NARRATIVE PROFILE

READ 180® Universal is the leading blended learning solution that accelerates learning for struggling readers by merging the latest in brain science, adaptive technology, professional learning, and knowledge for school and life. Groundbreaking innovation and efficacy studies ensure that, year after year, *READ 180* is the undisputed leader in reading intervention. Engineered to unlock the science behind reading success, *READ 180* Universal incorporates the latest research and principles of how the brain learns to read. With cognitive science, interactive content, and a reengineered teaching system, *READ 180* Universal provides unparalleled support to accelerate student achievement inside the classroom or in remote learning environments.

EVIDENCE BASE/EFFICACY

Groundbreaking innovation and efficacy studies ensure that year after year, *READ 180* is the undisputed leader in reading intervention. Engineered to unlock the science behind reading success, *READ 180* Universal incorporates the latest research on and principles of how the brain learns to read. With cognitive science, interactive content, and a reengineered teaching system, *READ 180* Universal provides unparalleled support to accelerate student achievement. Research studies for *READ 180* meet the **strong evidence level** as defined by the Every Student Succeeds Act (ESSA). Download additional research and efficacy studies, please visit: **www.hmhco.com/research/library**.

GRADES
4–12⁺

INSTRUCTIONAL CATEGORY
Comprehensive

INSTRUCTIONAL FOCUS
Reading Intervention

EVIDENCE LEVEL*
Strong

RTI TIERS
Tiers II, III

MOTIVATION & ENGAGEMENT

With *READ 180* Universal, students can track their progress toward mastery of reading skills. By monitoring their own gains, students build self-efficacy and perseverance as they witness their growth in real time. This access to information not only motivates students to continue learning but also builds their awareness of who they are as learners and guides them in setting and working toward their academic goals.

READ 180 Universal ensures that students make reading part of their daily routine, in class or in remote settings, by dedicating one of the three rotations to independent reading. Students can choose from hundreds of engaging digital texts. Age-appropriate leveled books also allow students to read confidently according to their own abilities.

SOCIAL EMOTIONAL LEARNING (SEL)

A *READ 180* classroom is built on collaboration, communication, and trust which paves the way for increased student engagement and positive mindsets. Fostering growth mindset inspires students to take ownership of their learning. It helps students set meaningful goals and view challenges and failures as opportunities to learn and grow. A growth mindset classroom supports students' views of themselves as learners, understanding that with effort and practice, they will become capable, competent, and confident readers and learners.

Research has taught us that the learning brain is social and seeks to engage as part of its quest to acquire knowledge. During Whole- and Small-Group Learning, *READ 180* Universal students develop learning strategies to persevere and read more challenging texts. Explicit instruction in Growth Mindset® teaches students how they can "build their brains" with positive beliefs about reading and intelligence. Students' beliefs about reading and intelligence are measured with Mindset Scans which encourages learning strategies critical for success in college and career. If you would like to learn more about the science of social emotional learning at HMH, please visit: **www.hmhco.com/research/social-and-emotional-learning-research-foundations**.

* HMH's evidence ratings are based on the U.S. Department of Education's non-regulatory guidance for ESSA. Evidence ratings issued by clearinghouses and independent research agencies (e.g. Evidence for ESSA) may differ due to varying criteria used to judge evidence.

INSTRUCTIONAL FOCUS

Technology plays a role in making personalized learning effective; however, teachers play the primary role in ensuring personalized learning will be successful. As a result, *READ 180* Universal's blended learning approach helps educators support competencies in students that are pivotal to advance from struggling reader to competent reader. In remote learning environments, *READ 180* Universal allows for digital implementation allowing students to access the adaptive software and digital independent reading library anytime, anywhere.

READING

READ 180 Universal helps each individual student accelerate reading proficiency through personalized and adaptive technology, differentiated instruction with the teacher, and independent reading.

In the Student Application, students begin at the Segment Selector, where they can explore and select content that excites them. Their cross-disciplinary experience includes science, social studies, literature, culture, technology, engineering, arts, and mathematics.

- In the Explore Zone, Anchor Videos activate and strengthen vocabulary and background knowledge, allowing students to comprehend and link passages to their existing knowledge. After watching the Anchor Video, students complete vocabulary-based activities that unlock meaning in the Reading Zone passages.

- In the Reading Zone, students build deep comprehension with close reading based on their level of instruction. Students complete multiple readings of a target passage, giving them an opportunity to build fluency, learn academic vocabulary, and practice reading comprehension strategies.

- In the Fluency Zone, students practice spelling and reading sight words to build automaticity with word recognition, which allows them to focus on comprehension and retention.

- In the Language Zone, students build and expand their vocabulary knowledge through language-based activities.

- The Success Zone allows students to build and apply fluency and comprehension strategies that they have learned and practiced in the other zones on discrepancy, context, and stretch passages.

The *ReaL* Book is the interactive work text used during whole- and small-group instruction that provides explicit, systematic instruction in academic vocabulary and language, close reading, and academic writing and research. Each of the six workshops is guided by an essential question that drives instruction over the course of four to six weeks.

Independent Reading is designed to foster student choice but also includes checkpoints for accountability and teacher insight on student progress. An eBook application enables students to access point-of-use tools to build comprehension and accountability with graphic organizers, QuickWrites, and Quizzes. Using this support, students can confidently read age-appropriate texts according to their own abilities.

WRITING

In *READ 180* Universal classrooms, students write every day in multiple contexts for a range of purposes leading to consistent practice in writing as a means of effective expression. All writing skills, structures, and strategies within the program are taught and initially practiced during whole- and small-group instruction. Students continue practicing these elements during independent reading and the Individualized Learning Technology rotations. Writing tasks fall into these main categories:

- **Daily React and Write**– Get all students to write every day in response to thought-provoking prompts that allow students to internalize and apply the learning that has taken place during whole- and small-group learning.

- **Responding and Note-Taking**–Allow students to capture ideas from the Anchor Video that introduces each workshop, complete vocabulary activities, close reading questions to demonstrate comprehension, and organize thoughts and evidence for larger writing tasks.

- **Foundational Writing Skills**–Help students master essentials of strong writing such as writing habits, sentence structures, and grammar and writing conventions.

- **Daily Stretch**–Allow students to evaluate evidence, think critically, and craft a written response to close reading.

- **Writing Process**–Help students effectively plan, write, and revise different types of writing through activities that teach writing strategies and structured writing assignments.

- **Quick Writes**–Facilitate accountable independent reading and allow students to demonstrate comprehension of the texts through text-dependent questions.

- **Writing Zone**–Let students practice narrative, informative, and argument writing strategies that they have learned in whole- and small-group learning.

SPEAKING & LISTENING

Speaking and listening are central forms of expression in response to texts in *READ 180* Universal. Sentence frames and familiar instructional routines can support students in critical viewing of and listening of the Anchor Video and other program media. Whole- and small-group instruction provides multiple opportunities for students to use response frames to discuss key ideas and issues from the videos and text selections.

Vocabulary development in *READ 180* Universal enables students to read and use new words, particularly academic words found across disciplines, and to include new words in their expressive vocabularies. Instruction embeds research that recommends structured opportunities to use new words in speaking, including peer discussions around multiple topics.

Speaking and listening are social activities, and *READ 180* Universal promotes collaboration through whole-group, small-group, and paired-learning routines. Students work with a partner on a daily basis to discuss responses to what they read or viewed before sharing with the class or group. Recognizing that students who have struggled to read and learn require a safe, supportive environment, instructional routines allow them to develop the confidence to read, talk, and express themselves.

LANGUAGE

READ 180 Universal provides a comprehensive and systematic approach to language development. Through carefully scaffolded reading, writing, and speaking activities, students learn the phonological, morphological, syntactical, and semantic structures of English—particularly academic English. In whole- and small-group learning, high-utility academic vocabulary is taught through a research-based instructional routine, promoting understanding of words students will encounter in all subject areas.

In each whole- and small-group lesson, teachers teach and assess two or three language goals focused on vocabulary; language functions; and the language of reading, writing, and speaking. Language functions stem from the linguistic demands of a lesson task and focus on high-leverage language that will serve students in other contexts. Throughout the year, students develop expressive language skills to discuss, and exchange ideas, reflect, report, compare/contrast, make connections, collaborate, and offer feedback.

HMH

READ 180 Universal also provides explicit and systematic instruction through whole- and small-group learning in word learning strategies, giving students the tools they need to learn new words independently. Recursive vocabulary in reading selections encourages frequent review, practice, and reinforcement of targeted words.

In the *ReaL* Book, students have the opportunity to practice the academic language they have learned in whole- and small- group learning in discussions with their peers. These discussions help to develop students' oral language skills using the language of school. Giving students time to practice and develop oral language is especially helpful for students who are struggling readers as well as English learners and students with disabilities.

In the Language Zone students build and expand their academic vocabulary knowledge through language-based activities that investigate word families, words in context, synonyms and antonyms, and examples and nonexamples. Students complete practice activities using definitions and context sentences for each word—crucial supports that can help struggling readers and English learners alike acquire vocabulary as they read. In the Reading Zone, students practice words-in-context during the Close Read activity, which includes words in context questions for three power words per level.

INSTRUCTIONAL DESIGN

READ 180 Universal features a flexible rotation model designed to help teachers address students at all levels of intervention inside the classroom and in remote learning environments. Districts can successfully implement the program in a single, extended, or double period with up to twenty-seven students per class as well as in remote learning environments with Digital Access. The research-based model for blended learning includes the following:

- **Whole-Group Learning**—Teachers begin class by facilitating instruction in close-reading strategies, academic vocabulary, writing, and academic discussion with the entire class.

- **Independent Reading**—Students have their choice of engaging, content-rich texts to which they can apply their newly acquired vocabulary and comprehension skills. The digital Independent Reading library can be accessed anytime for remote use.

- **Student Application**—Students work independently on the *READ 180* Universal Student Application, following a personalized path that accelerates their learning. The Student Application can be accessed anytime, anywhere for remote instruction.

- **Small-Group Learning**—In small-group settings, students receive targeted, data-driven instruction unique to their individual learning needs while building meaningful relationships with their teachers.

ASSESSMENT & PROGRESS MONITORING

The *READ 180* Universal assessment system provides teachers with real-time and actionable data that drive effective teaching and learning, which allows them to build a Learner Profile that provides a comprehensive understanding of every student. *READ 180* Universal includes the following assessments:

- **Universal Screener & Progress Monitor**— After a complete stage has been purchased, add-on components and additional licenses can be purchased to expand the program.

- *Reading Inventory*®, a universal screener and progress monitor, is a proven assessment that measures reading growth on the Lexile® Framework for Reading.

HMH

- **Ongoing Diagnostic & Formative Assessment**—The *READ 180* Student Application continuously collects data on students' growth and mastery of new skills. These data are enhanced by formative assessments in the *ReaL* Book.

- **Curriculum Embedded Assessments**—Interim and end-of-Workshop assessments measure students' reading trajectories to grade-level proficiency and build mastery and confidence with item types found on the new assessments.

- **Independent Reading Assessments**—Embedded Independent Reading assessments monitor students' comprehension of increasingly complex texts through basic and Higher Order Thinking (H.O.T.) quizzes.

- **Performance-Based Assessments**—Students complete writing assignments in every workshop that assess effective expression and use of writing elements in informative, argumentative, and narrative writing.

- **Mindset Scans**—Mindset scans are cutting-edge assessments that measure students' beliefs about their reading abilities and intelligence.

DIFFERENTIATED INSTRUCTION

READ 180 Universal's innovative technology harnesses learning theory and pedagogical principles to deliver individualized and personalized instruction tailored to each student's needs and interests. The power of *READ 180* Universal's technology is that it enables the program to assess student knowledge and skills, respond to individual student differences, differentiate and scaffold instruction, provide corrective feedback, monitor student progress, and offer teachers data to guide students to become proficient readers and learners. These characteristics constitute instructional practices that have been shown to be highly beneficial to struggling readers, students with disabilities, and English learners.

STRATEGIES FOR ENGLISH LEARNERS

READ 180 Universal reflects a philosophy that looks at all students as developing English learners. Students have vocabularies that vary significantly, particularly in academic language and domain-specific word knowledge. Native speakers may use a community dialect of nonstandard English, while other students may speak another language and be at a beginning or intermediate stage of English proficiency. *READ 180* Universal is designed to differentiate for all English learners in developing the word recognition skills, vocabulary, comprehension, and fluency that enable skilled reading. Differentiated instructional practices are built into lesson plans and provided as additional professional resources.

READ 180 Universal includes instructional resources that benefit all English learners plus specific supports for non-native English learners:

- **Anchor Videos** to build background knowledge and providing mental models before reading

- **Academic language and domain-specific vocabulary** in every lesson

- **Individualized Learning Technology** for individualized instruction and immediate corrective feedback with vocabulary and reading supports, video captions, and parent materials in Spanish, Vietnamese, Filipino, Cantonese, and Mandarin

- **Instructional routines** that scaffold classroom discussion

- **Structured practice with sentence frames** for using new academic and domain-specific vocabulary in speaking and listening activities

- **Collaborative discussions** with peers around independent reading

HMH

- **Leveled Audiobooks** and materials for independent reading

- **Program content** that reflects a variety of cultures and traditions as well as ethnic and linguistic diversity

- **Meeting Individual Needs** supports in Teacher Space provide point-of-use differentiation resources in every lesson

STRATEGIES FOR STUDENTS WITH SPECIAL NEEDS

READ 180 Universal provides many variations on how students with disabilities can access program content and instruction and demonstrate their developing reading proficiency. The Individualized Learning Technology supports all students with multiple features and choices, including options that adjust for visual and auditory impairments:

- Anchor Video captions

- Text-to-speech options for independent reading

- Reading and recording text passages for fluency

- Text labels and audio prompts

- Digital dictionary access for independent reading

- Graphic organizers and other writing supports

- On-screen "Smart Coach" to guide and engage students

READ 180 Universal can help educators meet the needs of students in both general education and special education using a Multi-Tiered System of Supports approach. The instructional model supports multiple tiers by balancing whole-group with small-group instruction that is targeted to different skills based on students' needs. During whole-group instruction, the teacher focuses on skills that all students need. Then, students break into small groups to address their individual needs through adaptive instructional software, leveled books, and small-group direct instruction in reading. While one small group works on the Topic Software that continuously assesses and provides targeted instruction, another group reads paperbacks and eReads independently at the appropriate Lexile level. This instructional model allows teachers to work with different small groups to address individual needs based on assessment data.

The Positive Behavioral Interventions and Supports (PBIS) model, which is incorporated throughout the program, provides embedded supports and procedures for increasing student engagement, promoting positive behaviors, and motivating students to succeed. Instructional routines such as Oral Cloze, Think (Write)-Pair-Share, Idea Wave, numbered heads, and peer feedback encourage students to engage with the material with scaffolds that structure and support their responses. The instructional routines help create a learning environment in which students can actively participate in a nonthreatening and flexible way.

SCHOOL-TO-HOME CONNECTION

READ 180 Universal provides resources to help families support students' learning and connect with the classroom. Families and caregivers can go online to the Family Portal to learn about the program's instruction and materials. The site includes a video that provides tips for families about how to support their children's literacy achievement and offers links to additional resources and research to help caregivers understand the needs of struggling readers.

In addition, the Family Portal provides a space for sharing success stories and experiences with teachers and other *READ 180* Universal families. Parent reports of student progress and letters to parents are available in multiple languages. Anytime access to digital books helps students engage with their families over texts.

HMH

PROFESSIONAL LEARNING OPPORTUNITIES

Together with the experts from Literacy Solutions™ and Math Solutions®, HMH Professional Services helps schools and districts achieve measurable gains with a flexible approach to professional learning centered on student outcomes. To ensure effective program implementation and student growth, consultants collaborate with leadership to co-develop a plan for improvement, goals for teacher and student learning, and metrics to monitor progress. Ongoing professional development helps the district build and maintain a community of learners working together to improve instruction.

HMH Professional Services works with the school or district to personalize professional learning through a blended approach, including online and on-demand courses, coaching, embedded program resources, and other opportunities for teachers to shape their own learning. Teachers benefit from a flexible experience that is ongoing and focused on goals addressing their unique needs.

GETTING STARTED

Foundational Getting Started courses help educators learn how to use their HMH programs in the context of lesson planning and classroom instruction. These interactive sessions allow participants to experience lessons from both the teacher and student perspectives, plus get hands-on practice accessing and integrating the digital resources into their instruction. Each Getting Started course comes with a comprehensive Professional Learning Guide for extra support. Additionally, teachers benefit from on-demand professional resources embedded within the program at point of use.

FOLLOW-UP & INSTRUCTIONAL PRACTICES

Follow-Up sessions build upon the foundational knowledge of Getting Started to help teachers take full advantage of their HMH program's components, assessments, differentiation, and digital tools in meeting the needs of their students. Topics are classroom-focused, hands-on, and offer opportunities to apply understanding. Follow-Up sessions are modular and flexible, with topics and lengths designed to meet the needs of different groups of teachers within the same district and even within the same school.

Beyond program implementation, practice-based courses bring best practices and innovative approaches to equip educators with the most effective, research-based instructional strategies. Topics range from mastering foundations and addressing content standards to honing best practices and planning effective remote instruction. Beginning with an instructional needs assessment and strategic plan, HMH teams work to personalize the professional learning experience to raise student achievement and transform school-wide performance.

COACHING & COLLABORATION

Job-embedded instructional coaching provides a sustainable, data-driven, and personalized approach to helping each teacher meet their individual learning goals. HMH's research-based coaching model is student-focused and proven to help teachers improve their practice and raise student achievement. Coaching can include:

- Model lessons to illustrate instructional techniques
- Support for implementing effective teaching practices
- Differentiation strategies to meet the needs of all students
- Focus on developing and deepening content knowledge
- Analysis of student work samples to assess learning and determine instructional next steps
- Facilitation of professional learning communities, cadres, and collaborative planning

To make coaching even more accessible, the HMH Coaching Studio provides a platform for teachers and coaches to stay connected, share resources, upload and reflect on classroom videos, and make continuing progress on learning goals. Through the HMH Coaching Studio, teachers have access to goal tracking, model lessons,

collaboration spaces, video-powered coaching, and more. Teacher's Corner, an online hub of professional learning and teaching support resources, provides opportunities for collaboration where educators can also participate in learning events, webinars, social media, and more to share ideas and learn together.

To learn more about how effective practices, frameworks, and expert opinion from research literature has been translated into the program and practices of HMH Professional Services, please visit: www.hmhco.com/research/professional-services-research-foundations.

PROGRAM COMPONENTS

READ 180 Universal has three stages—Stage A (Grades 4–6), Stage B (Grades 6–8), and Stage C (Grades 9–12). After a complete stage has been purchased, add-on components and additional licenses can be purchased to expand the program. With access to an Interchangeable Literacy License, teachers have the flexibility to enroll students in *READ 180* Universal or *System 44*® Next Generation to meet all students' unique needs.

Student Materials
READ 180 Student Application
READ 180 ReaL Book (Digital & Print)
Digital Independent Reading Library
Paperbacks (30 titles, 4 copies each)
Audiobooks (5 titles, 4 copies each)
Digital Books (46 titles)
eReads (36 titles)

Assessments
HMH Reading Inventory
HMH Phonics Inventory™
Ongoing Diagnostic & Formative Assessments
Performance-Based Assessments
Growth Mindset Assessment
Independent Reading Assessment

Teacher Resources
Digital *ReaL Book* Teacher's Edition
Blending Learning Handbook
Assessment & Analytics Guide
Professional Learning Guide
Classroom Posters
HMH Teacher Central
Reports
Teacher Tools
Resource Manager

hmhco.com/read180

HMH