**XTREME READING OVERVIEW**

**BASIC DESCRIPTORS**

• Year-long course

• Designed for students reading at least at the 3.5 grade level

• Designed for students reading at least two years behind grade level in reading comprehension

• Has been implemented in middle-school and high-school settings

• Designed for groups of 12 -15 students per class

• Requires a teacher specifically trained and assigned to the classes

**KEY COMPONENTS**

• Instruction in powerful strategies

• Validated instructional methods

• Engaging literature

**READING STRATEGIES**

**Word-level Strategies**

• Word-mapping Strategy

• LINCS Vocabulary Strategy

• Word Identification Strategy

**Comprehension Strategies**

• Self-Questioning Strategy

• Visual Imagery Strategy

• Paraphrasing Strategy

• Inference Strategy

**INSTRUCTIONAL METHODS**

• Pretest

• Guided reading

• Describe

• Model

• Verbal Practice

• Independent Practice

• Paired Practice

• Differentiated Practice

• Posttest

• Generalization

**ENGAGING LITERATURE**

• High-interest novels

**XTREME READING OVERVIEW (CONT.)**

**THE “GLUE”**

Course Launching

Independent Reading Requirements/Activities

ACHIEVE Lessons

Talking Together Program

SCORE Skills Program

Possible Selves Program

Pacing Guide

Daily Lesson Plans

**RESEARCH STUDY 1**

• 17 high schools (Xtreme Reading) vs. 17 high schools (West Ed.)

• In each school: Experimental and control students

• Four classes per school; 12-15 students per class

• 2040 students total/year

• Our data: On 509 ninth graders taught by 13 teachers

• Our measure: Gates McGinitie Reading Comprehension Subtest

• Statistically significant gains for:

 • The whole group

 • The students who scored below grade level on the pretest

 • The students who scored below grade level on the pretest and qualified as “responders”

• Differential effects depending on teacher implementation rates

• Differential effects depending on student variables

**RESEARCH STUDY 2**

• Striving Readers Projects in two states: Oregon & Massachusetts

• Results of Year 1 show that the Oregon project was one of two projects nationally that produced significant differences between experimental and control secondary students

• Project staff data on the GRADE show significant gains on vocabulary and comprehension subtests

• Again, different teachers produce different results