



### **Learning 100 Developmental Reading Program for Steck Vaughn**

## Enriching content and enhancing value

Steck Vaughn is the world's second largest publisher of supplementary educational material. They cater for the needs of elementary through high school students, and adult education, public and school library, bookstore, and home education markets. They also offer software, audiocassettes, videos, CD-ROMs, games, and other material that supplement textbooks and enliven classroom instruction.

### **THE NEED FOR E-LEARNING**

The ability to read effectively has always been an imperative for all students; furthermore, a new legislation made it mandatory for schools to test students for reading competency each year. The Learning 100 Developmental Reading Program was a communication skills program covering reading levels RA through IA—it needed a major overhaul to remain viable. It was to be converted into a supplementary educational program that could impart reading skills to adult learners in high schools, community colleges, and correctional institutions.

Tata Interactive Systems was commissioned by Steck Vaughn to develop a cross-platform, Web-based course on the Learning 100 program.

## HOW OUR SOLUTION HELPED

Tata Interactive Systems created Cycles, based on a proven pedagogy and a strictly controlled vocabulary. A theme-based program covering 30 reading skills from reading awareness levels from Grades 1–10.5, offering more than 1,000 hours of reading instruction and more than 2,500 passages from diverse genres. Besides reading skills, the program also taught vocabulary, pronunciation, language usage, reading comprehension, reading fluency, grammar, and writing and listening skills. The approach taken for the implementation of the program:

- Two pilot courses were developed and focus group studies were conducted.
- The learning from the pilots and the feedback from the focus group studies were translated into the design and development of the program.
- Content was updated and changes incorporated while retaining all the proven techniques and research-based instructional excellence of the original program.



**Tata Interactive Systems helped overhaul Steck Vaughn’s Learning 100 Developmental Reading Program with a cross-platform, Web-based solution that was future-proof; it covered 225 cycles across 10 reading levels.**

- The look-and-feel and high levels of interactivity made the learning experience enriching and exciting.
- Compatibility of the program with the client's LMS resulted in much wider usability.
- A theme-based approach was used for all the cycles of L100 Course; themes were taken from various subjects such as Science, Social Studies, and Real-life Situations at Home and Workplace.
- A Web-based authoring tool allowed for easy modification of the text, audio, and image files.

## HIGHLIGHTS

A contemporary course with user-friendly features was developed for existing customers and new segments. The course had 225 cycles across 10 reading levels. Each level had three sections: language clues, reading strategies, and combined practice. It empowered struggling readers to:

- Read at grade level
- Improve test scores (General Educational Development and Texas Assessment of Academic Skills)
- Recognize vocabulary faster
- Improve reading speed
- Build critical thinking skills
- Improve semantic and phonological recognition

## INSTRUCTION METHODOLOGY

The instructional design followed a research-based sequence of learning activities:

### 1. Diagnosis and Placement

- Locator Tests that classified learners as beginners, intermediate, or advanced readers
- Entry Level Tests that placed learners in one of the ten reading levels
- Criterion-Referenced Tests that determined the cycles to be prescribed to the learners

### 2. Instruction: The instruction was packaged in three modules:

- Language Clues  
Tachistoscopic treatment (audio and visual stimuli) was used to introduce new words. It also developed phonological awareness, vocabulary, and language skills.

### ■ Reading Strategies

This module reinforced target words by including them in a story, checked reading comprehension on a selection, and taught a comprehension skill. The focus was not on memory but time-controlled, left-to-right reading practice. Each unit also focused on a reading skill and offers detailed guided instruction.

### ■ Combined Practice

Reading proficiency was reinforced through games, interactivities, language arts, and writing exercises.

### 3. Reinforcement and Practice: Learners were offered opportunities to practice the vocabulary, grammar, and skills learned in the Language Clues module. After learners acquired a reading skill, they applied it to the Reading Strategies story for which they were offered immediate diagnostic feedback to enable reinforcement.

### 4. Evaluation: The Language Clues and Reading Strategies modules had post-assessments that checked mastery of the vocabulary and skill concepts taught in that module.

The solution could be implemented as an integrated whole, using a comprehensive approach to instruction and management, or as individual components, integrating print with software and CD-based instructional lessons.

## TECHNOLOGY USED

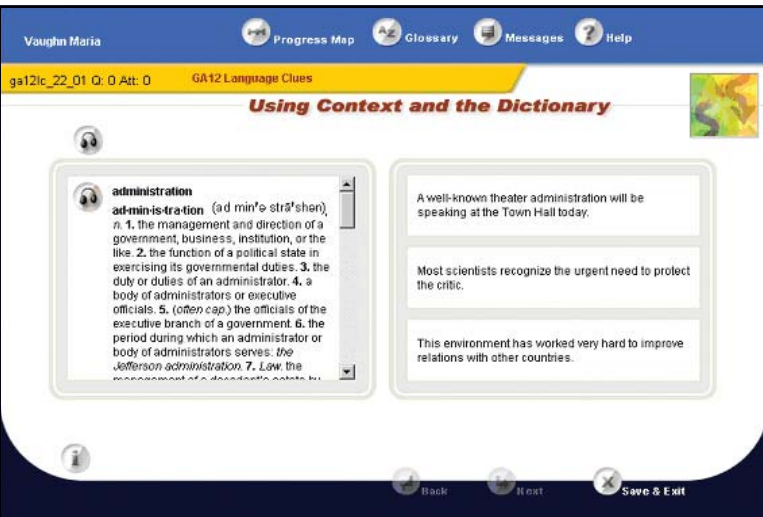
This product was developed for standalone computers, as well as LANs, WANs, and the Internet, utilizing Windows 95, 98, ME, 2000, XP, and Macintosh OS X. It used Java applets, HTML, JavaScript, Macromedia Flash, and Java stand-alone applications at the client end and Java Server Pages and Macromedia Flash Generator on the server side. The database used was Oracle 9i.



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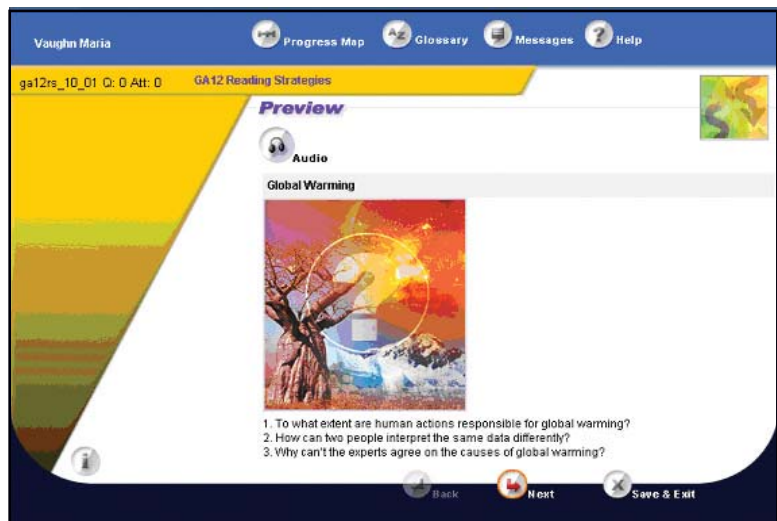
## SOME SAMPLE SCREENSHOTS

The screenshots offer a brief glimpse of the L100 program developed for Steck Vaughn. To experience our products at work, you may view our demos by registering online at [www.tatainteractive.com](http://www.tatainteractive.com).



Screenshot depicting the Language Clues module.

Screenshot depicting the Reading Strategies module.



Screenshot depicting the Combined Practice module.

