



iRead Software Manual

For use with *iRead* version 3.x or later,
Student Achievement Manager version 3.x or later, and SAM Central



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Overview

iRead is a digital foundational reading program designed to ensure mastery of *all* foundational reading skills of the Common Core. It presents a personalized learning progression for each student. Embedded assessment throughout the program ensures students are taught to mastery, as the program adapts itself to each student's skill proficiency.

Students are placed in *iRead* based on their performance in the *iRead* screener, a 20- to 30-minute assessment of foundational reading skills.

Topics in *iRead* systematically lead students through letter-sound recognition and phonological awareness; blending, segmenting, and decoding; working with syllabication, prefixes and suffixes; and sight word recognition. The program also includes daily opportunities to transfer and apply skills, such as reading for meaning.

Instructional Path and Terminology

The *iRead* path to mastery consists of different elements:

- An activity is an exercise that students move through as they work to complete a Topic.
- A Topic is a cycle of activities. A Topic includes instruction and practice activities to ensure that students master the content.
- A Series is a group of Topics that culminates in a Success Strand Topic. There are 51 Series in the *iRead* program.
- A strand, or classroom, teaches students one facet of the *iRead* scope and sequence. There are five strands in *iRead* organized by classroom and teacher: the Alphabet, Code, Sight Words, Word Play, and Success.



Student Accessibility

iRead provides accessibility features that can enable some visually impaired students to use the application. The browser's contrast setting, for example, will help a student who has trouble reading black text on a white background.

iRead requires students to view images and videos, contains an optional microphone component, and requires use of a mouse. Students who have difficulty with these requirements will need assistance when using the program.

iRead does not provide textual equivalence to bitmap-rendered content. Students who are dependent on a Braille or text-to-speech device will be unable to use the application. Also, the application does not provide a description of the video, nor does it provide the closed-caption text in text format (it is available only as a display).

Browser-based accessibility features, such as screen and font magnifiers, are not tested by Houghton Mifflin Harcourt and may not be compatible with *iRead*. Even in cases when the features may work with the program, the input focus is not set to allow students using screen magnifiers to follow the onscreen changes. Similarly, changing display settings may render the program unusable. Students needing to see larger text should use an external screen magnifier rather than change display settings or use a feature of the browser program.

Mac OS X and Windows operating systems, as well as Internet Explorer, Firefox, and Safari browsers, offer a range of accessibility features that may enable users with disabilities to, among other things, perform basic navigation with a keyboard instead of a mouse by using the Tab key.

Logging In and Logging Out

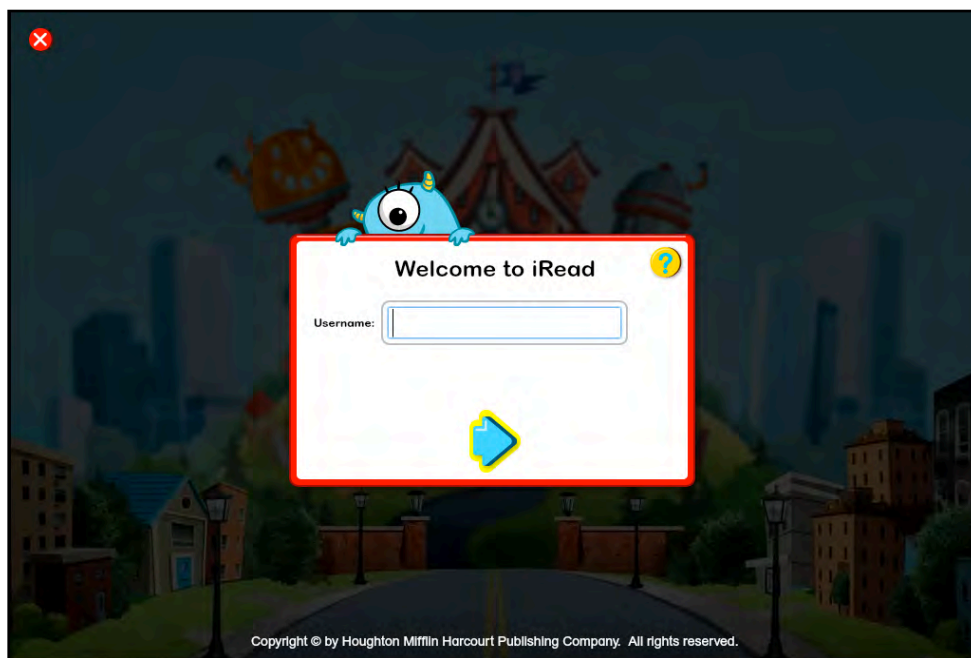
Logging In

Students are enrolled in *iRead* through SAM Central or Student Achievement Manager (SAM), formerly the Scholastic Achievement Manager. See [Enrolling and Managing Students in Student Achievement Manager](#) for detailed instructions on enrolling students in SAM and [Using SAM Central With iRead](#) for instructions on enrolling students in *iRead*.

Once students are enrolled in *iRead*, they may log in to the program through the Student Access screen on the student workstation. To open the Student Access screen, open the workstation's browser program and select the Student Access screen bookmark.



The Student Access screen displays buttons for all programs installed on the server. Click the *iRead* button to open the *iRead* Login screen.



Log in with a SAM username and password and click the blue arrow to enter the program.

Logging Out

To log out of *iRead* at any point, click the “X” icon at the top left of the screen. Students will resume their latest Topic and Series when they next log in.

Beastie Hall



When students log in to *iRead* they “enter” Beastie Hall. Beastie Hall is the environment where all *iRead* activities take place. As students move through their Topics, they go from classroom to classroom in Beastie Hall.

An introductory video presents Beastie Hall and the different teacher characters who will guide students through the *iRead* Series and Topics.

Each Beastie Hall classroom focuses on a different *iRead* strand:

- **The Alphabet Strand:** Coach Z and Miss A are the teachers in this classroom, which teaches letter recognition and letter-sound correspondences as well as phonological awareness and an understanding of spoken words, syllables, and sounds. Each Alphabet Topic begins with approximately five minutes of phonological awareness instruction and practice until students have completed all of the phonological awareness content.
- **The Code Strand:** Mr. Sounders is the teacher in the Code classroom, where students learn to apply phonics and decode words by learning the highest-utility sound-spellings of the 44 sounds of the English language.



Sight Words Strand: In this classroom, students learn to recognize high-frequency and high-utility irregular words by sight. The software presents them in meaningful contexts to reinforce semantics, syntax, and usage with the help of Mr. Seemore.



- **Word Play Strand:** Mrs. Wordy is the teacher in this classroom, which introduces word analysis by showing strategies for unlocking multisyllabic words and words with affixes.



- **Success Strand:** In the Success Strand, Professor Readwell guides students through reading of eBooks and related activities.



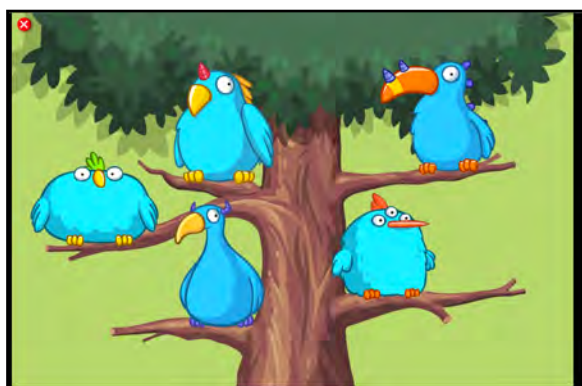
Each classroom also contains different learning centers, which focus activities on specific skills and concepts.

As students move through the program, going from one center to another within a classroom, and then from one classroom to another, they view videos that show them transitioning to their new center or classroom. In this way the *iRead* student experience replicates their classroom and school routine and also presents them with a measure of progress in their Topic.

Mouse Skills

The Mouse Skills activity measures students' ability to use a mouse, mouse pad, or other pointing device.

Students enter the Mouse Skills activity directly after logging in to *iRead*. Students are asked to click the picture of the bird. When students click the image, the bird opens its eyes and students move to the next level of the activity.



Students move on to see two birds, three birds, four birds, then five birds. When students successfully click all the birds onscreen, they move to the screener.

Students who do not click all the visible birds in a level have an opportunity to repeat the level. If they are unable to

complete the same level twice, they continue with Mouse Skills and view new characters in the activity. Students see and click snails and Beasties as they continue through the character rotations for additional mouse skills practice.

iRead Screener

After logging in for the first time, students go to the *iRead* screener.

The *iRead* screener is a 20- to 30-minute assessment of foundational reading skills. The data collected in the screener is used to determine each student's



placement point in *iRead*. The screener consists of three strands of assessment, with two practice items in each strand.

- **Phonological Awareness:** This portion of the screener measures skills in rhyming and identification of beginning, medial, and final sounds in words.
- **Letter-Word Identification:** This portion of the screener measures students' letter recognition and knowledge of sight words.
- **Word Attack:** This strand assesses students' decoding skills by having students identify letter sounds and decode nonsense words.

The screener is required for all students starting in *iRead* and optional for Level B and C students who are beginning a second year in *iRead*. Teachers may reset students' screener data in SAM when they begin a new school year. [See Using SAM Central With iRead](#) at the Product Support website (page 65) for more information on the screener program setting.

Exiting the Screener

The screener saves student work after every completed section. If students exit *iRead* before completing the screener and then log back in, the screener will continue from the last completed section.

Phonological Awareness

The Phonological Awareness section of the screener has four segments. Each segment measures students' skills in recognizing rhymes and beginning, middle, and end sounds.



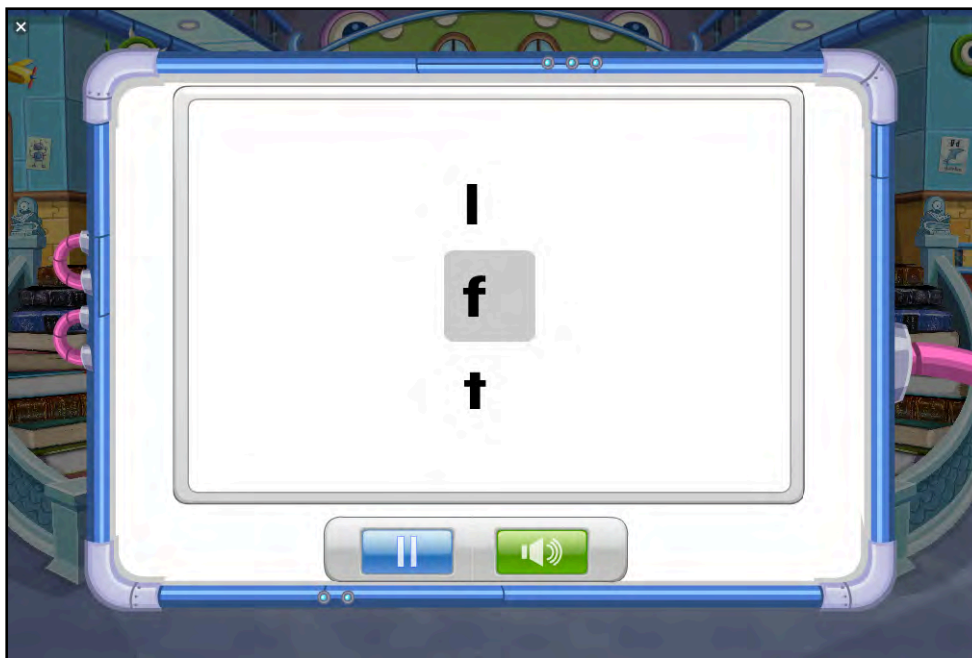
Students see an image and hear a word read aloud. They then see three more images and hear three more words. One of the words matches either the beginning, middle, or end sound of the first word, or rhymes with the word (depending on the segment). Students are guided through two practice questions at the beginning of each segment.

Students select the correct image by clicking it and can hear the word read again by scrolling over the image with the pointer. Click the Pause button to temporarily halt the test and the Play button to resume the test (the button toggles between the two).

When the Phonological Awareness assessment is finished, the **Go On** button appears. Click it to move to the next part of the screener.

Letter-Word Identification

The Letter-Word Identification portion of the screener measures students' letter recognition.

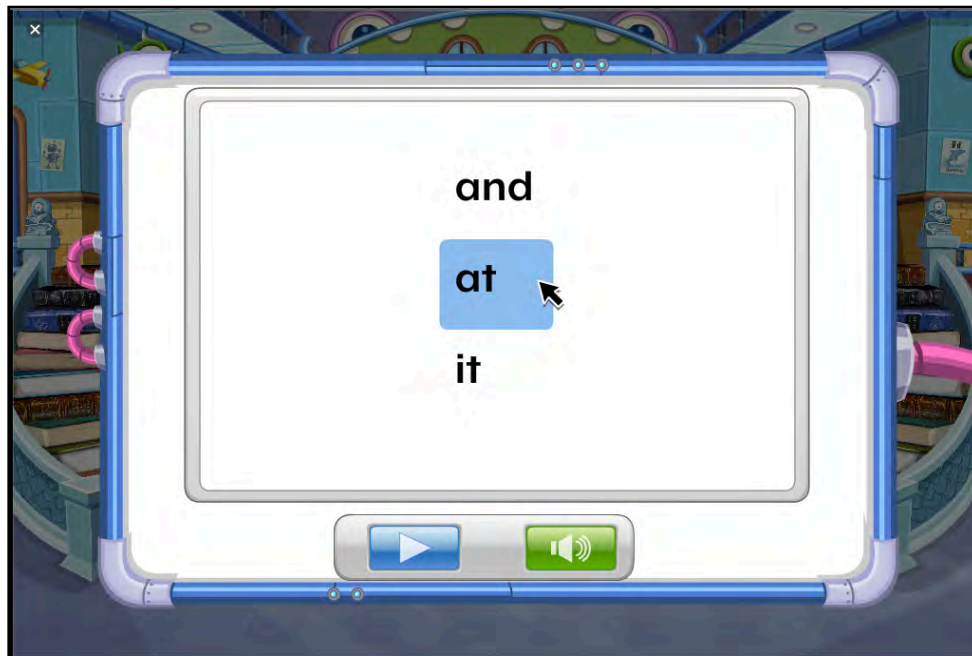


Students hear a letter name and use the pointer to select the corresponding letter from a list of choices. The screener measures how quickly and accurately students respond to each item.

Students may click the Pause button to temporarily halt the test and the Play button to resume the test (the button toggles between the two). Students may click the speaker button to hear a letter name again.

When this portion is finished, the **Go On** button appears. Click it to move to the Letter-Word Identification Segment.

In the next part of the assessment, students hear a word and must use the pointer to select the corresponding word from a list of words.

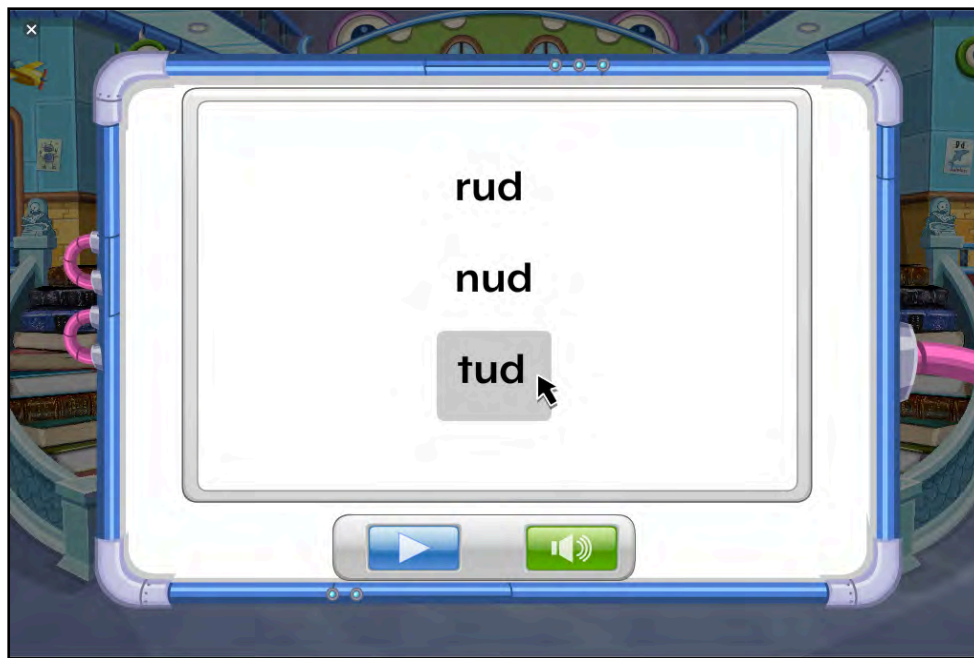


Students may click the Pause button to temporarily halt the test and the Play button to resume the test (the button toggles between the two). Students may click the speaker button to hear a word again.

When this portion is finished, the **Go On** button appears. Click it to move on.

Word Attack

The Word Attack portion measures students' decoding skills. Nonsense words are used to prevent students from recognizing words by memory.



Students hear a nonsense word and must use the pointer to select the corresponding word from a list of choices, all of which are nonsense words. The screener measures both the accuracy and speed of students' responses.

Students may click the Pause button to temporarily halt the test and the Play button to resume the test (the button toggles between the two). Students may click the speaker button to hear a nonsense word again.

When this portion is finished, the **Go On** button appears. Click it to move to the next part of the screener.

Student Avatars

When students finish the screener, they create their own avatars to travel with through Beastie Hall. Students create their avatars using the Avatar Editor.



Students may choose from one of four avatar bodies.

Click an avatar to select it. Click the question-mark button for help, or click the checkmark button to finalize the selection. Click the circular-arrow button to undo a selection.



With the avatar selected, click different items on the menus to the left and right of the Avatar Editor to choose different features (eyes, ears, mouth, color, clothing, hair). Click one of the icons to open the menu for that feature. As students advance in the program, more avatar features become available.



With each selection from each menu, the avatar's appearance will change.

Click the question mark button for help, or click the checkmark button to finalize the selection. Click the circular arrow button to undo a selection.



With the avatar selected, students are ready to move about in Beastie Hall. Click the blue arrow to begin.

Students may gauge their time in the Avatar Editor using the clock at the top right of the screen. As students finish Series and Topics, they may return to the Avatar Editor and view the additional available features.

Student Backpacks and Collections

Every student avatar in *iRead* carries a backpack. Backpacks house students' collections: as students move through the *iRead* Series and Topics, they collect letters, sounds, words, books, and badges. These collections measure student progress in the program.

My Backpack Screen

Click the backpack to view the My Backpack screen. Students go directly to this screen whenever they log in to the program. Students have 90 seconds to explore their backpacks before the My Backpack screen closes and students move to their current Topic.



The screen shows the following measures of student progress:

- **Series Graph:** At the top of My Backpack is a Series graph which shows students how far along they are in the program.
- **Path to Success:** This graph shows students how far along they are in their current Series as they work toward the Success Strand and reading their own eBook.
- **Words Read:** This counter keeps track of how many words students have read in their activities.
- **My Badges:** As students reach milestones in the program, they unlock badges that are displayed here.
- **My Word Cards:** This shows how many word cards students have collected through their work in the Sight Words and Word Play strands.

Click the buttons on the left side of the screen to see details of each individual collection. These buttons correspond to teachers in the classrooms/strands of Beastie Hall, and the items collected are the focus of each individual strand.

My Letters screen

As students move through Topics in the Alphabet Strand (page 26), they learn letter recognition, and as they do they earn stars for each letter they learn and add to their collections. Click Miss A to view the letters and stars earned.

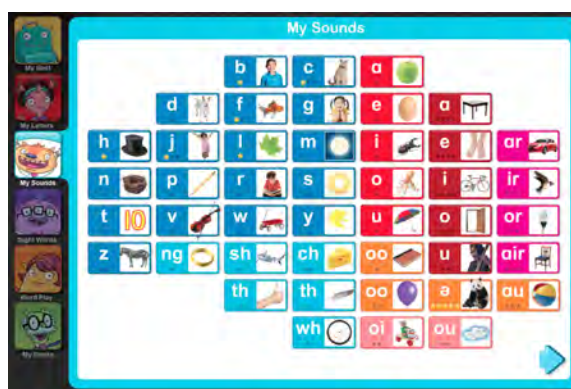
Click the letter to hear it read aloud and used in a word. Click the blue arrow at the bottom right of the screen to leave the backpack and move to the next Topic.



My Sounds Screen

In the Code Strand (page 33), students learn the highest-utility spellings of the 44 sounds of the English language. As students learn the sounds through the Topics in the Code Strand, they earn stars. Click Mr. Sounders to view how many stars have been earned.

Click the sound to hear it read aloud and used in a word. Click the blue arrow at the bottom right of the screen to leave the backpack and move to the next Topic.



Sight Words Screen

As students work through the Sight Words Strand (page 43), they collect word cards as they master sight words. Click Mr. Seemore to view the Sight Words word cards. To navigate through the cards, click the arrows at the bottom of the screen. To jump through the word cards by letter, click one of the letters at the top of the screen.



To look at a sight word more closely, click it. The sight word card will appear on the screen. Click the blue arrow at the bottom right of the screen to leave the backpack and move to the next Topic.

Word Play Screen

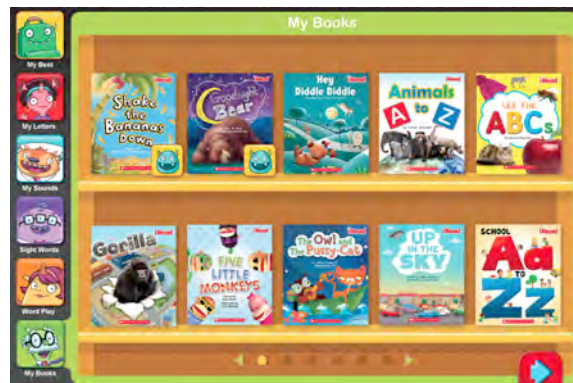
In the Word Play Strand (page 49), students collect word cards as they master decoding words. Click Mrs. Wordy to view the word cards. To navigate through the cards, click the arrows at the bottom of the screen. To jump through the word cards by letter, click one of the letters at the top of the screen.



To look at a word more closely, click it. The word card will appear on the screen. Click the blue arrow at the bottom right of the screen to leave the backpack and move to the next Topic.

My Books Screen

In the Success Strand (page 57), Professor Readwell guides students to read their own eBooks. When students complete their eBook reading, they see it recorded in My Books. The screen shows all the eBooks in the Series grayed out. As students read the eBooks, their covers are fully illuminated and the students' eBook ratings appear on the covers. To navigate through the covers, click the arrows at the bottom of the screen. After some Topics, students may choose an eBook to reread by clicking the cover.



Students may log in to *iRead* from home (page 62) and view their eBook collections. They may reread their unlocked eBooks as many times as they wish.

Click the blue arrow at the bottom right of the screen to leave the backpack and move to the next Topic.

Series Assessment

Students receive a Series Assessment at the beginning of every Series. The Series Assessment assesses students' prior knowledge of and proficiency with the skills taught in upcoming Series and determines which of the Topics and activities students can move through more quickly. This helps build personalized, differentiated reading instruction.

Depending on the Series, the Assessment consists of one or two sections. It begins with animated instructions and an example. Click the blue arrow to begin.



The first section shows a list of real words. One of the words is read aloud. Click the pronounced word. Click the speaker button to hear the word repeated or the Pause button to pause the Assessment. This button toggles between pause and play. Click the Play button to resume the Assessment. Click the question-mark button for help with the Assessment.



The second section shows a list of nonsense words. One of the nonsense words is read aloud. Click the pronounced word. Click the speaker button to hear the word repeated or the Pause button to pause the Assessment. This button toggles between pause and play. Click the Play button to resume the Assessment. Click the question-mark button for help with the Assessment.

The Assessment determines whether students may skip guided practice activities that less-proficient students would need, and instead focus on the activities that involve encoding, vocabulary, and reading connected text.

Students finish the Series Assessment and go on to begin the Series.

The Alphabet Strand



In the Alphabet Strand, Coach Z builds phonological awareness with an understanding of spoken words, syllables, and sounds; then Miss A teaches letter recognition and letter-sound correspondences.

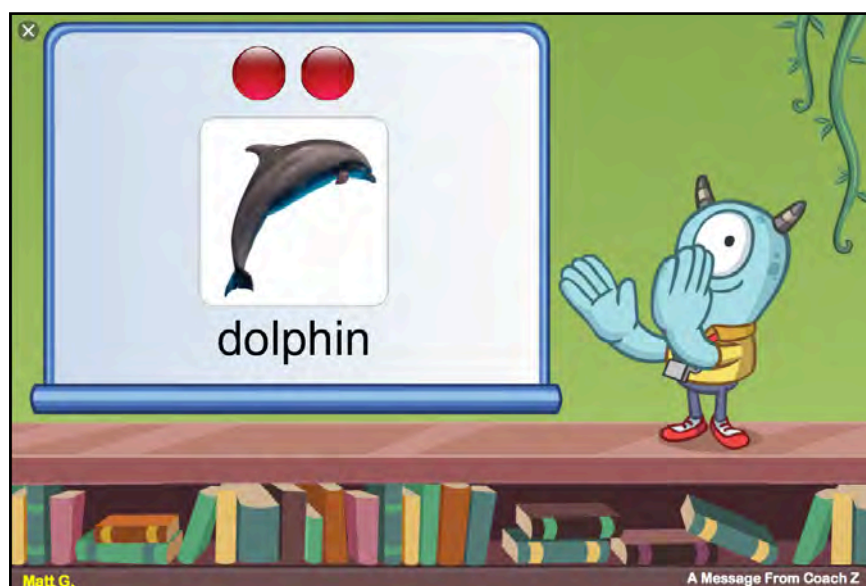
Alphabet Topics begin with approximately five minutes of phonological awareness instruction and practice until the phonological awareness content is completed; then students start with Miss A's activities.



Listening Center

Listening Center activities introduce rhyme, syllables, and sounds.

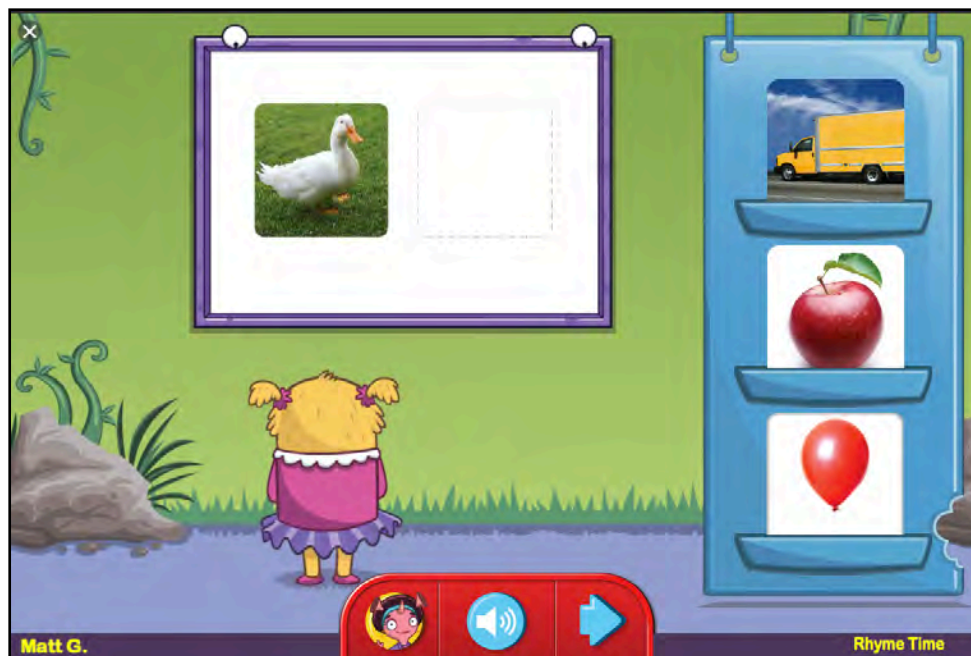
A Message From Coach Z



At the beginning of each Topic in the Listening Center in the Alphabet Strand, Coach Z presents direct instruction and modeling opportunities on phonemic awareness. Coach Z's messages play uninterrupted for approximately one to three minutes.

When the direct instruction video is finished, students move on to their first activity in the strand.

Rhyme Time



In Rhyme Time, students identify rhyming words after viewing images and hearing their names pronounced aloud. Rhyme Time occurs only in Level A (kindergarten) of *iRead*.

In a brief introductory instruction video, students see an image and hear the word corresponding to the image read. Other images and words appear. Students answer “yes” if the image and word rhyme with the first word, or “no” if they do not match.

Students then see a target word and corresponding image. In Level 1, they see two additional words and images and must choose which rhymes with the first word. Scroll over the image to hear the word read aloud. To choose a word, drag the image to the space next to the target word and image. Choosing the right word makes the blue arrow appear. Click the blue arrow to move to the next set of choices.

Click Miss A in the toolbar at the bottom of the screen to hear the instructions read aloud. Click the speaker button to hear the word read again.

As Level A students move through the program, their choices in Rhyme Time will change to identifying which of three words rhyme with a target word, identifying two words out of a possible three that rhyme with the target word, and identifying whether two words rhyme.

Count and Clap With Coach Z



In Count and Clap With Coach Z, students count the number of syllables in one-, two-, and three-syllable words. Count and Clap occurs only in Level A (kindergarten) of *iRead*.

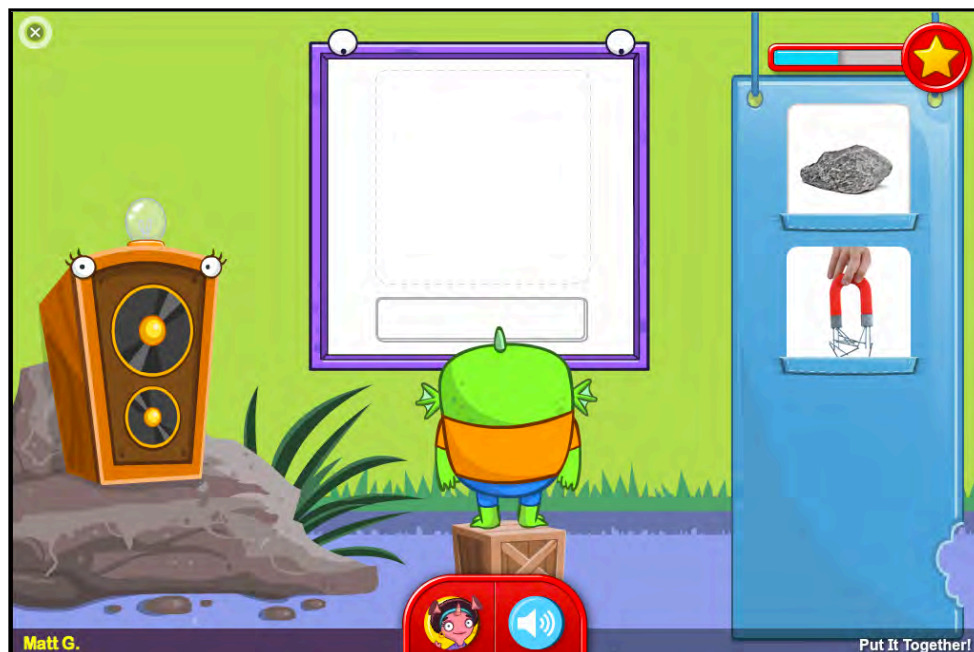
After a short introductory instruction video, Coach Z presents images. Corresponding words are read aloud phonetically. Count the syllables and click Coach Z's image the same number of times (for example, twice for two syllables, three times for three syllables). After each click, a red dot appears above the image to help keep count of the syllables. Click the checkmark button when sure the count is correct.

Clicking the correct number of syllables sends students to the next word. Clicking an incorrect number of syllables prompts Coach Z to suggest students pronounce the word to themselves, then attempt to count and click again. The Star Bar in the top right corner measures students' progress.

Click Miss A in the toolbar to hear the instructions read aloud. Click the speaker button to hear the word read again.

Students will move through two levels of difficulty in this activity.

Put It Together!



In Put It Together!, students listen to an orally segmented word and select the word's corresponding image from two or three choices, depending on the Topic.

After a short introductory instruction video, students hear a word read aloud that blends previously taught syllables. Students select the word and image from the choice list and drag it to the bulletin board. Students hover the pointer over the speaker to hear the word read aloud, or may hover the pointer over the images on the choice list to hear the choice word read aloud.

Students who drag the correct word receive positive feedback and hear the word read aloud phonetically before moving on to the next word.

Students who select an incorrect word receive corrective feedback and hear the word read again. They then have an additional opportunity to drag the correct word to the bulletin board.

Click Miss A to hear the instructions read aloud. Click the speaker button to hear the word read again.

When students complete all levels of Put It Together!, they move on to the next activity.

Letter Center

Letter Center activities focus on letter recognition and letter-sound correspondence.

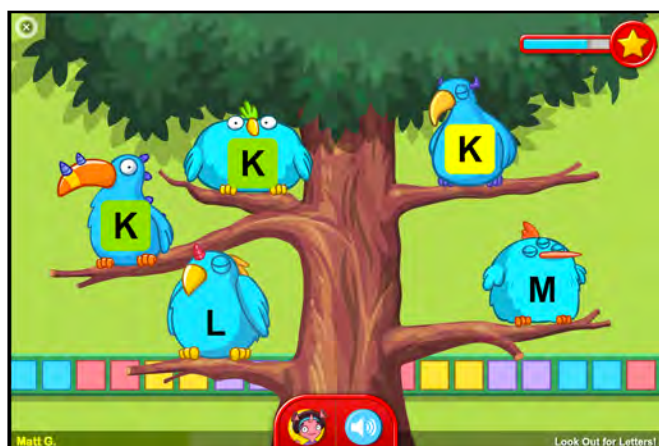
A Message From Miss A

At the beginning of student work in the Letter Center in the Alphabet Strand, Miss A presents direct instruction and modeling. Miss A's messages play uninterrupted for approximately one to three minutes.

When the direct instruction video is finished, students move on to their first activity in the Letter Center.



Look Out for Letters!



In Look Out for Letters!, students hear a letter name and click all instances of the letter. Students who click all the instances of the letter see positive feedback and go on to the next level; students who choose an incorrect letter receive corrective feedback and have another opportunity to choose the correct letters.

Click Miss A to hear the instructions read aloud. Click the speaker button to hear the letter read again.

Students see the model letter in the early levels of the activity; as they move up in level, the model letter is not visible.

Students see their progress in the Star Bar in the upper right corner of the screen. When students complete all the levels in the activity, they move on to the next activity in the Topic.

Show What You Know

In Show What You Know, students hear a letter name and click the corresponding letter from the onscreen choices.

Click Miss A to hear the instructions read aloud. Click the speaker button to hear the letter read again. Click the Pause button to pause the activity; the button toggles between pause and play. Click the Play button to resume the activity.



Students see their progress in the Star Bar in the upper right corner of the screen. When students complete all the levels in the activity, they move on to the next activity in the Topic.

Show What You Know Fast



In Show What You Know Fast, students are timed in their responses to letter identification prompts.

Students hear a letter name and click the corresponding letter from the onscreen choices. Student response time is calculated and customized for each student based on the student's media response rate.

Correct letter choices lead students to the next set of letters. Students who choose an incorrect letter see the correct choice highlighted, then move on to the next set of letters. Students who do not respond within the response time move on to the next set of letter choices.

Click Miss A to hear the instructions read aloud. Click the speaker button to hear the letter name read again. Click the Pause button to pause the activity; the button toggles between pause and play. Click the Play button to resume the activity. Students may view their remaining time using the timer in the upper right corner of the screen.

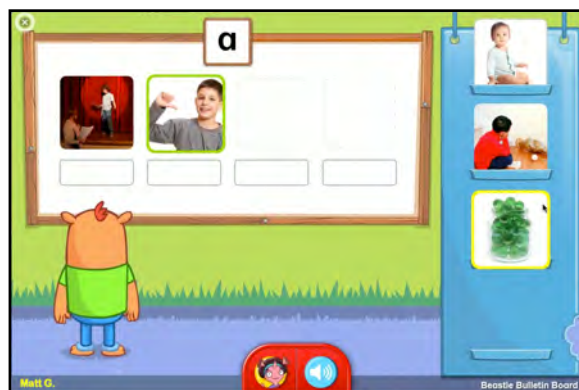
As students develop greater recall with certain letters, more letter names are added to the activity.

Beastie Bulletin Board

In Beastie Bulletin Board, students identify images whose names begin with the target sound.

Students see the target letter on the bulletin board with one example image, and also see four choice images on the choice list. Hover the pointer over the image on the choice list to hear the choice word read aloud.

Select the image that begins with the target sound from the choice list and drag it to the bulletin board.



Incorrect choices bounce back to the choice list, and students receive corrective feedback. When students complete the bulletin board with all of the correct choices, each word is added and read aloud. Then they move on to the next activity.

Click Miss A to hear the instructions read aloud. Click the speaker button to hear the letter sound read.

Critter Collectors



In Critter Collectors, students identify images that begin with the target sound.

Students start by hearing a target sound and seeing a choice of images. Scroll over the images to hear the word read aloud, then drag the correct image to the jar. Correct choices lead to new target sounds; incorrect choices make the selection bounce back

to the choice list as students receive corrective feedback.

As students move up in levels, they will see two sounds and will be asked to drag images to the correct target sound and then select the letter that makes the beginning sound in words.

Click Miss A to hear the instructions read aloud. Click the speaker button to hear the letter sound read again.

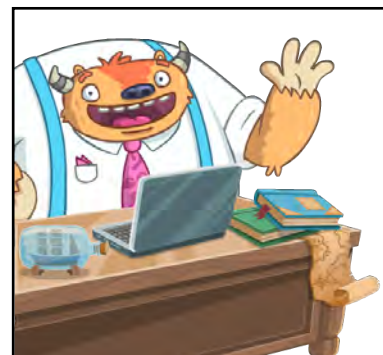
The Code Strand

Activities in the Code Strand teach the highest-utility spellings of the 44 sounds of the English language. Activities focus on sounding out words, paying attention to each letter, and connecting words to meanings.

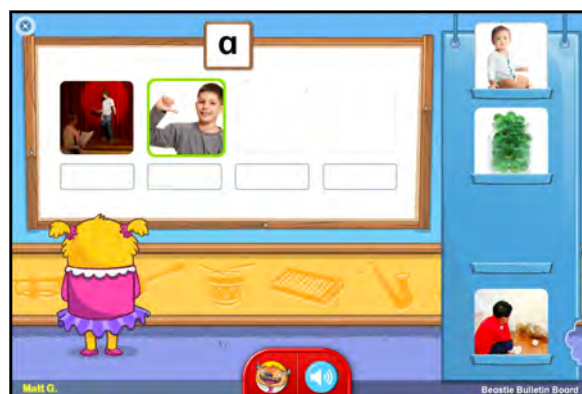
Mr. Sounders leads students through the Code Strand activities.

Listening Center

The Listening Center of the Code Strand focuses on reviewing letter-sound correspondence skills learned in the Alphabet Strand or on assessing student skills working with sound-spellings.



Beastie Bulletin Board



The Code Strand activities start with the Beastie Bulletin Board, which introduces the day's sound-spelling.

Students see the target sound-spelling on the bulletin board with one example image, and also see four choice images on the choice list. Hover the pointer over the image on the choice list to hear the choice word read aloud.

Select the image that begins with the target sound-spelling from the choice list and drag it to the bulletin board.

Incorrect choices bounce back to the choice list, and students receive corrective feedback. When students complete the bulletin board with all of the correct choices, they move on to the next activity.

Click Mr. Sounders to hear the instructions read aloud. Click the speaker button to hear the sound again.

Sound Center

The Sound Center activities focus on achieving student familiarity with the 44 sounds of the English language.

A Message From Mr. Sounders

At the beginning of student work in the Code Strand Sound Center, Mr. Sounders may present direct instruction and modeling.

Mr. Sounders's messages play uninterrupted for approximately one to three minutes.

When the direct instruction video is finished, students move on to their first activity in the Sound Center.



Mix and Match



In Mix and Match, students match sounds to their spellings.

Students see four sound-spellings on locks, and four keys, each with a speaker button. Click the speaker buttons to hear a sound-spelling pronounced. Click the mix-up button (with arrows) to mix up the order of the keys, then drag each key back to its matching sound-spelling lock.

Click Mr. Sounders for help. When finished, click the checkmark button.

Correct matches will appear in green. Incorrect matches will appear in gray, and the keys will leave the locks. Students who correctly match all four keys go on to the next activity. Students who incorrectly match two or more keys click the mix-up button again and try to match the keys to the locks.

Show What You Know

In Show What You Know, students hear a sound and click the corresponding sound-spelling from the onscreen choices.

Click Mr. Sounders to hear the instructions read aloud. Click the speaker button to hear the sound again. Click the Pause button to pause the activity; the button toggles between pause and play. Click the Play button to resume the activity.



Students see their progress in the Star Bar in the upper right corner of the screen. When students complete all the levels in the activity, they move on to the next activity in the Topic.

Show What You Know Fast



In Show What You Know Fast, students are timed in their responses to sound identification prompts. Students hear a sound and click the corresponding spelling from the onscreen choices. Student response time is calculated and customized for each student based on the student's media response rate.

Correct letter choices lead students to the next set of letters. Students who choose an incorrect letter see the correct choice highlighted, then move on to the next set of letters. Students who do not respond within the response time move on to the next set of letter choices.

Click Mr. Sounders to hear the instructions read aloud. Click the speaker button to hear the sound again. Click the Pause button to pause the activity; the button toggles between pause and play. Click the Play button to resume the activity. Students may view their remaining time using the timer in the upper right corner of the screen.

As students develop greater recall with certain letters, more sound-spellings are added to the activity.

Word Center

Word Center activities in the Code Strand promote students' ability to decode sound spellings.

A Message From Mr. Sounders

When students enter the Word Center in the Code Strand, Mr. Sounders may present direct instruction and modeling opportunities with English sounds and spellings.

Mr. Sounders's messages play uninterrupted for approximately one to three minutes.

When the direct instruction video is finished, students move on to their first activity in the Word Center.



Word Discovery



In Word Discovery, students receive guided practice in blending.

Students watch as a word with the target sound-spelling is displayed and read aloud, then are prompted to blend the next word along with the reader. Students then blend a third word on their own. Click the checkmark button after blending the word.

After each word, they view a word card and hear a context sentence to connect the word to its meaning.

Click the arrow to move to the next word. Click Mr. Sounders for help. Click the speaker button to hear the word read in a sentence. Click the tip button (the second button on the toolbar) to hear the word pronounced phonetically.

When students correctly blend the last word on their own, they move to the next activity.

Word Changer

In Word Changer, students see a series of words that change into other words by substituting letters at the beginning, middle, or end of the word.

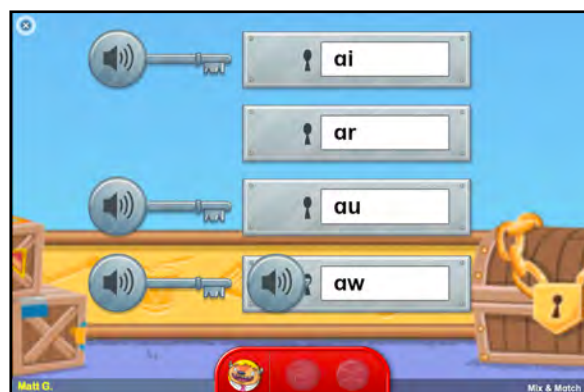
Students see a word and are prompted to read the word themselves, first sound-by-sound, then in its entirety. Three images appear onscreen. Scroll over the image to hear the associated word read aloud. Click the image that matches the word. Click the checkmark button after selecting the image.



Correct responses receive positive feedback. Students hear the word read sound-by-sound again, and hear it used in a sentence. Incorrect responses prompt corrective feedback. After correctly matching the word with the image, the next word, formed by changing either the beginning, middle, or end letter, appears and students repeat the activity. Click Mr. Sounders for help. Click the speaker button to hear the pronunciation prompts again.

When students have correctly responded to three words, they move on to the next activity.

Mix and Match



In Mix and Match, students match sounds or words they hear read to their correct spellings. Students see four sounds or words on locks, and four keys, each with a speaker button. Click the speaker buttons to hear a sound or word pronounced. Click the mix-up button (with arrows) to mix up the order of the keys, then drag each key back to its matching lock.

Click Mr. Sounders for help. When finished, click the checkmark button.

Correct matches appear in green. Incorrect matches appear in gray, and the keys in these matches leave the locks. Students who correctly match all four keys go on to the next activity. Students who incorrectly matched two or more keys click the mix-up button again and try to match the keys to the locks.

Show What You Know



In Show What You Know, students hear a word and select the corresponding onscreen word from a list. Click Mr. Sounders to hear the instructions read aloud. Click the speaker button to hear the word read again. Click the Pause button to pause the activity; the button toggles between pause and play. Click the Play button to resume the

activity.

Students see their progress in the Star Bar in the upper right corner of the screen. When students complete all the levels in the activity, they move on to the next activity in the Topic.

Show What You Know Fast

In Show What You Know Fast, students hear a word and select the corresponding word from the onscreen choices. Student response time is calculated and customized for each student based on the student's media response rate.

Correct choices lead students to the next set of words. Students who choose an incorrect word see the correct choice highlighted, then move on to the next set of words. Students who do not respond within the response time move on to the next set of words.



Click Mr. Sounders to hear the instructions read aloud. Click the speaker button to hear the word read again. Click the Pause button to pause the activity; the button toggles between pause and play. Click the Play button to resume the activity. Students may view their remaining time using the timer in the upper right corner of the screen.

As students develop greater recall with certain letters, more sound-spellings are added to the activity.

Feed the Beastie

In Feed the Beastie, students drag letters to build words. Feed the Beastie consists of two rounds.



In the first round, students move letters to build words. After hearing the word read and used in a sentence, and seeing an accompanying image, drag the missing letter or letters from the lower rack to the spaces in the word. When finished, click the checkmark button.

In the second round, students move letters to transform words.

After hearing the new word, drag the new letter or letters to the word and place them over the appropriate letters in the word to transform it into a new word. When finished, click the checkmark button.

Click the speaker button to hear the new word read and used in a sentence. Click Mr. Sounders for help.

Students see their progress in the Star Bar in the upper right corner of the screen. When students complete all the levels in the activity, they move on to the next activity in the Topic.



Spelling Center

After their work in the Word Center, Level C (Grade 2) students move on to the Spelling Center (Levels A and B students, kindergarteners, and first graders go straight on to the Reading Center, *page 42*). Spelling Center activities use assessment, spelling tutorials, and repeated practice to move students to spelling mastery.

Spelling Warm-Up

In Spelling Warm-Up, students spell a list of words they hear read aloud.

After hearing the word pronounced, used in a context sentence, and read a second time, type the word, then press on the keyboard.

After all the words are typed, the activity displays correctly spelled words and the correct spelling of misspelled words, which become the student's list of study words.

Click the speaker button to hear the word repeated and used in a context sentence a second time. Click Mr. Sounders for help with the activity.

When all words are spelled, the blue arrow is activated. Click it to move to the next activity.



Spelling Work-Out



In Spelling Work-Out, students hear their study words (words spelled incorrectly in the Spelling Warm-Up) and receive a Spelling tip for each word. Students who spelled all the words in the Spelling Warm-Up correctly do not see the Spelling Work-Out.

After seeing the list of study words, each word appears onscreen one at a time. After

hearing the word read aloud and in a context sentence, Mr. Sounders prompts students to type the word and press **Enter**. Correct entries receive positive feedback and move students to the next study word. Incorrect entries prompt corrective feedback that shows students the correct way to spell the word. Type in the word again after the corrective feedback and press **Enter**.

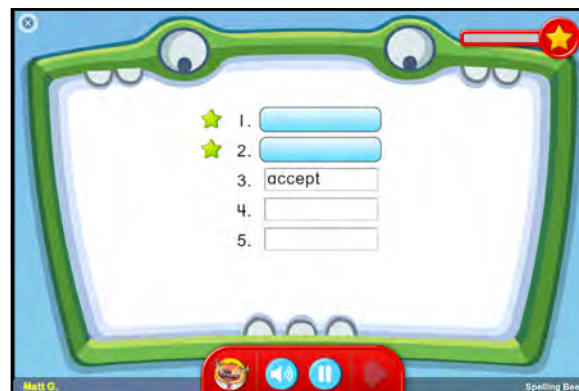
Click the speaker button to hear the word and its context sentence again. Click the sentence button to hear the word in a context sentence. Click Mr. Sounders for help.

When students correctly spell all the words on the list, they move to the next activity.

Spelling Bee

In the Spelling Bee, students spell study words among other words in multiple practice rounds. Students who spelled all the words in the Spelling Warm-Up correctly do not see the Spelling Bee.

After hearing the word pronounced and used in a context sentence, type the word and press **Enter**. Misspelled words prompt immediate corrective feedback and a second opportunity to spell the word.



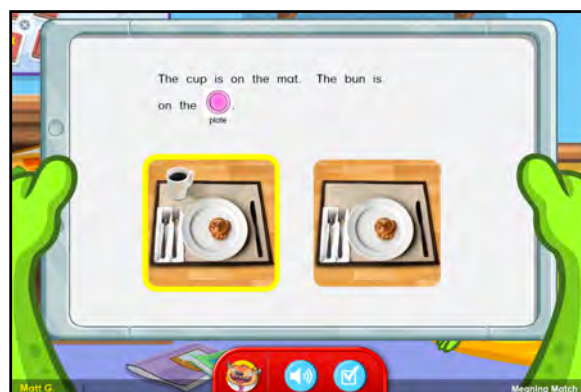
Click Mr. Sounders for help. Click the speaker button to hear the word and its context sentence a second time. Click the Pause button to pause the activity; the button toggles between pause and play. Click the Play button to resume the activity.

Students see their progress in the Star Bar in the upper right corner of the screen. Click the blue arrow to move to the next level. When students complete all the levels in the activity, they move on to the next activity in the Topic.

Reading Center

Reading Center activities come at the end of the Topic. Activities in the Reading Center focus on developing students' comprehension skills and on attaching meaning to words.

Meaning Match



In Meaning Match, students read a short decodable text and choose an image that matches the meaning of the text.

Students read a short text and view two images. After reading the text, click the image that best matches the text. After selecting the image, click the checkmark button.

Correct responses prompt new text and images to appear. Incorrect responses prompt corrective feedback and another prompt to select the image. Click Mr. Sounders for help.

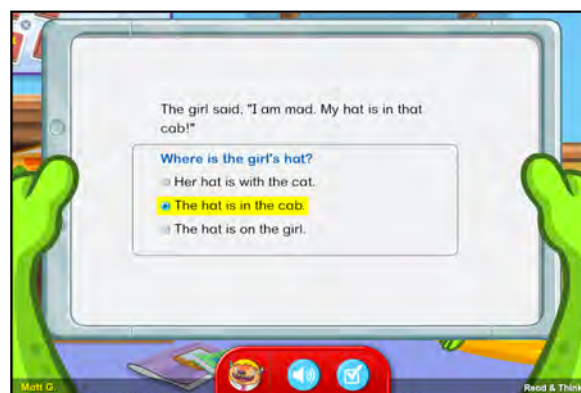
When students correctly answer all the text and image prompts, they move on to the next activity.

Read and Think

In Read and Think, students answer a comprehension question after reading a short passage.

Students see the passage onscreen. After reading it, click the blue arrow to show the question.

Select the answer to the question by clicking the button next to the choice, then clicking the checkmark button. Correct responses prompt the next text passage to appear. Incorrect responses prompt corrective feedback. Students may attempt to answer the question again.



Click the speaker button to hear the question read again. Click Mr. Sounders for help.

When all the questions are answered correctly, students move on to the next activity.

The Sight Words Strand

In the Sight Words Strand, students build automatic recognition of high-frequency English sight words. Mr. Seemore guides students through activities that present irregular words in meaningful contexts to reinforce semantics, syntax, and usage.



Word Center

Word Center activities in the Sight Words Strand promote students' ability to decode sight words with agility.

Check-Up



Check-Up uses a set of sight words to assess accuracy and speed of sight word recognition.

When the sight words are displayed, one is read aloud. Click the read-aloud word to choose it. To be considered a recognized sight word, it must be correctly identified in two out of three lists.

If one of the sight words is not identified or identified slowly, the four onscreen words become sight study words. Students who correctly identify all the sight words move straight to the next Topic.

Click Mr. Seemore for help. Click the speaker button to hear the word read again. Click the Pause button to pause the activity; the button toggles between pause and play. Click the Play button to resume the activity.

Students see their sight study words in the next activity, Meet Your Words.

Meet Your Words

In Meet Your Words, students encounter their sight study words by hearing them read aloud, seeing a corresponding image, and hearing a context sentence.

Students see each sight word onscreen along with a corresponding image. They also hear a context sentence. After reading and hearing the sight word, Mr. Seemore prompts students to move on in the activity by clicking the blue arrow.

In the next part of the activity, students say the word, then say their spelling of it. This creates a new word card. In Level C, students must type the word rather than say the spelling of it.

Click Mr. Seemore for help. Click the speaker button to hear the word and sentence again. Click the tip button (the second one on the toolbar) to hear a pronunciation tip. After the word card is created, students move on to the next sight study word.



Word Watch



In Word Watch, students hear a sight word and identify the word multiple times from an array. The sight word appears onscreen alongside distractor words. After the sight word is read aloud, click the sight word wherever it appears. Correct responses appear in green. Incorrect responses prompt the word to be read again. When all the

instances of the word are correctly clicked, students move on to the next word.

Click Mr. Seemore for help. Click the speaker button to hear the word again. Students see their progress in the Star Bar in the upper corner of the screen. When students have seen all their sight study words, they move on to the next activity.

Show What You Know

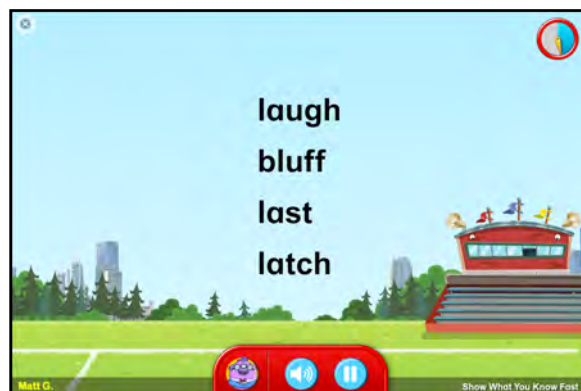
In Show What You Know, students hear a sight word and select it from an onscreen list by clicking it.

Click Mr. Seemore to hear the instructions read aloud. Click the speaker button to hear the word read again. Click the Pause button to pause the activity; the button toggles between pause and play. Click the Play button to resume the activity.



Students see their progress in the Star Bar in the upper right corner of the screen. When students complete all the levels in the activity, they move on to the next activity in the Topic.

Show What You Know Fast



In Show What You Know Fast, students hear a sight word and select it from the onscreen choices. Student response time is calculated and customized for each student based on the student's media response rate.

Correct choices lead students to the next set of words. Students who choose an incorrect word see the correct choice highlighted,

then move on to the next set of words. Students who do not respond within the response time move on to the next set of words.

Click Mr. Seemore to hear the instructions read aloud. Click the speaker button to hear the word read again. Click the Pause button to pause the activity; the button toggles between pause and play. Click the Play button to resume the activity. Students may view their remaining time using the timer in the upper right corner of the screen.

As students develop greater recall with certain sight words, more words are added to the activity.

Spelling Center

After their work in the Word Center, Level C (Grade 2) students move on to the Spelling Center (Levels A and B students, kindergarteners, and first graders do not work in the Spelling Center). Spelling Center activities use assessment, spelling tutorials, and repeated practice to move students to spelling mastery.

Spelling Warm-Up

In Spelling Warm-Up, students spell a list of words they hear read aloud.

After hearing the word pronounced, used in a context sentence, and read a second time, type the word, then press **Enter**.

After all the words are typed, the activity displays correctly spelled words and the correct spelling of misspelled words, which become the student's list of study words.

Click the speaker button to hear the word repeated and used in a context sentence a second time. Click Mr. Seemore for help with the activity.

When all words are spelled, the blue arrow is activated. Click it to move to the next activity.



Spelling Work-Out



In Spelling Work-Out, students hear their study words (words spelled incorrectly in the Spelling Warm-Up) and receive a Spelling tip for each word. Students who spelled all the words in the Spelling Warm-Up correctly do not see the Spelling Work-Out.

After seeing the list of study words, each word appears onscreen one at a time. After

hearing the word read aloud and in a context sentence, Mr. Seemore prompts students to type the word and press **Enter**. Correct entries receive positive feedback and move students to the next study word. Incorrect entries prompt corrective feedback that shows students the correct way to spell the word. Type in the word again after the corrective feedback and press **Enter**. Click the speaker button to hear the word and its context sentence again. Click the sentence button to hear the word in a context sentence. Click Mr. Seemore for help.

When students successfully spell all the words on the list, they move to the next activity.

Spelling Bee

In the Spelling Bee, students spell study words among other words in multiple practice rounds. (Students who spelled all the words in the Spelling Warm-Up correctly do not see the Spelling Work-Out or Spelling Bee.)

After hearing the word pronounced and used in a context sentence, type the word and press **Enter**. Misspelled words prompt immediate corrective feedback and a second opportunity to spell the word.



Click Mr. Seemore for help. Click the speaker button to hear the word and its context sentence a second time. Click the Pause button to pause the activity; the button toggles between pause and play. Click the Play button to resume the activity. Students see their progress in the Star Bar in the upper right corner of the screen. Click the blue arrow to move to the next level. When students complete all the levels in the activity, they move on to the next activity in the Topic.

Reading Center

Reading Center activities come at the end of the Topic. Activities in the Reading Center reinforce students' ability to decode sight words.

Super Sentence Skills



In Super Sentence Skills, students read decodable sentences and select a sight word to complete the sentence.

Students see a sentence with a word missing, along with a corresponding image and choice words. Click a choice word to complete the sentence, then click the checkmark button. Click Mr. Seemore for help.

Correct responses prompt a new sentence to appear. Incorrect responses prompt corrective feedback and another opportunity to complete the sentence. After three incorrect responses, Mr. Seemore fills in the missing word and prompts students to review the sentence.

When students have successfully used all sight words to complete the sentences, they move on to the Word Play Strand.

The Word Play Strand

The Word Play Strand builds morphological awareness through word analysis. Mrs. Wordy leads students through activities that show how to unlock multisyllabic words and words with affixes.



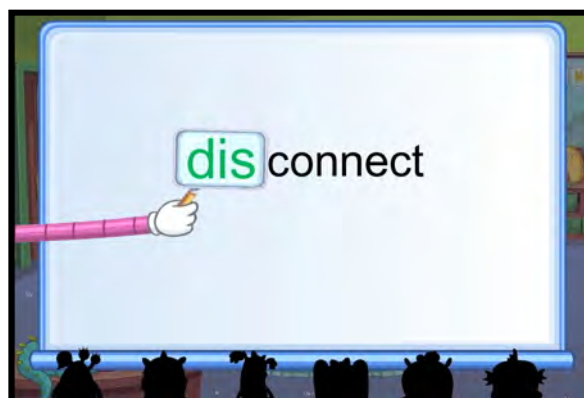
Word Center

Word Center activities in the Word Play Strand promote students' ability to decode new words with agility.

A Message From Mrs. Wordy

When students enter the Word Center in the Word Play Strand, Mrs. Wordy presents direct instruction that focuses on the meaning and purpose of inflectional endings, prefixes, and suffixes. The videos also model strategies for decoding multisyllabic words.

Mrs. Wordy's messages play uninterrupted for approximately one to three minutes.



When the direct instruction video is finished, students move on to their first activity in the Word Center.

Word Solver

In Word Solver, students look at words and identify key aspects of them, such as inflectional endings, prefixes, and suffixes.



After students see a list of words while Mrs. Wordy introduces the activity, a word appears onscreen. Mrs. Wordy asks students to spot, split, and read words (multisyllabic words); look at and read words (words with affixes that don't add syllables); or look at, split, and read words (if the affix adds a syllable).

Students are prompted to split the word into parts by clicking between the letters at the proper break point. After looking at and if necessary splitting the word into smaller parts, read each part of the word, then read the entire word.

After reading the word, click the checkmark button. A word card appears. Click the speaker button to hear the word and a context sentence. Click the tip button (the second button on the toolbar) to hear a pronunciation tip.

To move on to the next word in the list, click the arrow button.

When students have decoded all the words on the list, they move on to the next activity.



Word Changer

In Word Changer, students see a series of words that change into other words by substituting word parts.

Students see a word and are prompted to read the word themselves. Three images appear onscreen. Scroll over an image to hear the associated word read aloud. Click the image that matches the word. Click the speaker button to hear the instructions again. Click the checkmark button after selecting the image.



Correct responses receive positive feedback. Students hear the word used in a sentence. Incorrect responses prompt corrective feedback. After correctly matching the word with the image, students see a new word, formed by changing a word part.

Click Mrs. Wordy for help.

After correctly responding to all the words, students move on to the next activity.

Mix and Match



In Mix and Match, students match words they hear to the word list onscreen.

Students see four puzzle-piece pairs, each with a word on one piece and a speaker button on the other. Click the speaker buttons to hear a word pronounced. Click the mix-up button (with arrows) to separate and mix up the puzzle pieces.

Drag each key back to its matching puzzle piece. When finished, click the checkmark button. Click Mrs. Wordy for help.

Correct matches appear in green. Incorrect matches appear in gray. Students who correctly match all four words go on to the next activity. Students who incorrectly match two or more words click the mix-up button again and try to match the keys to the locks.

Show What You Know

In Show What You Know, students hear a word and select it from an onscreen list by clicking it.

Click Mrs. Wordy to hear the instructions read aloud. Click the speaker button to hear the word read again. Click the Pause button to pause the activity; the button toggles between pause and play. Click the Play button to resume the activity.



Students see their progress in the Star Bar in the upper right corner of the screen. When students complete all the levels in the activity, they move on to the next activity in the Topic.

Show What You Know Fast



In Show What You Know Fast, students hear a word and select it from the onscreen choices. Student response time is calculated and customized for each student based on the student's media response rate.

Correct choices lead students to the next set of words. Students who choose an incorrect word see the correct choice highlighted,

then move on to the next set of words. Students who do not respond within the response time move on to the next set of words.

Click Mrs. Wordy to hear the instructions read aloud. Click the speaker button to hear the word read again. Click the Pause button to pause the activity; the button toggles between pause and play. Click the Play button to resume the activity. Students may view their remaining time using the timer in the upper right corner of the screen.

As students develop greater skill with decoding the words, more words are added to the activity.

Feed the Beastie

In Feed the Beastie, students drag letters to build words with affixes and more than one syllable.

After hearing the word read and used in a sentence, and seeing an accompanying image, drag the missing letter or letters from the lower rack to the space or spaces in the word. When finished, click the checkmark button.



Click the speaker button to hear the word read and used in a sentence again. Click Mrs. Wordy for help.

When students complete all the levels in the activity, they move on to the next activity in the Topic.

Spelling Center

After their work in the Word Center, Level C (Grade 2) students move on to the Spelling Center (Levels A and B students, kindergarteners, and first graders do not work in the Spelling Center). Spelling Center activities use assessment, spelling tutorials, and repeated practice to move students to spelling mastery.

Spelling Warm-Up

In Spelling Warm-Up, students spell a list of words they hear read aloud.

After hearing the word pronounced, used in a context sentence, and read a second time, type the word, then press **Enter**.

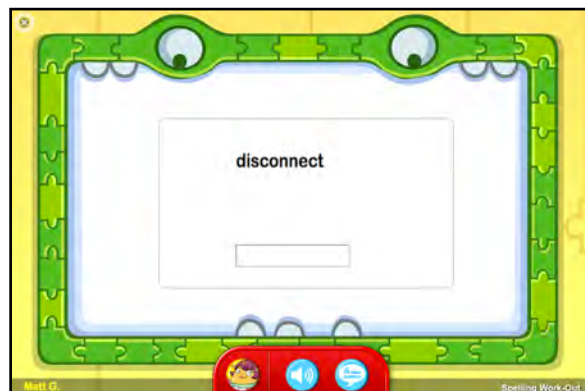
After all the words are typed, the activity displays correctly spelled words and the correct spelling of misspelled words, which become the student's list of study words.

Click the speaker button to hear the word repeated and used in a context sentence a second time. Click Mrs. Wordy for help with the activity.

When all words are spelled, the blue arrow is activated. Click it to move to the next activity.



Spelling Work-Out



In Spelling Work-Out, students hear their study words (words spelled incorrectly in the Spelling Warm-Up) and receive a Spelling tip for each word. Students who spelled all the words in the Spelling Warm-Up correctly do not see the Spelling Work-Out.

After seeing the list of study words, each word appears onscreen one at a time. After

hearing the word read aloud and in a context sentence, Mrs. Wordy prompts students to type the word and press **Enter**.

Correct entries receive positive feedback and move students to the next study word. Incorrect entries prompt corrective feedback that shows students the correct way to spell the word. Type in the word again after the corrective feedback and press **Enter**. Click the speaker button to hear the word and its context sentence again. Click the Spelling tip button (the speech balloon) to hear the Spelling tip for that word.

When students correctly spell all the words on the list, they move to the next activity.

Spelling Bee

In the Spelling Bee, students spell study words among other words in multiple practice rounds. (Students who spelled all the words in the Spelling Warm-Up correctly do not see the Spelling Work-Out or Spelling Bee.)

After hearing the word pronounced and used in a context sentence, type the word and press **Enter**. Misspelled words prompt corrective feedback and a second opportunity to spell the word.



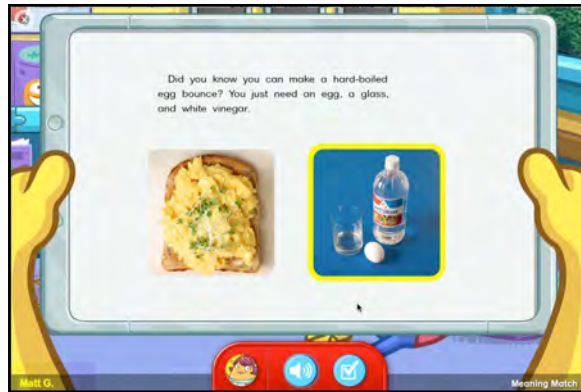
Click Mrs. Wordy for help. Click the speaker button to hear the word and its context sentence a second time. Click the Pause button to pause the activity; the button toggles between pause and play. Click the Play button to resume the activity.

Students see their progress in the Star Bar in the upper right corner of the screen. Click the blue arrow to move to the next level. When students complete all the levels in the activity, they move on to the next activity in the Topic.

Reading Center

Reading Center activities come at the end of the Topic. Activities in the Reading Center allow students to read connected text that reinforces and expands decoding agility.

Meaning Match



In Meaning Match, students read decodable text of gradually increasing length and complexity.

Students see a text passage, along with two images. After reading the text, click the image that best matches the text. After selecting the image, click the checkmark button.

Correct responses prompt new text and images to appear. Incorrect responses prompt corrective feedback and another prompt to select the image.

Click the speaker button to hear the text passage read again. Click Mrs. Wordy for help.

When students correctly answer all the text and image prompts, they move on to the next activity.

Just Read

In Just Read, students read a decodable passage that combines content from the Meaning Match passages to form a full text. The sentences in Just Read gradually increase in length and complexity.

Click the speaker button to hear the passage read aloud. Click Mrs. Wordy for help.



The Success Strand

The Success Strand allows students to put the skills learned in the earlier Topics together and read engaging literary and informational texts. The activities in the Success Strand are the culmination of the Series.



Professor Readwell guides students through reading eBooks and finishing the Series.

eBook First Read



When students enter the Success Strand, Professor Readwell greets them with a congratulatory message and tells them that they will now read an eBook themselves. He then presents an introduction to the book. (This introduction is read in Spanish if language support is selected for the student in SAM Central. See [Using SAM Central With iRead](#)

for more information.) Click the cover to open the eBook.

Students may read the eBook by themselves, or have the eBook read to them. The text is highlighted as students read to themselves, or as the text is read aloud.

Click the Play button to hear the eBook read aloud; the button toggles between play and pause. To pause the story, click the Pause button. To read the eBook without the audio, click the speaker button. The speaker button toggles between audio on and audio off. Click Professor Readwell for help.



Click the small, single-arrow button to slow down the audio. Click the small, double-arrow button to speed up the audio. To hear an individual word read aloud, pause the audio and click the word.

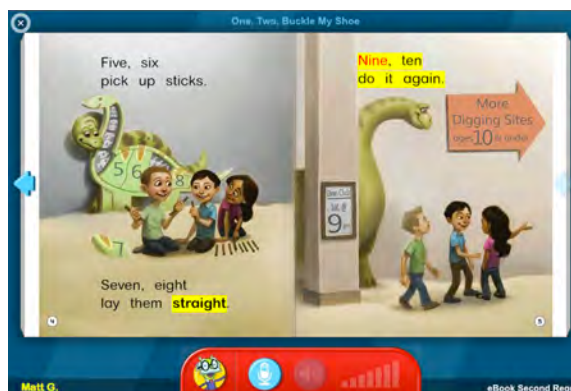
When the highlighting reaches the end of the page, the blue arrow is activated. Click it to move to the next page. Students may also move back and forth to pages already read at any time while they are reading the eBook.

At the end of the eBook, students move on to read the eBook a second time.

eBook Second Read

When students read the eBook a second time, they still may choose to read the book themselves along with the highlighting, or have it read aloud to them.

If recording is selected for the student in the *iRead* Program Settings in SAM, students will see a microphone check and recording button at the start of the second read. For more information on student Program Settings, see [Using SAM Central With iRead](#) at the *iRead* Product Support website (page 65). Student recordings begin in Series 13.



To ensure the microphone is working, click the blue arrow and speak into the microphone when this screen appears. When finished, click the blue arrow again. If the microphone is working, the audio waves to the left and right will animate. If the program fails to detect any audio response three times, it directs students to get help from their teacher.

To begin recording, click the microphone button.

In the eBook Second Read, students will also see vocabulary words highlighted as they move through the eBook. Click the vocabulary word to hear it read aloud and to hear a definition. (This definition is read in Spanish if language support is selected for the student in the *iRead* Program Settings in SAM Central.)



For more information on *iRead* Program Settings, see [Using SAM Central With iRead](#) at the *iRead* Product Support website (page 65).

At the end of the eBook Second Read, students may rate the eBook by clicking one of the three choices under the book cover.

Click the blue arrow to move to the next activity.

Meaning Machine



click the checkmark button.

Meaning Machine gives students the opportunity to create an additional word card from the vocabulary words found in their eBook by choosing the correct definition of the word.

To choose the correct definition of the onscreen word, click the number buttons to hear different choices. To select a definition,

click the checkmark button. Correct choices prompt the word card for the word to appear and generate another word. Incorrect choices prompt corrective feedback. Students have another opportunity to select the correct definition. After one or two incorrect choices (depending on the level), an animated arm shows the related eBook cover onscreen. Students may click the eBook to view the pages where the word appears. From the eBook pages, click the **Go Back** button to return to Meaning Machine. If students choose the incorrect choice after viewing the book, Professor Readwell reveals the correct answer. Students may click Professor Readwell for help.

When students correctly identify all definitions, they move on to the last activity of the Series.

Spin the Wheel

In Spin the Wheel, students read a segment of a sentence related to their eBook and have to choose the correct option to complete the sentence.

Click the wheel to see a choice for completing the sentence. To select the choice, click the checkmark button. Click the wheel again for another choice.



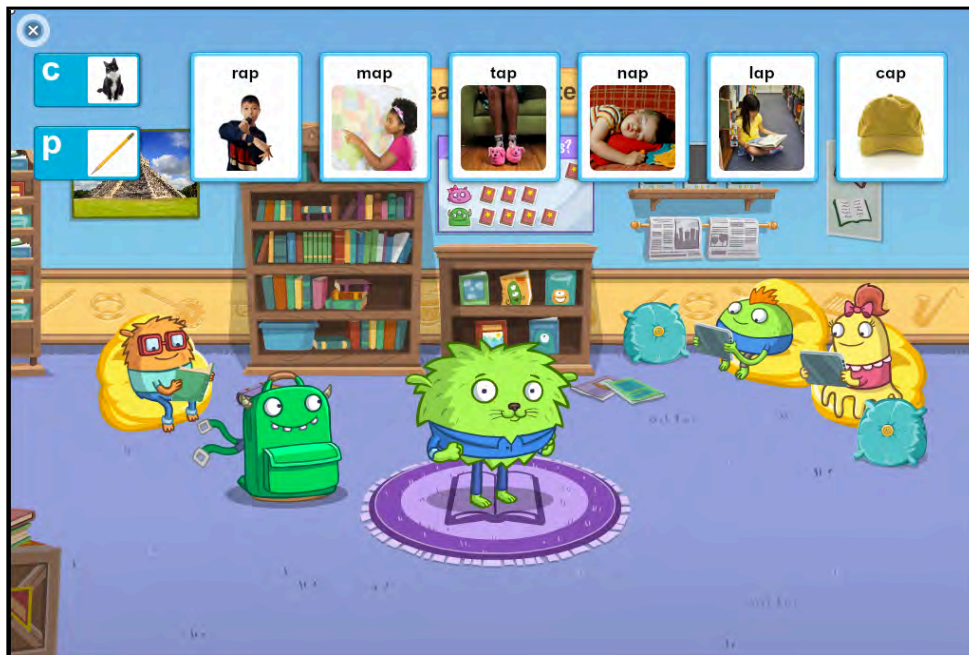
Click Professor Readwell for help.

Click the speaker button to hear the sentence read aloud. To reread the word in the eBook, click the book button to see the eBook pages where the word appears. From the eBook pages, click the Go Back button to return to Spin the Wheel.

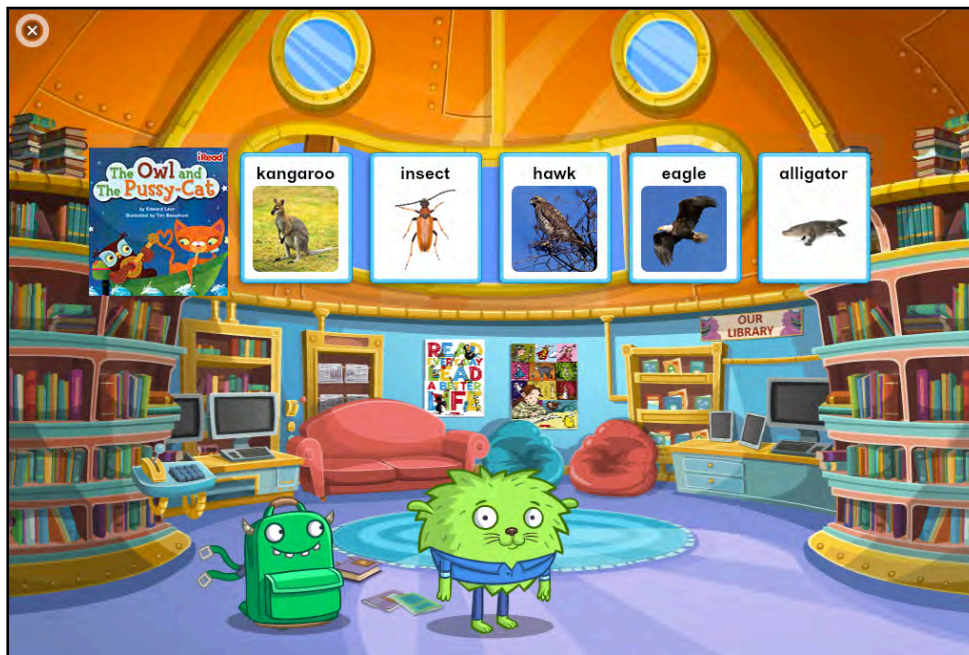
When students finish the activity, they have completed the Success Strand and completed the Series.

Finishing a Topic and Series

When students finish a Topic, they see what new letters, sounds, and words they have added to their collections.



These cards are then collected and put in the backpack. When students next log in, they will see their new cards and totals on their My Backpack screen.



When students successfully finish a Series they see their eBook as well as their new cards.

When students successfully finish a Series, they have achieved a milestone. It should give students a sense of how much their skills have improved since the start of the Series and also leave them feeling prepared to begin the next Series. When a Series is finished, students return to their backpacks and see their status updated to reflect their achievement.

When students next log in to *iRead*, they automatically move on to the next Series.

Home and Library Access

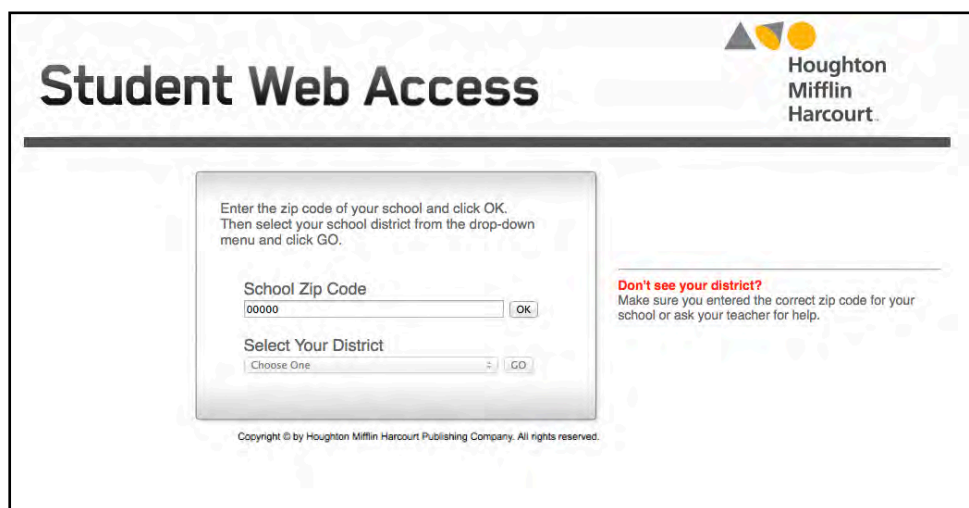
Students may access *iRead* from home or library or any computer with an Internet connection.

Districts and schools set policy for accessing *iRead* outside of the classroom. To allow students and families to access *iRead* they need to be provided with:

- District or school ZIP code
- Students' *iRead* usernames and passwords (*page 8*).

To access *iRead* outside of the classroom:

1. Open the computer's browser program and enter the student access URL, hnhco.com/studentaccess, to go to the Student Access screen.

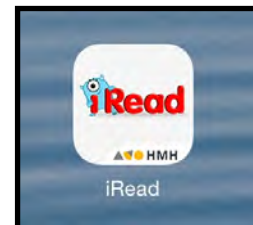


2. Enter the district or school ZIP code in the School Zip Code field and click OK.
3. Select the district name from the pull-down menu and click OK. This opens the Student Access screen (*page 7*).

Bookmark the Student Access screen URL for future use. From the Student Access screen, follow the *iRead* login instructions (*page 8*).

iRead Mobile Access

The *iRead* app is available to all students with active program logins. Teachers and students may access the student software on an iOS- or Android-based device by downloading and configuring the app.



Download the iRead App

Download the *iRead* app from the iTunes App Store or the Google Play Store.

To access the app, devices must meet the following requirements:

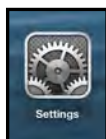
iOS Based

- iPad 2 or later
- iOS 8 or later
- Headphone recommended (available separately)

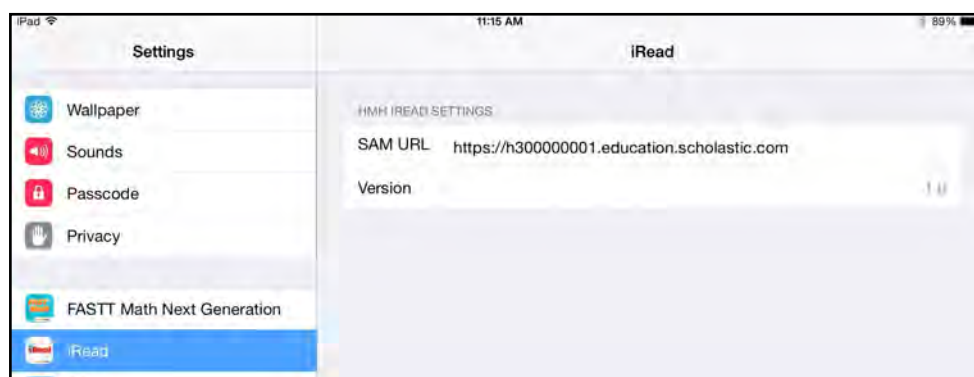
Android Based

- Android 5.0 or later
- 10-inch screen recommended
- Headphone recommended (available separately)

Configuring iRead in iOS

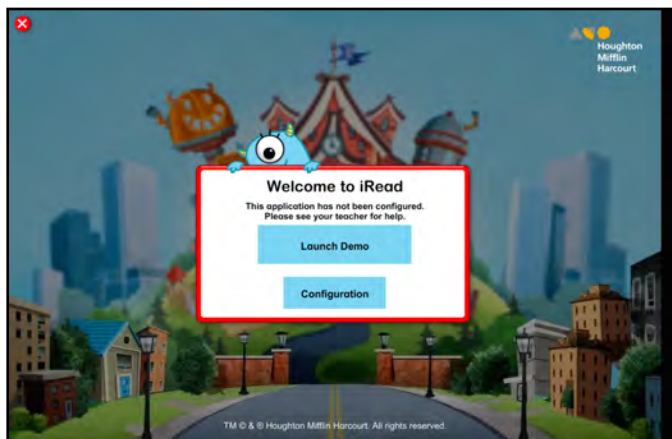


Prior to the first launch of the app, tap the **Settings** icon on the iPad Home Screen. Tap the *iRead* icon from the Settings menu.

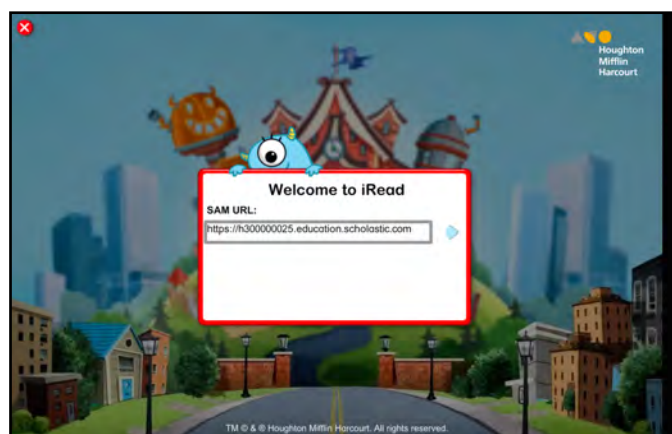


Configuring iRead in Android

After downloading the app, tap the app icon. From the login screen, tap the Settings gear icon on the lower right hand of the screen. From the Settings screen, tap **Configuration**.



In the SAM URL field, enter the district's host ID, then tap **Enter** from the device's keyboard.



Host ID

In the SAM URL field, enter the host ID. The host ID is the number that starts with h1 followed by eight digits in the SAM Server URL:

- SAM Server URL: <http://h100000000.education.scholastic.com/ScholasticCentral>
- Host ID: h100000000

If the district SAM Server is locally installed, enter the server URL in the Site ID field:

- [http://\[SAM Server Name or IP Address\]:55880](http://[SAM Server Name or IP Address]:55880)

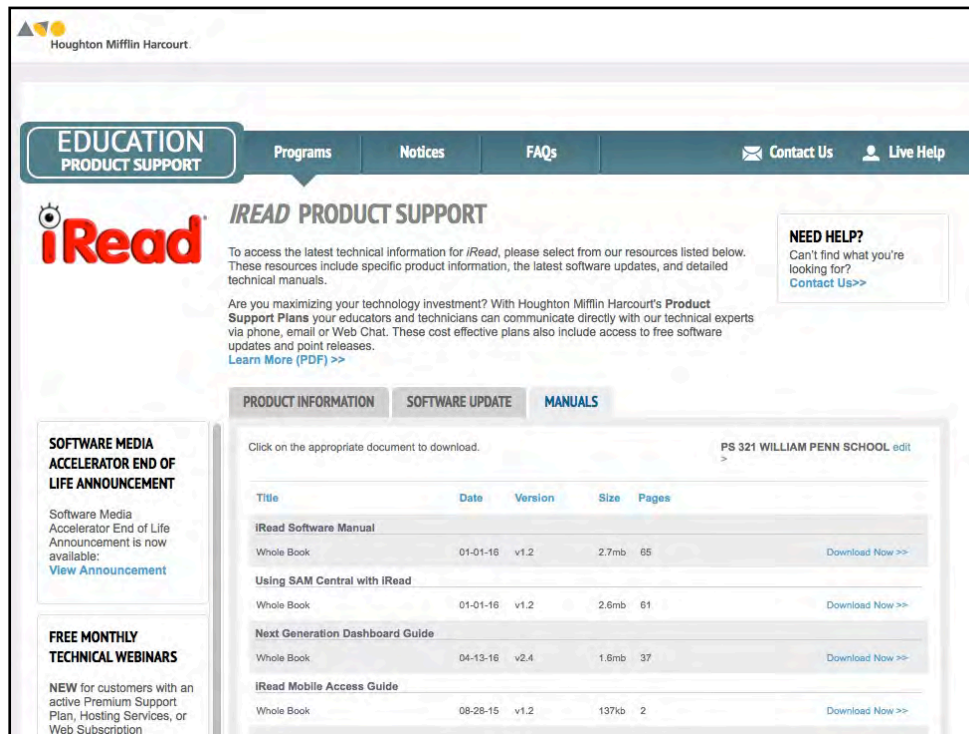
SAM Server URL information is also available from the district SAM administrator.

Mobile Device Functionality

Most programs function identically on a workstation or mobile device, with the exception that users tap buttons and links on the user interface, rather than use a mouse or pointer as they do on workstations.

Technical Support

For questions or other support needs, visit the [iRead Product Support](http://hmhco.com/iread/productsupport) website at hmhco.com/iread/productsupport.



The screenshot shows the iRead Product Support website. The header includes the Houghton Mifflin Harcourt logo and navigation links for Programs, Notices, FAQs, Contact Us, and Live Help. The main content area features the iRead logo and a section titled 'iREAD PRODUCT SUPPORT'. Below this, there is a 'NEED HELP?' section with a 'Contact Us' link. The main content area is divided into three tabs: PRODUCT INFORMATION, SOFTWARE UPDATE, and MANUALS. The MANUALS tab is active, displaying a table of documents for download. The table has columns for Title, Date, Version, Size, and Pages. The documents listed are:

Title	Date	Version	Size	Pages
iRead Software Manual				
Whole Book	01-01-16	v1.2	2.7mb	65
Using SAM Central with iRead				
Whole Book	01-01-16	v1.2	2.6mb	61
Next Generation Dashboard Guide				
Whole Book	04-13-16	v2.4	1.6mb	37
iRead Mobile Access Guide				
Whole Book	08-28-15	v1.2	137kb	2

Each row has a 'Download Now >>' link. The left sidebar contains sections for 'SOFTWARE MEDIA ACCELERATOR END OF LIFE ANNOUNCEMENT' and 'FREE MONTHLY TECHNICAL WEBINARS'.

At the site, users will find program documentation, manuals, and guides, as well as Frequently Asked Questions and live chat support.

For specific questions regarding *iRead*, Student Achievement Manager, or SAM Cental, contact Technical Support to speak to a representative at 1-800-283-5974.

For specific questions about using SAM with your programs, click **Help** in the Quick Links along the top of any screen in SAM.