- **After Reading – Thought Question**
  - Review the Thought Question from the Print Window.
  - Make a list of key direction words that commonly describe the writing task (e.g., summarize, discuss, explain, compare). Discuss with students the steps they need to take to complete each type of task.
  - Show students how to copy the Include in Your Answer guidelines into the answer box to guide their written work.

### Visual
- Provide a printed version of the article and Activity questions at grade level or average reading level.
- Use graphic organizers.
- Look for and assign the weekly article that incorporates a graph or a functional document (e.g., graphs, charts, timelines, schedules, posters, recipes, etc.) into a news article.

### Auditory
- Allow students to verbally explain their inferences, conclusions, judgments, and so on.
- Allow students to restate the question in their own words.

### Kinesthetic
- On the printed version, have students annotate the story to identify answers to questions.
- On the printed version, have students highlight the answers to the questions they have previewed as they read.
- Have students present, role play, or use charades to communicate the text structure or thinking skill being emphasized.

### Tactile
- Have students complete the Activity questions on the printed version before answering online.
- Have students create flash cards of signal words for different text structures (e.g., compare and contrast words: *although*, *however*, *instead*. Sequencing words: *In 1977, Not long after, Then*).

---

1. Apple computers have an audio option under the Universal Access settings that allows students to hear anything they roll their mouse over. Use Apple+F5 to find this option. Safari also has an audio option that students can use to hear the questions.
<table>
<thead>
<tr>
<th>General Recommendations</th>
<th>Achieve3000 Strategy</th>
<th>Multi-Modal Approach and Adaptations</th>
</tr>
</thead>
</table>
| **After Reading – Poll** | • Review the Poll results with the group. Divide the class into groups based on their responses and have the groups debate and defend their responses.  
• On a consistent basis, run Student Work reports and provide feedback to Thought Questions. | |

**Objective 5: Develop Cooperative Learning**

- Explicitly teach roles and responsibilities in a cooperative learning group.
- Provide appropriate peer support.
- Capitalize on each student’s strengths.
- Encourage positive reinforcement among peers.

**Before Reading**

- Teach students the roles that will be assigned in the cooperative learning groups and what each role will be responsible for. Then, practice each role (e.g., Leader, Reporter, Cheerleader, etc.).
- Have students work in small groups and share what they know about the topic before they read the article.
- Have students retell and discuss the article in small groups after whole-group think-aloud, but before they read the article and complete the Activity.

**During Reading**

- Pair students by similar reading levels (Note: PRE-level readers should especially be paired with other PRE-level readers) and have students take turns reading the article to each other. As they read, have students pause after each paragraph and have the partner summarize what was read.

**After Reading**

- Have students work in small groups (based on similar reading levels) to preview the Activity questions. Have them take turns reading the questions and the answer options. Have students take turns finding the answer by referring back to the News article.
- Have students help each other understand the Thought Question directions.
- Have students peer-review the Thought Question responses.

**Auditory**

- Allow students to read to each other. Students can read not only the article, but the program tasks as well (e.g., Activity, Thought Questions, Poll, Math).

**Kinesthetic**

- Have students play games using flash cards with vocabulary words or text structure signal words.
- Have students move to different areas of the room to work with their groups to complete a particular step in the routine, share with the group, and then move back to go to the next step.

**Visual and Tactile**

- Have students complete the Thought Question offline with a classmate. Allow students to draw pictures as part of their responses.
### General Recommendations

**Objective 6: Promote Independence**

- Organize materials to promote independence.
- Eliminate distractions.
- Modify expectations based on student needs.
- Gradually increase expectations as students gain confidence.

### Achieve3000 Strategy

- See strategies for Objective 1: Establish a Successful Learning Routine.
- Encourage students to track their own progress by going to their Portfolios on a regular basis and using the Progress Chart to graph their first-try activity scores.
- Help students identify types of questions that they frequently answer incorrectly. Provide strategies for answering these questions. Students should follow these steps:
  - Go to Portfolio > Multiple Choice Activities.
  - For Activity scores below 75%, click the title and identify the type of question that was answered incorrectly.
  - Track question types students have trouble with on the Progress Chart.
- If lowering the reading level for students who consistently score below 63% is not a good option, have students focus on showing progress rather than reaching a target score. Using the Reading Connections can often increase the % correct without lowering the reading level or modifying the target.
- Develop an individual contract or self-monitoring strategies with students who need behavioral support. Use a behavior modification chart. The Student Success Sheet may be used for this purpose.

### Multi-Modal Approach and Adaptations

- Provide options and allow students to choose their preferred modes for completing some of the Five Steps (offline or online).
- Allow students to identify rewards and consequences for good and poor performance.
- Set individual goals using a behavior modification chart with those students who need it. The initial goals should be very attainable and should gradually be increased as the student experiences success at each level.
Behavior Charts

Use the following behavior charts to motivate students to work toward behavioral goals.

**ACHIEVE3000® BEHAVIOR CHART**

**WEEKLY CHART**

Put a check mark or sticker next to each day you accomplish the behavior goal.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
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**CLASS PERIOD CHART**

Put a check mark or sticker next to each class period section in which you accomplish the behavior goal.

<table>
<thead>
<tr>
<th></th>
<th>First ¼ of class period</th>
<th>Second ¼ of class period</th>
<th>Third ¼ of class period</th>
<th>Fourth ¼ of class period</th>
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<tbody>
<tr>
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</tbody>
</table>
The following chart shows examples of goals you might set with your students.

### Achieve3000® Behavior Chart

**Weekly Chart**

Put a check mark or sticker next to each day you accomplish the behavior goal.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<th>Friday</th>
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<tbody>
<tr>
<td>Start working on KidBiz3000™/TeenBiz3000®/Empower3000™ on time</td>
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<tr>
<td>Raise my hand when I need help</td>
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<tr>
<td>Keep my hands to myself while I work on the computer</td>
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<tr>
<td>Complete the Five-Step Literacy Routine</td>
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</table>

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<tr>
<td>Complete the Five-Step Literacy Routine</td>
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</table>
Accurate assessment is key to placing students in the program and monitoring their progress. Achieve3000’s LevelSet is an online assessment tool that uses the Lexile Framework™ to provide an objective, scientific means of accurately matching a reader’s ability to the difficulty of a text. LevelSet creates a meaningful foundation for differentiating instruction among students of all learning levels.

This chapter describes how LevelSet works, both as an initial assessment and for reassessing students throughout the year.

This powerful assessment tool will provide you with the accurate information you need for data-driven instruction in your classroom.

LevelSet can also help you adequately prepare your students for state assessments, identifying those students who are at risk of performing below proficiency and targeting the areas where they need additional intervention.

Also in this chapter are tools and guidance for assessing student reading fluency, monitoring daily progress, assessing writing, and empowering student self-assessment.
Lexiles and LevelSet
Specific information on Lexiles, how to administer the assessment, and characteristics of the assessment are found in Chapter 4: Getting Started.

For specific questions concerning either Lexiles or LevelSet, please contact our Achieve3000 office Customer Support at www.achieve3000.com/support.
Assessing Fluency: Oral Reading Records

Read Aloud Fluency Record Log Worksheet

Once a month, Achieve3000 posts an article that can be used to assess students’ oral reading fluency. The system times each student’s reading, and we recommend that teachers score the student’s oral reading using the online scoring system and the Read Aloud Fluency Record Log shown below. You can print out an individual rubric for each one of your students directly from the Read Aloud article. Or you can use the Read Aloud Fluency Record Log to keep track of your entire class. For more information on fluency, see the Fluency chapter in the Lessons and Resources book.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Errors</th>
<th>Accuracy</th>
<th>Phrasing</th>
<th>Smoothness</th>
<th>Pace</th>
<th>Rubric Score</th>
<th>Recorded in L.</th>
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Research shows that students who complete two Achieve3000 activities per week triple expected Lexile/reading gains in just one school year.
For the most effective assessment, we recommend structuring the fluency assessment as follows:

- Print a copy of the Read Aloud Fluency Record Log in the Training and Support area of the Teacher’s Edition (See example on previous page).

- Schedule a time with each of your students individually.

- During your time with the student, listen to him read the article aloud. As the student reads:
  
a. Use the timer embedded within the article to time the reading.

b. Mark down the number of words read incorrectly.

c. Use the rubric to rate the student’s accuracy, phrasing, smoothness, and pace.

- After the student has read, score his work in the Read Aloud report, downloadable from the Teacher’s Edition> Training and Support> Visit the Learning Center> Lessons & Resources> Fluency> Fluency Worksheet.
Grading Student Fluency

1. Log in to your Achieve3000 Teacher’s Edition.
2. Click Admin at the top of the screen.
3. Click the + sign to expand Student Work.
4. To the right of News, select Read Aloud.
5. The page that appears has a series of drop-down boxes. Use the drop-down boxes to customize your report, if desired.
6. Click View Report.
7. A list of activities appears on the screen. By default, the activities are sorted by the ones that were completed most recently. Click the appropriate header to sort the activities by user, activity name, or section. For example, to sort the report by student name, click User.
8. Click the title of an assignment to view the details about the student’s fluency assignment.
9. In the Incorrect Words field, type in the number of errors made while reading. The Words Correct Per Minute field is calculated automatically.
10. If desired, type a grade and comment in the Grade and Comment boxes.
11. Leave the E-mail comment to student checkbox checked if you would like to send a copy of the comment to the student via e-mail.
12. Click Save and Close.
Daily Progress Monitoring
Multiple-Choice Activities—State Standards
The daily articles are delivered with a formative assessment in the form of a multiple-choice activity that is specifically aligned to the state’s grade-level standards, but the content is written at the student’s reading level. Each of the eight items in the multiple-choice activity is directly tied to at least one state standard. (The pre-reading level student receives four items.) Students and teachers can review student performance immediately following the Activity and plan for re-teaching. Progress Monitoring item analysis charts are available within the system and are emphasized in the professional development program.

Performance on each of the standards tested is aggregated and recorded in the system. Teachers and administrators are able to access reports and use the information to make instructional decisions.
**Writing Assessment**

**Grammar and Mechanics**
Grammar and mechanics activities can be assigned to students as desired by the teacher. These activities help to develop the critical skills needed to become proficient and skillful writers while also fine-tuning their revising and editing skills. These are multiple-choice activities, and each item is aligned to state standards. Students’ performance on each standard can be monitored via the reports in the system. Students can demonstrate mastery on each writing skill, and teachers can plan intervention in the areas of re-teaching and additional activities.

**The Writing Process**
The daily *Thought Question* provides students the opportunity to write formally. The Writing Center provides multiple opportunities for students to engage in writing, especially essay writing, and to develop critical skills. In order to evaluate performance in these critical skills, teachers can easily grade both the *Thought Question* and the essay writing in the program and monitor progress over time. Achieve3000 provides several different rubrics. The rubrics are made available to the students in the program while they write, and teachers can print them as needed. Examples of *Thought Question* and Writing rubrics can be found in the Rubrics chapter of the *Lessons and Resources* book. These rubrics can be customized to match your state, district, school, or class criteria and can be incorporated into the Achieve3000 programs by contacting our customer support with your information.

Here are the steps to follow in grading a writing assignment in the program:

2. Expand Student Work.
3. If scoring the *Thought Question*, open the drop down arrow for News and select the *Thought Question*.
4. If scoring a Writing Center assignment, open the drop down arrow for Writing and select the appropriate writing assignment.
5. View the report for the class or students you which to score.
6. Next to the student’s name, select the activity to score and open it.
7. Read the student’s response and use the *Include in Your Answer* and the rubric to help you.
8. Place a grade in the *Grade* box and any comments in the *Comments* box.
9. Click *Save and Close*. 
Using LevelSet and Achieve3000 for State Test Preparation

The Forecasting Report...
- Is a powerful tool that identifies students at risk of performing below proficiency on your state test.
- Provides valuable instructional planning information to classroom teachers and school administrators so they can plan aggressive intervention where it is most needed.
- Is located in the Admin section of the Teacher’s Edition under Performance Reports.

The State Standards Report...
- Identifies students who need either additional practice or aggressive, intensive intervention in standards on which they have been assessed.
- Identifies students who have mastered particular standards.
- Allows the teacher to assign additional practice for students straight from the report.

The Writing Center Test Prep...
- Provides the opportunity for students to practice timed writing.
- Engages students in revising and editing activities that mirror state assessments.

The Professional Development...
- Offers a test-prep consulting session that allows an experienced Achieve3000 consultant to meet one-on-one with a teacher and customize strategies to meet their test-prep needs.
- Provides the opportunity for an Achieve3000 consultant to come into the classroom and “model” a test-prep lesson with the students.
**Student Self-Assessment**  
**Strategy Notebook**

Each week, students have the opportunity to assess their own progress in learning the strategy emphasized that week. They can reflect on their experiences with the strategy throughout the week and assess how well they feel they are applying the strategy.

---

### Reading Strategy Notebook

<table>
<thead>
<tr>
<th>Strategy:</th>
<th>My Understanding: Choose one</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 I am not sure I understand this strategy or how to use it.</td>
</tr>
<tr>
<td></td>
<td>2 I can understand and use the strategy correctly some of the time.</td>
</tr>
<tr>
<td></td>
<td>3 I am very confident that I understand and can use this strategy effectively all the time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Describe or explain this strategy in your own words.</th>
<th>Draw a picture or a symbol that helps you visualize what this strategy means.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Think about an article in which you used this strategy. Tell how you used it.</th>
<th>How could you use this strategy when reading a text book?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Describe how this strategy helps you be a better reader.</th>
<th></th>
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</table>
Guidelines for Completing the Reading Strategy Notebook

Help students reflect and internalize the reading strategy of the week by having them keep Reading Strategy Notebooks for the year. Students will need ¾” three-ring binders or folders to hold their Reading Strategy Notebook pages. Every Thursday during Class Wrap-Up, distribute and have each student complete his/her own Reading Strategy Notebook page. This notebook page suggests five reflection tasks. You may want to assign one or more of these tasks or let students select which ones they want to complete. Below are examples of how students may complete these reflections. We suggest you do the first one or two with them as a whole class to model the experience.

**Strategy of the week: Summarization**

**Reflection tasks:**

1. **Describe or explain this strategy in your own words.**
   
   *When I summarize what I read, I do three things. I look for important ideas in the article, I get rid of unnecessary details, and I restate the main idea in my own words.*

2. **Draw a picture or a symbol that helps you visualize what this strategy means.**

3. **Think about an article in which you used this strategy. Tell how you used it.**
   
   *I always start by reading the article title and any captions, and then I ask myself what I think the story is about. Next, as I read each paragraph, I restate the main point of the paragraph in my own words. I also mark places in the article where I find important ideas. Not all paragraphs have main ideas. After I read the entire article, I identify the main ideas and restate it in my own words. This is my summary. I rethink and ask myself, “Is this the main idea of the story?” Sometimes, after I read the entire article, I change my mind about the main idea of the story.*

4. **How could you use this strategy when reading a textbook?**
   
   *When I read, I can pause and ask myself, “What was important about what I just read?” Summarization will help me take notes when I study for a test. It will help me remember what I read. It also helps me take good notes that I can refer to when I need to write about what I read.*

5. **Describe how this strategy helps you be a better reader.**
   
   *By summarizing what I read in my own mind, I remember information better. I also identify the important points and the main idea. Summarizing also helps me participate in class discussions because it helps me understand the important information.*
How do you make Achieve3000 work in your classroom? It’s all in the planning.

This chapter provides you with the tools you will need for implementing the Achieve3000 Solutions in your classroom. The Sample Scope and Sequence, the Content Preview e-mail, and the Curriculum Key will provide you with the information you need to select the strategy focus for your direct instruction in the areas of reading comprehension, vocabulary, fluency, and writing. These tools will help you chart a course for an entire year of direct instruction on the most critical strategies your students need to master.

The Weekly Instructional Routine and Weekly Planning Model will help you hone the instructional details of each class. And the handy Support Program Success form will help you utilize the resources and tools available in the online Teacher Edition for sustaining and accelerating your students’ literacy development throughout the course.

This chapter will give you an overview of these key planning tools, all of which are available for download from the online Teacher Edition of the program.
Selecting Your Strategy Focus

Selecting the strategy of focus for your direct instruction is an important instructional decision. We have a sample Scope and Sequence (on the following page) that can ensure that you teach all of the most critical reading comprehension, vocabulary, fluency, and writing strategies. Using this Scope and Sequence and the *Curriculum Key* as your tools for each article, you will be able to map out the entire year of direct instruction that you want to deliver to your students. You can then use the reports to identify critical areas of intervention for other skills, strategies, and standards. This intervention can be targeted to the small groups that are in need of additional scaffolding.

At times, you may want to let the daily article drive the strategy you choose to focus on for instructional purposes. Either way, it is critical that you understand how to use the *Curriculum Key*, which is the primary instructional tool for each article. The *Curriculum Key* is designed to facilitate instruction in several different areas. Take a look at the sample *Curriculum Key* in this chapter and learn where to find the different types of strategies you can choose to focus on for instruction. Whatever your focus, you will be able to pull from the *Curriculum Key* to plan effective instruction.

The weekly Content Preview e-mail is an effective tool for selecting the two articles you want to use throughout the week and for previewing the *Curriculum Keys* that will guide your instructional plan. The Content Preview, delivered to your e-mail each Friday, gives a brief summary of the daily articles, the strategy focus, and add-ons to the Writing Center for the upcoming week. You can allow students to receive the article on its assigned day, or you can reassign it to your students for a more convenient day. You can also call our Teacher Hotline at 888-486-3317 and listen to a recording of the information from the Content Preview e-mail.
## Sample Scope and Sequence for Strategy Focus

<table>
<thead>
<tr>
<th>Unit</th>
<th>Week 1</th>
<th>Weeks 2-3</th>
<th>Weeks 4-5</th>
<th>Week 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td>• Oral Reading</td>
<td>Reading</td>
<td>Vocabulary</td>
<td>The Writing</td>
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<tr>
<td></td>
<td>Fluency:</td>
<td>Comprehension</td>
<td>Strategy:</td>
<td>Center:</td>
</tr>
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<td></td>
<td>Baseline</td>
<td>Strategy:</td>
<td>Word Part</td>
<td>Expository</td>
</tr>
<tr>
<td></td>
<td>Assessment</td>
<td>Activating Prior</td>
<td>Strategy –</td>
<td>Writing &amp;</td>
</tr>
<tr>
<td></td>
<td>• Introduction of</td>
<td>Knowledge and</td>
<td>Word Families</td>
<td>Writing –</td>
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<td></td>
<td>the Five-Step</td>
<td>Building</td>
<td></td>
<td>Punctuation</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>Background Knowledge</td>
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<thead>
<tr>
<th>Unit 2</th>
<th>Oral Reading</th>
<th>Reading</th>
<th>Vocabulary</th>
<th>The Writing</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Comprehension</td>
<td>Strategy:</td>
<td>Center:</td>
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<td>Instruction/</td>
<td>Strategy:</td>
<td>Contextual</td>
<td>Expository</td>
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<td>Fluency Practice</td>
<td>Generate</td>
<td>Analysis</td>
<td>Writing &amp;</td>
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<td>of Speech</td>
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<tr>
<td>Theater/</td>
<td>Monthly</td>
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<tr>
<td>Assessment</td>
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<thead>
<tr>
<th>Unit 3</th>
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<th>Reading</th>
<th>Vocabulary</th>
<th>The Writing</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Fluency:</td>
<td>Comprehension</td>
<td>Strategy:</td>
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<td>Word Part</td>
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<td>Summarize</td>
<td>Strategy –</td>
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<thead>
<tr>
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<th>Reading</th>
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<th>The Writing</th>
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<tr>
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<td>Writing –</td>
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<tr>
<td>Theater/</td>
<td>Chronological Sequence</td>
<td>and</td>
<td>Contrast</td>
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<tr>
<td>Monthly</td>
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<td>Assessment</td>
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<th>Unit 5</th>
<th>Oral Reading</th>
<th>Reading</th>
<th>Reading</th>
<th>Reading</th>
<th>Vocabulary</th>
<th>The Writing</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Fluency:</td>
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<td>Comprehension</td>
<td>Comprehension</td>
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<td>Prefixes</td>
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<td>Practice</td>
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<td>Activity and/or</td>
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<td></td>
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<tr>
<td>Reader's</td>
<td>Structure –</td>
<td>Compare</td>
<td></td>
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<td></td>
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<tr>
<td>Theater/</td>
<td>Cause and</td>
<td>and</td>
<td>Contrast</td>
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<tr>
<td>Monthly</td>
<td>Effect</td>
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<tr>
<td>Assessment</td>
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<tr>
<th>Unit 6</th>
<th>Oral Reading</th>
<th>Reading</th>
<th>Vocabulary</th>
<th>The Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fluency:</td>
<td>Comprehension</td>
<td>Strategy: Using</td>
<td>Center:</td>
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<tr>
<td></td>
<td>Instruction/</td>
<td>Strategy:</td>
<td>Multiple</td>
<td>Expository</td>
</tr>
<tr>
<td></td>
<td>Fluency Practice</td>
<td>Multiple</td>
<td>Strategies</td>
<td>Writing &amp;</td>
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<tr>
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<td>Activity and/or</td>
<td>Strategies of</td>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td>Reader's</td>
<td>Reading</td>
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<td></td>
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</tr>
<tr>
<td>Theater/</td>
<td>Monthly</td>
<td>Comprehension</td>
<td></td>
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<tr>
<td>Assessment</td>
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</tbody>
</table>
Content Preview E-mail
The Content Preview e-mail will give you a peek into the upcoming week, allowing you to plan effectively using the articles students will be reading.
1. Scientists conducted a study to learn how the human brain interprets visual cues to help guide the direction that people go.

2. Scientists took some people to the desert, where there are few visual cues, and some to the forest, where they are many more visual cues.

3. They instructed people to walk in straight lines in both the desert and the forest. Some were told to do so during the day, when they had some or many visual cues, and others at night, when they had fewer visual cues.

4. The results of the study showed that night walkers in both places tended to walk in circles due to lack of visual cues that the brain needs to determine direction. Day walkers were able to stay on a straighter course because they had cues, although most of them veered off course also. But they didn’t walk in circles.
The Teacher’s Weekly Instructional Routine
The teacher’s weekly instructional routine is very simple:

**PREPARE:** Before the Week Begins
- Select your focus strategy and the two articles for the week using your Content Preview e-mail, *Curriculum Key*, and Scope and Sequence.
- Make any article assignments that need to be made.
- Complete a weekly plan outline using the Model Weekly Planning Guide.
- Plan your daily class instruction for each day: Whole Group, Small Group Rotations, and Whole Group Wrap-Up.

**INSTRUCT:** During the Week
- Deliver your daily class Whole-Group instruction.
- Organize your small groups and individual rotations to accommodate the specific needs of your students for the focus strategy, state standards, and other skills that need re-teaching.
- Deliver Whole-Group Wrap-Up.

**EVALUATE:** After the End of the Week
- Review the reports in the e-mail you received in your mailbox on Sunday.
- Apply the AAA Process to the reports: Analyze, Adjust, and Act.
- Record which pieces of data you plan to address through instruction the next week.

Model Weekly Planning Guide
Each week your students will complete two articles. The *first article* is used with a lesson plan to introduce the strategy. The students will be guided with teacher modeling and other scaffolds. With the *second article*, you will allow the students to work more independently with less modeling and guidance. They will be working on application. You will be able to use this article for assessment purposes to understand how well they are applying the strategy taught.

Please study the details of how a week progresses by reviewing the *Model Weekly Planning Guide* on page 73. A blank weekly plan for you to use can be printed from the program. If you have chosen a reading comprehension strategy as your focus strategy, then your weekly plan may look something like the following:
# Model Weekly Planning Guide

**Strategy Focus:** Reading Comprehension, Vocabulary, or Fluency

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ARTICLE 1:</strong> Initial Strategy Instruction</td>
<td>Pre-Reading or ELL activity from Curriculum Key or from Teacher Resource bank that is focused on the selected strategy introduced on Monday</td>
<td>Pre-Reading or ELL activity from Curriculum Key or from Teacher Resource bank that is focused on the selected strategy introduced on Monday</td>
<td>Pre-Reading or ELL activity from Curriculum Key or from Teacher Resource bank that is focused on the selected strategy introduced on Monday</td>
<td>Pre-Reading or ELL activity from Curriculum Key or from Teacher Resource bank that is focused on the selected strategy introduced on Monday</td>
</tr>
<tr>
<td><strong>WHOLE GROUP</strong></td>
<td><strong>SMALL GROUP/INDEPENDENT AND/OR INDIVIDUAL</strong></td>
<td>Teach strategy Lesson Plan to whole group using daily article or selected article at grade-level reading level</td>
<td>Independent/Individual Work—Students apply strategy in Five-Step Literacy Routine as they complete the same article only at each of their own individualized reading levels. If small group rotations are being used, teacher will need to provide modeling and additional guided practice with small groups before and after they rotate through the computers. Additional Individual Work: If time allows, students may choose an article of their choice and complete an article.</td>
<td>Independent Work—Students apply strategy as they complete the assigned or daily article at their own individualized reading level.</td>
</tr>
<tr>
<td><strong>WHOLE GROUP:</strong> WRAP-UP</td>
<td>After Reading Activity tied to selected strategy focused on in the Lesson</td>
<td>Cross Curricular Extension Activity chosen from Curriculum Key</td>
<td>Cross Curricular Extension Activity chosen from Curriculum Key</td>
<td>Students Update Strategy Notebooks</td>
</tr>
</tbody>
</table>
# Model Weekly Planning Guide

**Strategy Focus:** Reading Comprehension, Vocabulary, Fluency, or Writing

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTICLE 1: <em>The World of Harry Potter</em></td>
<td>“Trade Book” ELL Activity</td>
<td>Key Concepts from Curriculum Key</td>
<td>“A Group Cluster” Pre-Reading Activity</td>
<td>POLL Discussion</td>
</tr>
<tr>
<td>WHOLE GROUP</td>
<td>Will use one of the Harry Potter books and read a couple of scenes to the class. We will discuss how you might take the scene and turn it into something at a theme park.</td>
<td>Split the class into groups with 3 students in each group. Assign each group one of the Key Concepts to discuss. Have them share their main thoughts with the class.</td>
<td>Use the smart board or overhead to do this activity.</td>
<td>Have students divide into groups according to their votes. Each group writes out their top 2 reasons and shares with class.</td>
</tr>
<tr>
<td><strong>Reading Comprehension Lesson Plan: Activating Prior Knowledge and Building Background</strong></td>
<td>None of the students in my class are reading at grade level, which is 6th grade. I will use the 6th-grade level article to do my guided instruction today, and I will follow the Before, During and After in the Lesson Plan.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SMALL GROUP/INDEPENDENT AND/OR INDIVIDUAL</td>
<td>Independent/Individual Work—Students complete the five steps on their article at their own individual reading level. Forget any students who need additional guided instruction as they work. Students use Recording Chart.</td>
<td>Independent Work—Students complete the five steps on their article at their own individual reading level. Students use Recording Chart.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(After Class I will review their MC Activity Recording Chart and the Performance Report on the MC Activity answers to determine who needs additional instruction. Additional Individual work: If time, students select an article of their choice.</td>
<td>After Class 1 will review their MC Activity Recording Chart and the Performance Report on the MC Activity answers to determine who needs additional instruction. Additional Individual work: If time, students select an article of their choice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group 1: Re-teach Activating Prior Knowledge based on yesterday’s data</td>
<td>Group 2: Work with 3 students on the sight words from the Curriculum Key and the short /a/ sound with the article.</td>
<td>Group 1: Re-teach Activating Prior Knowledge based on yesterday’s data. Group 2: Work with 5 students on the state standard: “determine if a statement is a fact or opinion,” which we have already discussed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional Individual work: If time, students select an article of their choice.</td>
<td>Additional Individual work: If time, students select an article of their choice.</td>
<td>Additional Individual work: If time, students select an article of their choice.</td>
</tr>
<tr>
<td>WHOLE GROUP: WRAP-UP</td>
<td>Ask students how this strategy helped them understand the text.</td>
<td>Discuss the text books students brought and let them share.</td>
<td>Students U/paste Strategy Notebooks and share in groups</td>
<td>Celebrate class and individual students’ success with certificates.</td>
</tr>
</tbody>
</table>
If you have chosen a vocabulary strategy as your focus strategy, then your weekly plan may look something like the following:
Support Program Success

The following form, available for download from the online Teacher Edition>Training and Support>Visit the Learning Center>Lessons & Resources>Incentives>Student success sheets, will help you to employ the resources and tools available for sustaining and accelerating student learning—from monitoring student work to motivating their performance and supporting learning.

### Support Program Success

This is a suggested plan for using Teacher’s Edition tools and resources to sustain and accelerate literacy development.

<table>
<thead>
<tr>
<th>Monitor Student Work</th>
<th>Motivate Performance</th>
<th>Support Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daily</strong></td>
<td></td>
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</tr>
<tr>
<td>□ Walk around the room to observe students as they work on the program. Use “teachable moments” to introduce, reinforce, and motivate.</td>
<td>□ Use the Achieve3000 Counts poster to track student work.</td>
<td>□ Remind students with low scores to use best practices when reading the article and answering questions (e.g., use Reading Connection, Refer to Article).</td>
</tr>
<tr>
<td>□ Acknowledge students with first try scores above 65%, Reports: Student Work&gt;News&gt;Email messages and Work&gt;News&gt;Reading Connections.</td>
<td>□ Provide incentives (e.g., Biz Bucks or Biz Raffle ticket) to students with first time scores above 65%.</td>
<td>□ Work the room. Assist students as they are entering Reading Connection responses, Reference the Curriculum Key for News story key concepts.</td>
</tr>
<tr>
<td>□ If possible, review Reading Connection entries for a few students every day and respond to a few student e-mails.</td>
<td>□ Allow students who met the target score to Search and read articles of their own choice.</td>
<td>□ Use email as a vehicle to promote informal writing practice.</td>
</tr>
<tr>
<td><strong>Weekly</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| □ Report: Usage>How are my students spending their time?  
  — Check for non or low performance.  
  — Check for appropriate time spent on each activity.  
  (Check Sunday e-mail message: “Reports”) | □ Acknowledge students who are meeting the goal: two activities a week with scores between 65-90%. | □ Conference with students who are not meeting goals. |
| □ Conduct weekly raffle and award prizes. | □ Award points and achievement badges for work well done. | □ Work one-on-one or in small groups and complete Steps 1 and 2 together. |
| □ Award points and achievement badges for Reading Connection entries and e-mail responses. | □ Remind students with low scores to use best practices when reading the article and answering questions (e.g., use Reading Connection, Refer to Article). | □ Each Friday: View Content Preview e-mail to plan ahead. |
| **Monthly**          |                      |                  |
| □ Report: Student Work>News>Thought Question  
  Score and provide feedback to at least one Thought Question per student a month. | □ Award points and achievement badges for Thought Question responses. | □ Model answering Thought Question as a whole-group or small-group activity. |
| □ Report: Performance>How are my students performing on standards?  
  Identify students’ level of mastery. | □ Allow students to use earned Biz Bucks. | □ Assign additional or alternative writing activities from the Writing Center. |
| □ Recognize and celebrate with students who have made progress. | □ Recognize and celebrate with students who have made progress. | □ Re-teach, search, and assign articles related to your curriculum by topic, skill, or standards. |
Unit Builder
The Unit Builder provides thematic, content-area units of study created by Achieve3000 as well as units created by you and other teachers and administrators. Units are customizable and allow you to schedule delivery of differentiated articles, activities, and other content to your students.
In addition to creating customized units, you can also share units with others and organize them into folders for easy reference. The Unit Builder can be accessed from the Teacher’s Edition> Training and Support> Get Help> Lesson Planning> Units.
Ready – Set – Go!

Beginning a new instructional program can provide excitement, yet apprehension. Never fear—the experienced educators behind the development of the Achive3000 Solutions have “walked in your shoes” and worked hard to ensure you have a smooth and successful beginning.

Achieve3000 will allow you to easily and successfully differentiate instruction by content, process, and product for each of your students every day. You will be able to efficiently and effectively manage your time and that of your students’ educational experience.

In this chapter, we will take you step-by-step through getting your students started on the educational adventure that will change their lives. All the lesson plans in this chapter can be accessed in the Learning Center through the Training and Support area of the Teacher’s Edition. Let’s get started.
Seven-Step Start-Up Plan

Getting started with Achieve3000 is simple. Follow these steps for an easy and successful beginning.

**Step 1: Learn about Achieve3000 and using KidBiz3000/TeenBiz3000/Empower3000.**
Take time to explore this book, the Lessons and Resources book, and our Website at www.achieve3000.com to learn about the remarkable results students all across the country are achieving. Learn about the company, our history, and our philosophy. Our philosophy is simple: One of the most effective ways to enable students to reach and then exceed the appropriate learning level is to teach them one-on-one, at their level.

**Step 2: Participate in professional development.**
Get started the right way for maximum student gains by participating in the “Getting Started” training. The training is scheduled to be held on-site at a time that fits into your schedule. You’ll have a hands-on experience with the program with experienced consultants. The session is tailored to meet your specific implementation needs. Browse through Chapter 8 to see a list of all of the different types of professional development sessions we offer for the beginner through the advanced user.

**Step 3: Set up your class.**
This takes about 15 minutes. You’ll need your username, password, and class list. That’s all! (If you need a username/password, contact Support at www.achieve3000.com/support or 877-235-2525.) You can watch a short video tutorial on class setup.

The Setup Wizard will give you step-by-step instructions for setting up your class. To access the Setup Wizard:

- Select Admin from the top of the screen.
- Click User Administration and choose Create a new class.
- The Setup Wizard will open. Follow the directions and your students will be ready to use the program.

If your school has already uploaded your students to the KidBiz3000/TeenBiz3000/Empower3000 system, the Setup Wizard process will be even simpler.
Step 4: Administer LevelSet.
LevelSet is what enables Achieve3000 Solutions to work their magic. The first thing your students will do on the system is take the LevelSet assessment. This test determines each student’s nonfiction Lexile ability for correct placement in the program so that each student can receive reading passages that are precisely matched to his/her individual reading levels.

Here’s what you need to know about LevelSet:

• **The test is crucial to your students’ success.** To make literacy gains on KidBiz3000/TeenBiz3000/Empower3000, students must be accurately placed.

• The test will be delivered automatically the first time your students log in.

• Students will read approximately 30 paragraph-long passages and answer a question about each one.

• You can expect LevelSet to take one classroom period; but, since it is an adaptive test, it may take longer for some students.

• Follow our LevelSet Test Tips at right to make sure your students do their best on LevelSet.

• Review Scores. LevelSet scores will be available immediately, and it is very important to make sure they are accurate for proper program placement. Log on to your Teacher’s Edition. Click Admin and then the + sign to expand Performance Reports. Click “How has Lexile performance changed over time – Summative LevelSet?” If you believe that a score is not valid, follow the instructions in the online help (in your Teacher’s Edition go to Training and Support>Get Help>LevelSet Reading Assessment).

You can learn more about LevelSet in Chapter 2: Assessment.

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**LevelSet Test Tips**
Research indicates that when teachers pay careful attention to test conditions, students do better on their tests. Here are some tips for making sure your students do their best on LevelSet:

• Talk to your class in advance about the test and let them know that their results are important to you and to your school. Explain to students that you, their administrators, and their parents will be looking at the results to see how much progress students have made on KidBiz3000/TeenBiz3000/Empower3000.

• Use the Introducing LevelSet video with your students. Use this interactive video to teach them about the test, how the test will operate, and how to practice answering the question types. Here are the links to share with your students:
  - http://doc.achieve3000.com/tutorials/tutorial_EMSpark_HYPERLINK

• On the day of the test, be sure the test environment is quiet so students can attend and focus. Eliminate outside distractions.

• Consider providing a nutritious snack before the test to boost student productivity.

• Be sure that students have at least 40 minutes to work uninterruptedly. The test will take less time for some, but most students should be able to finish within this time.

• Provide a specific assignment (not on the computer) for students to work on when they finish the test or provide students with library books to read.
LevelSet scores are reported in Lexile scores and reading levels. For example, if a student has a Lexile level of 440L, his level is translated to a reading level of 3.1 (beginning third grade). For a chart that shows the reading level equivalents for each Lexile level, see below.

### Lexile Scores
Lexile scores measure the difficulty of a reading passage and the reading level of the reader on the same scale. Each reading passage is assigned a Lexile score, and each student is assigned a Lexile level. Using both of these pieces of information, the system is able to match students to reading passages that are not too difficult to be frustrating, but difficult enough to be challenging and to encourage reading progress. All students read about the same topic as other students in the class, but at a reading level that is tailored to their individual Lexile level.

### STEP 5: Arrange for computer access.
Research shows that students who complete 40 KidBiz3000/TeenBiz3000/Empower3000 Activities per year make significant reading level increases (Go to the appendix to see the National Lexile Study results). Students who use the program twice a week—and reach 80 Activities by the end of the year—see even more gains: three times better than expected.

With our flexible intervention solutions, you can make sure your students reach the twice-weekly goal. Students can access the program in many ways:
- Computer lab
- Classroom laptop carts
- As part of a classroom rotation model
- With a projector

You can use the program in small-group or whole-group settings, and students can even complete parts of the program offline. And you can encourage students to access the program at home.

If you need assistance with scheduling or planning a schedule with access to computers and direct instruction that accommodates our instructional model, our implementation specialists can help you.
**Step 6: Enroll parents in the Home Edition.**

Give parents the gift of their child’s success. Research shows that when parents/guardians are involved in their children’s learning, children’s performance in school improves. By encouraging your students’ caregivers to sign up for their own Achieve3000 Home Edition accounts, you can help increase your students’ achievement.

Here’s how you can get parents involved:

- Send the parent letter home to parents with instructions for signing up. The parent letter can be printed from the program. A sample can be found in Chapter 7.

OR,

- Send us a list of your students’ parents, and we’ll create Home Edition usernames and passwords. We’ll send you an email with the login information for each parent, and you can distribute it to parents.

Contact our customer support at [www.achieve3000.com/support](http://www.achieve3000.com/support) or 877-235-2525 for an Excel data template to use in submitting the parent names and complete instructions for filling out the form.
Step 7: Introduce KidBiz3000/TeenBiz3000/Empower3000 to your students.

Once your students have completed LevelSet, they are ready to be introduced to the program and the Five-Step Literacy Routine. At the bottom center of the home screen, you will find a window that invites students to watch a video. This is an interactive tutorial you can use on a white board with your students to introduce the program and the Five-Step Literacy Routine to them. You can also have students work through the video on their own.
The following checklist, available for download from the online Teacher Edition, will walk you through the processes of setting up your class on the Achieve system.

Class Setup Checklist

Directions: Login to the program with your Teacher user name and password. Go to the ADMIN > User Administration > Edit Class Information.

If you do not have a class setup, click and follow the Class Setup Wizard. For step-by-step instructions watch the OnDemand tutorial: Class Setup: New Teachers or see the Quick Reference Guide.

Check Class Settings
- Class name follows district/school naming convention
- Grade level is correct (Note: You need to select one grade level even if you have a multi-grade class)
- Room number is entered (optional)
- Homeroom is checked if students belong to multiple classes and will be using the program primarily in your class (optional)
- Enable pre level (optional)
Click Submit to save changes and go Back to Class List (upper right corner).

Edit Student Settings
- Students listed match your class roster. If not, follow steps to add or remove students. See the online help – Get Help and Visit the Learning Center accessed from the Training and Support link in your Teacher’s Edition
- LevelSet start and end times match the times when students will be using the program at school
- E-mail is set to fully restricted for all students, unless exceptions apply
- Games are not available during school hours, unless exceptions apply
Click Save Changes.

Edit Individual Student Profiles
- Verify that all information is correct, e.g., name spelled correctly, grade level specified is correct
- Enter student ID numbers
- Enter other specifics if desired, e.g., language, special classification
Click Submit to save changes and go Back to Class List (upper right corner).

Print Class List
- Go back to the ADMIN menu. Under User Administration select Print Class List.

Options for distributing student logins:
- From the Teacher’s Edition, go to Training and Support > Visit the Learning Center > Getting Started > Set up your class > English or Spanish
- Print the Welcome letter (From the ADMIN menu go to Home Communications)
Use the following timeline, available for download from the online Teacher Edition, as a guide for getting started with Achieve3000 in your classroom.

### Getting Started Timeline

For step-by-step directions, see the Quick Reference Guide

<table>
<thead>
<tr>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
</tbody>
</table>

#### Initial Training
- Participate in Getting Started or Getting Resumed online or onsite training

#### Setup classes
- Review and follow the Class Setup Checklist
- Determine method for distributing student logins

#### Establish student schedule for program use
- Set date for LevelSet administration
- Secure access to computers at least twice a week for 10 min

#### Administer LevelSet
- Review Test Taking Tips
- Distribute student logins
- Have students watch the LevelSet student video.
- Determine quiet activity for students who have finished LevelSet
- Allow students to select their avatar

#### Check LevelSet Results
- Check Assessment Tools: Which of my students’ test results indicate possible invalid test administration? and Which students have not taken LevelSet?
- Run Performance Report: How has Lexile Performance changed over time (Summative LevelSet)?
- Re-administer test or adjust reading levels if necessary

#### Model the Five-Step Literacy Routine
- Have students watch the student Welcome video.
- Emphasize best practices for each step

#### Determine if reading levels need to be adjusted
- Run Performance Report: How are my students performing on Multiple Choice Activities? Are scores between 65% and 99%? Are reading levels need to be adjusted?

#### Ensure students are using the program appropriately
- Check weekly usage report delivered to your Mailbox.
- Are students completing 2 MC activities a week?
- Are students spending appropriate time on each activity?
- Follow-up with students as needed
- Ensure students complete unfinished activities before going to In the Works

#### Send home Welcome Letter to parents

#### First Two Weeks

##### Provide feedback to students
- Acknowledge and provide incentives for Multiple Choice Activity scores above 65% (Remember it is the first try score that counts)
- Score and provide feedback to Thought Question responses
- Review and provide feedback to Reading Connection entries
- Respond to student emails

##### Motivate student performance
- Provide incentives, award points and achievements
Lesson: Introducing Routines

Preparation

Lesson Overview

In this lesson, you introduce students to classroom rules and routines that they will use throughout the Achieve3000 curriculum, including the vocabulary journal routine. This routine provides a research-based method of teaching the academic vocabulary terms that students need to fully participate in academic situations.

You begin this lesson by having students brainstorm classroom rules and by moderating the discussion to bring the class to a consensus about the “classroom constitution.” You then introduce the vocabulary routine and provide direct instruction and modeling. You guide students as they practice creating their own vocabulary journal entries using Vocabulary Entry forms, and student pairs share entries with one another. You close the lesson with a fun vocabulary game that uses the terms learned in this lesson.

Do Before Teaching

1. Prepare copies of the Vocabulary Entry master so that each student receives as many forms as academic terms you plan on covering in the course. You may wish to bind these for students or make this a special class project (See details in the Lesson Extensions).

2. Be prepared to display the masters of the Vocabulary Entry and the Three Rules for Paired Activities so that they are visible to all students.

3. Prepare two card decks, each having the Key Vocabulary used in this lesson (routine, rule, vocabulary) as well as other key academic terms you plan to introduce in this lesson (e.g., classroom constitution, respect, information, question, understanding). See the final step in this lesson for details.

Learning Objective

Students will be introduced to classroom rules and routines that they will use throughout the curriculum, including the vocabulary journal routine for learning academic vocabulary.

Pacing

45–90 minutes
Teaching Routine

Icebreaker: Common Denominators

- Use the following activity to help students begin to feel comfortable with one another, so that they feel they can express their ideas and questions without embarrassment in front of their peers. This activity will help students get to know one another and practice social vocabulary and skills.

  - Divide students into pairs.
  - Give the pairs two minutes to brainstorm two or three things they have in common. Provide example questions to help get conversations started, such as “Have you ever been to another state or country?” “What kind of music do you like?” “What are some careers you are interested in?”
  - Ask each pair to join another pair. Give the foursomes two more minutes to brainstorm things that all four group members have in common.
  - Have each group select a speaker to share the list of things they have in common. Ask group members, “Was there anything you learned about each other that surprised you?”

Classroom Constitution

- Bring the class together to brainstorm a list of three-to-five rules and make this your “Classroom Constitution.” Ask students to think about what makes a class fun and productive versus actions that make a class difficult or disruptive. Examples of rules include the following:

  Rule 1. Always be your best and do your best.
  Rule 2. Respect others and the property of others.
  Rule 3. Be on time, be on task, and be prepared.
  Rule 4. Ask when you are confused or need help.

- Discuss the rules, prompting students with questions about what they mean. For instance, ask volunteers to explain why Rule #4 is helpful. Teach students language and strategies for seeking help when they become confused, including such questions as the following:

  May I please have more information?
  May I please have some time to think?
  Would you please repeat the question?
  Where could I find information about that?

Extra Support

You may wish to conduct a fishbowl activity in which two students act out following and not following the rules and the consequences that follow. This is a great way to give English learners and students with special needs a visual representation of the information being conveyed.
Vocabulary Journal Routine

Once you have established classroom rules, explain that an important routine students will follow in this course is the vocabulary journal routine. As you explain each step, model it for students using the Vocabulary Entry master and one of the terms from this lesson (routine, rule, or vocabulary) as follows (See sample Vocabulary Entry at right).

- **T:** Say the vocabulary term in English (and in the home languages in bilingual classrooms): routine/rutina (Spanish)

- **T, S:** Break the word down into syllables or phonemes and have students repeat: rou/tine.

- **T, S:** Say the whole word and have students repeat the word three times to build a phonological representation of the word.

- **S:** Have students write the word in English in their vocabulary entries (and in the home languages for ELL students).

- **T:** State the word in context, using either a word from the text or your own made-up sentence: Alma’s dance routine was wonderful. (Also do so in your ELL students’ home languages, if possible.)

- **T:** Provide a description of the word using dictionary definitions as reinforcement, but always providing a description in language students can understand. For ELL students, provide your description in students’ home languages as possible. *A routine is something you do regularly, such as brushing your teeth or tying your shoes. To complete a routine, you do a series of steps.*

- **S:** Have students add their own descriptions to their vocabulary entries. These should be unique; students should not simply copy your description.

- **T:** Model drawing a visual representation of the vocabulary term. Representations can be concrete or abstract (e.g., draw a list titled “teeth-brushing routine” and list numbers down the left-hand side to indicate steps).

- **S:** Have students add their own unique depictions to their vocabulary entries.

- **T:** Say the whole word in a sentence or read the article text where it is found.

- **S:** Have students add their own unique sentences to their vocabulary entries.

- **S:** Have students pair up and share their entries with one another. Circulate to correct any misconceptions and have students modify their entries as needed.

**Extra Support**

Display the master Three Rules for Paired Activities with students. Review each rule, clarifying any questions and providing modeling as needed.
– **T**: Explain the “My Understanding” rating on the vocabulary entry by reading through the rubric. Then have students indicate their understanding of the new term.

– **T, S**: Repeat this procedure with each word.

– **T, S**: Review the words from time to time—with games and engaging activities—and let students modify their entries as they learn more about the words. They should indicate their understanding in pencil so that they can modify it later as their understanding improves.

• After students have created entries for the terms from this lesson (*routine, rule, vocabulary*), play a charades vocabulary game using these and any other new terms you introduced in this lesson (e.g., *classroom constitution, respect, information, question, understanding*).

• Divide the class into two teams. Give each team a deck of cards with the vocabulary words and have them keep the cards face down. Team members should take turns acting out each word while the rest of the group tries to guess the words. Once the word is guessed, the next student takes a turn. The first group to get through the deck of cards wins.
Lesson Extensions

- Prepare copies of the Vocabulary Entry form from the master so that each student receives as many forms as academic terms you plan on covering in the course. You may wish to bind these for students or make this a special class project. Give a stack of blank forms to each student, along with two pieces of card stock for the cover. Have students use the card stock for the front and back covers and bind the pages by inserting a row of staples along the top or left-hand edge. Give students time to decorate the covers of their journals and provide magazines, markers, and other craft materials for this purpose.

- From time to time, play games to reinforce students’ understandings of their new academic vocabulary terms. Suggested review games include the following:

  - **Vocabulary Charades:** Group students into two or more teams. Give each team a stack of index cards, facedown, with one vocabulary term written on each card. Students should take turns drawing a card and acting out the term using physical gestures only while the other team members quickly try to guess the term being portrayed. The goal is for each team to get through the stack of cards before the other team.

  - **Draw-a-thon:** In this game, which is modeled after the popular game *Pictionary*, you set students up in teams, as above, and students draw pictures as clues while team members guess what is being drawn. Tip: After each round, examine the different drawings for each term. In this way students will have an opportunity to see a variety of visual representations of the terms, which is a helpful way to deepen their understandings of the terms.
Lesson Masters

Vocabulary Entry

<table>
<thead>
<tr>
<th>Vocabulary term</th>
<th>My Understanding: 1 2 3 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>In English</td>
<td></td>
</tr>
<tr>
<td>In home language</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>Examples</td>
<td></td>
</tr>
<tr>
<td>Non-examples</td>
<td></td>
</tr>
<tr>
<td>Sentence</td>
<td></td>
</tr>
</tbody>
</table>

Drawing

* 1 = I do not understand the term.
* 2 = I have heard the term before and I have a general idea of its meaning.
* 3 = I understand the term but haven’t really used it when writing or speaking.
* 4 = I understand the term and I have used it when writing and speaking.

Three Rules for Paired Activities

1. One student is the facilitator. It will be her or his responsibility to ask questions, facilitate the discussion, and make sure the other student has an opportunity to talk.

2. Use social skills, such as making eye contact, not interrupting, and asking clarifying questions if something isn’t clear.

3. When sharing ideas for improving your partner’s work, use constructive criticism. Use the sentence starters (below) when you’re talking about your partner’s work.

Sentence Starters

<table>
<thead>
<tr>
<th>Complimenting</th>
<th>Clarifying</th>
</tr>
</thead>
<tbody>
<tr>
<td>My favorite part is ...</td>
<td>Let me see if I understand ...</td>
</tr>
<tr>
<td>I really like ...</td>
<td>Tell me what you mean when you say ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paraphrasing</th>
<th>Mediating</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I understand from what you said is ...</td>
<td>What’s another way you could say ...?</td>
</tr>
<tr>
<td>Here’s how I would summarize your work ...</td>
<td>I’d be interested in hearing more about ...</td>
</tr>
</tbody>
</table>
Lesson: Introducing the Five-Step Routine

Preparation

Lesson Overview
In this lesson you introduce students to the Achieve3000 Student Edition and the Five-Step Literacy Routine that is the core of the curriculum. The Five-Step Literacy Routine is designed to improve vocabulary, comprehension, fluency, and writing. During this sequence, students work online and receive reading materials and follow-up activities that are matched to their reading abilities. Each one of the five steps is based on best practices that have evolved out of decades of reading research.

This lesson begins with a question-asking icebreaker that is a fun way to scaffold the question-asking part of the Five-Step Routine when you model it and when students practice it later in the lesson. Next, you provide direct instruction and modeling of the Five-Step Routine using the article “Reaching for the Stars,” which tells about an inspiring astronaut, José Hernández. Students then work in pairs to complete a scavenger hunt that is designed to reinforce the importance of, and navigation through, the Five Steps in the Student Edition. Students apply their learning when they complete the Five Steps using the article Beyoncé: More Than Just Music. The lesson closes with a review of the concepts learned and an opportunity to enter new academic vocabulary into the vocabulary journals.

Do Before Teaching
1. In order to model the Five-Step Literacy Routine, you will need a computer with Internet access connected to a projector. The screen should be visible to all students during your modeling. Students also will need Internet access for the guided practice and independent practice activities in this lesson.

2. Prepare to display the Five-Step Literacy Routine master and make copies to distribute to students, one per student.

3. Prepare copies of the Scavenger Hunt, one per student pair.

References
The Five-Step Literacy Routine is based on the findings of widely respected researchers in the field and incorporates the work of R.C. Anderson, the National Writing Commission, the National Reading Panel, Carol Anne Tomlinson, and Linda Kucan.
Teaching Routine
Before Reading

Introduce Lesson (15 minutes)

• Introduce the lesson with a question-asking icebreaker designed to help you and your students get to know one another. Write ten single-word details about yourself on the board or chart paper. Include some easy examples, such as Bob, 36, running, chocolate, as well as some more obscure examples, such as 8/1/09, India, leg. Have students try to guess the ten questions to the ten answers you have written. For example: What’s your name? How old are you? What’s one of your hobbies? What’s your favorite food? When did you get married? What’s a country you have visited? What did you injure in an accident?

• After students have figured out the questions for all ten answers, have them write down two details about themselves that you and their classmates probably don’t know. Invite students to the front of the class one at a time, write their two details on the board, and have the class guess the questions that match the answers.

• Explain that the goal of this course is to help students develop their English literacy, their ability to perceive (read and hear) and produce (write and speak) language. To that end, students will be using a research-based Five-Step Literacy Routine throughout this course. A critical component of the literacy routine involves question-asking, a habit that skillful readers practice while reading. Just like in the warm-up activity, while reading any text, skillful readers think about the questions that the text answers as well as the questions they have that the text doesn’t answer. Say that you will model question asking as part of the five steps.

Provide Direct Instruction, Modeling, and Guided Practice (15 minutes)

• Post the Five-Step Literacy Routine so that it is visible to all students. Read through each step as students follow along silently. Ask students whether they have any questions about the Five Steps and provide clarification as needed. Post the Five Steps somewhere in the classroom and give each student a copy so that the steps are visible for reference during the Five-Step Routine.

• Model the Five-Step Routine using “Reaching for the Stars” or another passage of your choice. Use the think-aloud technique to model each step, especially the Reading Connections. Make sure to briefly describe the purpose of each step before modeling it and make sure to call attention to how you are navigating through the program. A sample read aloud for “Reaching for the Stars” follows:
The first step is to read and write a reply to an e-mail. This helps set the stage for what you are about to read. I will read the e-mail. [Read it aloud.] Now I will write a response to the e-mail question. [Dictate aloud as you write a short response.]

Next, I will click on the link to go to the reading passage. I should preview the title, photo, and caption and think about what the passage will be about. [Model this for students.]

I can also click on the Map icon to see where this story happened. [Model this for students.]

Now I’m ready to read. After reading every paragraph or two, I will use the Reading Connections to summarize and to ask questions. [Model a think-aloud using summarizing and questioning strategies. When introducing questioning, refer back to the lesson warm up.]

As I make my way through the article, I notice some blue hyperlinked words. I will click on one of those—and it’s linked to a dictionary definition. So if I don’t know a word, I can click on it and get the definition. I can also hear the audio for the definition. [Model this for students.]

After reading the article and completing the Reading Connections, students will answer the Activity questions to show what they know. Tell students they will get two chances to answer every question, but they should work hard to get it right on the first try. [Model this for students.]

Next, it’s time to write a response to the Thought Question. [Model this for students.] Remind students that they should read the question carefully and be sure to answer every part of the question. Show them the rubric for the Thought Question.

Finally, you get to share your opinion when you participate in the Poll. [Model this for students.]

Next, to reinforce the Five Steps, pair students and guide them as they complete the Achieve3000 Student Edition Scavenger Hunt. Walk students through the process of logging into the program, then hand out the Scavenger Hunt copies. The first team to finish should raise their hands so you can check their answers and confirm the win.

Extra Support
Depending on your students’ levels of English proficiency, some students may benefit from working with you in a small-group setting. During this activity, while other students work in pairs, spend ten minutes with the small group. Model how to find each of the five steps in the Achieve3000 program. Then pair these students and have them try it out with their partners.
During Reading
Independent Practice (15–25 minutes)

• Have students complete the Five Steps on their own with Beyoncé: More Than Just Music or another article of your choice. Circulate while they work to make sure they know what to do at each step. A sample routine for “Beyoncé: More Than Just Music” is given below.

Five-Step Literacy Routine

1. Set a schema. Students should respond to the following prompt that you have scheduled for e-mail delivery: What do you think it would be like to meet a great star?

2. Read for information or enjoyment. The e-mail directs students to the article Beyoncé: More Than Just Music. Students should use the Reading Connections to summarize and ask questions about the article.

3. Demonstrate mastery. After reading the article and poems, students answer questions that monitor comprehension, vocabulary mastery, and higher-order thinking skills.

4. Construct meaning. Students build critical cognitive skills by responding to this Thought Question: Imagine that you are the person interviewing Beyoncé. Write three more questions that you might ask her. Provide the reason for asking each question.

5. Form an opinion. Students also participate in a poll about the article so they can demonstrate opinions—the real manifestation of reading comprehension: Which would you be most interested in doing?
After Reading
Whole-Class Wrap Up (5–10 minutes)

• When all students have completed the routine, bring the class together to review the lesson, discuss any questions students have about the Five-Step Literacy Routine, and provide any necessary reteaching.

• Have students enter new vocabulary in their vocabulary journals and indicate their level of understanding for each of the new terms learned in this lesson, including these academic terms: dictionary, poll, summarize, thought.

Lesson Extensions

• Prior to reading, write high-frequency words and/or the article’s dictionary words on flash cards. Have students choose a card and pantomime the word on it for the class to guess.

• Assign each student one of the following: who, what, when, where, why, how. Tell each student that they will read the article, paying close attention to any information that answers their assigned category. For example, the “when” representative would look for dates or times. The “who” representative would be focused on the people in the story. Then, write a phrase or sentence that gives the answer.

• NASA’s first bilingual Twittering astronaut, José Hernández, filed tweets from space. Invite Spanish-speaking students to teach basic numbers, days of the week, months of the year, or simple dialogue to their peers. Or consult Spanish textbooks or English-Spanish dictionaries to teach some words to the class. Create posters or simple Spanish-English translation booklets and encourage students to greet one another using simple Spanish dialogue each day.

• Explore the Reaching for the Stars Website (http://www.reachingforthestars.org/) and find out how it helps students reach for the stars. Then challenge students to imagine that they have achieved their dream. Ask them to write out an imaginary interview with their adult selves after reaching this milestone. What did they accomplish, and what did it take to get there?
### Vocabulary Entry

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  4 = I understand the term and I have used it when writing and speaking.

### Scavenger Hunt

**Directions:** Using the Achieve3000 system, find the following information. As soon as you finish, raise your hand.

1. Draw lines connecting the following icons to the corresponding program components.

<table>
<thead>
<tr>
<th>Icon</th>
<th>Program Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Icon]</td>
<td>Thought Question</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Poll</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Map</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Reading Connections</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Activity</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Top</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Dictionary audio</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Email</td>
</tr>
</tbody>
</table>

2. During which step of the five-step literacy routine do you summarize and ask questions? Circle one.
   - Step 1: Report to email.
   - Step 2: Read the article.
   - Step 3: Complete the activity.
   - Step 4: Construct meaning.
   - Step 5: Write your response in the space below.

3. What is the purpose of the five-step literacy routine? Write your response in the space below.
Lesson: Creating a Plan for This Course

**Preparation**

**Lesson Overview**

In the previous two lessons, students were introduced to the idea of English literacy learning and to the key routines they will use throughout the Achieve3000 curriculum, including the vocabulary routine and the Five-Step Literacy Routine. Students practiced summarizing and generating questions, critical components of the Five Steps. Now students are ready to set a purpose for the course by creating a plan and setting personal literacy and learning goals.

Students warm up with a Quick Write in which they reflect on their learning and literacy. Next, you model setting a goal and creating a step-by-step checklist of the things you will need to do to accomplish your goal. Students have an opportunity to set their own goals and create step-by-step plans for achieving them with the Five-Step Literacy Routine. You close this lesson with a review of the vocabulary learned in this unit.

**Do Before Teaching**

Be prepared to display the Quick Write prompts (see master at the end of this lesson) so that they are visible to all students.

---

**Learning Objective**

Students set a purpose for the course by creating a plan and setting personal literacy and learning goals.

**Pacing**

45–90 minutes
Teaching Routine

- Display the Quick Write prompts so that they are visible to all students. Give students time to complete the prompts of their choice.
- When students are ready, have them briefly share their responses with partners.
- Remind students that they have been introduced to the idea of English literacy learning and to the key routines they will use throughout the Achieve3000 curriculum, including the vocabulary routine and the Five-Step Literacy Routine. Students practiced summarizing and generating questions, critical components of the Five Steps. Now they are ready to set a purpose for the course by creating a plan and setting personal literacy and learning goals.
- Model the steps involved in setting a personal goal.
  - First, choose the task that you want to accomplish, such as “I will run a marathon.”
  - Next, write a step-by-step checklist of the things you will need to do in order to accomplish your goal.
- Give students an opportunity to set their own goals and to create step-by-step plans for achieving them. First, have students read Tips for Raising a Top Dog to find out about the routine that pet experts suggest pet owners set up in order to care for the new pet. Then, their assignment is to set up a routine for a specific task that they need to accomplish. The task might be done on a regular basis, or it might be done only one time. Here are some ideas: Read three books for enjoyment or learn 100 new vocabulary words.
- Close the lesson by having students share their goals. Help students hone their goals so that they are attainable and so that students know the steps needed to achieve them.
- Review the vocabulary learned in this unit by using “Go Fish,” Bingo, or another vocabulary game.

Extra Support

Translate the Quick Write prompts into students’ home languages as needed. Allow lower proficiency ELL students to respond to the prompts by writing in their home languages or by drawing a picture.
Quick Write

Directions: Choose one of the following questions and respond to it in writing.

One thing I am excited about in this course is ...
One of my goals for the class is to ...
One way in which I could improve as a reader or learner is ...
Lesson: Question Types and Strategies

Learning Objective
Students will be able to identify question types and apply corresponding question-answering strategies.

Pacing
45–60 minutes

Materials
Student Handout: Question Types and Strategies
Student Handout: Progress Chart
PPT: Question Types (optional)
Projector or Smart board

Preparation
Lesson Overview
Students will become active strategic readers as they identify question types and apply corresponding question-answering strategies. Developing this skill will take repeated modeling and practice. To promote success, limit the number of question types you focus on in each lesson.

This lesson is intended to be followed by the lesson Progress Mapping. If time permits, initiate the Progress Mapping activity with students after they complete the multiple-choice Activity.

Do Before Teaching
1. Check class data and identify the reading level to target for the lesson. Use an article that is one year below the average reading level of the class (See Lesson Adaptations).
2. Check Activity scores. If average is low (below 60%), see Lesson Adaptations.
3. Become familiar with the handout Question Types and Strategies and practice identifying question types. Note: The Question Types PowerPoint (PPT) presentation will be helpful with this review.
4. Make copies of the student handouts Question Types and Strategies and Progress Chart. These can be downloaded from the Training and Support area of the online Teacher’s Edition.
5. Ensure availability of a projector.
6. Review the News story for the day (or a News story you select for students to read) at the targeted reading level. Open the Print window and identify three or four multiple-choice question types you will model answering by following the corresponding strategy (See Lesson Adaptations).
Teaching Routine
Lesson Hook: Name That Movie (5 minutes)

• Ask students if they like movies. Call on students to name the most recent movie they watched. Then ask them to tell you what type of movie it was (i.e., genre): suspense, comedy, drama, action, science fiction.

• Play the game Name That Movie. Tell students you will provide hints/clues from a movie, and they need to raise their hand if they can name the movie. Note: See Movies and Clues to the right. After students name the movie ask them to identify the movie genre. Do this for four movies.

Transition and Lesson Purpose: Predicting Is an Important Skill
(3 minutes)
Transition: lesson purpose
(2 minutes)

• Ask students: When you know you are going to watch a suspense movie, can you make predictions about the movie and about how you will react? Have students explain what they can predict about the different movie genres. Provide examples as needed.

• State the purpose for the lesson. Predicting involves thinking ahead; and it helps you anticipate (i.e., prepare for) what might come next, how you will react, or what you may need to do based on the prediction. Predicting is a very important skill that will help you in many ways, especially when reading. It will also help when you answer questions. Today we will practice using prediction in different ways. We are going to focus on learning how to identify the different types of questions you answer when you complete the Activity—this is similar to identifying different movie types. Then, we will learn strategies for answering the different types of questions.

Step 1: Predict what the story is about
(5–10 minutes. See Lesson Extensions)

− On the projector, open the News story for the day at the targeted reading level (See Before the Lesson). Tell students to read the title. Call on students to predict what the story is about based on the title.

− Read the first paragraph aloud. Call on students to summarize the first paragraph. Model typing the summary in Reading Connections: Summarize.

− Call on students to again predict what the article is about based on the title and the first paragraph. Show students how to write the prediction in the Generate Questions text box.

Movies and Clues
(Say one clue at a time)

• Jaws (suspense)
  Clues: Lots of teeth; scary; underwater; swimmers beware

• The Incredibles (action)
  Clues: One character can stretch very far; one can run very fast; one can become invisible

• Star Wars (Sci-Fi)
  Clues: His father is on the Dark side; he has to fight his father; he is a Jedi.

• Pink Panther (Comedy)
  Clues: A big diamond is lost; the detective is funny; pink

• High School Musical (musical)
  Clues: He plays basketball and she is a science wiz; they both like to sing; high school
- **Reinforce the value of these first steps.** 1) read title, 2) predict what story is about, 3) read first paragraph, 4) predict what story is about. Explain that by doing this they will be able to grasp the main idea of the story faster. This will also help them answer the multiple-choice questions in the Activity.

**Step 2: Students read the story on their own or with partners and evaluate their story predictions**
(5–15 minutes. See Lesson Adaptations)

- Have students login to TeenBiz, go to the story of the day (or the selected story you want them to read) and read it.
- Have students write the main idea of the story in a sentence or two in the Summarize text box after the last paragraph.
- As students are completing this task, distribute the handout Question Types and Strategies.
- Have student pairs share and evaluate their story predictions.
- Call on a few students to compare the main ideas they wrote with their initial story predictions.

**Step 3: Review Question Types and Strategies** (5-8 minutes)

- Explain that the handout lists the different types of questions students answer when they complete the Activity. Review the 2-4 question types you will be focusing on by reading the sample question stems.
- Have students read the handout and identify one or two question types that they find the most challenging (3 minutes). Walk around the room and ask students to point out the question types they find challenging.
- Point out that the back side of the handout has question strategies that will help you answer these different types of questions. Explain the three primary strategies:
  - Understand and interpret
  - Find the answer in the text
  - Think of what you already know
Step 4: Model identifying question types and using strategies
(8 minutes)

- Open the Print window for the article and scroll to one of the question types you want to focus on (e.g., Main idea). Ask students to identify the question type. They can reference their handout.
- Ask students which strategy works the best for this type of question. Again have them refer to their handout.
- Model aloud how you would use the strategy.
- Ask students to identify the correct answer to the Activity questions.
- Point out that not all students will have the exact same questions, but they will be similar; so, if they pay attention, this activity will help them answer the Activity questions.
- Repeat modeling for three other pre-identified questions.

Step 5: Students complete the Activity on their own
(8 minutes–remaining time)

- Tell students to go ahead and complete the Activity on their own. Tell them to try to identify the types of questions they are answering.

Step 6: Work with teacher as students complete the Activity

- Run the News Multiple Choice report for the class (Teacher’s Edition>Admin>expand Student Work>select Multiple Choice from the News menu> [select criteria for report]). As scores pop-up, congratulate students who score above 75%.
- As students complete the Activity, show them how to go to their Portfolio and complete the Progress Chart and start to identify question types answered incorrectly (See Lesson: Progress Mapping).

Step 7: Closure

- Encourage students to think about the type of question they are answering and what the best strategy is for answering the question

After the Lesson
Monitor students’ Activity scores. Are scores improving?
Lesson Adaptations
Consider these adaptations for English language learners and students with special needs.

<table>
<thead>
<tr>
<th>Lesson Step</th>
<th>Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select level of <em>News</em> story to use for whole-group modeling</td>
<td>Ensure that the reading level modeled is not too difficult for the majority of students. If you select the grade level of the majority of students, then the MC Activity questions they will answer on their own will be the same as those modeled. This is recommended in order to promote application of learning and a sense of success.</td>
</tr>
<tr>
<td>Step 1: Predict what the story is about</td>
<td>Spend more time on this step and help students make predictions. You may need to model providing the summary of the first paragraph.</td>
</tr>
<tr>
<td>Step 2: Students read the story on their own and determine if their story predictions were correct</td>
<td>You may want to have students repeat on their own what was done in Step 1 as a whole group and enter their first paragraph summaries and their article predictions in their Reading Connections-Summarize and Generate Questions text boxes.</td>
</tr>
<tr>
<td>Step 3 and Step 4</td>
<td>You may want to skip Steps 3 and 4 in this lesson and focus on these steps in your next lesson, or integrate these steps into the Progress Mapping lesson.</td>
</tr>
<tr>
<td>Step 3: Review question types and strategies</td>
<td>Perhaps review only one Question Type: Main Idea questions. This connects well with the previous steps. Avoid reviewing too many question types and strategies in the same lesson.</td>
</tr>
<tr>
<td>Step 4: Model identifying question types and using strategies</td>
<td>If there is more than one Main Idea question in the corresponding Activity, model all of them. If there are other Activity questions that tie well with the first steps, i.e., identifying the main idea of the story, model answering these questions too.</td>
</tr>
</tbody>
</table>
Lesson: Progress Mapping

Preparation
Lesson Overview
This lesson is intended to follow or precede the lesson Question Types and Strategies. In this lesson, students do not complete the Five-Step Literacy Routine, but rather evaluate their progress and identify areas for improvement.

Do Before Teaching
1. Check class data and identify reading-level range (high, low, and average).
2. Familiarize yourself with Achieve question types. Review the PowerPoint (PPT) presentation Question Types and hide slides you will not use with students.
3. Make copies of the student handouts Question Types and Strategies and Progress Chart.
4. Ensure availability of a projector.

Teaching Routine
Lesson Hook: Which tool to use? (5 minutes)
1. Ask students to define tool; e.g., a mechanical device intended to make a task easier.
2. Play Which tool would you use? Give examples of different jobs and ask students to name a tool that would make the job easier (See Jobs and Tools on the following page).

Learning Objective
Students will use visualization as a reading strategy when reading literary nonfiction.

Pacing
45–90 minutes

Suggested Readings
Excerpt from “Walking Above the Rain Forest” by Achieve3000

“Walking Above the Rain Forest” by Achieve3000
Transition and Lesson Purpose: Use Strategies to Answer Activity Questions (3 min)

- Ask students to define strategy and, if possible, give an example.

- State purpose for the lesson. Strategies, similar to tools, provide a series of steps to help accomplish an objective or a goal. Football and soccer, for example, have strategies or tactics or “plays.” Explain to students that there may be some Activity questions that they find harder to answer than others. Today we will focus on trying to identify the question types that they find hardest to answer and then start using strategies to help answer these questions.

**Step 1: Identify Question Types** (10–15 minutes)

- Distribute the handouts *Question Types and Strategies* and *Progress Chart*

- Have students reference the Question Types on the bottom of the *Progress Chart* handout and show students that these match the Question Types on the handout *Question Types and Strategies*.

- Have students review the question stems for the different question types (e.g., the story talks mostly about...).

- Share the PPT *Question Types* and ask students to identify the question type on each slide.

*Note: This step can be played as a game. Group students into teams.*

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**Jobs and Tools**

<table>
<thead>
<tr>
<th>Jobs and Tools</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweep the floor</td>
<td>Broom, vacuum</td>
</tr>
<tr>
<td>Cut paper</td>
<td>Scissors</td>
</tr>
<tr>
<td>Drive to a new destination</td>
<td>Map, GPS</td>
</tr>
<tr>
<td>Make a milkshake</td>
<td>Blender</td>
</tr>
<tr>
<td>Hang a picture on the wall</td>
<td>Hammer</td>
</tr>
<tr>
<td>Determine the size of a window that needs to be replaced</td>
<td>Measuring tape</td>
</tr>
<tr>
<td>Find a job</td>
<td>Newspaper, Internet</td>
</tr>
<tr>
<td>Fix a torn sleeve of a jacket</td>
<td>Needle and thread, sewing machine</td>
</tr>
<tr>
<td>Tell time</td>
<td>Watch, clock, cell phone</td>
</tr>
</tbody>
</table>
Step 2: Map Progress (10 minutes)

- Model how students can go to their Portfolio > Multiple Choice Activities > Click link to a Multiple Choice Activity and identify the questions that were answered incorrectly on the first try.

- Show students how to complete the Progress Chart. 1) Enter date when activity was completed, 2) Enter score, 3) Open the link for the activity and mark the type of question answered incorrectly for that Multiple Choice Activity.

- Have students work independently to track the question types answered incorrectly in their last five-to-ten Multiple Choice activities.

- Call on a few students and ask if there is a type of question they seem to answer incorrectly most often.

Step 3: Identify strategy to follow (10 minutes)

- Have students turn to the back side of the handout Question Types and Strategies. Briefly explain the three strategies and the types of questions that align with each strategy:
  
  Understand and interpret (Main Idea, Summarization, Drawing Conclusions)

  Find the answer in the text (Recalling what you read, Sequencing, Compare and Contrast, Cause and Effect)

  Think of what you already know (Word and Phrase Meaning, Fact and Opinion, Reference Sources)

- Have students add-up the types of questions they have answered incorrectly for each of the question strategies (i.e., add up all questions missed for Main Idea, Summarization, and Draw Conclusions).

- On the board tally responses for each strategy to identify which type of strategy you will model with students in the next lesson.
**Step 4: Closure** (5 minutes)

- Call on students to briefly restate in their own words what they understand about each of the three question-answering strategies.

- Conclude by telling students that in future classes you will practice together how to follow the strategies for these types of question.

- Share an analogy (e.g., basketball) that emphasizes the value of focusing and practicing one skill in order to become a better player overall; i.e., a better reader.

**If time permits**

If time permits, after Step 3, complete step 4 of *Lesson: Question Types and Strategies*.

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**Lesson: Question Types and Strategies**

**Step 4: Model identifying question types and using strategies**

(8 minutes)

*Prep:* Review the News story for the day (or a News story you select for students to read) at the targeted reading level (i.e., one year below the average reading level of the class). Open the *Print* window and identify three-to-four multiple-choice question types you will model answering by following the corresponding strategy.

- Open the *Print* window for the article and scroll to one of the question types you want to focus on (e.g., Main Idea). Ask students to identify the question type. They can reference their handout.

- Ask students which strategy works the best for this type of question. Again, have them refer to their handout.

- Model aloud how you would use the strategy.

- Point out that not all students will have the exact same questions, but they will be similar; so, if they pay attention, this activity will help them answer the multiple-choice questions.

- Repeat modeling for three other pre-identified questions.

- Have students complete the Five-Step Literacy Routine and to think about the question types as they answer the multiple-choice questions in the *Activity*. 
“Did they get it?”

“Do I reteach or move on?”

“What are his strengths?”

“What are her weaknesses?”

“How can I improve those weaknesses?”

“Are there others who have the same weaknesses that I can group together?”

All of these are questions teachers face daily, even hourly. We are expected to know where all of our students are in their academic progress and what steps we need to take to help them continue to advance. We are expected to use data to make these decisions with ever increasing precision.

Having good data to help us make these instructional decisions makes our teaching more effective. We are better able to target our lessons for the needs of whole groups, small groups, and individual students. The task of individualizing instruction for all is not nearly as daunting when using Achieve3000. The robust reporting system gives the teacher and administrator the information needed to make the instructional decisions necessary for academic success.

In this chapter, you will learn about our Achieve3000 process for reviewing and analyzing data—the AAA Review Process. In this process, you learn to Analyze, Adjust, and Act. You will view samples of some of the key reports and the types of data they supply. You will also review the Authentic Assessment Portfolio of a student. All of these are available at the click of a button within the teacher edition of the online program.
Sample Reports and Data for Data Driven Instruction

A powerful reporting package provides teachers and administrators with real-time, detailed diagnostic data on usage and performance in and out of school. The reports, available 24/7, enable individualized intervention and remediation based on a given student’s needs. Reports are aligned to state standards and can be viewed on an individual student, class, school, or district basis.

Achieve3000’s forecasting report predicts how students will perform on high-stakes tests. This powerful tool, based on students’ LevelSet scores, identifies students who are at risk of performing below proficiency on your state test on a student-by-student, class-by-class, or even school-by-school basis. The forecasting report provides valuable instructional planning information so that teachers and administrators can provide aggressive intervention where it is needed the most.

Samples of these reports with highlights of their key information follow.
Administrator Resources
Portfolio Reports
A bird’s-eye view of program usage and student performance is sent to school and district administrators twice yearly. Depending on the time of the year and the status of the implementation, it includes a variety of measures related to implementation success and academic progress.
**eProgress Reports**

Monthly reports provide a detailed review of students’ usage and performance. eProgress Reports are sent to school and district administrators on a monthly basis, upon request. These reports provide a detailed review of program usage and student performance. Please note: You must sign up to receive these reports.
How are my students likely to perform on the [STATE] assessment?
Forecast students’ performance on state assessments based on their performance on LevelSet.

How are my students performing on standards?
Review students’ mastery of state standards based on their multiple-choice activity performance.
How are my students performing on standards (continued)?

Assign students work based on specific strengths and weaknesses.

Breakdown of NCLB subgroups

Review students’ mastery of standards based on NCLB subgroups.
Which of my students are using the program?
Find out which schools, classes, and students are using the program.

How are my students progressing towards Achieve3000’s 40-activity usage goal?
Identify the students who have reached the 40-activity goal recommended for significant academic progress.
How has Lexile performance changed over time (Summative LevelSet)?
Track changes in Lexile/reading performance based on LevelSet test scores.

How are my students performing on multiple choice news activities?
Monitor student performance on multiple choice news activities.
**How has reading performance changed over time (Multiple Choice Formative)?**

Review students’ progress on the formative multiple-choice reading assessments.

Performance Reports

Review students’ performance on KidBiz3000/TeenBiz3000/Empower3000.
Parent/Guardian Resources

Usage Reports
Review students’ usage of KidBiz3000/TeenBiz3000/Empower3000 and see how they are progressing towards Achieve3000’s 40-activity goal.

Conversation Guide
Information about the daily article and guided discussion topics enables parents/guardians’ involvement in students’ learning.
Student Authentic Assessment Portfolio
When using data to drive your instructional decisions, it is important to remember to look at the actual student work behind the data.
A student portfolio can help provide a complete picture of the progress and intervention needs of a student. For that reason, Achieve3000 is proud to make available for all students the Authentic Assessment Portfolio report. This report provides the details behind the data within any given time frame designated by the teacher. It is a powerful way to plan instruction, conference with students and parents, and evaluate program success.

Following is a sample of a few pages from one student’s Authentic Assessment Portfolio.

Authentic Assessment Portfolio
Toni Smith
February 1, 2009–March 30, 2009

Student: Toni Smith
Grade: 7
Reading Level: AR/1445L

Year to Date Summary
35 reading activities completed
1 activity, on average, per week
23 writing assignments completed

District: Archdiocese of New Orleans
School: The Good Shepherd School
Generated on 7/20/2009
Writing Assignments

**No.:** 1  
**Title:** Waking Above the Rain Forest  
**Date:** February 12, 2009  
**Reading Level:** AR / 1445L  
**Assignment:**

Design a brochure for the guided tour through Kakum National Park. Describe the canopy walk, including a description of the sights and sounds that tourists might anticipate. Include some features of the tour, besides those mentioned in the article, that might enhance the experience.

Include information from the article, as well as your own ideas, in your brochure.

Type your answer in the text box below.

*The Kakum National Park*

If you want to see a pristine rainforest’s, this is the place to come! Though it is a bit of a walk to the bridge, you get to see some of the trees that have contributed medicine to us over the past years. The rickety bridge might be a little scary, but don’t worry, there is netting surrounding it to catch those who are a bit clumsier than others.

Don’t go with anyone too noisy, because you might miss the sounds of the rainforest’s coming to life! The hidden sounds of the monkeys and cawing birds is a huge tribute to the breathtaking sight of the rainforest’s in that height.

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Writing Assignments

**No.:** 2  
**Title:** Italy to Workers: Playtime Over!  
**Date:** March 19, 2009  
**Reading Level:** AR / 1445L  
**Assignment:**

Imagine that you have been hired to help encourage better work habits among Italy’s workers. First, summarize what you consider the benefits and drawbacks of the present campaign. Then, describe some ideas for enhancing the campaign’s efficacy.

Include details from the article, as well as your own ideas, in your entry.

Type your answer in the text box below.

I think the benefits of this campaign can bring up Italy’s productive and work culture so that won’t known as the slackers of the world. Italy is a great country that has contributed a lot of great things to the world. That means there will be people looking at the country all the time, waiting to call Italy out and try to give there a bad reputation on their people. The drawbacks of this campaign is that maybe the people might be on the defensive side. I am there to tell them that they are basically lazy with their work and need to improve or they will not get paid for their medocan work. That is kind of harsh, but it’ll get the attention of these people. They will see how they were working and want to improve so that other countries can’t say anything about their country except on how cool their Ferrari’s are.
Chapter 6
Student Motivation

It is no coincidence that the words emotion and motivation contain the same linguistic root meaning “to move.” Our emotions motivate our actions. Students coming to the reading experience with years of reading success or years of reading failure typically have very different emotional experiences when confronted with text. Successful readers usually experience positive emotions; pleasurable, sometimes revelatory feelings; and even self-identify as readers. Seeking more positive feelings, they’re motivated to attend to literacy tasks. Struggling readers, on the other hand, often experience negative emotions, such as frustration and shame, when confronted with text. Over time, these students begin to lose their motivation to read since reading does not elicit positive emotions.

One of the roles of the teacher in the Achieve3000 intervention solutions is to establish an environment that will encourage each individual to increase his/her motivation for reading. Unfortunately, there is no magic pill for motivating students. Many different things can motivate students: interest in the topic, the challenge, a goal, and so on. “Researchers have begun to identify those aspects of the teaching situation that enhance students’ self-motivation” (Bligh, 1971; Lowman, 1984; Lucas, 1990; Weinert and Kluwe, 1987). To encourage students to become self-motivated independent learners, instructors can do the following:

- Give frequent, early, positive feedback that supports students’ beliefs that they can do well.
- Ensure opportunities for students’ success by assigning tasks that are neither too easy nor too difficult.
- Help students find personal meaning and value in the material.
- Create an atmosphere that is open and positive.

Download the resources in this chapter from the Teacher’s Edition of the online program by following this path:

- Select the Training and Support tab to access the Learning Center.
- Select the Lessons and Resources tab.
• Help students feel that they are valued members of a learning community (Davis, 1999).

In this chapter you will find more information on the foundational philosophy of motivation that influenced the design of KidBiz3000, TeenBiz3000, and Empower3000. You will also find several practical ideas and tools that can be used to “jump start” your reluctant readers or continue to build motivation in those who are already motivated.

The most important factor to remember about motivating your students is that you must get to know your students in order to determine what will most likely motivate each one of them. Have fun making their acquaintances!

**Philosophy of Motivation and Engagement**

Engaged readers have a purpose for reading, seek to understand what they read, believe in their capabilities as readers, and take responsibility for their learning (Cambourne, 1995). Engaged readers are motivated by a variety of goals, strategically use multiple approaches to comprehend, are knowledgeable in their construction of new understanding from text, and are socially interactive in their approach to literacy (Guthrie, McGough, Bennet, and Rice, 1996). Engaged reading is strongly associated with reading achievement (Campbell, Voelkl, & Donahue, 1997; Guthrie and Wigfield, 2000).
Researchers agree that readers read and comprehend text, in part, because they are motivated to do so. Motivation is the foundation of reading engagement in that it activates reading behaviors (Guthrie and Wigfield, 2000). Instructional processes that can facilitate reading engagement and motivation include the following (Guthrie and Wigfield, 2000):

- **Learning and knowledge goals**—Core learning goals are co-developed by teacher and student in conjunction with school requirements.

- **Real-world interactions**—Connections are made between the curriculum and the reader’s personal experiences, including hands-on learning.

- **Autonomy support (choice)**—The teacher gives guidance in making choices among meaningful alternatives relevant to the knowledge and learning goals.

- **Interesting texts for instruction**—Texts match both the interests and the cognitive competency of the reader.

- **Strategy instruction**—The teacher offers direct instruction, scaffolding, and guided practice in learning from text. Such strategies include using prior knowledge, searching for information, comprehending informational text, interpreting literary text, and self-monitoring. Coaching in such strategies may include appraising student’s knowledge of strategies, teacher- and peer-modeling, small-group discussion, and individual feedback.

- **Collaboration**—Social discourse among students allows them to see perspectives and socially construct knowledge from text.

- **Praise and rewards**—Effective praise is given, contingent on effort and achievement; is specific, spontaneous, sincere, and sufficient; orients students toward appreciation of their own work; attributes success to effort; fosters appreciation of strategies that are relevant to the task; and is not likely to be perceived as manipulative. Extrinsic rewards can be motivating; but, if they are the dominant motivators, they can undermine intrinsic motivation and long-term engagement.
• **Evaluation**—A combination of standardized measures and student-centered, personalized measures of student performance is administered.

• **Teacher involvement**—The teacher has knowledge of individual learners, cares about their progress, and has a pedagogical understanding of how to foster active participation.

• **Coherence of instructional processes**—Logical connections are made among the above-listed instructional processes. For example, when real-world interactions are aligned with interesting texts, when strategy instruction aligns with central knowledge goals, when collaboration is forged with autonomy support, and when teacher involvement is evident in the evaluation process, student engagement is increased and reading achievement is fostered.

• In the area of writing, adolescents are motivated by relevant topics, high expectations, an interested audience, and opportunities to write creatively (Lehnart, Arafeh, Smith, & Macgill, 2008).

**How Achieve3000 Promotes Motivation and Engagement**

• Achieve3000 Solutions engage and involve students. In fact, 70% of students continue to use KidBiz3000, TeenBiz3000, and Empower3000 outside the school, after hours, and on the weekends.

• Daily stories are based on current news events that appeal to students of every age and ability level—even to teens who are struggling with reading. In addition to the core daily lessons, the programs also include weekend reading related to entertainment, sports, and other topics that are of interest to adolescents. To further motivate students, lessons are delivered via e-mail, a common form of communication for teens.

• The Achieve3000 Solutions encourage text-based collaborative learning. In order to “interact with each other around a text,” students need to be reading the same texts. By providing the same lesson to every student, differentiated for their individual reading levels, Achieve3000 ensures that students can collaborate and work through reading passages as a group. Additionally, the e-mail tools allow easy sharing and collaboration.
• The Web-based assignments are interactive, engaging, and highly motivating. They provide more time-on-task and more practice that, in turn, fosters gains in reading comprehension, writing skills, and vocabulary development across subject areas.

• Students can easily track their progress toward key program goals with progress metrics displayed on the dashboard. For instance, the Activities Completed graphic fills up as the student completes multiple-choice activities (with a first-try score of 65% or higher). These highly visible progress metrics encourage students to develop autonomy and become self-regulated learners while developing their literacy skills.

• Students earn achievements for key accomplishments in Achieve3000. Each student can earn up to 25 achievements (11 teacher-awarded achievements and 14 system-awarded achievements). Teachers award points and achievements for key performance indicators, including the quality of e-mail replies, Reading Connections, and *Thought Questions*. The awarding of points and achievements helps to foster a sense of community in the classroom since students are more likely to be excited about learning when it involves engagement with the teacher.

• Students receive continuous feedback—including points, achievements, on-screen messages, audio earcon “bings,” PDF pop-up certificates, and more on differing reinforcement schedules—to reinforce key performance indicators.

• Leaderboards display key metrics for students in a school, in a state, and nationwide. Leaderboards celebrate success and motivate students to do their best.

• Studies indicate that computers in the classroom encourage collaboration among students and enhance language development. The computer area is rich with social interaction: children discussing what they are doing, asking a peer for help, and exploring a program together. Research has shown that not only can children work together at computers, they also frequently prefer working with a peer to using a computer alone (Nelson, Duvergé, Gary, & Price, 2003).
Student Incentives

Encouraging students to monitor their own progress and take ownership of their learning is a powerful motivator. Use these Multiple Choice Activity Recording Charts with each student to allow them to monitor their percent correct and do an item analysis of the question types they answer incorrectly. The Charts are downloadable from the Teacher’s Edition > Training and Support > Visit the Learning Center > Lessons & Resources > Incentives.

Multiple Choice Activity Recording Chart
**BizBucks**

This token economy system encourages students to do their best on multiple-choice activities. Teachers define a metric as a basis for students to earn Biz Bucks. For example, a score of 100% would earn $5 and a score of 65%–99% would earn $3. For each Activity completed, students fill out a Bank Report where they list their first-try score, second-try score, and a summary of the article they have read. Students then submit their Bank Report to receive Biz Bucks. Many teachers let students spend their Biz Bucks on tangible prizes; however, BizBucks could be used in many other ways. For instance, allow students to spend BizBucks to swap out a low grade for a perfect score. Or allow students to spend BizBucks if they wish to opt out of a class activity in order to read independently or do some other learning activity of their choosing.

The BizBucks coupons and Bank Reports are downloadable from the Teacher’s Edition> Training and Support> Visit the Learning Center> Lessons & Resources> Incentives>
Achieve3000 Counts Poster
This poster provides a visual aid for monitoring and motivating student progress with the Five-Step Literacy Routine. You should have received a copy of this poster during training. If not, you can request a copy by visiting www.achieve3000.com/support.

Using the Achieve3000 Counts Poster
The poster includes a chart that can accommodate up to 30 student names. We suggest you use one chart per class or period. The chart can be used with pens or pencils, but some of the ideas suggested require color coding or stickers.

1. Fill in students’ names on the chart.
2. Hang the chart in a place where students can easily access it once they have completed the Five-Step Literacy Routine.
3. Establish benchmarks for the goal you would like students to aim for. Suggestion: “First-try” score should be 75% or above. See the following page for further suggestions.
4. Communicate your goals to the class or to individual students.
5. Reward students who achieve the established goal.
Ideas and Variations

**Scores:** Students write their first-try multiple-choice score in a box on the chart.

**Dates:** Students write the date on which they completed an *Activity* or the full Five-Step Literacy Routine in a box on the chart.

**Check Mark:** Students put a check mark in a box each time they complete the Five-Step Literacy Routine.

**Levels:** Students place a sticker in a box based on their score levels, for example: a green sticker for 100% on an *Activity*, a yellow sticker for 65%–99%, and a red sticker for 64% or lower.

**Average Score:** Students compute their averages for the week and enter those scores in the boxes.

**Groups:** Divide students into groups and have them come up with team names. List their team names on the chart. Use any of the above ideas in a group setting.

**After School:** Students indicate that an *Activity* was completed after school by putting a symbol in the box together with their score. They receive additional credit.

**Thought Question:** Students e-mail their *Thought Question* responses to the teacher for grading. These grades are entered into boxes OR these grades replace the students’ lowest multiple-choice scores.
Student Certificate
Use these certificates to reward your students for their achievements on KidBiz3000/TeenBiz3000/Empower3000.

Raffle Tickets
Teachers set up expectations for performance on KidBiz3000, TeenBiz3000, or Empower3000 and distribute raffle tickets to students who meet these expectations. Tickets can be earned for time-on-task, for multiple-choice scores, or arbitrarily. Teachers then conduct a raffle and select a winner.

Raffle tickets and Student Certificates are downloadable from the Teacher’s Edition>Training and Support>Visit the Learning Center>Lessons & Resources>Incentives>
Student Activity Plan

Students use these cards to keep track of their progress on KidBiz3000, TeenBiz3000, or Empower3000 and to pace themselves through the Five-Step Literacy Routine. Students write down how much time they spent on each step or how much time they spent on KidBiz3000, TeenBiz3000, or Empower3000 during each session. Teachers can use the cards to preset expectations for what students should accomplish over a week. Teachers fill out the cards by listing what activities should be completed each day and distribute to students to use as a check-off sheet. This teaches students to self-monitor and helps them meet their goals.

The Student Activity Plan is downloadable from the Teacher’s Edition > Training and Support > Visit the Learning Center > Lessons & Resources > Incentives > Student activity cards
**Student Success Sheet**

This poster provides a visual aid for monitoring and motivating individual student progress. Teachers identify a benchmark for student performance on KidBiz3000, TeenBiz3000, or Empower3000, and students use this sheet to track their progress. Teachers can use the sheets to create and track individualized goals for each student.

The Student Success Sheets are downloadable from the Teacher’s Edition> Training and Support> Visit the Learning Center> Lessons & Resources> Incentives>
“Programs and interventions that engage families in supporting their children’s learning at home are linked to higher student achievement” (Henderson & Mapp, 2002).

Achieve3000 is committed to partnering with parents/guardians and educators to improve reading comprehension, fluency, vocabulary, and writing for all students. KidBiz3000, TeenBiz3000, and Empower3000 deliver content and fun activities that are customized to each child’s individual learning needs. Achieve3000’s Home Edition helps families stay closely involved with their children’s progress and reinforces literacy skills at home.

How does Achieve3000’s Home Edition work?

The Home Edition provides caregivers with the following:

- Their own KidBiz3000/TeenBiz3000/Empower3000 login so they can review and monitor the work their children are doing in class
- Daily Conversation Guides with targeted questions to help spark at-home discussion about real-world topics covered in the article
- Reporting tools that give caretakers a real-time view of their children’s usage and performance on KidBiz3000/TeenBiz3000/Empower3000

A parent license is provided with each student license. Examples of the resources provided online in the program to support family involvement are found here in this chapter. Many of these resources can be ordered through Achieve3000 customer support or can be printed directly from the online program.
Achieve3000 Solutions encourage parental involvement. Three-way communication between home, teacher, and student is encouraged within the closed e-mail system. A Welcome letter is provided to introduce parents to the reading solutions their children are using in school. A parent license to the Home Edition comes free of charge with each student subscription. A handy parent reference card and a parent information night can both be used to help parents discover how to use weekly Conversation Guides in the Home Edition to promote guided discussions, how to monitor progress, and how to use additional features of the program. Parents/guardians can model the routine for their children at home and reinforce their children’s usage of the program. They are also encouraged to help their children review the multiple-choice questions and discuss the correct answers.

Welcome Letter
The following Welcome Letter is designed to help encourage parent involvement. It includes the student user name and password and the parent security code along with instructions for setting up Home Edition licenses. Teachers can print the letter from Admin > Home Communications > Home Edition setup instructions. The system prints one letter per student user. The letters are printed in the child’s language and include everything the parent needs to get started.
**Parent Reference Card**

This card itemizes the steps in the Five-Step Literacy Routine so parents/guardians can model the routine to their children at home and reinforce their children’s usage.
The following information is designed to support parents in their use of the Home Edition with their children.

**Get Involved…Monitor…Explore!**

GET INVOLVED…

**Your E-mail Account**
Stay in contact with your child and his teachers with our secure e-mail system. You cannot e-mail anyone outside of your child’s Achieve3000 community.

**Article Preview**
Your Mailbox will have a link to each daily article—at your own level and in your language of choice—so you can review what your child is reading in school.

**Weekly Conversation Guides**
Each week Achieve3000 sends you an e-mail titled This Week’s Conversation Guide. The guiding questions help families spark conversations about real-world topics covered in the articles.

**Example of the Weekly Conversation Guide**

![Example of the Weekly Conversation Guide](image)

**MONITOR Literacy Progress**

**Accessing Your Weekly Reports E-mail**
Each week Achieve3000 sends you an e-mail titled Reports. It contains one-click access to reports on your child’s program usage and performance scores.

**Other Reports**
The Admin section of your Home Edition includes more reports to help you monitor progress.
EXPLORE!

Searching for Articles of Interest
Find older news content you might be interested in reading by using Search.

Everyday Tips to Encourage Literacy Skills


   Each Friday use the Conversation Guide to choose articles that you and your child will read in the coming week. Designate an evening to discuss the articles.

2. Lead by example.

   Read a book, magazine, or newspaper article in front of your child for enjoyment every day.


   Select a new word for your family to learn. Use it in conversations or games.


   Have your child find new words and “challenge” you to see if you know the meaning of the words.

5. Connect reading to real life.

   Help your child make connections between his/her personal life and the stories, TV shows, and movies that he/she reads or watches. Ask questions and make comparisons.

6. Encourage your child to share his/her opinions about what he/she reads and hears.

   Discussions are critical to building comprehension. Encourage your child to share his/her thoughts and tell you how he/she drew those conclusions.
Easy Set-Up
Account set-up for parents/guardians is easy. Parents simply log in using their child’s password (along with a parent security code provided by the teacher) and click a link on the student home page. After supplying their contact information and indicating their password preferences, the system will automatically setup a new Home Edition account.

**Step 1:** The parent logs in using his or her child’s username and password, then clicks *Settings* in the top navigator tabs.

**Step 2:** The parent enters the security code provided by the teacher.
**Step 3:** The parent supplies contact information, including e-mail address, if he/she wants to receive product updates via e-mail.

**Step 4:** The system creates a personal username and password for the parent, associated with the child. The parent can link another child now by clicking *Link Another Child*, or he/she can do that later from the Home Edition.
Chapter 8
Professional Development

Our students deserve the best!

The teacher is the most critical component of a student’s successful educational experience. For that reason alone, it is important to ensure both our new and veteran teachers receive ongoing professional learning experiences that introduce them to new and effective instructional strategies or refine their skills.

The success of any instructional program depends on effective teachers implementing with fidelity. Achieve3000 provides professional development throughout the four stages of implementation: launch, accelerate, extend, and integrate. The launch stage is a yearly jump-start that explores new tools, features, and basic principles of implementing the Achieve3000 Solutions. The accelerate stage emphasizes student growth with advanced techniques and strategies. As implementation moves to the extend stage, teachers learn to extend literacy instruction beyond the Five-Step Literacy Routine and then, finally, move into the integrate stage where content-area literacy instruction strategies are embedded across the curriculum.

In this chapter, you will find an overview of our professional development philosophy, the types of online and on-site experiences we offer, and a description of the latest professional development offerings. All of this information can be found at http://stage.achieve3000.com/learningcenter/admin/popups/fs_catalog.html).
Launch, Accelerate, Extend, Integrate

Achieve3000 professional development allows a school/district to develop a professional learning pathway for school/district leadership, classroom teachers, and parents by implementing the same philosophy of differentiation that we apply to our student solutions.

This highly effective program of professional development is customized for the needs and academic goals of the school/district. The blended approach of both on-site and eLearning options offers flexible and appropriate services to both the new customer and the returning customer with a mix of new and experienced teachers.

Building a strong foundation for successful implementation is critical. Each school/district meets with an Achieve3000 consultant to tailor the professional development pathway for the district, school, classroom, and/or teacher. The consultant works with the school/district to develop a professional development plan for teachers, administrators, and parents with courses designed to help them launch the program successfully, accelerate student achievement, extend the program with best practices in literacy, and integrate the Achieve3000 programs across the curriculum.
Professional development is focused on best practices in literacy instruction. The differentiated instructional principles and research-based practices are the foundation of Achieve3000’s literacy intervention solutions. The professional development program helps teachers learn how to apply instructional strategies in the classroom to maximize learning gains with KidBiz3000, and TeenBiz3000, and Empower3000.

Learning experiences emphasize the following:

- How to differentiate instruction across the content areas with Achieve3000 intervention solutions
- Reading comprehension, vocabulary development, and fluency strategies for success with content-area text
- Strategies to engage and motivate students while building reading skills with KidBiz3000, TeenBiz3000, and Empower3000
- Effective use of Achieve3000 data and reporting for informed instructional decisions

Our sessions are built on Professional Learning standards developed by the National Staff Development Council to ensure that strategies learned in our workshops translate to student success in the classroom:

- Engaging exercises and activities based on adult learning theory
- Classroom participation that draws on participants’ own experiences, imaginations, and judgments
- Performance goals that result in “classroom ready” skills for immediate application

The Achieve3000 blended-services approach allows for the flexibility to easily customize the professional development experience to meet the specific needs of school/district. It also enables Achieve3000 to provide the continuous, on-going support that research has proven to be most effective in providing fidelity of implementation. The types and descriptions of the professional development services follow:
On-site Professional Development Services

Small-Group, On-Site Workshops: Trained Achieve3000 program facilitators help your teachers master implementation strategies and complete individual action plans to meet the needs of their students. Sessions: 3-hour or 6-hour

“Focus-On” Classroom Modeling Sessions: Achieve3000’s specialists model instructional strategies in the classroom with your students while teachers observe and create action plans. Sessions: 45–60 minutes during class time; no substitutes required

One-On-One Consulting Sessions: These personalized sessions transform the learning experience for both teachers and students by helping teachers identify strengths, limitations, and personal goals. Sessions: 30–50 minutes during breaks or conference periods; no substitutes required

eLearning Services (Online Professional Development)

Virtual Classroom Instructor-Led Courses: These sessions—delivered by live instructors—offer flexible scheduling and immediate feedback. The Virtual Classroom is a highly effective alternative to our live, on-site workshops. Sessions: 45–90 minutes

On-Demand Tutorials: These short, recorded tutorials offer self-paced study 24/7 for busy educators and professionals. They support and reinforce professional learning about program administration tasks, implementation strategies, and instructional strategies. Sessions: 10–15 minutes

Self-Study Courses: These 24/7 interactive courses are provided as self-paced study opportunities. They offer the same content that is available in the on-site workshop, but divided into lessons.
Additional Support
In addition to professional development, each school receives the following:

• **Implementation Planning and Needs Analysis** conducted each year with an experienced Achieve3000 Consultant

• **Monthly eProgress Reports** on program usage and student progress, delivered via e-mail

• **Customer Support** by phone and e-mail

• **Data Services**, including an initial data upload of student, teacher, and administrator information and NCLB subcategories, if desired

• **Seasonal Student Contests** to encourage Achieve3000 best practices

• **Teacher and Parent Hotlines** with information about weekly assignments

The catalog of available workshops and courses for the launch, accelerate, extend, and integrate phases can be found at http://stage.achieve3000.com/learningcenter/admin/popups/fs_catalog.html.

See the following page for a sample of the Professional Development path customized for one district.
## Customer Professional Development Path (Suggested)

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Professional Development Session(s)/Activity</th>
<th>Attendees</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24</td>
<td>School Begins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>Data Collection</td>
<td></td>
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</tr>
<tr>
<td>September 4 (1 Day)</td>
<td>Implementation Planning: District</td>
<td>District Leadership</td>
<td>Achieve3000 Implementation Team presents the district implementation plan for approval.</td>
</tr>
<tr>
<td>September 15</td>
<td>Launch Packets distributed to schools</td>
<td></td>
<td>Packet containing a newsletter, posters, and reference materials is sent to schools to provide important information regarding the launch of KB/TB/EM.</td>
</tr>
<tr>
<td></td>
<td>Program Awareness Webinar for Administrators/ Instructional Leaders</td>
<td>Administrators/</td>
<td>Virtual sessions provide an overview of the KB/TB/EM implementation this year and guide schools in launching the KB/TB/EM.</td>
</tr>
<tr>
<td></td>
<td>Focus On: Getting (Re)Started Your Way with KB/TB/EM (Multiple 30-min Sessions)</td>
<td>Instructional Leaders</td>
<td></td>
</tr>
<tr>
<td>September 1–22 (20 Days)</td>
<td>Implementation Planning: Schools (4–6 sites per day)</td>
<td>ES Principals</td>
<td>School administrators work with their Achieve3000 Implementation Manager to create a strategic implementation plan, ensuring program usage with maximum benefits.</td>
</tr>
<tr>
<td>September</td>
<td>LevelSet</td>
<td>All participating ES students</td>
<td>All students take the LevelSet following initial teacher training or school launch.</td>
</tr>
<tr>
<td>September 17 (1 Day)</td>
<td>Centralized Presentation: Unit Activity Preview</td>
<td>MS/HS Teachers</td>
<td>MS/HS teachers receive an overview of the Unit Activities and the alignment curriculum.</td>
</tr>
<tr>
<td>September 17 (1 Day)</td>
<td>Centralized Presentation: Unit Activity Preview</td>
<td>MS/HS Teachers</td>
<td>MS/HS teachers receive an overview of the Unit Activities and the alignment curriculum.</td>
</tr>
<tr>
<td>September 18 (2 Days)</td>
<td>Centralized 1-on-1: Integration of Custom TeenBiz Units (Multiple 1 hour sessions)</td>
<td>Renewing MS/HS Teachers</td>
<td>Overview sessions on Hampton Brown aligned units.</td>
</tr>
<tr>
<td>Date(s)</td>
<td>Professional Development Session(s)/Activity</td>
<td>Attendees</td>
<td>Description</td>
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<tr>
<td>September–October</td>
<td>1-on-1: Getting (Re) Started Your Way with KB/TB/EM OR Focus: Getting (Re) Started Your Way with KB/TB/EM OR Workshop: Getting Started (3 hour) on-site (2 sites per day) OR Getting Started as a self-study course</td>
<td>Renewing or New Teachers</td>
<td>Teachers new and returning to Achieve3000 Solutions become fully knowledgeable in all basic aspects of using the Solutions. In addition, all teachers work with new features and complete Class Setup.</td>
</tr>
<tr>
<td></td>
<td>LevelSet</td>
<td>All participating MS/HS students</td>
<td>All students take LevelSet following initial teacher training or school launch.</td>
</tr>
<tr>
<td>October 6 (1 Day)</td>
<td>Centralized Workshop: Getting Started (6 hour session/ 20 Participants max.)</td>
<td>New MS/HS Teachers</td>
<td>Teachers new to Achieve3000 Solutions become fully knowledgeable in all basic aspects of using the Solutions. Class setup is included.</td>
</tr>
<tr>
<td>October 14 (1 Day)</td>
<td>Centralized Workshop: Getting Started (6 hour session/ 20 participants max.)</td>
<td>New MS/HS Teachers</td>
<td>Teachers new to Achieve3000 Solutions become fully knowledgeable in all basic aspects of using the Solutions. Class setup is included.</td>
</tr>
<tr>
<td>October 15–30 (16 Days)</td>
<td>1-on-1: Program Administration (2 sites per day)</td>
<td>Schools that have not launched</td>
<td>Implementation Managers visit targeted sites that have not launched KB/TB/EM and provide support to teachers to facilitate program launch.</td>
</tr>
<tr>
<td>October 20 (1 Day)</td>
<td>Centralized Workshop: Getting Started (6 hour session/ 20 participants max.)</td>
<td>New ES Teachers</td>
<td>Teachers new to Achieve3000 Solutions become fully knowledgeable in all basic aspects of using the Solutions. Class setup is included.</td>
</tr>
<tr>
<td>October 24</td>
<td>Centralized Presentation: Unit Activity Preview</td>
<td>New MS/HS Teachers</td>
<td>MS/HS teachers receive an overview of the Unit Activities and the alignment curriculum.</td>
</tr>
<tr>
<td>Date(s)</td>
<td>Professional Development Session(s)/Activity</td>
<td>Attendees</td>
<td>Description</td>
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<tr>
<td>October 28</td>
<td>Centralized Workshop: Getting Started (6 hour session/ 20 participants max.) OR Centralized Workshop: Renew and Refresh and Customized Connecting the Dots (6 hour session/ 20 participants max.)</td>
<td>New ES Teachers</td>
<td>Teachers new to Achieve3000 Solutions become fully knowledgeable in all basic aspects of using the Solutions. Class setup is included.</td>
</tr>
<tr>
<td>(1 Day)</td>
<td></td>
<td>MS/HS Teachers</td>
<td>Teachers become fully knowledgeable in all aspects of using the Achieve3000 Solutions, including unit integration and student support.</td>
</tr>
<tr>
<td>October 30</td>
<td>1-on-1: Analyzing Reports</td>
<td>Regional ELL Supervisors</td>
<td>Implementation Managers provide a progress update to Regional ELL Leaders.</td>
</tr>
<tr>
<td>(2 Days)</td>
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<tr>
<td>November 3</td>
<td>Centralized Workshop: The Power of One: Targeted Instruction and the Difference is Data: Informed Decisions in the Classroom and Customized Connecting the Dots (6 hour session)</td>
<td>MS/HS Teachers w/ 4 weeks or more of program use</td>
<td>An in-depth look at the administrative tools that support individualized instruction. Emphasis on progress towards 40-activity goal.</td>
</tr>
<tr>
<td>(1 Day)</td>
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<tr>
<td>November 5</td>
<td>Centralized Presentation: Unit Activity Preview</td>
<td>MS/HS Teachers</td>
<td>MS/HS teachers receive an overview of the Unit Activities and the alignment curriculum.</td>
</tr>
<tr>
<td>(1 Day)</td>
<td></td>
<td></td>
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<tr>
<td>Tentative December 9</td>
<td>Virtual Classroom Instructor-Led Workshop: Informed Leadership: Using Data for School-Wide Improvement (Multiple 45 min sessions)</td>
<td>Principals and School Instructional Leaders</td>
<td>Hands-on experience for administrators in generating reports, interpreting data, and making data driven instructional decisions.</td>
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<tr>
<td>Date(s)</td>
<td>Professional Development Session(s)/Activity</td>
<td>Attendees</td>
<td>Description</td>
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<tr>
<td>November 17 (1 Day)</td>
<td>Centralized Workshop: The Power of One: Targeted Instruction The Difference Is Data: Informed Decisions in the Classroom and Customized Connecting the Dots (6 hour session/20 participants)</td>
<td>MS/HS Teachers with 4 weeks or more of program use</td>
<td>An in-depth look at the administrative tools that support individualized instruction. Emphasis on progress towards 40-activity goal.</td>
</tr>
<tr>
<td>November 24 (1 Day)</td>
<td>Centralized Workshop: The Power of One: Targeted Instruction The Difference Is Data: Informed Decisions in the Classroom and Customized Connecting the Dots (6 hour session/20 participants)</td>
<td>MS/HS Teachers with 4 weeks or more of program use</td>
<td>An in-depth look at the administrative tools that support individualized instruction. Emphasis on progress towards 40-activity goal.</td>
</tr>
<tr>
<td>November–December (52 Days)</td>
<td>Selected Focus On: Using the Thought Question and Rubrics Creatively Use Interactive Whiteboards with Achieve3000® Practice Effective State Test Prep with Achieve3000 Set the Stage with Pre-Reading Strategies Powerful During-Reading Techniques After-Reading Activities with a Punch Motivate! Motivate! Motivate! Selected 1-on-1: Resources &amp; Your Students’ Needs Analyzing Reports (2 sites per day)</td>
<td>Targeted Sites based usage, requests, and teacher capacity</td>
<td>In-class modeling</td>
</tr>
<tr>
<td>Date(s)</td>
<td>Professional Development Session(s)/Activity</td>
<td>Attendees</td>
<td>Description</td>
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</tr>
<tr>
<td>December</td>
<td>Mid-year check point for 40-activities status.</td>
<td>Principals Via phone and/or e-mail</td>
<td>Run the usage report to check on progress of 40-activities completion.</td>
</tr>
<tr>
<td>December 1</td>
<td>Centralized Workshop: Engage and Motivate Your Students The Difference Is Data: Informed Decisions in the Classroom and Writing Center (6 hour session/20 participants)</td>
<td>ES Teachers w/ 4 weeks or more of program use</td>
<td>An in-depth look at the administrative tools that support individualized instruction. Focus on the Writing Center. Emphasis on progress towards 40-activity goal.</td>
</tr>
<tr>
<td>December 8</td>
<td>Centralized Workshop: Engage and Motivate Your Students The Difference Is Data: Informed Decisions in the Classroom and Writing Center (6 hour session/20 participants)</td>
<td>ES Teachers w/ 4 weeks or more of program use</td>
<td>An in-depth look at the administrative tools that support individualized instruction. Emphasis on progress towards 40-activity goal.</td>
</tr>
<tr>
<td>December 15</td>
<td>Centralized Workshop: TBD based on district need</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>January 4</td>
<td>Newsletter</td>
<td>N/A</td>
<td>Mid-implementation newsletter distributed to schools.</td>
</tr>
<tr>
<td>Mid January</td>
<td>Interim LevelSet</td>
<td>All participating students</td>
<td>All eligible students take the Interim LevelSet (50% of students at site must have completed 40 or more activities).</td>
</tr>
<tr>
<td>Mid January</td>
<td>Re-evaluate new Lexile scores</td>
<td>Teachers</td>
<td>Teachers evaluate all new Lexile scores for their students.</td>
</tr>
<tr>
<td>End of January</td>
<td>1-on-1: Analyzing Reports</td>
<td>Regional ELL Supervisors</td>
<td>Implementation Managers will provide a progress update to Regional ELL Leaders.</td>
</tr>
<tr>
<td>Date(s)</td>
<td>Professional Development Session(s)/Activity</td>
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<td>Description</td>
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<tr>
<td>December 8</td>
<td><strong>Selected Focus On:</strong> Using the Thought Question and Rubrics Creatively Use Interactive Whiteboards with Achieve3000 Practice Effective State Test Prep with Achieve3000 Set the Stage with Pre-Reading Strategies Powerful During Reading Techniques After Reading Activities with a Punch The Writing Center Motivate! Motivate! Motivate! <strong>Selected 1-on-1:</strong> Resources &amp; Your Students’ Needs Analyzing Reports (2 sites per day)</td>
<td>Targeted Site Low Usage and sites that have not had a consulting visit to date</td>
<td>In-class modeling One-on-one or small-group sessions with teachers</td>
</tr>
<tr>
<td>February 14</td>
<td>Interim LevelSet</td>
<td>All participating students</td>
<td>Last opportunity for students to take the interim LevelSet.</td>
</tr>
<tr>
<td>February 26</td>
<td>Interim LevelSet Re-evaluate new Lexile scores</td>
<td>Teachers</td>
<td>Teachers evaluate all new Lexile scores for their students.</td>
</tr>
<tr>
<td>March (10 Days)</td>
<td><strong>Recommended based on data/usage.</strong> Either: 1-on-1: The Five Steps: Resources &amp; Your Students’ Needs OR Focus On: Motivate! Motivate! Motivate!</td>
<td><strong>Low Usage Site Teachers</strong></td>
<td>Teachers learn how to customize the Five-Step Literacy Routine to meet their students’ specific needs. Achieve3000 Implementation Manager models for teachers ways to motivate students to do their best on KB/TB/ EM. (Classroom Modeling)</td>
</tr>
<tr>
<td>Date(s)</td>
<td>Professional Development Session(s)/ Activity</td>
<td>Attendees</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>April 14–June 9</td>
<td>Final LevelSet</td>
<td>All participating students</td>
<td>All students take the final LevelSet.</td>
</tr>
<tr>
<td>June 9</td>
<td>Last day of school</td>
<td></td>
<td>Enjoy the summer and keep reading!</td>
</tr>
<tr>
<td>June 15 (1 Day)</td>
<td>Implementation and data reflections for the year—Implementation planning for 10–11</td>
<td>District and/or Principals</td>
<td>Analyze reports, reflect on implementation for the 09–10 year, and plan for the 10–11 year.</td>
</tr>
</tbody>
</table>
“It’s all about results!”

As a teacher, you have probably heard that saying more times than you honestly wanted. But, the reality is that everything we do in the classroom is about helping our students achieve the educational goals important to their academic and life success. Those results are much easier to accomplish when you are assured the instructional program you are using is based on solid research and has been proven to be effective.

Achieve3000 Solutions are built on decades of scientific research into differentiated instruction and how children learn to read and write. The Solutions are based on the findings of widely respected research studies in the field and were developed with the guidance of renowned reading theorists, such as R.C. Anderson, the National Writing Commission, the National Reading Panel, the 2009 National Assessment of Educational Progress Reading Framework, Dr. Michael Kamil, Dr. Carol Ann Tomlinson, and Dr. Linda Kucan.

This Appendix includes a summary of some of our foundational and effectiveness research. Complete studies and academic papers are available to download from the Achieve3000 online program. The results you see both here and in your own classrooms with your own students will impress you.
“I have reviewed Achieve3000’s differentiated instruction solutions and found them to be instructionally sound and grounded in current research in the field of adolescent literacy.

‘Achieve3000 offers unique resources to help students practice critical reading comprehension strategies, in engaging material. I recommend KidBiz3000, TeenBiz3000, and Empower3000 as additions to the literacy curriculum for elementary and secondary schools.”

— Dr. Michael L. Kamil
Professor, Stanford University
Research Foundation

Achieve3000 Solutions are built on decades of scientific research into how children learn to read. The Solutions are based on the findings of widely respected research studies in the field and were developed with the guidance of renowned reading theorists. KidBiz3000, TeenBiz3000, and Empower3000 use a simple Five-Step Literacy Routine that improves reading comprehension, fluency, vocabulary, and writing skills. During this sequence, students receive nonfiction reading materials and follow-up activities precisely matched to their learning abilities. Each one of these five steps is based on best practices that have evolved out of decades of reading research (e.g., R.C. Anderson, the National Writing Commission, the National Reading Panel, Dr. Michael Kamil, Dr. Carol Ann Tomlinson, and Dr. Linda Kucan).

Summaries of several key research papers are presented in the pages that follow. For more information, including a complete copy of each of the papers cited, please visit www.achieve3000.com/studies.
Research to Practice

KidBiz, TeenBiz, and Empower—Achieve3000’s Web-based literacy solutions—are built on decades of scientific research into how children develop essential reading and writing skills. They are aligned to Reading Next and Writing Next and were developed with the guidance of renowned reading theorists. In addition, they are based on the findings of widely respected research studies in the field of reading (e.g., R.C. Anderson, National Writing Commission, National Reading Panel, Carol Ann Tomlinson, Linda Kucan).

These programs are based on a simple philosophy: one of the most effective ways to enable students to reach and then exceed the appropriate learning level is to teach them one-on-one, at their level. This is a widely accepted and research-validated principle, but one that is often difficult for educators to accomplish.

KidBiz, TeenBiz, and Empower utilize a simple Five-Step Literacy Routine that improves vocabulary, comprehension, and reading fluency as well as writing skills. During this sequence, students receive nonfiction reading materials and follow-up activities that are precisely matched to their learning abilities. Each one of these five steps is based on best practices that have evolved out of decades of reading research.

The sections that follow present a “day in the life of” typical KidBiz/TeenBiz/Empower users. Each section includes a Link to Research section that illustrates its theoretical framework.

Link to Research

The National Assessment of Educational Progress (NAEP), also known as the Nation’s Report Card, is the only national and continuing assessment of what students can and should do in various subject areas. NAEP is designed to align with current national instructional practices and is generally considered to be the gold standard in rigorous standards in K-12 education. The No Child Left Behind Act of 2001 (NCLB) stipulated that NAEP would be one of the tools used to assess or evaluate the Title 1 program. Thus, states are required to participate in the NAEP reading and mathematics assessments in grades 4 and 8 if they wish to receive a Title 1 grant. Because NAEP is the common assessment by which the progress of students in all states is measured, KidBiz, TeenBiz, and Empower align the Five-Step Literacy Routine to the cognitive targets (distinguished by text type) which guide the development of the NAEP Reading Assessment items. These targets, familiar to most teachers, are central to constructing meaning.
<table>
<thead>
<tr>
<th>Locate/Recall</th>
<th>Integrate/Interpret</th>
<th>Critique/Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify textually explicit information and make simple inferences within and across texts, such as: • Definitions • Facts • Supporting details</td>
<td>Make complex inferences within and across texts to describe problem and solution, cause and effect: • Compare or connect ideas, problems, or situations • Determine unstated assumptions in an argument • Describe how an author uses literary devices and text features</td>
<td>Consider text(s) critically to: • Evaluate the author’s perspective or point of view within or across texts • Take different perspectives in relation to a text</td>
</tr>
</tbody>
</table>

**Specific to Informational Text**

Identify textually explicit information within and across texts, such as: • Topic sentence or main idea • Author’s purpose • Causal relations • Locate specific information in text or graphics

Make complex inferences within and across texts to: • Summarize major ideas • Draw conclusions and provide supporting information • Find evidence in support of an argument • Distinguish facts from opinions • Determine the importance of information within and across texts

Consider text(s) critically to: • Analyze the presentation of information • Evaluate the way author selects language to influence readers • Evaluate the strength and quality of evidence used by author to support his or her position • Judge the coherence, logic, or credibility of an argument
Step 1: Set a Schema
Students read and reply to a daily e-mail that sets the stage for what they are about to read. Students start the reading and writing process in an informal environment that encourages them to make text-to-self and text-to-world connections. These are known foundations for increasing a student’s ability to comprehend material.
Link to Research

- **Reading Comprehension:** The daily e-mail message prepares students for the article they are about to read. It encourages students to immerse themselves in the topic before reading, by either helping students build prerequisite knowledge or reminding them of what they already know before introducing new material. The daily e-mail question provides students with an opportunity to make text-to-self and text-to-world connections, skills that help students to develop their reading comprehension.

- **Learning via Differentiation:** Key to successful learning is using material that students find relevant and interesting and differentiating that content to meet each student’s unique learner profile. The diversity of students in a class makes it difficult to both find content that motivates all students and present it at each student’s point of entry. The use of a wide range of high-interest and current articles in KidBiz, TeenBiz, and Empower helps to ensure students will find something that engages their interest. The daily e-mail sets the stage for a learning experience that is designed to help every student maximize his or her potential by introducing the topic of the article using vocabulary and questions appropriate for his or her reading level.

- **Writing Skills:** According to the National Writing Commission’s 2003 report *Writing: The Forgotten R*, increasing the amount of time students spend writing is key to the improvement of their writing skills. The National Writing Commission also stated that students should be encouraged to write in an informal environment, across the curriculum, and outside of the school routine. The range of topics within KidBiz, TeenBiz, and Empower offer many opportunities for students to write after school hours as well.
Step 2: Read for information

The e-mail directs the students to an appropriately-leveled nonfiction article. Taken from current events, the article engages and involves students via real-world topics. All students read about the same topic, but the passage adjusts for each student’s individual reading profile. Topics selected are age-appropriate as well: TeenBiz and Empower users read about topics of interest to teens, while KidBiz users read about topics of interest to younger students. In addition, students can practice three proven-effective reading comprehension strategies—summarizing, generating questions, or setting the purpose—as they read, transforming this step from one of passive reading to one of active knowledge acquisition.

Link to Research

Learning via Differentiation: Differentiated instruction is at the core of what makes KidBiz, TeenBiz, and Empower so effective. According to Carol Ann Tomlinson, the renowned expert in this field, students learn better when content is differentiated based on their individual needs (Tomlinson). Time constraints, class size, and teacher load often prevent teachers from moving away from the “one size fits all” model. Achieve3000 makes it easy for teachers to differentiate reading instruction by automatically tailoring lessons to match students’ individual reading levels. All students in the same class read about the same topic, fostering class discussions and building self esteem.

Each article comes with a Curriculum Key for teachers. This provides teachers with information about the key concepts—those concepts that students encounter regardless of their reading level—for each article. By ensuring that readers across the range of abilities are addressing the same key concepts for each article, we recognize that each student has an important contribution to make. This is an important element in supporting the self-esteem needs of students.
**Reading Comprehension:** Decades of research indicate that active reading strategies improve students’ comprehension of text. Reading Connections allows for the ongoing development of three key, proven-effective strategies: generating questions, summarizing, and setting the purpose. The strategy of generating questions stimulates students’ curiosity, activates prior knowledge, and helps them focus more attention on important information. Summarizing requires that students interact with the whole text so they can identify what information is important. Doing so improves students’ memory of the text and its important points. Setting the purpose helps students begin organizing their thoughts for the *Thought Question*. Once students move into the *Thought Question*, they will see the text that they typed into the setting the purpose Reading Connection. They can use these ideas to brainstorm before beginning the writing assignment. These strategies are essential for developing independent readers.

**Vocabulary Skills:** The vocabulary component was developed under the guidance of Dr. Linda Kucan. It is based on research from the National Reading Panel which emphasizes the need for supporting vocabulary development by allowing students to build deep understandings of words. According to Dr. Kucan, effective vocabulary instruction provides multiple encounters with new words and plentiful opportunities for students to use words in varied ways (Kucan). KidBiz, TeenBiz, and Empower provide students with opportunities to develop awareness of and appreciation for words. Daily articles include reading-level-appropriate words which are reviewed and reinforced in follow-up activities. The Solutions include systematic vocabulary instruction, and students are supported in their efforts to both comprehend and compose.

**Extending Reading:** In a continued effort to help students build the background schemata necessary to understanding what they are reading, reading passages come with “Related Links,” links to background information or extended reading.
Step 3: Demonstrate Mastery
After reading the article, students answer questions that monitor comprehension and vocabulary mastery. The questions also serve to assess higher-order thinking skills.

Link to Research
Reading Comprehension, Vocabulary Skills, and Higher-Order Thinking Skills:
Drawing from years of scientifically-based literacy research that characterizes reading as a dynamic cognitive process, the authors of the Reading Framework for the 2009 NAEP identified key cognitive targets (distinguished by text type), familiar to most teachers, as central to constructing meaning:

- **Locate and Recall**: When students locate and recall information from an article, they identify clearly stated main ideas or theses or locate supporting details.

- **Integrate and Interpret**: The processes of integration and interpretation engage students in comparing and contrasting ideas, drawing conclusions, finding evidence to support an argument, and distinguishing facts from opinions.

- **Critique and Evaluate**: The final set of reading behaviors, critiquing and evaluating text, asks students to take an objective view of the text. This category asks students to evaluate the strength and quality of evidence used to support an argument, examine a text to see what is most significant, or judge the effectiveness of a specific textual feature.
The daily activities include questions from each of the cognitive targets. (The Critique/Evaluate targets are covered primarily in the Thought Question and Poll, the fourth and fifth steps in the Five-Step Literacy Routine.) Each of these is shown in the section that follows.

**Learning via Differentiation:** Carol Ann Tomlinson has described differentiation as “tailoring instruction to meet individual needs” (Tomlinson). The regular and ongoing formative assessment provided in the multiple-choice Activity holds each student accountable to the same set of standards, but with questions that are differentiated based on each student’s reading level. Teachers can monitor student progress toward mastery of grade-level state standards and easily identify the strengths and weaknesses of each student. Prescriptive reports identify remediation materials specific for each individual student’s needs.

**Sample Locate/Recall question**

**According to the article, why did scientists smear germs around people’s homes for the second part of the study?**

A. The scientists wanted to determine how long the viruses remained on various household surfaces.

B. The scientists wanted to determine if using hand sanitizer prevented people from getting sick.

C. The scientists wanted to find out if germs wiped on remote controls would be transferred to door handles.

D. The scientists wanted to find out how long it took for people to catch colds after coming in contact with germs.

**Sample Locate/Recall question**

**The article states:**

*However, doctors remind that frequent hand washing will go a long way toward preventing the spread of germs in the first place.*

**Which would be the closest antonym for the word frequent?**

A. Occasional

B. Offensive

C. Omnivorous

D. Ordinary
Sample *Integrate/Interpret* question
Which of these is a statement of opinion?

A  Everyone should wash their hands often to prevent the spread of germs.

B  All of the salt shakers scientists tested were harboring the rhinovirus.

C  Scientists used DNA tests to hunt for rhinovirus in people’s homes.

D  The rhinovirus is the virus responsible for about half of all colds.

Sample *Integrate/Interpret* question
This article is placed in the group of news called “Health.”
In which other group would this article fit best?

A  New Research

B  Dangerous Toys

C  U.S. Universities

D  Deadly Diseases

Step 4: Construct Meaning
Students further build critical cognitive skills by writing responses to open-ended questions.
Link to Research

• **Higher-Order Thinking Skills:** The daily *Thought Question* covers the Integrate/Interpret as well as the Critique/Evaluate cognitive targets of the NAEP Reading Assessment, as described above. The goal of each question is to have students develop their higher-order thinking skills as they engage in learning beyond what is provided in the daily reading. *Thought Questions* like the ones below challenge students to extend their initial impressions, apply what they have read, and form generalizations to find what is most significant in a passage or to take a different perspective:

  - Retell the story of the shipwreck from the point of view of someone who lived on the Turks and Caicos Islands in 1841.
  
  - Do you think “No Idle Law” is a good title for this article? Explain why or why not.
  
  - Let’s say a reader wants to better understand why the shift in migration patterns is important. What information might be added to the article to help the reader? Explain your answer.

• **The Reading/Writing Connection:** The daily *Thought Question* improves students’ writing skills, particularly organization, logic, and structure. The design of the system supports the writing process, which aids the students as they move through prewriting, drafting, revising, and editing stages of writing. As was reported by the National Writing Commission, it is not that students have not mastered the mechanics of writing; rather, they have not learned to create cohesive, coherent, and engaging prose (*National Writing Commission*). The daily writing prompts give students practice in this essential skill by using content that spans all curriculum areas and many writing genres.

• **Differentiation:** Carol Ann Tomlinson describes product, what a student produces to demonstrate what they have learned in a unit, as one of the essential keys to differentiation (*Tomlinson*). The *Thought Question* provides students with an opportunity to demonstrate, apply, and extend what they have learned in a formal writing assignment. The complexity of the writing assignment is varied in the prompt as well as in the rubrics and writing support that match and extend students’ skill levels.
Step 5: Form an Opinion

Students also participate in a poll about the article so they can evaluate information and form an opinion—the real manifestation of true reading comprehension—and share their opinions with other students.

Link to Research

- **Higher-Order Thinking Skills:** The daily *Poll* assesses and improves the Critique/Evaluate cognitive targets of the NAEP Reading Assessment, as described above. The poll encourages students to develop opinions and judgments and to make value decisions about important issues. In presenting their opinions, students are encouraged to provide evidence to support their opinions.

- **Learning via Differentiation:** Leaders in differentiation identify the use of “respectful tasks” as central to engaging students at all levels. By ensuring that readers across the range of abilities are addressing the same key activities for each article, we recognize that each student has an important contribution to make. This is an important element in supporting the self-esteem needs of students. The daily *Poll* is another of those respectful tasks. It allows all students to share their opinions and see their responses in the larger context of students across the country.
Reading Next Correlation

According to Reading Next, the landmark publication from the Alliance for Excellent Education, up to 70% of adolescent students struggle with reading and require differentiated instruction. As the leader in differentiated literacy solutions, Achieve3000 Solutions parallel the vision of Reading Next and are aligned to its recommended key elements of effective reading programs.

<table>
<thead>
<tr>
<th>Reading Next instructional/ infrastructure component</th>
<th>Addressed by Achieve3000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct, explicit instruction</td>
<td>✓</td>
</tr>
<tr>
<td>Effective principles embedded in content</td>
<td>✓</td>
</tr>
<tr>
<td>Motivation and self-directed learning</td>
<td>✓</td>
</tr>
<tr>
<td>Text-based collaborative learning</td>
<td>✓</td>
</tr>
<tr>
<td>Diverse texts</td>
<td>✓</td>
</tr>
<tr>
<td>Intensive writing</td>
<td>✓</td>
</tr>
<tr>
<td>Technology</td>
<td>✓</td>
</tr>
<tr>
<td>Ongoing formative assessment</td>
<td>✓</td>
</tr>
<tr>
<td>Extended time for literacy</td>
<td>✓</td>
</tr>
<tr>
<td>Professional development</td>
<td>✓</td>
</tr>
<tr>
<td>Ongoing summative assessment</td>
<td>✓</td>
</tr>
</tbody>
</table>

Writing Next Correlation

In response to reports that point out that our nation’s literacy crisis includes writing as well as reading, Achieve3000’s Writing Center offers opportunities for students to write in different contexts, formats, and for different purposes. At the same time, Achieve3000 also concentrates on all 11 key elements of effective writing programs identified by Writing Next.

<table>
<thead>
<tr>
<th>Elements of Effective Writing Instruction</th>
<th>Addressed by Achieve3000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing strategies</td>
<td>✓</td>
</tr>
<tr>
<td>Summarizing</td>
<td>✓</td>
</tr>
<tr>
<td>Collaborative writing</td>
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</tr>
<tr>
<td>Specific product goals</td>
<td>✓</td>
</tr>
<tr>
<td>Word processing</td>
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</tr>
<tr>
<td>Sentence combining</td>
<td>✓</td>
</tr>
<tr>
<td>Prewriting</td>
<td>✓</td>
</tr>
<tr>
<td>Inquiry activities</td>
<td>✓</td>
</tr>
<tr>
<td>Process writing approach</td>
<td>✓</td>
</tr>
<tr>
<td>Study of models</td>
<td>✓</td>
</tr>
<tr>
<td>Writing for content learning</td>
<td>✓</td>
</tr>
</tbody>
</table>
Response to Intervention (RtI) Correlation

RtI promotes early identification of students at risk for learning difficulties along with high-quality intervention matched to student needs. Achieve3000 addresses the core principles of RtI:

- **Multi-tiered intervention model with increasing intensity of services:** With Achieve3000, all students cover the same topics and grade-level standards. The reading level of the content is matched to student ability so each child works in his or her zone of proximal development.

- **High-quality research-based classroom instruction:** Achieve3000 is founded on decades of scientific research into how children learn to read and was developed with the guidance of renowned reading researchers.

- **Universal screening of academics:** LevelSet, an online assessment tool that utilizes the Lexile Framework, offers a scientific means of matching students to informational texts and can complement your RtI school-wide assessments.

- **Continuous monitoring of student progress:** Achieve3000 provides on-going formative assessment—built right into the instructional routine.

Double the Work Correlation

Adolescent English Language Learners (ELLs) are developing proficiency in English while learning core academic content in English. As such, they do double the work of native English-speaking students. In response to the literacy crisis among ELLs, the report Double the Work identifies six challenges to improving the literacy of adolescent ELLs. Of the six, Achieve3000 provides support to address Lack of Appropriate Assessments, Lack of Appropriate and Flexible Program Options, and Limited Use of Research-Based Instructional Practices. In particular, Achieve3000 addresses all nine of the Potential Solutions to Limited Use of Research-Based Instructional Practices.
Effectiveness Studies
Independent research has linked use of Achieve3000 Solutions to improved performance on high-stakes tests. Summaries of several key effectiveness studies are presented below. For a complete copy of each of the studies cited, visit www.achieve3000.com/studies.

National Study: Lexile Analysis Reveals Dramatic Non-Fiction Reading Skill Increases, 2007
A study conducted in August 2007 of 28,000 elementary, middle, and high school students across 28 states conclusively indicates that use of Achieve3000 Solutions significantly raises Lexile/reading scores. When students used the Solutions twice per week, they made more than triple the expected reading gains over the course of a ten-month school year. These findings were consistent with all students, regardless of grade level.

![Graph showing expected vs. actual Lexile gain]

Achieve3000’s LevelSet, an online assessment tool that uses the Lexile Framework, offers a scientific means of accurately matching students to informational texts—without taking time away from instruction. LevelSet was developed by Achieve3000 in conjunction with MetaMetrics Inc., the renowned psychometric research team best known for the Lexile Framework for Reading®.
Impact of Differentiated Instruction on Elementary School Students, Dr. Diane Tracey and Dr. John W. Young

A research study of eleven 5th-grade classes conducted by Dr. Diane Tracey and Dr. John W. Young (2005) in Bayonne, New Jersey, revealed significantly higher scores on the SRI and TerraNova for those students using Achieve3000. Students who used the program achieved Lexile growth ten times higher than non-users. In addition, significant gains were made in reading comprehension, language use, technology knowledge, and motivation. These results were attributed directly to Achieve3000's differentiated model.
Impact of Differentiated Instruction on a Broad-Scale Implementation, Dr. John W. Young

An independent analysis of performance data of 12 Chicago schools using Achieve3000 Solutions conducted by Dr. John W. Young (2005) found a statistically significant link between use of the Web-based program and reading performance. Schools that used Achieve3000 demonstrated dramatically higher gains on the end-of-year Iowa Test of Basic Skills high-stakes test. Using test results from over 4,000 students who used Achieve3000 in 2004, the schools using the Solution increased their national percentile rankings by 4 percentage points in one school year.

In addition, one-half (6 out of 12) of the schools using Achieve3000 had a larger increase in scores (a gain of 4.9 percentiles or higher) than the best of the comparison schools. Clearly, the schools that used Achieve3000, on average, had dramatically greater improvements in reading scores. Gains using Achieve3000’s differentiated solution – 10x the control!
Special Education 2008–09 Lexile Study
Overview
Achieve3000 conducted an analysis of Lexile performance gains for hundreds of Special Education students who used our differentiated literacy solutions during the 2008–09 school year. These students represented elementary, middle, and high school Special Education students from more than fifty schools.

Special Education Students More than Double Expected Growth
57 Schools
601 Students
Evaluation period: 8/1/08–6/30/09

The analyses demonstrated conclusively that Achieve3000 Solutions have a statistically significant effect on Special Education students’ nonfiction Lexile/reading performance. Students who used the program at least once per week made Lexile gains of more than two-and-a-half times the expected growth norms, on average.
Summary and Methodology of Findings

During the 2008–09 school year, Achieve3000 Solutions were implemented with thousands of Special Education students throughout the country. The majority of participating students completed the LevelSet pretest in their first few sessions on the program.

To determine the effects of the Solutions on students’ literacy development, Achieve3000 designed a study which included over 600 students from two separate targeted Special Education implementations.

Using MetaMetrics’ findings on expected yearly growth norms, Achieve3000 calculated the expected Lexile gain for each student. This calculation was based on the amount of time from the student’s pre- to post-test as well as the student’s initial reading level. Achieve3000 first used MetaMetrics’ expected growth norms to calculate the expected monthly gain for a student at that reading level. Achieve3000 then multiplied the expected monthly gain by the number of prorated months the student spent on the program to arrive at an “expected Lexile gain” score for each student.

At a Glance

Evaluation period: 8/1/08 - 6/30/09
57 Schools  601 Students

Key Findings

• There is a statistically significant relationship between the number of reading sessions that students complete on Achieve3000 and the students’ Lexile/reading growth.

• There is a statistically significant difference between the Lexile gains of students who completed less than one reading session per week on Achieve3000 and students who completed at least one reading session per week.

• Students who completed at least one reading session per week made the highest Lexile gains on average: more than two-and-a-half times the expected growth norms.

• The quality of the work that students submit on Achieve3000 is a statistically significant predictor of their Lexile performance gains.
Effect of Frequency of Program Use on Lexile Gains

Achieve3000 analyzed the results of Special Education students’ LevelSet scores as a function of the frequency of their use of the Achieve Solutions.

Special Education Students Accelerate Using Achieve3000 At Least Once A Week

57 Schools
601 Students
Evaluation period: 8/1/08–6/30/09

Key Findings

- Students using the program less than once a week exceeded normal growth.
- Students using the program at least ONE time EACH week averaged more than two-and-a-half times the expected growth norms.
- These findings are consistent in all grade levels.
- Group 1 (1–39): Students who completed fewer than 40 reading sessions over the 10-month school year. These students completed the equivalent of less than one reading session weekly.
- Group 2 (40+): Students who completed 40 or more reading sessions over the 10-month school year. These students completed the equivalent of one or more reading sessions weekly.
Achieve3000 found a statistically significant relationship between the number of reading sessions completed on Achieve3000 Solutions and students’ nonfiction Lexile/reading growth. Students who used the program at least once weekly made the highest Lexile gains: more than two-and-a-half times the expected growth norms. These findings were consistent with all students, regardless of grade level.

A linear regression was used to assess the relationship between program usage and Lexile gain. The regression yielded a statistically significant positive correlation between the number of reading sessions on Achieve3000 and students’ Lexile/reading growth. The number of reading sessions that a student completes on Achieve3000 is a predictor of his or her Lexile performance gains.

When a comparison of means was performed between the two usage categories (1–39, 40+), a statistically significant difference was found between the usage groups (α = .05). An independent samples t-test was performed to compare the group means.

<table>
<thead>
<tr>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Std. Error Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>-3.827</td>
<td>469.232</td>
<td>.000</td>
<td>-57.734</td>
<td>15.085</td>
<td>-87.377 - 28.090</td>
</tr>
</tbody>
</table>

The t-test confirmed that the two usage groups had significantly different Lexile gains.

<table>
<thead>
<tr>
<th>Actual Lexile Gain</th>
<th>Completed Reading Sessions</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-39</td>
<td>373</td>
<td>115.88</td>
<td>176.238</td>
<td>9.125</td>
<td></td>
</tr>
<tr>
<td>40+</td>
<td>228</td>
<td>173.62</td>
<td>181.384</td>
<td>12.012</td>
<td></td>
</tr>
</tbody>
</table>
**Effect of Quality of Program Use on Lexile Gains**

In addition to analyzing the frequency of use, Achieve3000 also analyzed the quality of program use. The multiple-choice activity is a critical component of the Five-Step Literacy Routine and is a simple indicator of the degree to which students are applying themselves to the program.

**Achieve3000 Reading Activities Predictors Of Academic Growth for Special Education Students**

- 57 Schools
- 601 Students
- Evaluation period: 8/1/08–6/30/09

**Key Findings:**

- Students averaging between 65% and 90% on reading activities achieved almost two-and-a-half times the normal expected growth.

- Students averaging between 65% and 90% on reading activities grow at a faster rate than those not performing within that range.

A comparison of means yielded statistically significant results ($\alpha = .05$). The students who averaged between 65% and 90%, inclusive, on their activities had significantly higher Lexile gains.
### Independent Samples Test – Lexile Gains

<table>
<thead>
<tr>
<th>Equal variances assumed</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Std. Error Difference</th>
<th>95% Confidence Interval of the Difference</th>
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<tr>
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### Group Statistics

<table>
<thead>
<tr>
<th>Actual Lexile Gain</th>
<th>Completed Reading Sessions</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>373</td>
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</tbody>
</table>
Below-Grade-Level Readers: Effect of Frequency of Program Use on Lexile Gains

Lexile performance gains for Special Education students determined to be reading below grade level at the start of their use of Achieve3000 Solutions during the 2008–09 school year were also analyzed as a function of the frequency of their use of the program.

Achieve3000 Impacts Your Most Struggling Students: Overall
57 Schools
601 Students
Evaluation period: 8/1/08–6/30/09

Achieve3000 found a statistically significant relationship between the number of reading sessions completed on Achieve3000 Solutions and the nonfiction Lexile/reading growth of below-grade-level readers. Students who used the program at least once weekly made the highest Lexile gains: more than two-and-a-half times the expected growth norms. These findings were consistent with all below-grade-level readers, regardless of grade level.
Below-Grade-Level Readers: Lexile Gains by Grade

The Lexile performance gains for the same Special Education students determined to be reading below grade level at the start of their use of Achieve3000 Solutions during the 2008–09 school year are also shown here broken down by grade levels as we analyzed the impact the frequency of use of the program on growth.

Achieve3000 Impacts Your Most Struggling Students: By Grade
11th-Grade Students Achieve 5x’s Average Growth in ONE Year
57 Schools
601 Students
Evaluation period: 8/1/08–6/30/09

Key Findings
• Students in each grade level averaged two-and-a-half times normal growth.
• Students in Elementary (3–5) averaged two-and-a-half times normal growth.
• Students in Middle School (6–8) averaged over two times normal growth.
• Students in High School (9–12) averaged over three times normal growth.
• 10th and 11th grades averaged over 4 times normal growth, with the 11th grade exceeding 5 times the expected growth in one year!
Longitudinal Data Lexile Gains: 2007-2009
An analysis of Lexile performance gains was conducted for 113 Special
Education students who used the Achieve3000 differentiated literacy
solutions during both the 2007-08 and 2008-09 school years. These
students were expected to gain 120 Lexile points on average over the
course of the two-year implementations. These students gained 222
Lexile points on average over the course of the implementations:
more than one-and-a-half times the expected growth.

Achieve3000 Special Education Students Accelerate Growth Over Time
113 Students

Key Findings
• Students gained 222 Lexile points: 102 points more than expected.
• One year’s growth was accelerated at a rate of more than one-and-a-
  half times expected growth.
English Language Learners Show Lexile Gains
Achieve3000 conducted an analysis of English Language Learners who used the Solutions during the 2007–08 school year. These students represented thousands of elementary, middle, and high school ELL students from nearly 200 schools.

The analyses demonstrated conclusively that Achieve3000 Solutions have a statistically significant effect on students’ nonfiction Lexile/reading performance. Students who used the program made Lexile gains more than six times the expected growth norms, on average.

The English language learners in the analysis were expected to gain 27 Lexile points on average over the course of the implementation. These students actually gained 166 Lexile points on average over the course of the implementation, exceeding expected Lexile gains by 139 points.
Works Cited


Additional Reading


Henderson, Anne T. and Mapp, Karen L. Southwest Educational Development Laboratory (SEDL), Annual Synthesis 2002.


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