



Reading Horizons

ReadingHorizons

ELEVATE

Reading Horizons Elevate[®] Software Session 1 Workbook

Updated May 2022

Reading Horizons Elevate® Software

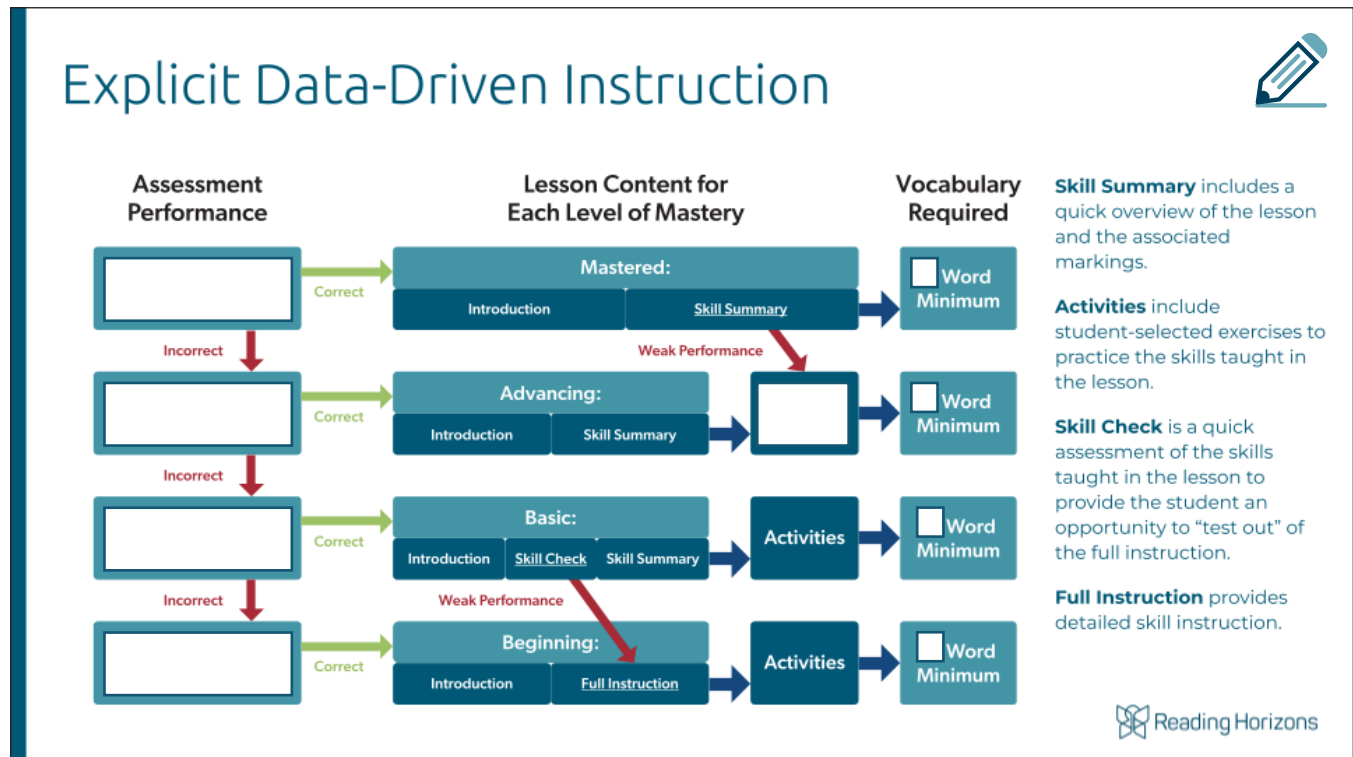
Initial Software Assessments

The assessments given in the *Reading Horizons Elevate®* Software can provide insight on how much time might need to be spent on a particular lesson. It also will inform the software on the depth and intensity of a lesson that the student will receive.

DIAGNOSTIC ASSESSMENT

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 needed 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 percent 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.



READING LIBRARY ASSESSMENT

The Reading Library Assessment is an adaptive, multiple-choice assessment. The student reads a short passage, followed by fill-in-the-blank comprehension questions with four options (A, B, C, and D). Students are given additional passages to read based on their responses to the comprehension questions.

There are four different versions of the assessment (four different item banks) of differing levels (levels 1–4).

Depending on the student’s responses, the assessment will either move to higher-level/more-advanced assessment items (levels 3 and 4 items) or lower-level/less-advanced assessment items (level 1) and continue to adapt accordingly.

The student is shown a brief reading passage with four options at the bottom of the screen from which to select (one correct answer and three distractors). If the student answers several questions in a row incorrectly, the assessment will terminate, and the student will be scored on what they have completed.

The assessment has 34–44 questions total.

The student receives a Lexile® reader measure at the completion of the assessment. Passages that have Lexile® text measures that match the student’s Lexile® reader measures will be unlocked in the *Reading Library* section of the software, starting in Chapter 2.

The assessment is administered three times throughout the program: the first time to set a benchmark and to unlock passages at the appropriate level, and the second and third times to monitor progress and show growth.

ASSESSMENT CONVERSATIONS

As educators of older students, we know that students need to be engaged in what they are learning and understand the purpose. Foundational reading instruction is no exception. The Example Student Conversations provide scripts of conversations to have with students before beginning *Reading Horizons Elevate*® instruction and administering the Diagnostic and *Reading Library Assessments*. These will sound different according to the age (4th grade–adult) of students.

Additional support for assessments can be found in the *Reading Horizons Elevate*® Assessments RHOPLC module on www.rhaccelerate.com.

Reading Horizons Elevate® Initial Assessment Preparation

Do not wait for all students to finish the assessments to begin instruction. It is important to start Chapter 1 Instruction (full or expedited) right away, even while students are still working on the initial assessments.

PREPARATION:

- **Demonstrate the assessment** using Preview Content. (See below.)
- Explain to students that the assessments are **adaptive** and may take students several days to finish.
- Ensure **headphones** are working and students can hear well.
- Make sure all required **accommodations** (IEP, 504 Plan) are made (e.g, small-group setting, frequent breaks).
- Offer **scratch paper** or a whiteboard and marker.
- Review **Diagnostic Assessment Script** and **Reading Library Assessment Script** and have conversations with students about giving their best effort.

DIAGNOSTIC ASSESSMENT ADVICE FOR STUDENTS:

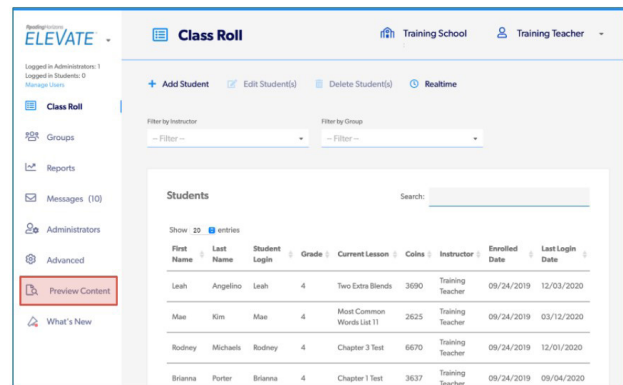
- Use scratch paper to write down your work before you type it in.
- Listen to the questions as many times as you need.
- Check your work before you submit your answer.
- Ask for a break if you need one. The assessment may take a while.
- Stop at any time; you can pick up where you left off.
- Take your time, and take it seriously. This assessment will help me find out what you know.
- Try your best because the better you do, the less you will have to do in your lessons.

READING LIBRARY ASSESSMENT ADVICE FOR STUDENTS:

- This test ensures that you are reading passages at your level.
- You will answer multiple-choice questions based on short reading passages.
- It's okay if you don't know every word; you just need to get enough information to answer the question.
- The passages are challenging but will adjust as you answer each question.
- If you click on answers without reading, you might have to retake the test.
- The number of passages may vary, but you don't have to finish in one session.
- This is your chance to show what you know. Take your time, and do your best!

READING HORIZONS ELEVATE® PREVIEW CONTENT

1. Select **Preview Content** on the left.
2. Select **Lessons** from the menu at the top.
3. Select **Chapter 1**.
4. Select **Reading Library Assessment 1** or **Diagnostic Assessment**. (For the Diagnostic Assessment, change the dropdown on the right from Intro to Assessment.)
5. Select **Start Assessment**.



The screenshot shows the ELEVATE Class Roll interface. The left sidebar has a 'Preview Content' button highlighted in red. The main area displays a table of students with the following data:

First Name	Last Name	Student Login	Grade	Current Lesson	Coin	Instructor	Enrolled Date	Last Login Date
Leah	Angelino	Leah	4	Two Extra Blends	3690	Training Teacher	09/24/2019	12/03/2020
Mae	Kim	Mae	4	Most Common Words List 11	2525	Training Teacher	09/24/2019	03/12/2020
Rodney	Michaels	Rodney	4	Chapter 3 Test	6670	Training Teacher	09/24/2019	12/01/2020
Brianna	Porter	Brianna	4	Chapter 1 Test	3637	Training Teacher	09/24/2019	09/04/2020

ASSESSMENT CONVERSATIONS

As educators of older students, we know that students need to be engaged in what they are learning and understand the purpose. Foundational reading instruction is no exception. The Example Student Conversations provide scripts of conversations to have with students before beginning *Reading Horizons Elevate*® instruction and administering the Diagnostic and *Reading Library Assessments*. These will sound different according to the age (4th grade–adult) of students.

***RH Elevate* Sample Conversations**

Purpose: This document has sample scripts for conversations teachers could have with students prior to beginning Reading Horizons Elevate instruction and giving the Diagnostic and Reading Library Assessment. These may vary according to the age (4th grade–adult) of students.

Initial Software Assessments

DIAGNOSTIC ASSESSMENT:

Today you will begin an assessment that will create your own personal instruction on the software based on your answers. It is important that you take your time and do your best so that the information is accurate. If you rush and make mistakes, the software will think that you don't know some things that you do know. This may cause you to spend more time on basic skills that you don't need and take longer to complete the program. You can use scratch paper to write down your answer before you type it in. You can listen to the question as many times as you need to. Check your work before you submit your answer. Take your time, and do your best. If you need to take a break or don't finish, you can exit the assessment and come back to it at another time.

READING ASSESSMENT:

To make sure that each student is reading what is right for them, you will start by reading a series of short passages to yourself and answering a multiple-choice question for each passage. The passages are about a paragraph long and the goal is to get enough information from the passage to find the correct answer—you don't need to know every word. The passages are challenging to begin but will adjust as you answer each question. You will be reading about 10 passages, sometimes more, and it may take you more than one session to finish. Take your time, and do your best. If you need to take a break or can't finish, you can exit the assessment and come back to it at another time. If you just click on answers without reading, your teacher will have to reset the assessment so that you can take it again to be accurate.

Software Activity: Using Data to Differentiate Instruction

Reading Horizons Elevate®

PURPOSE

Have teachers practice analyzing data to drive instruction and small-group intervention.

Part A: Reviewing Chapter Test Messages in the Message Center

It is important to monitor the Message Center daily to ensure a timely response to notifications. Review new messages and create an intervention plan based on the data. Consider deleting messages once they have been resolved to simplify ongoing monitoring. Immediately addressing issues helps diminish student frustration and allows them to move on with skill proficiency and confidence.

1. Log in to *Reading Horizons Elevate*® as an Admin at www.rhelevate.com.
Email: training@readinghorizons.com **Password: reading4all**
2. Select the **Message Center** tab.
3. Select the message for the Failed Test in the **Message Center** and answer the following questions:
 - a. What is the name of the student who failed the Chapter Test? _____
 - b. Which Chapter Test did the student struggle with? _____
 - c. What was the date of the test? _____
4. Click on the message and review the details at the bottom of the screen.
 - a. Identify the skill(s) with which the student struggled.

 - b. Summarize the four suggestions to help the student.

When a student reaches the summative Chapter Test, he/she has already had multiple attempts to study these skills and be assessed for proficiency. At this point, the student may benefit most from direct intervention with a teacher.

5. Discuss with your group how you might intervene.

Part B: Analyzing Comprehension and Words Per Minute in the Reading Library

The Message Center identifies potential issues regarding the *Reading Library*. Since using the *Reading Library* is a self-directed activity, instructors are encouraged to note and respond to the following *Reading Library* notifications.

Failed Passage Quiz: The student has completed but failed a *Reading Library* passage comprehension quiz.

A passage quiz is given once the student finishes reading the passage. The quiz consists of five to ten questions, assessing comprehension for Main Idea, Inference, Organizational Devices, Specific Details, and Vocabulary. If the student scores below 70% on a passage quiz, a Message Center notification is posted.

Passage WPM: The student exceeds 300+ WPM.

A timer is activated when the student clicks “Start Reading” and concludes when they click “Start Quiz.” A words-per-minute value is calculated. The instructor will be notified when the calculated rate is 300+ WPM. This notification in isolation does not necessarily indicate an issue but should be reviewed with other pertinent data in the Student Library Report to determine if action is warranted.

STEP 1: LAUNCH MESSAGE CENTER

6. Find the **Failed Passage Quiz**.

- a. What is the name of the student who failed the passage quiz? _____
- b. Which passage quiz did they struggle with? _____

7. Sort by **Student First Name** to see any additional messages about this student.

- a. What do you notice? _____
-

STEP 2: LAUNCH THE STUDENT LIBRARY REPORT

8. Click on **Reports** on the left.
9. Scroll down to **Individual Student Reports**.
10. Select the student name dropdown, and start typing the first few letters of the student’s name to search for the student.
11. Click on the student’s name.
12. Click the *View* button for the **Library Report**.

13. Using the column sort feature, find the failed passage from Step 1.
- Which column did you sort by? _____
 - What was the Comprehension score? _____
 - What was the Words Per Minute rate? _____
 - How long was the student in the passage? View *Duration*. _____

STEP 3: ANALYZE THE DATA






14. Looking at the three data points (**Comprehension Score, WPM, Duration**), what conclusion can you draw as to what the student may have done contributing to the poor passage score?
- _____
- _____
15. Does this student exhibit any trends regarding Words Per Minute and Comprehension? What might you say to this student in a reading conference?
- _____
- _____
16. Challenge Question: Would you consider the “Chocolate” passage easy or more challenging for the student based on their current Lexile® level? How did you come to your conclusion? Hint: Look at all areas of the report, beyond the *Reading Passage* section at the bottom.
- _____
- _____

Part C: Identifying Your Small Group

17. In the **Message Center**, click on the dropdown at the top of the page to filter by Message Type.
18. Select *Lesson*.
19. Sort the columns by *Subject*.
20. Find all of the students who struggled with **Another Sound for C and G**.
- List the names of students and the dates of the messages.
- | Name | Date |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
21. Looking at your list of students from the previous question, are there any messages you received more than ten days ago? (**For this activity, assume that today’s date is 2/21/2020.**)
What is the student’s name? _____
22. If you are not sure if this student is proficient with **Another Sound for C and G**, how can you find out?
- _____

Part D: Preparing Small-Group Instruction

Below are a list of resources you might use to prepare an intervention plan for students in your small group who are struggling with **Another Sound for C and G**. When necessary, the location of each resource is listed in parentheses next to the resource. Make note of any questions you have about the resources, and we can discuss them at the end of the activity.

Daily Core 4				
Review	Instruction	Dictation	Transfer	
			Initial Transfer 	Extended Transfer/ Differentiation 
5 minutes	10 minutes	10–15 minutes	5 minutes	

Review and Instruction	Guided Practice	Transfer
Lesson (<i>Reading Horizons Elevate</i> ® <i>Teacher's Manuals</i>)	Dictation	<i>Reading Horizons Elevate</i> ® Decodable Passages (<i>RH Accelerate</i>)
Lesson (Teacher's Manuals on <i>Reading Horizons Accelerate</i> ®)	<i>Reading Horizons Elevate</i> ® Student Book activities	<i>Reading Horizons Elevate</i> ® <i>Reading Library Books</i>
Lesson (<i>Reading Horizons Elevate</i> ® Software Preview Content Tool)	Student Transfer Cards	<i>Reading Horizons Elevate</i> ® <i>Reading Library</i> (Software Preview Content Tool)
Pronunciation Guide (Software Preview Content Tool)	Enrichment Worksheets (<i>RH Accelerate</i>)	Student Transfer Cards
	Vocabulary (Software Preview Content Tool)	Games (<i>Reading Horizons Elevate</i> ® <i>Supplementary Materials Teachers Manual</i>)
	<i>Reading Horizons Elevate</i> ® <i>English Language Enhancement</i>	<i>Reading Horizons Elevate</i> ® Student Book activities
	Enrichment Activities (located at the end of every lesson in the Teacher's Manual)	<i>Reading Horizons Elevate</i> ® Student Packet (readinghorizons.com)
	Lesson Activities (Software Preview Content Tool)	Enrichment Worksheets (<i>RH Accelerate</i>)
		Graphic Organizers (<i>Reading Horizons Elevate</i> ® <i>Reading Library Teacher's Guide</i>)

Sample Intervention Plan

1. Review and Instruction

Resource(s): [Another Sound for C and G lesson](#)

Explanation: The manual outlines a complete Review and a step-by-step Instruction section for the skill.

Resource(s): [Software \(Preview Content\)](#)

Explanation: Viewing the software lesson with students can provide a good basis for Review and Instruction while providing insight into areas of confusion.

2. Guided Practice

Resource(s): [Another Sound for C and G lesson](#)

Explanation: The manual provides words for Dictation in a given skill. Dictation is the most effective option to ascertain proficiency with a skill. It integrates listening, speaking, spelling, and reading in a single activity. Choosing specific words for Dictation and providing immediate corrective feedback can reveal gaps for students and allow for appropriate reinforcement.

Resource(s): [Software \(Preview Content\)](#)

Explanation: Guiding the students through software activities can reveal gaps in understanding. Starting with less challenging feature-analysis activities and moving to skills in context can help determine where to focus reinforcement.

Resource(s): [Games \(Supplementary Materials Manual\)](#)

Explanation: This is a high-engagement option for a group activity involving reading and writing. Guiding game play can reveal gaps, provide practice, and improve automaticity with a skill. Games are identified for each skill under Enrichment Activities in the *Teacher's Manual*.

3. Transfer

Resource(s): [Student Transfer Cards](#)

Explanation: Student Transfer Cards allow each student to transfer skills to multiple formats, including reading, writing, and speaking, and allow the practice of skills in isolation and decodable sentences. Sentences on the cards are controlled, giving students reading practice to improve fluency (accuracy, rate, prosody).

Resource(s): [Reading Library \(hard copy or Preview Content\)](#)

Explanation: Students can practice transferring skills in the *Reading Library* through the Preview Content option or in the hard copy. The passage includes a challenge word review as a pre-reading activity and skill word review as a post-reading activity. The comprehension questions help gauge student understanding. Using graphic organizers from *RH Accelerate* can help to activate schema, and the Reading Rate Tables from *RH Accelerate* can be used to track fluency.

DIFFERENTIATION AND EXTENDED TRANSFER

This sample instructional plan represents using the data from the previous activity to plan a week of instruction, differentiation, and Extended Transfer. A blank form is available on the following page for your planning purposes.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Daily Core 4: Another Sound for C and G Day 1</p>	<p>Daily Core 4: Another Sound for C and G Day 2</p>	<p>Small Group 1 Reteach: Another Sound for C and G Students: Brianna, Carter Rodney, and Mae Resource(s): Direct Instruction (manuals) Task: Reteach and Dictation practice, listen to students read from Student Transfer Cards Rodney was absent. Brianna, Carter, and Mae struggled.</p>	<p>Small Group 1 Differentiation: Another Sound for C and G Students: Brianna, Carter, Rodney and Mae Resource(s): Student Book pgs. 131-132 Task: students teach each other Another Sound for C and G and complete practice pages Carter reads Decodable Passage to teacher</p>	<p>Whole Group Extended Transfer: Resources: RH Library Passage Task: Read Aloud The Taj Mahal pg. 45 Pre-reading Skill Scan for Another Sound for C and G words Writing Response: Summarize what you read. Explain in your own words the skill that you transferred.</p>
		<p>Small Group 2 Software: Students: Leah and Riley Resource(s): RH Elevate® Software Task: Students work on their own prescriptive path in the software.</p>	<p>Small Group 2 Differentiation: Another Sound for C and G Students: Leah and Riley Resource(s): Decodable Passage for Another Sound for C and G Task: Students record themselves reading on their laptop. Together, answer Comprehension Questions. Cite the paragraph for answers in the margin.</p>	<p>Student Conferences: Students: Leah (WPM) Resource(s): RH Elevate® Software Task: 5-minute conference (Pull Leah while other students finish their written response.)</p>

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Whole Group:</p>	<p>Whole Group:</p>	<p>Small Group 1: Students: Resource(s): Task:</p>	<p>Small Group 1: Students: Resource(s): Task:</p>	<p>Small Group 1: Students: Resource(s): Task:</p>
		<p>Small Group 2: Students: Resource(s): Task:</p>	<p>Small Group 2: Students: Resource(s): Task:</p>	<p>Small Group 2: Students: Resource(s): Task:</p>
<p>Differentiation and Transfer Options for Reinforcement</p> <ul style="list-style-type: none"> • Reading Library passages (print or software) • Student Book/Student Packets • Decodable Passages • Reference Lessons (print or software) • Games and Activities • Whole Class Transfer Cards/Student Transfer Cards • Phonemic Awareness Activities • RH Elevate® Software • Additional Dictation • Reteach or pre-teach for struggling or absent students <p>Skills-Focused Reading Groups</p> <ul style="list-style-type: none"> • RH Reading Library • Novels • Grade-Level Content-Area Reading (ELA, Science, Social Studies, etc.) <p>Note: Face-to-face minutes with educators are vital. Software can be used in GenEd centers, after school, before school, or at home.</p>				