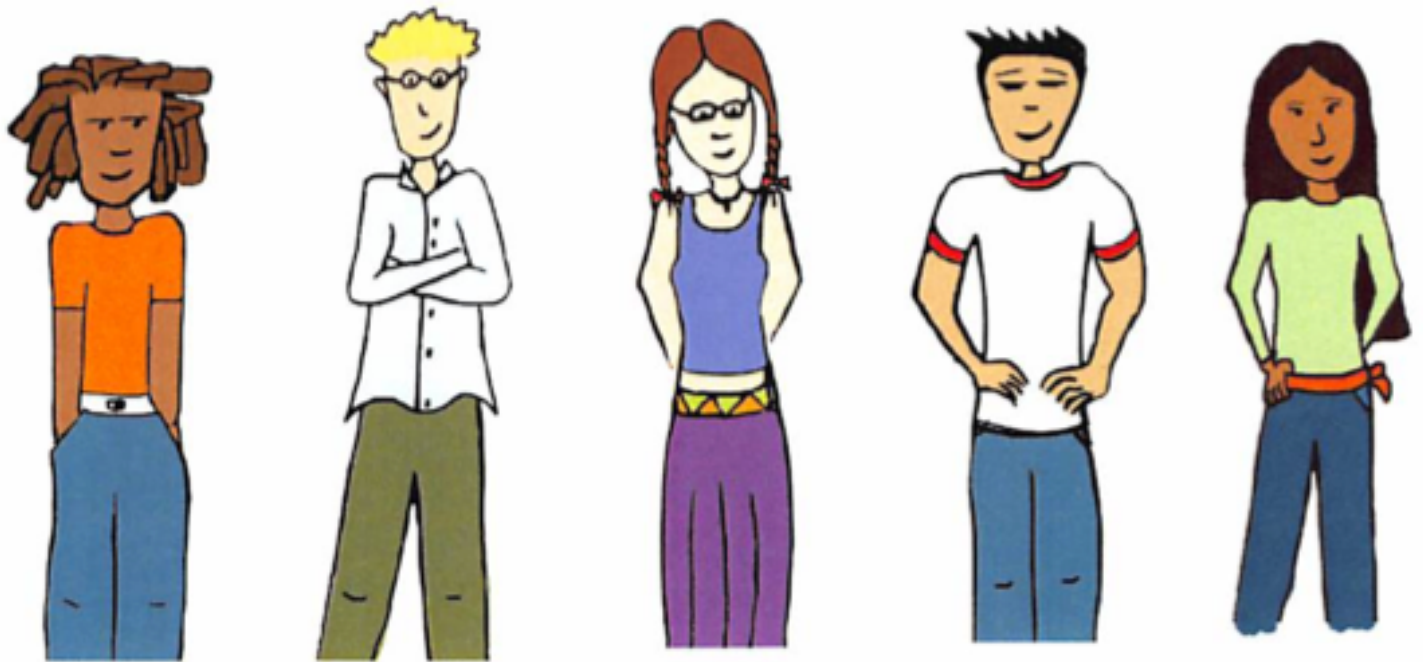


X-TREME READING





Mission

The mission of the *Xtreme Reading* experience is to empower adolescent learners to reach their **goals** and to teach them the **strategies, habits of learning, and knowledge** required to thrive in the 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



The mission of *Xtreme Reading* is to empower adolescent learners to reach academic goals and to teach them the *strategies, habits of learning, and knowledge* regarding reading and literacy that are required to thrive in the 21st century. *Xtreme Reading* is a spiral curriculum comprised of eight foundational reading and motivation strategies delivered in 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
- Demonstrate few skills in using strategies that enhance understanding and remembering of oral and written language

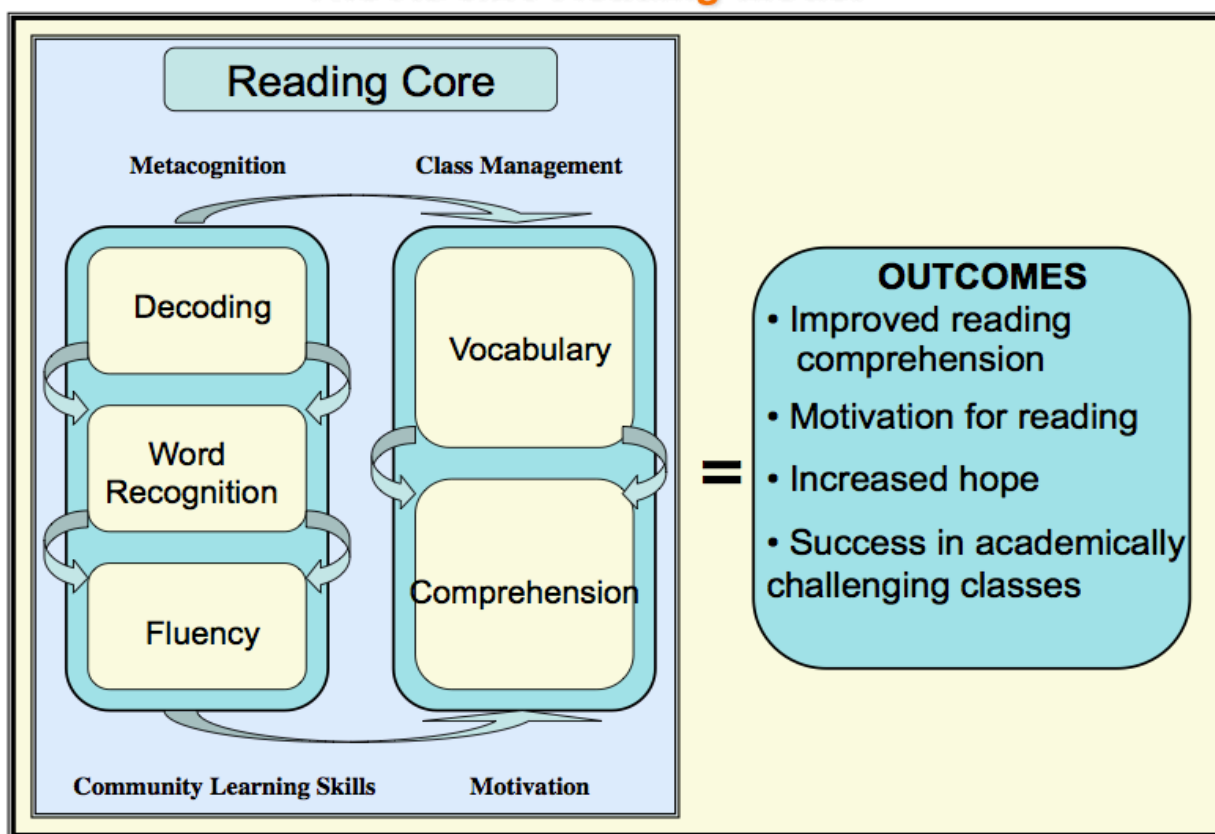
Systems should utilize measures that are currently used (end of year testing, localized assessments), additional assessments (e.g., the GRADE, AIMSWeb, etc.) or base decisions on IEP data. XR is appropriate for students who read at approximately a 4th grade level.

Xtreme Reading teachers follow detailed lesson plans that include a combination of the following instructional components: Warm-up, guided reading, whole-class strategy instruction, student practice activities, vocabulary activities, and end of lesson wrap-ups. The lesson format requires a rigorous pace including specific time allotments for all activities. The pace is designed to keep students engaged throughout the entire class period.

Xtreme Reading 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 an opportunity for students 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.**

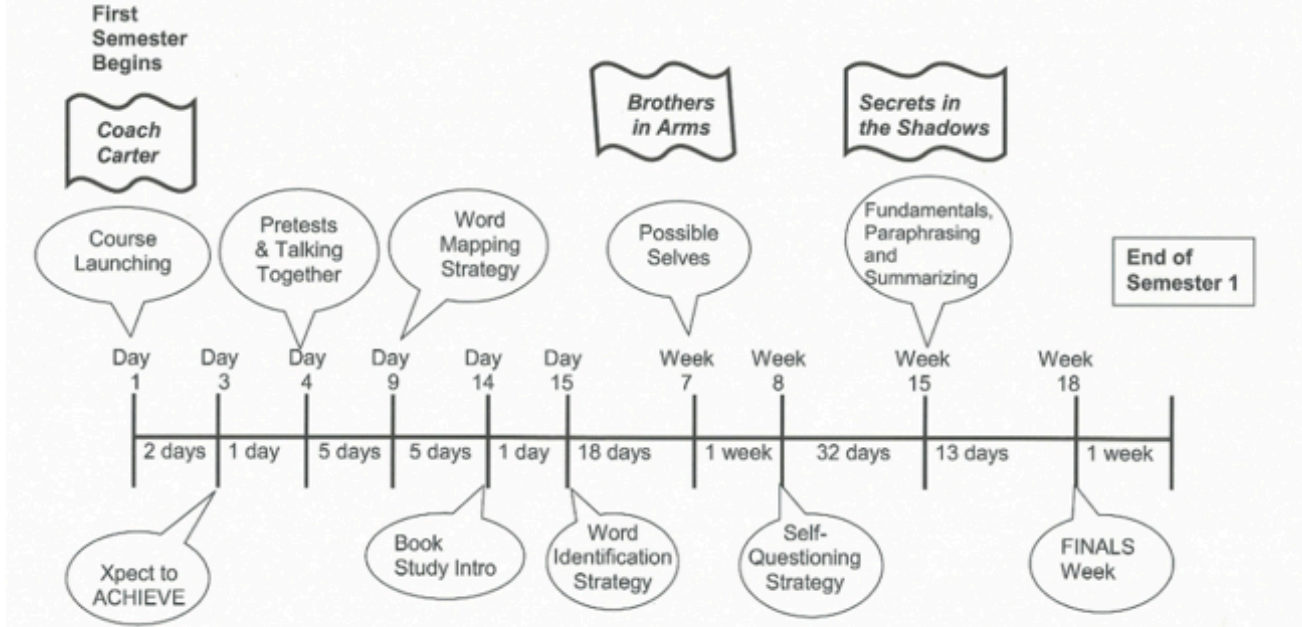
Teacher materials include 8 teacher notebooks with daily schedules and lesson materials:

- Xpect to Achieve
 - SCORE Skills
 - Talking Together
- Word Mapping
- Word Identification
- Possible Selves
- Self-Questioning
- Paraphrasing
- Inference
- Visual Imagery

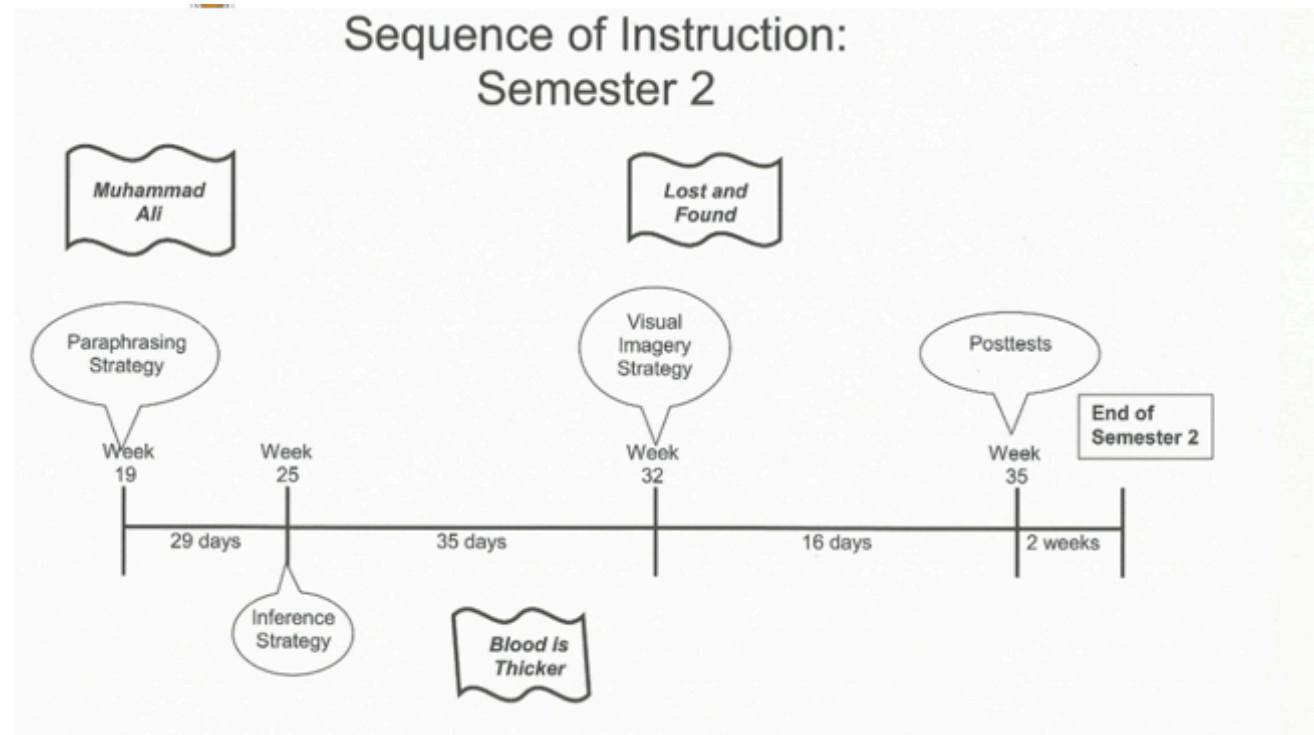
*Teachers also receive the teacher editions of all practice passage books with answer keys and a CD containing "Tools for Efficiency and Effectiveness".

Student notebooks include consumable worksheets, notes sheets, and cue cards for each of the strategies taught. Books containing expository and narrative leveled passages are included for student practice.

Sequence of Instruction: Semester 1



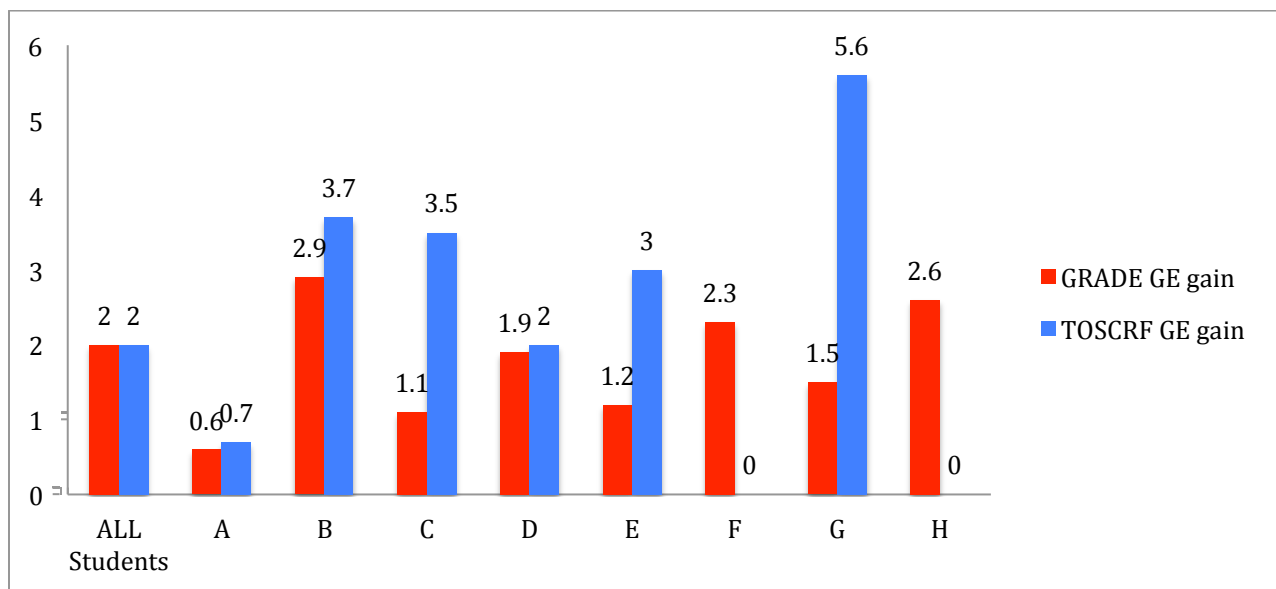
Sequence of Instruction: Semester 2



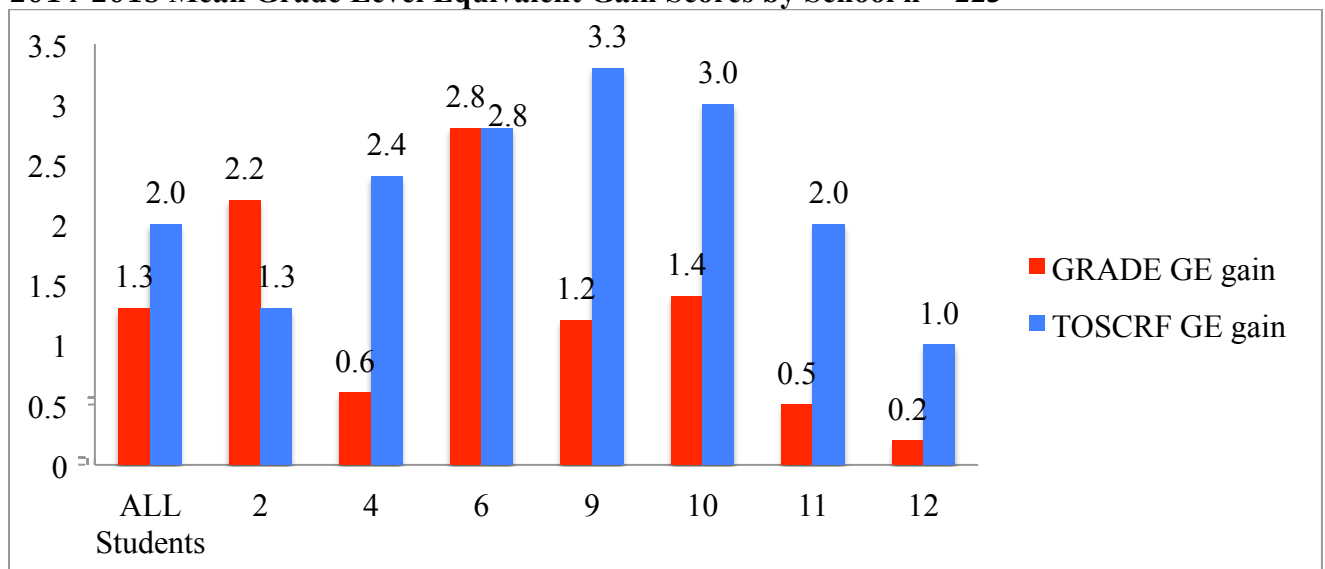
Results: NC Schools Xtreme Implementation

The Test of Silent Contextual Reading Fluency (TOSCRF) and the Group Reading Assessment and Diagnostic Evaluation (GRADE) were administered to students in the North Carolina CLC Project at the beginning of the Xtreme Reading course and again at the end of the course. The diagrams below show average grade equivalent gains for each of the schools. Only scores for students who participated in both of the pretests, the course, and both posttests are included in the data analysis. The majority of the data presented are for students in the 7th grade.

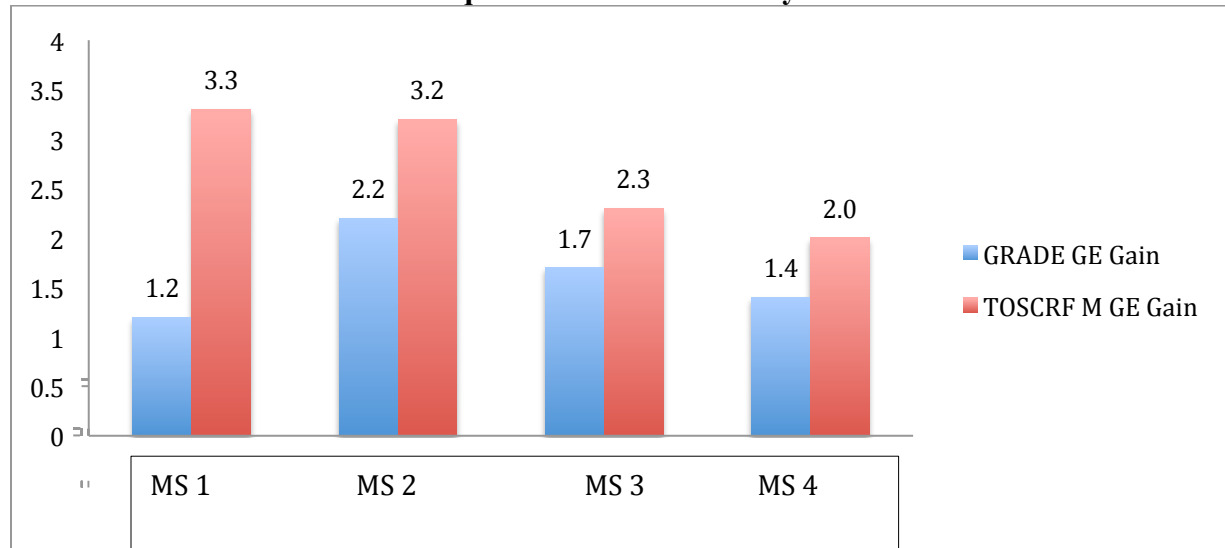
2013-2014 Mean Grade Level Equivalent Gain Scores by School n = 322



2014-2015 Mean Grade Level Equivalent Gain Scores by School n = 223



2015-2016 Mean Grade Level Equivalent Gain Scores by School n - 237



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

Neil Brinker, Robert Gooden, Michael Fox, Michelle Shultz, and Christine Price
IES Research Report

The 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 16 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