

X-TREME READING



Hand Out SAMPLER

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Mission

The mission associated with the *Xtreme Reading* program 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 21st century.

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**

Nurturing Goals...Building Strategies Growing Habits of Learning



Xtreme Reading is a spiral curriculum that includes instruction in eight 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 is appropriate for students who exhibit:

- Poor reading fluency,
- Small sight vocabularies,
- Limited understanding of words and multiple word meanings,
- Limited background and conceptual knowledge,
- Few skills in using strategies that enhance understanding and remembering of oral and written language.

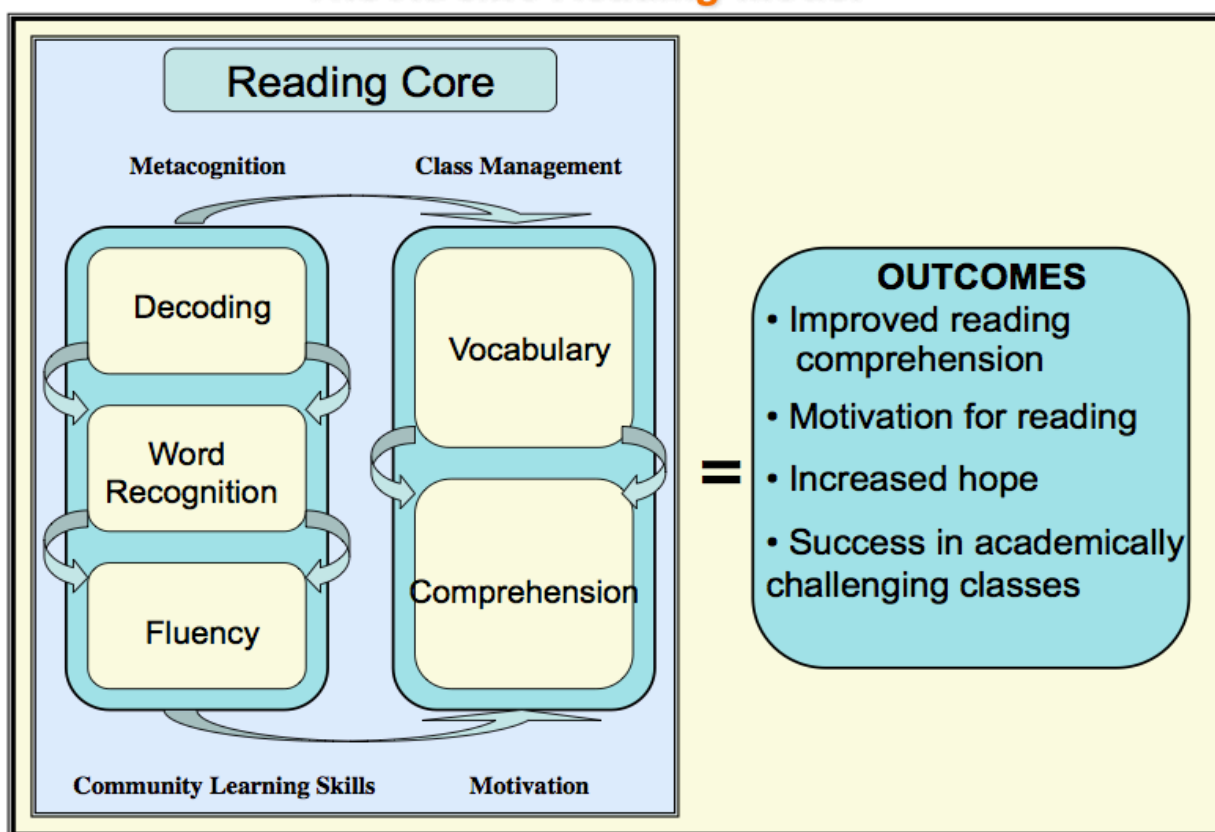
Educators should base decisions about student participation on measures that are currently used (end-of-year tests or local assessments), additional assessments (e.g., the GRADE, AIMSWeb), or IEP data. *Xtreme Reading* is appropriate for students reading, minimally, at the fourth grade level.

Xtreme Reading teachers follow daily, detailed lesson plans that include a combination of the following instructional components: Warm-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.

Xtreme Reading professional developers and coaches can support teachers in the classroom setting through classroom observations, model lessons, feedback about effective instruction, student data review, and ongoing support for teachers and students.

The Xtreme Reading program provides students with an opportunity to become strong readers and stronger students. It lays the groundwork for success in school and opens the door to success in life.

The Xtreme Reading Model



***Xtreme Reading* is a comprehensive program that is designed to provide the consistent, intensive, and explicit instruction that struggling adolescent readers need to become competent and confident readers.**

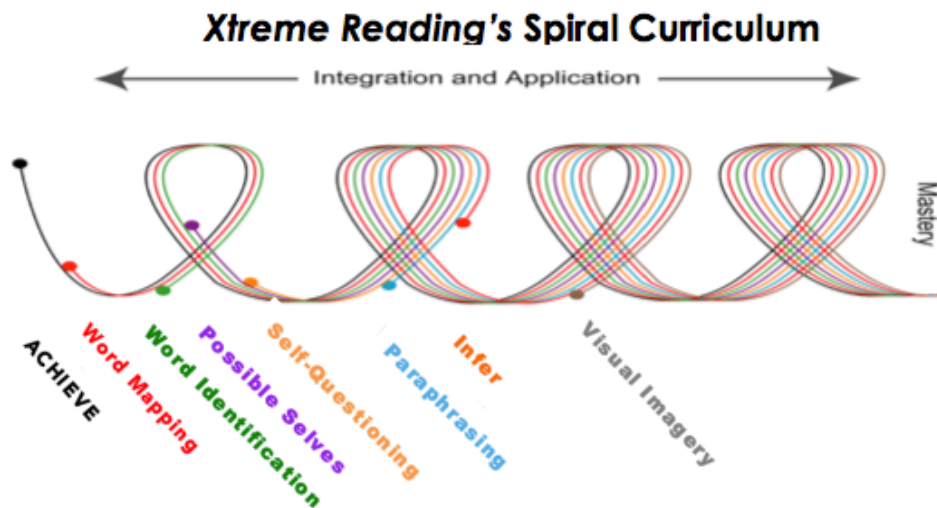
An Xtreme Reading Instructor package includes eight (8) teacher notebooks containing daily schedules and student lessons, instructions for the lessons, answer keys, associated activities, and CDs with supporting materials.

- Xpect to Achieve & Talking Together
- Word Mapping Strategy
- Word Identification Strategy
- Possible Selves
- Self-Questioning Strategy
- Paraphrasing Strategy
- Xtreme Inference Strategy
- Visual Imagery Strategy
- Student Passages, expository and narrative
- Student Notebook: consumable worksheets, note sheets and Cue Cards



AT-A-GLANCE

This document provides information about the structure, Learning Strategies and their purpose, number of daily lessons, and materials included in the Xtreme Reading Curriculum. *Xtreme Reading's* spiral curriculum is comprised of eight foundational reading and motivation strategies delivered in a single school year. *Xtreme Reading* entails explicit instruction in each strategy, guided and paired practice, collaborative learning, meaningful feedback, and independent practice in generalizing and combining strategies within and outside school.



1. **Xpect to ACHIEVE Notebook** – 7 Daily Plans – Built to launch the learning community, course and to provide Teacher Resources, this notebook includes the Course Timeline, Course Launching, Tips for Success, Book Study Guides, Book Vocabulary, Substitute Lesson Plans, and Monitoring Tools.

Lesson/Daily Plan objectives are focused on teachers and students getting to know each other, motivation, clarifying expectations for the course, practicing class procedures for the course, and guidelines for success.

Strategy manual included – Talking Together

Supporting materials - CD

Student Materials – The Xtreme Reading Student Notebook with all practice lessons

2. **Word Mapping Strategy Notebook** – 6 Daily Plans - Students are introduced to the *Word Mapping Strategy* lessons that introduce prefixes, suffixes, and roots to support vocabulary and comprehension development. Students can learn to master the entire strategy across the year via Start-Up Activities for each reading lesson. Prefixes, suffixes and roots are introduced. The book study activities are introduced and students learn how to engage in the 'Xtreme' daily activities.

Strategy Manual included– Word Mapping Strategy

The Xtreme Reading Student Notebook



3. **Word Identification Notebook** – 18 Daily Plans - Students learn the *Word Identification Strategy* to learn an efficient, functional strategy to decode and identify unknown words in their reading materials.

Strategy Manual Included – Word Identification Strategy

The Xtreme Reading Student Notebook; Word Identification Practice Reading Passages

4. **Possible Selves Notebook** – 6 Daily Plans - *Possible Selves* is designed to increase student motivation by having students examine their futures and think about goals that are important to them. Students set goals, create plans, and work toward their goals.

Strategy Manual Included – Possible Selves

The Xtreme Reading Student Notebook

5. **Self-Questioning Strategy Notebook** – 25 Daily Plans – In the *Self-Questioning Strategy* students learn how to intentionally engage their minds in reading. They learn to ask themselves a question, make a prediction as to the answer to the question and then read on to find the answer. They learn how to activate their minds to better focus while reading, thus improving understanding. Lessons and practice with previously learned strategies take place.

Strategy Manual Included – Self-Questioning Strategy

The Xtreme Reading Student Notebook; Self-Questioning Practice Reading Passages

6. **Paraphrasing Strategy Notebook** – 44 Daily Plans – Students are instructed in specific lessons in *Fundamentals of Paraphrasing and Summarizing* and then the *Paraphrasing Strategy*. Focused first on paraphrasing words, phrases and main ideas and details, students then 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. Lessons and practice with previously learned strategies take place.

Strategy Manuals Included – Fundamentals of Paraphrasing and Summarizing, Student Lessons, and the Paraphrasing Strategy

The Xtreme Reading Student Notebook

Strategy Integration and Generalization – 7 Daily Plans - *Word Mapping, Word Identification, Self-Questioning, and Possible Selves* lessons are included during this instructional unit, and all strategies are practiced in concert through Book Study.

7. **Inference Strategy Notebook** - 35 Daily Plans - With the *Inference Strategy*, students learn to make inferences about information they have read and answer inferential questions. They learn to identify key words in questions or invent their own questions to help them search for important information in reading passages; determine the type of question they need to answer; think about what they already know about a topic; find clues in the reading passage that will help them answer the questions; look for additional information and answer the question. Lessons and practice with previously learned strategies take place.

Strategy Manuals Included – the Inference Strategy, Inference Strategy Student Lessons

The Xtreme Reading Student Notebook



8. **Visual Imagery Strategy Notebook** – 23 Daily Plans – The *Visual Imagery Strategy* is a reading 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. Students use the strategy to improve their understanding and recall of specific facts and sequences. Lessons and practice with all previously learned strategies take place.

Strategy Manual Included – Visual Imagery Strategy

The Xtreme Reading Student Notebook; Visual Imagery Practice Reading Passages

For more information about Xtreme Reading or the Strategic Instruction Model:

Email: simpd@ku.edu

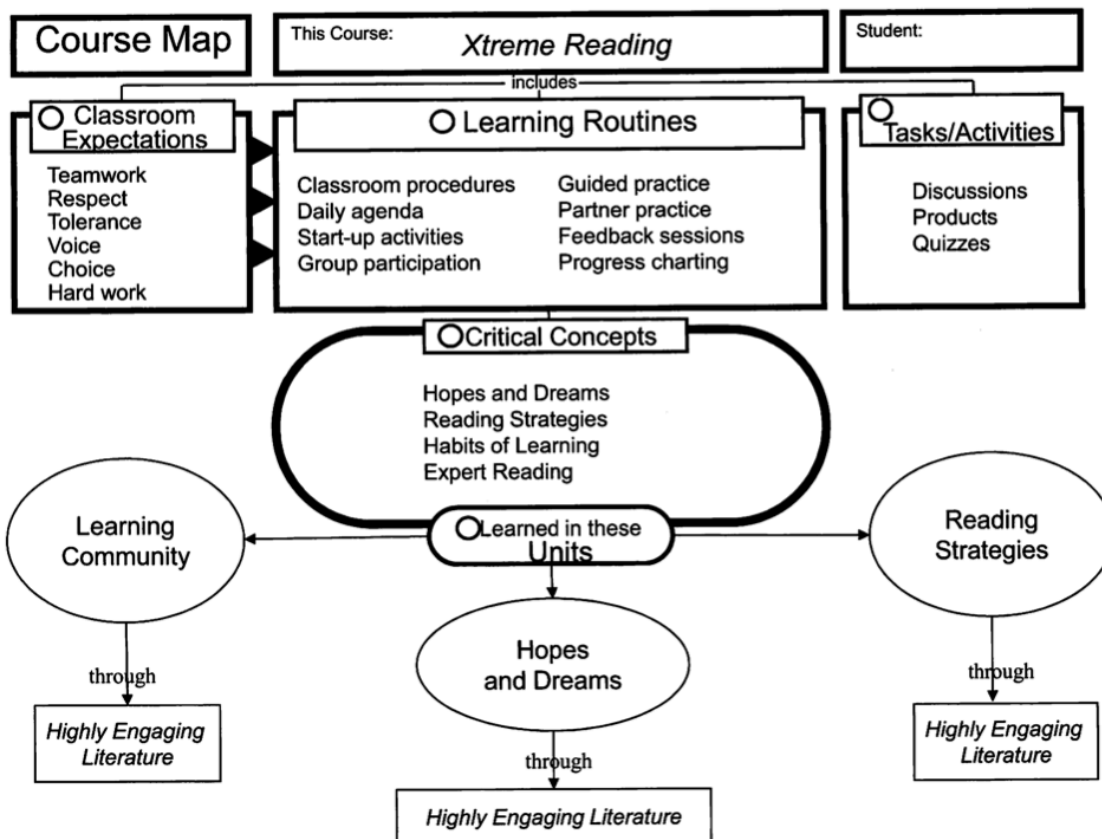
Call: 785-864-4785

Teacher: _____
Time: _____

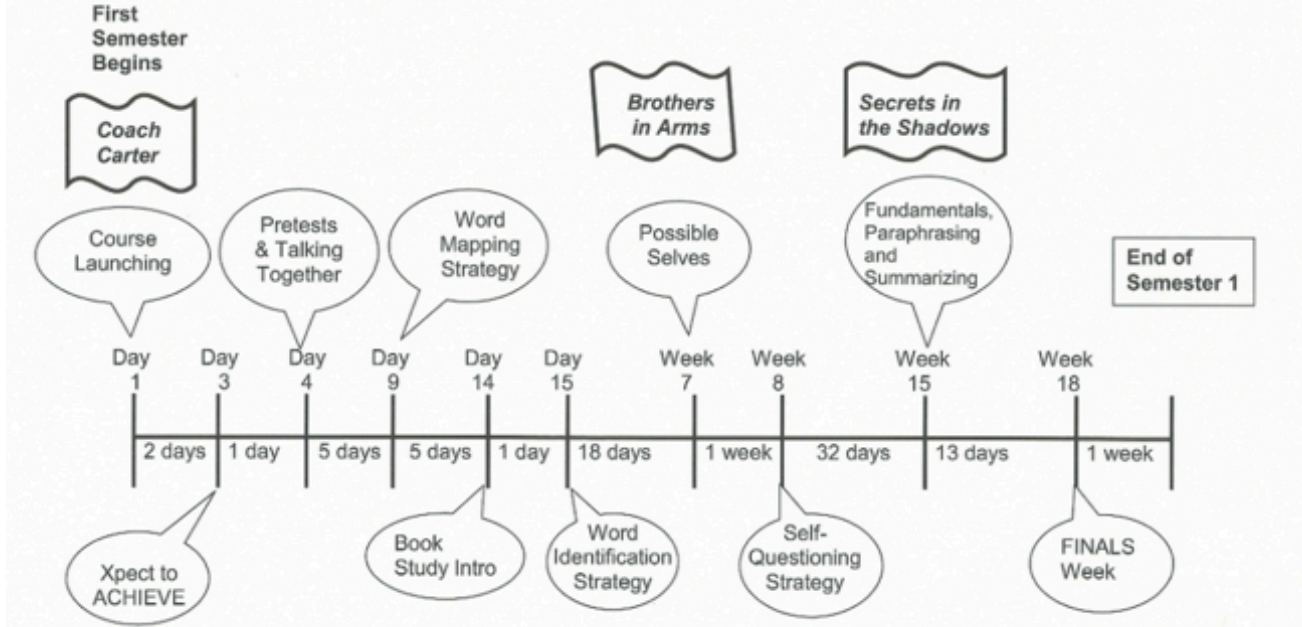
The Course Organizer

Student: _____
Course Dates: _____

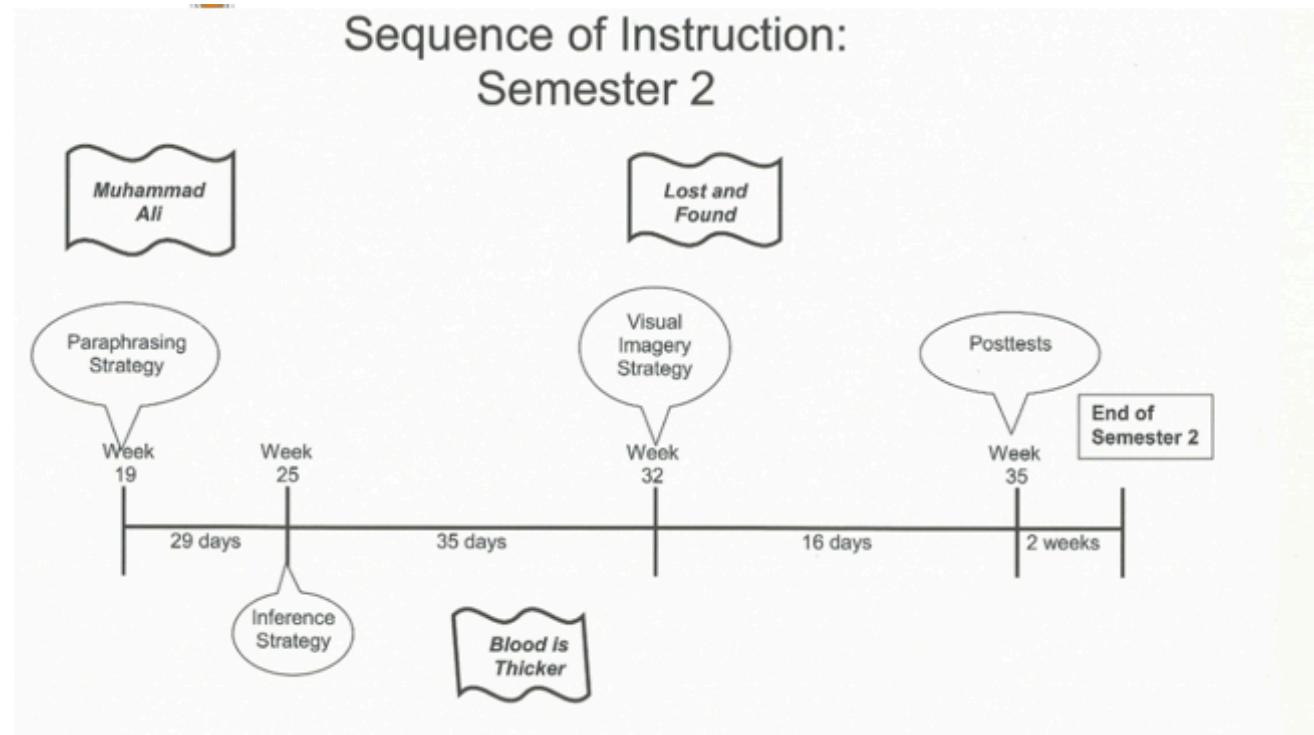
<p><input type="radio"/> This Course: <i>Xtreme Reading</i></p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 10px 0;"> <p>is about building the knowledge, strategies, and habits of learning that will make you a great reader and help you reach important goals.</p> </div> <p><input type="radio"/> Course Questions:</p> <ol style="list-style-type: none"> 1. How does thinking about your dreams and possibilities for your life change the way you approach learning? 2. Why do good learners know and use several different reading strategies? 3. How can you use several reading strategies to improve your understanding and memory of what you read? 4. How can learning new words and spending lots of time reading improve the knowledge that you have? 5. Why is reading fluently important? 6. Why is developing good habits of learning important? 7. How does improving your reading help you reach your goals and dreams? 	<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 & Quizzes</p> <p>Book Study</p>
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Sequence of Instruction: Semester 1



Sequence of Instruction: Semester 2





Xpect to ACHIEVE



The first unit in *Xtreme Reading* is Xpect to Achieve. This unit allows the teacher to:

- Provide opportunities for students to get to know the teacher and each other.
- Launch the course with a course metaphor.
- Explain teacher and student expectations.
- Introduce the ACHIEVE procedures.
- Motivate students to do well in the course.

ACHIEVE Expectations

Activity

Conversation

Help

Integrity

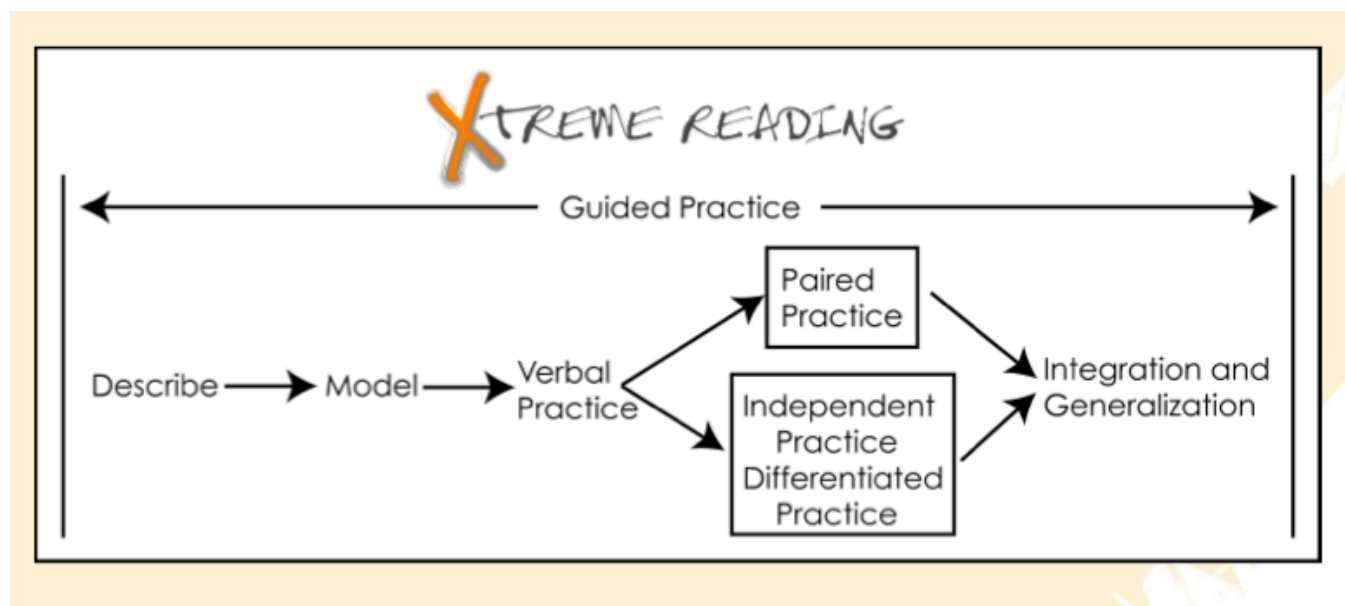
Effort

Value

Efficiency

Each Strategy Includes Eight Stages of Instruction:

**Describe
Model
Verbal Practice
Guided Practice
Paired Practice
Independent Practice
Differentiated Practice
Integration and Generalization**



Book Study



Book studies are included in the *Xtreme Reading Program*. They are intended to:

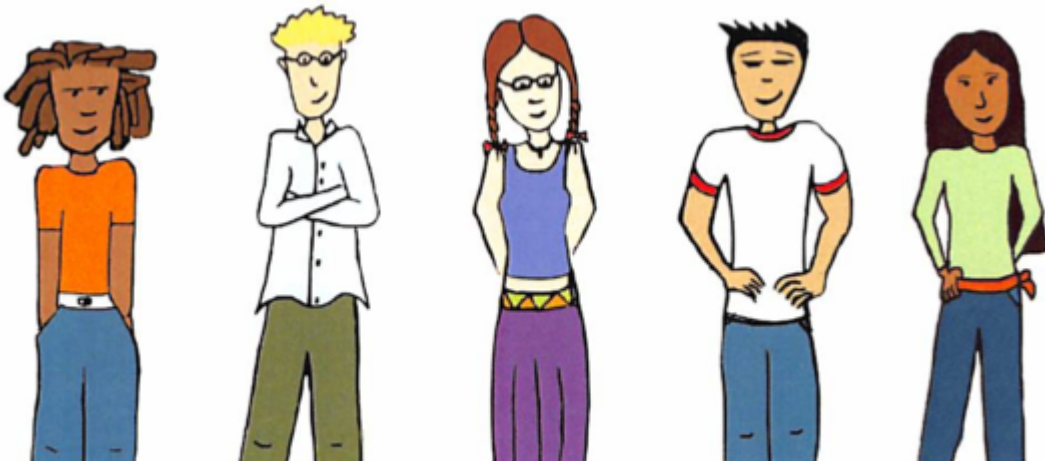
- Encourage daily independent reading.
- Excite students about reading books independently.
- Provide opportunities for students to explore different genres.
- Reinforce procedures for checking out and returning books.
- Provide a variety of ways to report on the content of books.

The following types of book study activities are included in the program:

- Brochure Activity
- Book Interview Activity
- Vocabulary Book Activity
- Comic Book Activity
- Possible Selves Activity
- Word Identification Activity
- Picture Book Activity
- Self-Questioning Activity
- Paraphrasing Activity
- Inference Activity
- Summary Activity
- Self-Check Activity
- Three-Scene Movie Activity

Weekly Reading Record Bookmarks are provided with the program.

X-TREME READING



Sample Daily Schedules

Xpect to ACHIEVE: Day 1*

Course Launching

Objectives:

1. To provide opportunities for students to get to know the teacher and each other.
2. To motivate students to do well in the course.
3. To explain teacher and student expectations.
4. To introduce the course metaphor.
5. To introduce & practice ending class procedures.

Time in Minutes	Instructional Format
3	Start-up <ul style="list-style-type: none">• Greet students at the door.• Instruct them to complete the Start-up Activity on the board. (They are to write emergency contact information on a card.)
2	Advance Organizer <ul style="list-style-type: none">• Welcome the students to the class.• Introduce yourself.• Explain the seating arrangement.• Provide an overview of the day's agenda.
35	Whole Class Lesson & Discussion (see following pages for specific details) <ul style="list-style-type: none">• Conduct the Ice-Breaker Activity<ul style="list-style-type: none">○ Provide a model.○ Engage the students in the activity.○ Take photos of the students.• Explain the rationales for the course (Use these overhead transparencies: Reader Ability and the Workplace, Reader Ability and Salary)• Explain general expectations.• Explain the course metaphor you have chosen.• Tie the course metaphor to the course and what will happen in the course. (Use the Xtreme Reading course poster.)
5	Closing Transition <ul style="list-style-type: none">• Collect the cards.• Briefly explain the procedure for ending the class using the list of expectations titled "Ending Class."• Prompt the students through leaving the class in an orderly fashion.

*See the detailed set of descriptions for Course Launching Lesson 1 in the Course Launching section of your Xpect to ACHIEVE binder.

COURSE LAUNCHING: DAY 1

Word Mapping Strategy: Day 1

Objectives:

1. To introduce the strategy.
2. To teach the students about prefixes.
3. To ensure the students can pronounce and find prefixes.

Time in Minutes	Instructional Format
3	Start-up <ul style="list-style-type: none">• Write on the board: "In your journal, make a list of the classes you have that require you to know the meaning of vocabulary words."
2	Advance Organizer <ul style="list-style-type: none">• Review the ACHIEVE expectations for a whole-group activity, if needed.• Appoint a recorder to use the Recorder's Log to keep track of student participation.*• Introduce the Unit Organizer for the Word Mapping Strategy.• Introduce the objectives for today's lesson: Students will be introduced to a vocabulary strategy, the Word Mapping Strategy, and they will learn to identify and pronounce prefixes.
40	Whole Class Lesson & Discussion <ul style="list-style-type: none">• Follow the instructions in Lesson 1 in the Word Mapping Strategy manual (starting on p. 14) to teach the students about prefixes. Use the power point presentation on the CD to help you present the information.• Model isolating some prefixes on Isolate the Prefix Worksheet #1 (p. 124 in the manual and also in the student notebooks). Involve the students in the model for five more words.• Model pronouncing the prefixes.• Have them complete Isolate the Prefix Worksheet #2 independently and hand in their worksheets at the end of the class.• Circulate while they work, and check as many students' pronunciation of the prefixes as possible.

Word Identification Strategy: Day 1

Objectives:

1. To introduce the Word Identification Strategy.
2. To begin describing the strategy.
3. To continue reading a novel and begin Stage 1 of Guided Reading Practice.

Time in Minutes	Instructional Format
3	Start-up <ul style="list-style-type: none">• Write on the board: "In your journal, write as many words as you can think of starting with the prefix "un-." You can work with a partner on this activity."
5	Advance Organizer <ul style="list-style-type: none">• Review ACHIEVE expectations for Whole Class Activities if needed.• Revisit the Expanded Course Organizer for Strategies. Explain what has been accomplished and that they will now begin learning the second word-level strategy.• Display the Unit Organizer for the Word Identification Strategy and explain, in one or two sentences, the sequence of instruction for the strategy.
30	Whole Class Lesson & Discussion: Describe <ul style="list-style-type: none">• Lead the students through the first half of Stage 3: Describe (pp. 19-30 in the Word Identification Strategy manual in this notebook). Cover at least through Instructional Step #5d, Introduce Step 4: Say the Stem (top of p. 30). (Prompt the students to take notes on their notes sheets in their student notebooks.)
7	Guided Reading <ul style="list-style-type: none">• Read a few pages from the novel, <i>Coach Carter</i>, which you started in the Xpect to ACHIEVE unit.• Follow the instructions for Phase 1 of Stage 2: Guided Reading in the Word Identification Strategy manual (see p. 14). Call on students to name prefixes & suffixes.

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	Start-up Activity <ul style="list-style-type: none"> • Write on the board: Make memory maps for the prefixes, "un", and "dis."
2	Advance Organizer <ul style="list-style-type: none"> • Revisit the Unit Organizer, and explain where the next few lessons are headed. • Explain the objective: To help students identity their hopes, expectations, and fears for the future in one area.
30	Whole Class Discussion: Begin Lesson 3 of Possible Selves <ul style="list-style-type: none"> • 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). • Distribute and introduce the questionnaire (pp. 67-74). • Guide the students through the completion of the Individual Strength Section on the Questionnaire (pp. 23-24, steps #5-6). • 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. • 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. • Prompt the students to store their questionnaires in their folders.
10	Guided Reading <ul style="list-style-type: none"> • In the time remaining, read a few pages from the selected novel. • Follow the instructions for Phase 4 of Guided Reading in the Word Identification manual (pp. 14)

Paraphrasing Strategy: Day 19

Objectives:

1. To begin the week's Word Mapping Lesson
2. To introduce and conduct independent practice of the Paraphrasing Strategy
3. To ensure all students can pass the Verbal Practice Quiz

Time in Minutes	Instructional Format
3	Start-up Activity <ul style="list-style-type: none"> • Write on the board: "In your journal, write this chart." • Display the word parts table for Root Practice Lesson 1 (at the top of p. 57 in the Word Mapping instructor's manual).
15	Roots Lesson <ul style="list-style-type: none"> • Introduce the roots and targeted words in the Word Parts Table at the top of p. 57 for Root Practice Lesson 1, following instructions on p. 57, #1. • Distribute the <i>Root Lesson 1 Learning Sheet</i> (p. 153 in the Word Mapping instructor's manual). • Complete the paragraph activity (Activity #1) on the Root Lesson 1 Learning Sheet, following the instructions on p. 57, #2 (i.e., read the paragraph, have the students find the words in the paragraph, have the students isolate the roots in the found words, and discuss the meaning of the words in the context of the paragraph).
27	Independent Practice <ul style="list-style-type: none"> • Introduce the activities using the instructions in Stage 6: Independent Practice in the instructor's manual (see pp. 59-61). (Materials for the whole stage are on pp. 57-69.) • Provide a model of how to fill in the first section of the worksheet (p. 64). • The students will work on Paraphrasing Stage 6: Independent Practice using a reading passage from the <i>Paraphrasing Strategy Student Materials</i> book and a worksheet (pp. 64 & 65 in the instructor's manual). The passage should be written at the last level they achieved while learning the Self-Questioning Strategy. Then they will take a comprehension test over the passage they read. (Also in the Student Materials book). • Also, readminister Verbal Practice Quizzes to students who have not mastered the names of the strategy steps yet (p. 55).

The RESULTS

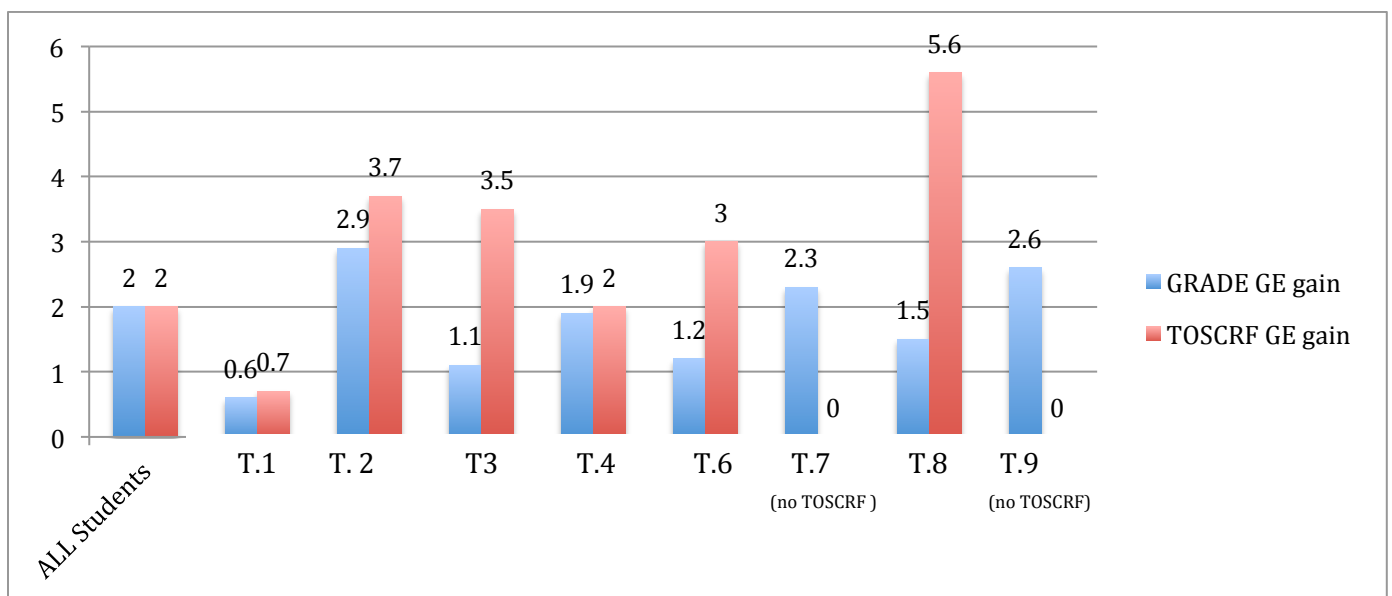
Xtreme Reading Results in North Carolina

Data have been collected for 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.

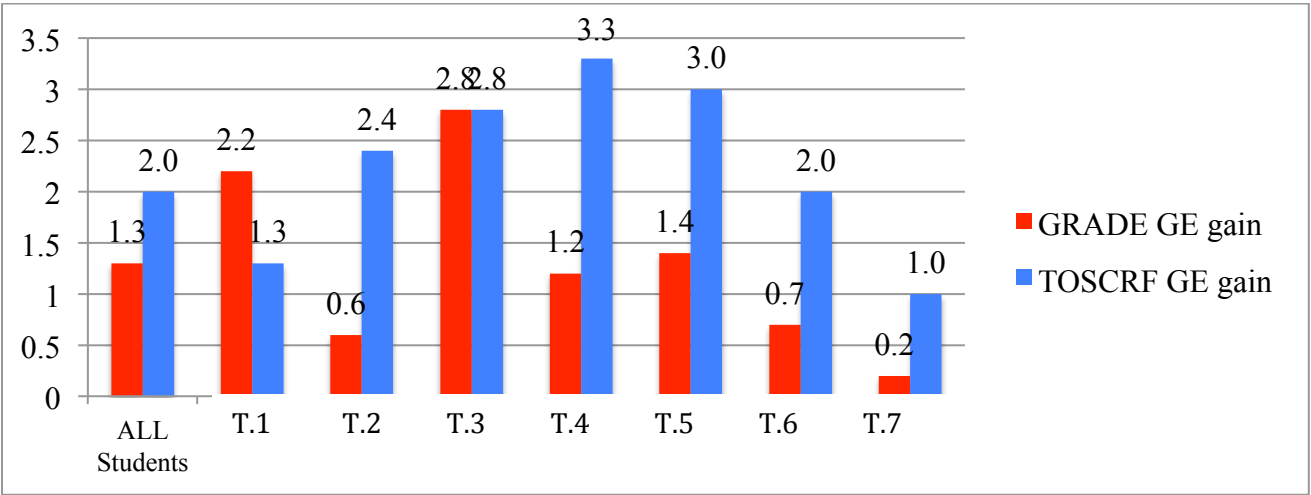
In SY 2013-14, data were collected from 223 students from five districts for analysis. In SY 2014-15, data were collected from 322 students from three districts. The following charts represent the analysis of student performance at two points in a single school year, before and after student participation in the Xtreme Reading course. That is, students were compared to themselves in terms of pre- and posttest performance. It is important to note that the performance of students participating in the Xtreme Reading course was *not* compared to the performance of another group of students who did *not* participate in the Xtreme Reading course. 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, slightly fewer female students participated in Xtreme Reading instruction than male students (44.7% and 55.3% respectively); almost 63% of the participating students did not have IEPs. The 2013-14 results reflect almost equal numbers of male and female students participating in instruction; 78% of students did not have IEPs.

Note: In the following tables, teachers are numbered, although the numbers do not carry over from one year to the next year. Therefore, T.1 in FY 2013-14 is not the same teacher as T.1 in FY 2014-15.



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



2014-15 Results: Mean grade equivalent gains in 6 schools in North Carolina (n = 322)

SIM™ Programs Added to the Institute of Education Sciences' What Works Clearinghouse

An October 2015 report adds two Strategic Instruction Model™ programs to an influential national database of education interventions that have been proven effective in the classroom.

The report found that **Xtreme Reading** and SIM's **Learning Strategies Curriculum**, separately, have shown evidence of—in the parlance of the Institute of Education Sciences' What Works Clearinghouse—"potentially positive effects" on reading achievement for struggling adolescent readers. The WWC rating means at least one study of each program reported statistically significant positive effects.

In both cases, the level of evidence met criteria to allow the programs to be included in the What Works Clearinghouse, a first for both interventions. Inclusion in the WWC is important: Educators who adopt interventions listed in the database are assured that the programs are effective and are supported by high-quality research.

The report, *Summary of Research Generated by Striving Readers on the Effectiveness of Interventions for Struggling Adolescent Readers*, was prepared for the IES's National Center for Educational Evaluation and Regional Assistance. It reviewed studies of interventions tested during the Striving Readers initiative. Striving Readers grants were awarded in 2006 and 2009.

In regard to SIM programs, the authors found that two studies—one of Xtreme Reading and one of the SIM Learning Strategies Curriculum—reported statistically significant positive effects. A second study of Xtreme Reading reported effects that were not large enough to be considered significant under WWC criteria.

In considering the implications of the report, its authors wrote: "This body of evidence substantially increases the amount of credible information available to district administrators trying to decide how to best meet the needs of struggling adolescent readers."

Read the <http://ies.ed.gov/ncee/pubs/20164001/> including background on the Striving Readers initiative, the review process, and conclusions for all Striving Readers interventions

October 2015

Summary of research generated by Striving Readers on the effectiveness of interventions for struggling adolescent readers

Beth Brinker, Barbara Goodwin, Michael Fox, Michelle Shultz, and Christine Price
IES Assistant to:

This review summarizes evidence from 11 studies conducted under Striving Readers, a discretionary grant program supporting the implementation and rigorous evaluation of interventions aimed at raising the achievement of struggling adolescent readers. Studies were awarded to 10 school districts and states, who in turn implemented six different interventions. Each grantee conducted an independent, randomized controlled trial design evaluation of the impact of the intervention, which were assessed against the What Works Clearinghouse® evidence standards. Four of the ten interventions had at least one study showing a positive effect on reading achievement. The remaining six interventions had no discernible effect. The findings from the studies funded by Striving Readers expand the evidence base on effective reading interventions for adolescents by adding information for 10 interventions not previously reviewed in the What Works Clearinghouse®.

Evidence ratings that are assigned to the interventions are adopted from WWC's rating scheme for combining findings from multiple studies (WWC Procedures and Standards Handbook (version 2.1)). Striving Readers-funded studies that met WWC standards with or without reservations reported evidence of positive, potentially positive, or mixed effects⁷ on students' reading achievement for four of the ten interventions (Table 1):

- For READ 180®, there was evidence of positive effects on reading achievement. Three studies found statistically significant positive effects.
- For Xtreme Reading, there was evidence of potentially positive effects on reading achievement. One study found statistically significant positive effects and one study found no effects.
- For Learning Strategies Curriculum, there was evidence of potentially positive effects on reading achievement. There was a single study of the intervention, and it found statistically significant positive effects.
- For Voyager Passport Reading Journeys®, there were mixed effects on reading achievement. One study

For Information about *Xtreme Reading*, contact:
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