

SCHOLASTIC EDUCATION



READING **I**NSPIRES **S**TUDENTS TO **E**XCEL

A POWERFUL INTERVENTION PROGRAM

from best-selling author **Jan Richardson** and
leading literacy expert **Ellen Lewis**



SCHOLASTIC

Meet the Authors

Jan Richardson, Ph.D., has transformed guided reading for tens of thousands of teachers and students across North America and beyond. She works with schools and districts, helping educators understand what's needed to ensure that every student succeeds in reading. Richardson's work is informed by her experience as a reading specialist, a Reading Recovery teacher leader, a staff developer, and a teacher of every grade from kindergarten through high school.



Ellen Lewis, M.Ed., is a reading teacher, Reading Recovery teacher, reading specialist, literacy consultant, and author of a number of children's books. She has more than three decades of literacy teaching experience in the United States and abroad. Her ongoing collaboration with Jan Richardson includes writing the Professional Development Study Guide for *The Next Step Forward in Guided Reading*.

Help Students Become Confident, Capable Readers

Scholastic RISE provides a powerful short-term intervention with targeted small-group instruction for reading comprehension, word study and phonics, and guided writing. Based on Jan Richardson's *The Next Step Forward in Guided Reading*, the RISE framework offers daily instruction for students who are reading below grade-level benchmarks.

This Tier II intervention program provides a scaffolded instructional model where students can immediately apply the skills that they learn in RISE in their classrooms. **After six to eight weeks**, nearly all students gain the confidence, proficiency, and skills they need to excel as readers and meet grade-level benchmarks.

“ We worked hard to **overcome the challenges** that too often undermine successful intervention. **An effective intervention program begins with teacher collaboration and coordination**—everyone, including each student's family, works together as a cohesive team—to optimize the intervention support.”

— Jan Richardson and Ellen Lewis



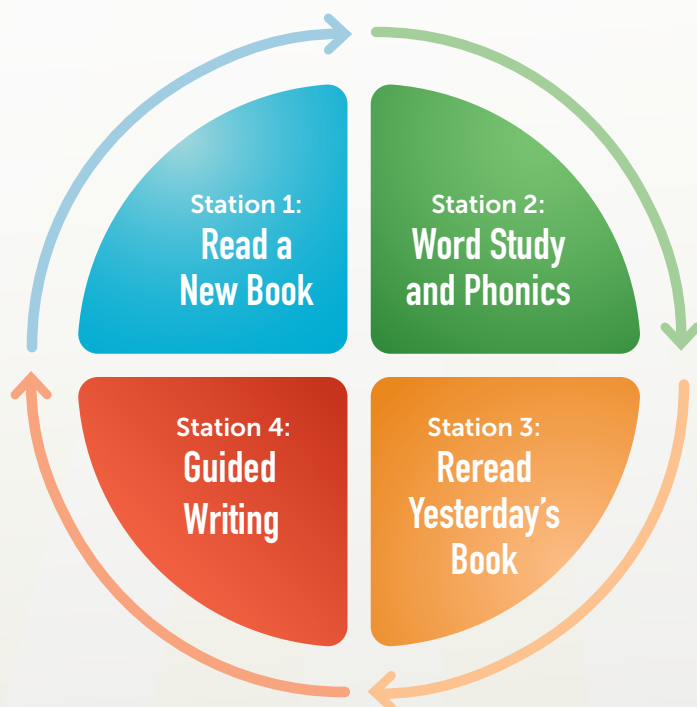
Intensive Daily Intervention

The program offers two dynamic instructional models (**RISE** for levels C–N and **RISE Up** for levels O–Z) across a gradient of texts. Based on best practices for reading instruction and Richardson’s proven Assess-Decide-Guide framework, instructors work with small groups of students who are reading at similar levels. The goal is for students to reenter their classrooms as engaged, proficient readers who are able to process and comprehend grade-level material.



STUDENTS READING AT LEVELS C–N

Improves Comprehension, Word-Solving, Fluency, and Writing



Groups of four students rotate through four instructional stations.



Students **read and reread a book** to build comprehension and engage in word study and guided writing.



Implement for 45–60 minutes a day for six to eight weeks.



STUDENTS READING AT LEVELS O–Z

Advances Students Who Struggle with Comprehension



Groups of four students rotate through three instructional stations.



Students **practice a variety of comprehension strategies** on the same short text.



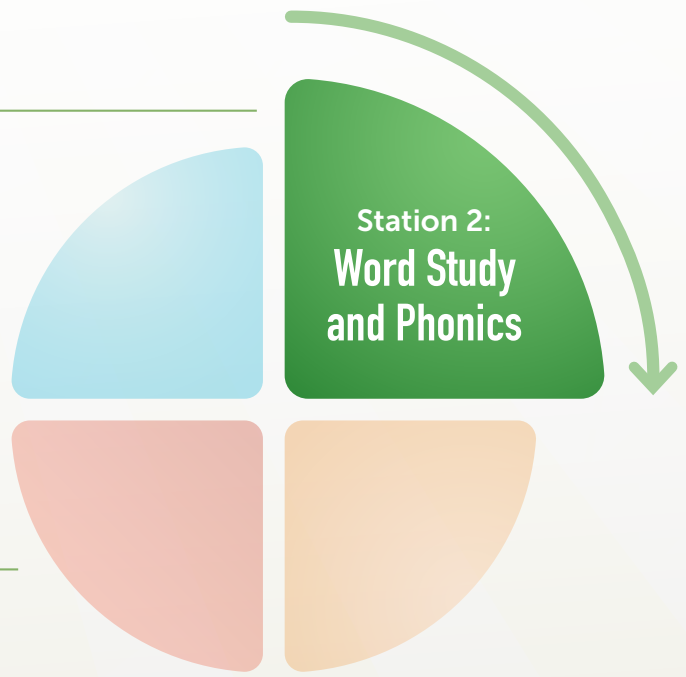
Implement for 45 minutes a day for six to eight weeks.



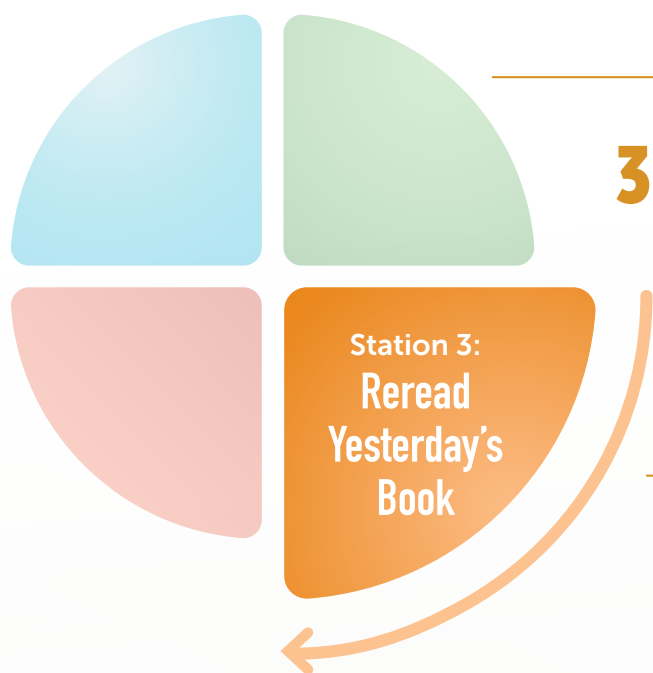
Station 1: Read a New Book

- 1. Children learn to read by reading**—so providing the time to read is the key to becoming a successful reader. Here students will read a new book at their instructional level, with prompting from the instructor. While students are reading, the instructor will watch and listen for evidence of students' ability to monitor for meaning, problem-solve unknown words, and read with fluency and comprehension.

- 2. Each group of level-specific lessons focuses on a developmentally appropriate target skill.** Students will learn sight words and build phonics skills with the goal of solving words in the most efficient manner possible and applying what they've learned to their daily reading and writing.

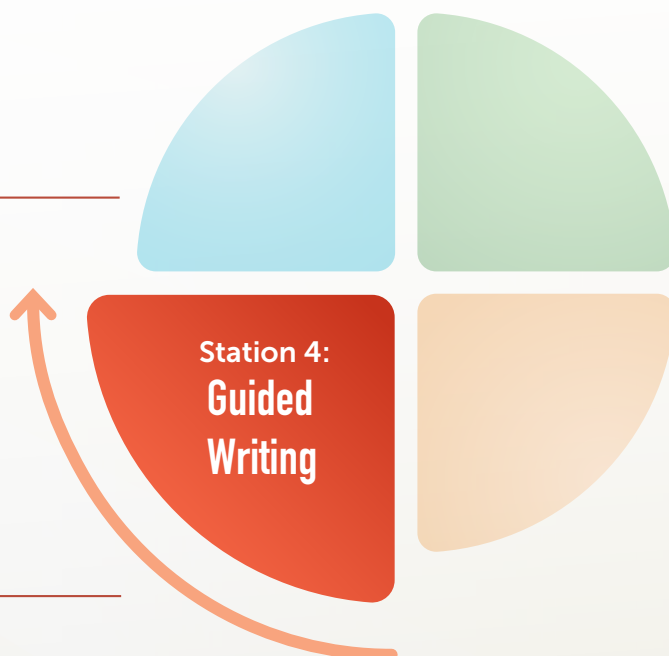


Station 2: Word Study and Phonics



- 3.** The instructor will ask students to reread a familiar book to practice strategic processing actions such as monitoring and problem-solving for meaning, figuring out unknown words using a range of strategies, reading fluently, and delving deeper into comprehension.

- 4.** The instructor will guide students to write about the book they read the day before. Students write short responses to capture and track their thinking, which extends their comprehension and improves writing skills.



Support for All Learners

RISE and RISE Up were designed to meet the needs of all striving readers, including English learners and students with special needs. Daily scaffolded instruction supports all four language processes—reading, writing, speaking, and listening—in a safe small-group setting. Engaging texts broaden students' experience with fiction and nonfiction while building academic vocabulary. Instructors have time to confer with one another on a daily basis about each student's progress in order to accelerate learning. The RISE framework fosters a culture of success as students learn and grow as independent readers.

Engaging Texts Aligned to Students' Reading Goals

C



D



G



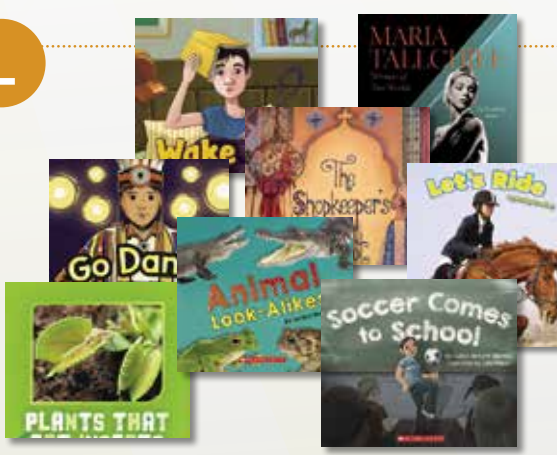
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RISE Books: Levels C–N (8 titles per level, 8 copies each)

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I



J



M

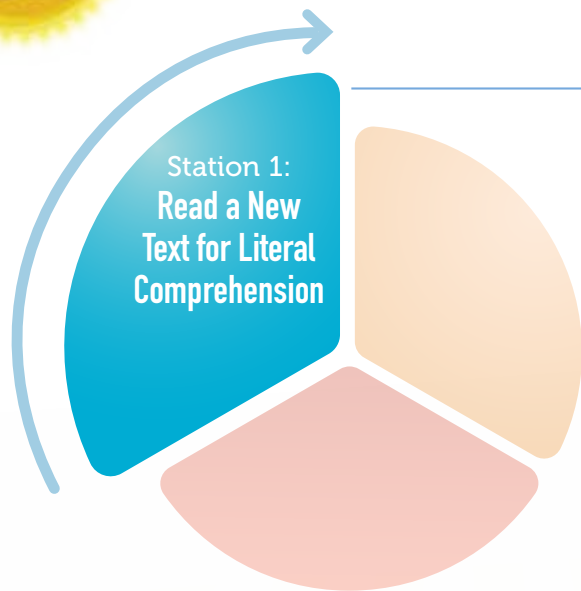


N





Develop Comprehension



1. **Students focus on reading for literal or surface understanding** by applying one of four comprehension strategies: comprehension monitoring, retelling, developing vocabulary, and asking and answering questions.

2. Students reread the text they read at Station 1 the previous day and **apply a deeper comprehension strategy** such as identifying main idea and details, analyzing characters, summarizing, or understanding text structure.



3. **Guided writing**, like guided reading, supports differentiated learning. Instructors will provide the explicit instruction that each student needs as he or she works on a piece of writing.





A Flexible Implementation Pathway

Recognizing that every school and district has different needs, challenges, and resources, RISE offers a range of implementation models to fit your schedule. The various implementation models allow flexibility to make the stations work with up to four instructors, for 45–60 minutes a day, based on the available instructional staff in your school.

High-Interest Fiction and Nonfiction

O



P



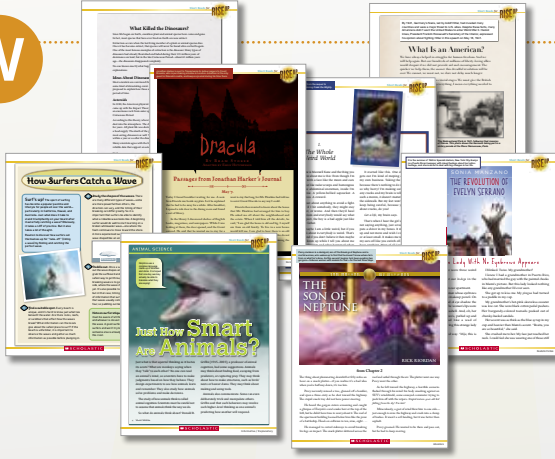
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X



RISE Up Short Reads: Levels O–Z (8 cards per level, 8 copies each)

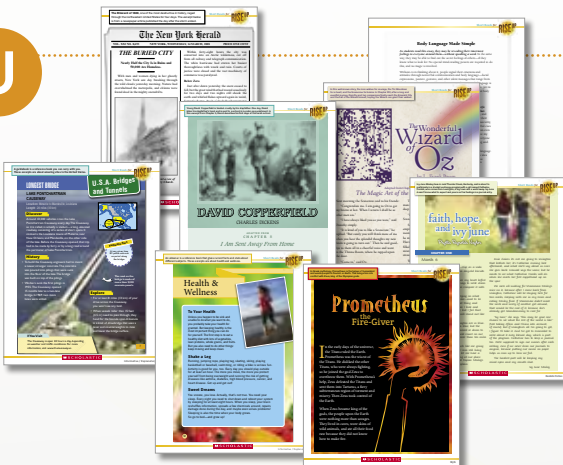
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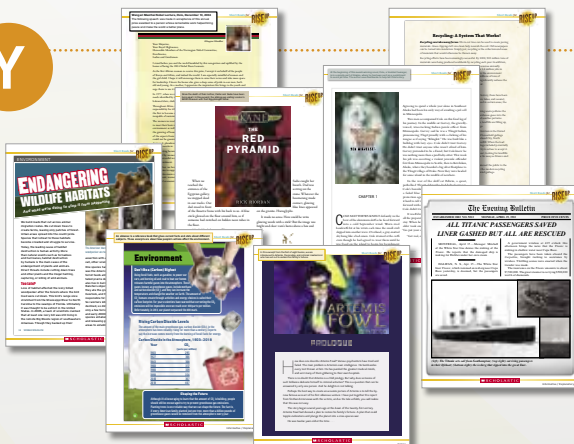
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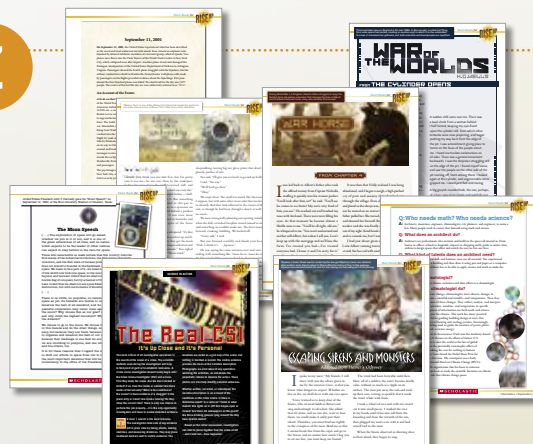
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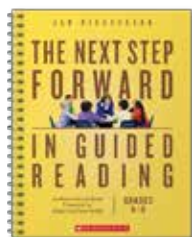
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Z



TEACHER RESOURCES



The Next Step Forward in Guided Reading



RISE Welcome Letter



RISE Implementation Guide



4 RISE Station Handbooks
(includes 96 lesson guides per each book)



RISE Station Cards



RISE Kit Picture Sorting Cards
(216 unique cards)



Rime Magic for RISE
(221 unique cards)



RISE Poster



RISE Box

BOOKS



Trade Books
96 unique titles, Levels C–N
(8 student copies per title)



Level Overview Cards
12 unique "menu-style" cards,
1 per level

RISE ONLINE



eReader: Student View

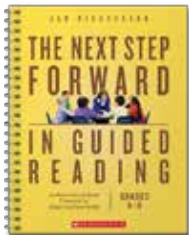


eReader: Teacher View



Downloadables and Videos

TEACHER RESOURCES



The Next Step
Forward in Guided
Reading



RISE
Welcome Letter



RISE
Implementation Guide



3 RISE Up Station Handbooks
(includes 96 lesson guides
per each book)



RISE Up Station Cards



RISE Up Poster



RISE Up Comprehension Card Set
(180 unique cards)



RISE Up Box

SHORT READS



Short Read Cards
96 articles, Levels O–Z
(8 student copies per title)

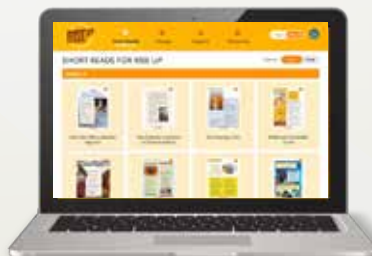


Level Overview Cards
12 unique "menu-style" cards,
1 per level

RISE Up ONLINE



eReader: Student View



eReader: Teacher View



Downloadables and Videos

Accelerate your students'
RISE to success!



RISE

WE'RE HERE TO HELP!

Contact us to learn more.

SCHOLASTIC EDUCATION

For more product information, please contact your **Scholastic Education Consultant.**

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