

Using Achieve3000 in a Rotation Model

Instructional Guidelines



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2 Achieve3000 can be used in a rotation model to allow students to move between the use of technology, which allows them to learn new material at their own pace, face-to-face instruction with teachers in a classroom environment, and independent/ collaborative work.

Station 1: Independent/Computer Station

Suggested modules: Read (while completing teacher-assigned task) + Respond



Best-practice:

In order to maximize Lexile gain, students should practice reading at their independent Lexile level

Station 2: Content/Literacy Station

Suggested modules: Skill-based Graphic Organizer, Vocabulary Worksheets, Stretch Article (to find evidence for writing)



Best-practice:

Students use the Achieve3000 text support content area connections (e.g., Science, social study lessons or writing)

Station 3: Small-Group Teacher-Led Instruction Station

Suggested modules: Skills-Progression Instruction, Graphic Organizers, Skill-based Lesson Plans



Best-practice:

Teachers can print the Achieve3000 article and utilize the various instructional supports and lesson plans available in the Teacher Materials or through the Resource Center.

Best-practices to use station rotation in a classroom:

Assign students who are good with technology to be your "tech assistants" that students go with tech problems instead of you

Teach children to use hand signals rather than coming to you

Have a signal (like a bell) that it is time to rotate stations

Center Work must be work that students can do independently without your help-again, you don't want them coming up to you for help when you are working with a group

Using Achieve3000 in a Independent Practice Model

Instructional Guidelines



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Students work independently on the teacher-assigned task. Teachers first introduce the literacy strategy that students will be practicing with the Achieve3000 text. Students work independently to practice this literacy strategy while they read the Achieve3000 Article. The teacher checks for understanding and debriefs the strategy before students move back into independent practice for the "Respond" step, and if time permits, the "Reflect" and "Write" steps



Best-practices

Before Student Independent work

Goal Setting: The teacher clearly communicates the goal of the class to the students

Expectations: The teacher gives explicit directions for the work to be completed, the expected quality and time frame

During Student Independent work

Throughout the routine: The teacher moves around the room to monitor students and provide guidance

Activity: The teacher reminds students of the benefits of scoring 75% or higher.

After Student Independent work

Stretch Article Student Practice: The teacher gradually releases responsibility to the students by facilitating a guided approach to reading the Stretch Article

Reflection: The teacher reflects with students on the strategies used as they moved through the lesson,

Suggested modules (not exhaustive)

Students can select a 5-step lesson (to go in-depth into a topic), article and activity, or they can pick their own lesson if they finish a lesson quicker.

Using Achieve3000 in a Direct Instruction Model

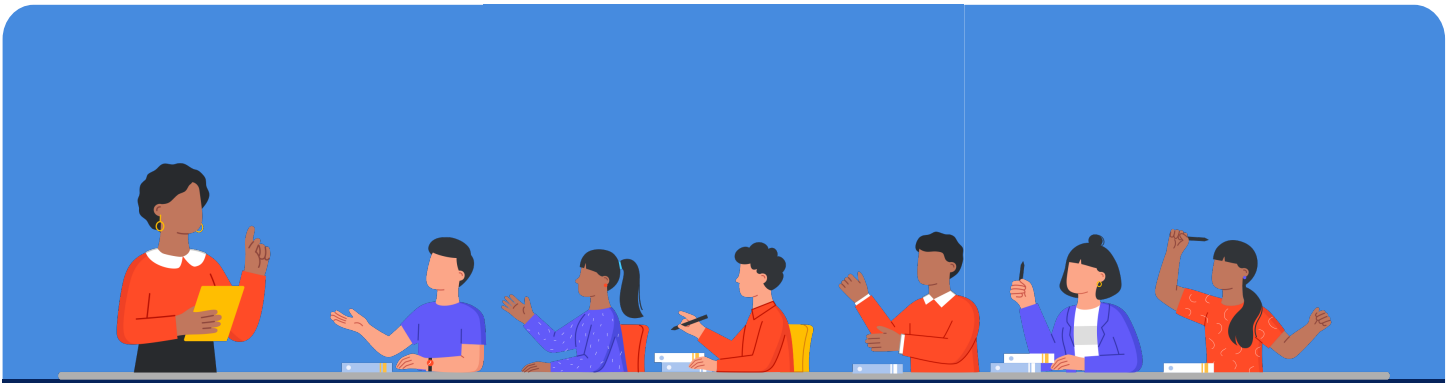
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Achieve3000 can be used in a whole-class direct instruction and provide explicit, guided instructions to the students, while still allowing for differentiation in students' practice.



Best-practices

1. Have structure.

Students who struggle have a low self-esteem and do not like surprises. Be consistent in how you use Achieve 3000 direct instruction to build self-confidence and trust.

2. Give purpose to direct instruction.

Bring focus and purpose to each article (e.g., explain to students why they are learning the content). Stay within that focus and purpose for at least 2 weeks to make sure all students have experienced success before moving on.

3. Gradually release responsibility:

Direct instruction can serve as a model for what students will do during their independent practice time (we suggest doing this through gradual release) and/or as an opportunity to front load content or provide vocabulary instruction.

4. Use audio daily.

Special needs students often read too fast or too slow. Instead of reading to students, have them listen to audio and hear as they look at words. The visual/ audio connection is a must for struggling readers

Suggested modules:

- Close reading with complex text and evidence-based writing with the Thought Question
- Introduce lesson vocabulary using the vocabulary routine, with a graphic organizer, from the Achieve3000 Resource Center in your teacher's edition