



The Reading Edge Middle School

A Comprehensive Literacy Program
for Middle School Students



High Expectations

Engaged Students

Quality Teaching

Data-Based Planning

“I really was drawn to the idea of making changes that would not only impact our students academically but would help with the climate and culture of our building—the attendance of our students, the overall discipline.”

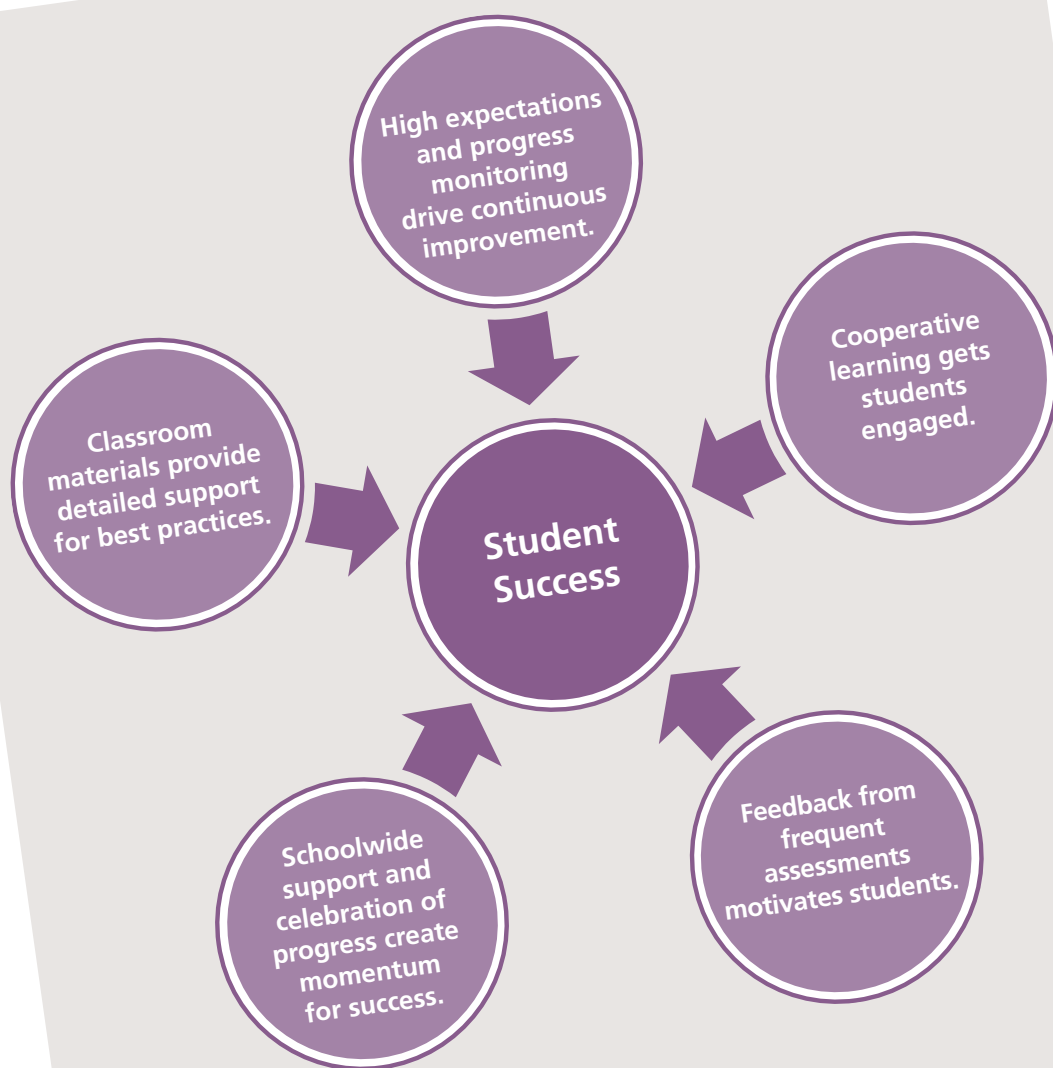
Brenda Miller, Principal, Princeton City School District, Ohio



The Reading Edge prepares adolescents for college and career readiness.

The Success for All Middle School targets the needs of adolescent learners through systematic reading instruction at each student's instructional level. Students develop the skills and strategies necessary to be successful in rigorous subject-area classes and to transition smoothly into high school courses.

Students are actively engaged with rich, complex text that they typically encounter in content-area courses.



What makes it work?

“We feel like we have a common language. Never have I experienced a schoolwide laser focus on a specific area, where we’re all looking at the same data, we’re using the same tools, the same resources, just to drive one particular focus.”

LaShauna Harper
SFA Facilitator, Detroit, MI

- **High Expectations.** To succeed in rigorous high school courses, students must comprehend complex texts. The Reading Edge Middle School provides explicit instruction and in-depth practice to develop effective strategies for reading content-area materials. The top level of the Reading Edge prepares students for AP and other challenging courses.
- **Engaged Students.** Students are actively involved every day in discussing, analyzing, and questioning their reading and thinking with team members in a positively structured cooperative-learning environment.
- **Quality Teaching.** Carefully crafted materials, supportive schoolwide systems, and extensive professional-development support with ongoing coaching create a culture in which quality teaching is the norm.
- **Schoolwide support and intervention tools.** The SFA Middle School drives the development of aligned, impactful strategies to ensure attendance, engage families, support positive conflict-resolution structures and positive school climate, and intervene with struggling students.
- **Data-Driven Planning.** Students are assessed and placed in an instructional group at a level at which they can be challenged and succeed. Progress is assessed every quarter, and students move to new levels as they grow.



The Reading Edge 2nd Edition Teacher Cycle Record | Level 6 Unit 6 Cycle 1—Interpret Information

Lesson Date: 10/25/13

Teacher: Rene E. Middleton

Period: 1 Reading

Reading Objective: Use both text and visual information to draw conclusions

Writing Objective: Provide supporting facts, examples, or events

Strategy/Substrategy: Summarizing—Informational/Identify supporting details—section

Team Cooperation Goal and Related Behavior: Everyone Participates/Use role cards

Team Goals: Choose a goal for each team by shading a circle on each team row.	Classwork Scores (70, 80, 90, 100)								Test Scores (0-100)			Read and Respond (0-7)	Fluency (wcpm)	Team Celebration
	SU Strategy Use	Graphic Organizer/Notes	Team Talk Oral	Team Talk Written	Summary	Fluency (Rubric)	Word Power	Comprehension	Targeted Skill Test Question #4 DC	Writing	Vocabulary			
Team: Travel Troopers	○	○	○	○	●	○	○	○	□	○	○	////		65
Aire (1)	90	90	90	90	80	90	90	92	□	87	80	////		
Landlock (3)			100		70		100	○	□	81	90	////		
Oshen (4)	90	80		○	●	○	○	83	□	89	90	////		
Spacey (2)	○	○	○	○	80	90	80	88	□	88	90	////		64
Team: Music Maniacs			80		90			93	□	○	○	////		
Eggie Rapper (3)		90		90	90			83	□	95	90	////		66
Rocky Roller (2)	80	90		90	90		90	83	□	●	○	////		
Jaamina Smooth (1)	90	90		90	80	100	90	86	□	71	85	////		
Tille Twang (4)	○	○	○	○	○	○	○	86	□	82	89	////		
Team: Able Athletes			90		80	70		90	□	80	78	////		
Derry Diamond (3)		70	80		80			85	□	68	92	////		
Greg Gridiron(2)		90	90		90	80	100	86	□	71	93	////		
Heather Hoops(1)				100			90	79	□			////		
Jonas Jumper(4)		70	80	80	70	80	100					////		
Zoey Zamboni (5)												////		

The Reading Edge motivates and engages students.

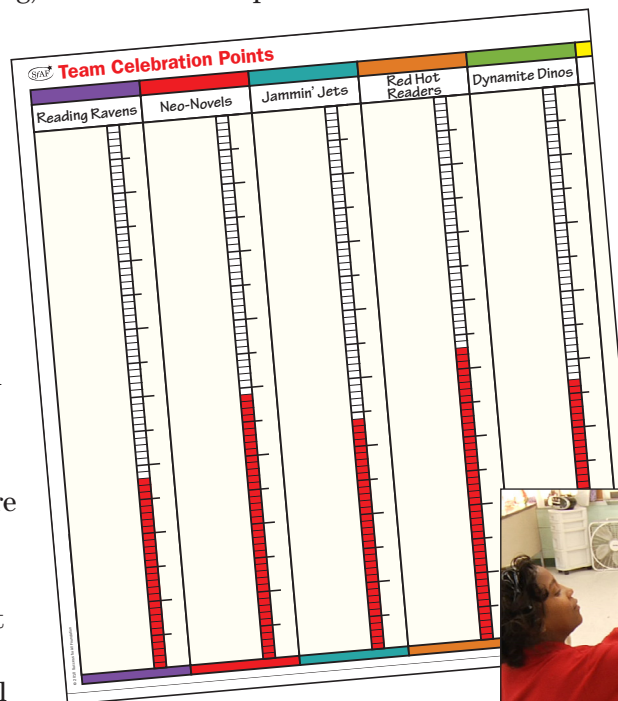
Cooperative learning forms the base of Success for All Foundation's approach to increasing student achievement.

- Each lesson is structured around the cycle of effective instruction: active instruction, team study, assessment of progress, and celebration of success.
- Structured teamwork provides opportunities for cognitive rehearsal, clarification, and reteaching, all of which have positive effects on academic achievement.
- Student teams are regularly recognized as their members succeed.

Use of Data and Ongoing Formative Assessment

Assessments guide teachers to make instructional decisions and provide school leaders with a plan for group and individual progress.

- Students' baseline data are used to determine their initial placement levels.
- Teachers monitor student progress with daily observations of individual students and teams.
- At the end of each quarter, all students are reassessed and placed at a new level. Students are highly motivated as their hard work is clearly reflected in their rising placement levels.



Using the Reading Edge

structure, students begin

to build communication,

motivation, and teamwork

skills necessary for college

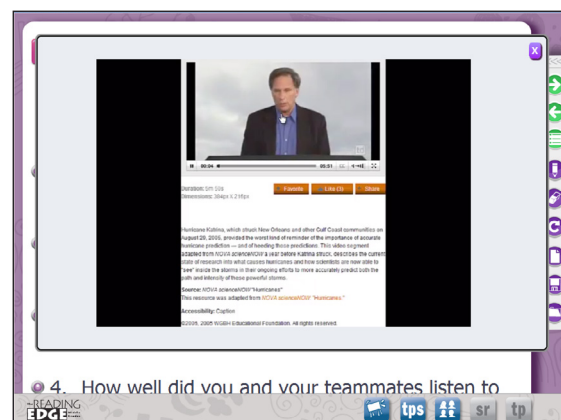
and the workforce.

The Team Celebration Points poster and engaging videos increase student motivation at each level.



“This is a program that works...It’s a kind of program that brings rigor. It’s a program that brings efficacy and results to school systems.”

Wilfredo Laboy
Former Superintendent, Lawrence, MA Public Schools



The Reading Edge Provides Differentiated Instruction

As students progress, so does text complexity.

These books, articles, and primary sources are carefully chosen so students can practice and polish their new skills and strategies. Students build vocabulary and background knowledge and the confidence to take on new reading challenges. Sample texts include:

Level 2-3:

Martin Luther King, Jr. and the March on Washington; Twisters!; Ali Baba and the Forty Thieves

Level 4:

The Journey to Jo'burg; How Did They Build That?

Level 5:

Seedfolks; How Plants Survive; Wildfires

Level 6 and 6 Honors:

The Heart; Skeleton Man; Leon's Story; Rimshots: Basketball Pix, Rolls and Rhythms.

Level 7 and 7 Honors:

Navajo Code Talks; Neighborhood Odes; The Dust Bowl; Amusement Park Science

Level 8 and 8 Honors:

Real World Data: Graphing War and Conflict; Throwing Shadows; The Prince and the Pauper; Great Tales and Poems of Edgar Allan Poe.

Materials are leveled to take students from where they are to where they need to be.

- Level 1 for beginning readers focuses on letter-sound correspondence, decoding, and word-recognition skills using photographically illustrated contemporary text.
- Level 2-3 uses simple literature and informational text to help students develop basic decoding skills and build fluency and vocabulary.
- In levels 4–8, students collaborate in teams to:
 - critique what they read and discuss the strategies they used;
 - identify and analyze the central ideas of the text, the text structure, and what they learned;
 - use evidence from the text and accompanying media to support their answers to important questions derived from the text; and
 - formulate cogent arguments in discussions and writing.
- Honors units provide the next steps to accelerate students toward college and career readiness.

Detailed teacher and student materials make lesson preparation easier for teachers and provide the tools needed to implement the cycle of effective instruction and cooperative learning.

Team Talk (oral and written) The Random Reporter:	
100	gives a 90-pt. response and connects the answer to the supporting evidence and uses academic language.
90	gives an 80-pt. response and includes supporting evidence and examples (from the text or from experience).
80	uses full sentences to clearly and correctly answer the question.

3. Clarify the word *synthesized* in paragraph 12 on page 18 (“Vitamins...”). Explain how you figured it out. **[CV, SA]** (Team Talk rubric)

100 = *Synthesized means something like made or formed. According to this article, vitamins “must be obtained from the diet.” So if you have to eat them, it probably means you can’t make them. Using the context of the text helps you to figure out words.*

90 = *Synthesized means something like made or formed. The sentence says vitamins “must be obtained from the diet.” So if you have to eat them, it probably means you can’t make them.*

80 = *Synthesized means something like made or formed.*

Extensive Professional Development and Ongoing Support

The SFAF coaches provide ongoing professional development and coaching to school leadership and staff.

- **Program Introduction:** A two-day program introduction presents the schoolwide strategies (cooperative learning, reading strategies) used in the Reading Edge Middle School to all staff. Teachers explore the rationale behind the structures of the Reading Edge Middle School and familiarize themselves with the classroom processes and materials necessary to get off to a quick and successful start.
- **Ongoing Coaching and Support:** SFAF coaches visit schools to observe, coach teachers, review student progress, and support continuous progress. SFAF coaches guide school leaders in assessment management, grouping, scheduling, altering plans, and aligning resources to ensure that the school reaches its achievement-plan goals.
- **Component Teams:** SFAF coaches assist in developing teacher teams that focus on analyzing data and discussing student goal setting, feedback, recognition celebrations, and strategies to accelerate achievement. An online resource center, which is available to all Reading Edge teachers and school leaders, provides sample agendas for component team meetings, tutorials, and other resources to refine instruction.

Extensive professional development and ongoing support help school leaders refine implementation for greater student achievement.



Exploring the Reading Edge Middle Grades 2nd Edition Cycle

Interpret Information – Level 6

- **Hurricanes**

A screenshot of a digital resource interface with a green header and text. It includes a small image of a landscape with trees and a body of water.

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Active Instruction

- **Partner Vocabulary Study:** Students use the routine to rate their knowledge of the words.
- **Vocabulary:** Teacher introduces new vocabulary words and guides student practice.
- **Set the Stage:** Teacher introduces/reviews text, objectives, and background knowledge.
- **Interactive Read Aloud:** Teacher and students read aloud interactively and practice strategy and skill use.

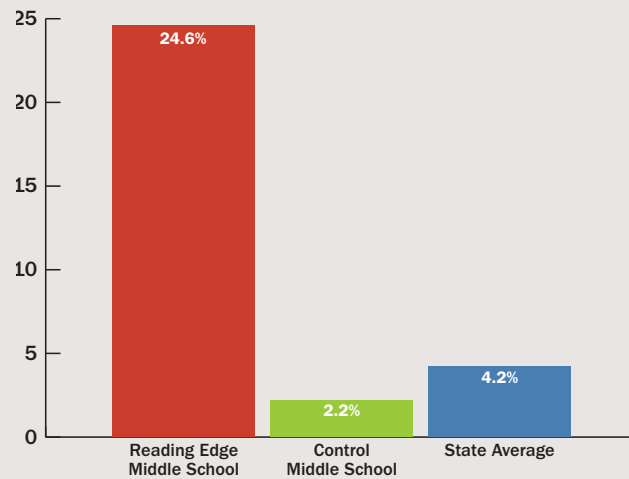
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Proven by Research

The Reading Edge Middle School allows students to improve their reading levels rapidly.

The Reading Edge Middle School rapidly increases reading levels for students regardless of where they start.

All SFA Middle Schools vs. Control Schools and States
Average Gains in Percent of Students Passing State Reading Tests*
Across All Seven Middle Schools: 2001–2004



* Each state has a different reading test, therefore averages across different state assessments should be interpreted with caution.

For more information about the program, the research, or participating schools, please visit the SFAF website at www.successforall.org.

“When we began the program, approximately 38% of our students were reading on or above grade level. At this point, we have gone to 51% with only an eight-month implementation of the program.”

Jodi Colman
Assistant Principal
Maces Lane Middle School
Cambridge, MD

The Reading Edge process has been researched in several rigorous studies and has shown significant and substantial increases in student achievement. This data compares matched pairs of schools across seven states. Slavin, R. E., Daniels, C., & Madden, N. A. (2005).

References

Chamberlain, A., Daniels, C., Madden, N. A., & Slavin, R. E. (2007). A randomized evaluation of the Success for All middle school reading program. *Middle Grades Research Journal*, 2(1), 1–22.

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Slavin, R. E., Chamberlain, A., & Daniels, C. (2007). Preventing reading failure. *Educational Leadership*, 65(2), 22–27.

Slavin, R. E., Chamberlain, A., Daniels, C., & Madden, N. (2009). The Reading Edge: A randomized evaluation of a middle school cooperative reading program. *Effective Education*, 1(1), 13–26.

Madden, N. A., Chamberlain, A. E., & Daniels, C. (2010). *The Reading Edge: Development and evaluation of a high school cooperative learning reading intervention program*. Baltimore: Success for All Foundation.

“The program is wonderful! I cannot say enough good things. My heart smiles every day when I walk from room to room.”

Dr. Jayne Purcell
Superintendent, Dolton West School District 148, Riverdale, IL

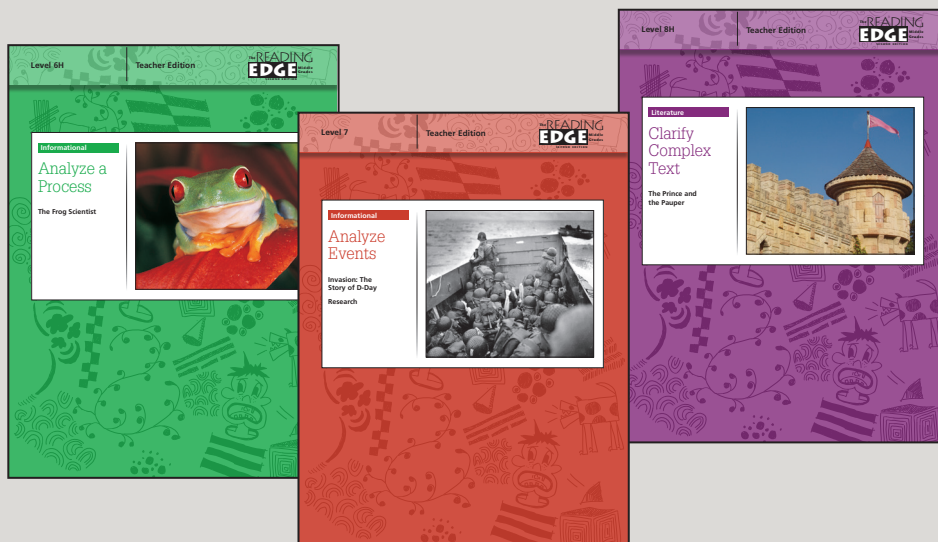
Increases Student Achievement

- Proven cooperative-learning systems engage students in rich discussion and accelerate learning.
- Targeted lessons at multiple reading levels include preparation for advanced placement courses.
- Complex informational texts and literature challenge students.
- Frequent goal-setting assessment and feedback motivate students to work hard.
- Schoolwide systems focus on support and celebration.
- Extensive professional development is available for teachers and administrators.



Interested in finding out more about the Reading Edge Middle School?

For more information on the implementation and pricing of the Reading Edge Middle School, please contact the Outreach Department at (800) 548-4998, ext 2372, or visit the Success for All Foundation website at www.successforall.org.



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