



Key Features	XTREME READING
Theory Supporting the Programs	Xtreme Reading is based upon Information Processing Theory (e.g., LaBerge & Samuels, 1974) and includes cognitive analysis of information presented to the reader.
Instructional Delivery	<ul style="list-style-type: none"> • Explicit direct instruction • Data driven decision making • Positive, Corrective Feedback • Personalized, differentiated learning
Students	<ul style="list-style-type: none"> • Adolescents reading, minimally, at the 4th-grade level and two or more years behind grade level • Students exhibiting: <ul style="list-style-type: none"> ○ Basic phonics and fluency skills, yet show a need for instruction in word-attack skills for multisyllabic words ○ Limited understanding of multiple word meanings ○ Limited background and conceptual knowledge ○ Few skills or strategies to enhance understanding and remembering oral and written language • Students should only be added to the course within the first unit of the instruction (the Xpect to Achieve Unit) since word level skills are foundational to learning the comprehension strategies.
Curriculum	<ul style="list-style-type: none"> • Designed around setting high expectations for students and an emphasis on building a community of learners. • Includes an emphasis on becoming a strategic reader and learner. • Comprising eight foundational word-level, comprehension, and motivation strategies explicitly taught through clear explanation of skills, expert modeling of reading skills and strategies, teacher guided practice, student paired practice, independent and differentiated practice, and meaningful feedback after all practice activities. • Taught skills and strategies are generalized, integrated, and applied to course novel reading, subsequent strategy practice materials, and core class textbooks. As new strategies are taught, students integrate new with previously learned strategies. • 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. All strategies are described in the table below.



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Materials	<ul style="list-style-type: none"> • Instructor notebooks for each unit with daily lesson plans and instructor manuals • Student classroom books with leveled expository and narrative • Student workbooks in binders for daily notetaking and practice • Novels for use with Xtreme Reading are not included (a suggested list of high-interest novels is available) <ul style="list-style-type: none"> ○ Suggested supplies, not included: composition books, student whiteboards, dry-erase markers, and timers
Pacing/ Organization	<ul style="list-style-type: none"> • Daily lesson plan format includes structured time for Start-up (review, reflection, practice), Strategy practice (describe, model, practice), Guided Reading (novel study) • 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) • Recommended class size: 12-15 students
Student Practice	<ul style="list-style-type: none"> • Guided practice with class novels • Paired practice • Independent practice • Differentiated practice • Practice generalizing and integrating strategies and skills with core-class textbooks, and subsequent strategy practice materials
Assessment	<ul style="list-style-type: none"> • Norm-referenced summative pre/post testing based on school's preference prompted in lesson plans • Progress-monitoring assessment with each individual strategy pre- and post-test. • Formative assessment with paired practice and independent practice • Student use of progress charts • Repeated and frequent 1-minute fluency checks
Recommended Teacher Professional Learning	<ul style="list-style-type: none"> • 5-6 days of professional development by certified personnel to provide instruction, coaching, observations, model lessons, feedback and ongoing support. • Ideally 3 initial days and 2-3 follow up PD sessions • Online learning modules coming soon • Coaching support throughout implementation is recommended (ideally monthly for first time implementers). • Fidelity Checklists exist for each component of the program.
Teacher Qualifications	<ul style="list-style-type: none"> • Licensed teacher: typically, a special education teacher, English teacher, or reading specialist • Background in or commitment to literacy instruction • Strength in building relationships with students • Interested in engaging with an instructional coach



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Infrastructure Considerations	<ul style="list-style-type: none"> • Administrative support (e.g., walk throughs with instructional checklists to learn the program, asking teacher about needs, checking on student progress) • Dedicated class time based on a program implementation option • Procedures for screening, diagnostic process, and placement into the program • Progress monitoring measures in place within the program • Collaborating with an instructional coach
Learning Strategies (LS) Taught Through Explicit Instruction <i>Shown in typical order taught</i>	<ol style="list-style-type: none"> 1. "Xpect to Achieve" unit includes: Standardized, State reading, or Norm-referenced pre-tests Word-level pre-tests Classroom Routines and Procedures ACHIEVE expectations Social Skills Instruction <ul style="list-style-type: none"> • Talking Together • The SCORE Skills Book Study Introduction 2. Word Mapping Strategy: generative vocabulary-building strategy that analyzes word-part meanings 3. Word Identification Strategy: decoding and word recognition strategy; start here to build foundational skills 4. Possible Selves: connecting life goals to how reading can help achieve them 5. Self-Questioning Strategy: comprehension strategy that enables students to preview text, ask questions, and make predictions 6. Fundamentals in Paraphrasing & Summarizing and Paraphrasing Strategy: comprehension strategies that enable students to identify main idea and details from the foundational level to the whole-text level and includes generalizing to standardized tests 7. Inference Strategy: comprehension strategy that enables students to make inferences about information they have read and answer inferential questions 8. Visual Imagery Strategy: comprehension strategy for creating mental movies of narrative passages (note: may be taught earlier) <p>Book Study component: independent reading with selection of assignments</p>