



## INSIDE

Overview	3
Research Foundation	4
Skills and Strategies	6
Instructional Design	7
Components	8
Standards Alignment	9
Accessibility for Students	10
Assessment	11
School Year Timeline	12
Select Content Overviews	14
Book Study	18
Usability and Support	19
Key Features	20

**KU** THE UNIVERSITY OF  
**KANSAS**  
Center for Research  
on Learning

# XTREME READING

**Nurturing Goals...**  
**Building Strategies...**  
**Growing Habits of Learning**

## Guiding Instructional Principles

- Value each student as a person and a learner
- Personalize teaching and learning
- Connect reading to dreams and quality of life
- Continually model expert reading behaviors
- Establish high expectations for each student
- Engage students in learning so “each minute counts”
- Provide abundant opportunities for scaffolded practice
- Provide helpful and ongoing feedback
- Empower students to fluently and intelligently use strategies
- Hold students accountable for outcome goals
- Get significant results



Contact us:  
simpd@ku.edu

<https://sim.ku.edu/xtreme-reading>

# X TREME READERS . . .

## Goals

Set goals for becoming

- a better person
- a better learner
- a better worker

## Strategies

Use reading strategies to

- develop images
- generate questions
- make predictions
- summarize information
- use text clues

## Habits of Learning

Grow "habits-of-learning" by

- using time wisely
- working hard to achieve goals
- building reading endurance
- learning from others
- teaching others

## Knowledge

Build knowledge by

- learning the meaning of many new words
- reading large amounts . . . in many areas
- asking others good questions

# Overview

Nurturing Goals • Growing Habits of Learning • Building Strategies • Opening Doors to Success

*All students are able to achieve success when given the tools to become confident learners.*

*- Amy M., Reading Teacher, TN*

*Xtreme Reading* is an evidence-based spiral curriculum that includes instruction in seven foundational reading and motivation strategies across a single school year. It entails explicit instruction in each strategy: guided practice, meaningful feedback, and independent practice in generalizing and combining strategies within and outside school. *Xtreme Reading* empowers adolescent learners to reach their goals by teaching them the strategies, habits of learning, and knowledge to thrive in school and beyond.

## Group Size

No more than 15 students

## Pacing

Recommended 45 minutes daily for 1 year.  
Daily lesson plans set a rigorous pace that keeps students engaged.

## Audience

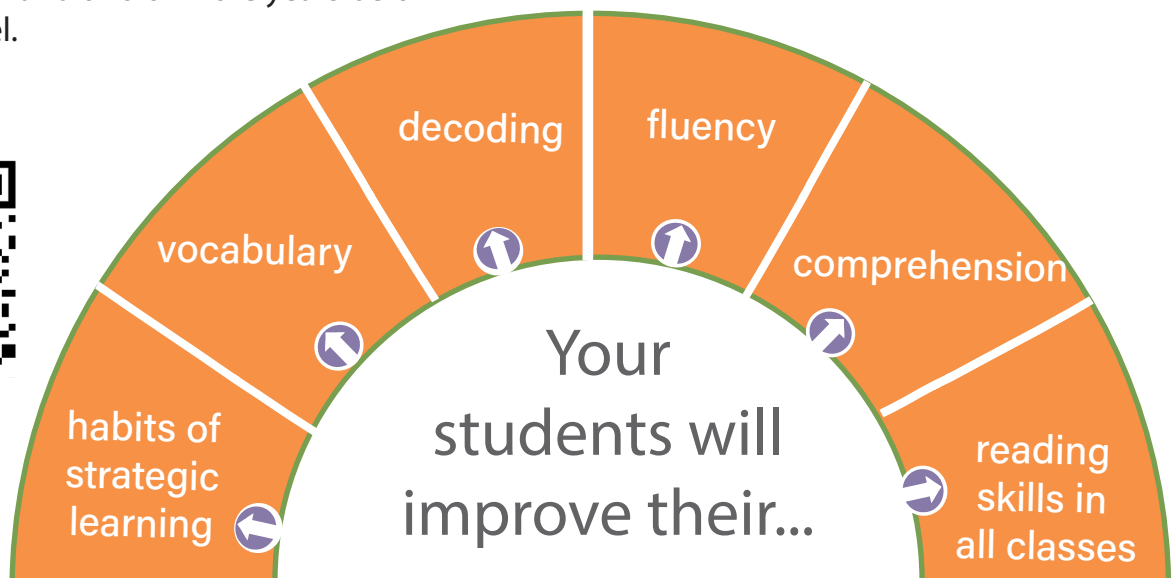
Adolescents reading, minimally, at the 4th-grade level and two or more years below grade level.

## Contents

- *Xpect to Achieve & Talking Together*
- *Word Mapping Strategy*
- *Word Identification Strategy*
- *Possible Selves*
- *Self-Questioning Strategy*
- *Paraphrasing Strategy*
- *Inference Strategy*
- *Visual Imagery Strategy*
- Student Classroom Books with leveled expository and narrative passages
- Student Binders for daily note-taking and practice



[Click here](#) or scan to watch an Xtreme Reading Overview

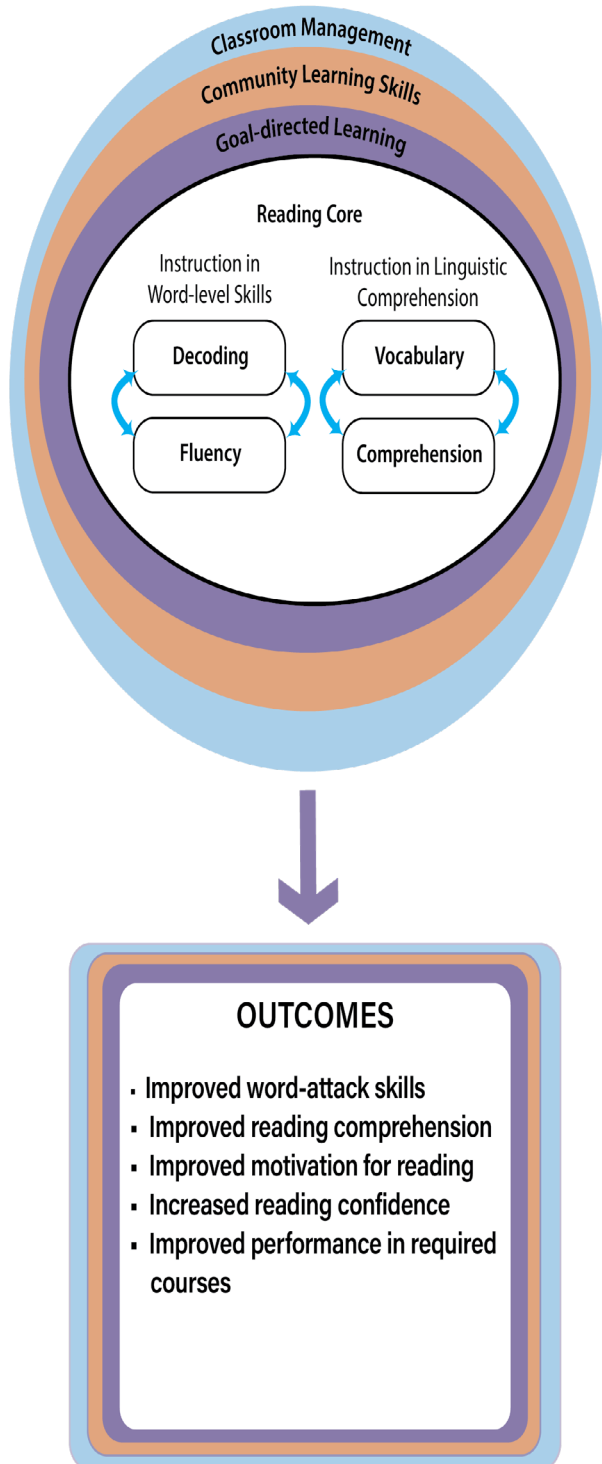


<https://sim.ku.edu/xtreme-reading>

# Research Foundation

Based on more than 40 years of research • “Strong” rating on the Evidence for ESSA database\*

The research-informed key components necessary for improved student outcomes from adolescent reading programs



*Xtreme Reading* is an evidence-based reading program aligned with scientifically-based reading research. It was designed based on the work of nationally recognized adolescent literacy researchers Don Deshler, Ph.D., Jean Schumaker, Ph.D., and other researchers at the University of Kansas Center for Research on Learning. *Xtreme Reading* was developed with funding from the Institute for Education Sciences (IES).

The program’s research-based daily lesson plans and sequences of instruction are based on explicit instruction. *Xtreme Reading* includes high leverage practices (HLPs) for students with disabilities, which are endorsed by the Council for Exceptional Children and the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR). *Xtreme Reading* provides the explicit, systematic, intensive instruction that supports the needs of students who require specially designed instruction.

Several studies of SIM interventions (e.g., Somers et al., 2010\*\*; and Sprague et al., 2012\*\*\*) informed the development of and the recommendations found in the 2022 *IES Practice Guide for Providing Reading Interventions for Students in Grades 4-9*. The table on page 6 of this sampler shows the alignment between these recommendations and specific reading strategies in the Xtreme Reading Program.

\* *Xtreme Reading* can be found with a “strong” rating on the [Evidence for ESSA database](#) curated by researchers at Johns Hopkins and committed to communicating to educational leaders information on individual programs that do or do not meet the ESSA definitions for strong, moderate, or promising evidence of effectiveness.

\*\*Somers, M., Corrin, W., Sepanik, S., Salinger, T., Levin, J., Zmach, C. (2020). The Enhanced Reading Opportunities Study Final Report: The Impact of Supplemental Literacy Courses for Struggling Ninth-Grade Readers. (NCEE 2010-4021).

\*\*\*Sprague, K., Zaller, C., Kite, A., & Hussar, K. (2012). Springfield-Chicopee School District Striving Readers (SR) Program: Final report years 1–5: Evaluation of implementation and impact. Providence, RI: Brown University: The Education Alliance

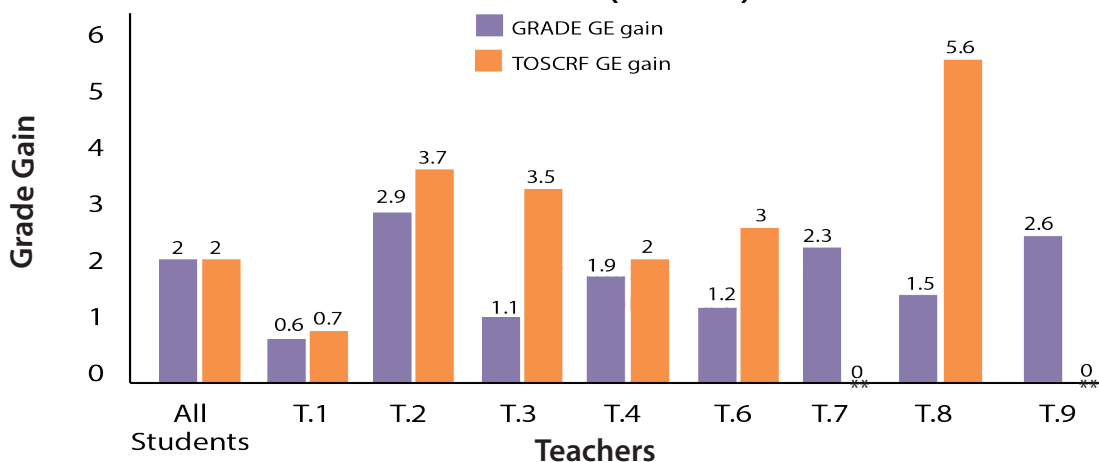


## Amplifying Success: Xtreme Reading Results in North Carolina

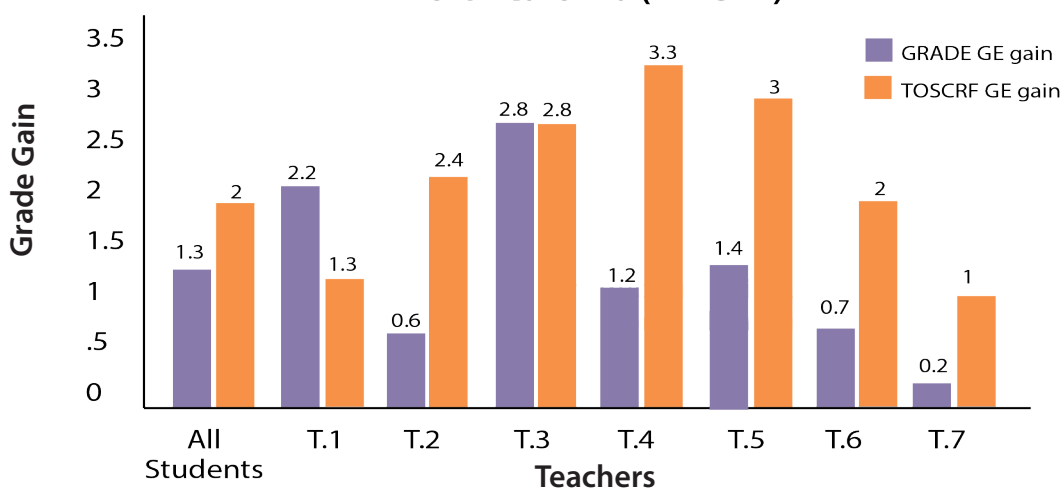
Data have been collected after *Xtreme Reading* implementation from several districts across middle and high schools in North Carolina since 2013. Selected teachers from the districts participated in ongoing job-embedded professional development activities, including coaching, and conducted instruction with students. Districts ranged in type from rural to urban and spanned the state from east to west.

In SY 2013-14, data were collected from 223 students from five districts for analysis. In SY 2014-15, data were collected from 322 students from three districts. The following figures\* represent the analysis of student performance at two points in a single school year, before and after student participation in *Xtreme Reading*. That is, students were compared to themselves in terms of pre- and posttest performance. Students' data were included in the analysis only when both the pretest and the posttest scores were available for one or both of the administered measures (the Group Reading Assessment and Diagnostic Evaluation [GRADE] and/or the Test of Silent Contextual Reading Fluency [TOSCRF]) and when the student participated in the entire course. In the 2014-15 results, almost 63% of the participating students did not have IEPs. The 2013-14 results, 78% of students did not have IEPs.

**2013-2014 Results: Average grade-equivalent gains in 8 schools in North Carolina (N = 223)**



**2014-2015 Results: Mean grade-equivalent gains in 6 schools in North Carolina (N = 322)**



\*In these figures, teachers are numbered, although the numbers do not carry over from one year to the next year. Therefore, T.1 in School Year 2013-14 is not the same teacher as T.1 in School Year 2014-15.

\*\*The TOSCRF was not given in this school.



# Select Research Studies to Explore

★ Schumaker, J.B. (2023). Lessons Learned during the Development and Validation of an Intensive Evidence-Based Reading Intervention for Secondary Students. *Learning Disabilities Research & Practice*, 37: 294-313. <https://doi.org/10.1111/ldrp.12293>

Bough, D. (2022). Intensive Reading Strategies Intervention for Low Achieving Adolescents. *Neurocognition Science Laboratory Research in Brief*, 1(5), ISSN: 2831-7882

Boulay, B., Goodson, B., Frye, M., Blocklin, M., Price, C., Abt Associates Inc. (2015). Summary of Research Generated by Striving Readers on the Effectiveness of Interventions for Struggling Adolescent Readers (.pdf). NCEE-2016-4001 U.S. Department of Education.

Cantrell, S., Almasi, J. F., Carter, J. C., Rintamaa, M., & Madden, A. (2010). The Impact of a Strategy-Based Intervention on the Comprehension and Strategy Use of Struggling Adolescent Readers. *Journal of Educational Psychology*, 102(2), 257-280. <https://psycnet.apa.org/doi/10.1037/a0018212>

Somers, M., Corrin, W., Sepanik, S., Salinger, T., Levin, J., & Zmach, C. (2010). The enhanced reading opportunity study final report: The impact of supplemental literacy courses for struggling ninth-grade readers (NCEE 2010-4021). *U.S. Department of Education, Institute of Educational Sciences, National Center for Education Evaluation and Regional Assistance*. <https://eric.ed.gov/?id=ED511811>

Sprague, K., Zaller, C., Kite, A., & Hussar, K. (2012). Springfield-Chicopee School Districts Striving Readers (SR) program. Final report years 1–5: Evaluation of implementation and impact. *The Education Alliance at Brown University*. <https://eric.ed.gov/?id=ED600926>

# Skills and Strategies

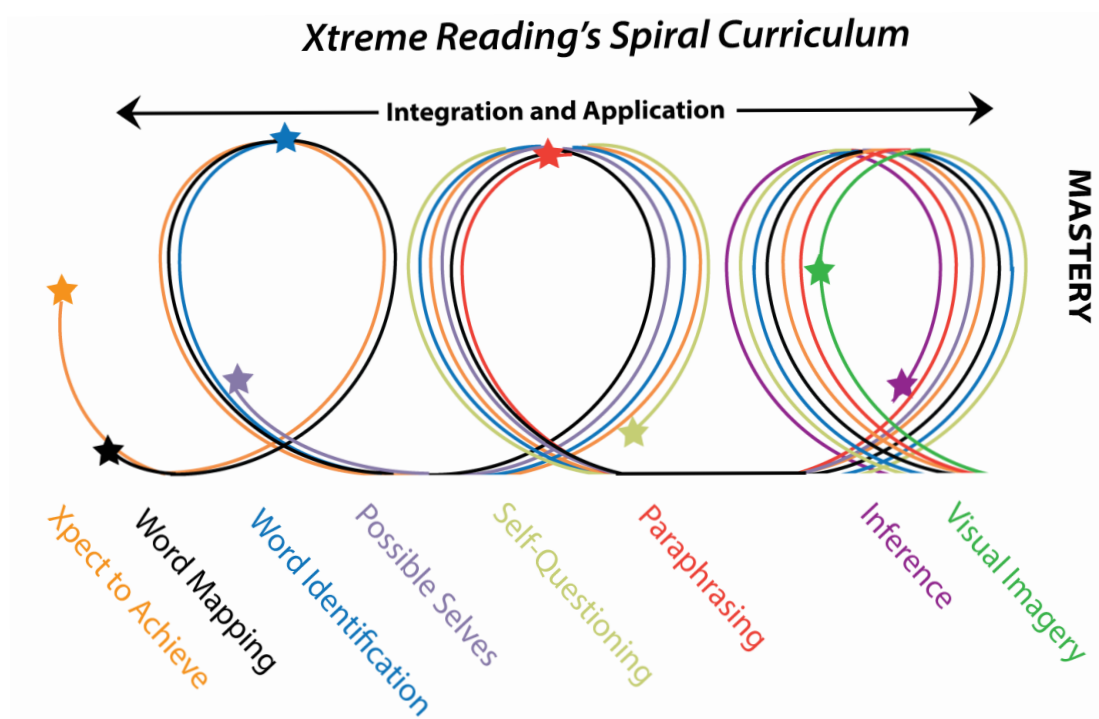
## Alignment of Evidence-Based Reading Intervention Recommendations with Xtreme Reading

Level of Evidence	IES Recommendation	Reading Strategy within Xtreme Reading
Tier 1 Strong Evidence	Recommendation 1: Build students’ decoding skills so they can read complex multisyllabic words.	<i>The Word Identification Strategy</i>
Tier 1 Strong Evidence	Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly.	<i>All Reading Strategies contained within Xtreme Reading</i>
Tier 1 Strong Evidence	Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text.	<i>All Reading Strategies contained within Xtreme Reading</i>
	Part 3A: Build students’ world and word knowledge so they can make sense of the text.	<i>The Word Mapping Strategy</i>
	Part 3B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read.	<i>The Inference Strategy</i> <i>The Self-Questioning Strategy</i>
	Part 3C: Teach students a routine for determining the gist of a short section of text.	<i>The Fundamentals of Paraphrasing and Summarizing</i> <i>The Paraphrasing Strategy</i>
	Part 3D: Teach students to monitor their comprehension as they read.	<i>The Paraphrasing Strategy</i> <i>The Self-Questioning Strategy</i> <i>The Visual Imagery Strategy</i>
Tier 2 Moderate Evidence	Recommendation 4: Provide students with opportunities to practice making sense of challenging text that will expose them to complex ideas and information.	The Advanced Practice and Feedback Stage and the Generalization Stage when teaching each Reading Strategy

# Instructional Design

Explicit, Direct Instruction • Data Driven Decision-Making  
Positive, Corrective Feedback • Personalized, Differentiated Learning

*Xtreme Reading* comprises seven foundational word-level, comprehension, and motivation strategies contained in a spiral curriculum, explicitly taught through clear explanation of skills, expert modeling, teacher-guided practice, student-paired practice, independent and differentiated practice, and meaningful feedback.



The first instructional unit is called *Xpect to Achieve*. This unit teaches students the behavioral expectations, routines, and procedures for the course, emphasizes setting high expectations and supporting each other as a community of learners, and specifies expectations and the process for out-of-class reading activities. After the *Xpect to Achieve* unit, students learn word-level strategies and then comprehension strategies.

## Daily Lesson Plans

Xtreme Reading teachers follow daily, detailed lesson plans that include a combination of instructional components:

- Start-up activities
- Guided reading
- Whole-class strategy instruction
- Student-practice activities
- Vocabulary activities, and
- End-of-lesson wrap-up activities.

The lesson format requires a rigorous pace including **specific time allotments for each required activity**. The pace is designed to keep students engaged throughout the entire class period.



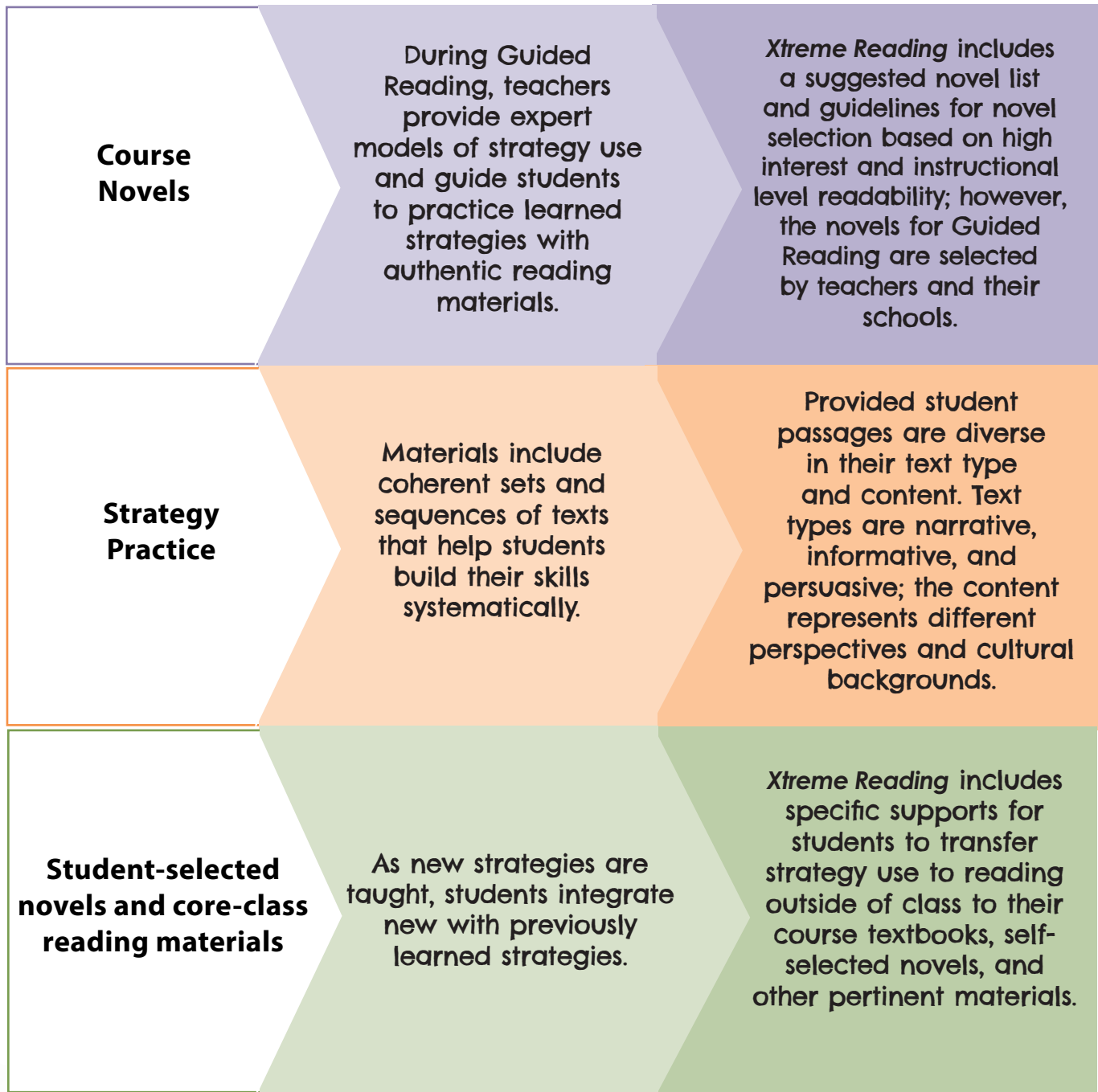
## Components of Xtreme Reading

<b><i>Xpect to Achieve</i></b> 7 Daily Lesson Plans	The <i>Xpect to Achieve</i> unit launches the learning community. Lesson objectives focus on teachers and students getting to know each other, motivation, clarifying expectations for the course, practicing class routines and procedures, and guidelines for success. It includes time for administering standardized, state, or norm-referenced comprehension pretests and the word-level pretests.
<b><i>Word Mapping</i></b> 6 Daily Lesson Plans	The <i>Word Mapping Strategy</i> is a generative vocabulary-building strategy that analyzes word-part meanings. Lessons introduce prefixes, suffixes, and roots to support vocabulary and comprehension development. Throughout the rest of the year, students apply the strategy through practice activities.
<b><i>Word Identification</i></b> 18 Daily Lesson Plans	The <i>Word Identification Strategy</i> is a decoding and word recognition strategy to build foundational reading skills.
<b><i>Possible Selves</i></b> 6 Daily Lesson Plans	The <i>Possible Selves</i> lessons increase motivation by guiding students to connect life goals to how reading can help achieve them.
<b><i>Self-Questioning</i></b> 25 Daily Lesson Plans	The <i>Self-Questioning Strategy</i> is a comprehension strategy that enables students to preview text, ask themselves questions, make predictions, and find answers to their questions. They learn to activate their minds while reading.
<b><i>Paraphrasing</i></b> 44 Daily Lesson Plans	Students are instructed in specific lessons in <i>Fundamentals of Paraphrasing and Summarizing</i> , and then the <i>Paraphrasing Strategy</i> . They begin by paraphrasing words, phrases, and main ideas and details. Next, students learn how to read short passages, identify the main idea and details, and rephrase the content into their own words. Students practice responding to comprehension questions about their reading.
<b><i>Inference</i></b> 35 Daily Lesson Plans	The <i>Inference Strategy</i> is a comprehension strategy that enables students to make inferences about information they have read and answer inferential questions.
<b><i>Visual Imagery</i></b> 23 Daily Lesson Plans	The <i>Visual Imagery Strategy</i> is a comprehension strategy for creating mental movies of narrative passages. Students visualize the scenery, characters, and action and describe the scenes to themselves as they read each sentence.
Strategy Integration and Generalization Stage 7 Daily Lesson Plans	During this instructional unit, prior strategies learned are integrated and generalization practice takes place. The strategies practiced in this unit are <i>Word Mapping</i> , <i>Word Identification</i> , <i>Self-Questioning</i> , and <i>Possible Selves</i> . All strategies are practiced during Book Study and Guided Reading throughout the program.



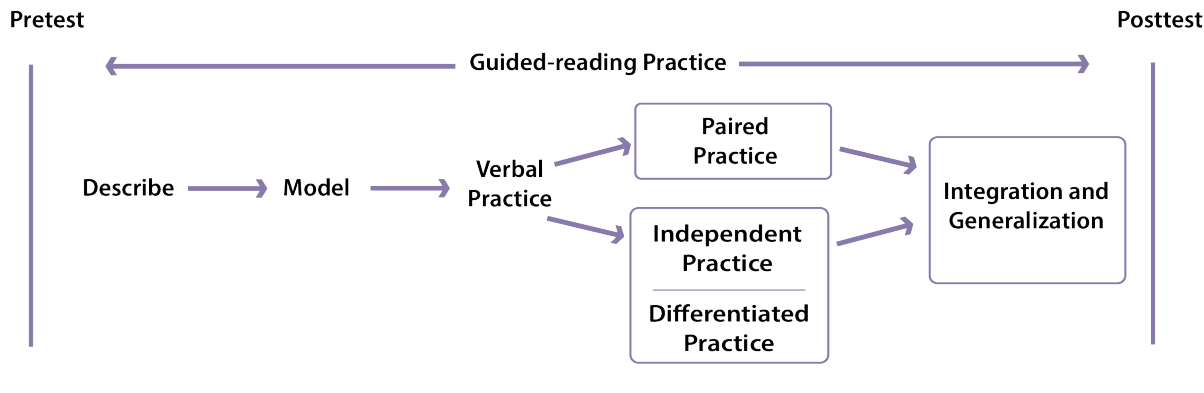
# Standards Alignment

Skills and strategies taught within *Xtreme Reading* are appropriate to the complexity of reading requirements present in national and state curriculum standards for grades 4-12. Taught skills and strategies are generalized, integrated, and applied to varied texts and purposes for reading, including:



# Accessibility for Students

The 10 instructional stages for teaching the reading strategies contained in Xtreme Reading



*Xtreme Reading* materials provide varied means for students to access content and demonstrate learning. Students practice using each strategy through four types of practice activities:

- **Guided-reading Practice:** The whole class practices strategies while reading class novels, with the teacher modeling, providing feedback, and prompting.
- **Paired Practice:** Students practice using the strategy with a partner.
- **Independent Practice:** Students practice by themselves, completing written products that demonstrate their use of the strategy.
- **Differentiated Practice:** Students practice applying the strategy aloud with the teacher witnessing the processes being used and providing feedback to the student.

These types of practice are arranged so students can receive oral or written, positive, corrective feedback from a peer or from the teacher each day. Materials support a high level of student and teacher interaction and student opportunities to respond.

## Guided Reading: An Essential Stage for Developing a Skilled Reader

While oral reading of a high-interest novel takes place, the teacher and students move through the following four phases after each strategy is introduced in order to promote practice of the strategy.

**Phase 1 Teacher Modeling:** The teacher stops the oral reading at appropriate points to demonstrate the steps of the new strategy.

**Phase 2 The Teacher Involves Students in the Demonstration:** At appropriate points, the teacher begins the demonstration and then prompts individual students to perform different steps of the strategy in relation to the content being read, scaffolding student participation in the strategy. The teacher provides feedback as the students perform the steps.

**Phase 3 Students Perform Demonstrations:** The teacher calls on individual students to demonstrate all the steps of the new strategy at appropriate points. Again, the teacher provides feedback.

**Phase 4 Students Prompt Others to Demonstrate the Strategy:** Once students understand how to perform the strategy, the teacher calls on individuals to serve as the “teacher” to prompt other students to perform the strategy and to provide feedback. After more strategies have been introduced, the students can choose which strategy they wish to prompt others to demonstrate. In this way, multiple strategies are practiced during Guided Reading.

# Assessment

*Xtreme Reading* uses both formal and informal types of assessments resulting in a balanced approach to gathering data that teachers, students, and administrators can use for sound instructional decision-making. Formal assessments provide standardized scores, which can be used to identify areas of instructional focus. These assessments also determine baseline data for individual students at the beginning of the course, as well as summative data at the end of the course to measure the overall growth of students' literacy levels. Schools use norm-referenced pretests that are already being used by the school to determine placement in the program. The informal assessments that have been embedded throughout the program are a critical part of the XR assessment package. These informal assessments are used for progress monitoring that provides a thorough picture of each student's literacy growth throughout the course. They are also a source of ongoing feedback that can be used by the XR teachers to adjust or improve their teaching and by students to improve their learning. XR materials provide guidance on adjusting intensity of the intervention based on student response to instruction. XR teachers use a research-validated feedback loop (Kline et al., 1991\*) to provide corrective and timely feedback to students. Additionally, students record their own progress on Progress Charts, which increases student motivation for learning and skill mastery.

## Types of Assessments used in Xtreme Reading

<b>Screening and Placement</b>	Schools use their own norm-referenced reading assessments to determine student placement. Examples of multiple data sources that inform student participation in XR are end of-year tests or local assessments, the GRADE, AIMSweb, and IEP data. XR Professional Developers are available to assist schools in their selection of multiple assessments and how to interpret the results using a diagnostic protocol.
<b>Diagnostic Assessment</b>	Each reading strategy has a pre-test to determine current reading skill and strategy use strengths or areas for growth.
<b>Progress Monitoring</b>	Each reading strategy includes a pre-/post-test aligned to specific reading skills and to measure strategy use. Teachers monitor progress on a provided digital or paper spreadsheet.
<b>Student Self-Monitoring</b>	Students also track their own progress on a Progress Chart by recording their Pre-test score(s), Verbal Practice Quiz Scores, Formative Assessment scores (from their Learning Sheets), and Post-test Scores.
<b>Formative Assessment</b>	Students practice each reading skill during paired practice and independent practice. The Learning Sheets provided in the materials were designed to build in difficulty and to support teachers in measuring learning progress and adjusting their instruction accordingly. Checklists and evaluation tools are included in the materials as guidance for providing corrective and timely feedback to students.
<b>Curriculum-based Measurement</b>	Repeated one-minute fluency checks take place throughout the program. Materials regularly and systematically embed curriculum-based assessment opportunities that measure progress and inform instruction.
<b>Diagnostic Assessment</b>	Each reading strategy has a pre-test to determine current reading skill and strategy use strengths or areas for growth
<b>Summative Assessment</b>	The same norm-referenced screening assessments are administered at the end of the program.

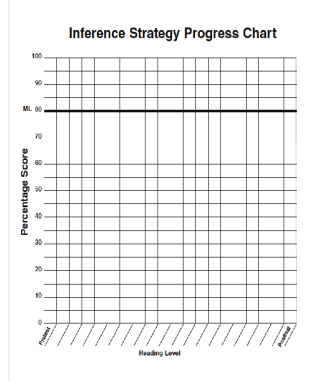
Note: Because XR is typically taught in middle and high school, suggestions are provided in the materials for how teachers may assign report-card grades throughout the program.

\*Kline, F. M., Schumaker, J. B., Deshler, D. D. (1991). Development and Validation of Feedback Routines for Instructing Students with Learning Disabilities, *Learning Disability Quarterly*, 14:3. <https://doi.org/10.2307/1510849>

### Word Identification Strategy Dissecting Words Posttest

Directions: On each of the following words, isolate the prefix, separate the suffix, and use the rules you know to separate the parts of the stem.  
Example: co | op | er | ate

<input type="checkbox"/> cantonment	malnutrition	<input type="checkbox"/>
<input type="checkbox"/> exaggerate	impetuous	<input type="checkbox"/>
<input type="checkbox"/> fastidious	postpositional	<input type="checkbox"/>
<input type="checkbox"/> protectionism	customary	<input type="checkbox"/>
<input type="checkbox"/> supercalendar	gregarious	<input type="checkbox"/>
<input type="checkbox"/> rehabilitate	interdental	<input type="checkbox"/>
<input type="checkbox"/> disarticulate	premeditation	<input type="checkbox"/>
<input type="checkbox"/> incalculable	multidimensional	<input type="checkbox"/>
<input type="checkbox"/> retrogression	provisional	<input type="checkbox"/>
<input type="checkbox"/> nondiscrimination	antiballistic	<input type="checkbox"/>



### SELF-QUESTIONING SCORE SHEET

Percentage Time and Ending Level

SCORES	GENERAL REQUIREMENTS FOR FEEDBACK	COMPLETION CONDITIONS
1. 100% correct	1. All requirements met	1. 100%
2. 90% correct	2. All requirements met	2. 90%
3. 80% correct	3. All requirements met	3. 80%
4. 70% correct	4. All requirements met	4. 70%
5. 60% correct	5. All requirements met	5. 60%
6. 50% correct	6. All requirements met	6. 50%
7. 40% correct	7. All requirements met	7. 40%
8. 30% correct	8. All requirements met	8. 30%
9. 20% correct	9. All requirements met	9. 20%
10. 10% correct	10. All requirements met	10. 10%
11. 0% correct	11. All requirements met	11. 0%
12. 0% correct	12. All requirements met	12. 0%
13. 0% correct	13. All requirements met	13. 0%
14. 0% correct	14. All requirements met	14. 0%
15. 0% correct	15. All requirements met	15. 0%

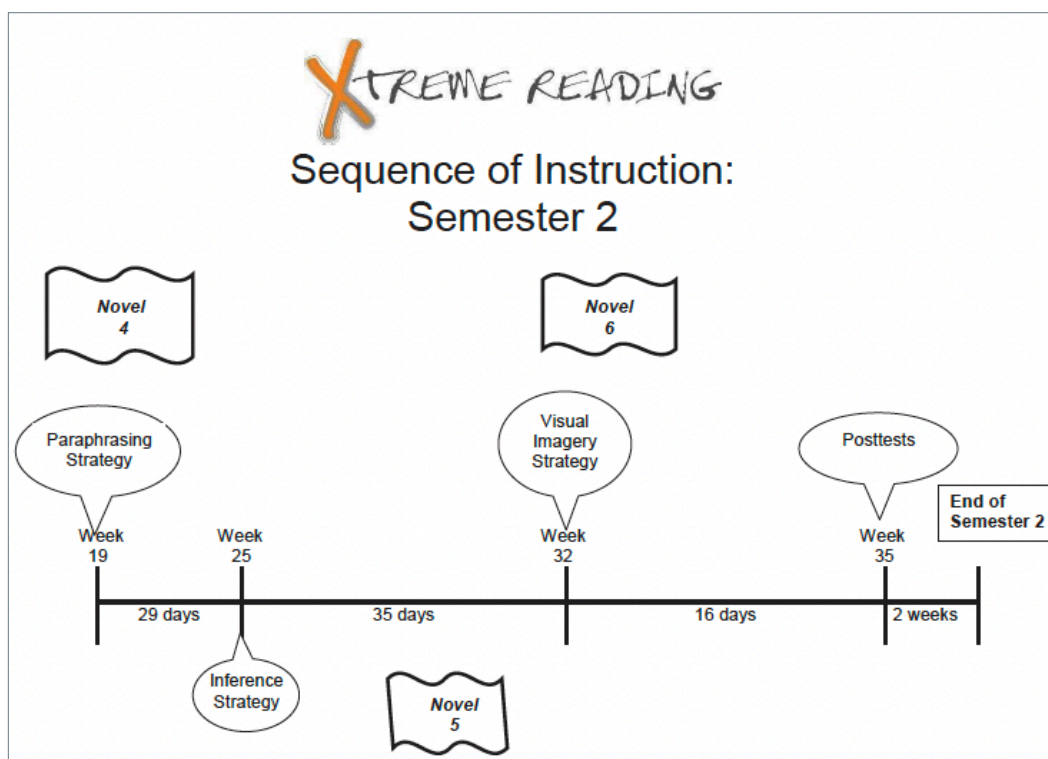
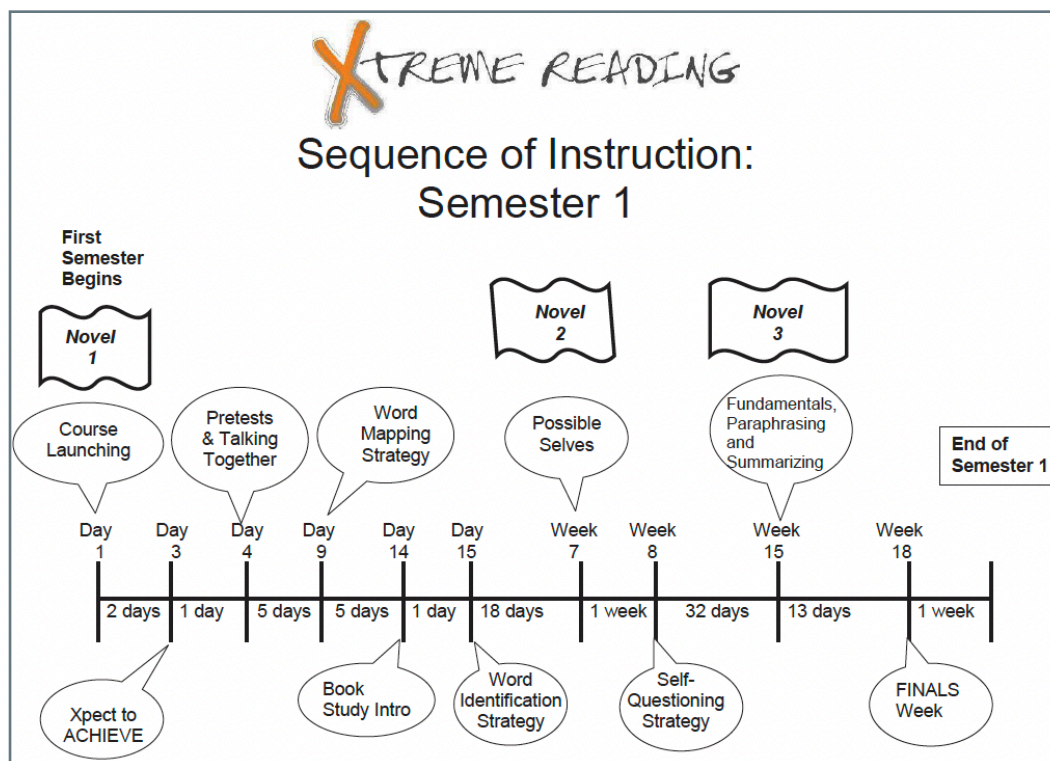
Calculating the Score: Total Points Earned / Total Points Possible x 100 = (Maximum - 100%)

### FLUENCY RECORD SHEET

Reader's Name: \_\_\_\_\_

Practice 1	Words per minute	Date: _____
Practice 2	Words per minute	Date: _____
Practice 3	Words per minute	Date: _____
Practice 4	Words per minute	Date: _____
Practice 5	Words per minute	Date: _____
Practice 6	Words per minute	Date: _____
Practice 7	Words per minute	Date: _____
Practice 8	Words per minute	Date: _____
Practice 9	Words per minute	Date: _____
Practice 10	Words per minute	Date: _____

# School Year Timeline

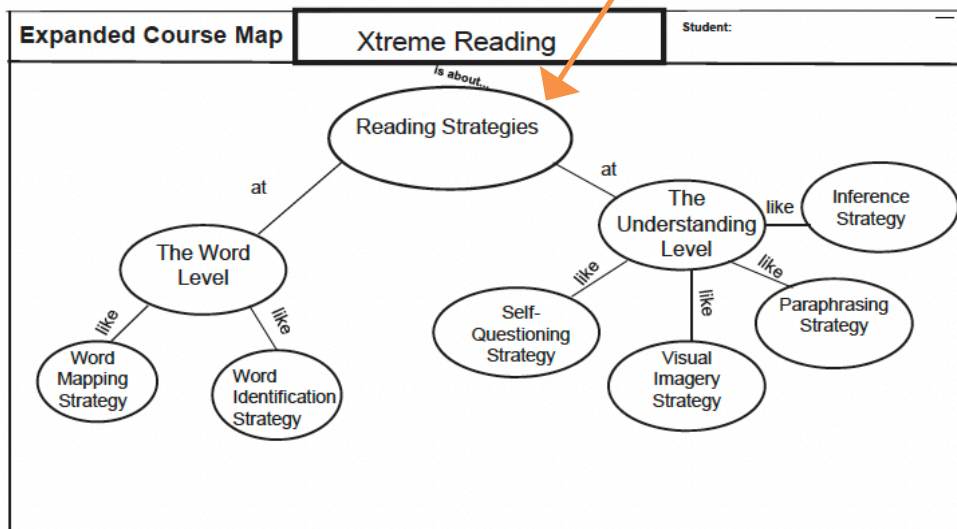
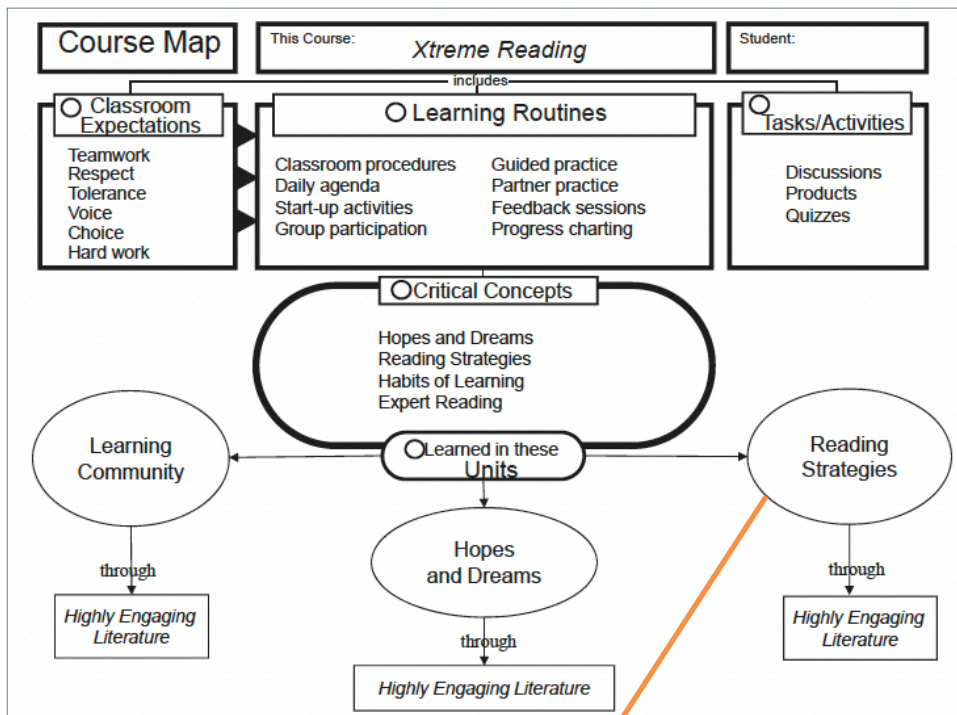




Teacher: Time:	<b>The Course Organizer</b>	Student: Course Dates:
-------------------	-----------------------------	---------------------------

<p><input type="radio"/> This Course: <i>Xtreme Reading</i></p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 5px 0;"> <input type="radio"/> is about building the knowledge, strategies, and habits of learning that will make you a great reader and help you reach important goals.         </div> <p><input type="radio"/> Course Questions:</p> <ol style="list-style-type: none"> <li>1. How does thinking about your dreams and possibilities for your life change the way you approach learning?</li> <li>2. Why do good learners know and use several different reading strategies?</li> <li>3. How can you use several reading strategies to improve your understanding and memory of what you read?</li> <li>4. How can learning new words and spending lots of time reading improve the knowledge that you have?</li> <li>5. Why is reading fluently important?</li> <li>6. Why is developing good habits of learning important?</li> <li>7. How does improving your reading help you reach your goals and dreams?</li> </ol>	<p><input type="radio"/> Grading Procedures</p> <p>Classroom Skills</p> <p>Start-Up Activities</p> <p>Participation in Discussions</p> <p>Assignments</p> <p>Tests &amp; Quizzes</p> <p>Book Study</p>
---	--



## What is a Course Organizer?

A **Course Organizer** is visual device depicting:

- a summary of the course
- the critical questions that will be answered during the course
- the principles and learning rituals to which students and teachers will be expected to adhere throughout the course
- other expectations and standards associated with the course

The Course Organizer includes a **map** of the units that will be studied during the course.

Ultimately, the Course Organizer is a road map that helps ensure that all students (as well as the teacher) are on the course journey together.





# Xpect to Achieve

- Instructor Notebook with 7 Daily Lesson Plans
- *Talking Together* manual
- *The SCORE Skills* manual
- Student Notebook materials

*Xpect to Achieve* is the first instructional unit of *Xtreme Reading*. This unit teaches students the behavioral expectations, routines, and procedures for the course, emphasizes setting high expectations and supporting each other as a community of learners, and introduces students to Book Study. During *Xpect to Achieve*, students also complete several strategy pre-tests and standardized tests as determined by their school. Below, and on the following pages, are samples of the step-by-step daily lesson plans and visual aids included in *Xtreme Reading*.

The teacher provides an overview of what will be achieved by the end of the course and how they all will work together to reach their reading goals.

Builds a community of learners

## Xpect to ACHIEVE: Day 2 Course Launching

### Objectives:

1. To describe key components of the course.
2. To introduce and practice beginning and ending class procedures.

Time in Minutes	Instructional Format
3	<b>Start-up</b> <ul style="list-style-type: none"> <li>• Before class, display this instruction: "Describe how you feel about yourself as a reader on the card on your desk."</li> <li>• Greet students at the door.</li> <li>• Instruct them to complete the Start-up Activity on the board. (They are to describe how they feel about themselves as readers on a card.)</li> </ul>
2	<b>Advance Organizer</b> <ul style="list-style-type: none"> <li>• Collect the cards to read privately at a later time.</li> <li>• Introduce yourself to new students as needed.</li> <li>• Review course information.</li> <li>• Provide an overview of the day's agenda. (T-p. 14)</li> </ul>
30	<b>Whole Class Lesson &amp; Discussion</b> (see details on the following pages) <ul style="list-style-type: none"> <li>• Introduce the Course Syllabus. (Directions T-p.14; sample T-pp. 21-24)</li> <li>• Introduce the Course Organizer. (T-pp. 17, 25-27; S-pp.1-3)</li> <li>• Provide an overview of books to be read. (T-p. 17)</li> </ul>
10	<b>Closing Transition</b> <ul style="list-style-type: none"> <li>• Introduce the ACHIEVE Expectations by displaying them for all students to see. (T-pp. 17-19, 28; S-p.8)</li> <li>• Explain the Entering Class Procedure, displaying T-p.29. (T-p. 19, 29; S-p. 15)</li> <li>• Explain how they are to fill out each journal page with name, date, etc., how they are to look for the start-up assignment on the board each day and how they are to complete it. (T-p. 19)</li> <li>• Explain binder/folder/notebook/journal distribution procedures. (T-p. 19)</li> <li>• Briefly review the Ending Class Procedure. (T-p. 20, 29a; S-p. 14)</li> <li>• Prompt the students through leaving the class in an orderly fashion.</li> </ul>

**Entering Class Procedure**

Transition

- Move from the hallway into the classroom
- Be ready to work on the Start-up Activity when the bell rings

Time

- No more than the length of passing time

Appropriate Participation

- Get supplies
- Sharpen
- Move to
- Talk q
- until
- Res
- Cr

**ACHIEVE Expectations**

Activity

Conversation

Help

Integrity

Effort

Value

Efficiency

**Ending Class Procedure**

Transition

- Prepare for departure (clean up, put away all materials, return to desk)

Time

- No more than three minutes

Appropriate Participation

- Clean up or put away materials
- Move to your desk
- Ask teacher quick question or make an appointment
- Wait quietly to be dismissed

Inappropriate Behaviors

- Staying at a station
- Talking
- Leaving materials out
- Going to someone else's desk

# Possible Selves

- Instructor Notebook with 6 Daily Lesson Plans
- *Possible Selves* manual
- Student Notebook materials

To foster improvement in adolescent literacy, research shows that “teachers should use strategies to enhance students’ motivation to read and engagement in the learning process (Kamil et al., 2008, p. 26)\*. *Possible Selves* is designed to increase student motivation by showing them how reading is connected to achieving their future hopes and goals. During *Possible Selves* lessons, students set goals, create plans, and work toward their goals. Lessons incorporate multiple means of expression for students to share their current strengths and interests as well as their hopes and goals for the future. Lessons are spaced across the entire school year.

## Possible Selves: Day 2

### Objectives:

1. To prompt students through completion of the first section of the *Possible Selves* questionnaire
2. To continue reading the selected novel and prompting students to use reading strategies.

Time in Minutes	Instructional Format
3	<b>Start-up Activity</b> <ul style="list-style-type: none"> <li>• Display this instruction: Make memory maps for the prefixes, “un”, and “dis.”</li> </ul>
2	<b>Advance Organizer</b> <ul style="list-style-type: none"> <li>• Revisit the Unit Organizer, and explain where the next few lessons are headed.</li> <li>• Explain the objective: To help students identify their hopes, expectations, and fears for the future in one area.</li> </ul>
30	<b>Whole Class Discussion: Begin Lesson 3 of Possible Selves</b> <ul style="list-style-type: none"> <li>• Introduce the lesson and key terms (pp. 22-23). Display and define the key vocabulary terms: hopes, dreams, expectations, fears, individual strength, learner, worker, person (use the visual aids on pp. 75-81).</li> <li>• Distribute and introduce the questionnaire* (T-pp. 67-74; S-pp.3-10).</li> <li>• Guide the students through the completion of the Individual Strength Section on the Questionnaire (T-pp. 23-24, steps #5-6; S- pp. 3-4). Questionnaire Highlights (T-p. 58) may be used instead of the <i>Possible Selves</i> Questionnaire.</li> <li>• Explain that in the first subsection, they need to list an activity at which they excel. Then they need to list strengths and weaknesses (at least three of each) for that activity. They should list at least three items in each of the three remaining subsections.</li> <li>• Prior to the students’ completion of a subsection, provide a model for completing that subsection (using your own strengths and weaknesses), and circulate among the students to provide help as needed.</li> <li>• Prompt the students to store their questionnaires in their Goal Folders.</li> </ul>
10	<b>Guided Reading</b> <ul style="list-style-type: none"> <li>• In the time remaining, read a few pages from the selected novel.</li> <li>• Follow the instructions for Phase 4 of Guided Reading in the Word Identification manual (pp. 14)</li> </ul>

Encourages self-determination and makes literacy experiences more relevant to student’s interest and life

**Hope**

Something you would like very much to happen; a wish or a dream.

EXAMPLES:

- ❖ You might hope to graduate from college.
- ❖ You might hope to be elected as a senator from...
- ❖ You might hope to win a gold medal...
- ❖ You might hope to...

**Expectation**

Something you would like to happen and are fairly sure will happen.

EXAMPLES:

- ❖ You might expect to graduate from high school.
- ❖ You might expect to get a “B” in English.
- ❖ You might expect to get a job mowing lawns.
- ❖ You might expect to continue to live in your home state.
- ❖ You might expect to make the basketball team.
- ❖ You might expect to have a lot of friends.
- ❖ You might expect to pass all of your classes.

### Possible Selves Questionnaire

#### Section 1: Individual Strength

1. What one thing are you really good at doing?

Use words or phrases that describe you in this area.

---



---



---



---

Promotes relationship building between the teacher and students.

Connects life goals to how reading can help achieve them.

\*Questionnaire Highlights (T-p. 58) may be used instead of the *Possible Selves* Questionnaire.

\* Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027).

# Word Mapping

- Instructor Notebook with 6 Daily Lesson Plans
- *Word Mapping Instructor Manual* with Student Practice Lessons
- Student Notebook materials

Research results suggest that adolescent reading interventions should include explicit, strategic instruction on how to decode multisyllabic words (Vaughn et al., 2022).\* The *Word Mapping Strategy* teaches students a specific and systematic process for predicting word meaning through the application of morphology. Students learn to identify prefixes, suffixes, and roots and study the meanings of these word parts. They then learn how to apply this knowledge by using four strategic steps to identify the parts of an unknown word, determine the meaning of those parts, and predict the meaning of the word. Opportunities for students to practice this process are provided throughout the course, and students gradually learn to use the strategy steps routinely.

Students routinely practice identifying word parts while the teacher provides feedback

## Word Mapping Strategy: Day 5

### Objectives:

1. To review the steps of the Word Mapping Strategy.
2. To have the students practice using the Word Mapping Strategy.

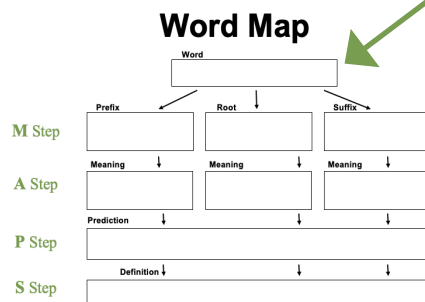
### Steps of the Word Mapping Strategy

**M**ap the word parts  
**A**ttack the meaning of each part  
**P**redict the word's meaning  
**S**ee if you're right!

### Practice Words:

re| load |ed  
 in| de| scrib |able  
 dis| cover |ing  
 help |less |ness

### Students use a Word Map to apply the steps:



Time in Minutes	Instructional Format
3	<b>Start-up</b> <ul style="list-style-type: none"> <li>Display the following: "In your journal, isolate the prefix and separate the suffix for the following words: unthinkable, explosion, disappointment, and investigating."</li> </ul>
2	<b>Advance Organizer</b> <ul style="list-style-type: none"> <li>Introduce the objectives for today's lesson: Students will practice making Word Maps and will take a quick quiz (on the next page, make copies) about Word Mapping Strategy.</li> </ul>
30	<ul style="list-style-type: none"> <li>Briefly review the steps of the Word Mapping Strategy orally.</li> <li>Have the students turn to their neighbor and name the steps of the Word Mapping Strategy.</li> <li>Display the words from p. 36 (Step #5) in the Word Mapping manual.</li> <li>Have the students make Word Maps (S-p. 28) for the words listed in the display.</li> <li>Collect and score the Word Maps.</li> <li>Circulate, and check remaining students' pronunciation of the prefixes and suffixes as the students work.</li> </ul>
10	<b>Administer the Word Mapping Strategy quiz</b> <ul style="list-style-type: none"> <li>Distribute the quiz so that each student has a copy and a pencil.</li> <li>Give the students 10 minutes to complete the quiz. Then collect it.</li> </ul>

Students take a written quiz to demonstrate that they understand the steps of the strategy and know how to apply the steps to determine the meanings of a list of words.

\* Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from <https://whatworks.ed.gov/>.



# Self-Questioning

- Instructor Notebook with 32 Daily Lesson Plans
- Self-Questioning Student Passages (Teacher Edition)
- Student Notebook materials

The Self-Questioning Strategy helps students create their own motivation for reading. They create questions in their minds, predict the answers to those questions, search for the answers to those questions as they read, and paraphrase the answers. Students will practice The Self-Questioning Strategy during independent, paired, and differentiated practice as they move from their current independent reading level to their grade level.

## Self-Questioning Strategy: Day 9

### Objectives:

1. To conduct paired practice of the strategy
2. To conduct fluency practice
3. To conduct guided practice of the strategy

Continues instruction on the Word Mapping Strategy.

Students practice reading a passage at their reading level with a partner. Readers read 3 times for 60 seconds each time. Their partner times them and records their reading and error rates. Partners switch roles.

Time in Minutes	Instructional Format
3	<b>Start-up Activity</b> <ul style="list-style-type: none"> <li>Display the following, "Complete Activity #2 (S-p. 32, WM) on your Prefix Lesson 3 Learning Sheet. Isolate the prefixes on all the listed words. Then make study cards for these prefixes: "mis-", "re-", and "trans-". Put the word part on one side of the card and the meaning of the word part on the other side. Store the cards in your journal."</li> </ul>
2	Transition to the paired practice activities
30	<b>Fluency Practice (Word ID)/Paired Practice (SQ)</b> <ul style="list-style-type: none"> <li>Prompt students to plot scores from previous day's work on the appropriate Progress Chart.</li> <li>(10 min) Partners work on fluency practice. (See p. 89 in the Word Identification Strategy instructor's manual.)</li> <li>(20 min) Partners engage in Self-Questioning Stage 5: Paired Practice (S-p. 20[2]) activities with a passage. Then they take the comprehension test. (See pp. 101-103 in the Self-Questioning Strategy instructor's manual.)</li> <li>Meanwhile, circulate, provide feedback, and use the Checklist to move students up through the reading levels.</li> </ul>
10	<b>Guided Reading</b> <ul style="list-style-type: none"> <li>Read a few pages from the selected novel.</li> <li>Follow the instructions for Phase 3 of Guided Reading in the Self-Questioning Strategy manual (p. 20) (i.e., prompt different students to perform the "ASK" and "IT" Steps).</li> </ul>

SELF-QUESTIONING STRATEGY Pairs Checklist for Students						
	✓ Did well	H Needed help	-- Not needed			
Did the reader...						
Identify and Talk about answers?						
Attend to clues?						
Say a question?						
Keep a prediction in mind?						

Students work with a partner to practice the Self-Questioning Strategy on a passage at their reading level. The reader reads and uses the ASK IT Steps of the strategy while the partner cues as needed. Partners switch roles.

### STEPS OF THE SELF-QUESTIONING STRATEGY

Step 1: **A**ttend to clues as you read

Step 2: **S**ay some questions

Step 3: **K**eeppredictions in mind

Step 4: **I**dentify the answers

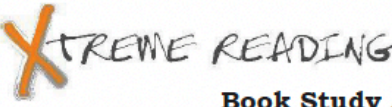
Step 5: **T**alk about the answers

Teachers spend time during guided reading modeling the Self-Questioning Strategy using high-interest novels. Teachers go through the steps of ASK IT while reading the novel. There are 4 phases of guided reading, gradually releasing responsibility to the students.

# Book Study

- 14 Book Study Activities for Students
- Weekly Reading Record Bookmarks

The Book Study portion of Xtreme Reading encourages daily independent reading and provides students with opportunities to practice decoding, fluency, vocabulary, and comprehension skills and strategies that they are learning in the program. Book Study helps teachers to gradually transfer more responsibility for reading to students. Teachers monitor independent reading by having students choose and complete several activities from a selection of 14 quick and easy options.



## Book Study Assignments


**Expectations:**

1. Read 8 books over the course of the school year. (Two books per quarter or 9 weeks.)
2. For each book, obtain teacher approval.
3. Also obtain teacher approval for the Book Study Activity you have chosen.
4. Then read the book outside of class. (You may read the book in class after your classwork is complete.)
5. Keep track of the pages you read each day on the Weekly Reading Record or on a Book Study Bookmark.

Then complete one Book Study Activity. You may not repeat the same Book Study Activity twice.

Keep track of the books you have read this year below:

Book:	Book Title:	Due Date:



Book: \_\_\_\_\_

Goal Date to Complete: \_\_\_\_\_

Month: \_\_\_\_\_

Book Study Pages

DAY/PAGES	
1	
2	
3	
4	
5	
6	
7	
8	
9	

You will earn up to 30 points per book as follows:

1. You will earn 5 points for keeping a record of the pages you read each day.
2. You will earn up to 15 points for the Book Study Activity, depending on the quality of your work.
3. You will earn 5 bonus points if you choose a book at your reading level.
4. You will earn 10 bonus points if you choose a book above your reading level.

BOOK STUDY: BOOK STUDY ASSIGNMENTS 19

- Excites students about reading books independently
- Provides opportunities for students to explore different genres
- Reinforces procedures for checking out and returning books
- Encourages Active use of strategies
- Provides a variety of ways for students to demonstrate learning about the content of their books.

### Book Study Activity Choices:

1. Create a **Brochure** about the book.
2. **Interview** yourself about the book.
3. **Word Map** two words per book chapter.
4. Create a **Comic Book** about the story.
5. Answer **Possible Selves** questions about a character.
6. Use the **Word Identification Strategy** to dissect three words from each chapter.
7. Create a **Picture Book** with at least 6 pictures depicting scenes from the book with your description of that part of the story.
8. Use the **Self-Questioning Strategy** to make predictions at the end of each chapter.
9. Use the **Paraphrasing Strategy** to summarize each chapter.
10. Follow the rules of good **Inferences** to write a question and answer after each chapter.
11. Write a **Summary** of the book and your personal reaction to it.
12. Write 10 **Self-Check** statements about what you were thinking when you were reading.
13. Choose three major scenes from the book, describe the settings, characters, and their actions to describe a **Three-Scene Movie**.
14. Complete a **Character Sketch** of one character from the novel.

Note: Novels are not included in the program materials for *Xtreme Reading*. Teachers/schools choose their own novels. A list of high-interest novels is available.

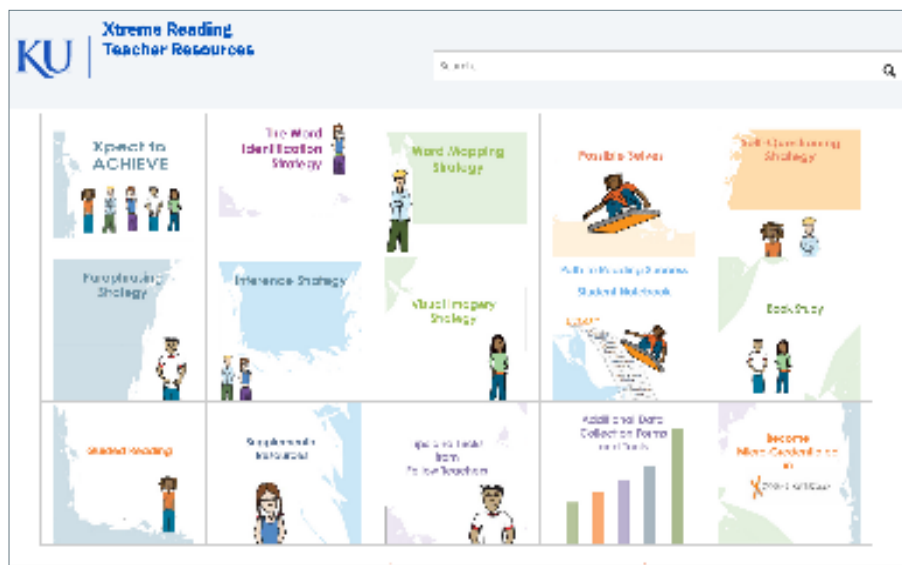


# Usability and Support

Print and Digital Resources for Teachers • Professional Learning • Fidelity Checklists • Administrator Tools

*Xtreme Reading* materials provide clear and extensive support for building the teacher knowledge needed to implement, including a clear organizational structure for lesson delivery, and daily schedules that clearly communicate time requirements. Materials are easy to use and include guidance for communication with parents, rubrics, exemplars, and resources to help teachers set clear and high expectations for students.

## The password-protected Xtreme Reading Teacher Resources Website

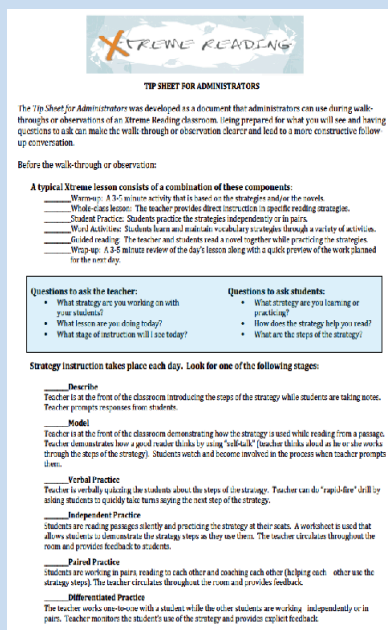


Daily Startups • Rubrics • Teaching Slide Decks • Progress Monitoring Tools • Games • Feedback Checklists • Student Reflection Checklists • Student Samples • Activities • Digital Options • Teaching Tips • Demonstration Videos • Book Suggestions • Vocabulary Lists • Overviews • Brochures • Classroom Organization Tips • Student Behavior Ideas • Tips for Overcoming Challenges • Data Collection Tools • Information on Micro-Credentialing • Link to request Professional Development/Coaching • Parent Letter Templates

## Teacher Professional Learning

- *Xtreme Reading* Professional Developers support teachers through classroom observations, model lessons, feedback, student data review, and ongoing support for teachers and students.
- 5-6 days of professional development is recommended to provide instruction, coaching, observations, model lessons, feedback and ongoing support (ideally 3 initial days and 2-3 follow-up PD sessions).
- Instructional coaching support throughout implementation is recommended (ideally monthly for first-time implementers). This may include monthly Community of Practice Sessions where teachers dialogue and problem solve with each other and the coach, class observations with feedback, or 1:1 problem-solving sessions. Coaching may take place in person or virtually.

## Administrator Support



- Walk-throughs with instructional checklists to learn about the program, assess fidelity and implementation, ask teachers about needs, and check on student progress)
- Guidance on how much dedicated class time is needed based on your school schedule
- Procedures for screening, the diagnostic process, and placement into the program
- Progress-monitoring measures in place within the program
- Collaboration with an instructional coach
- Teacher micro-credentialing for sustainability

# Key Features of Xtreme Reading

<b>Materials</b>	<ul style="list-style-type: none"> <li>• Instructor notebooks for each unit with daily lesson plans and instructor manuals</li> <li>• Student classroom books with leveled expository and narrative passages</li> <li>• Student workbooks in binders for daily note-taking and practice</li> <li>• Novels for use with Xtreme Reading are not included (a suggested list of high-interest novels is available)</li> <li>• Suggested supplies, not included: composition books, student whiteboards, dry-erase markers, file folders, and timers</li> </ul>
<b>Pacing and Organization</b>	<ul style="list-style-type: none"> <li>• Daily lesson plan format includes structured time for Start-up (review, reflection, practice), Strategy practice (describe, model, practice), Guided Reading (novel study)</li> <li>• Flexible implementation options (e.g., 45-minute daily lessons provided for a year of instruction and with an option to combine for a 90-minute class block every day for a semester of instruction)</li> <li>• Recommended class size: 12-15 students</li> </ul>
<b>Student Practice</b>	<ul style="list-style-type: none"> <li>• Guided-reading practice with class novels</li> <li>• Paired practice</li> <li>• Independent practice</li> <li>• Differentiated practice</li> <li>• Practice generalizing and integrating strategies and skills with core-class textbooks, and subsequent strategy practice materials</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Norm-referenced summative pre/post testing based on school's preference (prompted in lesson plans)</li> <li>• Progress-monitoring assessment with each individual strategy pre- and post-test.</li> <li>• Formative assessment with paired practice and independent practice</li> <li>• Student use of progress charts</li> <li>• Repeated and frequent 1-minute fluency checks</li> </ul>
<b>Teacher Professional Learning</b>	<ul style="list-style-type: none"> <li>• 5-6 days of professional development by certified personnel to provide instruction, coaching, observations, model lessons, feedback and ongoing support.</li> <li>• Ideally 3 initial days and 2-3 follow up PD sessions</li> <li>• Online learning modules coming soon</li> <li>• Coaching support throughout implementation is recommended (ideally monthly for first time implementers).</li> <li>• Fidelity Checklists exist for each component of the program.</li> </ul>
<b>Infrastructure Considerations</b>	<ul style="list-style-type: none"> <li>• Administrative support (e.g., walk-throughs with instructional checklists to learn the program, asking teachers about needs, checking on student progress)</li> <li>• Guidance on how much dedicated class time is needed based on your school schedule</li> <li>• Procedures for screening, diagnostic process, and placement into the program</li> <li>• Progress monitoring measures in place within the program</li> <li>• Collaborating with an instructional coach</li> </ul>