

Welcome to

The logo features a large, stylized orange 'X' with a white outline and a slight shadow. To the right of the 'X', the words 'TREME READING' are written in a black, hand-drawn, uppercase font. The entire logo is set against a white rectangular background.

XTREME READING

Introductions

1. Malloreay Jones
2. Bonnie Palasak
3. Group Participants

Group Norms

1. Take care of your needs
2. Please minimize outside distractions
3. Be present and actively listen
4. Respect each other and our time

Objectives

By the end of day 1, you will be able to...

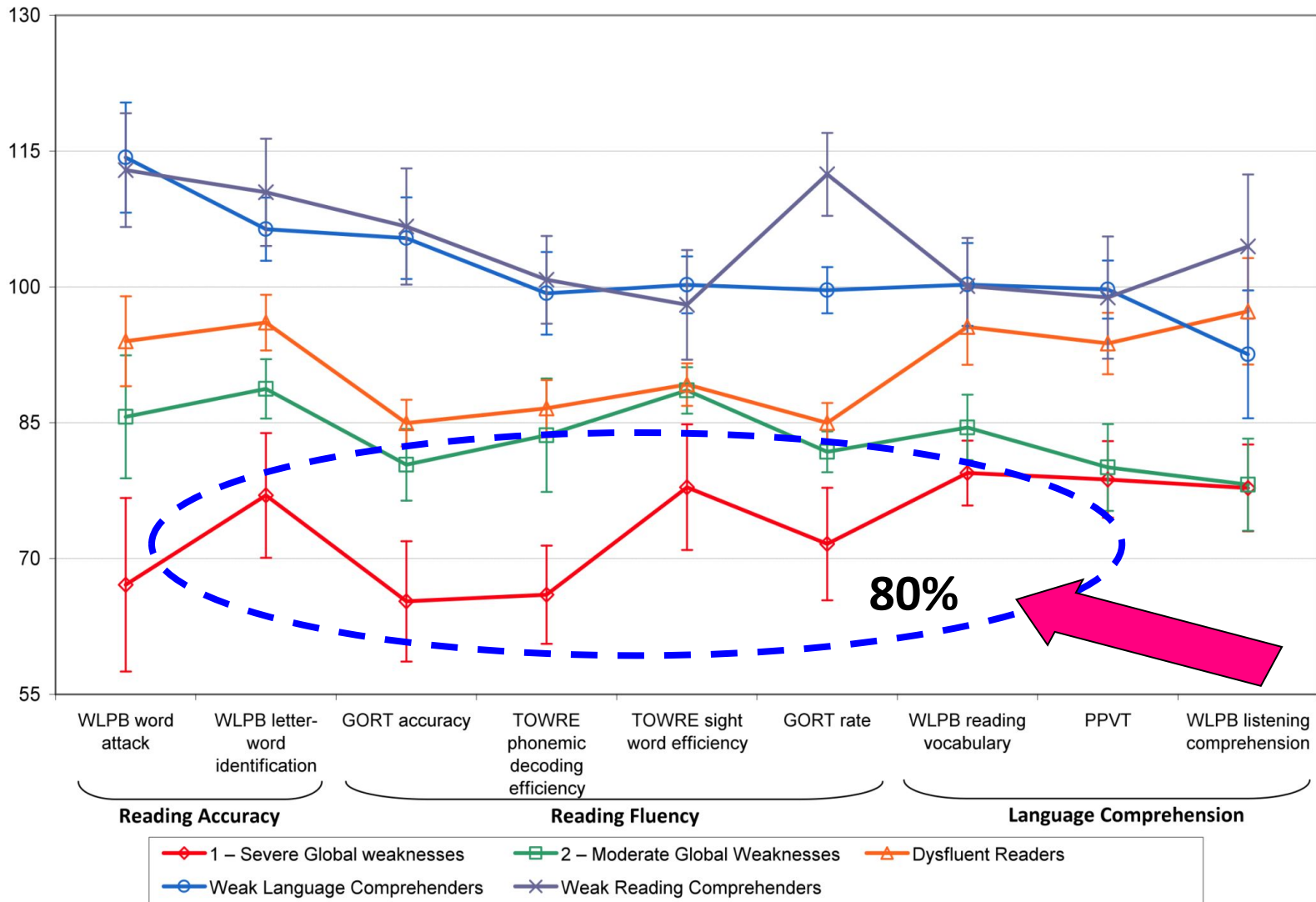
1. summarize what Xtreme Reading is and the strategies that are included in Xtreme Reading.
2. identify the steps involved in each strategy.
3. use the Xpect to Achieve Strategy to build a classroom community.
4. conduct the San Diego Assessment.



Overview

JNP Summer
2025

“Clusters” of Poor Comprehenders



Leads to...



Why Focus on Academic Literacy?

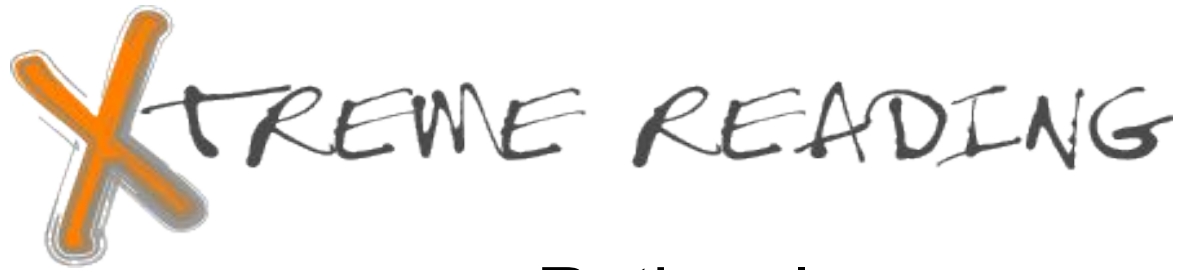
X^{TREME} READING

Habits of learning

Strategies

Knowledge

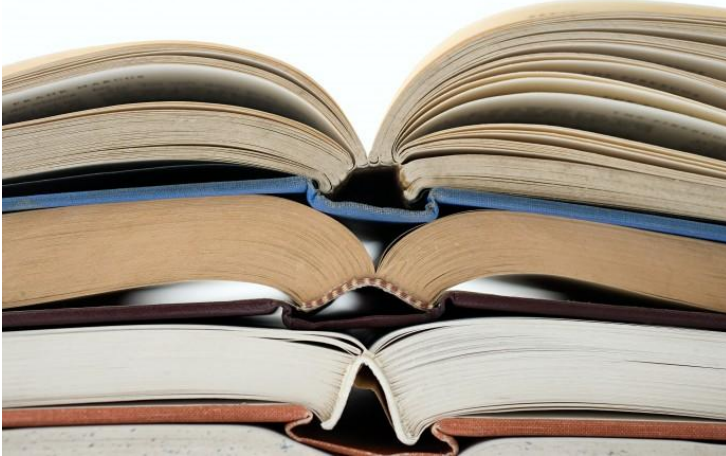




Rationale

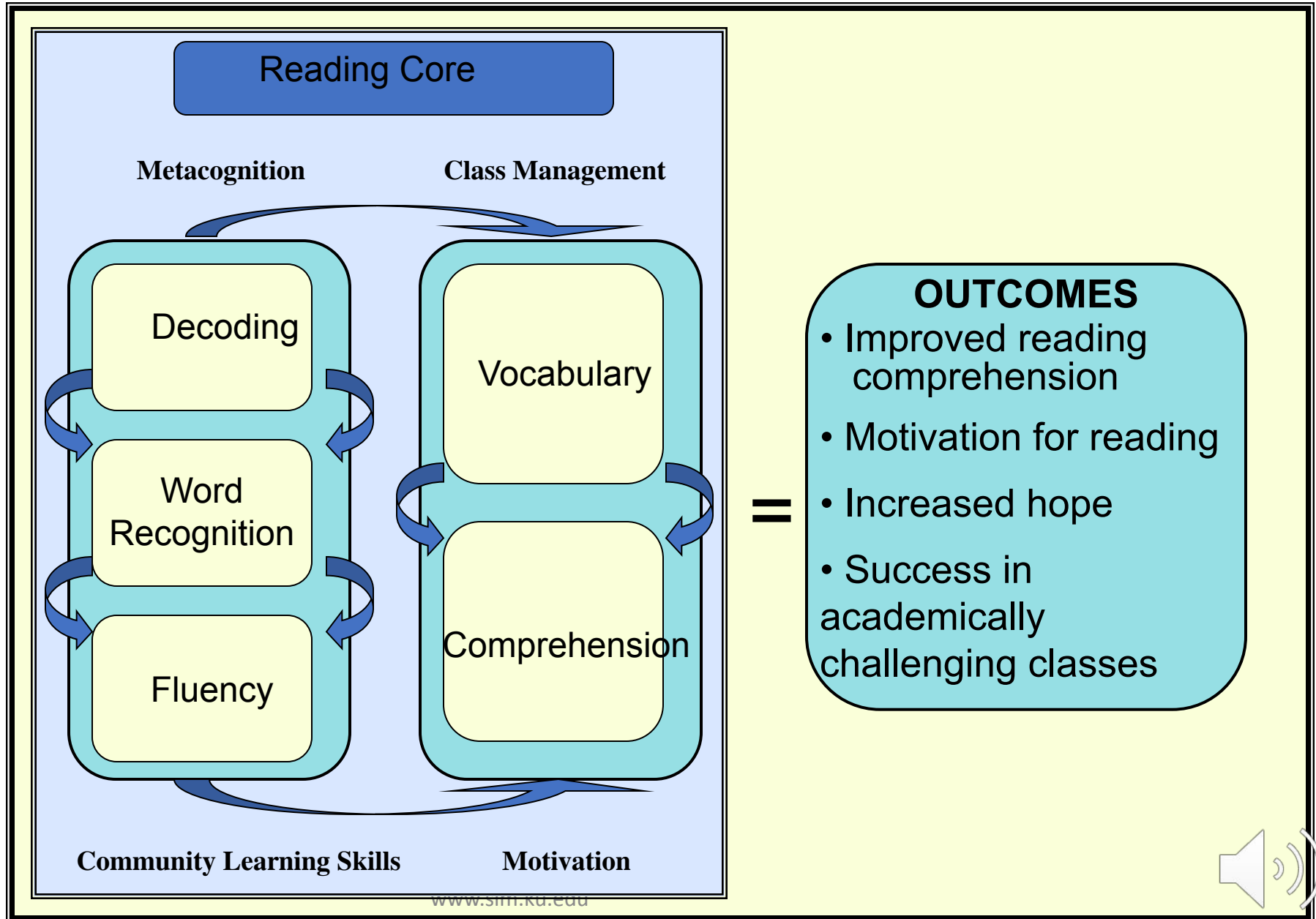
- Integrate current KUCRL strategies
- Create a one year program
- Minimum of 225 minutes of instruction per week
- Outcomes:
 - Improved school behaviors
 - Progress made toward graduation
 - Implemented by ELA or SS teacher over 2 yrs.

X TREME READING



- Designed for middle school or high school students.
- Students should be reading at a 4th grade level but still fall at least 2 grade levels below their grade level (students reading below 4th grade will need a different intervention).

The Xtreme Reading Model



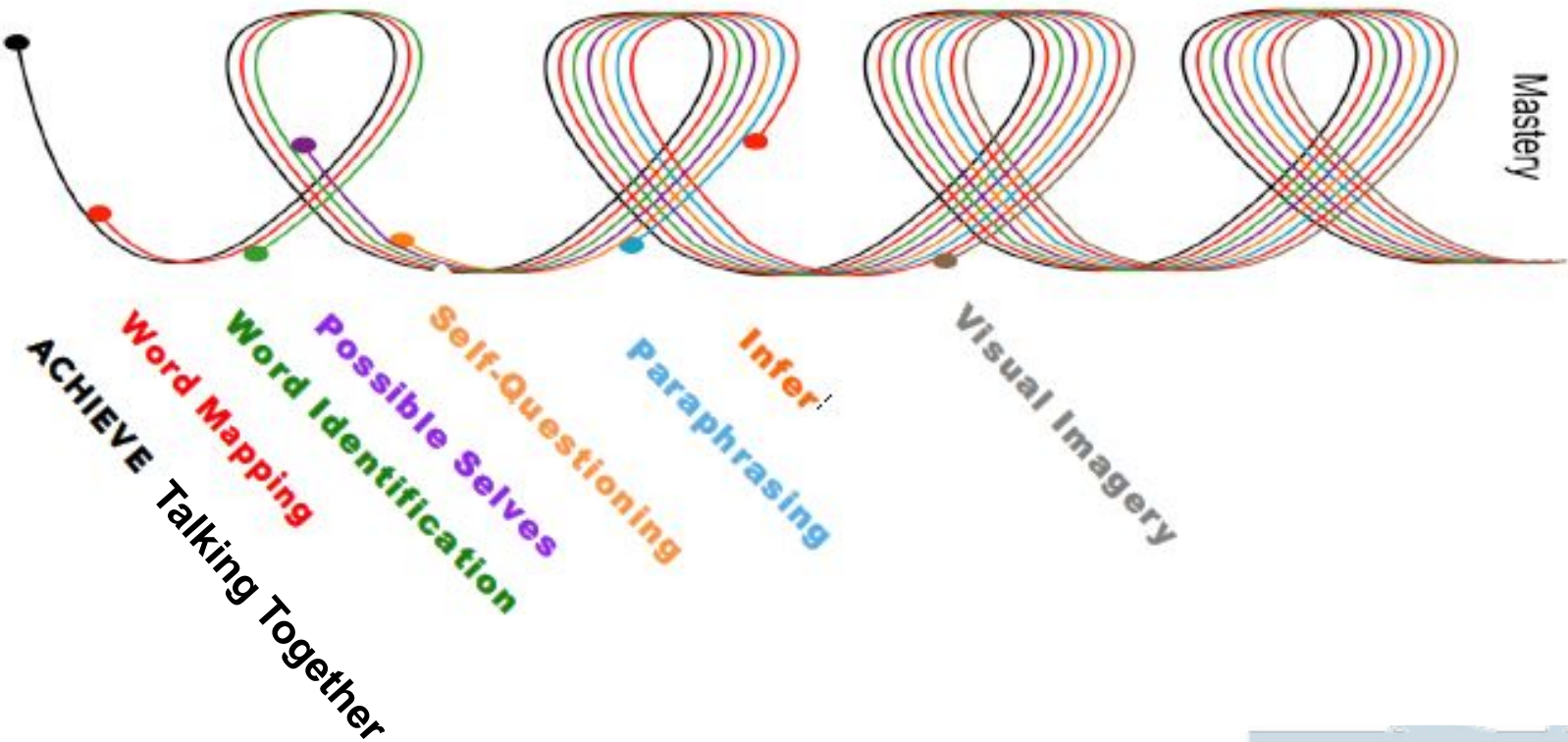


The Strategies



Xtreme Reading's Spiral Curriculum

← Integration and Application →





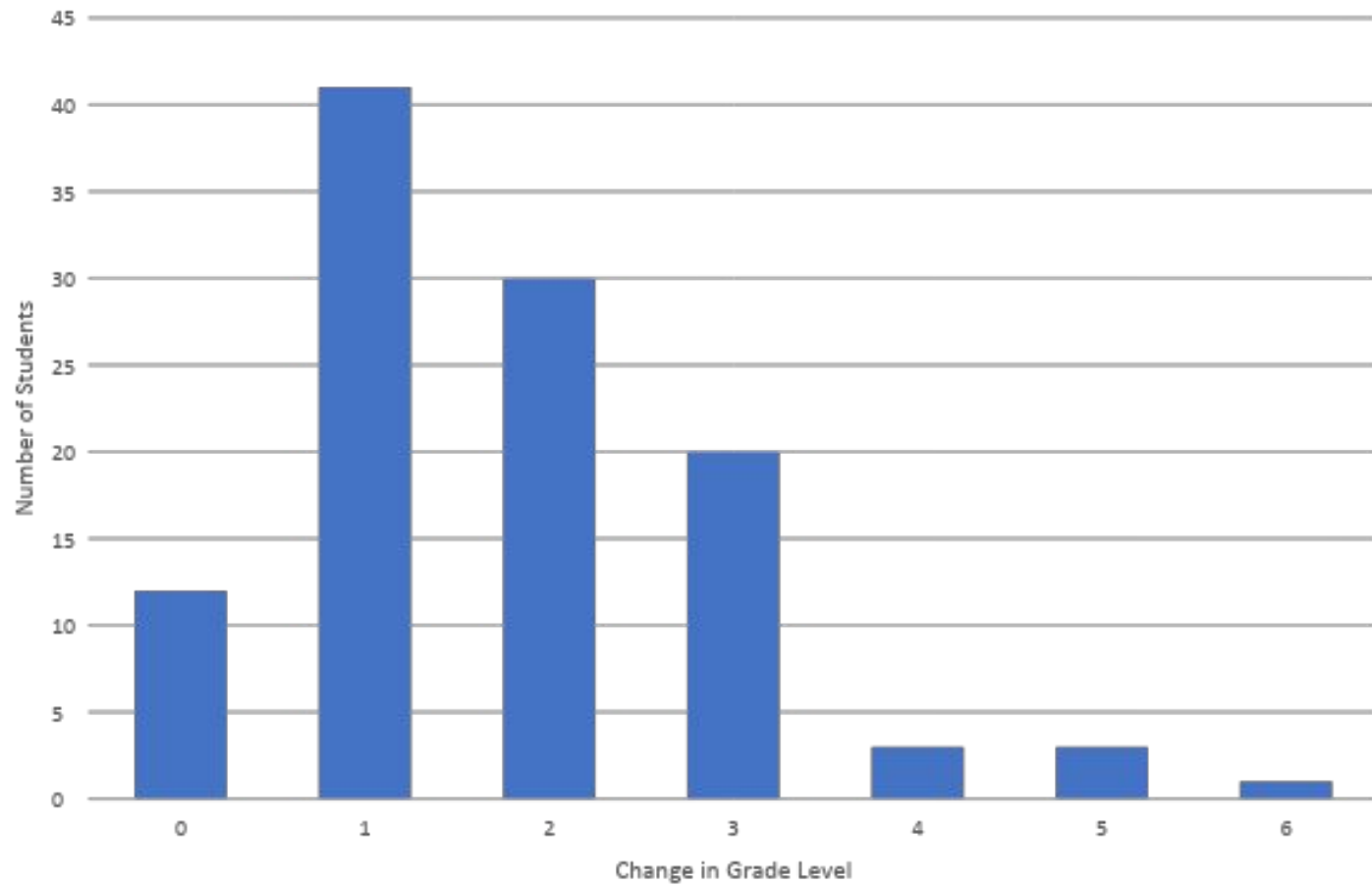
The Data



San Diego Pre/Post test

- 114 student scores reported (took both pre and post test) from 8 teachers (5 year 2, 3 year 1)
- Not all students were appropriately placed
 - scored 1 year or less below grade level – 4
 - pretest score was below 4th grade – 18
- Teachers reported student and teacher quarantines as well as virtual instruction as obstacles
- No teachers implemented the last strategy
- Average change in independent reading grade level after one year of instruction + 1.76

Changes in Independent Reading Grade Level Distribution

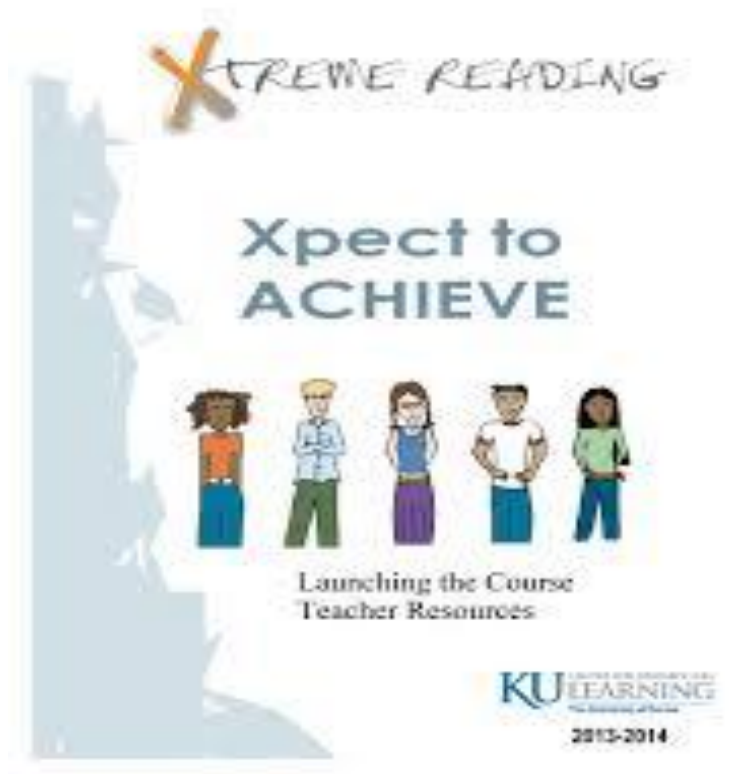


8th Grade Data - Mrs. Jones

- 23 8th grade students participated in Xtreme Reading.
- All 23 students scored a 1057-1059 (Level 2) on ATLAS Summative Assessment in ELA the previous year as 7th grade students.
- ATLAS Summative Assessment ELA scores from 8th grade year (after one year of Xtreme Reading) showed 65% increase in student proficiency:
 - Level 4 = 1 student
 - Level 3 = 14 students
 - Level 2 = 7 students
 - Level 1 = 1 student

Xpect to Achieve

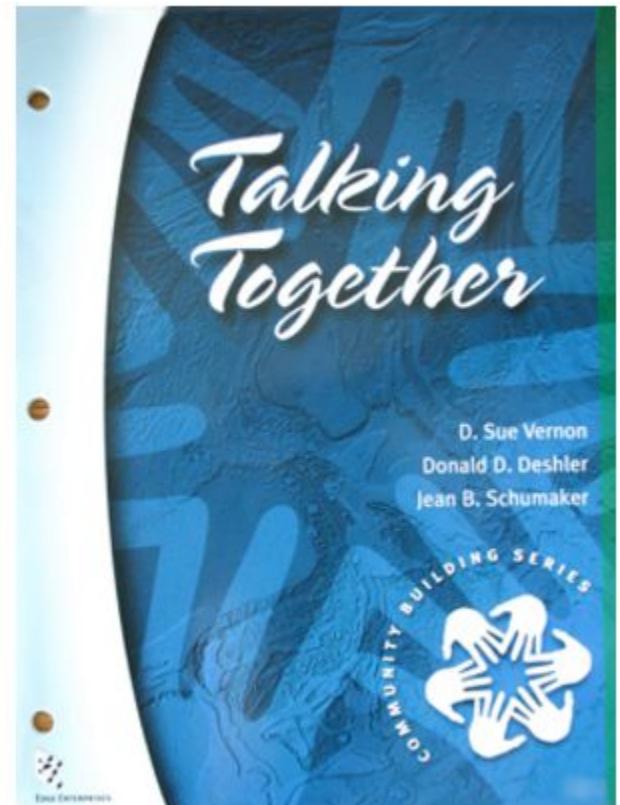
(Teacher Notebook #1)



- The first 8 days of Xtreme are used to set up a classroom community and teach procedures for the school year.

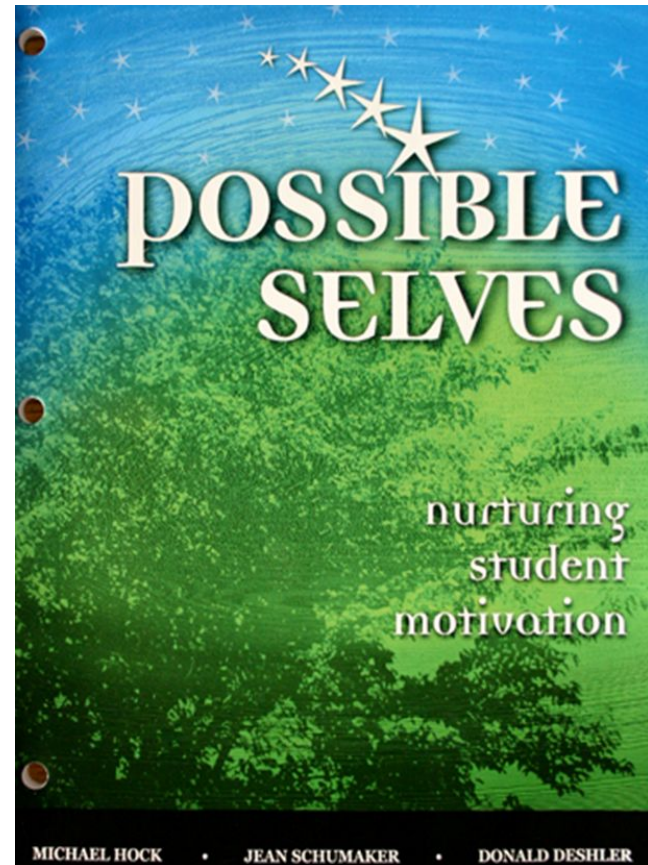
Talking Together

Introduces the concept of learning community to students and teaches them how to participate respectfully in class discussions.



Possible Selves

Designed to increase student motivation by having students examine their futures, set goals, create plans, and work toward their goals.

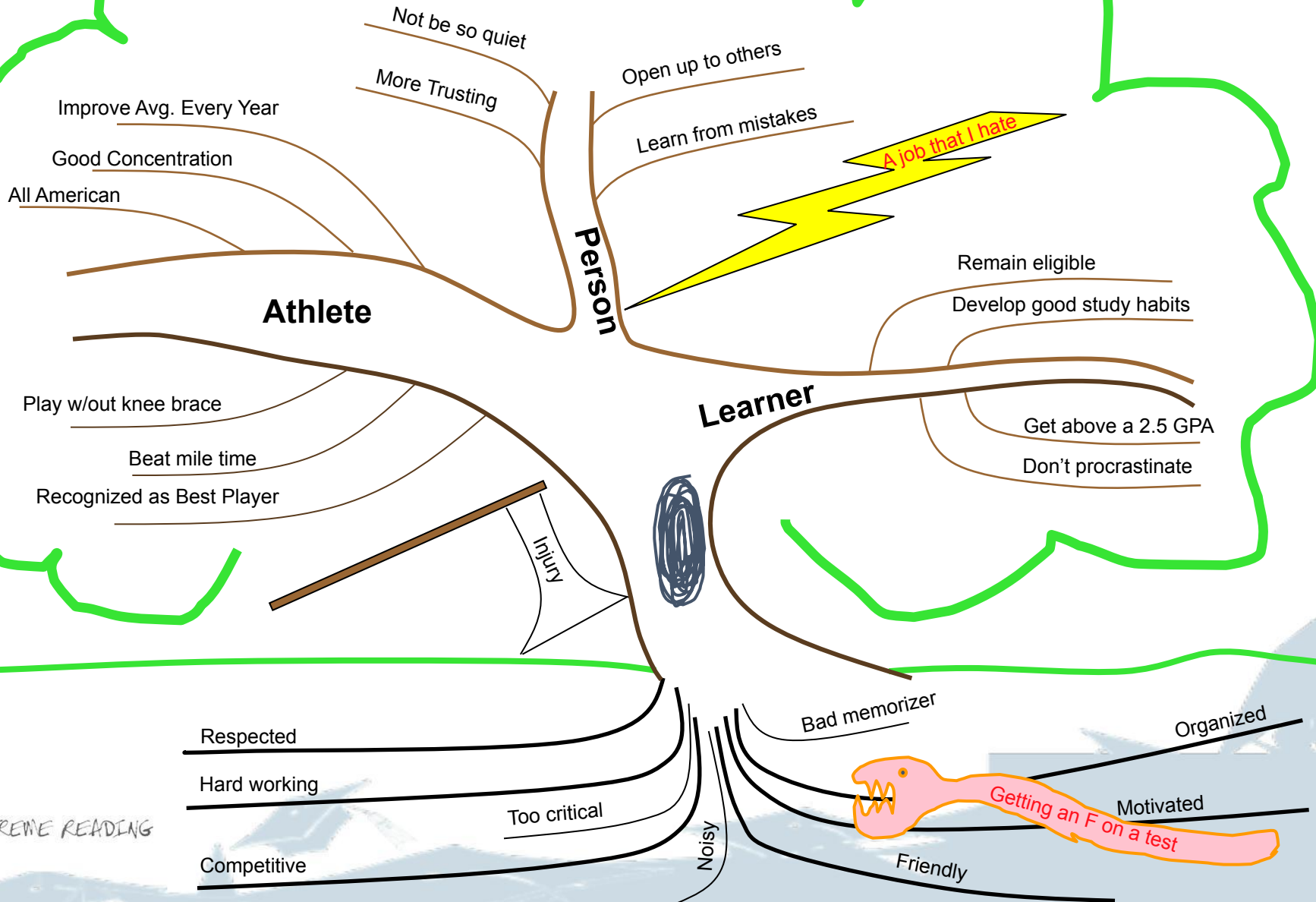


Dress up the tree with "enhancers"

person

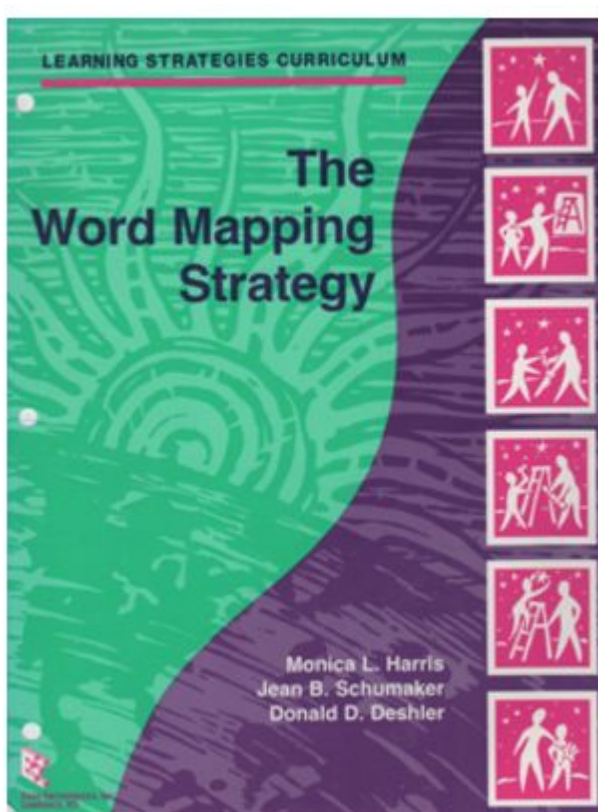
Athlete

Learner



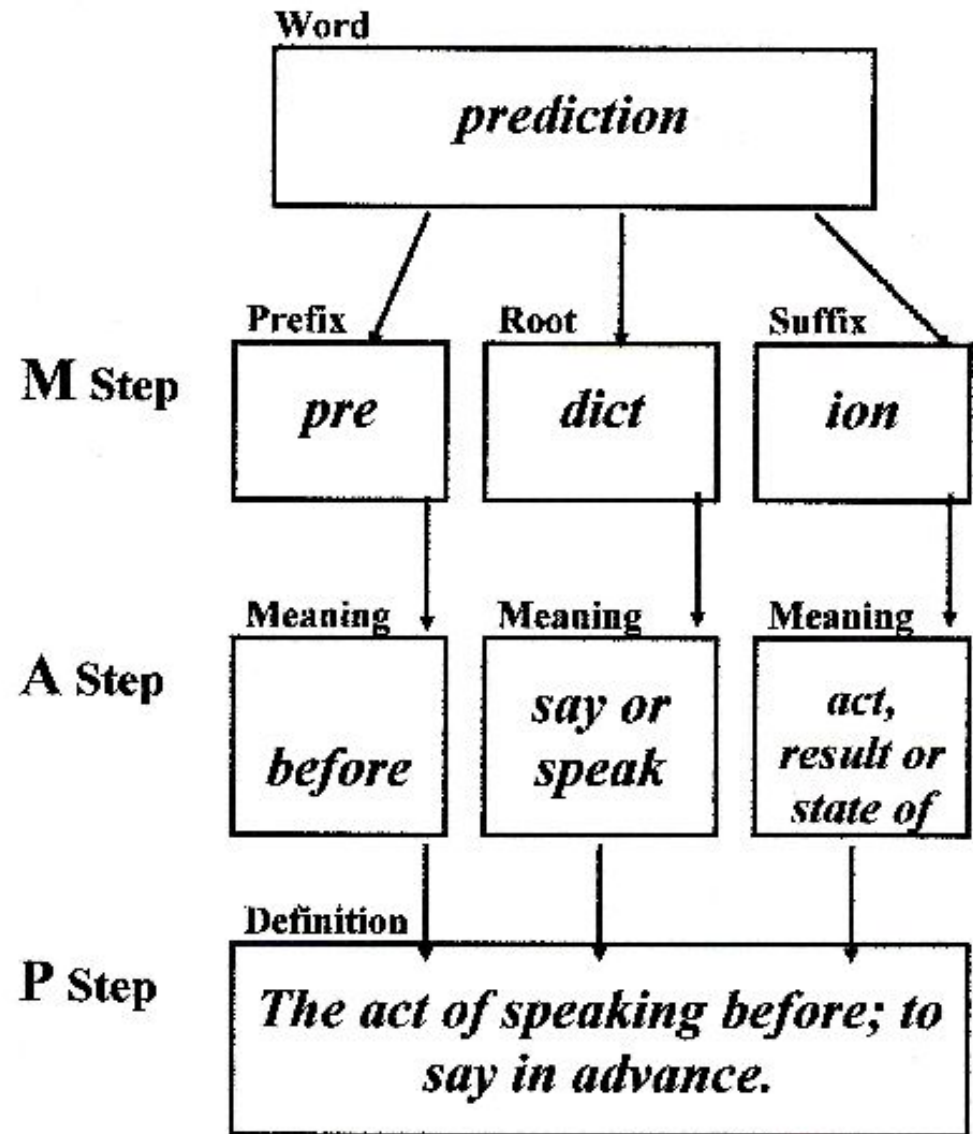


Word Level Strategies



A strategy for predicting
the meaning of words
using known
morphemes

WORD MAP



See if you're right!

DISSECT

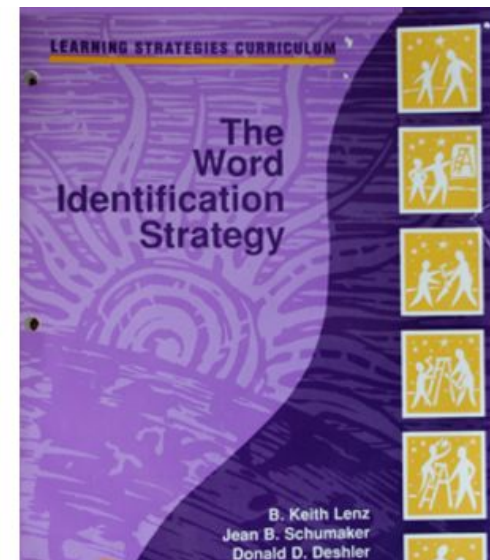
A strategy for decoding the multisyllabic words found in secondary materials

Isolate
the
Beginning

Separate
the
Endings

de|part|men|tal

Say the Stem
Or
Examine it



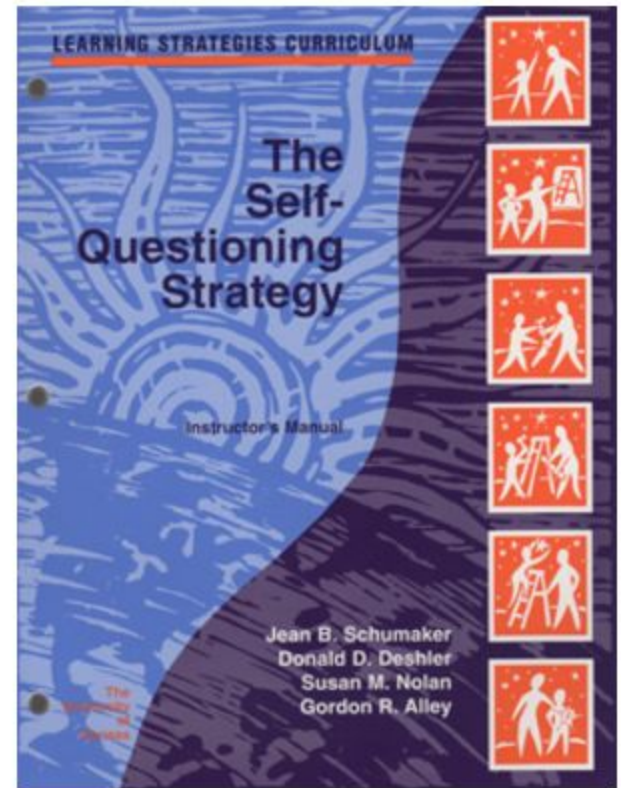


Comprehension Strategies



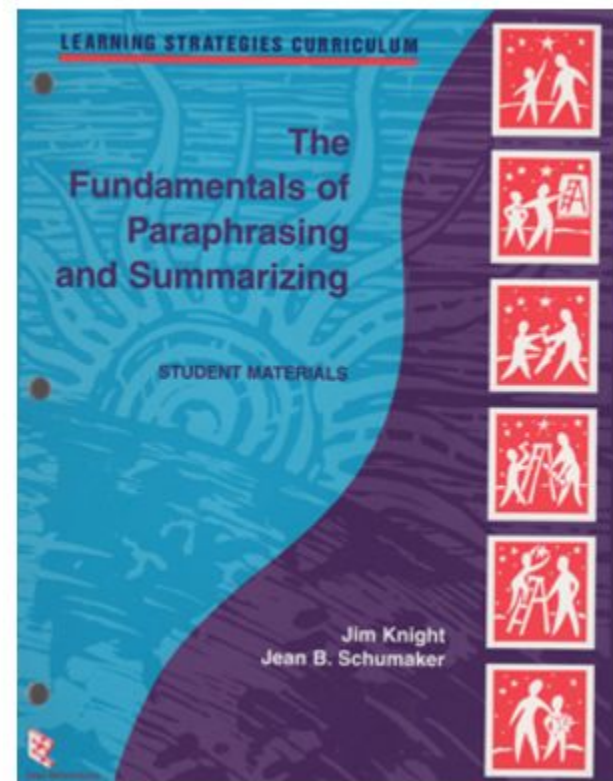
The Self-Questioning Strategy

A strategy for asking
yourself questions,
predicting the answers,
and finding the answers
while reading



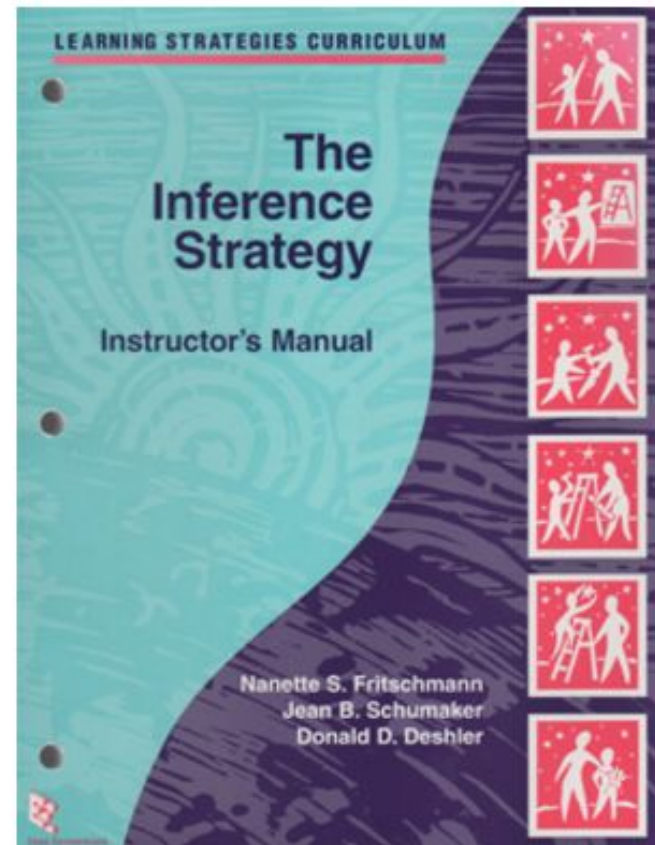
Paraphrasing Strategy

A strategy for
finding the
main idea and
details while
reading



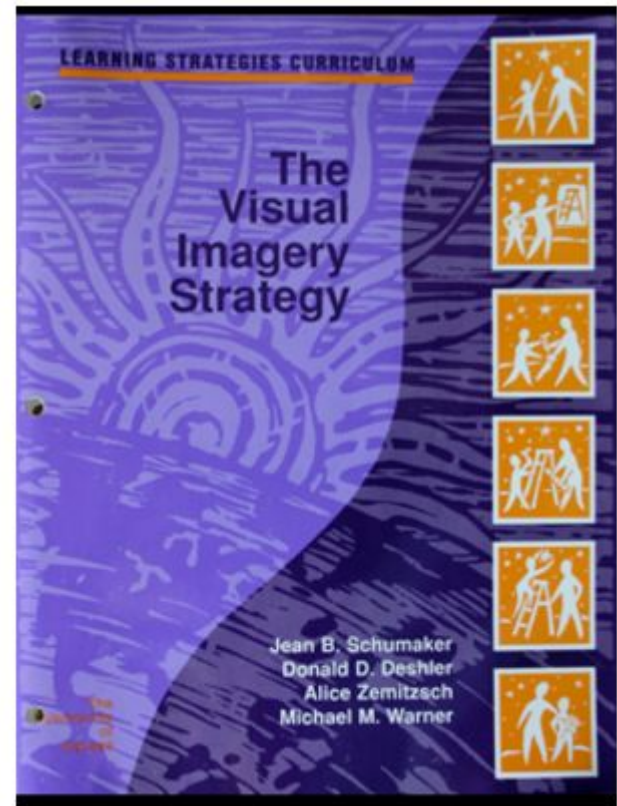
The Inference Strategy

A strategy for making your best guess with regard to answering questions about a passage when the answers are not explicitly stated in the passage



The Visual Imagery Strategy

A strategy for
making a
movie in your
mind while
reading

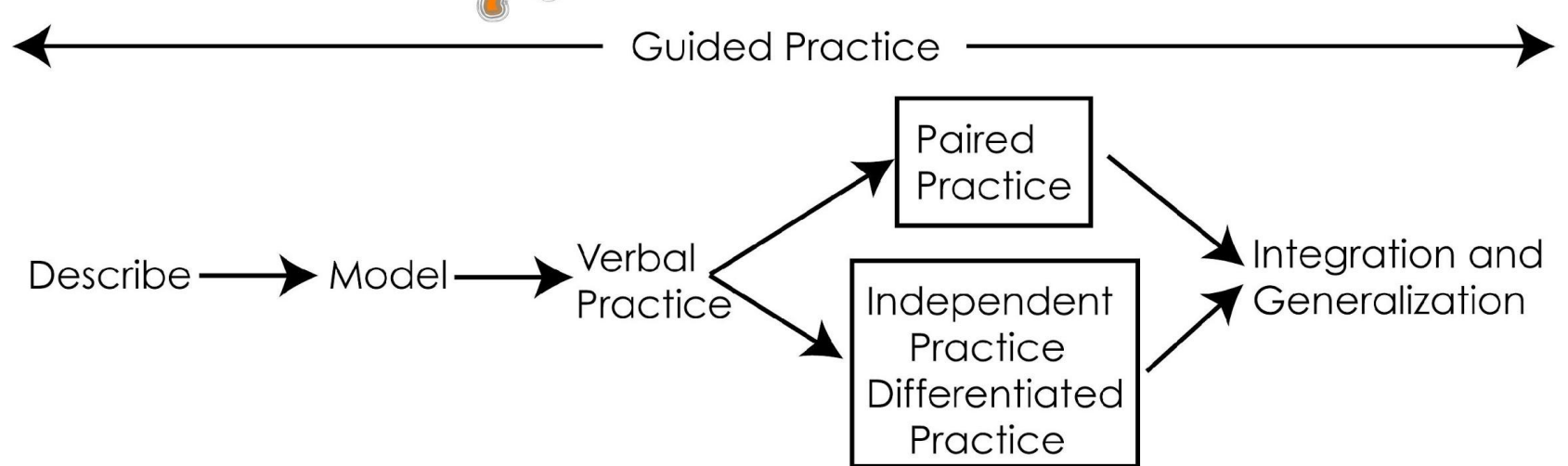




The Instruction



XTREME READING





DESCRIBE

GOAL: to provide students to with the description of:

- rationales for learning the strategy
- general characteristics and examples of situations where they will be able to apply the strategy
- the results they can expect after learning the strategy
- the individual steps of the strategy



MODEL

GOAL: to demonstrate the strategy while thinking aloud so students can witness all the process involved



VERBAL PRACTICE

- Teacher conducts elaboration practice with the whole group
- Teacher models verbal practice with one group
- Students conduct verbal practice in small groups
- Teacher circulates



PAIRED PRACTICE

- Students practice the strategy with a partner (reading passage and comprehension questions)
- There is a checklist to make sure they are following each step of the strategy
- Students continue to practice word level strategies on a daily basis.
- Students practice and record reading fluency



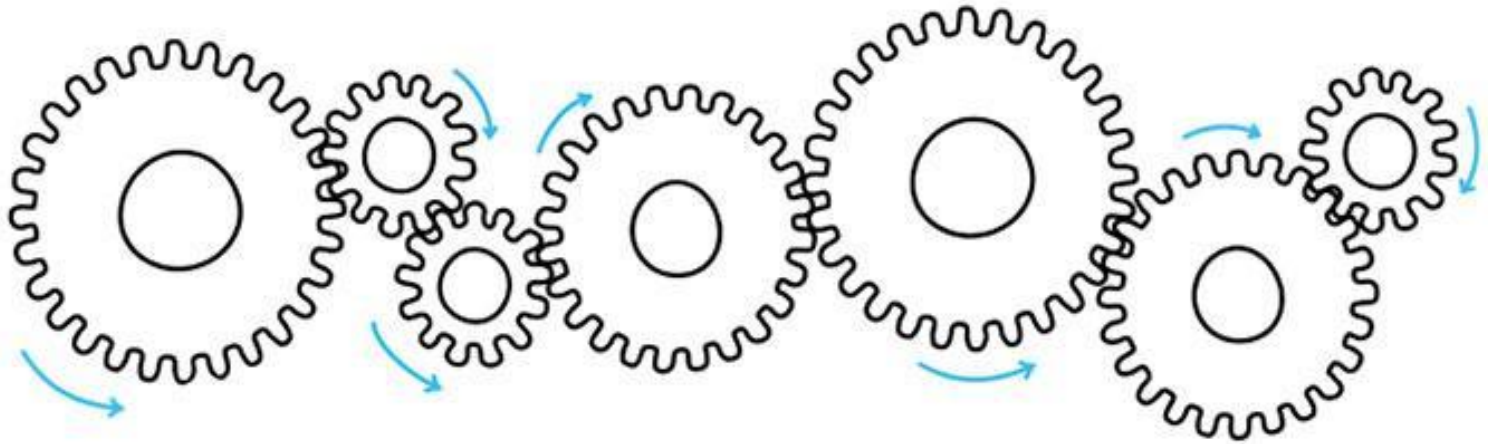
INDEPENDENT PRACTICE

- Students practice the strategy independently (reading passage and comprehension questions)
- Students continue to practice word level strategies on a daily basis.

DIFFERENTIATED PRACTICE

- Students practice the strategy independently or in small groups with the teacher (reading passage and comprehension questions)
- Teacher provides feedback to students and monitors progress
- Students continue to practice Xtreme Reading strategies during this time.

The working parts of Xtreme form a comprehensive program.



It is instruction that is specially designed to help students integrate and generalize strategies within and outside school.

Generalization

Integration

- Guided Reading
- Differentiated Practice
- Paired Practice
- Independent Practice
- Start-Ups

- Book Study
- FSA Practice Materials
- Strategy Use Reports from other content Area Classes



PARAPHRASING STRATEGY

Name: _____

Progress Chart

Rate

MC

100

90

80

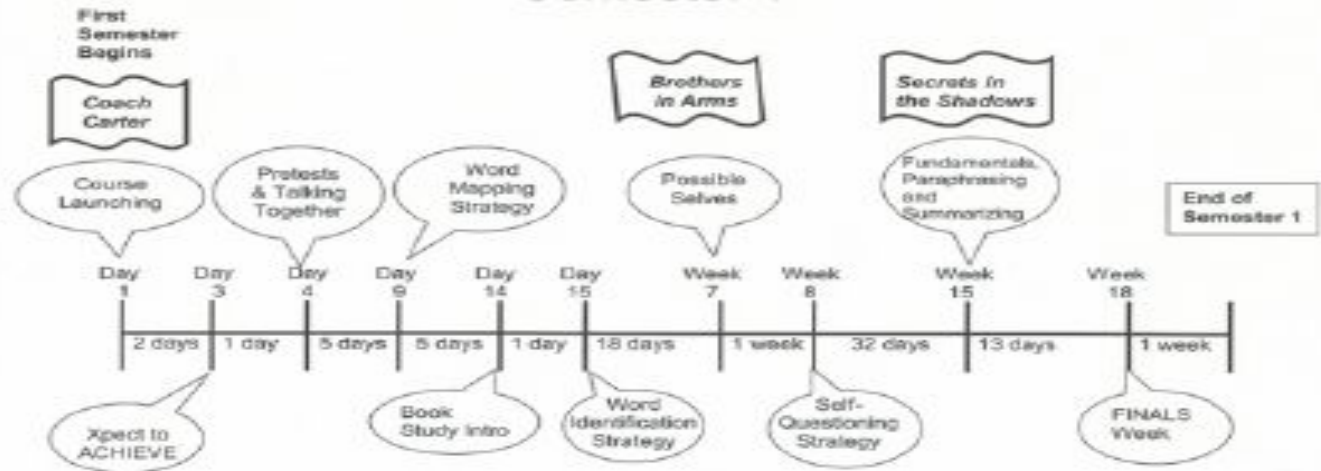
70

60

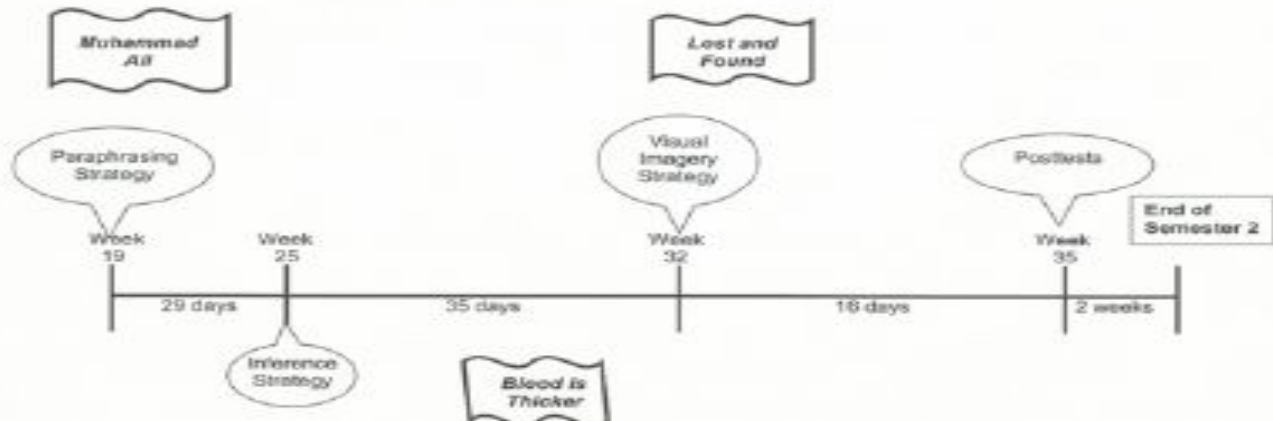
X-TREME READING

Course Timeline (last 2 pages)

Sequence of Instruction: Semester 1



Sequence of Instruction: Semester 2



Daily Schedules

are provided for each Strategy Unit

Word Identification Strategy: Day 1

Objectives:

1. To introduce the Word Identification Strategy.
2. To begin describing the strategy.
3. To continue reading a novel and begin Stage 1 of Guided Reading Practice.

Time in Minutes	Instructional Format
3	Start-up • Write on the board: "In your journal, write as many words as you can think of starting with the prefix "un-." You can work with a partner on this activity."
5	Advance Organizer • Review ACHIEVE expectations for Whole Class Activities if needed. • Revisit the Expanded Course Organizer for Strategies. Explain what has been accomplished and that they will now begin learning the second word-level strategy. • Display the Unit Organizer for the Word Identification Strategy and explain, in one or two sentences, the sequence of instruction for the strategy.
30	Whole Class Lesson & Discussion: Describe • Lead the students through the first half of Stage 3: Describe (pp. 19-30 in the Word Identification Strategy manual in this notebook). Cover at least through Instructional Step #5d, Introduce Step 4: Say the Stem (top of p. 30). (Prompt the students to take notes on their notes sheets in their student notebooks.)
7	Guided Reading • Read a few pages from the novel, <i>Coach Carter</i>, which you started in the Xpect to ACHIEVE unit. • Follow the instructions for Phase 1 of Stage 2: Guided Reading in the Word Identification Strategy manual (see p. 14). Call on students to name prefixes & suffixes.



