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| **Xtreme Reading and The SIM™ Learning Strategy Curriculum: Evidenced-Based Systematic Explicit Instruction for Adolescent Learners** | | |
|  | **Xtreme Reading™ Program** | **SIM Learning Strategy Curriculum** |
| **Program purpose** | Teach adolescent learners strategies, habits of learning, and knowledge required to thrive in the 21st century as strategic readers and learners  Multi-strategy focus that includes:   * Xpect to Achieve (building a community of learners) * Word Identification (decoding multisyllabic words) * Word Mapping (word analysis for meaning) * Possible Selves (motivation strategy) * Self-Questioning (preview text, ask questions, and make predictions) * Paraphrasing (finding main idea and details) * Inference (read and answer inferential questions) * Visual Imagery (creating mental movies of narrative passages) | Teach adolescent learners tools for learning how to learn to become strategic learners  Single strategy focus that includes strategies for:   * Information acquisition (reading) * Information storage (studying) * Expression of information (writing) * Demonstration of knowledge (test-taking) * Math computation * Math problem solving * Classroom participation * Motivation * Teamwork |
| **Target audience** | Class size – 12-15 students per class  Adolescent learners who:   * Minimally performing at the 4th grade level and 2 or more years below grade level * Struggle with decoding multisyllabic words, and have limited vocabulary and comprehension skills | Class size – varies; instruction may be individual, small group, large group, learning strategy-specific class, embedded in general education content class  Adolescent learners who:   * Minimally performing at the 4th grade level and 2 or more years below grade level * struggling to meet grade level expectations in the general education setting due to limited skills in one or more of the strategy areas noted above |
| **Implementation timeline** | Yearlong instruction – daily - 45 minutes  or  Semester instruction – daily – 90 minute block  Full Schedule for whole program and Daily Schedules for each strategy provide a specific timeline | Approximate average of 4-9 weeks per strategy with daily instruction  Open timeline depends on mastery acquisition of individual students. Each strategy provides suggested time frames for implementation. |
| **Type of instruction** | * Explicit direct instruction * Scaffolded instruction based on mastery criteria * Scripted instruction provides structure for the sequenced instruction * Spiraled curriculum (word analysis, word study, fluency, vocabulary, and comprehension strategies) * Stages of Acquisition for each strategy includes:   + Stage 1: Pre-test   + Stage 2: Guided Reading\*   + Stage 3: Describe   + Stage 4: Model   + Stage 5: Verbal practice   + Stages 6 -8: Paired, Independent, & Differentiated Practice w/positive, corrective feedback   + Stage 9: Generalization & Integration\*\* w/positive, corrective feedback   + Stage 10: Posttest   \*Guided reading is done with class novels to provide models and practice of how good readers think and use strategies to comprehend text.  \*\*Students integrate new strategies with previously learned strategies. | * Explicit direct instruction * Scaffolded instruction based on mastery criteria * Scripted instruction provides structure for the sequenced instruction * Stages of Acquisition including:   + Stage 1: Pre-test   + Stage 2: Describe   + Stage 3: Model   + Stage 4: Verbal Practice   + Stage 5: Controlled Practice (ability level) w/positive, corrective feedback   + Stage 6: Advanced Practice (grade level) w/positive, corrective feedback   + Stage 7: Posttest   + Stage 8: Generalization\*   \*Students learn and practice how to use the newly acquired strategy in school, home, and work settings. |
| **Evidence of program success** | Summative Assessment:   * Norm-referenced pre/post reading test (start & end of school year)   Formative Assessment:   * During independent and paired practice stages of instruction   Progress Monitoring Assessment:   * Pre- and post-tests with each individual strategy * Progress charts throughout each strategy provide a visual display of progress * Repeated and frequent 1-minute fluency checks | Formative Assessment:   * During controlled and advance practice stages of instruction   Progress monitoring Assessment:   * Pre- and post-tests with each individual strategy * Progress charts throughout each strategy provide a visual display of progress |
| **Program materials** | Available with purchase:   * Instructor Manuals for each strategy in program * Student Materials volumes w/leveled expository and narrative passages – per specific strategies * Student Notebook   Purchased separately:   * Novels * Spiral (or composition) notebooks * Student whiteboards/other similar tool * Dry erase markers, it needed * Timers | Available for purchase individually:   * Instructor Manual – one per individual strategy * Student Materials volumes – as designed per strategy for student practice |
| **Professional Development** | 5-6 days of professional development by certified personnel to provide instruction, coaching\*, observations, model lessons, feedback, and ongoing support  \*Coaching support throughout implementation is recommended for first time implementers or any teachers displaying a need for support to ensure implementation fidelity | 6-12 hours of professional development depending on the strategy by certified personnel to provide instruction and model lessons for each individual strategy.  Coaching, observations, model lessons, feedback, and ongoing support is highly recommended for first time implementers to ensure implementation fidelity. |
| **Teacher Qualifications** | Licensed teacher: typically, a special education teacher, English teacher, or reading specialist with background in or commitment to literacy instruction. | Licensed teacher: typically, a special education teacher, English teacher, or reading specialist with background in or commitment to literacy instruction. |
| **Infrastructure Considerations** | * Administrative support * Dedicated class time for implementation * Procedures for screening, diagnostic process, and placement into the program * Collaboration with an instructional coach | * Administrative support * Dedicated class time for implementation (flexible scheduling based on individual, small-group, large group, general education course needs) * Procedures for screening, diagnostic process, and placement into the program * Collaboration with an instructional coach certified in Learning Strategies instruction is highly recommended |