

ReadingHorizons
ELEVATE[®]

Software User Manual

Reading Horizons Elevate[®] Software User Manual

Published by Reading Horizons

Written, designed, and printed in the United States of America

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Overview of Software

The *Reading Horizons Elevate*[®] software is designed to help students in grades 4-12 and adult education programs develop essential literacy skills. The software guides students through a series of computer-administered assessments and 95 multisensory lessons, which teach the Five Phonetic Skills and the Two Decoding Skills.

The *Reading Horizons Elevate*[®] software includes the following computer-administered assessments:

- The Reading Horizons Reading Library Assessment, powered by the Lexile[®] Framework for Reading, was developed in conjunction with MetaMetrics. This assessment establishes a Lexile[®] reader measure for each student, which enables the student to select level-appropriate passages from the Reading Library.
- The Diagnostic Assessment measures the student's initial proficiency in each of the skills taught in the Reading Horizons method. The Diagnostic Assessment provides a baseline for measuring each student's progress in the skills, and the diagnostic score for each skill prescribes the depth and length of instruction for each lesson, as well as the practice vocabulary requirements.
- The Progress Monitoring Assessments are administered at the end of each chapter. These assessments mirror the skills assessed in the Diagnostic Assessment and are used to measure improvement by comparing the diagnostic scores with the progress monitoring scores.

The lessons in the Reading Horizons Elevate software are supported in several ways:

- Six summative Chapter Tests to assess student proficiency in the Reading Horizons skills taught in each chapter
- Twelve formative Chapter Quizzes (two per chapter) that provide feedback on a student's current understanding of recently taught skills
- Instruction and skill checks for the most frequent words in English in the Most Common Word (MCW) lessons
- Explanations and practice with foundational grammar, punctuation, and related reading skills in the Reference lessons
- An extensive Vocabulary component that provides learning support for over 12,000 words

The software also includes the following:

- Video introductions and tutorials that guide users through the lessons and other components of the software
- A Reading Library with 330 high-interest passages at a broad range of Lexile[®] text measures, covering a range of multicultural topics
- Silent reading assessments that present students with opportunities to practice fluency and comprehension skills
- A Pronunciation component that utilizes animation and video footage to demonstrate proper tongue placement and letter formation
- A Badge system that enables students to set goals and work towards developing a range of reading proficiency achievements

Additional student customization is offered:

- Individual student reports
- Visual display options
- English-language learner support, including foreign language translations

THEORY OF OPERATION

A student begins the program by completing the computer-administered assessments, which establish the student's baseline Lexile® measure and determine the appropriate breadth and depth of lesson material that will meet the student's reading needs.

The software is designed to sequentially build on a student's decoding skills; each lesson augments the skills learned in previous lessons. As such, students are required to complete lessons in a sequential manner, with the following exceptions.

The first exception involves the lesson track system. Based on their performance on the Diagnostic assessment, students may be assigned to shortened or lengthened lessons to best meet the level of detail and practice to help them learn each particular skill. As such, some students may take an abbreviated form of any particular lesson, and, based on their successful performance of that lesson's activities, move on in the program sequence without accessing the full lesson. This adaptive quality of the software helps ensure that students spend the majority of their time on the lessons and skills that best meet their needs.

The second exception involves previously completed lessons. At any time, a student can repeat a previously completed lesson in the program sequence. However, students and teachers should be aware that once a previous lesson is restarted, it must be completed before the software

automatically returns a student's current lesson marker to the next new lesson in the program sequence. In other words, when a student elects to redo a previously completed lesson and logs out of the software before concluding that lesson, when the student logs back into the program, the software will prompt the student to complete the previous lesson before resuming the regular lesson sequence. The software displays a message informing students that redoing a previously completed lesson will replace their prior performance on that lesson with their latest performance.

The third exception involves setting lesson options using the Administration Portal. Teachers and administrators can tailor a student's lesson sequence to include or exclude any particular lesson. For example, a teacher may choose to make MCW lessons optional for her class, meaning that students have access to those lessons but are not required to complete them to progress in the program sequence. Another teacher may exclude particular lessons, such as a Reference lesson on verbs, because he will teach that topic to his students using direct instruction; his students will still see the Verbs lesson title in the lesson list but will not be able to access the lesson. The program sequence for a particular student automatically skips any optional and excluded lessons set by a teacher.

Each lesson presents students with new skills and knowledge about the English language. Lessons include ample opportunity to practice and demonstrate competence in the skills before a student is permitted to proceed with the lesson sequence. A student must achieve a passing score (80 percent by default) on each Reading Horizons Skill lesson before the subsequent lesson is unlocked (unless the teacher/administrator manually adjusts the lesson sequence). In addition to Skill lessons, the program sequence includes two

other types of lessons: Most Common Word (MCW) lessons and Reference lessons.

In MCW lessons, students learn to recognize sight words. These are high-frequency words adapted from widely used sight word lists. Although many of these sight words become decodable as students learn all of the Reading Horizons skills, the goal of these lessons is rapid recognition, spelling, and reading in context. Students are not required to achieve a passing score on these lessons to advance in the program sequence, although teachers/administrators may elect to intervene with additional support if a student's score on any MCW lesson is particularly low.

In Reference lessons, students learn valuable punctuation, grammar, and other reading-related skills. Because the skills taught in Reference lessons are not directly tied to the decoding skills of the Reading Horizons method, a passing score in these lessons is not required for progression in the program sequence.

Following most Skill lessons, a student has the opportunity to build vocabulary and decoding skills. For each word presented in the required vocabulary practice, the student will have the opportunity to decode the word, view its definition, and see the word used in a context sentence. The Vocabulary section is a vital component of the program sequence since it enables students to develop automaticity with the decoding skills they learn in the Skill lessons.

Decoding skills are also exercised as students access the Reading Library. Beginning with Chapter 2, students are required to earn Library Points by reading passages and completing comprehension quizzes in the Reading Library. Reading these passages enables students to apply the decoding, MCW, and Reference skills from the lessons to an

authentic reading experience. As students progress in the software, they gain access to a greater variety of passages on numerous high-interest topics.

At two points throughout each chapter, the student is presented with a Chapter Quiz. Each quiz reviews the skills taught in the Skill lessons up to that point. Students receive feedback on their strengths and weaknesses in each of the assessed skills. Although a passing score on a Chapter Quiz is not required, students who are weak in any particular skill are encouraged to review the relevant lesson material before proceeding with the course sequence. At the end of each chapter, students take a Chapter Test that assesses their proficiency in the skills taught in that chapter. By default, a passing score is required to advance to the next chapter; students who do not pass are instructed to review and practice the relevant material. Additionally, students take a Progress Monitoring assessment at the conclusion of each chapter, the data from which is compared with their initial Diagnostic assessment to measure overall reading skill gains.

By following this sequence of lessons, practice, and evaluation, students incrementally build their decoding skills and apply them to fluency and comprehension activities. Students regularly receive feedback on their progress, and teachers can review their students' performance and offer additional interventions as appropriate.

Using the Administration Portal, teachers and other administrators can review, in detail, each student's performance. A variety of reports display data for individual students or groups of students, such as entire classes. The Administration Portal is also the tool that allows teachers/administrators to create student accounts and adjust program settings.

ORGANIZATION OF THIS SOFTWARE USER MANUAL

This manual explains the features and functions associated with the *Reading Horizons Elevate*® software. Please note that the majority of features discussed are pertinent for both the online and network/stand-alone versions of the software; specific mention will be made when a feature applies to just one or the other.

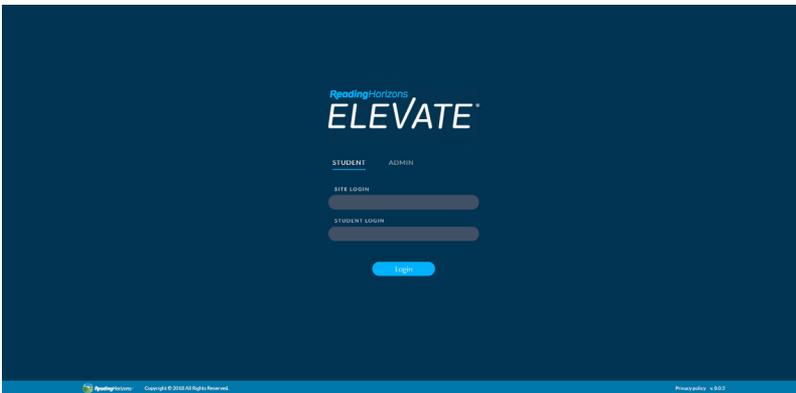
The manual covers the basics of operation of the software, both from the teacher/administrator and student perspectives. First, instructions on the Administration Portal will be given, followed by an explanation of the student operating procedures. The final section includes a detailed list of the program curriculum.

Administration Portal

The Administration Portal is designed to help teachers/administrators as they support and track student progress through the *Reading Horizons Elevate*® software.

GETTING STARTED (LOGGING IN)

The Administration Portal is accessed by navigating to www.rhelevate.com using a supported internet web browser (online version) or by double-clicking on the *Reading Horizons Elevate*® logo on the computer desktop (network/stand-alone version). The *Reading Horizons Elevate*® login screen will appear.



Users launch the software from the *Reading Horizons Elevate*® login screen.

To log in, follow these steps:

1. Click on the Administration Login button in the middle of the screen (below the *Reading Horizons Elevate*® logo and to the right of the Student Login button).
2. Enter the email address and password that you received through email. If you have forgotten your password, you can request a reset by clicking on the [Forgot Password?](#) link at the bottom of the screen. If you have forgotten the email address associated with

your *Reading Horizons Elevate*[®] account, please contact a Reading Horizons customer success manager.

3. Click on the Login button.
4. The screen will open the Administration Portal Dashboard. From the Administration Portal Dashboard, you can access the various features of the Administration Portal, including the Class Roll, Groups, Administrators, Reports, Message Center, and the Preview Content tool. More information on these features, and others, are provided later in this section of the manual.

<input type="checkbox"/>	First Name	Last Name	Username	Grade	Current Lesson	Instructor	Enrolled Date	Last Login Date	Search
<input type="checkbox"/>	Carol	Sanders	CarolSanders	1	L-Blends	Jacob Bagley	7/14/17 3:47 PM	6/14/18 11:52 AM	
<input type="checkbox"/>	Cheryl	Turner	CherylTurner	1	Chapter 1 - Quiz 1	Jacob Bagley	11/1/17 11:56 AM	12/27/17 2:50 PM	
<input type="checkbox"/>	Christina	Rogers	ChristinaRogers	5	Chapter 5 - Quiz 1	Jacob Bagley	10/9/17 2:17 PM	6/15/18 2:05 PM	
<input type="checkbox"/>	George	Jones	GeorgeJones	1	Chapter 1 - Quiz 1	Jacob Bagley	5/15/17 9:55 AM	6/15/18 3:52 PM	
<input type="checkbox"/>	Howard	Powell	HowardPowell	1		Jacob Bagley	9/19/17 11:55 AM	6/14/18 3:30 PM	
<input type="checkbox"/>	Jerry	Cook	JerryCook	10		Jacob Bagley	6/1/18 9:44 AM	6/15/18 10:05 AM	
<input type="checkbox"/>	Lisa	Martinez	LisaMartinez	2	Special Vowel Combinations	Jacob Bagley	1/30/18 8:38 AM	6/15/18 5:58 PM	
<input type="checkbox"/>	Raymond	Scott	RaymondScott	8		Jacob Bagley	5/31/18 6:38 PM	6/13/18 5:18 PM	
<input type="checkbox"/>	Ruth	Butler	RuthButler	1	Chapter 1 - Quiz 1	Jacob Bagley	7/25/17 12:31 PM	6/14/18 11:11 AM	
<input type="checkbox"/>	Shawn	Richardson	ShawnRichardson	10	Chapter 1 - Quiz 1	Jacob Bagley	10/9/17 2:17 PM	12/20/17 10:48 AM	
<input type="checkbox"/>	Willie	Murphy	WillieMurphy	5		Jacob Bagley	10/9/17 3:00 PM	6/15/18 1:55 PM	

The Administration Portal dashboard opens to the Class Roll screen, allowing instructors to monitor students in real time or add, edit, or delete them from the roster.

CLASS ROLL

The Class Roll is where users can add, edit, and delete student accounts. The Class Roll displays a searchable list of all students that the user manages.

To add a student, do the following:

1. Click on the Class Roll link in the left navigation bar.
2. Click on the Add Student button in the top right side of the screen. The Add Student screen allows a user to

- enter logistical information about student users. A red asterisk indicates a required field.
3. Input the student's first and last names.
 4. Determine a username, and enter it into the login field. Each student uses a unique username to log into the software. We recommend a username or student identification number that the student uses for schoolwork.
 5. Select the student's grade. Select "Adult" if the student is in an Adult Education program.
 6. Select the student's instructor. This is usually the instructor who is primarily responsible for monitoring the student's progress in the software.
 7. Change the Language Track, if applicable. The Language Track provides the student with some additional non-English translations throughout the software. The default setting is English, which provides no translations. Supported languages include Spanish, Chinese, and Japanese. Please contact a Reading Horizons representative for a list of prices.
 8. If you are finished, you can click on the Save button. This will save the student and return you to the Class Roll screen. Additional Add Student optional settings are described below.

Additional settings are available to further customize the software for individual students. These additional settings can be adjusted before or after a student is added to the account. Settings can be applied to multiple students by selecting the target students and depressing the Shift key while clicking on each student's name on the Class Roll screen and then selecting the Edit Student button near the top right side of the screen.

GENERAL SETTINGS

- **Enable ESP:** This setting activates the English for Specific Purposes (ESP) vocabulary terms for student practice in the Vocabulary section of the software. The terms are presented in eight content areas: School, Business, Medical, Hospitality, Travel, Construction, Culinary, and Law Enforcement.
- **Decoding Selection:** When enabled, this setting will require a student to select the decoding marks used in the method from a selection of symbols (versus having the correct symbol provided in sequence by the software). This option requires a greater understanding of the skills taught in the lessons and is not suggested for lower-functioning students. All students will be provided with the correct symbol during the instructional portion of the lessons, so this setting only applies to practice and assessment interactions.
- **Enable Color Overlays:** Some students may benefit from seeing specific background colors when reading. This setting enables a variety of background colors to be viewed with all lessons, vocabulary practice, and library reading. It allows students to self-select the preferred background color from within the student side of the software.

LESSON SETTINGS

- **Lesson Passing Percentage:** Students are required to pass each lesson at the specified percentage to advance to the next lesson. The default setting is 80 percent.
- **Test Passing Percentage:** Students are required to pass each chapter test at the specified percentage to advance to the next chapter. The default setting is 80 percent.

LIBRARY SETTINGS

- **Library Only Track:** This setting overrides all of the lessons and associated assessments, enabling the user to freely access the Reading Library in the software. This setting is only recommended for highly proficient students who just want to use the software to practice reading fluency and comprehension. Note: Library Only Track students can still access the lessons and assessments but are not required to complete them or access them in sequential order.
- **Disable Library:** When enabled, access to the Reading Library in the software is disabled; students are not required to complete Library points as part of the lesson sequence. This setting is only recommended when students are provided with sufficient at-level reading fluency and comprehension practice outside of the software.
- **Hide Passage:** When enabled, students cannot see the text of a Library passage when completing the passage's comprehension quiz. By default, this setting is turned off so that students are able to refer to the passage text when completing the quiz.
- **Required Library Points:** This setting allows the administrator to determine the quantity of reading passages that each student must complete in the Reading Library section for each chapter in the lesson sequence. The software assigns a point value to each passage, based on whether the passage is at, above, or below the student's reading level. Adjusting the number of this setting represents the number of points the student must obtain before proceeding to the next chapter. The default setting is 20 points (per chapter).
- **Lexile Level:** This number represents the initial default Lexile® measure that the software uses for the student when beginning the Library Assessment. If an administrator has

a preexisting Lexile® measure for the student, that number can be entered into this field. The default setting is 400L.

LESSON OVERRIDES

In this section, an administrator can see a list of all six chapters and 95 lessons in the sequence. An administrator can navigate among the chapters by clicking on the chapter tabs. Each lesson can be assigned as required (exclamation point), optional (asterisk), or locked (lock icon).

- Required: a required lesson must be completed before a student can proceed in the lesson sequence.
- Optional: an optional lesson does not have to be completed before a student can proceed in the lesson sequence.
- Locked: a locked lesson cannot be accessed by the student. Administrators may wish to lock lessons that are not essential to a student’s learning goals, such as certain Reference lessons that focus on grammar.

The Lesson Overrides setting allows an administrator to override the lesson sequence by setting a student’s current assigned lesson. This can be useful when an administrator wants a student to move ahead to, or return to, a specific lesson in the sequence. To do this, select the target lesson, and once it is highlighted, click on the Set Next button. This action will make all previous lessons in the sequence optional, and the target lesson will become required.

GROUPS

The last setting in the Add Student screen is for Groups. If one or more groups have already been created for the current site, a list of those groups will appear in the box on the right. (See the section below on how to create a group.) To assign a student to a group, highlight the name of a group in the box on the right side of the screen, and click on the button with the

left-pointing arrow to move that group name to the left box. A student can be assigned to more than one group. The box on the left side contains a list of all of the groups that a student has been assigned to.

When all settings are correct, click the Save button to save those settings. Confirm by clicking OK in the box that appears to return to the Class Roll screen. If you wish to return to the Class Roll screen without saving any changes, click on the Cancel button.

To edit a student account, follow these steps:

1. Click on the Class Roll link in the main sidebar.
2. Select a student name from the list of current groups.
3. Click on the Edit Student button near the top right side of the screen.
4. Make changes to the student information as desired.
5. Click the Save button.

To delete a student account, follow these steps:

1. Click on the Class Roll link in the main sidebar.
2. Select the student account by clicking on the student's name on the class roll.
3. Click on the Delete Student button near the top right side of the screen.
4. Confirm by clicking OK in the box that appears.

GROUPS

The Groups link is where users can add, edit, and delete student groups. Groups are useful for easily viewing data related to a specific subset of students, such as a class or tutoring group. Students can belong to multiple groups at the same time, which is useful when more than one teacher (or

other administrator) is responsible for teaching or tutoring the same student.

To create a group, follow these steps:

1. Click on the Groups link in the main sidebar.
2. Click on the Add Group button near the top right side of the screen.
3. Enter a name for the group.
4. Assign an administrator to the group.
5. Assign students to the group. A list of potential students is displayed in the box on the right. To add a student to the group, highlight the name of the student in the box on the right, and click on the button with the left-pointing arrow to move that student to the box on the left. Multiple students can be highlighted and moved in this way. To select a range of students, click the first student name, then hold the Shift key and click the last student name in the range. To select multiple students that are not in sequential order, click the first student name, and hold the Control key while clicking any other student names. The box on the left contains a list of all of the students that have been assigned to this group. (A student can also be assigned to one or more groups in the Student Settings screen.)
6. Click the Save button.

To edit a group, follow these steps:

1. Click on the Groups link in the main sidebar.
2. Select a group name from the list of current groups.
3. Click on the Edit Group button near the top right side of the screen.

4. Make changes to the group including the group name, assigned administrator, and list of assigned students.
5. Click the Save button.

To delete a group, follow these steps:

1. Click on the Groups link in the main sidebar.
2. Select a group name from the list of current groups.
3. Click on the Delete Group button near the top right side of the screen, and confirm in the box that appears.

ADMINISTRATION

The Administration link in the main navigation bar allows the management of administrators related to the site or account. When administrators are added to the software account, they are empowered to monitor and support their students and groups.

The *Reading Horizons Elevate*[®] software uses three Administration roles to meet the needs of teachers and other stakeholders. They are Instructor, Site (Administrator), and Account (Administrator).

The Instructor role is most often used by classroom teachers. It provides access to the Class Roll and Reports for all students whom the instructor is managing directly. Instructors have access to the Message Center, Preview Content, and relevant Advanced settings.

The Site (Administrator) role is used by program coordinators and other administrators who manage multiple teachers. This level provides the same access as the Instructor level but also includes access to the Administration section, where Instructor and Site level users can be added and managed. The Site level also allows a user to view reports for all students and instructors within the site.

The Account (Administrator) level is used primarily by administrators who supervise multiple programs, schools, or sites. This level enables the ability to allocate new sites and student entries; to add and manage Instructor, Site, and Account level users; and to view data across all sites within an account. When logged in as an Account Administrator, a user can navigate between sites using the Site list dropdown menu at the bottom of the left navigation bar. (The Account level is only available with the online version of *Reading Horizons Elevate*[®]; it is not available with the network/stand-alone version because that version only permits the administration of individual sites.)

To add an administrator, follow these steps:

1. Log in as an Account or Site administrator. (Account administrators should verify that they are at the Administration Portal for the target site; a drop-down menu in the left sidebar allows for quick access to other site pages.)
2. Click on the Administrators link in the left sidebar.
3. Click on the Add Administrator button near the top right of the screen.
4. Enter administrator details.
 - a. Enter the preferred email address for the administrator, and click the Check Email button to verify that the target email address is not already being used in the system. The Administration Portal will use this email address to send the administrator an email with the ability to set a password for this administrator account.
 - b. Enter the administrator's first name and last name.
 - c. Select an administrator level. Account Administrators have access to creating

administrators at all three levels: Account, Site, and Instructor. Site Administrators have access to creating Site Administrators and Instructors.

5. Click the Save button.

To edit an administrator, follow these steps:

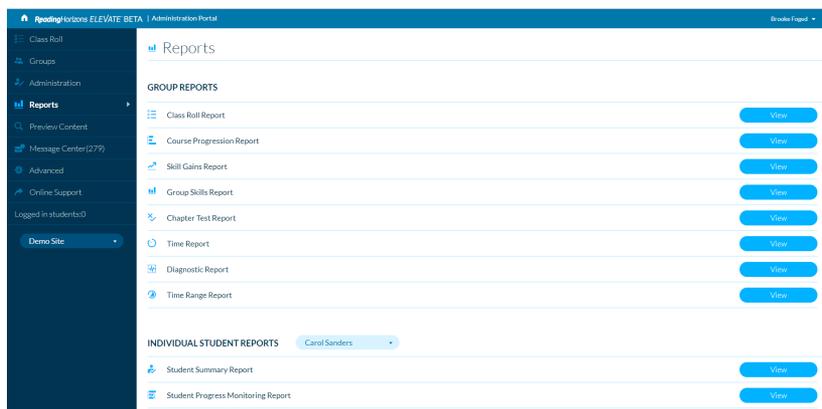
1. Log in as an Account or Site Administrator. (Account Administrators should verify that they are at the Administration Portal for the target site; a drop-down menu in the left sidebar allows for quick access to other site pages.)
2. Click on the Administrators link in the left sidebar.
3. Select the target administrator's name from the list of administrators.
4. Click on the Edit Administrator button near the top right of the screen.
5. Make changes to the administrator information as desired.
6. Click the Save button.

To delete an administrator, follow these steps:

1. Log in as an Account or Site Administrator. (Account Administrators should verify that they are at the Administration Portal for the target site; a drop-down menu in the left sidebar allows for quick access to other site pages.)
2. Click on the Administrators link in the left sidebar.
3. Select the target administrator's name from the list of administrators.
4. Click on the Delete Administrator button near the top right side of the screen, and confirm in the box that appears.

REPORTS

The software provides a variety of reports to assist with tracking student progress. These reports can be accessed by logging into the Administration Portal and clicking on the Reports link in the left sidebar. There are two main categories of reports: group reports and individual student reports. Using the buttons at the top right side of most reports, users can export the data in a report to a CSV (comma separated values) file for viewing in a spreadsheet program, to Microsoft® Excel, or to a PDF (portable document format) file for viewing in Adobe® Acrobat Reader or another compatible program.



The Reports screen contains links for both Group and Individual Student Reports.

GROUP REPORTS

Group Reports enable administrators to compare student progress in groups, such as all of the students in a particular class. When a user has access to more than one group, the report for a specific group can be loaded by selecting that group's name from the filtering menu near the top of the report.

Class Roll Report

This report displays a spreadsheet. Data for each student in

the group is displayed on a separate row. At the bottom of the list, the average for each column is displayed. The number of displayed students (as well the total number of available students) is displayed below the spreadsheet. The icon next to each student name is clickable and will take the user to the Student Summary Report in the Individual Student Reports section.

First Name	Last Name	Student Login	Last Login Date	Grade	Current Lesson	Total Course Progress	Total Time In Software	Total Vocab Words	Average Library Comprehension Score	Current Library Level@ Level	Average Chapter Test Score	Instructor
Carol	Sanders	CarolSanders	6/14/18 11:52 AM	1	18 Elends	19%	327 h 1 m	487	90%	590L	84%	Jacob Bagley
Cheryl	Turner	CherylTurner	12/27/17 2:10 PM	1	Chapter 1 - Quiz 1	9%	47 h 1 m	1574		860L	96%	Jacob Bagley
Christina	Rogers	ChristinaRogers	6/15/18 2:01 PM	5	Chapter 5 - Quiz 1	80%	36 h 15 m	55	44%	546L		Jacob Bagley
George	Jones	GeorgeJones	6/12/18 3:52 PM	1	Chapter 1 - Quiz 1	9%	198 h 30 m	13	72%	1135L		Jacob Bagley
Howard	Powell	HowardPowell	6/14/18 3:10 PM	1	Course Complete	100%	63 h 42 m	65	51%	1290L	82%	Jacob Bagley
Jerry	Cook	JerryCook	6/14/18 10:01 AM	10	Course Complete	100%	39 h 24 m	997	100%	1369L	97%	Jacob Bagley
Lisa	Martinez	LisaMartinez	6/15/18 2:55 PM	2	25 Special Vowel Combinations	25%	5 h 38 m	12	80%	437L		Jacob Bagley
Raymond	Scott	RaymondScott	6/12/18 5:18 PM	8	Course Complete	100%	36 h 3 m	251	91%	1123L	81%	Jacob Bagley
Averages						55%	76 h 10 m	337	78%	902L	90%	

Showing 1 to 11 of 11 entries

The Class Roll Report offers a quick overview of many data sources related to the selected group of students.

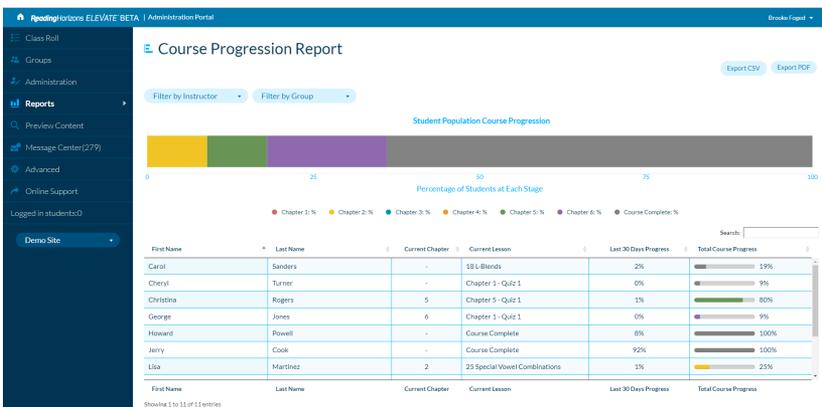
Data columns in the Class Roll Report include the following, (from left to right):

- First Name
- Last Name
- Student Login
- Last Login Date
- Grade
- Current Lesson
- Total Course Progress
- Total Time in Software
- Total Vocab(ulary) Words (Decoded)

- Average Library Comprehension Score
- Current Library Lexile Level
- Average Chapter Test Score
- Instructor

Course Progression Report

The report provides two charts that help administrators track group progress toward the completion of the *Reading Horizons Elevate*® program. The top of the report contains a graph that maps all students into one of seven categories according to their current placement in the lesson chapter sequence (plus those who have completed all chapters). The percentage of total students at each stage is shown below the graph in the legend. By default, the graph displays data for all students that an administrator manages, and the data can be filtered by specific instructors or groups. The lower section of the report provides the same data in table format, with a row for each student in the target group. The table includes useful details on each student including the student’s current lesson (or assessment) and the percentage of the total course progress the student has completed within the last 30 days.



The Course Progression Report provides administrators with an overview of a group’s placement along the course sequence.

Skill Gains Report

This report offers a comparison of a student's initial scores in the Reading Horizons skills and Lexile® measure with the student's improvement on those same measures during the course sequence.

The first set of columns compare the student's Diagnostic and Progress Monitoring scores. The Overall Diagnostic Score column contains the student's comprehensive Diagnostic Assessment percentage score from the start of the course sequence. The Current Diagnostic Score column contains the percentage score for all Diagnostic Assessment items that relate to the skills that the student has learned so far in the course sequence. The Progress Monitoring Score column contains the percentage of all Progress Monitoring Assessment items that the student has completed so far in the course sequence. Finally, the Diagnostic Gain column displays the difference between a student's Current Diagnostic Score and the Progress Monitoring Score. For example, if student Ken had recently completed Chapter 1, the Current Diagnostic Score would display Ken's initial Diagnostic Assessment percentage for all items in that initial assessment that related to Chapter 1 skills (55 percent), and the Progress Monitoring Score would display Ken's performance on the same set of skills from the Chapter 1 Progress Monitoring assessment (95 percent). Then, the Diagnostic Gain would show Ken's gain or improvement on that set of skills, which, in this example, would be 40 percent (the difference between 95 percent and 55 percent).

The second set of columns compare the student's Lexile® measure from three separate administrations of the Library Assessment: prior to beginning the lesson sequence (Lexile 1), midway through the lesson sequence (Lexile 2), and at the conclusion of the lesson sequence (Lexile 3). The Lexile® Gain

column reports the difference between the student's most recent Library Assessment and the initial Library Assessment. For example, if Jin received a Lexile[®] measure of 550L on her initial Library Assessment and is halfway through the course sequence and received a Lexile[®] measure of 880L on the second Library Assessment, her Lexile[®] Gain would display 330L.

As a complement to the Lexile[®] measures provided by the Library Assessment, the software also tracks a student's Lexile[®] measure as she reads Library passages and completes the associated quizzes. Upon first entering the Reading Library, a student's Lexile[®] measure is determined by the initial Library Assessment, and this score is used to recommend at-level passages to the student. The software calculates a second, parallel Lexile[®] measure for the student as she reads passages from the Reading Library. This second measure is determined by using the passage's Lexile[®] measure and the student's speed and accuracy in reading the passage and completing the quiz; this additional Lexile[®] measure constantly readjusts as the student reads more Library passages. This additional Lexile[®] measure for the student is displayed in the Library Level column. The difference between the student's initial Lexile[®] measure and the student's current Lexile[®] measure (as determined by the Library algorithm) is displayed in the Library Gain column. As such, administrators have these two sources of data that offer a more robust indicator of a student's true Lexile[®] measure. For example, when Jin is halfway through the course sequence, her Lexile[®] measure as calculated by the Library algorithm is 920L, giving her a gain of 370L (from her initial Library Assessment of 550L). Her instructor can see that her true Lexile[®] measure probably lies between 880L and 920L, so her Lexile[®] measure gain is somewhere between 330L and 370L.

Combined, the data in the Skill Gains Report can inform stakeholders about students' mastery of the Reading Horizons bottom-up reading skills as well as the top-down comprehension skills assessed through the Reading Library.

Skill Gains Report

Filter by Instructor Filter by Group

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Search:

First Name	Last Name	Overall Diagnostic Score	Current Diagnostic Score	Progress Monitoring Score	Diagnostic Gain	LevitB-1 Measure	LevitB-2 Measure	LevitB-3 Measure	LevitB-4 Gain	Library Level	Library Gain
Carol	Sanders			88%			BR400L	840L	1240L	590L	990L
Cheryl	Turner	94%	94%	96%	2%	860L	1355L	1435L	575L	890L	0L
Christina	Rogers	26%				660L				546L	-114L
George	Jones							1135L		1135L	0L
Howard	Powell	99%				1140L	1355L	1290L	150L	1290L	150L
Jerry	Cook	99%	99%	99%	0%	1330L	1433L	1433L	105L	1369L	39L
Lisa	Martinez									437L	
Raymond	Scott	51%	51%	95%	44%	BR310L	860L	895L	1200L	1123L	1433L
Ruth	Butler	99%	99%	100%	1%	1140L	1435L	1355L	215L	1355L	215L
Shawn	Richardson	74%	74%	100%	26%	820L				820L	0L
Willie	Murphy							365L		400L	35L
Averages		77%	83%	93%	15%	804L	1007L	1094L	582	903L	275

Showing 1 to 11 of 11 entries

The Skills Gains Report helps administrators see students' improvement in valuable measures of reading ability.

Group Skills Report

This report allows instructors to view class proficiency by lesson. The data is presented in a table format with a row for each lesson. The bar to the right provides a class average percentage. To the left of each lesson number and title is an arrow that can be clicked to expand the view to individual student percentages.

The information in the report can be filtered in two ways. Dropdowns allow administrators to filter by Instructor, Group, or Chapter. Checkboxes can be selected or deselected to inform the results. Data can be pulled from Chapter Quizzes, Chapter Tests, Progress Monitoring Assessments, or any combination of the three.



The Group Skills Report provides administrators with a tool to filter data that relates to reading proficiency.

Chapter Test Report

This report allows administrators to view the chapter test scores, along with related information, for all students in a group. The data is presented in a table format with a row for each student. Columns include the following:

- First Name
- Last Name
- Chapter (test number)
- Score (on Chapter Test)
- Date (that Chapter Test was completed)

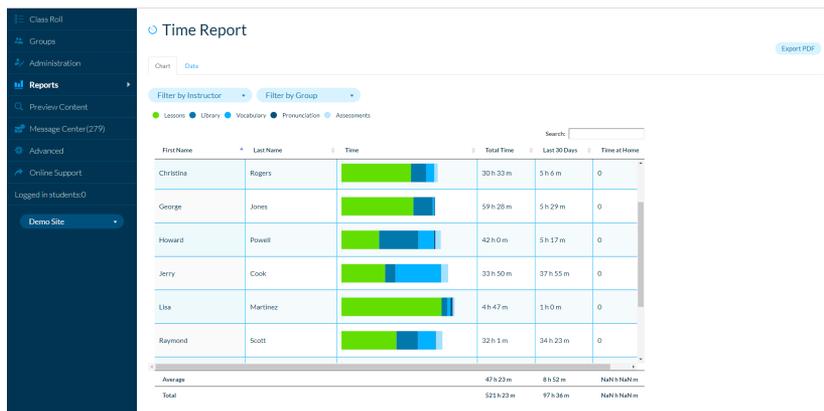
Administrators can sort the data by each of the above categories or filter the data by Instructor, Group, or Chapter. A search tool can help administrators quickly locate specific data. More details on each student's Chapter Test performance, including the number of attempts and the length of each attempt, can be found on the Individual Student Chapter Test Report.

First Name	Last Name	Chapter	Score	Date
Carol	Sanders	1	100%	5/24/18 8:55 PM
Carol	Sanders	1	100%	4/26/18 8:29 AM
Carol	Sanders	1	61%	4/26/18 10:06 AM
Carol	Sanders	6	86%	11/29/17 10:27 AM
Carol	Sanders	5	92%	11/3/17 7:06 AM
Carol	Sanders	3	86%	10/19/17 8:14 AM
Carol	Sanders	2	85%	9/28/17 7:17 AM
Carol	Sanders	4	90%	10/23/17 9:18 AM
Cheryl	Turner	6	97%	11/23/17 8:48 AM
Cheryl	Turner	3	86%	11/17/17 8:51 AM
Howard	Powell	6	86%	5/13/18 4:25 PM
Howard	Powell	2	100%	5/2/18 10:52 AM
Howard	Powell	2	32%	5/2/18 11:24 AM
Jerry	Cook	5	100%	4/11/18 12:38 PM
Jerry	Cook	1	100%	4/13/18 8:42 AM
Jerry	Cook	1	100%	4/13/18 8:36 AM

The Chapter Test Report displays student scores on Chapter Tests, including multiple attempts of the same test.

Time Report

This report helps administrators determine where students are spending their time in the software. The report displays a table with a row for each student account, which includes the student's first and last name, a bar chart, the total time the student has spent in the software, and the total time the student has spent in the software in the past 30 days. The bar chart in the center of the row displays the percentage of time the student has spent in each of the main sections of the student software as represented by different colors: Lessons, Library, Vocabulary, Pronunciation, and Assessments. As an alternative to the bar chart, the same information can be viewed in a numeric form by clicking the Data tab near the top of the report.



The Time Report offers a visual representation of the time each student has spent in the various sections of the software.

Diagnostic Report

This report displays a table that contains a column for each major skill that is assessed by the Diagnostic Assessment. A row is assigned to each student account, allowing an administrator to see how each student performed on the Diagnostic Assessment for each of the Reading Horizons skills. Students can earn 100, 75, 50, 25, or 0 points for each skill. Students with a higher score are judged to have greater competence with the target skill. Average scores for the whole group are displayed at the bottom of the table below the column for each skill. By default, the table displays diagnostic scores for all students across all skills; filtering options allow users to view data for specific groups of students or only for the skills in a specific chapter. Administrators can use this data to help determine where the greatest weaknesses are in students' reading skills at the start of the program.

First Name	Last Name	L-Blends	R-Blends	S-Blends	Double S,F,Z	Special Vowel Combinations	Digraphs CH, SH, WH, TH and TH
Carol	Sanders	0	0	0	0	0	0
Cheryl	Turner	100	100	75	100	100	100
Christina	Rogers	25	50	50	25	25	50
George	Jones	-	-	-	-	-	-
Howard	Powell	100	100	100	100	100	100
Jerry	Cook	100	100	100	100	100	100
Lisa	Marblez	-	-	-	-	-	-
Raymond	Scott	100	0	-100	-50	0	100
Ruth	Butler	100	100	100	100	100	100
Shawn	Richardson	100	100	75	100	100	100
Willie	Murphy	-	-	-	-	-	-
Averages		81	78	69	50	99	66

Showing 1 to 11 of 11 entries.

Users can filter the data in the Diagnostic Report to focus on the skills from a specific chapter, such as Chapter 2.

Time Range Report

The Time Range Report functions similarly to the data view version of the Time Report except that the Time Range Report allows an administrator to restrict the data to a specific date range. For example, if an administrator wanted to view student time usage over a particular two-week period, the date range field at the top of the report can be used to select a start and end point on the calendar, and, once applied, the table will populate with data within the specified time range.

Time Range Report

Filter by Instructor: [v] Filter by Group: [v] 05/19/2018 - 06/19/2018

Export CSV Export PDF

First Name	Last Name	Total Time	Achievement Time	May 2018							Jun 2018							Search:	Association Time	Vocal Time	
Carol	Sanders	3h 1m	0h 2m	0	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	0m	0h 0m	
Carol	Turner	0h 0m	0h 0m	0	29	30	1	2	3	4	5	27	28	29	30	31	1	2	0m	0h 0m	
Christina	Rogers	5h 6m	0h 19m	0	6	7	8	9	10	11	12	3	4	5	6	7	8	9	0m	0h 34m	
George	Jones	5h 29m	0h 9m	0	13	14	15	16	17	18	19	10	11	12	13	14	15	16	2m	0h 42m	
Howard	Powell	5h 17m	0h 0m	0	20	21	22	23	24	25	26	17	18	19	20	21	22	23	0m	0h 3m	
Jerry	Coak	37h 55m	0h 15m	2	27	28	29	30	31	1	2	24	25	26	27	28	29	30	0m	0h 3m	
Lisa	Martinez	1h 0m	0h 2m	0	3	4	5	6	7	8	9	6	7	8	9	4	5	6	7	14h 26m	0m
Raymond	Scott	34h 23m	0h 12m	0h 0m	0h 4m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 27m	0h 34m	0h 34m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m
Ruth	Butler	2h 52m	0h 7m	0h 0m	0h 21m	0h 0	0h 0	0h 0	0h 0	0h 0	0h 0	0h 0	0h 0	0h 0	0h 0	0h 0	0h 0	0h 0	0h 0	0h 0	0h 0
Shawn	Richardson	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m
Willie	Murphy	2h 29m	0h 0m	0h 5m	0h 1m	0h 0	0h 0	0h 0	0h 0	0h 0	0h 0	0h 0	0h 0	0h 0	0h 0	0h 0	0h 0	0h 0	0h 0	0h 0	0h 0
Average		0h 52m	0h 6m	0h 25m	1h 27m	0h 3m	0h 0m	0h 27m	0h 34m	0h 34m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m				
Total		97h 36m	1h 11m	4h 41m	16h 2m	0h 39m	0h 0m	30h 36m	17h 43m	0h 36m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	24h 5m				

The Time Range Report allows administrators to restrict the data to a specific date range.

INDIVIDUAL STUDENT REPORTS

Individual Student Reports enable administrators to monitor each student's progress more closely. A user can view reports for a specific student by selecting that student's name from the dropdown menu above the list of individual reports or from the filtering menu near the top of each report.

INDIVIDUAL STUDENT REPORTS		Carol Sanders
	Student Summary Report	View
	Student Progress Monitoring Report	View
	Lesson Summary Report	View
	Chapter Test Report	View
	Student Skills Report	View
	Library Report	View
	Vocabulary Report	View

The Individual Student Reports, displayed below the list of Group Reports, provide detailed data on each student's progress in the software.

Student Summary Report

This report provides a visual overview of a student's experiences in the software. A similar version of this report can be accessed by each student within the student side of the software. The first graphic in this report displays the student's current course progression through the lesson chapters. A marker indicates the student's current position. The second graphic uses a pie chart to show the student's time distribution across the major sections of the software: Lessons, Vocabulary, Library, Pronunciation, and Assessments. Specific times (in hours and minutes) are shown next to each percentage.

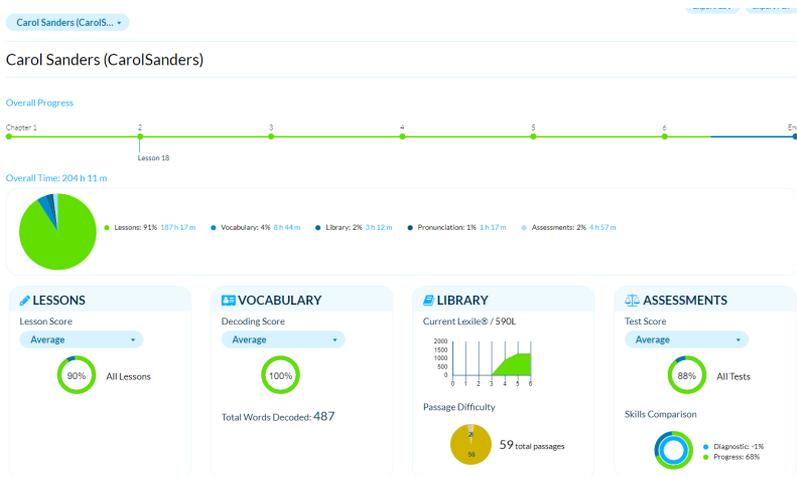
The bottom portion of the Student Summary report is divided into four sections: Lessons, Vocabulary, Library, and Assessments. Each of these sections offers data on student performance. The Lessons section allows the user to view a student's score on each lesson, the average score on all lessons, or the average score on each lesson type: Skill, MWC, and Reference lessons.

The Vocabulary section displays the student's decoding score on the practice vocabulary words associated with each relevant lesson. By default, the average decoding score is shown, and a dropdown menu allows the user to see the data for specific lessons. The total number of words that the student has decoded in the software is displayed at the bottom of this section.

The Library section offers two graphics. The first graphic maps the student's Lexile[®] measure as calculated by the student's performance in reading Library passages and completing the associated comprehension quizzes. A value is mapped for each chapter that the student has completed. The specific Lexile[®] measure for each chapter can be viewed by placing the cursor over the vertical line that represents that chapter. The second

graphic is a pie chart that shows the difficulty of Library passages that the student read. A percentage is provided for all three difficulty levels: Gold (challenge passages), Silver (at-level passages), and Bronze (below-level passages).

The Assessments section displays two types of data. By default, the first chart displays the student’s average score for all completed Chapter Tests; using the dropdown menu, users can populate the chart with data for a specific Chapter Test. The second chart compares the student’s average score on all completed Progress Monitoring Assessments with the student’s Diagnostic Assessment scores for the same skills.



The Student Summary Report, a replica of the same report available to learners in the student view, gives an overview of a student’s experience in the software.

Student Progress Monitoring Report

This report offers a comparison of each student's improvement on the Reading Horizons skills. The chart includes a row for each decoding skill taught in the lessons, and a total of three bars will eventually appear in each row. The first (blue) bar appears once the student has completed the Diagnostic Assessment. The second (black) bar appears once the student has completed the relevant Progress Monitoring Assessments at the end of each chapter. At the same time, the third (green) bar appears, which displays the student's gains, meaning the difference between the value of the blue and black bars. When a student has completed all six Progress Monitoring Assessments, the chart will be complete. As an alternative to the chart, a table with numeric data can be viewed by selecting the Data tab near the top of the report.

Student Progress Monitoring Report

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Cheryl Turner

Cheryl Turner

Chart [Data](#)



The Progress Monitoring Report compares student performance on the initial Diagnostic Assessment with the same skills at the end of each chapter.

Lesson Summary Report

This report displays a table that contains a row for each lesson in the program sequence. Along with the number and title of each lesson, each row displays data for a completed lesson: the student’s score (as a percentage), the length of time it took the student to complete the lesson, and the date that the student completed the lesson. If a student elects to retake a previously completed lesson, the score for that lesson is replaced by the most recent attempt. By default, only the most recent lesson attempt is displayed. Previous attempts can be viewed by unclicking the Show only current attempt checkbox near the top of the screen. Administrators can use the sorting, filtering, and search tools to narrow student data.

Lesson Summary Report

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Carol Sanders Filter by Lesson Type Show only current attempt

Carol Sanders

Search:

Lesson Number	Lesson	Score	Lesson Time	Date Completed
1	Voiced and Voiceless	100%	0 h 3 m	2/20/18 2:57 PM
1	Voiced and Voiceless	0%	0 h 32 m	7/21/17 10:39 PM
2	Letter Group 1	96%	2 h 15 m	7/25/17 5:20 PM
3	Building Words	97%	0 h 4 m	3/6/18 4:26 PM
3	Building Words	87%	1 h 15 m	7/25/17 8:41 PM
4	Nonsense Words	100%	0 h 3 m	2/27/18 10:30 PM
4	Nonsense Words	100%	0 h 3 m	8/7/17 7:05 PM
4	Nonsense Words	100%	0 h 18 m	7/25/17 10:25 PM
5	Most Common Words List 1	10%	1 h 34 m	7/26/17 9:02 PM
6	Letter Group 2	92%	0 h 0 m	9/25/17 8:04 PM
6	Letter Group 2	96%	0 h 43 m	7/28/17 7:51 PM
6	Letter Group 2	100%	1 h 48 m	7/27/17 9:03 PM
7	Sentences and Intonation	90%	0 h 44 m	7/28/17 8:42 PM
8	Most Common Words List 2	100%	0 h 2 m	2/27/18 10:34 PM

The Lesson Summary Report gives information about the student’s performance on each of the lessons in the program sequence.

Chapter Test Report

This report provides a percentage for each chapter quiz and chapter test. First, the particular test or quiz number is listed. Then, the score appears to the right of a colored bar, followed by a percentage. Next, the date and time that the student started the test or quiz is recorded. And finally, the duration of the assessment appears in the far right column. A gray bar followed by the text “Not Completed” shows next to every test or quiz that has not been taken by the student. At the top of the report, a dropdown box allows administrators to view the scores of other students.

☰ Chapter Test and Quiz Report

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Carol Sanders ▾

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TEST	SCORE	DATE	DURATION
Chapter 1 Test	61%	04/26/18 04:08 PM	0h 5m
Chapter 1 - Quiz 1	100% ★	05/25/18 02:05 AM	0h 19m
Chapter 1 - Quiz 2	100% ★	04/28/18 02:29 PM	0h 13m
Chapter 2 Test	85%	09/28/17 01:57 PM	0h 13m
Chapter 2 - Quiz 1	Not Completed		
Chapter 2 - Quiz 2	Not Completed		
Chapter 3 Test	86%	10/19/17 02:14 PM	0h 14m
Chapter 3 - Quiz 1	Not Completed		
Chapter 3 - Quiz 2	Not Completed		
Chapter 4 Test	90%	10/23/17 03:58 PM	0h 17m
Chapter 4 - Quiz 1	Not Completed		
Chapter 4 - Quiz 2	Not Completed		
Chapter 5 Test	92%	11/03/17 01:06 PM	0h 33m
Chapter 5 - Quiz 1	Not Completed		
Chapter 5 - Quiz 2	Not Completed		

The Chapter Test Report gives a percentage for each individual student on every test and quiz.

Student Skills Report

This report gathers data from a variety of sources to give up-to-date information on a student’s proficiency in the major and minor skills within lessons. At the top of the report is a dropdown box where the individual student can be selected. To the right of that dropdown are three checkboxes: Chapter Quizzes, Chapter Tests, and Progress Monitoring Assessment. When all three boxes are checked, data is collected from

all three places. If any box is unchecked, the data from that assessment type will no longer be factored into the report below.

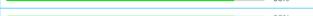
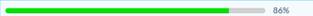
In the Skill column, the lesson is listed on top in a blue row, and the major and minor skills taught in that lesson appear beneath it in white rows. Lesson titles are named after major skills, so two similar titles may appear, one above the other. This is not an error. For example, “Lesson 2: Letter Group 1” may appear in a blue row and be immediately followed by “Letter Group 1” in a white row. The blue row is the lesson title, and the white row is the name of the major skill. These skills may appear and disappear, depending on which boxes are checked at the top of the report. The Proficiency column shows a colored bar followed by a percentage. Those percentages are averaged to display the overall proficiency for the skills from a particular lesson.

☰ Student Skills Report

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Carol Sanders ▾ [Chapter Quizzes](#) [Chapter Tests](#) [Progress Monitoring Assessment](#)

Carol Sanders

SKILL	PROFICIENCY
Lesson 2: Letter Group 1	 76%
Letter Group 1	 100%
Letter A	 58%
Letter B	 75%
Letter F	 50%
Letter D	 88%
Letter G	 88%
Lesson 3: Building Words	 64%
Building Words	 64%
Lesson 4: Nonsense Words	 86%
Nonsense Words	 86%
Lesson 6: Letter Group 2	 73%
Letter Group 2	 100%
Letter E	 30%
Letter H	 83%

The Student Skills Report gives detailed information on major and minor skills.

Library Report

This report displays several sources of data related to the Reading Library. First, the student's performance on the Reading Library Assessments is displayed in the top left side of the report. Each administration of the Reading Library Assessment is displayed with the student's Lexile® reader measure, the date of the assessment, and the duration of the assessment. The top right side of the report displays a complementary Lexile® measure that is assigned based on a student's performance on the reading passages and quizzes that are assigned during each chapter of the lesson sequence. This table also includes a words per minute (WPM) measure for each student, based on the time the student takes to read each passage before beginning the quiz. Stakeholders are encouraged to consider both Lexile® measures in determining a student's reading ability.

The Library Report displays two additional tables. First, the Quiz Item Types table displays the student's performance on each of the five item types found in the reading passage quizzes: Main Idea, Specific Details, Organizational Devices, Inference, and Vocabulary. (Note: quizzes associated with lower-level passages only have Main Idea, Specific Details, and Vocabulary items. Organizational Devices and Inference item types are introduced at higher levels.) As students complete these quizzes, this table will update their performance on each quiz type that they encounter.

The final table contains a list of all passages that the student has completed. The table displays the following:

- The passage's title
- The passage's Lexile® measure
- The Lexile® reader measure that the passage assigns to the student (based on speed and accuracy)

- The student’s words per minute reading rate during that passage
- The number of quiz items the student answered correctly
- The total number of items in the quiz
- The quiz score (as a percentage)
- The time it took the student to read the passage and complete the quiz
- The date and time that the passage was read

Together, the information in the Library report can inform stakeholders about students’ progress in reading comprehension skills.

Library Report

Carol Sanders Export Excel Export CSV

Carol Sanders

Reading Library Assessment

Assessment	Lexile® Measure	Date	Duration
Pre	-	-	-
Mid	~500L	10/19/17 2:41 PM	00:00
Post	840L	12/21/17 10:36 AM	03:00

Reading Library Performance

Chester	Lexile® Measure	Words Per Minute
Two	0L	-
Three	0L	-
Four	899L	132
Five	1274L	127
Six	1274L	176

Quiz Item Types

95% Main Idea

86% Specific Details

97% Vocabulary

88% Inference

75% Organizational Devices

Reading Passages

Passage Title	Passage Lexile®	Student Lexile® Measure	Words Per Minute	Correct	Possible	Comprehension Score	Duration	Date
Renaissance Fairs	1230L	1952L	375	9	10	90%	01:18	1/18/2018 8:18:10 AM
Meteor Showers	1280L	1581L	375	7	10	70%	02:34	1/18/2018 8:15:51 AM
Time	480L	471L	150	4	4	100%	01:14	12/21/2017 11:26:16

The Library Report indicates how well students perform on reading Library passages and completing comprehension quizzes.

Student Vocabulary Report

This report provides an extensive list of all words that a student has decoded in the Vocabulary practice as part of the lesson sequence. The list is presented in the form of a table with columns containing the following:

- The name of the word
- Whether the word was spelled correctly
- The actual spelling that the student typed for the word
- A score based on the correctness of the student's decoding attempt

Using the filter at the top of the report, a user can filter the results to display words associated with a specific lesson.

Student Vocabulary Report

Cheryl Turner All Lessons Export PDF Export Excel Export CSV

Cheryl Turner

Search:

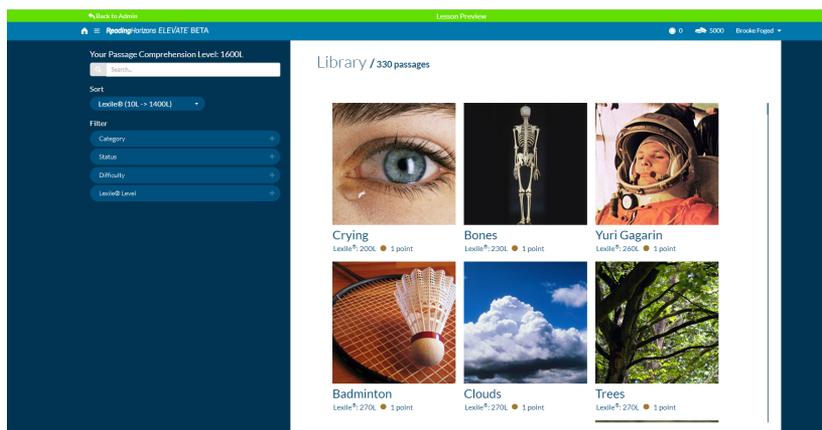
Word	Typing Correct	Student Response	Decoding Score
abduct	True	abduct	100
abie	True	abie	100
absent	True	absent	100
abstract	True	abstract	100
ace	True	ace	100
act	True	act	100
ad	N/A	ad	0
adapt	True	adapt	100
add	True	add	100
adding	True	adding	100
adjust	True	adjust	94
admit	True	admit	100
adopt	True	adopt	100
adult	True	adult	100
afraid	True	afraid	100
age	True	age	100
aged	True	aged	100

The Vocabulary Report offers insight into a student's ability to spell and decode words.

PREVIEW CONTENT

New to version 8 of *Reading Horizons Elevate*[®] is the Preview Content tool. Prior to version 8, administrators had to create a personal student account to log into the software and experience *Reading Horizons Elevate*[®] as a student. With the Preview Content tool, administrators can launch the student view of the software using a default account with all lessons unlocked. This access allows administrators to experience the software from a student's perspective without having to use a seat from the site's total number of allotted student accounts. By enabling administrators to easily access the student side of the software, the Preview Content tool can help teachers better understand software features and explain them to students who have specific questions.

Administrators can exit the Preview Content mode and return to the Administration Portal by clicking on the Back to Admin link at the top of the screen. Users should be aware that the default account generated by the Preview Content tool will not save progress or data once the administrator exits the Preview Content tool.



The Preview Content mode allows an administrator to easily view the software from a student's perspective.

MESSAGE CENTER

Also new to version 8 of *Reading Horizons Elevate*[®] is the Message Center. This feature serves as a location to receive automatic alerts and other relevant messages. The top of the Message Center displays a table with a row for each message. The table columns include the following:

- Message Type
- First Name of the relevant student
- Last Name of the relevant student
- Username of the relevant student
- Subject of the message
- Date of the message

Click on any message in the table to make the body of the message appear in the lower portion of the screen. The body of the message provides more details and often includes suggested actions the administrator can take to better support the relevant student.

Using the menus at the top of the report, a user can filter the messages in the table by Instructor, Group, or Message Type. Messages can be deleted from the table. A single message can be deleted by selecting the message and then clicking on the Delete Message(s) button. Multiple messages can be deleted by Shift-clicking a continuous range of messages or Control-clicking non-continuous messages and then clicking the Delete Message(s) button. All currently filtered messages can be selected by clicking the Select All button near the top of the Message Center, and then the Delete Message(s) button can be clicked.

Message Center

Filter by Instructor Filter by Group Filter by Message Type

Select all Details Message Search

Type	First Name	Last Name	Username	Subject	Date
Failed Passage Quiz	Lisa	Martinez	LisaMartinez	Lions	6/15/18 1:47 PM
Failed Lesson	Lisa	Martinez	LisaMartinez	Double S, F, and Z	6/15/18 12:58 PM
Passage WPM	Howard	Powell	HowardPowell	Mohandas Gandhi	6/14/18 3:13 PM
Failed Passage Quiz	Howard	Powell	HowardPowell	Mohandas Gandhi	6/14/18 3:13 PM
Passage WPM	Howard	Powell	HowardPowell	Time	6/14/18 2:55 PM
Failed Passage Quiz	Howard	Powell	HowardPowell	Time	6/14/18 2:55 PM
Reset Lesson	Howard	Powell	HowardPowell	Letter Combinations that Split	6/14/18 2:53 PM
Passage WPM	Ruth	Butler	RuthButler	Craving	6/13/18 6:28 AM

Showing 1 to 279 of 279 entries 1 row selected

Lisa Martinez attempted lesson Double S, F, and Z on 6/15/18 12:58 PM but did not achieve the required score to pass the lesson. This student will be required to redo the lesson unless an instructor manually overrides the lesson. Overriding lessons is not recommended.

Here are some suggestions to help Lisa Martinez complete the lesson with a passing score.

- Ask the student to complete the relevant pages from the Reading Horizons Elevate Student Book. These practice exercises reinforce the skills taught in each lesson.
- Invite the student to repeat the lesson instruction in the Reading Horizons Elevate software. Some students benefit from repeated exposure to the lesson presentation.
- Provide a direct instruction lesson on the skill. The Reading Horizons Elevate Teacher's Manual provides teachers with easy-to-follow lesson plans.

The Message Center allows users to view a series of alerts from the software which contain suggested intervention actions.

ADVANCED SETTINGS

The Advanced section of the Administration Portal contains a variety of features that allow an administrator to customize the software to specific parameters and to facilitate the import and export of student data.

The Site Information heading contains the following information:

- Site Name
- Site Login
- Number of Seats
- Track Home Use Time
- Enable Intro Videos
- Audio Quality

Several of these settings can be changed by clicking on the Edit Site Information button.

Online customers have the option to manage multiple sites within the Administration Portal. This feature requires a login with the Account level permissions.

Advanced

Site Information

Name: Demo Site
Site login: demo
Number of seats: 100
Track home use time: Yes
Enable Intro Videos: Yes
Audio Quality: High

[Edit Site Information](#)

Student Management

[Import Students](#)

[Export Students](#)

[Email Reports](#)

In the Advanced Settings screen, users can view and edit additional software features.

The lower section of the Advanced screen, labeled Student Management, is used to import and export data from the software and to email reports to stakeholders.

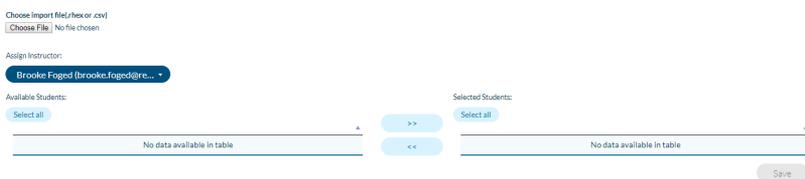
To import student data into the software, follow these steps:

1. Using spreadsheet software, prepare a CSV (comma separated values) file with student data in the following columns from left to right:
 - First Name
 - Last Name
 - User Login
 - Grade Level
2. Return to the Advanced section of the *Reading Horizons Elevate*® Administration Portal, and click on the Import Students link under the Student Management heading.
3. Click on the Choose File button below the Choose import tile heading at the top of the screen. In the popup window, locate the CSV file on your computer, select it, and click on the Open button. The list of

students should now populate the Available Students table at the bottom of the screen.

4. Select an instructor, from the Assign Instructor dropdown menu, that will be responsible for monitoring the progress of these students.
5. Select each student that you wish to import (or click the Select All button to select all students in the table), and click the >> button to indicate that you want to import them into the software.
6. Verify that the correct list of students is displayed in the Selected Students table on the right. You can remove any student from this table by selecting the student's name and clicking on the << button. When you are satisfied with the list of students in the Selected Students table, click the Save button to import them into the software.

As an alternative to the CSV file, administrators can import students using the same process with a .rhex file, which is a file that contains previously exported *Reading Horizons Elevate*® student data.



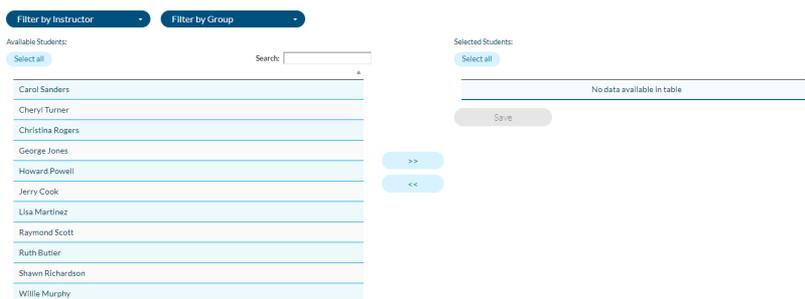
Through the *Import Students* screen, users can import a data set into the software.

To export student data from the software, follow these steps:

1. Click on the Export Students link under the Student Management heading on the Advanced screen.
2. Select the target students from the Available Students table. You can search for a student by name, using the

Search box, or you can use the menus near the top of the page to filter the list of students by Instructor or Group. You can also click the Select All button to select all students in the table, Shift-click to select all students in a continuous range, or Control-click to select multiple students in a non continuous sequence.

3. When the appropriate students are selected, click the >> button to move those students to the Selected Students table on the right. Then click the Save button, and confirm in the popup window. A .rhex file is created and saved in your web browser's default download folder. This .rhex file can be imported back into *Reading Horizons Elevate*® at any time to restore this student data.



The Export Students screen allows users to export student data that can later be imported back into the software.

In addition to importing and exporting data, the Student Management section allows users to email a customized Class Roll Report to targeted stakeholders.

To email a report, follow these steps:

1. Click on the Email Reports link under the Student Management heading on the Advanced screen.

2. Enter the First Name, Last Name, and Email of the report recipient, and click Save. This adds the person to the Report Recipients table. Alternatively, if the recipient's name and email are already in the table, you can skip this step.
3. Then select the person's name from the Report Recipients table. (Note: you can remove a recipient from the Report Recipients table at any time by selecting the person's name and clicking on the Remove button.)
4. Select one or more site names from the Available Site Reports table, and click the >> button to move the site name(s) to the Selected Site Reports table. Then click the Save Selected Report(s) button.

ONLINE SUPPORT

The Online Support link in the left navigation bar displays a list of useful links related to *Reading Horizons Elevate*[®]:

- *Reading Horizons Elevate*[®] Software Quick Start Guide
- *Reading Horizons Elevate*[®] Software User Manual
- *Reading Horizons Elevate*[®] Software Tutorial Videos
- Reading Horizons[®] Website
- *Reading Horizons Elevate*[®] Software Overviews
- *Reading Horizons Elevate*[®] System Requirements
- *Reading Horizons Elevate*[®] Software Support Website
- *Reading Horizons Elevate*[®] Software FAQs (Frequently Asked Questions)
- *Reading Horizons Accelerate*[®] Website

LOGGED IN STUDENTS

The Logged in Students link from the main navigation menu leads to a screen that displays a table listing all student accounts that are currently logged into the software. There may be special circumstances where an administrator needs to force a student account to log out.

To force a student account to log out, do the following:

1. Click on the Logged in Students link from the main navigation menu. Select the target student name(s). (You can Shift-click to select a continuous range of student names or Control-click to select multiple non-continuous student names.)
2. Once the desired student name(s) are highlighted, click on the Logout button. This will force the software to log out each highlighted student account. Subsequently any student logged out in this way can log back into the software normally, using the Student login screen.

ADDITIONAL NAVIGATION LINKS

The Administration Portal contains two additional links for navigation purposes. The home icon at the top left of the screen will also take a user back to the Class Roll screen. A user can log out of the Administration Portal by clicking on the user's name from the top right corner of the screen and selecting Logout from the dropdown menu. The software automatically logs out a user after 10 minutes of inactivity. In such a case, the last screen that was accessed is still displayed, but attempts to navigate elsewhere in the Administration Portal present the user with the *Reading Horizons Elevate*® login page.

Student Portal

The Student Portal is the primary function of the *Reading Horizons Elevate*® software. Once a student account has been created through the Administration Portal, a student can use the site name and a unique username to access the Student Portal.

GETTING STARTED (LOGGING IN)

The Student Portal is accessed by navigating to www.rhelevate.com using a supported internet web browser (online version) or by double-clicking on the *Reading Horizons Elevate*® logo on the computer desktop (network/stand-alone version). The *Reading Horizons Elevate*® login screen will appear.

To log into the Student Portal, follow these steps:

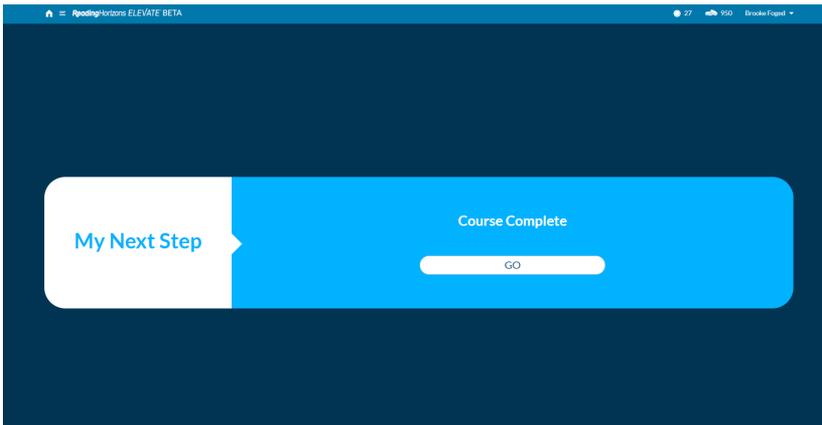
1. Ensure that the Student tab (below the *Reading Horizons Elevate*® logo) is underlined. If not, click on it to highlight it.
2. Enter the site login name in the Site Login box. (Note: If a teacher/administrator forgets the Site Login, it is listed on the Advanced screen in the Administration Portal.)
3. Enter the student's unique login name in the Student Login box.
4. Click on the Login button.
5. A screen will appear, asking the student, "Is this you?" If the displayed name is correct, the student should

- click Confirm. If the displayed name is incorrect, the student should click Back and verify with a teacher that the correct student login name was entered.
6. If the administrator is monitoring home use, after the student clicks Confirm, another question will ask, “Are you at school?” If so, the student will select Yes. If the student is at home or elsewhere, he or she will select No.
 7. The Student Dashboard will appear.

THE STUDENT DASHBOARD

Upon logging in, a student is presented with the Student Dashboard. This screen has two main features: the “My Next Step” button, and the top navigation bar. The “My Next Step” button directs the student to the currently assigned activity in the program sequence. This could be a lesson, required vocabulary practice, the Reading Library, or an assessment. The top navigation bar includes links to several key components of the software:

- The home icon: clicking this icon returns the user the Student Dashboard.
- The main menu icon: clicking this icon, a stack of three horizontal lines, displays the main menu with links to various aspects of the software.
- The *Reading Horizons Elevate*® logo: this logo is not a link.
- The Badge icon and number: clicking this link displays the badges page.
- The coins icon and number: this icon is not a link.
- The student’s name: clicking the student’s name displays a settings link, a link to the tutorial videos, and a logout link.



Upon login, students are presented with the Student Dashboard.

COMPUTER-ADMINISTERED ASSESSMENTS

The software uses two initial assessments to gather baseline student performance data: the Reading Horizons Reading Library Assessment Powered by the Lexile® Framework for Reading and the Reading Horizons Diagnostic Assessment. This baseline data helps teachers, administrators, and other stakeholders compare student performance at later points in the software sequence with students' initial performance on the same types of measures. The software also uses the data from these assessments to tailor the learning experience to match each student's strengths and needs.

The Reading Horizons Reading Library Assessment Powered by the Lexile® Framework for Reading (also called the Reading Library Assessment) is a reading comprehension assessment that provides a student with a Lexile® reader measure. The Lexile® measure, developed by MetaMetrics, is a widely recognized measure of general reading comprehension. In this assessment, students are required to read short paragraphs and then respond to multiple choice items about the main idea of those paragraphs. The software uses the student's Lexile® measure to recommend appropriate reading passages for the

student in the Reading Library section of the software. The software administers this test at two other points during the lesson sequence: once during Chapter 4 and again at the end of Chapter 6.

The Reading Horizons Diagnostic Assessment (also called the Diagnostic Assessment) is a phonics-based assessment of bottom-up reading skills. Students are given the opportunity to display their knowledge of English phonics by spelling and recognizing words. The software uses data from this assessment to determine the depth of support in the Lessons section of the software. Students who demonstrate proficiency with the items on the Diagnostic Assessment receive abbreviated lessons on those skills. Students with low Diagnostic Assessment scores are provided with lessons that offer more detailed explanations of the Reading Horizons method and include extended practice opportunities. Additionally, when a student scores above 95% on the Diagnostic Assessment, the student's teacher/administrator receives a notice in the Message Center explaining that the student may not need to complete the Reading Horizons lesson sequence and could instead be moved to the Library Only Track, which provides the student with the opportunity to practice and enhance reading comprehension skills.

Later in the program, students will have the opportunity to demonstrate their understanding of the Reading Horizons skills in other assessments. Each chapter contains two formative assessments called Chapter Quizzes. Each Chapter Quiz provides students with feedback on their proficiency in the skills taught up to that point in the lesson sequence. Although a passing score is not required to proceed in the lesson sequence, students are encouraged to review the lessons for any skills with which they struggled. At the conclusion of each chapter, students also take a Chapter Test,

which is a reading-in-context assessment that employs decoding skills from the whole chapter. A passing score on the Chapter Test is required to advance to the next chapter. Students who do not achieve a passing score are encouraged to review the chapter skills before attempting the Chapter Test again. After each Chapter Test, students take a quick Progress Monitoring Assessment. This assessment contains items that mirror those in the Diagnostic Test. The Progress Monitoring Assessment scores are compared with the Diagnostic Assessment scores to track student gains in the Reading Horizons skills.

LESSONS

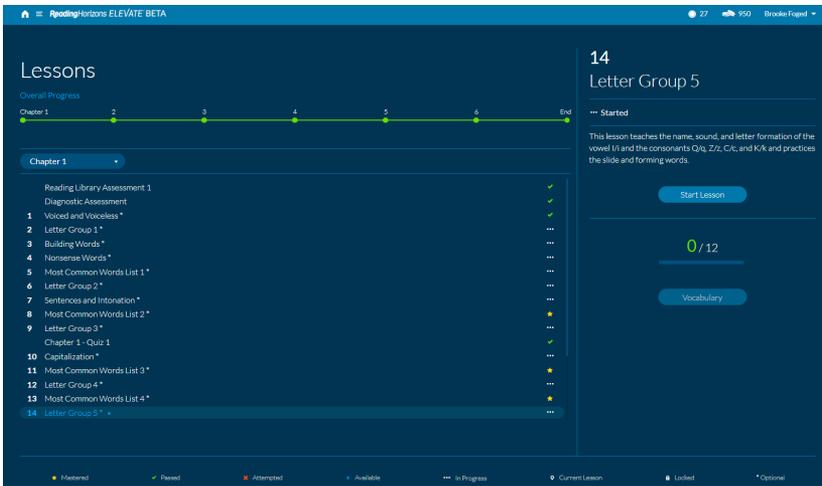
The core of the *Reading Horizons Elevate*® instruction takes place in the Lessons section. Students can access the Lessons section from the main menu by clicking on the Lessons link. Clicking on this link displays the Lesson Selection screen. The Lesson Selection screen allows students to see their progress toward completion of the course. The top chart displays the student's current position in the chapter sequence. Below the graph is a list of all lessons and tests in a chapter. Students can navigate to the lists of different chapters by using the drop-down menu. The icons to the right of each lesson title indicate the lesson status:

- Star icon: this lesson has been completed at the Mastery level.
- Check icon: this lesson has been completed at the Pass level.
- X icon: this lesson has been attempted but was not passed.
- Dot icon: this lesson is available (and required).
- Ellipsis (three dots) icon: this lesson has been started but has not been completed.
- Location (map marker) icon: this is the current assigned lesson in the sequence.

- Lock icon: this lesson is not (currently) accessible.

Lessons that are optional (not required) are marked with an asterisk next to the lesson name. A complete legend of the lesson status icons is displayed at the bottom of the Lesson Selection screen.

When a lesson title is highlighted, the right side of the screen displays the lesson details. The student can see a summary of the lesson and a Start Lesson button to begin the instruction. Most Skill lessons have a required vocabulary component. These lessons also have a vocabulary tracker and button below the Start Lesson button.



The Lesson Selection screen provides access to the lessons and shows a student's progress toward program completion.

LESSON TYPES

The software contains three lesson types:

- Skill Lessons: these lessons focus on bottom-up phonics-based reading skills.
- Most Common Word (MCW) Lessons: these lessons focus on high-frequency word recognition.

- Reference Lessons: these lessons focus on elements of grammar or punctuation that are relevant to effective reading. (Reference lessons are optional by default.)

Both MCW and Reference lessons are interspersed among the Skill lessons in the chapters. Administrators can alter the default lesson sequence and make specific lesson assignments using the Edit Student feature in the Administration Portal.

LESSON INSTRUCTION

Each lesson begins with a short introduction video in the main “stage” of the screen. Administrators can disable these introduction videos in settings where internet connections are especially slow (see the Advanced Settings description of the Administration Portal section of this manual). The lesson instruction immediately follows the introduction video.

During the lesson instruction, the student can use settings to control the lesson presentation:

- Rewind button: this button returns the instruction to the start of the current lesson segment.
- Pause/Play button: this button stops or resumes the lesson instruction.
- Replay Audio button: this button replays the most recent explanation or instruction.
- Next/Check button: this button is used to advance the lesson following certain interactive activities in the lesson.

Throughout the lesson instruction, students are required to interact with the lesson material by clicking and sometimes dragging letters, words, and other symbols. This interaction keeps students engaged with the lesson and gathers data that help the software (and teachers) gauge students’ understanding of the lesson objectives.

The queen sat quietly on
her quilt watching the quail.

Students can control the lesson playback with audio and other controls.

MARKING WORDS

As students learn to decode words, they are also taught how to mark words. The Reading Horizons marking system provides students with visual reminders of the Five Phonetic Skills and the Two Decoding Skills. Within the Lessons and Vocabulary sections, there are two ways to mark words:

- Students are presented with a single marking symbol and must click on the appropriate location in the word to move the symbol to that location.
- Students are presented with more than one symbol and must first click on the correct symbol; then, students must click on the appropriate location in the word to move the symbol to that location.

LESSON ACTIVITIES

At the conclusion of the lesson instruction, the student is presented with the Lesson Activities Selection screen. Depending on the types of lesson, students may be required to

complete two or more lesson activities to demonstrate their understanding of the lesson material and skills. Skill lessons have two levels of activities: Level 1 activities are generally easier, and Level 2 activities present a greater challenge. MCW lessons have activities that target different reading skills. Reference lessons have a choice between at least two activities related to the lesson content. Highlighting an activity name on the left side of the screen will display a preview of the activity in the right panel. Clicking the Begin button below the preview image launches an activity. Upon completion of an activity, a student is returned to the Lesson Activities Selection screen (if more activities are required) or shown the Lesson Completion Screen (which displays the student's lesson score).



Students can select from a variety of activities to demonstrate their understanding of the lesson material and skills.

ASSIGNED VOCABULARY PRACTICE

The software contains over 12,000 terms to help students develop vocabulary recognition and decoding skills. Most Skill lessons require students to mark relevant words that reinforce the skills taught in that lesson. The number of assigned words for each lesson relates to a student's performance on the

lesson activities: students who show proficiency in the lesson activities receive fewer required practice words than students who struggle during the lesson. The number of assigned words for each lesson is displayed at the bottom of the lesson details panel.

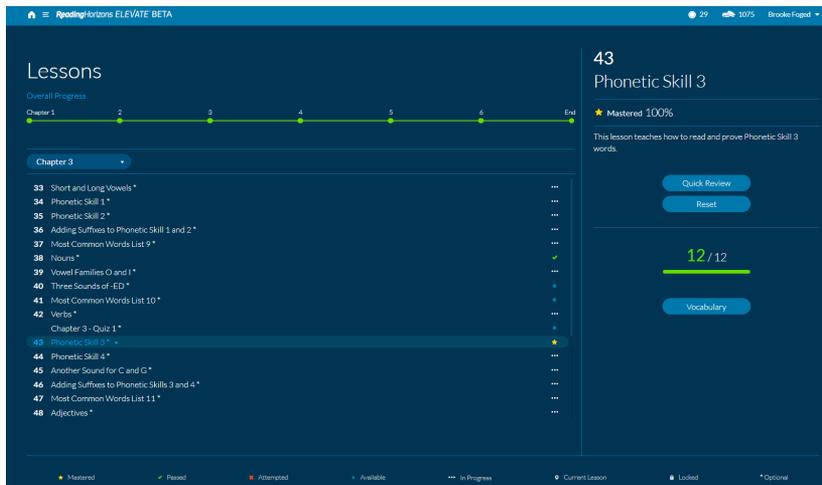
LESSON PROFICIENCY LEVELS

Each lesson can be completed at three proficiency levels: Attempt, Pass, and Mastery. When a student completes a Skill lesson with a score below the passing score of 80 percent, it is considered an attempt, and the student must retake the Skill lesson and achieve a passing score to continue with the lesson sequence. (Note: a passing score is not required for MCW and Reference lessons.) Students who score in the range of 80–94 percent complete the lesson with a Pass proficiency level. Students who score 95 percent or higher earn proficiency at the Mastery level. The Mastery level encourages students to learn and demonstrate excellent understanding of the lesson concepts, and certain badges can be earned by completing lessons at the Mastery level.

Students can choose to retake lessons to improve their proficiency levels for those lessons. To retake a lesson, a student needs to click on the Reset button below the lesson summary in the lesson details panel. A message will appear warning the student that taking this action will replace the student's existing score with the new attempt (even if the new score is lower than the existing one). If the student clicks Reset in the message window, the score will reset, and the lesson instruction will begin again. Students can reset a lesson as many times as they wish.

Sometimes students want to review a lesson without resetting the score and repeating the entire lesson. This can be accomplished by clicking the Quick Review button in the

lesson details panel. The Quick Review feature presents a shortened version of the lesson presentation that offers a summary of the main instructions taught in the lesson. The Quick Review feature is especially useful when students are preparing to take (or retake) a Chapter Test and need a reminder of the decoding rules taught in a particular lesson.



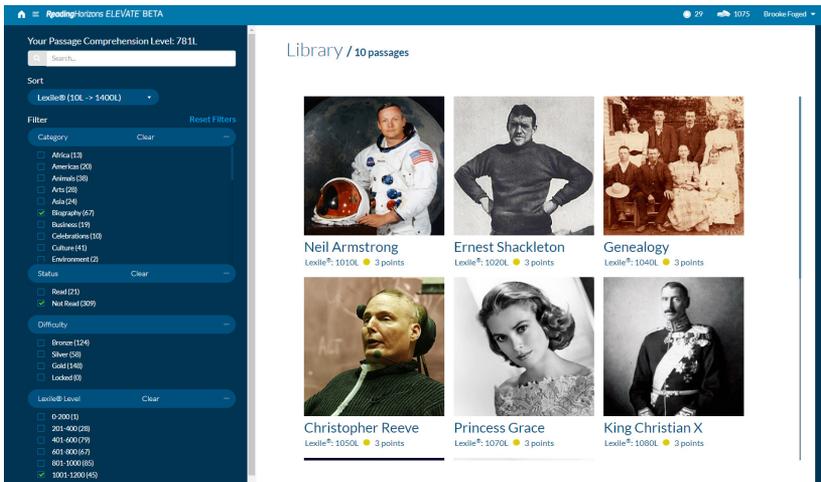
Once a lesson has been completed, students can access the Lesson Quick Review and Reset features, as well as the assigned Vocabulary practice words.

READING LIBRARY

The Reading Library, also called the Library, is another important component to successful reading skill development. In the Library, students have the opportunity to apply decoding skills that they learned in the Lessons to authentic, high-interest, at-level reading passages. This helps build reading confidence and fluency, as well as support the development of a variety of reading comprehension skills. The Library is normally unlocked at the conclusion of Chapter 1.

The Library is accessed by clicking the Library link in the main menu. Clicking on this link loads the Library Passages Selection screen. Students can browse passages in the Library

Passages Selection screen. Using the tools in the left panel, students can sort and filter the list of available passages. Passages can be sorted alphabetically by passage title or by Lexile® measure from low to high. Passages can be filtered by Category tag (such as Africa and Arts), Status (Read or Not Read), Difficulty (Bronze, Silver, Gold, and Locked), and by Lexile® Measure. Students can also search for a passage by typing keywords into the Search field, which returns results based on the titles and category tags of passages. Students can use these features to choose level-appropriate passages that interest them.



Students can use the search, filter, and sort tools in the Library to find level-appropriate passages that interest them.

Each passage has at least one Category tag and may contain up to five relevant tags. Passage Difficulty ratings are based on a student’s current Lexile® measure:

- Bronze passages are more than 100L below the student’s Lexile® measure.
- Silver passages are between 100L below and 50L above the student’s Lexile® measure.

- Gold passages are in between 50L and 100L above the student's Lexile® measure.
- Passages that are more than 100L above the student's Lexile® measure are Locked. As the student's Lexile® measure increases, these passages will unlock.

Administrators can determine how many passages students are required to read in each chapter by setting a point value in the Administration Portal. (The default requirement is 20 Library points per chapter.) To advance to the next chapter in the course sequence, students must reach the set number of Library points. Students can earn all of the required points by reading passages at the end of the chapter, or they can intersperse their passage reading throughout the lesson sequence for that chapter. Bronze passages are worth 1 point, Silver passages are worth 2 points, and Gold passages are worth 3 points. This point system rewards students more for reading passages that push them to increase their reading comprehension skills.

A passage's point value and Lexile® text measure are displayed below the passage title. When a student has completed a passage, the student's word per minute rate, quiz score, and number of attempts appear on the passage's preview image, along with two buttons: Review (that allows the student to review the passage text and quiz results) and Retake Quiz (that allows the student to read the passage again and replace their current quiz score with a new quiz attempt). By default, some passages are locked because they are above the student's Lexile® reader measure, or they must be unlocked with coins, or both. Passages that are locked due to their Lexile® text measure are automatically unlocked once students reach the minimum Lexile® reader measure. Students can unlock coin-locked passages once they have reached the minimum Lexile® reader measure AND have enough coins.

The screenshot shows the Reading Horizons ELEVATE BETA interface. On the left is a sidebar with filters. The main area is titled "Library 77 passages" and displays six passage preview cards. Each card features a preview image, a name, and Lexile level and point information.

Name	Lexile Level	Points
Yuri Gagarin	Lexile®: 240L	1 point
Wilma Rudolph	Lexile®: 310L	1 point
Yennega	Lexile®: 360L	1 point
John Adams	Lexile®: 1220L	3 points
Empress Dowager Cixi	Lexile®: 1270L	3 points
Michelangelo Buonarroti	Lexile®: 1320L	3 points

Once a passage has been read, the Passage Preview Image displays details about their reading and quiz performance.

Clicking on a passage's preview image (or, for previously-read passages, clicking on the Review or Retake Quiz buttons) displays the Passage Preview screen. This screen displays Passage Terms and Challenge Words: Passage Terms are usually proper nouns and other specialized words that relate to the passage content; Challenge Words are words that the software judges as potentially difficult for a student, based on that student's current place in the lesson sequence. A student can click on the audio icon next to a word to hear the word pronounced. The magnifying glass button will take the student to a page that displays a definition and context statement for the word. Clicking the Start Reading button loads the passage text.

The passage screen displays paragraph numbers along the left margin. They are useful when students take the passage quiz as some quiz items make reference to specific paragraphs. Also, one word or term in each passage is highlighted in bold; the quiz contains a vocabulary question related to this word.

Once the passage text is loaded, a timer begins. This timer is used to calculate a student’s word per minute reading rate for the passage. When the option to view the passage text during a quiz is enabled, this timer ends when the student submits the quiz responses. When the option to view the passage text during a quiz is disabled, the timer ends when a student clicks the Start Quiz button.

The screenshot shows the Reading Horizons ELEVATE BETA interface. At the top, there is a blue header with the text "ReadingHorizons ELEVATE BETA" on the left, a user icon and "29" in the center, and "Brooks Fogg" on the right. Below the header, the page title "Diwali" is displayed. The main content area contains a list of four numbered paragraphs about the Hindu festival of Diwali. To the right of the text, there are two images: the top one shows a young girl lighting a diya, and the bottom one shows a close-up of a lit diya. At the bottom of the text area, there are two buttons: a blue "Back" button with a left-pointing arrow and a blue "Start Quiz" button.

Students apply the skills they learn in the Lessons by reading passages in the Library.

When students have finished reading the passage text, they can press the Start Quiz button to load the passage’s comprehension quiz into the right panel. By default, the passage text will remain visible in the left panel, but it can be hidden using the Hide Passage option from the Library Settings in the Administration Portal. Quiz items appear, one at a time, in the right panel, with the item stem at the top and the answer options below. Once students have selected an answer (by clicking on it), they can proceed to the next item. Students can navigate among items in two ways:

- By clicking the Next and Previous buttons
- By clicking the item number at the bottom of the panel.

The screenshot shows the Reading Horizons ELEVATE BETA interface. On the left, a passage titled "Diwali" is displayed. The passage consists of three numbered paragraphs. The first paragraph discusses Thanksgiving in Western culture and Diwali in Hindu culture. The second paragraph explains that Diwali is the Hindu festival of lights, and the word "Diwali" is translated as "row of lamps". The third paragraph describes the Hindu celebration, including family time, offerings, and the lighting of lamps. On the right, a quiz is shown with four items. Item 1 is skipped, indicated by an exclamation mark icon. Item 2 is selected, indicated by a green dot. Item 3 is skipped, indicated by a grey dot. Item 4 is skipped, indicated by a grey dot. Below the quiz items are "Previous" and "Next" buttons. At the bottom, a progress bar shows seven items, with item 2 highlighted.

After reading a passage, students answer quiz items to demonstrate and practice reading comprehension skills.

If an item is skipped, the student will see an alert icon (an exclamation mark) below its number. The number and type of items in the quiz vary with the difficulty of the passage. Beginner-level passages (200–600L) are limited to five items and only contain Main Idea, Specific Details, and Vocabulary questions. Mid-level passages (610–1000L) have seven items and also contain items related to Inference and Organizational Devices. Higher-level passages (1010–1400L) contain ten items and all item types.

Once all questions have been answered, students should click the Submit button below the last quiz item. This action will immediately grade the quiz and provide students with their quiz scores. Students have several options at this point:

- Review the quiz items and score.
- Review the Skills-in-Focus to see how words in the passage follow Reading Horizons® decoding skills.

- Listen to a narrator read the passage aloud while viewing the passage text.
- Retake the passage quiz.
- Return to the Library Passage Selection screen.

The screenshot shows the Reading Horizons ELEVATE BETA interface. The main content area displays a passage titled "Diwali" with three numbered paragraphs. The first paragraph discusses Thanksgiving in Western culture and Diwali in India. The second paragraph describes Diwali as the Hindu festival of lights, mentioning clay lamps and diyas. The third paragraph explains the importance of Diwali in Hindu culture, including family celebrations and the practice of purifying and repeating special words. Below the passage is a "Back" button. On the right, a sidebar titled "Skills in Review" lists four skill categories: None, Plurals, Phonetic Skill 2, and Phonetic Skill 4. Below these are five buttons: "Review Quiz", "Review Skills", "Listen", "Retake Quiz", and "Exit".

After completing a quiz, students can review passage text and quiz scores, listen to the passage read aloud, and view the Skills-in-Focus words.

VOCABULARY

The Vocabulary section of the software helps students demonstrate and practice the decoding skills that they learn in the Lessons. Most lessons have assigned vocabulary practice that can be accessed through the Vocabulary button at the bottom of the Lesson details panel or through the Vocab link from the main menu.

When a student selects the Vocab link from the main menu, the screen loads with the Vocabulary Selection screen. This screen contains two panels: display options appear on the left, and a list of words appears on the right.

The left panel contains a dropdown menu filled with the numbers and names of lessons that students have completed thus far. Only lessons with an assigned Vocabulary component

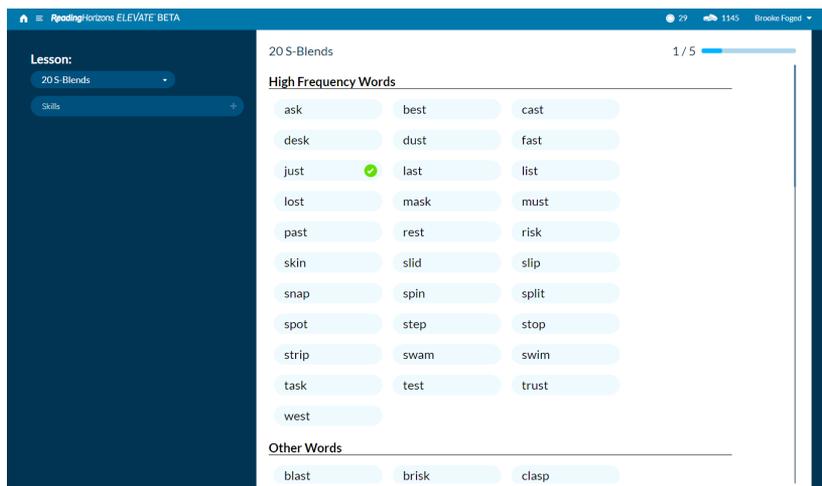
are included in this list. Depending on the lesson, a Skills filtering tool appears below the dropdown menu. When the Vocabulary bank from a lesson includes multiple skills, students can select the checkboxes next to the desired skills to limit the words in the right panel to words that involve the selected skills.

At the top of the right panel, students can see a tracker that indicates how many assigned words still need to be decoded. As students complete a word, the tracker increases by one. Some of the Vocabulary lists for Chapter 1 lessons include a small number of words. When a student is assigned to decode more words than the number of words in the list, students need to repeat. The list of words may be separated into three categories:

- High Frequency Words: these are words that appear in the top 3000 most common words according to the Corpus of Contemporary American English.
- Other Words: these are less common words.
- Nonsense Words: these words do not have a defined meaning in English, but they are useful for practicing the skills taught in the Lessons.

Students can specifically select individual words to practice by clicking on a word in the right panel, typing it, decoding it, and then clicking on the Back button to return to the Vocabulary Selection screen to choose a new word. Alternatively, after they have decoded a word, students can click the Next button to be assigned a random word from the entire list of available words for that lesson. Following the decoding of a word, students are taken to the word's Dictionary page that contains the word's definitions, alternative word forms, and context sentences. Students can skip the reading of the Dictionary page by clicking the Back or Next button. Once students have completed the assigned number of words for a lesson, a

dialogue box appears informing them that they have completed the required number of words. Students can either continue decoding more words, or they can return to the main screen.



Students gain practice with decoding skills in the Vocabulary section.

DICTIONARY

The Dictionary tool contains over 12,000 words with decodings, definitions, and context sentences. It is a powerful tool to help students learn new words and see how those words are decoded. The Dictionary interface is simple: students can type a word or portion of a word into the Search box on the left side of the screen. The right side of the screen fills with a list of words that include the sequence of letters that were entered in the Search box. Students can then scroll through the list and click on a word. This action displays a screen in which the selected word or phrase is decoded (where applicable). Then the word's definition(s) and context sentence(s) are shown while the narrator reads them aloud. Students can return to the Dictionary Search screen by clicking on the Back button.

PRONUNCIATION

The Pronunciation tool can be accessed by students at any time by clicking the Pronunciation link in the main menu. The Pronunciation Tool can help students better understand and mimic the sounds of English while connecting those sounds to the written forms of English letters. This tool offers three main features related to the sounds of the English language:

- **Diagram:** the Diagram option displays a cross-section of the vocal articulators. An animated visual allows a student to view proper tongue placement, as well as the position and movement of the other articulators, while listening as the narrator correctly pronounces the target sound. A student can click the replay button to see the animation again.
- **Video:** the Video option displays footage of the front of the narrator's face as she pronounces the target sound. A student can click the replay button to see the video again.
- **Writing:** the Writing option displays an animation of proper letter formation for both lowercase and uppercase characters. This feature is only available for sounds that are displayed by a single letter. A student can click the replay button to see the animation again.

STUDENT REPORT

The Student Report link in the main menu offers students an overview of their performance in the *Reading Horizons Elevate*® software. A similar version of this report for each student can be accessed through the Administration Portal.

The first graphic in this report displays the student's current course progression through the chapters. A marker indicates the student's current position. The second graphic uses a pie chart to show the student's time distribution across the major sections of the software: Lessons, Library, Vocabulary, Pronunciation, and Assessments. Specific times (in hours and minutes) are shown next to each percentage.

The bottom portion of the Student Summary report is divided into four sections: Lessons, Vocabulary, Library, and Assessments. Each of these sections offers data on student performance. The Lessons section allows the user to view a student's score on each lesson, the average score on all lessons, or the average score on each lesson type: Skill, MWC, and Reference lessons.

The Vocabulary section displays the student's decoding score on the practice vocabulary words associated with each relevant lesson. By default, the average decoding score is shown, and a dropdown menu allows the user to see the data for specific lessons. The total number of words that the student has decoded in the software is displayed at the bottom of this section.

The Library section offers two graphics. The first graphic maps the student's Lexile[®] measure as calculated by the student's performance on reading Library passages and completing the associated comprehension quizzes. A value is mapped for each chapter that the student has completed. The specific Lexile[®] measure for each chapter can be viewed by placing the cursor over the vertical line that presents that chapter. The second graphic is a pie chart that shows the difficulty of Library passages that the student read. A percentage is provided for all three difficulty levels: Gold (challenge passages), Silver (at-level passages), and Bronze (below-level passages).

The Assessments section displays two types of data. By default, the first chart displays the student's average score for all completed Chapter Tests; using the dropdown menu, users can populate the chart with data for a specific Chapter Test. The second chart compares the student's average score on all completed Progress Monitoring Assessments with the student's Diagnostic Assessment scores for the same skills.

COINS

As students complete lessons, read passages, finish assessments, and accomplish other qualifying actions, they can earn *Reading Horizons Elevate*[®] coins. These digital coins can be used to unlock extra passages in the Reading Library or to purchase game time. A student's current coin total is displayed in the top navigation bar. Students can spend coins to unlock certain high-interest bonus passages in the Reading Library by clicking on the preview image for such a passage and selecting Purchase from the dialogue box. To purchase 15 minutes of game time, students can navigate via the main menu to the Games section and click on one of the three games.

BADGES

The Badge system provides a means for students to set goals and make strategic decisions about which self-directed actions they take with the software. The Badge system is designed to encourage students to personalize their experience with the software as they choose to focus on the reading skills that best meet their interests and needs. Students can visit the Badge Wall by clicking on the Badge icon and numeric tracker in the top navigation menu. The Badge Wall lists the total number of earned badges at the top left, with a list of badge categories below. Badge images appear in a grid to the right, with a short statement below each badge explaining how it is earned. Unearned badges have a monochrome image that converts to a full color image once the badge has been earned.

Badges are available in a variety of categories:

- Lessons - complete all lessons in a chapter, and achieve Mastery proficiency in the Lesson Activities.
- Library - build depth of knowledge by reading several passages, and performing well on comprehension quizzes.

- Vocabulary – decode words, and explore the dictionary features of the software.
- Pronunciation – visit the Pronunciation tool, and view the vowel and consonant videos.
- And much more!

PROGRAM COMPLETION

Students who complete the curriculum (by passing all required lessons and assessments) will receive a certificate of completion. A green Print Certificate link will appear at the top right of the Student Report. When clicked, the actual certificate will open in a new browser tab and can be printed. Instructors/Administrators are encouraged to celebrate the successful program completion of each student.

The time required to finish the program will depend entirely on the needs of each student. Students who enter the program reading at a sixth-grade level or above may finish the curriculum in as little as 20 hours and may show significant improvement in both reading and spelling skills. Such students will advance quickly as they utilize the competency-based features that are built into *Reading Horizons Elevate*[®] lessons, allowing them to demonstrate what they know and to move on quickly.

Students with lower level skills may take 60-100 hours to complete the curriculum, depending on their initial skills and how much vocabulary and Library work is prescribed. These students will show remarkable gains as they proceed through the lessons.

The Library section of *Reading Horizons Elevate*® may continue to be accessed by students after they have completed the Lessons, assigned Vocabulary words, and required assessments. Students can also continue to earn Badges, practice additional Vocabulary words, use the Dictionary, and access the Pronunciation tool. The program can continue to be a useful reference tool and source of reading comprehension practice.

Content and Sequence

The *Reading Horizons Elevate*® program sequence includes 95 lessons: **57 Skill lessons**, **20 Most Common Word (MCW) lessons**, and **18 Reference lessons**. The complete program sequence, including assessments, is presented below.

CHAPTER 1

Diagnostic Assessment: This assessment determines the initial proficiency level for each Reading Horizons skill.

Reading Library Assessment: This assessment provides an initial Lexile® reader measure.

1. Voiced and Voiceless (Reference Lesson)

This lesson teaches the difference between voiced and voiceless sounds.

2. Letter Group 1

This lesson teaches the name, sounds, and letter formation for the vowel *A/a* and the consonants *B/b*, *F/f*, *D/d*, and *G/g*.

3. Building Words

This lesson teaches how to form and mark vowels in words.

4. Nonsense Words

This lesson teaches about nonsense words and how to mark them.

5. Most Common Words List 1

This lesson teaches Most Common Words List 1: *the, of, and, a, to, in, is, you, that, it, he, was, for, on, are*.

6. Letter Group 2

This lesson teaches the name, sound, and letter formation of the vowel *E/e* and the consonants *H/h*, *J/j*, *L/l*, and *M/m* and practices the slide and forming words.

7. Sentences and Intonation (Reference Lesson)

This lesson teaches about sentence structure, punctuation, and intonation of sentences.

8. Most Common Words List 2

This lesson teaches Most Common Words List 2: *as*, *with*, *his*, *they*, *at*, *be*, *this*, *have*, *from*, *or*, *one*, *had*, *by*, *word*, *I*.

9. Letter Group 3

This lesson teaches the name, sound, and letter formation of the vowel *O/o* and the consonants *N/n*, *P/p*, *R/r*, and *S/s* and practices the slide and forming words.

Chapter 1 Quiz 1: This quiz provides feedback on the skills taught in the first part of Chapter 1.

10. Capitalization (Reference Lesson)

This lesson teaches when and how to properly capitalize words.

11. Most Common Words List 3

This lesson teaches Most Common Words List 3: *but*, *not*, *what*, *all*, *were*, *we*, *when*, *your*, *can*, *said*, *there*, *use*, *an*, *each*, *which*.

12. Letter Group 4

This lesson teaches the name, sound, and letter formation of the vowel *U/u* and the consonants *T/t*, *V/v*, *W/w*, *X/x*, and *Y/y* and practices the slide and forming words.

13. Most Common Words List 4

This lesson teaches Most Common Words List 4: *she, do, how, their, if, will, up, other, about, out, many, then, them, these, so.*

14. Letter Group 5

This lesson teaches the name, sound, and letter formation of the vowel *I/i* and the consonants *Q/q, Z/z, C/c,* and *K/k* and practices the slide and forming words.

15. Spelling with C and K

This lesson teaches how to spell with *c* and *k*.

16. Alphabetical Order (Reference Lesson)

This lesson reviews alphabetical order.

17. Most Common Words List 5

This lesson teaches Most Common Words List 5: *some, her, would, make, like, him, into, time, has, look, two, more, write, go, see.*

Chapter 1 Quiz 2: This quiz provides feedback on the skills taught in the last part of Chapter 1.

Chapter 1 Test: This test assesses the skills taught in Chapter 1.

Progress Monitoring Assessment 1: This assessment measures progress on the skills taught in Chapter 1.

CHAPTER 2

18. L-Blends

This lesson teaches *L-Blends (bl, cl, fl, gl, pl, sl)*, sliding to vowels, and how to mark and read *L-Blend* words.

19. R-Blends

This lesson teaches *R-Blends (br, cr, dr, fr, gr, pr, tr)*, sliding to vowels, and how to mark and read *R-Blend* words.

20. S-Blends

This lesson teaches two-letter S-Blends (*sc, sk, sl, sm, sn, sp, st, sw*), three-letter S-Blends (*scr, spr, str, spl, squ*), sliding to vowels, and how to mark and read S-Blend words.

21. Two Extra Blends

This lesson teaches two extra Blends (*dw, tw*), sliding to vowels, and how to mark and read extra Blend words.

22. Most Common Words List 6

This lesson teaches Most Common Words List 6: *number, no, way, could, people, my, than, first, water, been, call, who, am, its, now*.

23. Determiners (Reference Lesson)

This lesson teaches how to use the demonstratives *this, that, these*, and *those* and the articles *a, an*, and *the*.

Chapter 2 Quiz 1: This quiz provides feedback on the skills taught in the first part of Chapter 2.

24. Double S, F, and Z

This lesson teaches how to spell single-syllable words that end in *s, f*, or *z*.

25. Special Vowel Combinations

This lesson teaches the sounds and spellings of Special Vowel Combinations that include *-ll* (*-all, -ell, -oll, -ull, -ill*), *-ng* (*-ang, -ong, -ung, -ing*), and *-nk* (*-ank, -onk, -unk, -ink*).

26. Most Common Words List 7

This lesson teaches Most Common Words List 7: *find, long, down, day, did, get, come, made, may, part, over, new, sound, take, only*.

27. Commas (Reference Lesson)

This lesson teaches how to use commas.

28. Plurals

This lesson teaches how to spell and pronounce plural endings.

29. Possessives (Reference Lesson)

This lesson teaches how to write and pronounce possessive endings.

30. Most Common Words List 8

This lesson teaches Most Common Words List 8: *little, work, know, place, years, live, me, back, give, most, very, after, thing, our, just.*

31. Digraphs CH, SH, WH, TH, TH

This lesson teaches how to pronounce and prove words with Digraphs (*ch, sh, wh, th* [voiceless], and *th* [voiced]).

32. Sentence Structure (Reference Lesson)

This lesson teaches about different types of sentence structures, including simple sentences, compound sentences, complex sentences, declarative sentences, interrogative sentences, exclamatory sentences, and imperative sentences.

Chapter 2 Quiz 2: This quiz provides feedback on the skills taught in the first part of Chapter 2.

Chapter 2 Test: This test assesses the skills taught in Chapter 2.

Progress Monitoring Assessment 2: This assessment measures progress on the skills taught in Chapter 2.

CHAPTER 3

33. Short and Long Vowels

This lesson teaches the sounds and markings of short and long vowel sounds.

34. Phonetic Skill 1

This lesson teaches how to read and prove Phonetic Skill 1 words.

35. Phonetic Skill 2

This lesson teaches how to read and prove Phonetic Skill 2 words.

36. Adding Suffixes to Phonetic Skills 1 and 2

This lesson teaches about suffixes and how to spell and prove Phonetics Skill 1 and Phonetic Skill 2 words that have added suffixes.

37. Most Common Words List 9

This lesson teaches Most Common Words List 9: *name, good, sentence, man, think, say, great, where, help, through, much, before, line, right, too.*

38. Nouns (Reference Lesson)

This lesson teaches about nouns, including singular nouns, plural nouns, common nouns, possessive nouns, pronouns, collective nouns, irregular plural nouns, reflexive pronouns, and concrete nouns.

39. Vowel Families O and I

This lesson teaches the sounds and markings of vowel families (*-old, -olt, -ost, -ind, -ild*).

40. Three Sounds of -ED

This lesson teaches how to pronounce the suffix *-ed*.

41. Most Common Words List 10

This lesson teaches Most Common Words List 10: *means, old, any, same, tell, boy, following, came, want, show, also, around, form, three, small.*

42. Verbs (Reference Lesson)

This lesson teaches about verbs, including linking verbs, helping verbs, subject-verb agreement, present tense, past tense, irregular past tense, and future tense.

Chapter 3 Quiz 1: This quiz provides feedback on the skills taught in the first part of Chapter 3.

43. Phonetic Skill 3

This lesson teaches how to read and prove Phonetic Skill 3 words.

44. Phonetic Skill 4

This lesson teaches how to read and prove Phonetic Skill 4 words.

45. Another Sound for C and G

This lesson teaches how to pronounce and mark the soft sounds of *c* and *g*.

46. Adding Suffixes to Phonetic Skills 3 and 4

This lesson teaches how to spell and prove Phonetic Skill 3 and Phonetic Skill 4 words that have added suffixes.

47. Most Common Words List 11

This lesson teaches Most Common Words List 11: *set, put, end, does, another, well, large, must, big, even, such, because, turn, here, why.*

48. Adjectives (Reference Lesson)

This lesson teaches about adjectives, including comparative adjectives and superlative adjectives.

49. Sounds of GH, IGH, and IGH T

This lesson teaches the sounds of *gh, igh, and ight.*

50. Adverbs (Reference Lesson)

This lesson teaches about adverbs, including comparative adverbs and superlative adverbs.

51. Phonetic Skill 5 and Adjacent Vowels

This lesson teaches how to read and prove Phonetic Skill 5 words and reviews adjacent vowels (*ai, ay, ea, ee, oa, oe, ui, ue, ie*).

52. Adding Suffixes to Phonetic Skill 5

This lesson teaches how to spell and prove Phonetic Skill 5 words that have added suffixes.

53. Most Common Words List 12

This lesson teaches Most Common Words List 12: *ask, went, men, read, need, land, different, home, us, move, try, kind, hand, picture, again*.

54. Direct and Indirect Quotations (Reference Lesson)

This lesson teaches about direct quotations versus indirect quotations and how to use quotation marks with direct quotations.

Chapter 3 Quiz 2: This quiz provides feedback on the skills taught in the first part of Chapter 3.

Chapter 3 Test: This test assesses the skills taught in Chapter 3.

Progress Monitoring Assessment 3: This assessment measures progress on the skills taught in Chapter 3.

CHAPTER 4

55. The Many Jobs of Y

This lesson teaches how to pronounce and mark the different sounds of *y*.

56. Decoding Skill 1

This lesson teaches how to decode and prove words that have more than one syllable, using Decoding Skill 1.

57. Most Common Words List 13

This lesson teaches Most Common Words List 13: *change, off, play, spell, air, away, animals, house, point, page, letter, mother, answer, found, study.*

58. The Schwa

This lesson provides practice recognizing the schwa sound in multisyllabic words.

59. Syllable Stress (Reference Lesson)

This lesson provides practice recognizing syllable stress in multisyllabic words.

60. The Last Job of Y

This lesson teaches how to pronounce and mark the last sound of y.

Chapter 4 Quiz 1: This quiz provides feedback on the skills taught in the first part of Chapter 4.

61. Decoding Skill 2

This lesson teaches how to decode and prove words that have more than one syllable, using Decoding Skill 2.

62. Most Common Words List 14

This lesson teaches Most Common Words List 14: *still, learn, should, America, world, high, every, near, add, food, between, own, below, country, plants.*

63. Contractions (Reference Lesson)

This lesson teaches what contractions are and how to write contractions.

64. –LE at the End of a Word

This lesson teaches how to pronounce and prove words that end in *-le*.

65. Decoding Words of Any Length

This lesson teaches how to decode and prove words of any length, using Decoding Skills 1 and 2.

66. Compound Words

This lesson teaches about compound words and how to prove compound words.

67. Most Common Words List 15

This lesson teaches Most Common Words List 15: *last, school, father, keep, tree, never, start, city, earth, eye, light, thought, head, under, story*.

68. Conjunctions

This lesson teaches about conjunctions, including coordinating conjunctions, correlative conjunctions, and subordinating conjunctions.

Chapter 4 Quiz 2: This quiz provides feedback on the skills taught in the first part of Chapter 4.

Chapter 4 Test: This test assesses the skills taught in Chapter 4.

Progress Monitoring Assessment 4: This assessment measures progress on the skills taught in Chapter 4.

CHAPTER 5

69. Murmur Diphthong AR

This lesson teaches how to pronounce, prove, and add suffixes to words that contain the *ar* Murmur Diphthong.

70. Murmur Diphthong OR

This lesson teaches how to pronounce, prove, and add suffixes to words that contain the *or* Murmur Diphthong.

71. Murmur Diphthongs ER, UR, and IR

This lesson teaches how to pronounce, prove, and add suffixes to words that contain the *er*, *ur*, and *ir* Murmur Diphthongs.

72. Synonyms, Antonyms, and More (Reference Lesson)

This lesson teaches about synonyms, antonyms, homonyms, homophones, heteronyms, and palindromes.

73. Most Common Words List 16

This lesson teaches Most Common Words List 16: *saw*, *left*, *don't*, *few*, *while*, *along*, *might*, *close*, *something*, *seemed*, *next*, *hard*, *open*, *example*, *beginning*.

74. Exceptions to Murmur Diphthongs

This lesson teaches how to read and pronounce words that contain exceptions to Murmur Diphthongs.

75. Most Common Words List 17

This lesson teaches Most Common Words List 17: *life*, *always*, *those*, *both*, *paper*, *together*, *got*, *group*, *often*, *run*, *important*, *until*, *children*, *side*, *feet*.

76. More Digraphs PH, GN, KN, CK, WR

This lesson teaches how to pronounce and prove words with Digraphs (*ph*, *gn*, *kn*, *ck*, and *wr*).

77. Most Common Words List 18

This lesson teaches Most Common Words List 18: *car*, *miles*, *night*, *walk*, *white*, *sea*, *began*, *grow*, *took*, *river*, *four*, *carry*, *state*, *once*, *book*.

78. Digraph Blends

This lesson teaches how to pronounce and prove words with Digraph Blends (*shr, thr, phl, phr, chl, chr, sch*).

79. Digraph Words with Plural Endings

This lesson teaches how to pronounce, spell, and prove Digraph words that have plural endings.

Chapter 5 Quiz 1: This quiz provides feedback on the skills taught in the first part of Chapter 5.

80. Most Common Words List 19

This lesson teaches Most Common Words List 19: *hear, stop, without, second, later, miss, idea, enough, eat, face, watch, far, really, almost, let*.

81. Special Vowel Sounds AU/AW, OU/OW, OI/OY

This lesson teaches how to pronounce, spell, and prove words that have Special Vowel Sounds *au/aw, ou/ow, and oi/oy*.

82. Special Vowel Sounds OO (as in Look) and OO (as in Zoo)

This lesson teaches how to pronounce, spell, and prove words that have the Special Vowel Sounds *oo* (as in *look*) and *oo* (as in *zoo*).

83. More Special Vowel Sounds Skills

This lesson teaches how to add suffixes to words that contain Special Vowel Sounds and how to prove multisyllabic and compound words that contain Special Vowel Sounds.

84. Most Common Words List 20

This lesson teaches Most Common Words List 20: *above, girl, sometimes, mountains, cut, young, talk, soon, list, song, being, leave, family, it's, body*.

85. Adding Suffixes to Words Ending in Y

This lesson teaches how to add suffixes to words that end in *y*.

86. Root Words, Prefixes, and Suffixes (Reference Lesson)

This lesson teaches about root words, prefixes, and suffixes.

87. Other Suffixes

This lesson teaches how to pronounce, spell, and prove words that contain other suffixes, including *-tion*, *-sion*, *-tial*, *-us*, *-ous*, *-ist*, and *-est*.

88. Practicing Multisyllabic Words

This lesson provides practice decoding and proving multisyllabic words.

Chapter 5 Quiz 2: This quiz provides feedback on the skills taught in the first part of Chapter 5.

Chapter 5 Test: This test assesses the skills taught in Chapter 5.

Progress Monitoring Assessment 5: This assessment measures progress on the skills taught in Chapter 5.

CHAPTER 6

89. Decoding Exceptions

This lesson teaches how to decode and prove exception words.

90. Double Consonants and -KE, -CK, -K, and -C

This lesson teaches how to pronounce and prove words that contain double consonants and how to spell words that end in the /k/ sound using *-ke*, *-ck*, *-k*, and *-c*.

91. Letter Combinations That Split

This lesson teaches how to pronounce and decode words that contain Blends, Digraphs, and Special Vowel Combinations that split in multisyllabic words.

92. Spelling with -SS, -CE, or -SE

This lesson teaches how to spell words that end in the /s/ sound, using *-ss*, *-ce*, and *-se*.

Chapter 6 Quiz 1: This quiz provides feedback on the skills taught in the first part of Chapter 6.

93. The Sounds of EU and EW

This lesson teaches how to pronounce and spell words that contain *eu* and *ew*.

94. Vowels That Reverse

This lesson teaches how to pronounce, prove, and decode words that contain adjacent vowels and Special Vowel Sounds that reverse (*ai/ia*, *oe/eo*, *oa/ao*, *au/ua*, *ui/iu*).

95. Other Sounds of EA and IE

This lesson teaches how to pronounce and prove words that contain *ea* and *ie*.

Chapter 6 Quiz 2: This quiz provides feedback on the skills taught in the first part of Chapter 6.

Chapter 6 Test: This test assesses the skills taught in Chapter 6.

Progress Monitoring Assessment 6: This assessment measures progress on the skills taught in Chapter 6.

Reading Library Passages by Alphabetical Order for the Entire Library

Passage Title	Lexile® Measure	Word Count	WPM	Book: Page
3D Printing	1050L	698	200	4:29
3D Video Games	900L	565	150	3:48
Abraham Lincoln	600L	323	100	1:112
Acid Rain	920L	585	150	3:63
Agatha Christie	600L	318	100	1:113
Albert Einstein	580L	278	100	1:107
Alexander Graham Bell	560L	295	100	1:102
Alexander the Great	690L	390	125	2:23
Alfred Hitchcock	850L	527	150	3:20
Amelia Earhart	700L	375	125	2:25
American Bison	1090L	739	200	4:67
American Football	530L	312	100	1:86
The Anger of Vulcan	1270L	905	250	4:131
Angkor	980L	542	150	3:97
Anne Frank	640L	423	125	2:15
Antarctica	1080L	763	200	4:55
Ants	580L	279	100	1:108
Astronauts	590L	295	100	1:111
Atlantis	510L	273	100	1:66
Attila the Hun	850L	490	150	3:21
The Australian Outback	710L	344	125	2:30
Badminton	270L	142	80	1:10
Bar Mitzvahs	1210L	876	250	4:97
BASE Jumping	1310L	935	250	4:137

Passage Title	Lexile® Measure	Word Count	WPM	Book: Page
Baseball	940L	564	150	3:77
Basketball	810L	531	150	3:7
The Beatles	1240L	999	250	4:123
The Bermuda Triangle	980L	540	150	3:103
Big Ben	500L	245	100	1:58
Bigfoot	510L	309	100	1:67
Birthday Traditions	520L	308	100	1:77
Black Holes	900L	622	150	3:49
Black Widow Spiders	890L	569	150	3:43
Blinking	970L	539	150	3:85
Blogging	730L	414	125	2:36
Blood	520L	305	100	1:78
Blue Sky	540L	304	100	1:93
Bobsledding	1070L	719	200	4:43
Bones	230L	156	80	1:8
Book Clubs	490L	214	100	1:54
Bounty Hunters	1230L	983	250	4:113
Brain Freeze	930L	498	150	3:69
Burj Khalifa	1220L	960	250	4:101
Caffeine	500L	313	100	1:59
Cancer	430L	193	100	1:39
Caving	1150L	762	200	4:87
Cell Phones	930L	612	150	3:70
Charles Dickens	660L	386	125	2:19
Charles Lindbergh	970L	575	150	3:86
Chefs	520L	298	100	1:79
Chocolate	330L	184	80	1:19
Christopher Columbus	510L	213	100	1:68
Christopher Reeve	1050L	824	200	4:31
The Chupacabra	570L	320	100	1:105

Passage Title	Lexile® Measure	Word Count	WPM	Book: Page
Clouds	270L	169	80	1:11
Cochlear Implants	970L	612	150	3:87
Comets	880L	580	150	3:35
The Common Cold	620L	423	125	2:11
Constellations	900L	602	150	3:50
Coral Reefs	510L	314	100	1:69
The Corps of Discovery	1060L	819	200	4:41
Cricket	410L	221	100	1:36
Crop Circles	640L	395	125	2:16
Crying	200L	175	80	1:7
Curling	870L	545	150	3:28
Dancing	510L	243	100	1:70
Deborah Sampson	890L	480	150	3:44
Déjà Vu	1040L	754	200	4:23
Dentists	750L	384	125	2:46
Depression	460L	232	100	1:46
Diet	430L	183	100	1:40
Dinosaurs	860L	568	150	3:23
Dirty Jobs	800L	345	125	2:72
Disc Jockeys	790L	380	125	2:57
Diwali	910L	504	150	3:57
Dodos	890L	517	150	3:45
Dolly the Sheep	1210L	991	250	4:99
Dr. Seuss	700L	364	125	2:26
Dragons	790L	356	125	2:58
Dreams	1030L	756	200	4:17
Duct Tape Art	1100L	721	200	4:73
Earth	350L	217	80	1:24
Earthquakes	890L	619	150	3:46
Earth's Crust	1050L	700	200	4:33

Passage Title	Lexile® Measure	Word Count	WPM	Book: Page
Echoes	880L	557	150	3:36
Eclipses	860L	502	150	3:24
Edmund Hillary	600L	303	100	1:114
The Eiffel Tower	650L	402	125	2:18
Electrical Circuits	970L	562	150	3:89
Elvis Presley	820L	489	150	3:10
Empress Dowager Cixi	1270L	995	250	4:127
The Equator	1120L	809	200	4:81
Ernest Shackleton	1020L	807	200	4:13
Eva Perón	750L	338	125	2:47
Exercise	390L	213	80	1:32
Fast Food	530L	268	100	1:87
Ferdinand Magellan	1140L	738	200	4:85
Fire	840L	615	150	3:14
Fire Walking	500L	310	100	1:60
Firefighters	370L	211	80	1:27
Fireworks	840L	510	150	3:15
Florence Nightingale	740L	416	125	2:38
Flying Cars	1240L	973	250	4:119
Fog	550L	319	100	1:98
The Fountain of Youth	1380L	978	250	4:143
The Four Seasons	870L	516	150	3:33
Franklin D. Roosevelt	1170L	808	200	4:95
Gardening	390L	211	80	1:33
Genealogy	1040L	754	200	4:25
Geocaching	1070L	825	200	4:45
George Washington	530L	288	100	1:88
George Washington Carver	540L	313	100	1:94
Germs	860L	520	150	3:25
Ghost Hunting	1150L	719	200	4:89

Passage Title	Lexile® Measure	Word Count	WPM	Book: Page
Giant Pandas	980L	578	150	3:98
Giraffes	1210L	948	250	4:103
Global Warming	1150L	748	200	4:91
Golf	830L	517	150	3:13
The Grand Canyon	550L	267	100	1:100
Gravity	930L	619	150	3:72
The Great Sphinx	530L	284	100	1:92
The Great Wall of China	430L	180	100	1:41
Gregor Mendel	1000L	604	150	3:108
Groundhog Day	630L	368	125	2:13
Guide Dogs	900L	609	150	3:52
Guitars	280L	142	80	1:13
Hail	900L	560	150	3:54
Hair	460L	320	100	1:47
Halley's Comet	1090L	824	200	4:69
Harriet Tubman	790L	392	125	2:59
Harry Houdini	820L	579	150	3:11
Heart Disease	520L	292	100	1:80
Helen Keller	530L	292	100	1:89
Henry Ford	510L	310	100	1:71
Hiccups	1220L	919	250	4:105
Hollywood	290L	155	80	1:14
Honey	810L	581	150	3:8
Horoscopes	880L	537	150	3:37
Horses and Ponies	970L	618	150	3:90
Hot Dogs	740L	409	125	2:39
The Hubble Space Telescope	950L	589	150	3:83
The Human Brain	950L	578	150	3:84
The Human Eye	620L	414	125	2:12
Hybrid Cars	790L	384	125	2:60

Passage Title	Lexile® Measure	Word Count	WPM	Book: Page
Hypnotists	1220L	993	250	4:107
Ice Hockey	360L	213	80	1:25
Icebergs	720L	395	125	2:31
Iguazu Falls	970L	599	150	3:92
Improvisational Performers	1270L	879	250	4:129
Income Tax	900L	574	150	3:55
Interesting Foods	630L	366	125	2:14
Internal Combustion Engines	840L	550	150	3:16
International Date Line	790L	424	125	2:61
The Internet	660L	357	125	2:21
Isaac Newton	760L	416	125	2:49
Jackalopes	520L	291	100	1:81
Jackie Robinson	1110L	789	200	4:77
Jai Alai	620L	366	125	2:9
Jaime Escalante	790L	414	125	2:62
Jim Henson	540L	269	100	1:95
Joan of Arc	700L	367	125	2:27
Johannes Gutenberg	690L	378	125	2:24
John Adams	1220L	984	250	4:109
Kangaroos	1010L	729	200	4:7
Karaoke	770L	420	125	2:53
The Kenyatta International Conference Center	380L	184	80	1:30
King Christian X	1080L	766	200	4:57
Kites	880L	583	150	3:39
Koalas	910L	619	150	3:58
Komodo Dragons	980L	569	150	3:99
La Tomatina	980L	571	150	3:100

Passage Title	Lexile® Measure	Word Count	WPM	Book: Page
Laser Eye Surgery	450L	252	100	1:42
The Leaning Tower of Pisa	500L	286	100	1:64
LEGO® Building	500L	318	100	1:61
Leonardo da Vinci	740L	404	125	2:40
Leprechauns	530L	317	100	1:90
Lifeguards	420L	185	100	1:38
Lions	320L	130	80	1:17
Llamas	1030L	797	200	4:19
Loch Ness Monster	620L	358	125	2:10
Locksmiths	510L	263	100	1:72
Louis Pasteur	930L	603	150	3:73
Luau	680L	364	125	2:22
Ludwig van Beethoven	530L	256	100	1:91
Machu Picchu	750L	403	125	2:48
Marathons	510L	269	100	1:73
Marie Curie	850L	534	150	3:22
Marine Biologists	920L	577	150	3:64
Mars	810L	493	150	3:9
Martin Luther King Jr.	870L	596	150	3:29
Mauna Loa	780L	355	125	2:54
Mermaids	790L	412	125	2:63
Meteor Showers	1280L	903	250	4:133
Meteorologists	1250L	901	250	4:125
Michelangelo Buonarroti	1320L	899	250	4:139
Microwave Ovens	910L	569	150	3:60
Migration	870L	619	150	3:30
The Milky Way	500L	261	100	1:65
Mohandas Gandhi	710L	398	125	2:28
Mole Poblano	340L	178	80	1:22

Passage Title	Lexile® Measure	Word Count	WPM	Book: Page
The Moon	870L	566	150	3:34
Mother Teresa	760L	399	125	2:50
Mount Fuji	1080L	753	200	4:59
Mount Rushmore	720L	359	125	2:32
Muhammad Ali	540L	323	100	1:96
Mummies	790L	423	125	2:64
MyPlate	790L	420	125	2:65
The Myth of Persephone	880L	563	150	3:40
Nebulas	910L	559	150	3:61
Neil Armstrong	1010L	782	200	4:9
Nelson Mandela	780L	376	125	2:55
New Year's Eve	380L	222	80	1:82
News Anchors	520L	316	100	1:28
Niagara Falls	740L	381	125	2:41
Ninjas	950L	571	150	3:82
Noodling	920L	612	150	3:66
The North Star	900L	580	150	3:56
The Olympic Games	450L	220	100	1:44
Outer Space	500L	322	100	1:62
Pablo Picasso	520L	309	100	1:83
The Pacific Islands	740L	369	125	2:44
Paramedics	710L	386	125	2:29
Park Rangers	980L	595	150	3:101
Parkour	1080L	707	200	4:61
Pawnbrokers	1070L	713	200	4:47
Peafowl	720L	423	125	2:33
Penguins	1050L	693	200	4:35
Pigs	310L	175	80	1:15
Pilots	730L	420	125	2:37
Piranhas	1070L	778	200	4:49

Passage Title	Lexile® Measure	Word Count	WPM	Book: Page
Polar Bears	1240L	989	250	4:121
The Polar Lights	1010L	773	200	4:11
Pole Vaulting	510L	316	100	1:74
Pompeii	820L	600	150	3:12
Princess Grace	1070L	810	200	4:51
Private Detectives	990L	556	150	3:104
Prosthetics	1230L	891	250	4:115
Pumpkin Chunking	790L	360	125	2:66
Quinceañeras	550L	323	100	1:99
Rainbows	840L	547	150	3:17
Rapa Nui	740L	420	125	2:42
Recycling	910L	556	150	3:62
Renaissance Fairs	1230L	977	250	4:117
Rhinoceroses	380L	204	80	1:29
Roberto Clemente	580L	293	100	1:109
Robots	330L	152	80	1:20
Rockets	1050L	776	200	4:37
Rodeos	460L	222	100	1:48
Roller Derby	610L	424	125	2:7
Rugby	970L	581	150	3:93
The Running of the Bulls	740L	385	125	2:45
The Sahara Desert	790L	424	125	2:69
Satellites	840L	516	150	3:18
Scuba Diving	940L	600	150	3:78
Segways	940L	523	150	3:79
The Senses	470L	265	100	1:50
Sharks	860L	561	150	3:26
The Silfra Crack	790L	411	125	2:70
Simón Bolívar	930L	612	150	3:75
Skin	490L	312	100	1:55

Passage Title	Lexile® Measure	Word Count	WPM	Book: Page
Sleep	500L	212	100	1:63
Smartphones	410L	215	100	1:37
Snakes	650L	421	125	2:17
Sneezing	870L	539	150	3:32
Snoring	1220L	900	250	4:111
Snowboarding	460L	226	100	1:49
Soccer	520L	260	100	1:84
Solar Flares	1390L	963	250	4:145
Solar Panels	1070L	801	200	4:53
The Solar System	940L	612	150	3:80
Star Wars	1110L	767	200	4:79
Stars	840L	605	150	3:19
Static Electricity	1040L	713	200	4:27
The Statue of Liberty	570L	273	100	1:106
Steve Jobs	1080L	804	200	4:63
Stonehenge	510L	280	100	1:75
Storm Chasers	790L	410	125	2:67
Stress	450L	255	100	1:43
Stunt Performers	740L	409	125	2:43
Sudoku Puzzles	1160L	760	200	4:93
Sumo Wrestling	1020L	806	200	4:15
Sunburn	560L	310	100	1:103
Superstitions	540L	299	100	1:97
Surfing	340L	156	80	1:23
Susan B. Anthony	790L	406	125	2:68
Sushi	660L	408	125	2:20
The Taj Mahal	450L	244	100	1:45
Talk like a Pirate Day	520L	260	100	1:85
Taxidermists	980L	557	150	3:102
Teeth	320L	160	80	1:18

Passage Title	Lexile® Measure	Word Count	WPM	Book: Page
Texting	970L	557	150	3:94
Theodore Roosevelt	970L	620	150	3:95
Thomas Edison	580L	280	100	1:110
Thomas Jefferson	990L	595	150	3:106
Thunderstorms	920L	622	150	3:67
Tidal Power	720L	421	125	2:34
Timbuktu	390L	163	80	1:35
Time	480L	209	100	1:52
Tokyo Tower	330L	206	80	1:21
Tonsils	860L	511	150	3:27
Tornadoes	1300L	996	250	4:135
Totem Poles	880L	492	150	3:42
The Tour de France	470L	240	100	1:51
Trees	270L	191	80	1:12
The Trung Sisters	380L	175	80	1:31
Tsunamis	1100L	815	200	4:75
UFOs	800L	395	125	2:73
Ultimate	1090L	732	200	4:71
Unicorns	560L	280	100	1:104
United States Coast Guard	1120L	693	200	4:83
The United States Constitution	760L	423	125	2:51
Vampires	550L	307	100	1:101
Video Calls	490L	318	100	1:56
The Voyager Probes	790L	418	125	2:71
Walt Disney	780L	414	125	2:56
Water	610L	421	125	2:8
Werewolves	490L	288	100	1:57
Whales	480L	245	100	1:53
William Wallace	760L	343	125	2:52

Passage Title	Lexile® Measure	Word Count	WPM	Book: Page
William Wilberforce	1320L	940	250	4:141
Wilma Rudolph	310L	170	80	1:16
Wind Power	1030L	697	200	4:21
Winston Churchill	720L	373	125	2:35
The Wright Brothers	510L	320	100	1:76
The X Games	390L	209	80	1:34
X-Rays	1080L	728	200	4:65
Yawning	1050L	724	200	4:39
Yennega	360L	170	80	1:26
The Yeti	880L	530	150	3:41
Yuri Gagarin	260L	154	80	1:9