

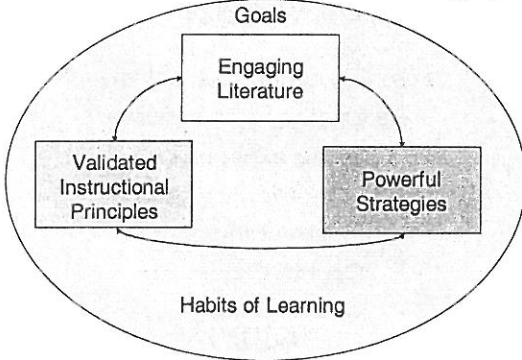
# The Xtreme Reading Program

## Our Mission



The mission of the *Xtreme Reading* experience is to empower adolescent learners to reach their **goals** and to teach them the **strategies, habits of learning, and knowledge** required to thrive in the 21<sup>st</sup> century.

So...How do we close the gap?



## Xtreme Readers . . .

**Goals**

- Sol (skills for learning)
- Develop strategies
- Generalize strategies
- Increase motivation
- Increase skills

**Strategies**

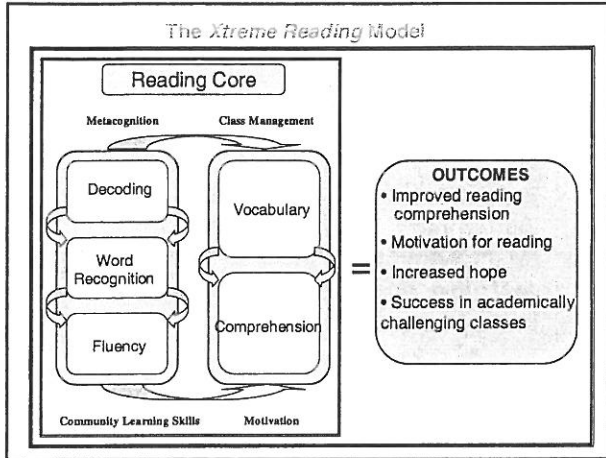
- Use reading strategies to
- Develop strategies
- Generalize strategies
- Increase motivation
- Increase skills

**Habits of Learning**

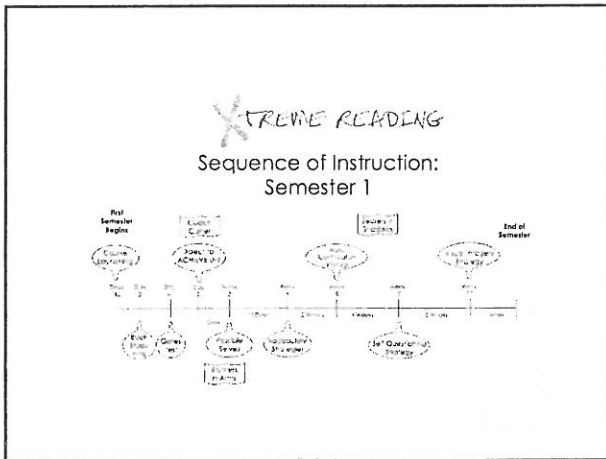
- Grow "habits of learning" by
- Using the strategy
- Using generalizations to solve problems
- Building reading endurance
- Learning from others
- Reflecting on learning

**Knowledge**

- Build knowledge by
- Applying and reasoning on many new topics
- Reading large amounts of many great
- Learning from good questions



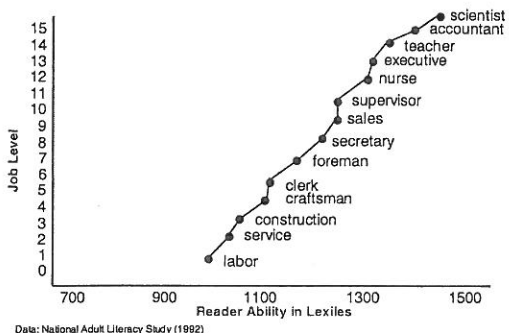
(1) The Course



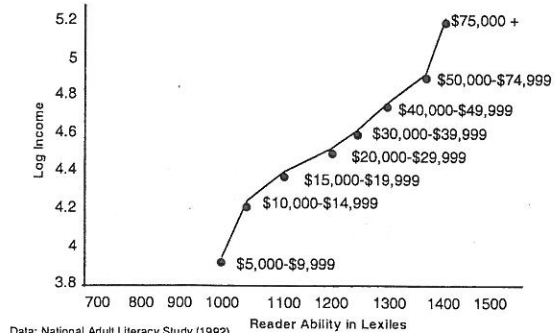
**Course Launching**

Getting acquainted activity  
Rationales for the course  
Course expectations  
Metaphor for the course  
Purpose of the course  
Course Organizer

## Reader Ability in the Workplace



## Reader Ability and Salary



Teacher: _____	The	Student: _____
Time: _____	<b>Course Organizer</b>	Course Date: _____

This Course: *Xtreme Reading*

is about building the knowledge, strategies, and habits of learning that will make you a great reader and help you reach important goals.

Course Questions:

- How does thinking about your dreams and possibilities for your life change the way you approach learning?
- Why do good learners know and use several different reading strategies?
- How can learning new words and spending lots of time reading improve the knowledge that you have?
- Why is reading fluently important?
- Why is developing good habits of learning important?
- How does improving your reading help you reach your goals and dreams?

Grading Procedures

Start-Up Activities

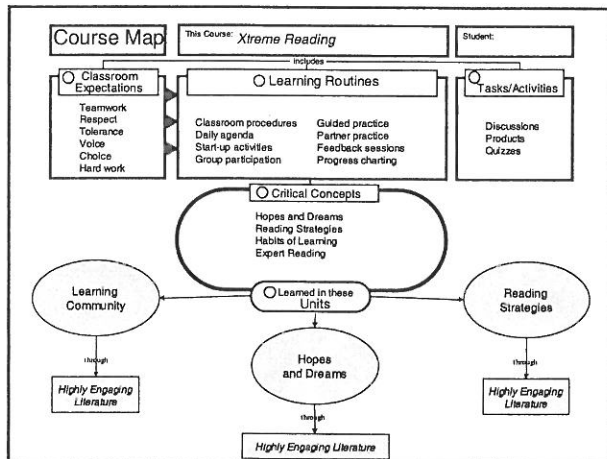
Participation & Discussion

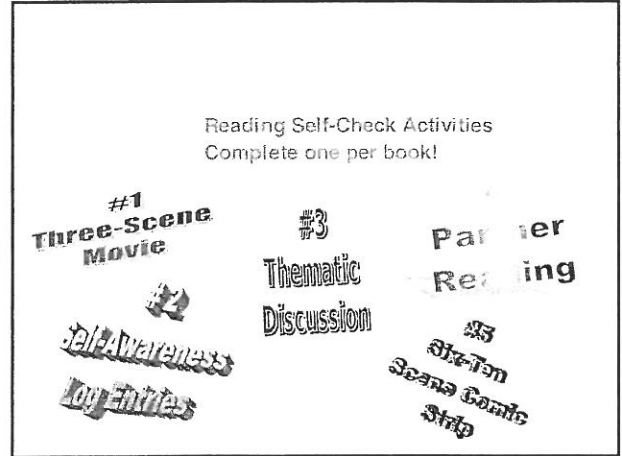
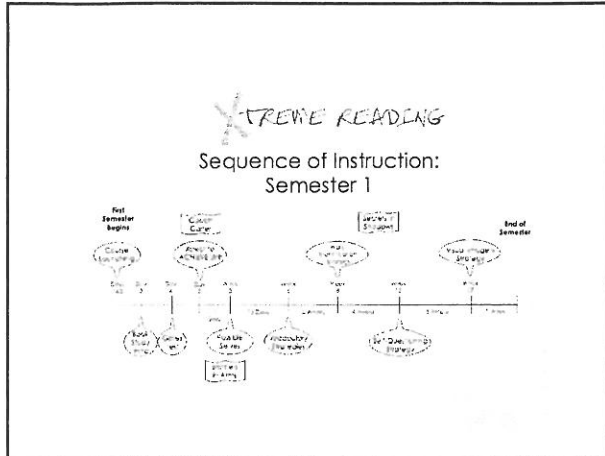
Classroom Skills

Assignments

Book Study

Tests & Quizzes





## XTREME READING

### Thematic Discussion Form

•Title and Author of Book \_\_\_\_\_

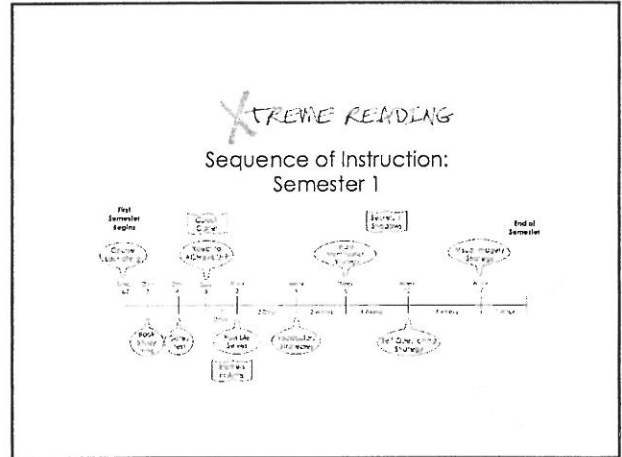
**Directions:** Choose two themes from the book you read. Complete each question with 25-50 words answers. Use examples from the book in your answer.

Who discussed the book with you?

How long did the discussion last?

Describe the first theme that was discussed.

Describe the second theme that was discussed.

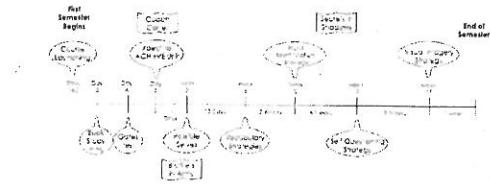


## Xpect to ACHIEVE Unit

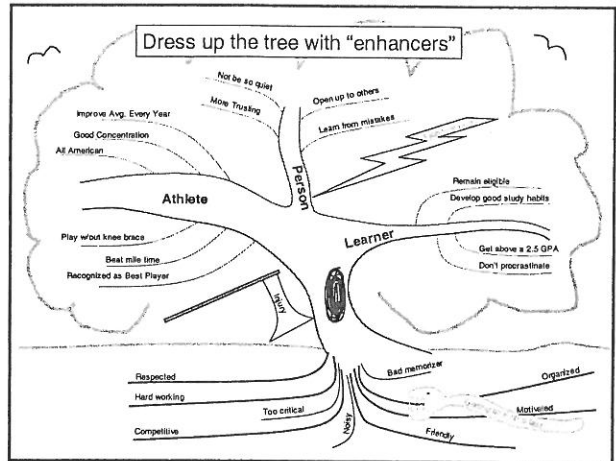
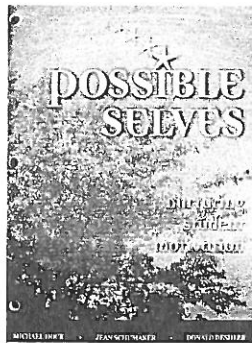
ACHIEVE Lessons  
Talking Together  
SCORE Skills

## X-TREME READING

Sequence of Instruction:  
Semester 1



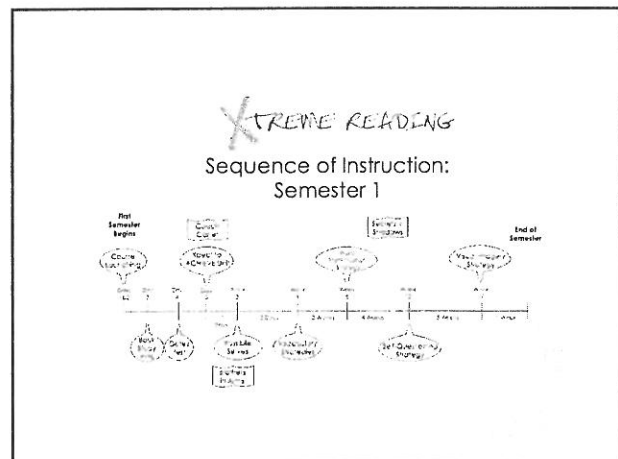
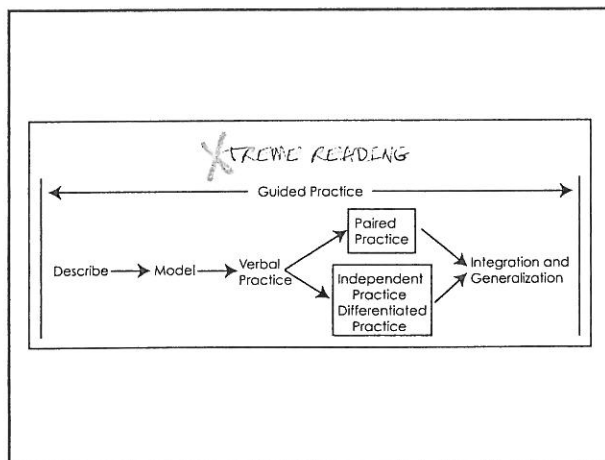
The  
Manual.....

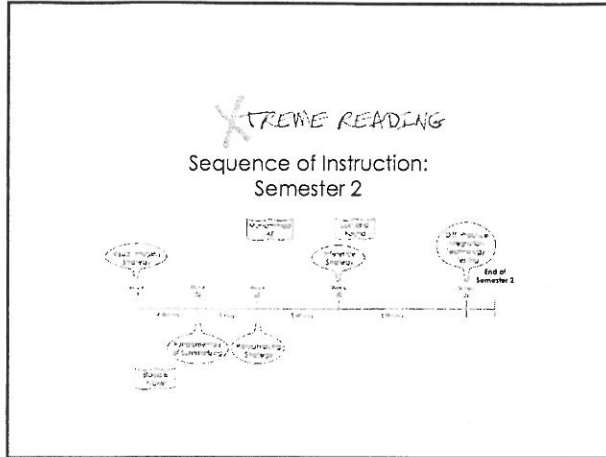


## (2) The Instruction

### Stages of Instruction

- Describe
- Model
- Verbal Practice
- Guided Practice
- Paired Practice
- Independent Practice
- Differentiated Practice
- Generalization





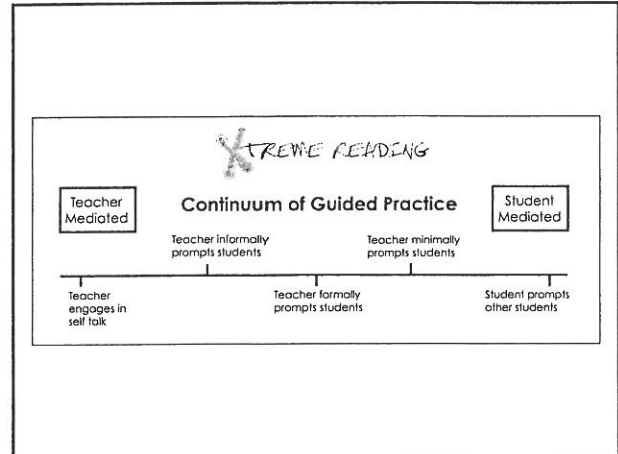
- ### Describe
- Teacher introduces the strategy
  - Teacher provides rationales
  - Teacher explains where and when to use the strategy
  - Teacher describes the strategy steps
  - Teacher explains mnemonic device

- ### Model
- Teacher introduces model
  - Teacher models strategy while thinking aloud
  - Teacher prompts student modeling of the strategy

- ### Verbal Practice
- Teacher conducts elaboration practice with the whole group
  - Teacher models verbal practice with one group
  - Students conduct verbal practice in small groups
  - Teacher circulates

## Guided Practice

- Teacher and students read aloud
- Teacher models
- Teacher prompts student models
- Students prompt student models



## Paired Practice

- Students practice in pairs (Reader and Coach)
- Reader reads and uses strategy
- Coach gives feedback and completes a checklist
- Teacher circulates & gives feedback
- Students switch roles

## Independent Practice

- Students work independently
- Students read and complete worksheet (requires strategy use)
- Students take comprehension quiz



## Differentiated Practice

- Happens during Independent Practice
- Student meets with teacher
- Student uses strategy(ies)
- Teacher provides elaborated feedback

## Integration & Generalization

- Students complete worksheet (requires use of strategies)
- Students take comprehension quiz
- Teacher conducts Differentiated Practice

## Engaging Material



Link ALL Interventions to Highly Engaging Materials

## Example Reading Activity

Linking Possible Selves Concepts and Reading Strategies to "*Brothers in Arms.*"



## (3) New Developments

### New Strategy Steps

Word Identification Strategy  
Visual Imagery Strategy

### Word Identification Steps

- Discover the sounds & context
- Isolate the beginning
- Separate the ending
- Say the stem
- Examine the stem
- Check with someone
- Try the dictionary

### Visual Imagery Steps

- Search for the scene picture words
- Create or change the scene
- Examine the other picture words
- Notice the characters and action
- Evaluate and elaborate

## A New Vocabulary Strategy

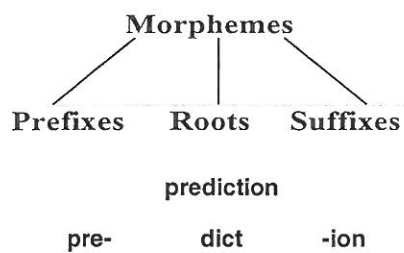
The Word Mapping Strategy

What is a Morpheme?

## MORPHEME

A word part with meaning

## MORPHEME TYPES



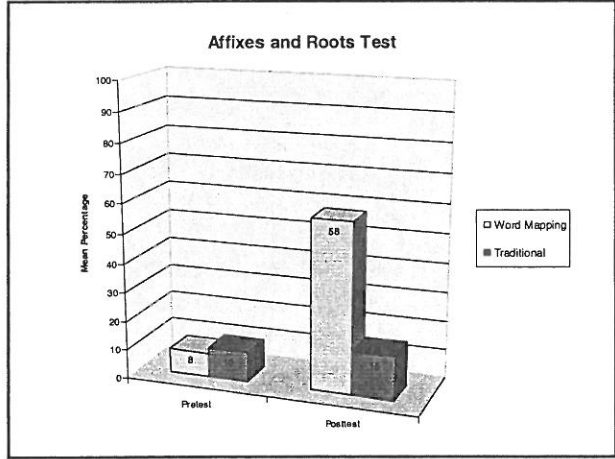
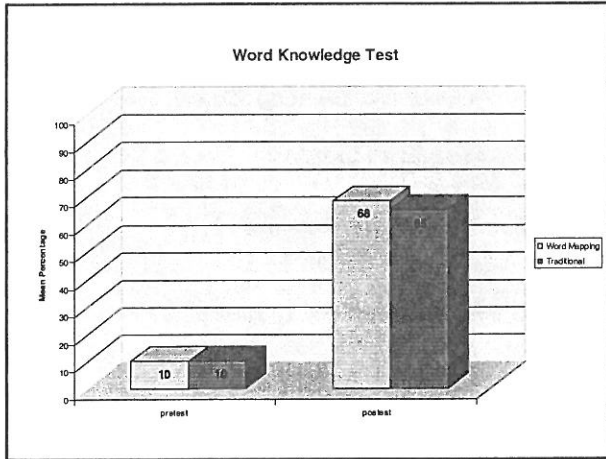
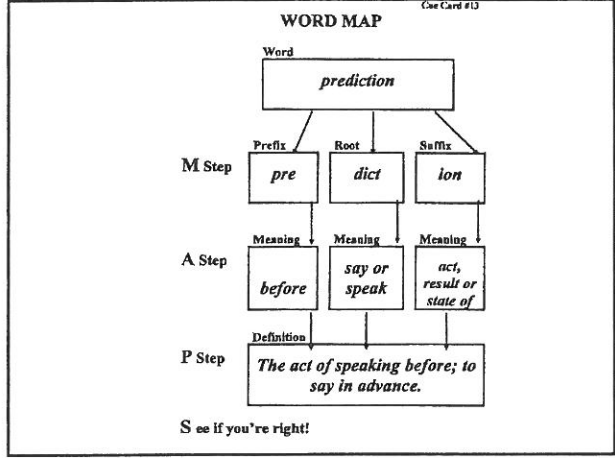
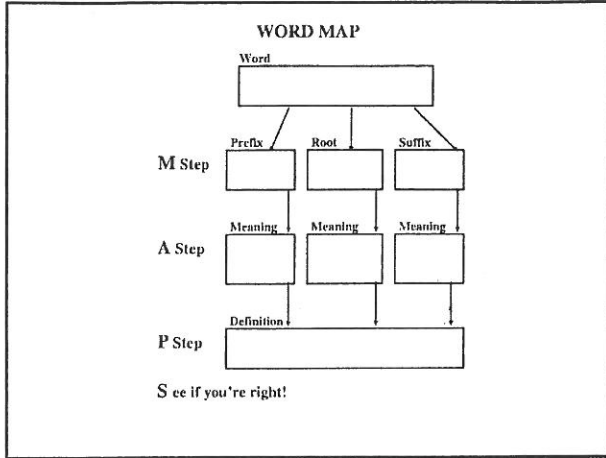
## Word Mapping Strategy

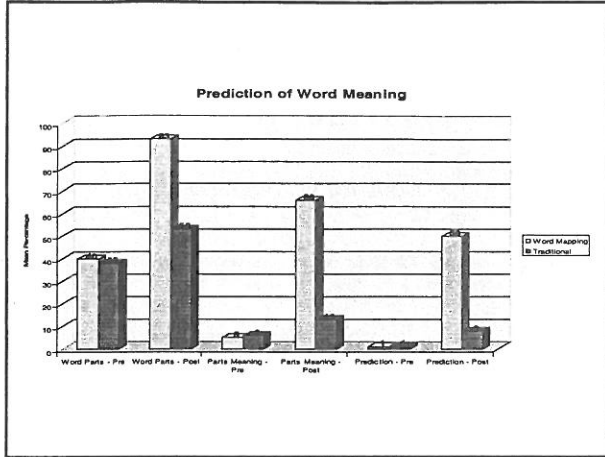
Step 1: **M** – Map the word parts

Step 2: **A** – Attack the meaning of each part

Step 3: **P** – Predict the word's meaning


Step 4: **S** – See if you're right!






## A New Reading Comprehension Strategy

The  
Inference Strategy



“Infer” means...

**Guess the best answer  
based on the information  
you already know**



## Steps for the Inference Strategy

- Interact with the questions and the passage
- Note what you know
- Find the clues
- Explore any supporting details
- Return to the question



## Major Types of Questions

- **Factual Questions**
- **Think and Search Questions**

## Factual Questions

- Require finding a fact in the information that you have read.
- The answer is right there in the passage.

## Types of Think and Search Questions



- Big Picture Questions
- Predicting Questions
- Clarifying Questions

## Big Picture Questions

- Require you to figure out the main idea or big message or theme of the passage.
- May ask for the purpose of the writer.
- May ask for summary information
  - setting
  - tone



## Predicting Questions

- Require you to make a guess or forecast about what will happen in the future.
- Require you to base your forecast on information you have read.

## Clarifying Questions

Require you to make sense of something

- Explain something
- Give a cause
- Give a reason
- Explain feelings
- Compare something
- Contrast something



## INFER Lessons

STAGE 1: Describe

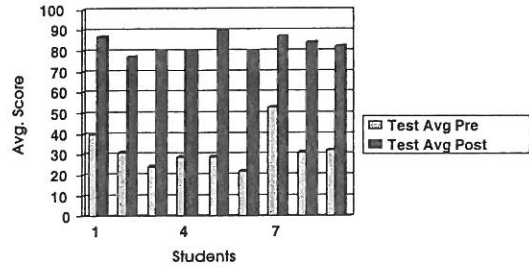
- Lesson 1: Introduction to the strategy
- Lesson 2: Factual Questions
- Lesson 3: Big Picture Questions
- Lesson 4: Predicting Questions
- Lesson 5: Clarifying Questions

## INFER Lessons (cont.)

- Stage 2: Model
- Stage 3: Verbal Practice
- Stage 4: Guided Practice
- Stage 5: Paired Practice
- Stage 6: Independent Practice
- Stage 7: Differentiated Practice
- Stage 8: Integration & Generalization



## Results "Infer-Post" Comprehension Test



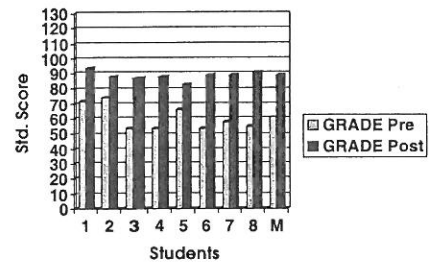
## Strategy Use Measure

Mean % Correct on Strategy Use

Pre Instruction	Post Instruction
0%	82%



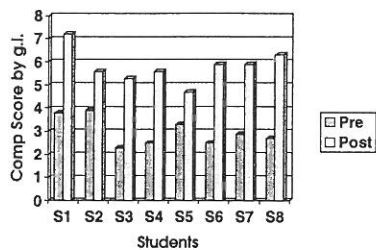
## Results-GRADE Assessment (Standard Score, Reported 100=100%)







## SWATB Comprehension Levels Pre/Post



## The Evaluation Study

The Experimental Design  
Xtreme Reading vs. West Ed.  
17 high schools vs. 17 high schools

In each school:  
Experimental & Control Students

## Student Numbers

In each school:  
Four experimental classes  
12 to 15 students per class

Totals:  
60 experimental and 60 control/school=  
2040 students in the study/year

## Coaching Arrangement

8 coaches assigned to 17 schools

3 visits per year to each school  
Weekly phone calls & emails  
Unlimited contacts

## Some Lessons Learned

Teachers did not:

Model

Give feedback

Grade student work

Use student work to inform  
teaching