



| **Read 180®**

Intervention and Special Education

Developing Foundational and Comprehension Skills
to Enhance Students' Reading Abilities

Grades 3–12



How *Read 180* Makes a Positive Impact with **Special Education**

Read 180® is an individualized, evidence-based program that offers a comprehensive solution for special education teachers and students. It incorporates a multisensory approach and Multi-Tiered System of Support (MTSS) approach to education, ensuring personalized plans for student engagement, self-expression, and comprehension. The program utilizes universal screenings, placement, grouping, and progress monitoring to enhance the growth of foundational and comprehension skills.

By aligning with Universal Design for Learning (UDL) principles in collaboration with the Center for Applied Special Technology (CAST), *Read 180* offers professional knowledge and resources for teachers, families, and leaders. The Student Application further enhances learning by providing adaptive technology and personalized content to promote meaningful progress and support for students.





Read 180®

From Phonics to Fluency to Proficiency



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Research-Based Principles

Backed with Evidence

7.2M

Special Education
Students

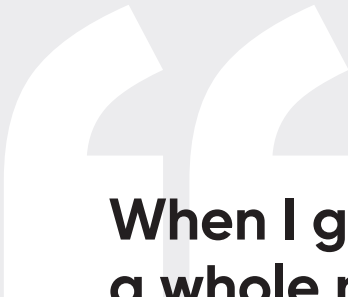
In the 2020–2021 academic year, approximately 7.2 million students (15% of the student population) qualified for special education services under the Individuals with Disabilities Education Act (IDEA). Among them, 33% were identified as students with specific learning disabilities that adversely affect learning and require specifically designed instruction.

33%

Identified with a
Specific Learning
Disability

According to the National Center for Education Statistics, a specific learning disability refers to a disorder in one or more psychological processes related to language comprehension and use, impacting skills such as listening, thinking, speaking, reading, writing, spelling, and math calculations.

National Center for Education Statistics. (2022). Students With Disabilities. Condition of Education. U.S. Department of Education, Institute of Education Sciences. Retrieved 1.23.2023, from <https://nces.ed.gov/programs/coe/indicator/cgg>.



When I got into *Read 180*, it was like I had a whole new way of learning. My Lexile[®] scores went higher and higher. *Read 180* changed my life!

Read 180 Special Education Student, 6th Grade
Southern California District



Developed using research-based principles, *Read 180* transforms literacy instruction to ensure students believe they can succeed while providing teachers with tools to accelerate them to grade-level proficiency.

43%

Of students with learning disabilities doubled their Lexile scores

A research study conducted in the United States proves students with disabilities using *Read 180* **will experience statistically significant growth.**

[Read the Full Research Study Here.](#)

2x

Growth via digital access

It is proven that when students access the Student Application for 15–20 minutes at least 3 times a week they **grow 2x the expected average yearly growth.**

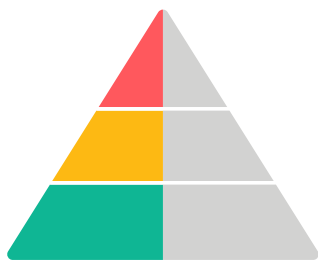
[Read the Full Research Study Here.](#)

Successful Engagement with a Multi-Tiered System

Read 180 resources are designed to deliver focused instruction that effectively balances whole-group and small-group settings while incorporating Positive Behavioral Interventions and Supports (PBIS).

This comprehensive approach enhances engagement, fosters positive behavior, personalizes benchmarks, monitors student progress, and instills motivation for success. These elements are seamlessly integrated across the entire program, ensuring a cohesive and effective learning experience.

Multi-Tiered System of Support



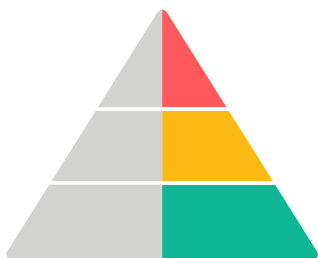
Academic (RTI)

Whole-Group & Small-Group Learning

- **Whole-Group** learning provides macro-level skills that all students need, using developmentally and academically appropriate content.
- **Small-Group** learning addresses students' individual academic needs by providing targeted instruction based on assessment data.

Student Application

- **Adaptive instruction** individually targets students' academic needs.
- Recursive practice through **spaced repetition** ensures that students have moved new skills into long-term memory.



Behavioral (PBIS)

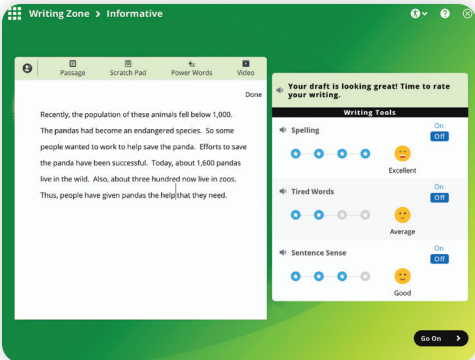
Whole-Group & Small-Group Learning

- **Instructional routines** encourage students to engage in 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, flexible way.
- Lessons follow a consistent **gradual release** and **guided practice** approach, creating a dependable learning environment that allows students to thrive.

Student Application

- **Immediate motivational feedback** as students answer questions promotes engagement and focus.
- Students have visibility into their own learning progress, allowing them to **set and track learning goals**.
- The **Student Application** provides **patient, recursive instruction**, allowing students to learn at a pace comfortable for them.

The program includes assessments that are crucial for success by identifying areas where instruction is most needed for students. *Read 180* offers a range of assessments to ensure that each student receives personalized support and experiences meaningful growth in their literacy and reading abilities.

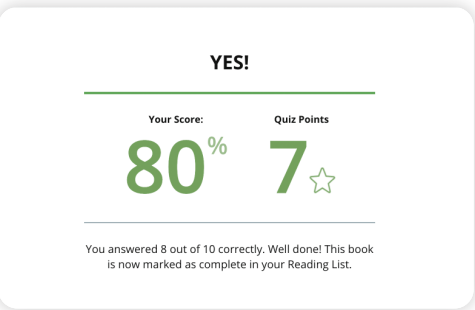


Screening & Placement Recommendations

Customers can use *NWEA® MAP® Growth™* – included with the *Read 180* subscription – to automatically place students’ directly into the appropriate portion of the *Read 180* student application and as beginning-of-year, middle-of-year, and end-of-year benchmarking.

Formative Assessment & Progress Monitoring

Formative assessments within the Student Application gauge student learning as they complete activities in each Segment. Teachers can use this data for forming groups, selecting lessons, monitoring progress, and grading.

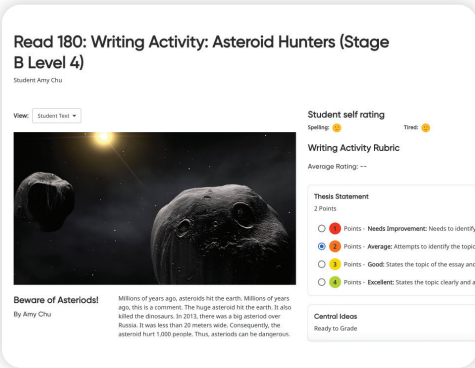


Interim Assessment & Progress Monitoring

Check Point lessons, Phonological and Phonemic Awareness, Performance Based Assessment, and Independent Reading Assessment monitor student academic and behavioral growth throughout the school year and gauge student performance in phonics, decoding, fluency, and spelling.

Summative and Curriculum Assessment

Embedded assessments measure student reading progress and behavior throughout the year, aiming for grade-level proficiency. They evaluate skills in phonemic awareness, phonics, word recognition, spelling, and morphology. Teachers can compare results to the Standards Report or other benchmarks.



Why Changing Students' Growth Mindset Matters

Too often students believe that they cannot succeed if it does not come naturally. Research shows students who believe they can grow their literacy skills engage more in class and get better grades. The best way for students to begin their growth mindset transformation is to identify where they may have fixed mindset tendencies. *Read 180* instills groundbreaking motivational techniques to build students' growth mindset. Teachers can easily assign individual students or the whole class the Growth Mindset Scan.

Mindset Scan

1 No matter who you are, you can change your intelligence... a lot.

☐ Disagree a lot ☐ Disagree ☐ Disagree a little ☐ Agree a little ☐ Agree ☒ Agree a lot

1 of 18 Questions [Next](#)



“

Some advice I have for *Read 180* students who are facing challenges in reading . . . don't let that hold you back! Just don't let anything hold you back!

Read 180 Student, 8th Grade
El Paso, Texas

High-Leverage Practices with High-Quality Resources

By implementing High-Leverage Practices (HLP), *Read 180* supports special education teachers and enhances student outcomes. HLPs empower teachers with a framework for guiding assessments, fostering collaboration, and delivering instruction in a positive learning environment that addresses social-emotional and behavioral practices.

In each of these areas, *Read 180* offers valuable support, including an adaptive placement tool for appropriate student positioning, scaffolded instruction with practice and re-teaching opportunities, and progress monitoring through in-program assessments. Additionally, *Read 180* provides an engaging student experience that fosters motivation and continuous growth.

2 Academic Vocabulary

distribute
dis-trib-yū (verb)
Paragraph 2

Meaning
to give
items to other people

Example
How should your school distribute important information to students' families?
Our school should distribute information to students' families by emailing it / handing it out / posting it online

opposition
op-pi-zi-shən (noun)
Paragraph 4

Meaning
a feeling of strong disagreement toward something

Example
When have you shown opposition to a friend or relative?
I expressed opposition to my friend / brother because he/she wanted me to play a mean / take on someone / show my parents / and I didn't think that was right.

Workshop 1 • Part 1

Informational Text

4 Close Reading

Key Idea
Why did Kesz win the International Children's Peace Prize?
Kesz won the prize because after being homeless, he worked to help other homeless kids.

1 Cite Text Evidence
Underline two details that describe help Kesz received when he was homeless. How did the social worker help Kesz improve his life? Use a quote from the text in your response.
The social worker "rescued Kesz after he fell into a pile of burning tires." Now Kesz "lives with the social worker."

3 Stretch
Why did Archbishop Desmond Tutu call Kesz "a new voice for the voiceless"? The author states that Kesz's group "distributes clothing and toiletries to thousands of homeless kids," and that he "works for children's rights." He speaks for kids who can't speak for themselves.

3 Thanks to his passion and hard work, Kesz now has something else. He won the 2012 International Children's Peace Prize, which includes a \$130,000 award.

4 The honor is given every year to a young person who works for children's rights. A Nobel Peace Prize winner presents the award. Archbishop Desmond Tutu presented Kesz with the prize in a ceremony in the Netherlands. Tutu won the Nobel Peace Prize in 1984 for his opposition to apartheid, a system of inequality and racism.

Street Smarts
BY DAVID STACK

A Filipino teen becomes a voice for homeless kids in Manila—and wins a major award for his work.

1 Chris "Kesz" Valdes knows what it's like to be homeless. Kesz ran away from his abusive family at age four. He slept in a dump in Cavite City, in the Philippines. When he was seven, Kesz was rescued. A social worker rescued Kesz after he fell into a pile of burning tires, badly burning his arms.

2 Kesz now has a home and an adoptive family. He lives with the social worker who rescued him. And he's helping kids still stuck on the streets where he used to live. By age eight, he founded Championing Community Children. This group distributes clothing and toiletries to thousands of homeless kids in Cavite City.

social worker someone trained to help people meet their needs
toiletries items such as soap and toothpaste

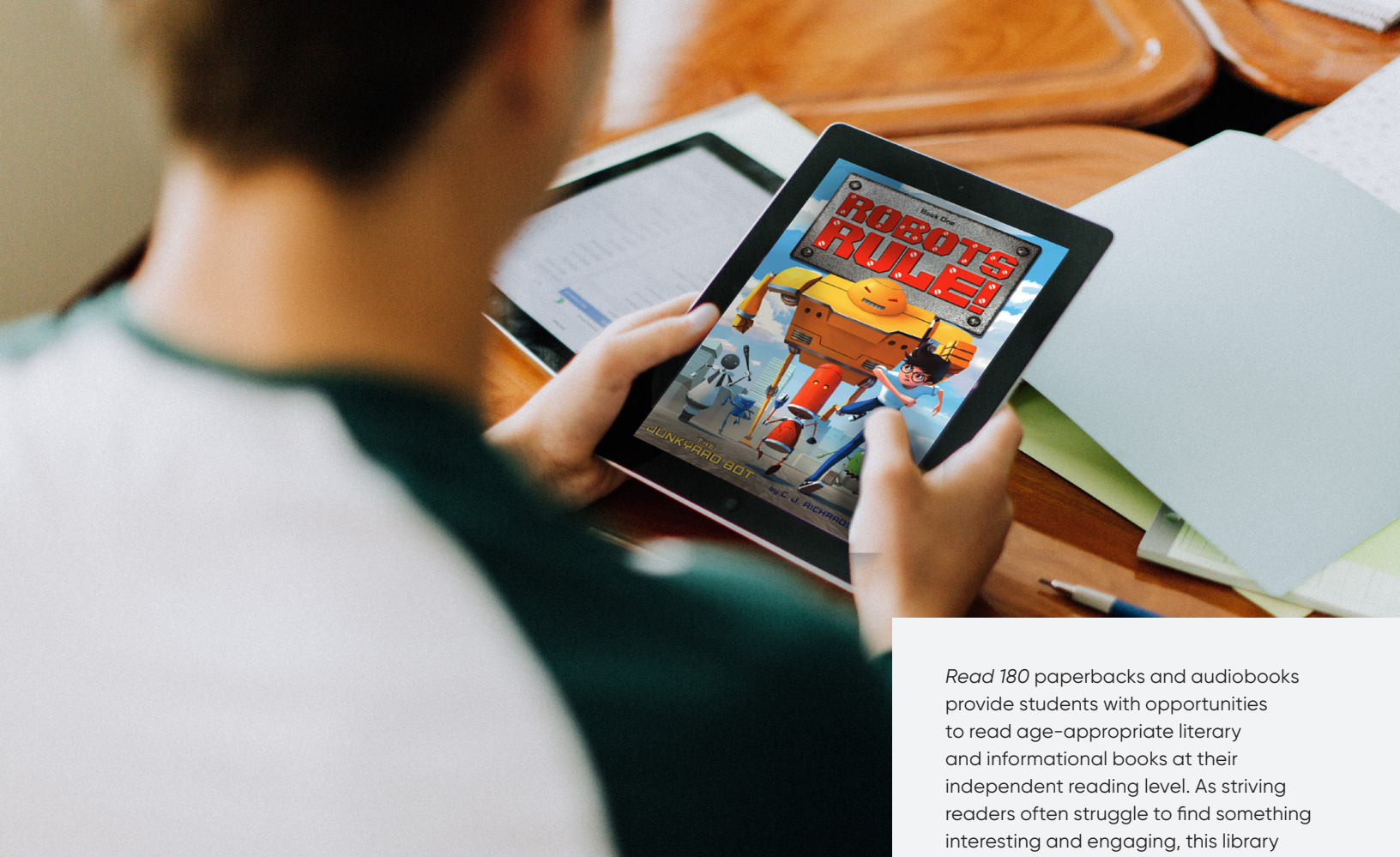
Philippines
Capital: Manila

Find 'Teaching Moves' HLP embedded directly within Teacher Editions.



TEACHING MOVES: Ramp Up the Routines

Use the Building Fluency Routines such as **ORAL CLOZE 1** to model fluent reading and engage students. In this routine, you omit words while students follow along silently and chime in chorally with the missing words. If students do not respond, or if they say another word, clearly say the omitted word. Then continue reading, making sure to keep the pace engaging.



Read 180 paperbacks and audiobooks provide students with opportunities to read age-appropriate literary and informational books at their independent reading level. As striving readers often struggle to find something interesting and engaging, this library has been carefully curated to appeal to a wide range of interests.

Resources Aligned to District Requirements

The *Read 180* program offers an extensive range of top-notch resources that cater to the distinct requirements of students with disabilities. It includes adaptable tools which can be found embedded in the Teacher Guides. Each Teacher Guide contains additional resources that connect theoretical concepts with real-life situations, enabling students to remain interested, understand concepts, and excel in the classroom. Whether used in a blended learning system or a conventional classroom, *Read 180*'s resources of exceptional quality guarantee that all students can thrive.

Our high-quality resources and technology provide adaptive instruction and practice, while teachers do what they do best—build reasoning and elicit student thinking that aligns to high-leverage practices.

Engage and Empower with Hands-On Manipulatives

Students with learning differences require different types of instructional strategies to enhance their learning. That's why the *Read 180* program provides hands-on manipulatives such as the Word Building Kit and Blending Board, which play a vital role in supporting struggling readers with decoding, phonics, and spelling. These tools allow students to manipulate letter tiles, blends, and word families, building the foundation for strong literacy skills. With *Read 180*'s multisensory approach, students can gain the confidence and independence they need to succeed.



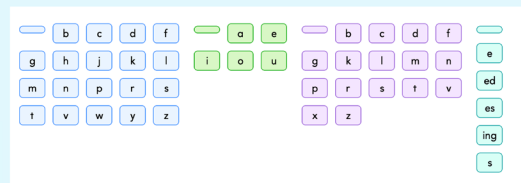
Support Decoding and Spelling

The **Word Building Kit** is designed to support students who struggle with decoding and spelling. It uses hands-on materials like letter tiles, blends, and word families to develop phonics and word recognition skills by allowing students to manipulate them to build and decode words.

Develops Phonics and Decoding Skills

The **Blending Board** virtual resource is designed to help students develop their phonics and decoding skills. Students use colored tiles to blend letter sounds together and create words, allowing them to practice in a hands-on and engaging way.

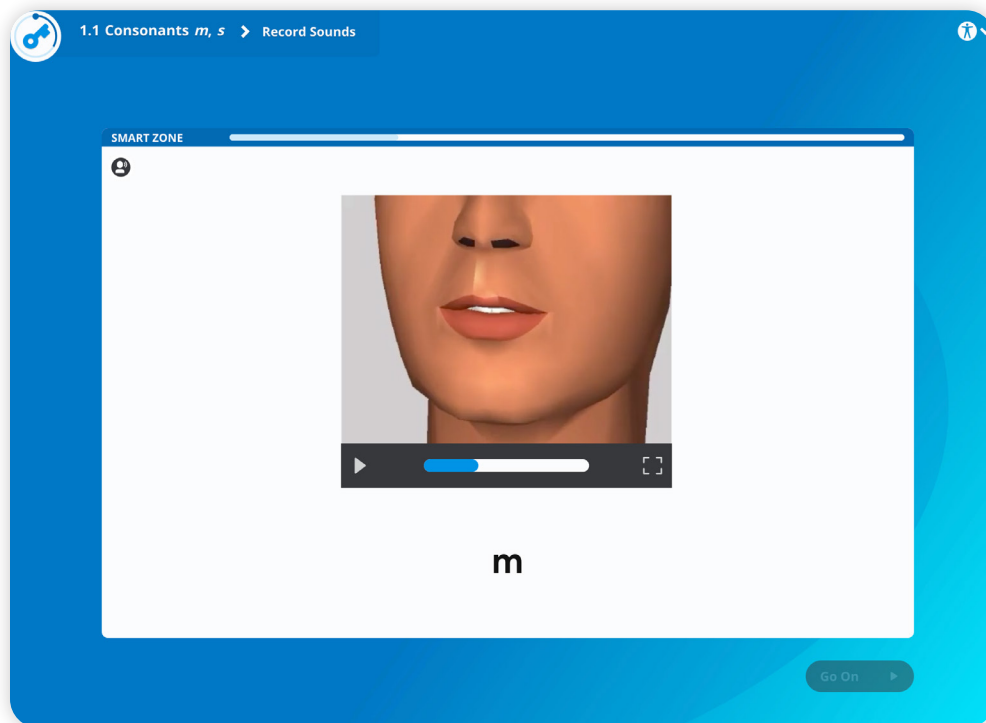
Start Building...





Making Reading Memorable with Multisensory Instruction

Implementing Universal Design for Learning (UDL) in the classroom is made easy with *Read 180*. The software and printed materials are designed to cater to learner variables, offering equal opportunities for all students to grow through representation, action, expression, and engagement.



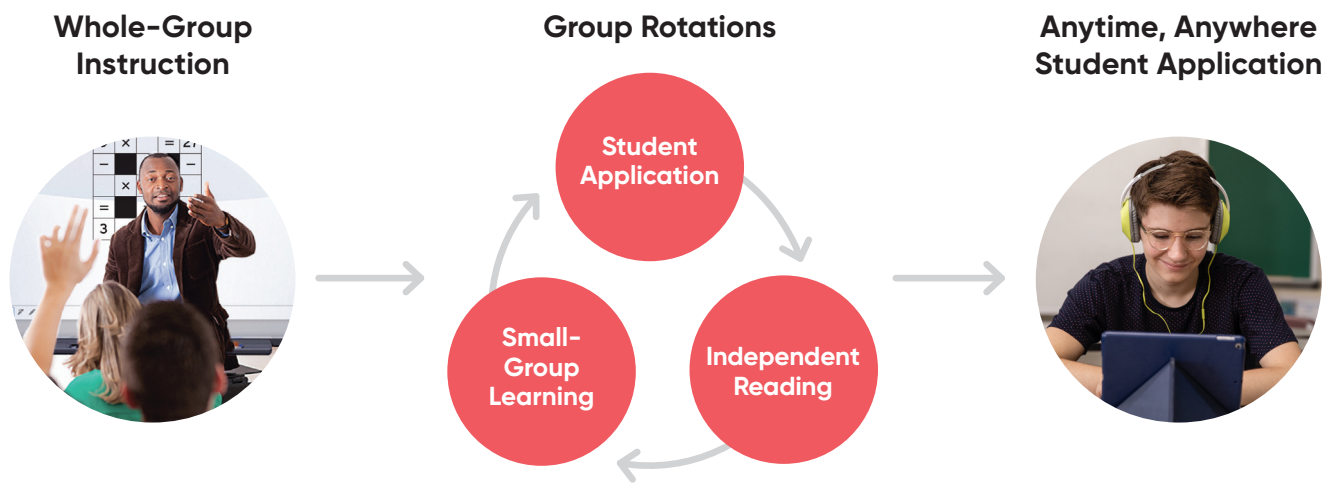
A **“mouth position” video** or animation provides both visual and aural models of accurate phoneme articulation.

Multiple Means of Representation

Read 180's multisensory approach includes interactive software with digital, audio, and visual support. Audiobooks, manipulatives, and teacher-led instruction offer additional opportunities to use visual, aural, kinesthetic, and tactile modalities to access lesson content.

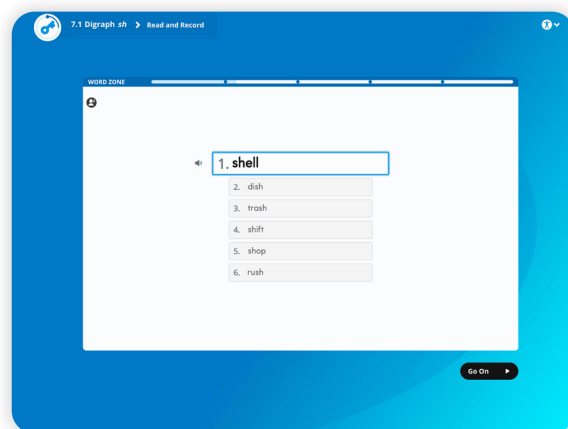
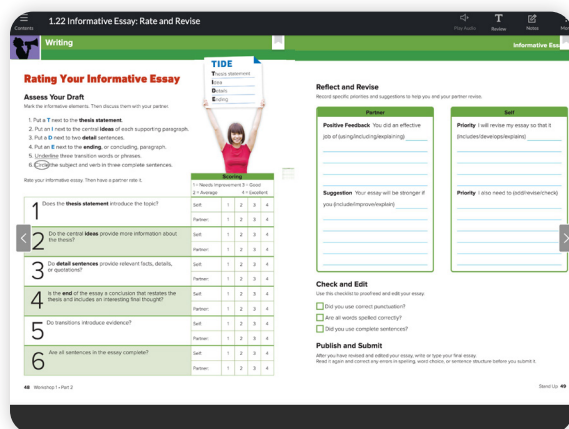
Multiple Means of Action and Expression

During teacher-led lessons, students have opportunities to express themselves through writing and discussion in one-on-one, small-group, and whole-group settings. In the software, students can practice and demonstrate fluency by reading and recording passages at the end of each series.



Multiple Means of Engagement

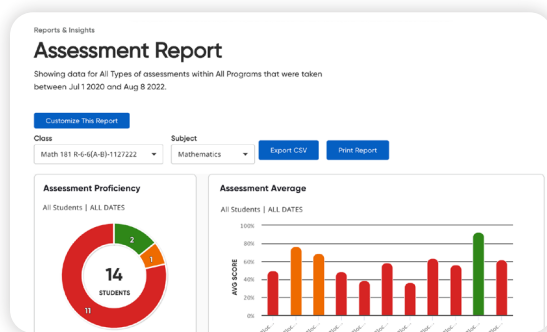
Small-group, whole-group, and independent activities provide a variety of settings for students to engage with the curriculum. *Read 180* software activities encourage playing with sounds and symbols and differentiate instruction to meet students' varied needs.



Supportive IEP-Driven Progress Monitoring

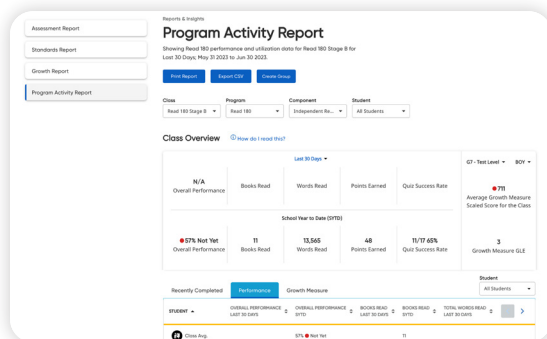
At HMH we understand that data helps to identify if students' needs and goals are being met. It provides guidance on creating targeted interventions or accommodations so students can achieve success and set additional goals as well as track their progress over time.

The suite of reports within *Read 180* provides valuable tools for educators to craft Individualized Education Plan (IEP) goals and measure the progress of each student's strengths, weaknesses, and learning goals by providing actionable data based on student performance.



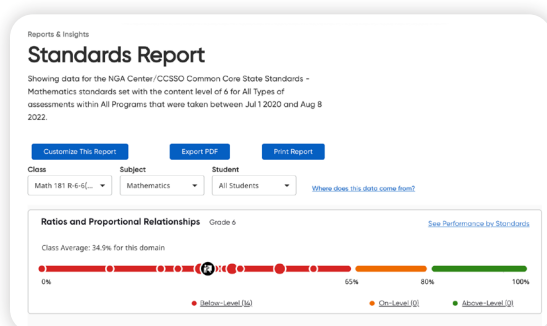
Assessment Report

Provides overall class and individual student performance on in-program assessments. The analysis helps teachers identify the concepts students understand and where students still need help.



Growth Report

Provides insights on content recommendations. Teachers can see an at-a-glance view of student and/or class performance and monitor their growth throughout the school year.

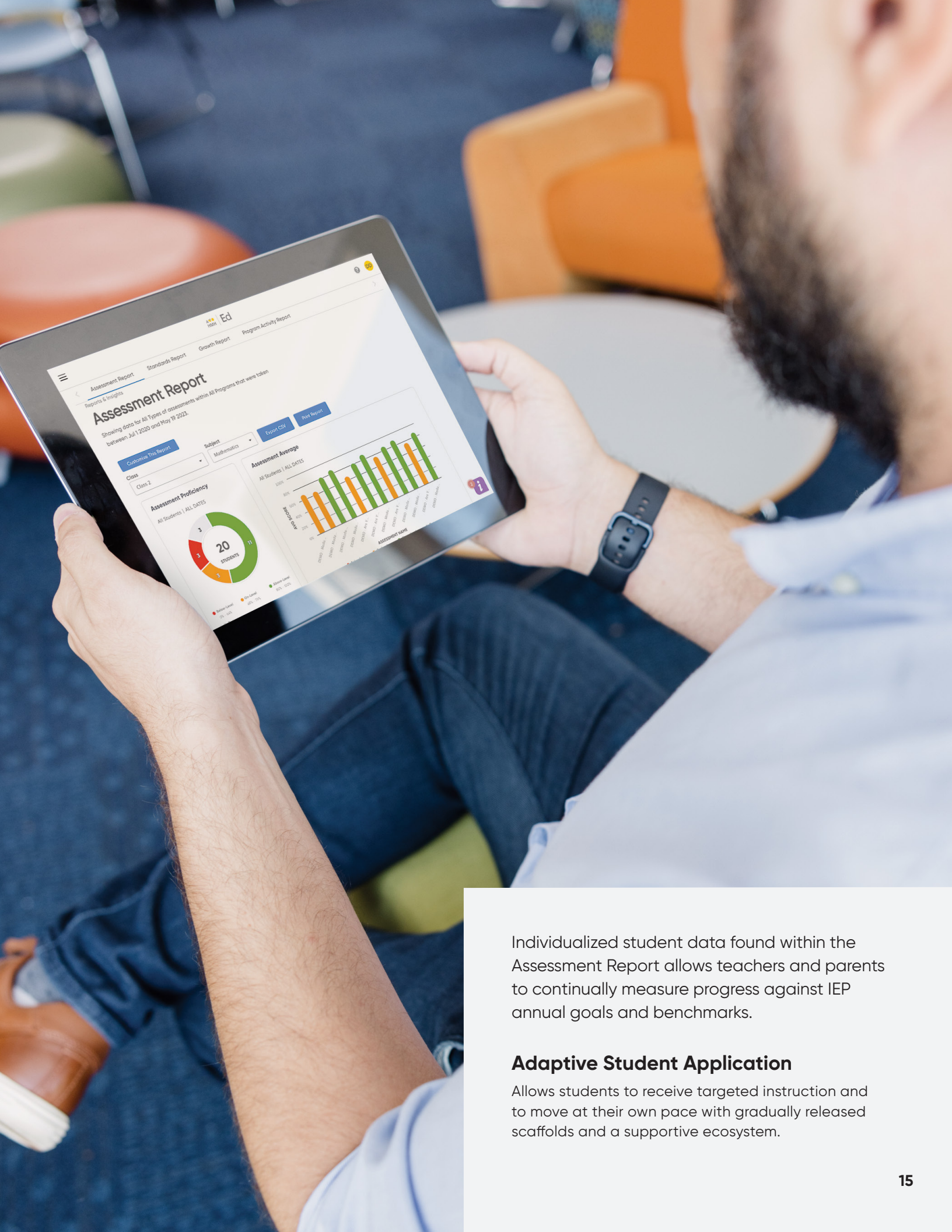


Program Activity Report

Details student performance and usage metrics in the Student Application. Teachers can use this report to identify students who need additional support or are ready for grade-level content.

Standards Report

Displays student average scores by domain in chosen standards. Teachers use it to assess proficiency and create grouping recommendations.



Individualized student data found within the Assessment Report allows teachers and parents to continually measure progress against IEP annual goals and benchmarks.

Adaptive Student Application

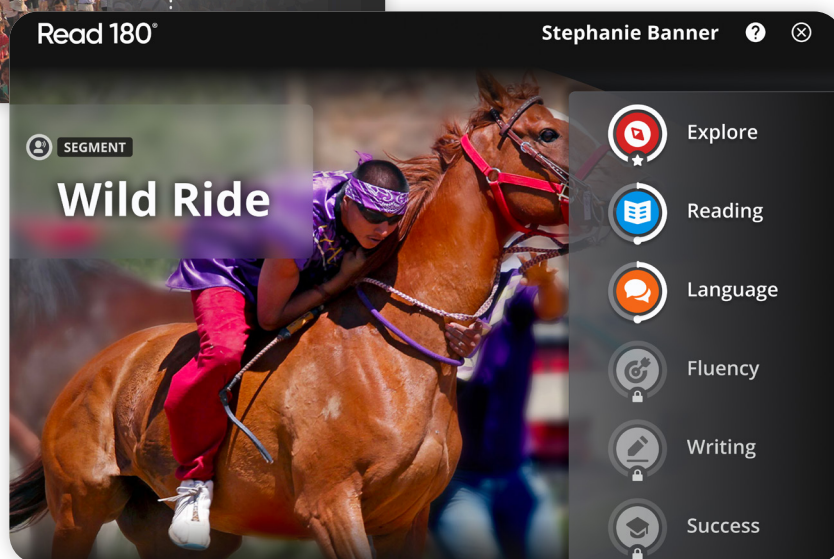
Allows students to receive targeted instruction and to move at their own pace with gradually released scaffolds and a supportive ecosystem.

Appropriate and Adaptive Technology

The *Read 180* Student Application embraces the principles of UDL by offering various pathways for students to learn, express themselves, and engage with the content. Additionally, teachers receive ample support to cater to the needs of students with dyslexia, basic reading/reading fluency disabilities, or other language-based specific learning disabilities.

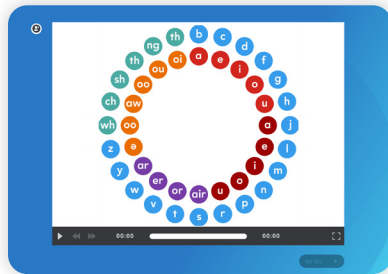


Read 180 Home Screens foster inclusivity for students, regardless of their program section (Foundations or Comprehension).



Scaffolds for Code Segments

Read 180 meets the diverse needs of students through explicit and systematic instruction, integrating sound and spelling lessons with strategies to decode multisyllabic words. The Student Application offers an organized approach that aids readers to efficiently “Crack the Code” of the English language.



Code Strand

Develop Decoding and Encoding Automaticity

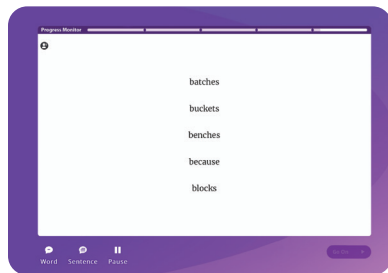
Students receive systematic, direct instruction in decoding, as well as modeling sound-symbol correspondence, blending, and word attack strategies.



Word Strategies Strand

Develop Morphology Knowledge and Strategies

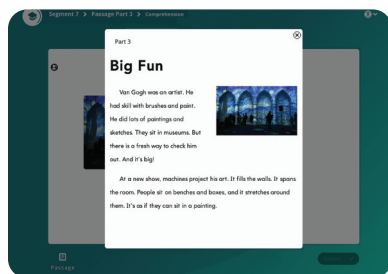
Students learn to recognize increasingly complex morphological elements, such as syllable types and word parts. As students learn how morphemes affect word meaning, they receive coaching and immediate feedback.



High-Frequency Words Strand

Develop High-Frequency Word Automaticity

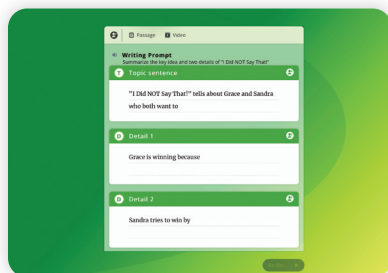
Students build fluency and automaticity with high-frequency words through individualized, systematic instruction that focuses only on words identified from an initial assessment.



Success Strand

Apply Foundational Literacy Skills to Reading Connected Text

Students apply new skills from each topic in the Segment by reading a connected text.



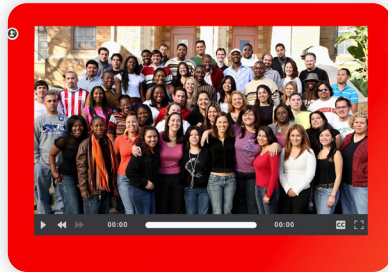
Writing Strand

Systematic Writing Instruction to Facilitate Effective Expression

Starting from Segment 12, students receive systematic writing instruction to facilitate effective expression. They engage in independent writing to foster their foundational writing skills.

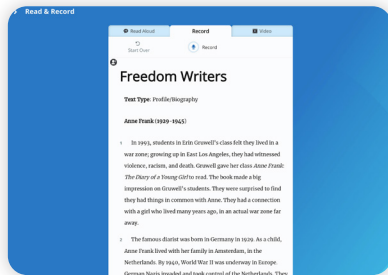
Scaffolds for Comprehension Segments

The Comprehension Segments within the Student Application in *Read 180* focus on improving students' comprehension abilities, fostering engagement, and supporting overall reading success. The entire program maintains a stable structure while also accommodating modifications and meeting the individual needs of each student, leading to positive outcomes.



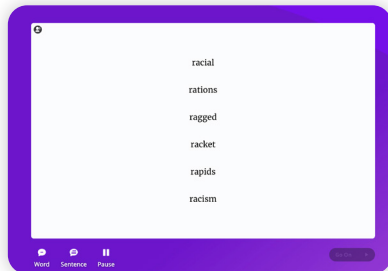
Explore Zone

Anchor Videos activate and strengthen vocabulary and background knowledge, allowing students to comprehend and link passages to their existing knowledge.



Reading Zone

Students complete multiple readings of a target passage, giving them an opportunity to build fluency, learn academic vocabulary, and practice reading comprehension strategies.



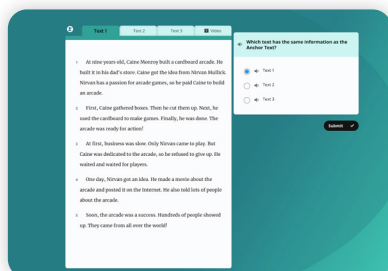
Fluency Zone

Students practice spelling and reading sight words to build automaticity with word recognition, which allows them to focus on comprehension and retention.



Language Zone

Enhance and expand student's vocabulary skills by participating in language-based activities.



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.

Customization and Accessibility

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

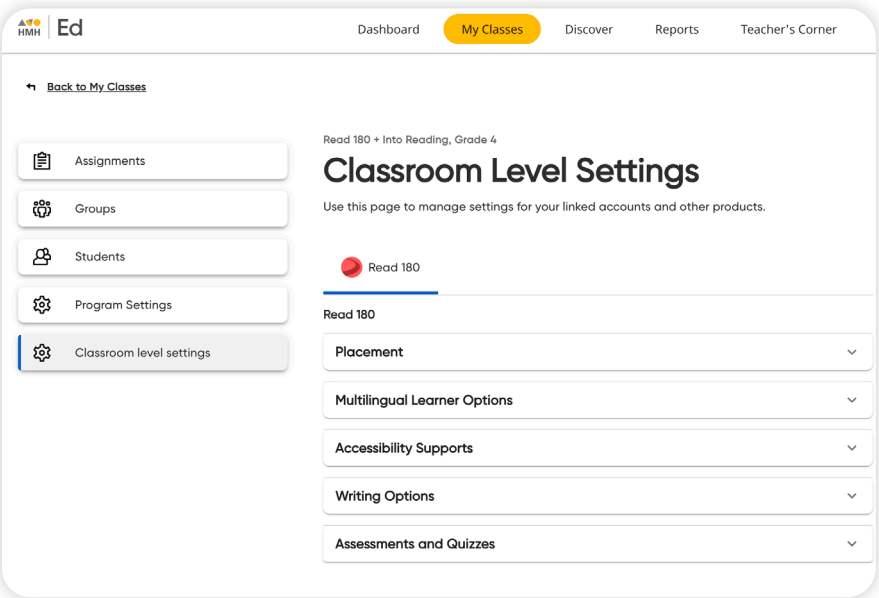
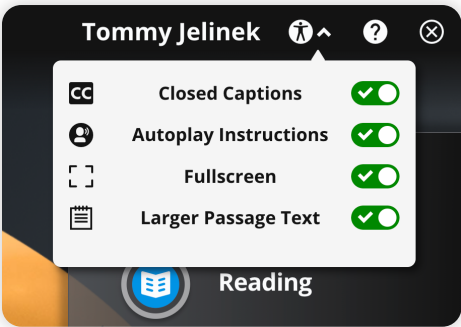
Personalized Student Preferences

Students have the freedom to personalize their experiences according to their preferences. They can adjust various settings such as closed captioning, autoplay instruction, full screen mode, and larger passage text to suit their individual needs.



Accessibility Features

Each zone and strand provides inclusive features and accessibility options, including support for individuals with visual and hearing impairments. It includes screen reader capability, high-contrast display, closed captioning, and visual cues, ensuring an enriching educational experience for everyone, regardless of their abilities.



Customized Classroom Settings

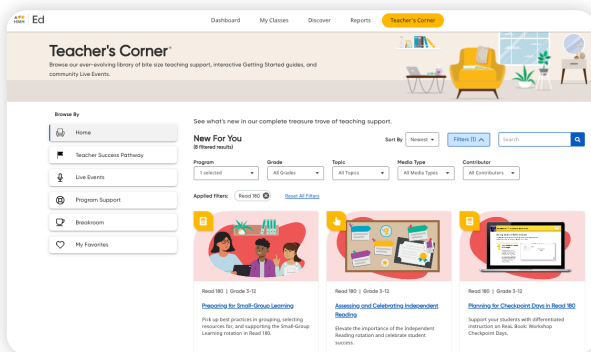
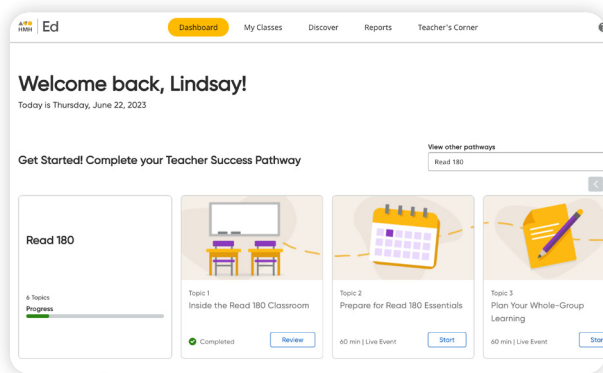
Teachers can customize specific settings for each individual student, which encompass placement options, multilingual learner options, accessibility features, writing options implementation, and the capability to set limits on quiz attempts based on a minimum score percentage.

Unlimited Support with Professional Learning

HMH Professional Learning helps special education teachers develop a deeper understanding of how to use the specific and actionable data from placements and program assessments for direct instruction and to support the Student Application. HMH provides the highest-quality implementation support and ongoing Professional Learning delivered live, online, and via asynchronous learning.

Personalized Guided Support

Teacher Success Pathways build teacher confidence in the first 30 days.

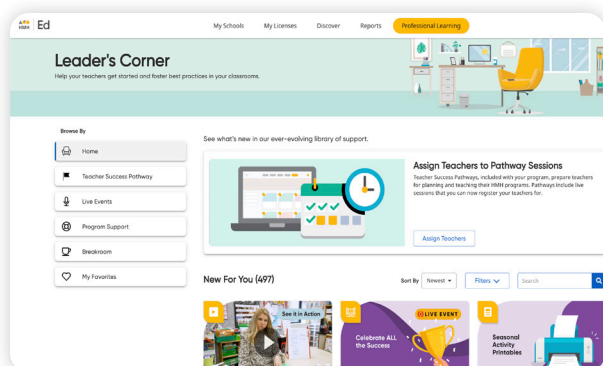


Teacher's Corner

Support continues throughout the year with a searchable library of articles and videos, live online events, on-demand recordings, and so much more!

Leader's Corner

Administrators can also access on-demand resources, leader-specific live events, resources for PLCs, and downloadable templates for classroom observations.



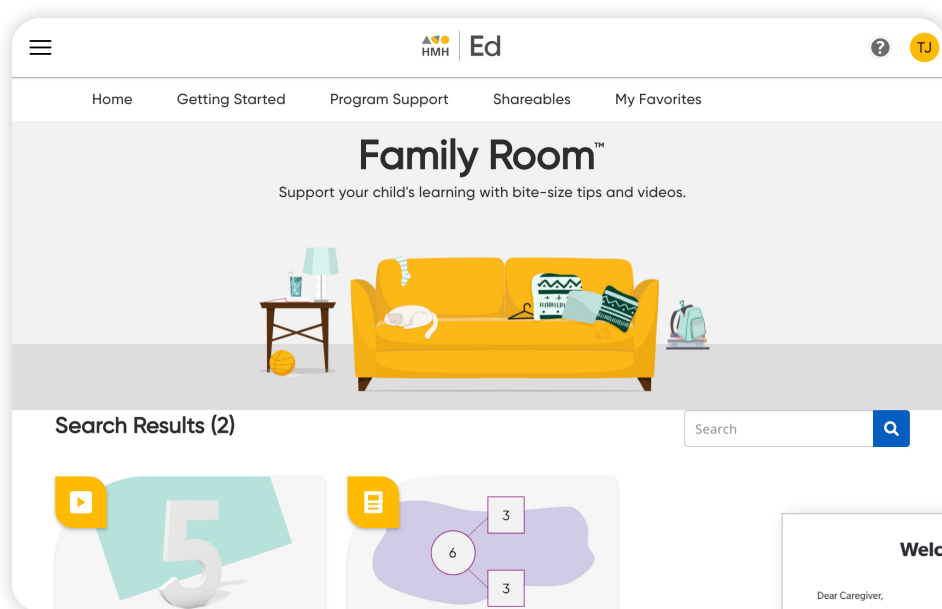


***Read 180* is an awesome program that truly helps students become better readers.**

Chris Young, Southern California District
Special Education Teacher

Encouraging Relationships with a School-to-Home Connection

HMH is dedicated to providing caregivers with valuable resources to help them support their child's education outside of the classroom. With 24/7 assistance, this platform and program offer practical guidance on how to promote learning, manage difficult behaviors, overcome social isolation, and encourage a positive mindset. We are committed to supporting caregivers every step of the way!



Family Tips and Videos

Prioritizing family involvement for students, teachers, and caregivers is easy with the **Family Room™** on *Ed*. It offers convenient access to helpful tips, videos, and even student assignments, ensuring a user-friendly experience.

Reinforce Home Learning

This welcome letter explains the goal of the *Read 180* program, the steps children will complete as they learn, and ways to reinforce their learning at home.

Welcome to Read 180

Dear Caregiver,

I am excited to announce that our school is using Read 180® this year. The Read 180 literacy program aims to help all students master the reading skills they need to read at grade level. It has been designed to motivate students to become confident, lifelong readers. Our school has carefully selected students to participate in this program to support their instructional needs.

Read 180 is a research-based program with proven results in raising student reading achievement. Each day, students receive instruction and practice essential reading skills through my lessons. They will use software designed to target students' specific reading needs, and will engage in independent reading.

In our Read 180 class, students will strengthen their literacy by developing:

- skills needed to read fluently and understand what they have read;
- knowledge needed to read and understand texts across a wide range of subjects, such as social studies, science, and math;
- writing skills across a range of writing types;
- a deep level of confidence in themselves and their literacy abilities.

Read 180 challenges students to work hard and, by doing so, achieve reading success. You can offer encouragement and provide support at home by visiting the library, setting aside reading time, and discussing what your student is learning in Read 180.

Thank you in advance for helping us achieve our goals. Together we will support your student on the path to strengthening their reading, language, and writing skills!

Sincerely,

Read 180 Teacher

Strategic Investments

Create Lasting Impacts

HMH has additional resources that can be used to prepare funding applications and school-level plans. *Read 180* is aligned with key federal funding priorities as well as state and local initiatives for student success.

IDEA

IDEA, Part B ensures that children with disabilities have access to a free, appropriate public education designed to meet their unique needs.

Title I

Title I, Part A provides additional academic support and learning opportunities for low-achieving, disadvantaged youth.

Title IV

Title IV offers students access to a well-rounded education and improves school conditions for student learning.

Additional Approved Funding Sources:

- State & Local Funds
- ESSER
- School Improvement
- Foundation & Private Grants

Read 180®
Education of Children with Disabilities

IDEA, Part B Alignment
Education of Children with Disabilities

The purpose of **IDEA, Part B - Formula Grant Programs** is to assist states in providing a free, appropriate public education (FAPE) in the least restrictive environment for children with disabilities ages 3 through 21.

The following chart shows how **Read 180®** can support children with disabilities under IDEA, based on key components and recommendations from IDEA, Part B, Section 611.

IDEA, Part B Components	Read 180
Provide research-based and scientifically validated interventions	Read 180 builds from phonics to fluency to proficiency and is a Tier II and Tier III intensive intervention solution that supports struggling readers, special education students, and multilingual learners, including newcomers. Designed for students reading more than one year below grade level, Read 180 leverages extensive technology to personalize instruction for students and provide differentiation for teachers.
RESEARCH	From its inception, Read 180 was designed to address the need and accelerate their reading to grade-level proficiency. The development of Read 180's software was initially funded by Department of Education's Office of Special Education. Read 180 is the subject of continuous research and validation efforts for our most thoroughly researched and documented reading intervention. Improving performance on state test results, reducing drop-out, accelerating reading achievement across all populations of students.
RESEARCH	Read 180 has a strong evidence rating according to the Evi from the Center for Research and Reform in Education. They have succeeded in raising reading achievement for students, including multilingual learners, students with disabilities, and economically disadvantaged students, and students of various ethnicities. The Read 180 research contains correlational and descriptive randomized or quasi-experimental studies and includes help for intervention students as well as for specific student demographics. Decades of research conducted on the program provide strong evidence that Read 180 has played a critical role in helping schools meet the needs of today's students. View the research on the program at www.read180.com/research

Read 180®
21st Century Community Learning Centers

Title IV, Part B Alignment
21st Century Community Learning Centers

The purpose of **Title IV Part B - 21st Century Community Learning Centers (21st CCLC)** program is to support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local standards for academic subjects, such as reading and math, offers students a broad array of enrichment activities that complement their regular academic programs, and offers literacy and other educational services to the families of participating children.

The following chart shows how **Read 180®** can support a 21st CCLC program.

Title IV, Part B Components	Read 180
Activities that provide remedial education activities, including additional assistance to students to allow the students to improve their academic achievement	The research behind the development of Read 180's software was initially funded by a grant from the U.S. Department of Education's Office of Special Education. Read 180 addresses the needs of struggling readers by identifying specific areas of need and providing personalized, engaging instruction and practice, designed to accelerate reading growth and foster a passion for reading. The program also offers motivational support that improves student confidence and attitudes toward reading and school.
	Read 180's a Tier 2 and Tier 3 intervention solution that offers tools for the systematic screening and progress monitoring central to a Response to Intervention (RTI) approach, along with customizable training and professional development to ensure that teachers can use the program with a wide array of students.
	Read 180 helps each student accelerate to achieve reading proficiency. Based on results from the Growth Measure®, a diagnostic and progress-monitoring assessment, students are placed into the appropriate starting point in the Student Application. Students who have reading gaps in foundational skills are placed into the Code Segments, while students who need support with comprehension are placed into one of six levels in the Comprehension Segments. The Student Application provides personalized, adaptive instruction that allows students to operate within their Zone of Proximal Development.
	The Student Application is organized into units of learning, called Segments. Results from Growth Measure automatically place students into the appropriate type of Segment—Code Segments for students with foundational skills needs or Comprehension Segments. Subsequent Growth Measure scores do not affect a student's level in the Student Application after the initial placement. Instead, students are promoted within the Student Application based on their ongoing Student Application performance. Teachers can also design or adjust student placement in the Student Application manually.
	Because of the nature of foundational skills learning, Code Segments are organized into a systematic scope and sequence that students progress through sequentially. Once students are placed into the Code Segments, the Student

Read 180®
Improving Basic Programs

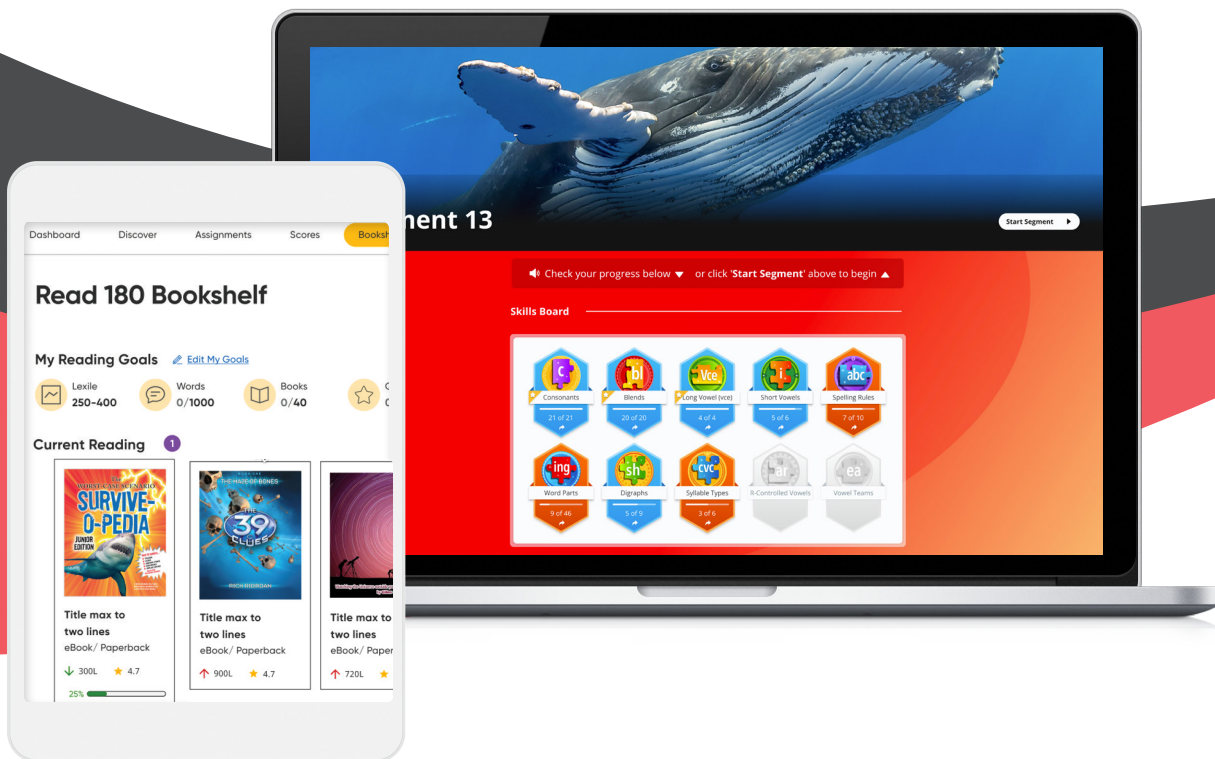
Title I, Part A Alignment
Improving Basic Programs

The purpose of **Title I, Part A - Improving Basic Programs Operated by Local Education Agencies** is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Schools receiving Title I funds must develop a plan to improve teaching and learning.

The following chart shows how **Read 180®** meets the components for Title I, Part A funding.

Title I, Part A Components	Read 180
Provide opportunities for all students to meet grade-level proficiency, particularly in the areas of math, reading (language arts), and science	Designed for students reading one or more years below grade level, Read 180 leverages adaptive technology to personalize instruction for students and provides powerful data for differentiation to teachers. Read 180 provides an adaptive curriculum design that has customizable options to ensure that all students have equal opportunities to access information and demonstrate what they have learned. Organized around the principles of Universal Design for Learning, the flexibility of Read 180 allows all students to progress in their own learning at a pace that works for their needs, and it allows them to successfully participate in their classroom community of learners.
	In the Student Application, students begin on their dashboard, 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. The Student Application delivers a personalized learning path for students through systematic instruction in phonics, decoding, reading, and writing skills. Read 180 follows a digital implementation permitting students access to adaptive software and independent reading library online, anywhere.
	With cognitive science, interactive content, and a comprehensive teaching system, Read 180 focuses on the following research-based strategies:
	<ul style="list-style-type: none">• Blended Learning: Designed to meet the needs of all readers, Read 180 provides individualized instruction through teacher-facilitated learning, adaptive computer software, content-rich complex texts, targeted skills instruction, everyday writing tools, and meaningful assessments.• Personalized Instruction with Adaptive Technology: Read 180 harnesses the power of technology and research-proven practices to accelerate learning and build knowledge. Adaptive technology empowers students by identifying their individual needs and providing guided and independent practice at their own pace, continually measuring progress toward mastery. The adaptive pacing of skills practice helps students achieve automaticity, which frees cognitive capacity for higher-order processes. In addition, embedded assessments throughout the Student Application continuously assess and place students according to their levels of mastery of learned and new information and to customize corrective feedback to students' specific areas.

From Phonics to Fluency to Comprehension



Experience *Read 180* online at
hmhco.com/sample or learn more at
hmhco.com/read180