



# *READ 180* Universal Technology User's Guide

For use with the *READ 180* Universal Student Application, Independent Reading Application, Mindset Scan App, HMH Student Central™, and HMH Teacher Central™

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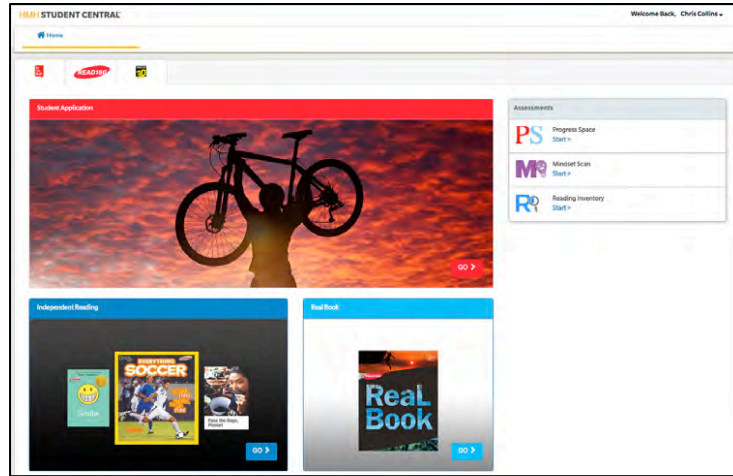


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## Overview

### READ 180 Universal, HMH Student Central™, and HMH Teacher Central™

READ 180 Universal is the newest version of the READ 180 reading intervention program. It uses adaptive technology to create an individualized student



learning experience. It also includes a new platform—HMH Teacher Central—that provides teachers with instructional planning, actionable class and student data, enhanced assessment, and observational tools.

READ 180 Universal consists of:

- **HMH Student Central:** Provides students' access to the Student Application, Independent Reading, and associated programs in the READ 180 Universal Suite.
- **Student Application (Student App):** The core of READ 180 Universal instruction. Students track their progress toward reading mastery as they work through the six learning zones.
- **Independent Reading Application:** Provides students with a digital library curated by their interests and Lexile® measures.
- **Mindset Scan App:** The Mindset Scan is a survey that asks students about their attitudes and efforts toward learning.
- **HMH Teacher Central:** Provides instructors with planning and assessment tools, program settings for classes and students, student data reports, and interactive support materials.
- **HMH Tech Central:** Allows district and school technical administrators to set product settings for an entire district or school.

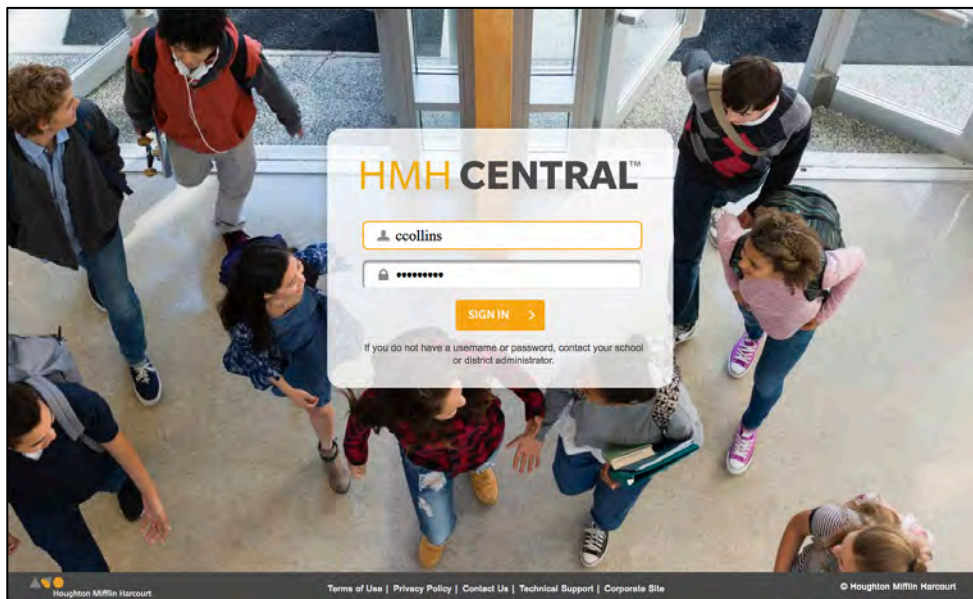
The READ 180 Universal Suite also uses HMH programs *Reading Inventory*, *Phonics Inventory*, *Reading Counts!*, and *Workshop Assessments*. For more information and instruction on these programs, see the manuals located at the Product Support website, [hmhco.com/productsupport](http://hmhco.com/productsupport).

## Using HMH Student Central

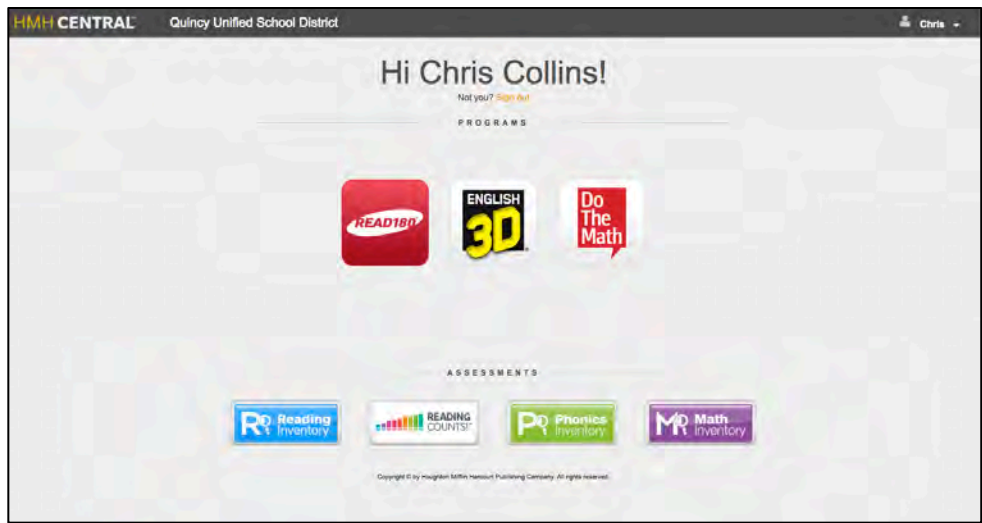
Students are enrolled in *READ 180* Universal through HMH Teacher Central or Student Achievement Manager (SAM) (page 85). Once students are enrolled, they may log in to HMH Student Central on a student workstation or mobile device. To open the Login screen, open the workstation's browser program and select the HMH Central Login screen bookmark.

Contact the school or district SAM administrator for the HMH Student Central URL if it is not bookmarked.

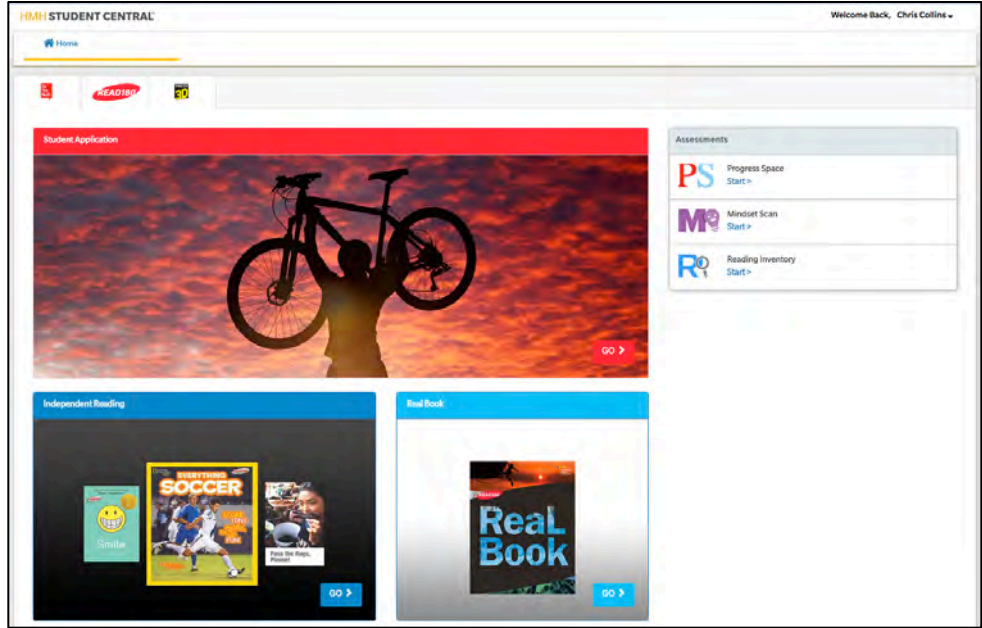
### Logging In



Log in with a SAM username and password and click **Sign In** to go to the Student Access screen.



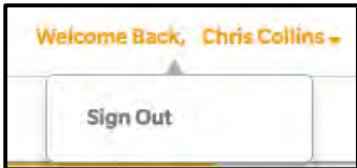
At the Student Access screen, click the **READ 180** icon to enter HMH Student Central.



From the HMH Student Central screen, click **Go** in the Student Application field to open the Student App, or click **Go** in the Independent Reading field to open Independent Reading. To work on assignments or in the *READ 180* suite programs, click the program's icon or **Start** link in the Assignments menu.

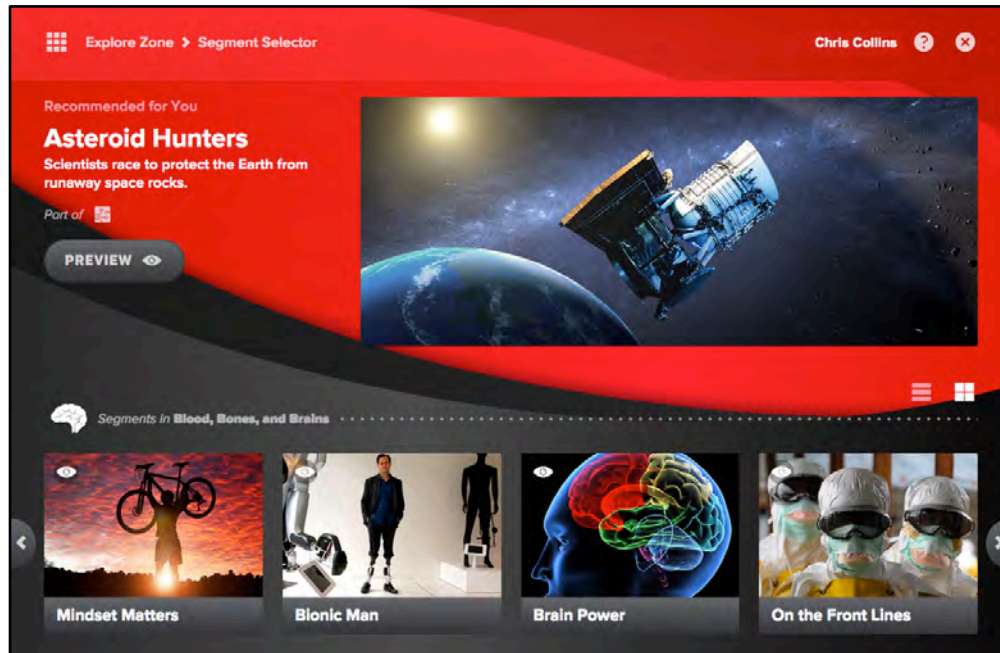
**Logging Out**

To log out of HMH Student Central at any point, click the arrow next to the student name at the top of HMH Student Central, then click **Sign Out**.



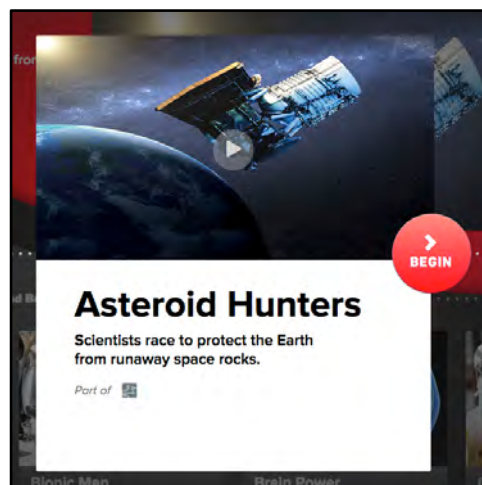
## The Student App

### Segment Selector



When students enter the Student App, they go to the Segment Selector and choose the segment to work in (on first login, students go to the Mindset Matters segment, page 9).

Clicking a segment from this screen opens the Preview screen for that segment, which shows a summary of the segment and a link to a preview of the segment's Anchor Video. Click the video to open the segment's Anchor Video, or click **Begin** to begin working in the segment.





### Mindset Matters

All students start at the Mindset Matters segment. Once students finish this segment, they may go on to choose any of the remaining 24 segments.



Mindset Matters primes students' growth mindset prior to moving on to more challenging segments. The Zone work in Mindset Matters is leveled to the lower end of the Lexile measure bands for six *READ 180* levels. It also allows students to learn to use the technology and build confidence before going on to the other segments.

Note that there is no Writing Zone in Mindset Matters. The segment also contains one fewer Reading Zone strategy than the other segments.

## The Zone Menu

The Zone Menu is the student's guide through each segment of *READ 180* Universal. When students start a segment, the Explore Zone is accessible and the other zones are locked.



When students finish with their work in the Explore Zone, the Reading Zone is unlocked. Other zones become unlocked as students proceed with their work through the Zones.

A check mark on a zone icon indicates that the zone cannot be reentered.

Click the Zone Menu icon from any screen to return to the Zone Menu.

Click the "X" icon to log out of *READ 180* Universal. When students log out of *READ 180* Universal, their work is saved.



## Student App Zones

Student work in the Student App is guided through the six learning zones:

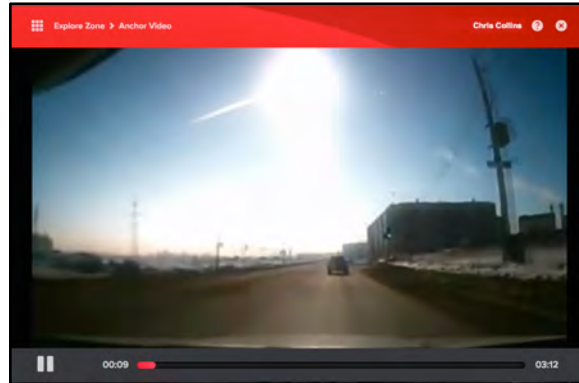
- Explore Zone:** In the Explore Zone, students build background, concept knowledge, and academic language through Anchor Videos and vocabulary exercises.
- Reading Zone:** In the Reading Zone, students build comprehension through close reading and comprehension tasks.
- Language Zone:** In the Language Zone, students use language-based activities to build academic vocabulary.
- Fluency Zone:** Students practice spelling, sight reading, and decoding in the Fluency Zone in order to build automaticity.
- Writing Zone:** In the Writing Zone, students experience each stage of the writing process as they plan, organize, write, and publish written responses.
- Success Zone:** In the Success Zone, students apply learning to grade-level text through the fluency and comprehension strategies they have learned and practiced through the preceding zones.

## Explore Zone

Students' work in the segment begins in the Explore Zone with the Anchor Video.

### Anchor Video

The Explore Zone begins with the segment's Anchor Video, a 3- to 4-minute video for students to watch. The video builds background knowledge about information covered in the text passage.



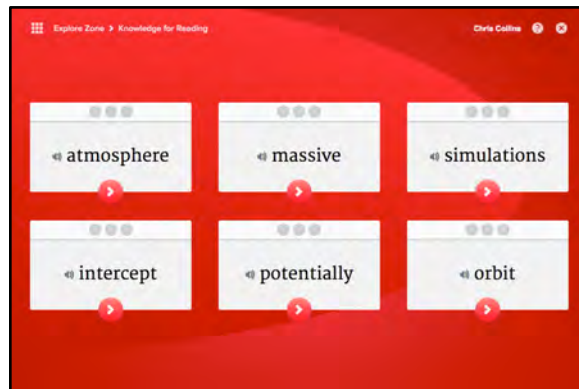
Students may pause the video by clicking the Pause button. Clicking Play a second time resumes the video.

Students may click the Help icon at any time for help with the program.

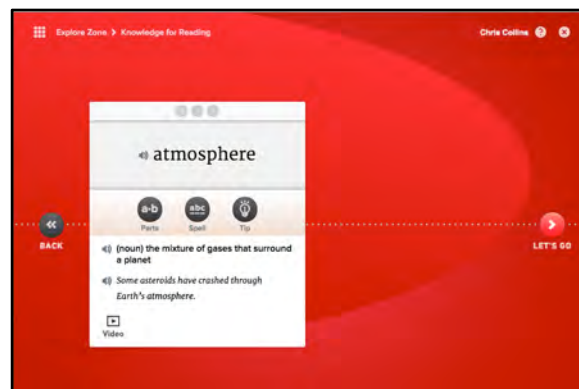
When students finish viewing the Anchor Video, they may click **Replay** or **Go On** to move to the next activity.

### Word Cards

After the Anchor Video, students are presented with Word Cards showing the segment's Power Words. Click the arrow below the word to open the Word Card for that word.

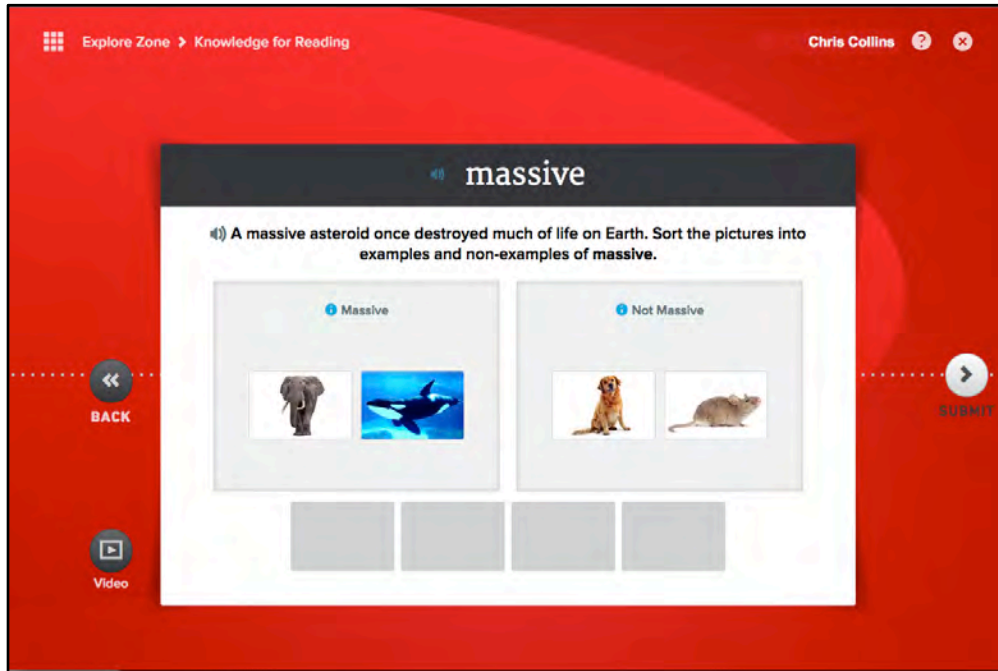


Click the speaker icon next to the word to hear the word read aloud. Click **Parts** to hear the word read phonetically. Click **Spell** to hear the word spelled. Click **Tip** to hear a reading tip for the word. Click the speaker icons next to the definition or context sentence to hear these read aloud. Click **Video** to re-watch the Anchor Video.



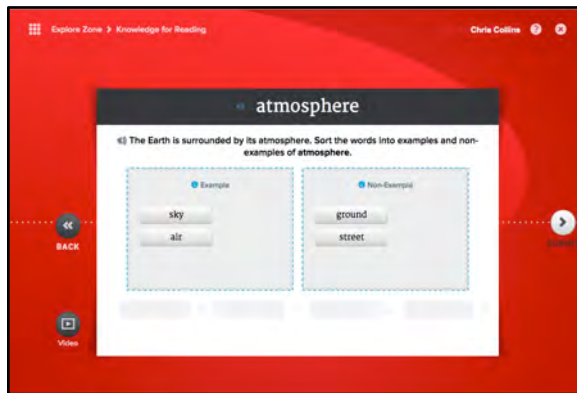
To move to the Knowledge for Reading Word Card activities, click **Let's Go!**

Knowledge for Reading



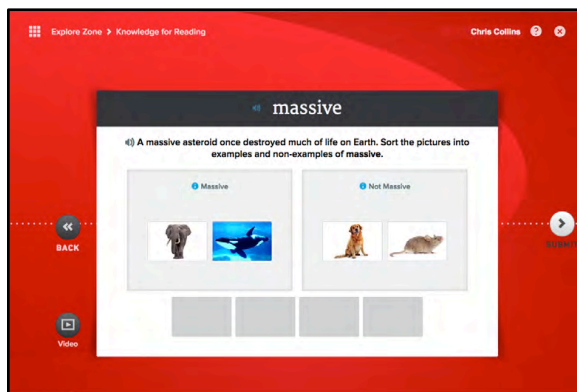
In Knowledge for Reading, students answer questions related to the Word Cards and based on the Anchor Video. Knowledge for Reading contains three types of questions.

Students are asked to sort words into examples and non-examples of the Power Word by dragging and dropping word or image tiles into the Example and Non-Example fields. To hear the word on the word tile read aloud, click the speaker icon next to the word. To move back to the Word Card, click **Back**.



To move the tile out of the field, click and drag the tile into the desired field. Students may adjust their answers as often as needed. To view a hint from the Anchor Video, click **Video**.

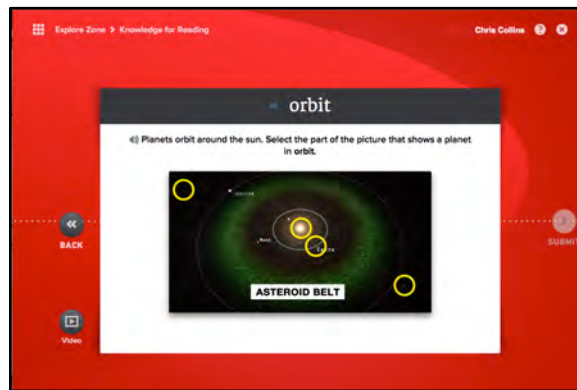
When satisfied with the tiles, click **Submit**. Correct answers are circled in green; incorrect answers are circled in red.



Students may also be asked to choose a photograph that best shows the Power Word. After the question is read aloud, click a photo to choose an answer. To view the Anchor Video, click **Video**. To move back to the Word Card, click **Back**. When satisfied with the choices, click **Submit**. Correct answers are circled in green, incorrect answers are circled in red.

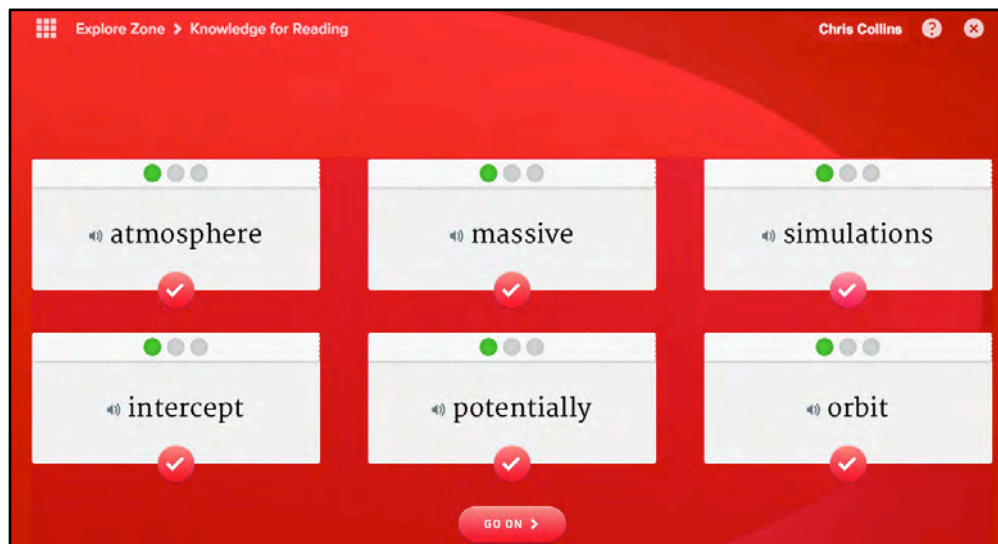


Students may also be asked to choose an answer from a still from the Anchor Video. Click a circled area in the still to choose an answer. To view the Anchor Video, click **Video**. To move back to the Word Card, click **Back**.



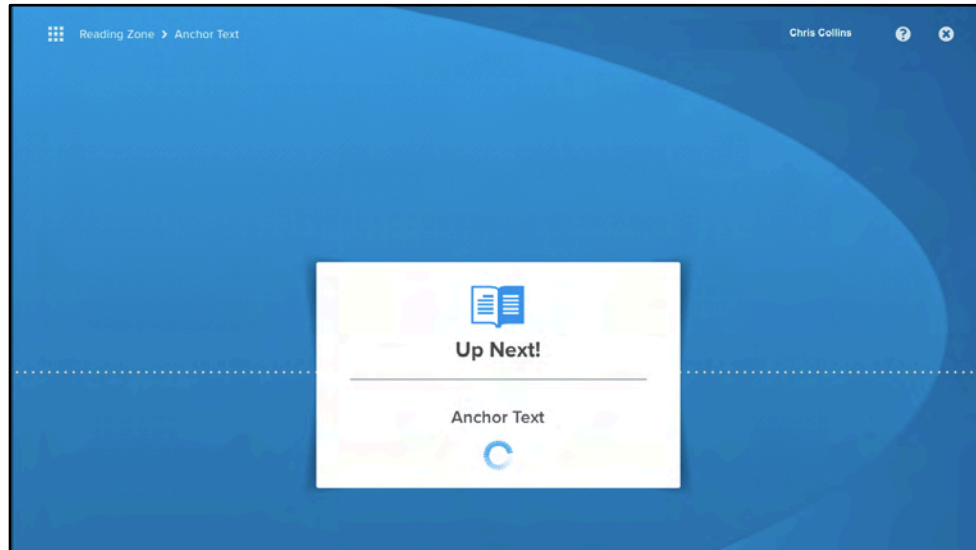
When students are satisfied with their choices, they click **Submit**.

Correct answers are circled in green; incorrect answers are circled in red.



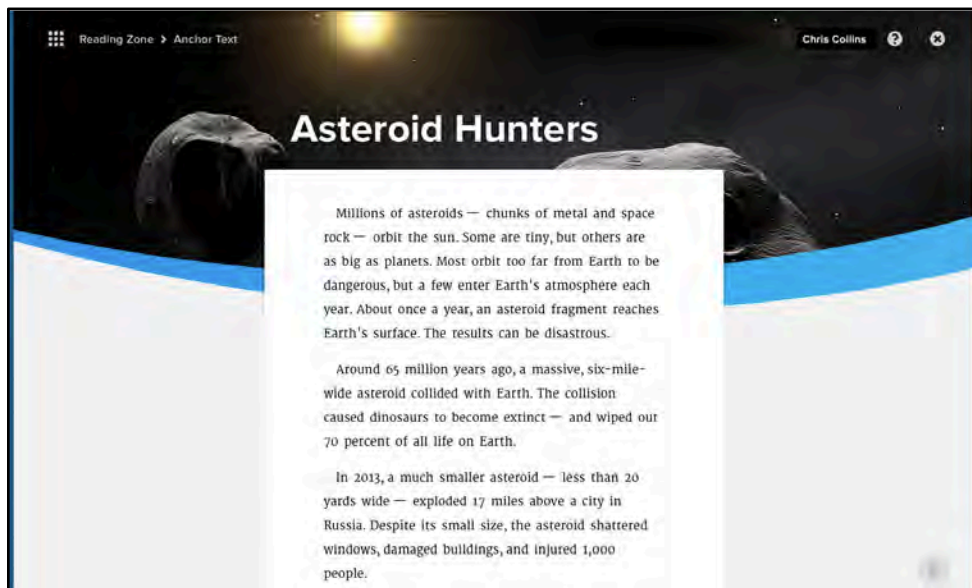
As students work through the Word Cards, they will see check marks on the cards that indicate completed Knowledge for Reading activities. When students have answered questions on all cards and have one green mark on each, they return to the Zone Menu. The Explore Zone icon is completely encircled (indicating all the work in that zone is completed), and the Reading Zone is unlocked.

## Reading Zone



In the Reading Zone, students read the Anchor Text, a passage based on the Anchor Video, and then answer a series of comprehension questions.

## Anchor Text



When students first open the Anchor Text, students in Levels 1 to 3 hear the passage read aloud. When the passage reading is finished, the Read & Record tools appear at the bottom of the screen (this happens automatically for students in Levels 4 to 6).

Students may click a word to hear it pronounced or double-click it to open a Word Card for the word.

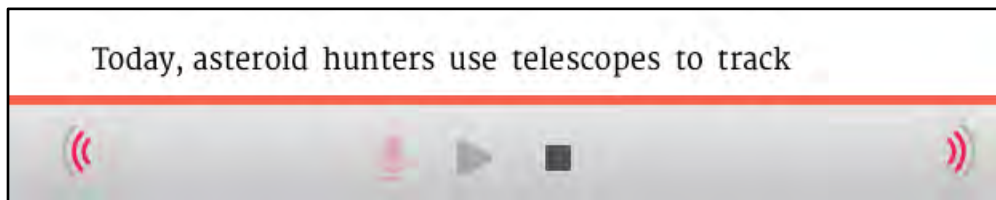
### Read & Record

Students must complete and submit two recordings of the Anchor Text to finish their work in the Reading Zone.

When students in Levels 1–3 hear the Anchor Text read aloud, the Read & Record tools appear at the bottom of the screen.

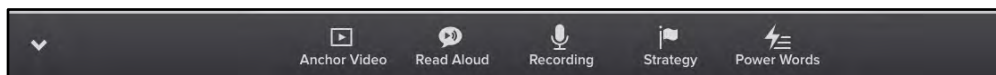


To begin recording, click the microphone icon. To pause or stop the recording at any time, click the Stop icon.



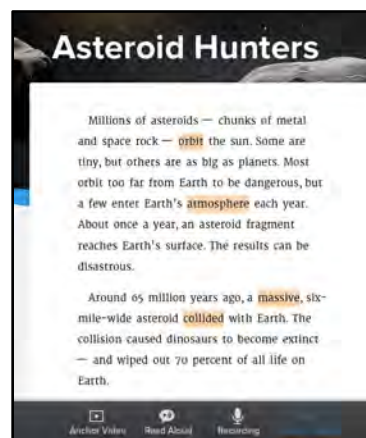
Sound wave icons on the left and right of the screen indicate if the student's reading is recording. To play the recording back, click the Play button.

Students may also hear the Anchor Text read aloud again. After the student's initial recording is complete, an arrow appears next to the recording tools. Click the arrow to view the Support Tray toolbar.

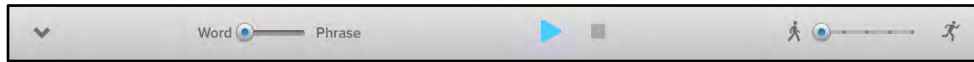


The Support Tray contains these tools:

- **Anchor Video:** Click to view the Anchor Video from the Explore Zone.
- **Read Aloud:** Click to hear the Anchor Text read aloud.
- **Recording:** Click to return to the recording tools.
- **Strategy:** Click to hear the reading strategy.
- **Power Words:** Click to view the Anchor Text with the Power Words highlighted.



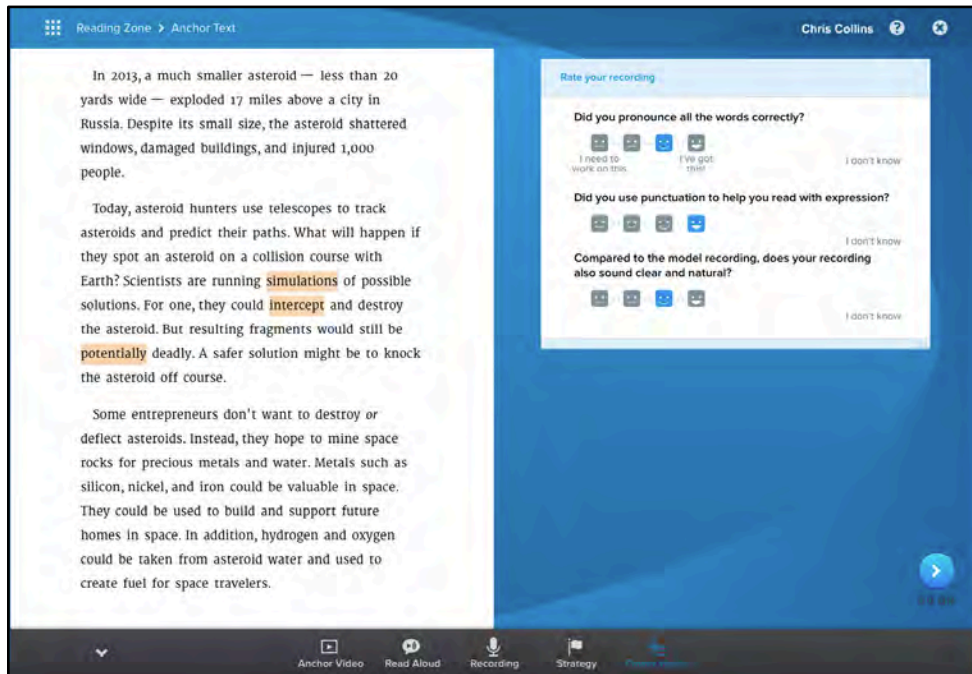
Click the arrow icon on the left side of the Support Tray to close it and return to the Anchor Text.



Clicking **Read Aloud** opens the Read Aloud Support Tray, which allows students to control how the Anchor Text is read. This tray contains three tools:

- **Word/Phrase Slider:** Use the slider to control how the Anchor Text is read, either word by word or phrase by phrase.
- **Play/Stop Buttons:** Click the Play button to start the read aloud; click the Stop button to stop it in place.
- **Reading Rate Slider:** Use the slider to control the speed at which the Anchor Text is read.

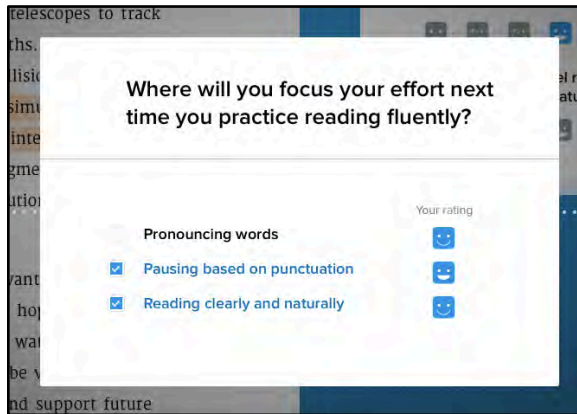
Click the arrow icon on the left side of the Support Tray to close it.



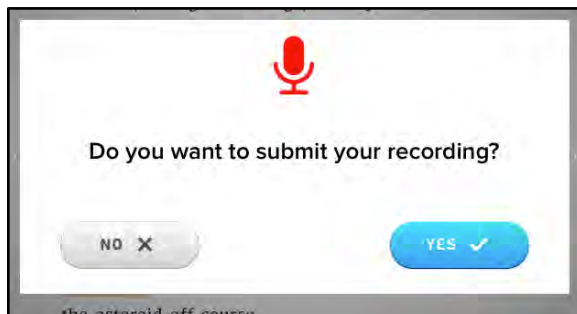
When students finish their recordings, they self-check them. Students click on words they pronounced incorrectly and receive feedback on how many words correct per minute were scored. Prompts appear onscreen asking students about their recordings. Students rate their recordings by clicking the face icons below each question or by clicking the **I Don't Know** button if they are unsure. Click **Go On** when finished rating the recording.



Students are asked to select which areas they will focus on in their next recording. Click the checkboxes next to the choices to select the focus areas. Click **Go On** when finished.

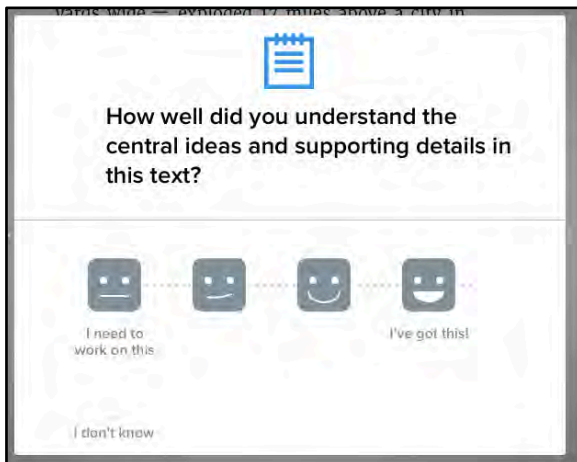


Students are then asked if they wish to submit their recording for the teacher's review in HMH Teacher Central. Click **Yes** to submit or **No** to delete the recording. Recordings are not saved until students submit them, so students should not log out or leave the program until their recordings are completed.



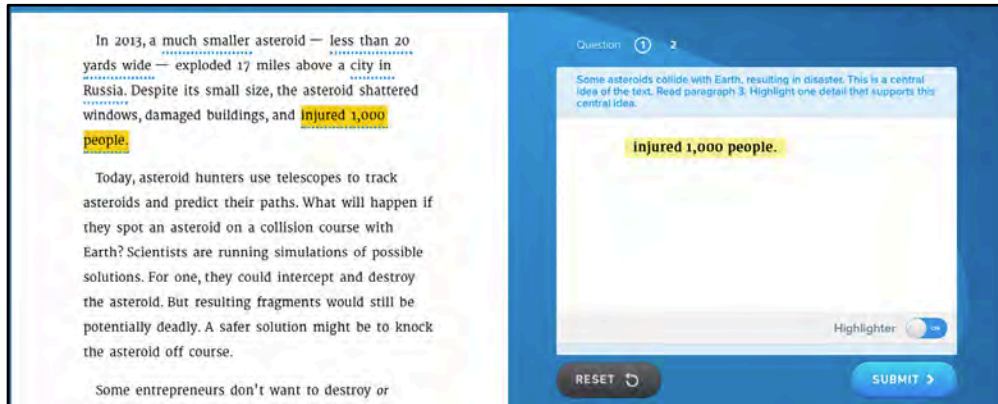
**Students must complete and submit two recordings of the Anchor Text to finish their work in the Reading Zone.**

After returning to the Anchor Text, students are then asked to rate their understanding of the segment concept and the Anchor Text content as a preparation for answering Comprehension Questions. Students rate these by selecting one of four face icons or clicking the **I Don't Know** button if they are unsure. When finished rating, click **Go On** to move to the next activity.

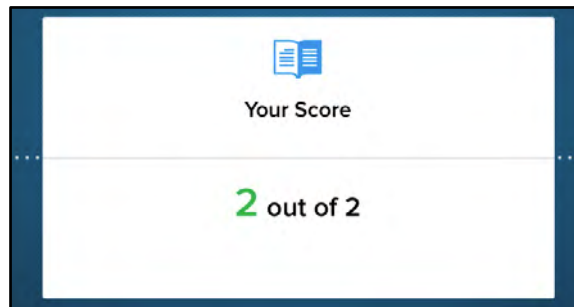


Students who have rated themselves at the highest value may choose to answer a more challenging question for more points.

### Comprehension Questions

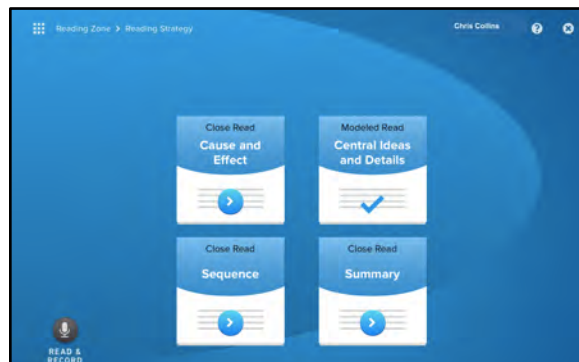


After rating the Anchor Text, students answer comprehension questions. After the first recording, students answer two questions; after subsequent readings, students answer four comprehension questions. These questions ask students to select text by highlighting, select an answer choice from multiple choices, or sort ideas into groups. Some of the text is highlighted by default to draw students' attention to it. Students may turn this off by clicking or swiping the **Highlighter** switch. Clicking **Reset** removes the answer if students wish to change their answer. Click **Submit** to submit the answer. Students receive supporting feedback on incorrect answers. When students submit correct answers, they see feedback on these responses.



### Reentering the Reading Zone

When students answer their two comprehension questions, they return to the Zone Menu, where the Language and Fluency Zones are now unlocked. If students choose to return to the Reading Zone, they see a display showing their progress through the Zone and may choose which reading strategy to work on next by clicking the arrow icons in the concept area. Students who wish to record their second Anchor Text recording may click **Read & Record**. Students must answer the questions in all strategies and complete and submit a second recording of the Anchor Text to finish their work in the Reading Zone.

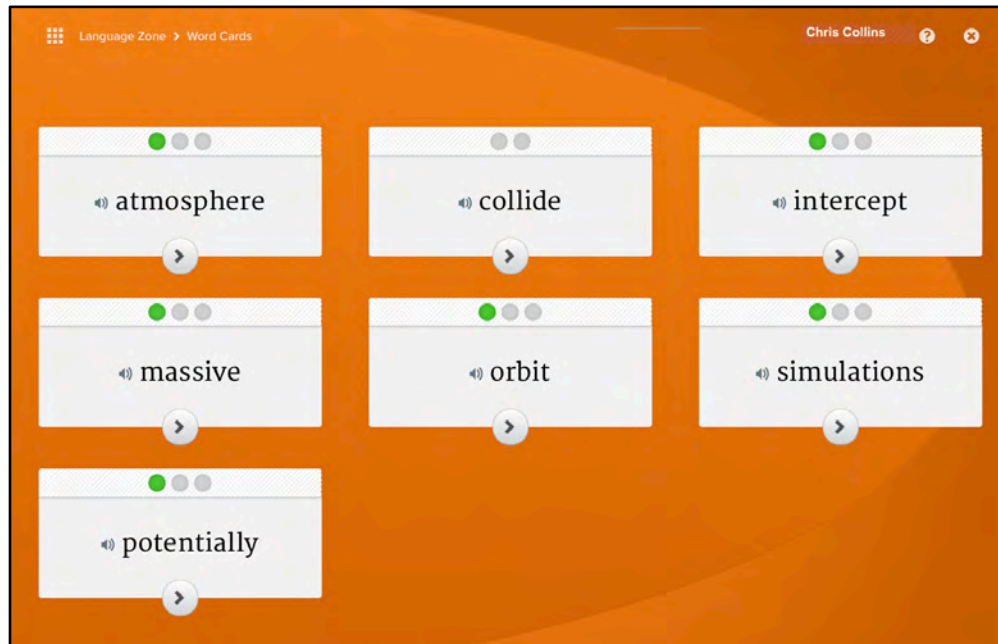


## Language Zone

When students finish their first visit's work in the Reading Zone, they return to the Zone Menu and see the Language and Fluency Zones unlocked. Click the **Language** button to enter the Language Zone.

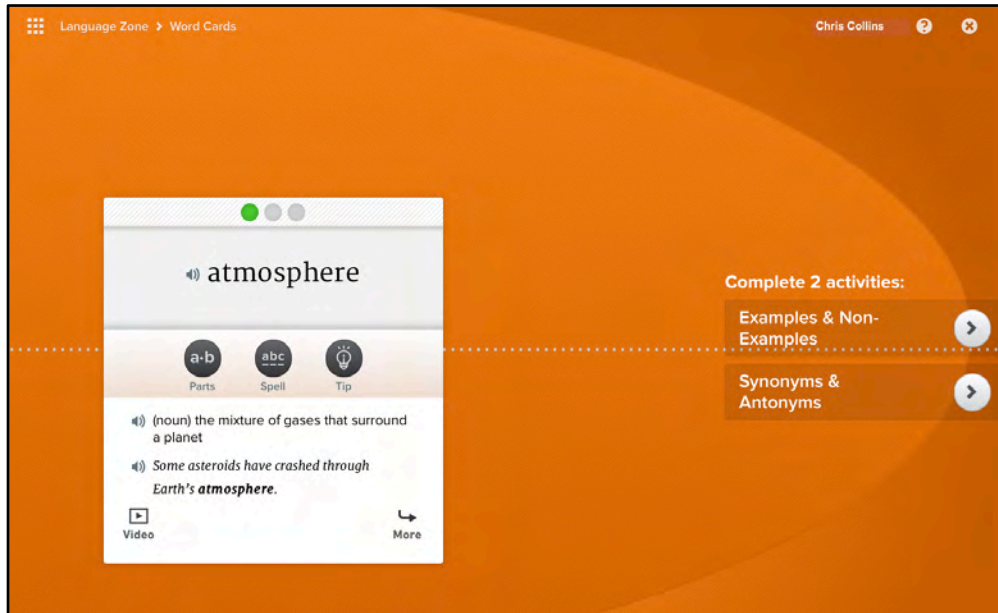


## Word Cards



When students enter the Language Zone, they see the Word Cards for their Power Words from the Explore Zone, with their progress from previous activity work, along with up to three additional Word Cards.

Click the speaker icon to hear the word read aloud, or click the Power Word arrow to open the Word Card for that word.

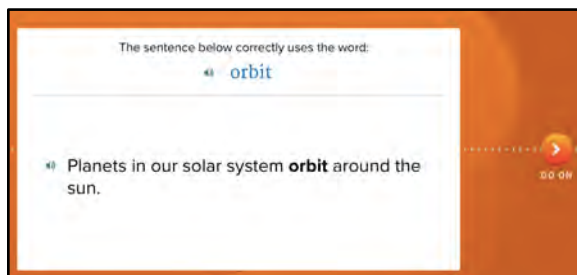
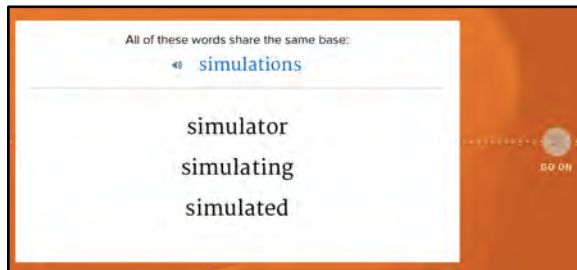
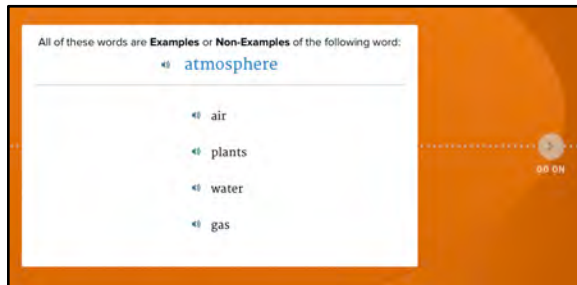


On the Word Card, click the speaker icon next to the word to hear the word read aloud. Click **Parts** to hear the word read phonetically. Click **Spell** to hear the word spelled. Click **Tip** to hear a reading tip for the word. Click the speaker icons next to the definition or sample sentence to hear these read aloud. Click **Video** to re-watch the Anchor Video.

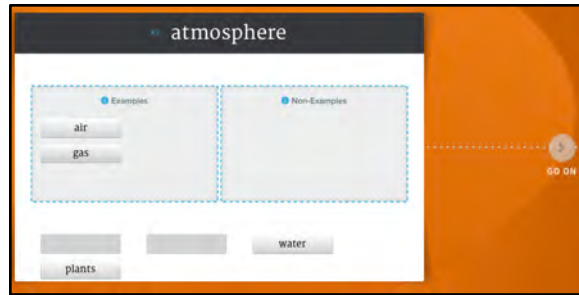
The student's activity menu appears to the right of the Word Card. Click an activity to open it.

When students begin an activity, they see an introductory screen that introduces the activity. In Synonyms and Antonyms, click the lightbulb icon to hear a definition of the word. In the Examples and Non-Examples and Synonyms and Antonyms activities, the answer word choices are read aloud. Click the speaker icon to hear the words read again. In Word Families, the different forms of the word are read phonetically and an explanation of how the form of the word is created is also read aloud. In Words in Context, a sample sentence is read.

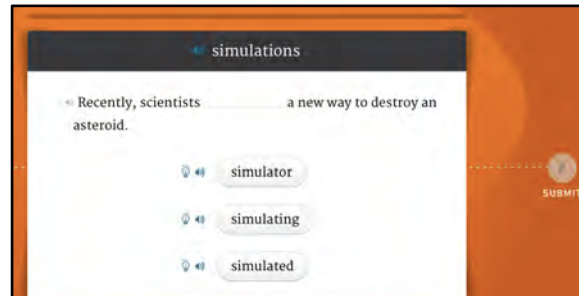
Click **Go On** to go to the activity.



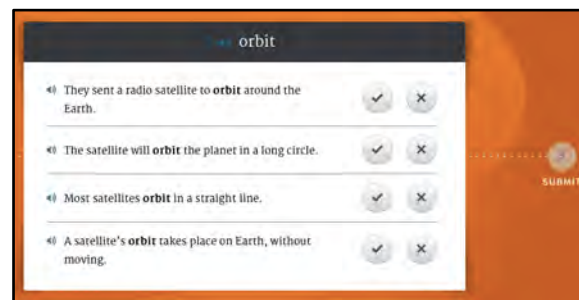
Clicking **Go On** moves students to the Word Card activities.



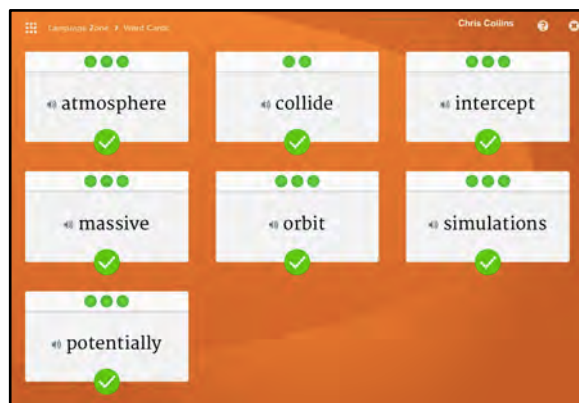
In the Examples and Non-Examples and Synonym and Antonym activities, students drag and drop word or phrase tiles into the appropriate fields. To hear the word on the word tile read aloud, click the speaker icon next to the word. In Synonyms and Antonyms, click the information icon next to the tile to hear and see a definition of it.



In Word Families, students select the form of the word that best completes the sentence. To hear the word choice read aloud, click the speaker icon next to the word. To hear a morphology tip, click the lightbulb icon.



In Words in Context, students click the check mark or "X" buttons to indicate if the word has been used correctly in the sentence. To hear the sentence aloud, click the speaker icon.

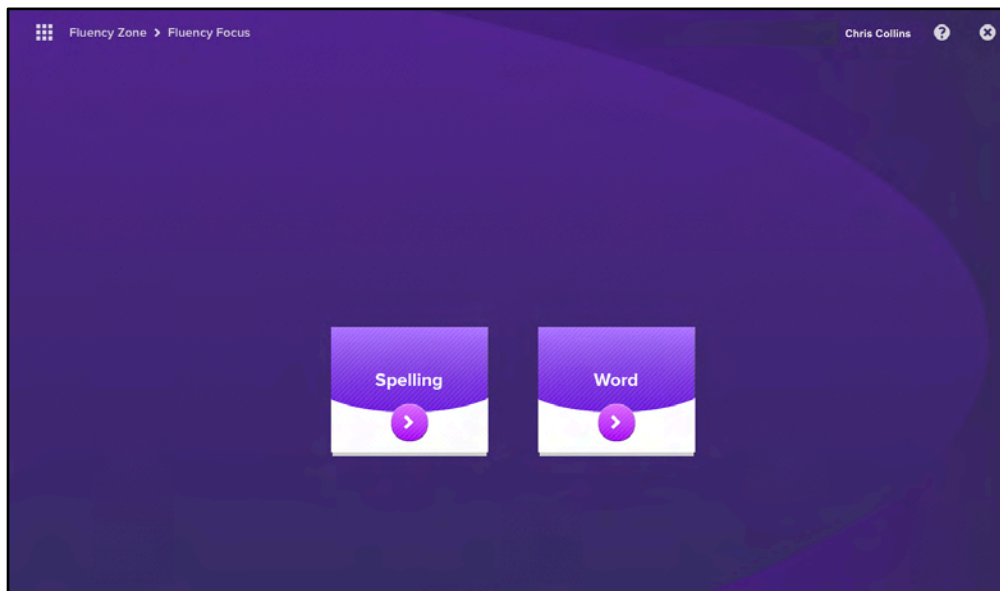


Click **Submit** to submit answers and see which were correct and receive feedback. When students answer 75 percent or more of the questions correctly, they return to the Word Card screen to select another activity. When they answer less than 75 percent of the questions correctly, they return to the Word Card screen to study before trying again. Students get three attempts before moving on to the next activity.

When all answers are correct in all Word Cards, all the check marks appear in green. This indicates students are finished with their work in the Language Zone for the segment. Words with three green dots are required; words with two green dots are optional. When students return to the Zone Menu, they will see the rim of the Language Zone icon completed.

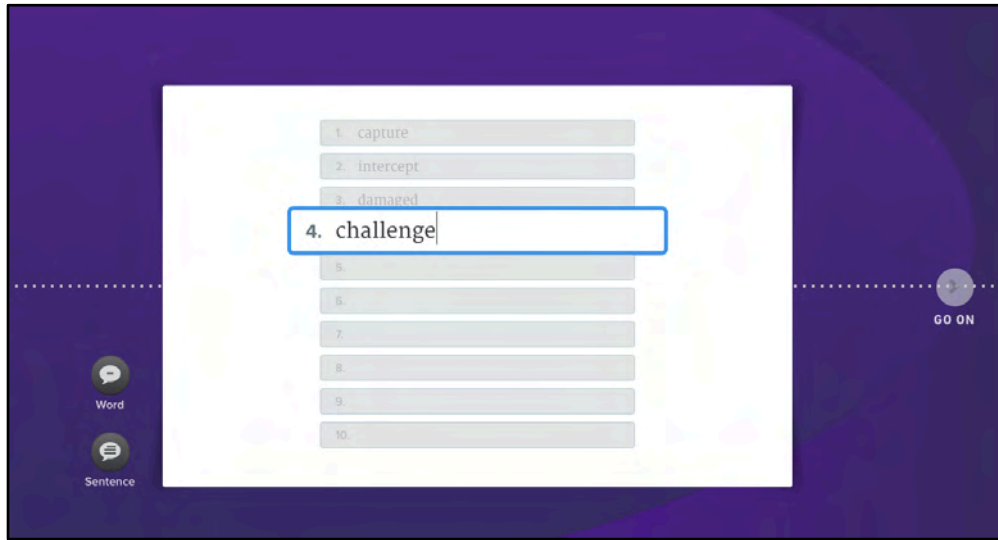
## Fluency Zone

When students finish their work in the Reading Zone and Language Zone, they return to the Zone Menu and see those zones displayed as complete. Click the **Fluency** button to enter the Fluency Zone. The Fluency Zone opens with the Language Zone when work in the Reading Zone is completed.



When students enter the Fluency Zone, they choose between the Spelling Assessment and the Word Assessment by clicking the appropriate arrow.

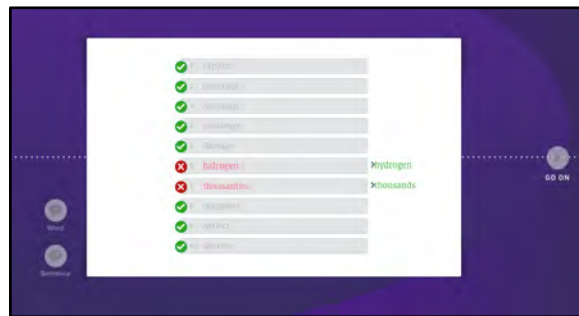
### Spelling Assessment



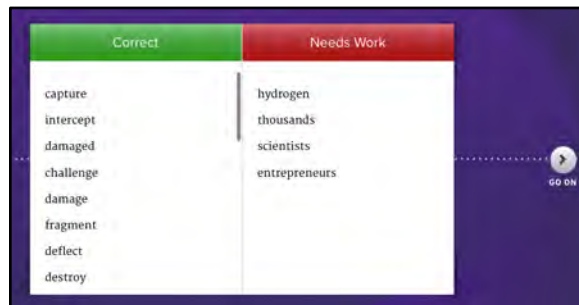
When students enter the Spelling Assessment, they are asked to spell words they hear by typing them on the line with the blinking cursor and then press the Enter or Return key. Misspelled Assessment Words become students' Study Words.

While in the Spelling Assessment, students may click **Word** to hear the word again or **Sentence** to hear the word in a sentence. When students finish the 10 onscreen words, they click **Go On** to move on with the Assessment.

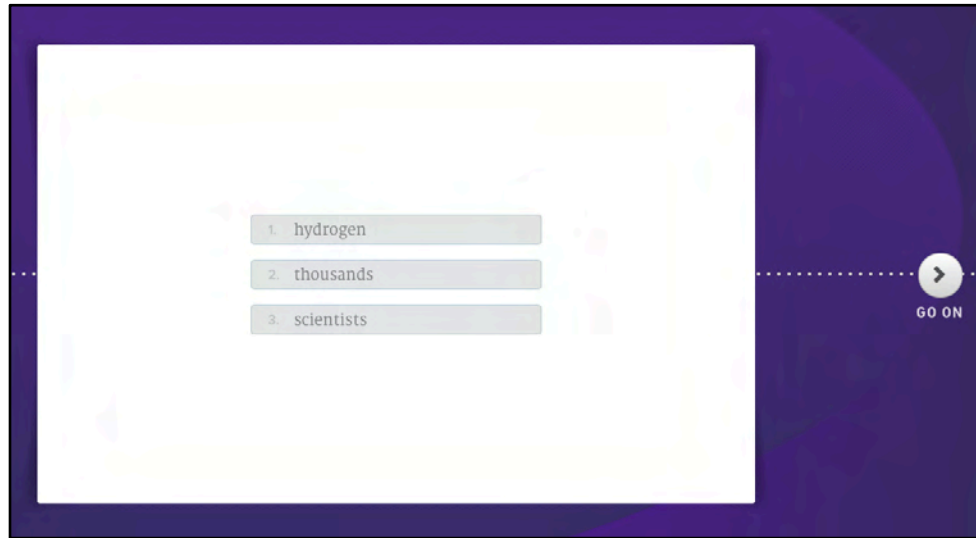
When students finish the Assessment, they see their results, including the correct spelling of each misspelled word. When they click **Go On**, they see the words they spelled correctly alongside a list of words they will study.



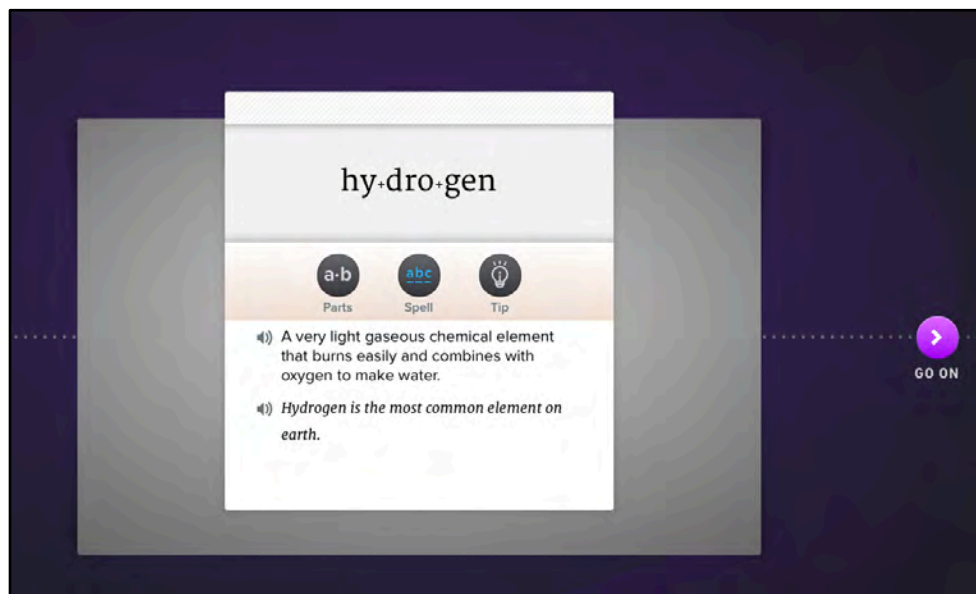
Click **Go On** to move to the Spelling Clinic, where students will review their Study Words in more detail.



### Spelling Clinic



In the Spelling Clinic, students work with their Study Words. The words are listed onscreen, and students click **Go On** to work with each of them in sequence.

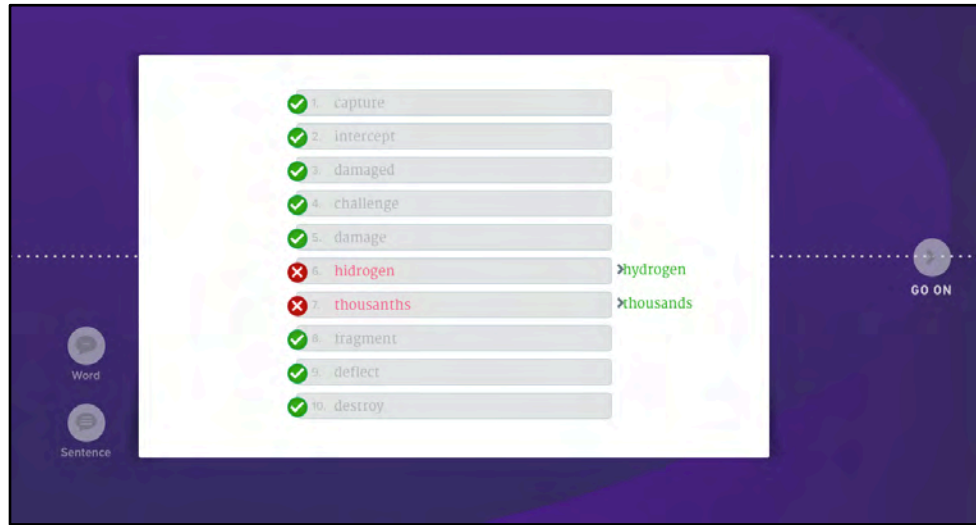


When students click **Go On**, they see a Word Card for it and hear the word read and spelled phonetically. They may review the definition or a context sentence and may click the speaker icons next to the definition or sentence to hear these read aloud. Students may click the **Parts** button to hear the word broken down into syllables, the **Spell** button to see and hear the word spelled out, or the **Tip** button to see and hear a decoding tip for the word.

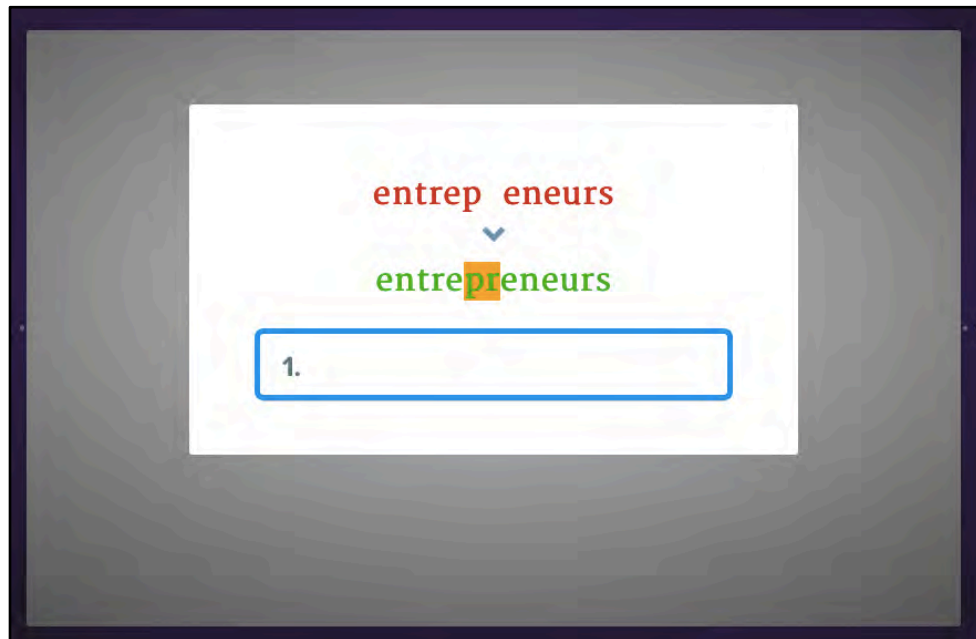
When students click **Go On**, they see the word onscreen; then it vanishes as they are asked to spell the word again. Clicking **Go On** brings them to the next study word; clicking **Go On** after the last study word takes them to the Spelling Challenge.



### Spelling Challenge



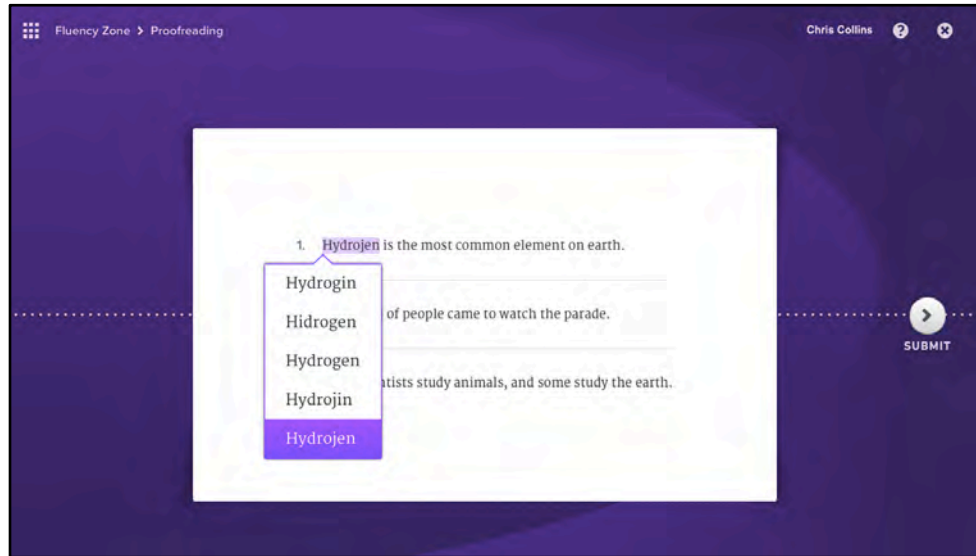
In the Spelling Challenge, students hear a word pronounced and then type their spelling of the word and press Enter or Return. If the word is spelled correctly, students move on to the next word. If the word is misspelled, students receive corrective feedback.



When students misspell a word, a window opens comparing their spelling with the correct spelling. Feedback examines the misspelling in detail. Students are then prompted to spell the word again. When they click the field where they type the word, the word vanishes and students spell the word from a reading of it.

When students are finished, click **Go On** to move to Proofreading.

## Proofreading

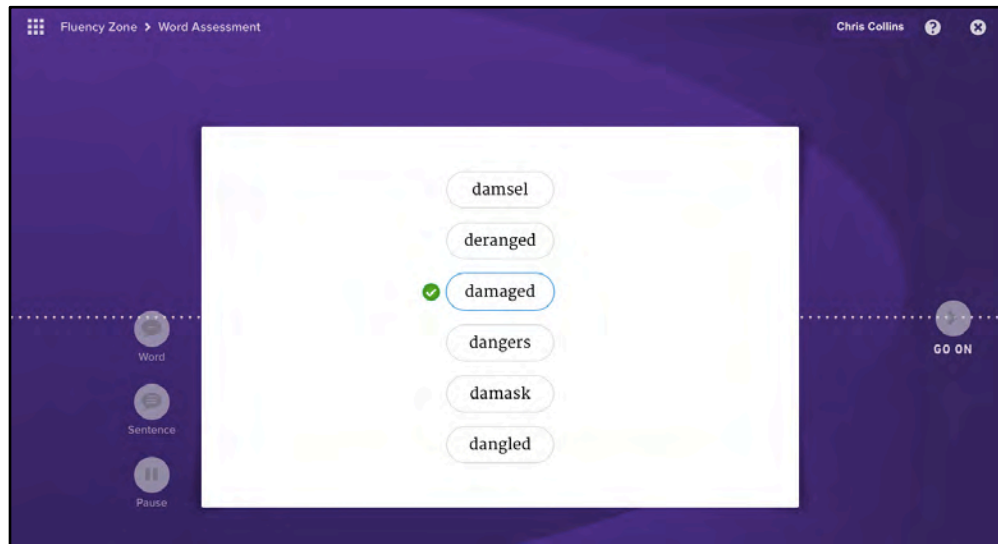


In Proofreading, students see three sentences onscreen. They read each sentence carefully and click study words they think are misspelled. If the word is misspelled, students choose the correct spelling from a list of alternative spellings. The choice they make then appears highlighted in the sentence. If students click a word that is not a misspelled word, nothing happens.

When students are satisfied with their corrections, they click **Submit** to see which responses are correct and which need to be corrected again. When students have replaced each misspelled word with its correct spelling, the **Go On** button becomes active.

Click the **Go On** button to return to the Zone Menu.

## Word Assessment

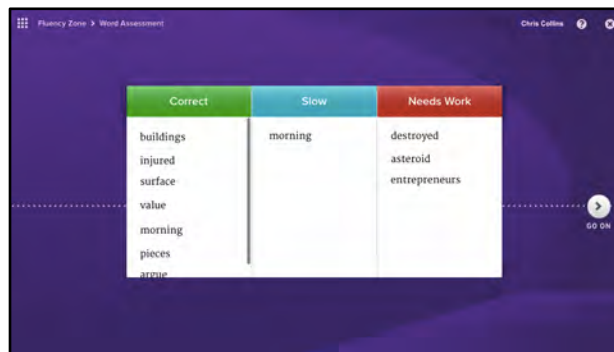


When students enter the Word Assessment, they see a list of words selected from their Anchor Text. In each set, students hear a word pronounced and see that word in a list with five distractor words. Students must correctly identify the word by clicking it. If students miss or are slow identifying the word in two out of three trials, it becomes one of their study words.

Students may click the **Sentence** button to hear the word in a sentence, the **Word** button to hear the word repeated, or the **Pause** button if they need to temporarily stop the assessment. If students pause the assessment, the program reshuffles the words when they resume their work. The words reshuffle after clicking the **Word** or **Sentence** buttons.

After completing the Word Assessment activity, students see their results displayed in three columns:

- **Correct** shows words students identified correctly in the preceding trials.
- **Slow** shows words students were slow to identify in the preceding trials.
- **Missed** shows words students missed in the preceding trials.

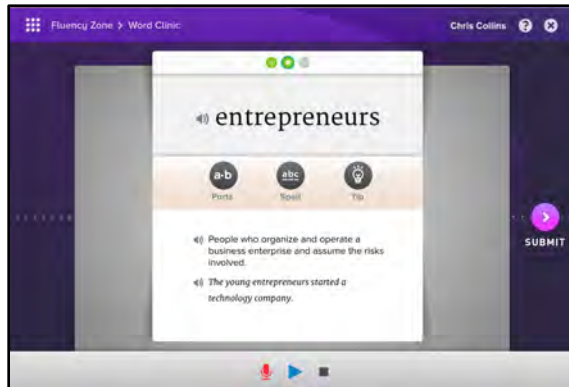


Click **Go On** to move to the Word Clinic activity.

### Word Clinic

In Word Clinic, students read and record their study words, working with up to five words at a time.

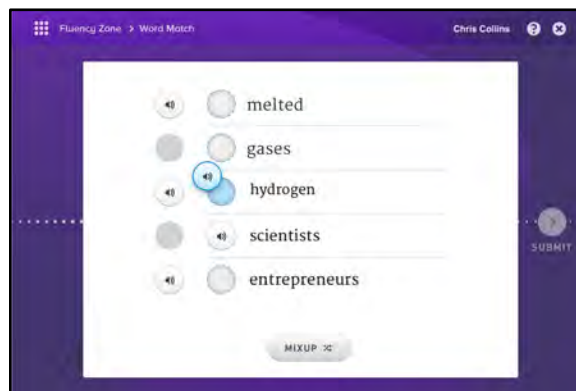
Students see their words in a list, then see each word highlighted and hear it pronounced with a decoding tip. After students hear the tip, they click Record to record the word. When students are finished recording, a speaker icon appears next to the word. Students then repeat these steps for each word on the list.



When each word on the list is recorded, click the Play button to hear the recording, the word to hear the tip again, or **Go On** to proceed to the next activity.

### Word Match

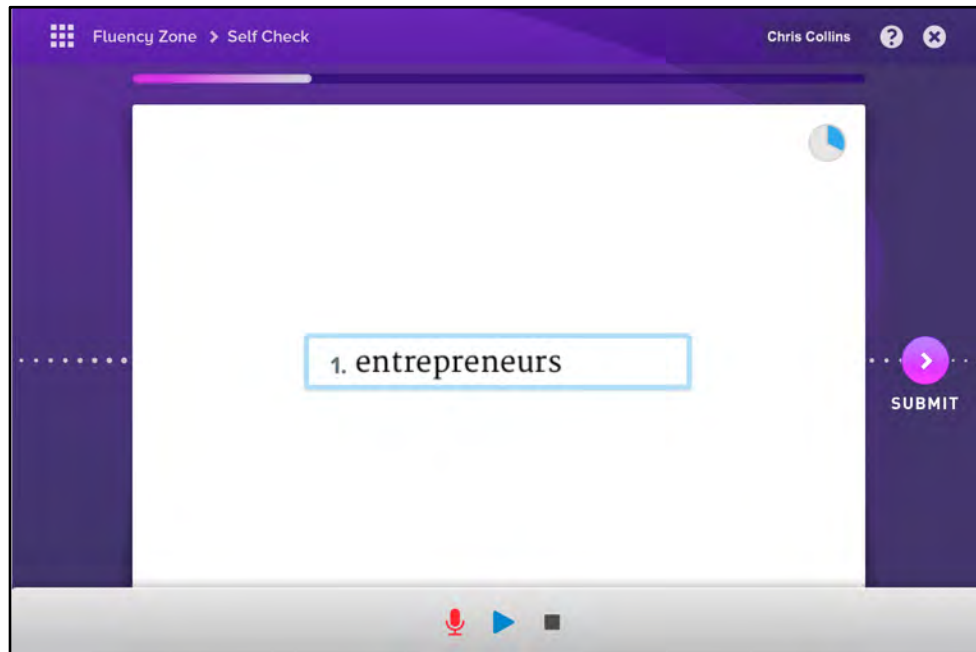
In Word Match, students match recordings to the study words. When they first enter the activity, students see speaker icons labeled with their words. They may click any speaker icon to hear the recording or double-click a word to hear the program's recording of the word parts.



When ready, students click the **Mix Up** button. The program separates each word from its speaker icon and scrambles them on the other side of the screen. Students then click and drag the speaker icon to match it with the appropriate word. Once students click **Mix Up**, they can no longer double-click a word to hear its word parts. However, they will still be able to see the word highlighted.

When students have matched every word and recording, they click **Submit** to see how they did. Students must match every word to its correct recording to successfully complete the Word Match. When students match all the words, they may click **Go On** to go to the next activity.

## Self-Check



In Self-Check, students practice reading words aloud by recording them and comparing their recordings to the program's recording of the same word.

In each Self-Check round, students read and record 10 words. As students progress to the next round, Self-Check decreases the amount of time students have to record each word. The timer at the right of the screen indicates to students how much time is left to read and record the word.

Each Self-Check round consists of the following steps:

1. The program displays a word onscreen.
2. Students record themselves pronouncing the word.
3. The program plays both their recording and the program's recording of the word.
4. After comparing both recorded words, students may click **Yes** to keep their recording or click **No** to return to Step 1 and rerecord the word.

The steps repeat for all 10 words in each round. Students complete three rounds in the Self-Check for a total of 30 words per segment. After students click **Yes** for the last word, they may click **Go On** to move to the next round. When students complete the activity, they see their progress displayed.

### Speed Challenge



The Speed Challenge activity builds students' word recognition and fluency with timed independent practice in word identification.

In Speed Challenge, students hear a word and then must click it from a list with five other distractor words. The timer at the right of the screen indicates to students how much time is left to select the spoken word.

Students get a maximum of 30 trials per visit. Words are presented in levels of increasing difficulty. Students who do not complete their work within 30 trials repeat the Speed Challenge the next time they work in the Word activities of the Fluency Zone.

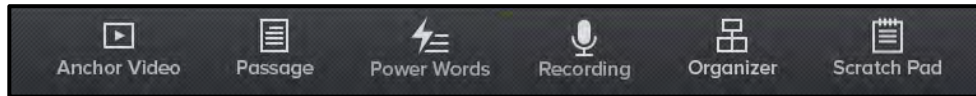
### Writing Zone

When students finish their work in the Reading Zone, the Writing Zone is unlocked. Click the **Writing** button to enter the zone.



### Writing Zone Support Tray

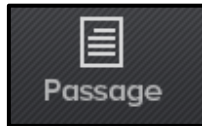
The tools in the Writing Zone Support Tray are accessible from screens in the Writing Zone once students choose their genre and in the Write, Revise, Edit, and Publish steps. Click **Support** to open the tray.



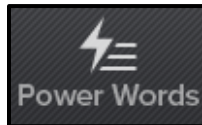
The Support Tray contains six tools:



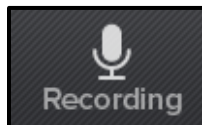
**Anchor Video:** Click to view the segment's Anchor Video.



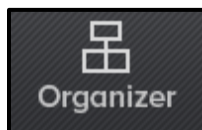
**Passage:** Click to view the segment's passage.



**Power Words:** Click to view the segment's Power Words.



**Recording:** This tool is visible at the recording stage. Click to record the writing assignment.

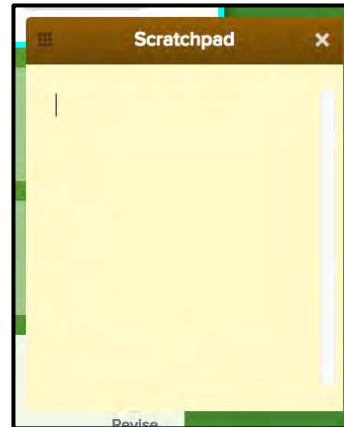


**Organizer:** Click to view the graphic organizer. Click "X" to close the organizer.

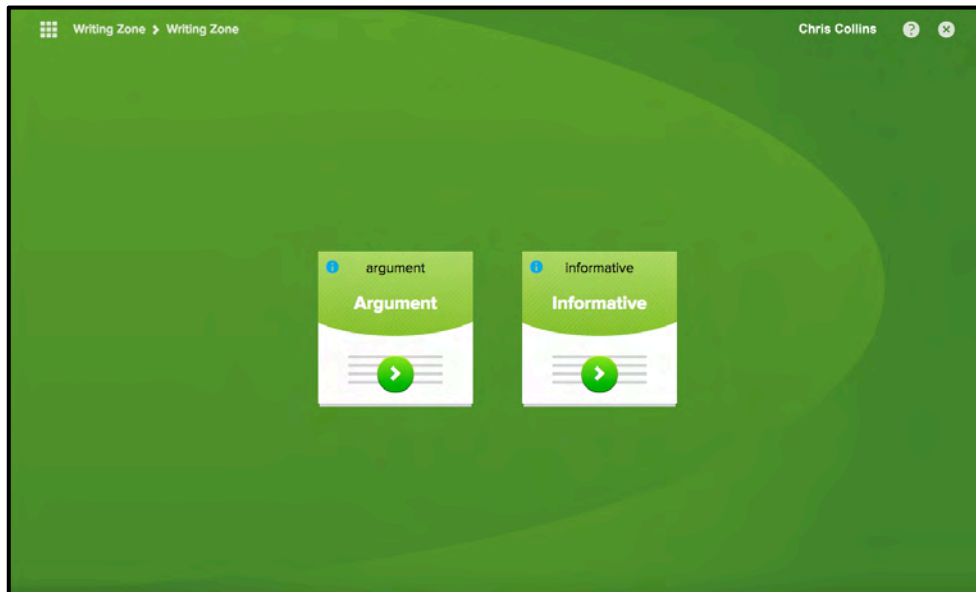




**Scratch Pad:** Click to open the scratch pad. Use the scratch pad to make notes and check spelling. Click “X” to close the scratch pad.

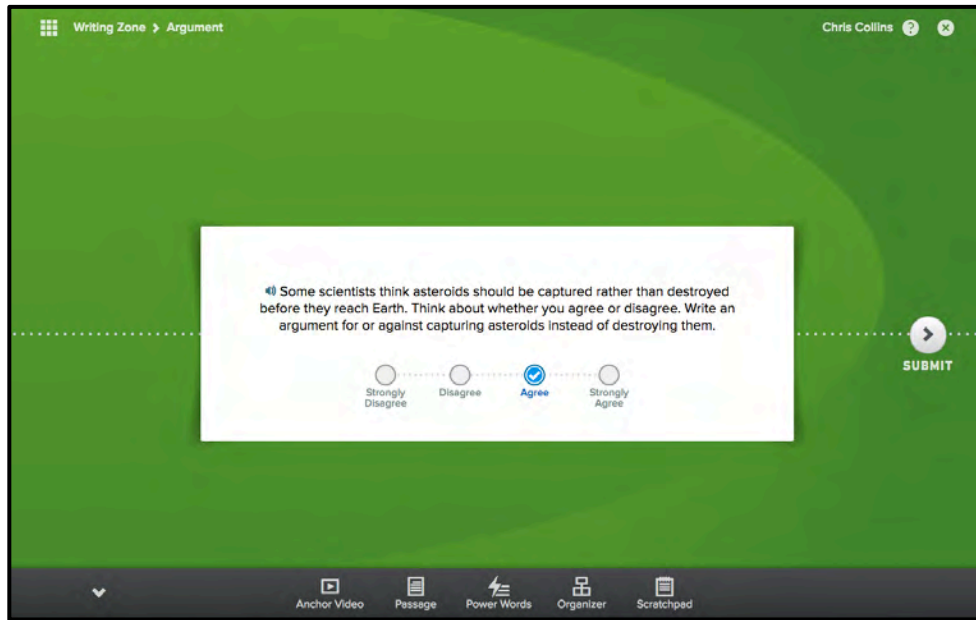


### Plan



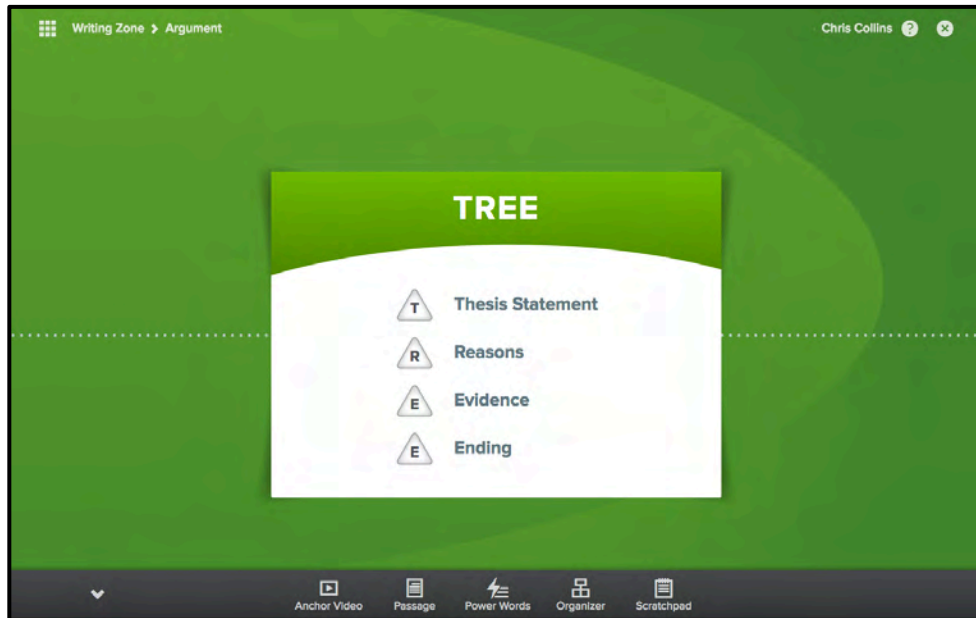
The Plan step is the first part of the Writing Zone. Students begin by choosing either Argumentative Writing or Informative Writing. When students choose their genre, they move to their Writing Prompt.





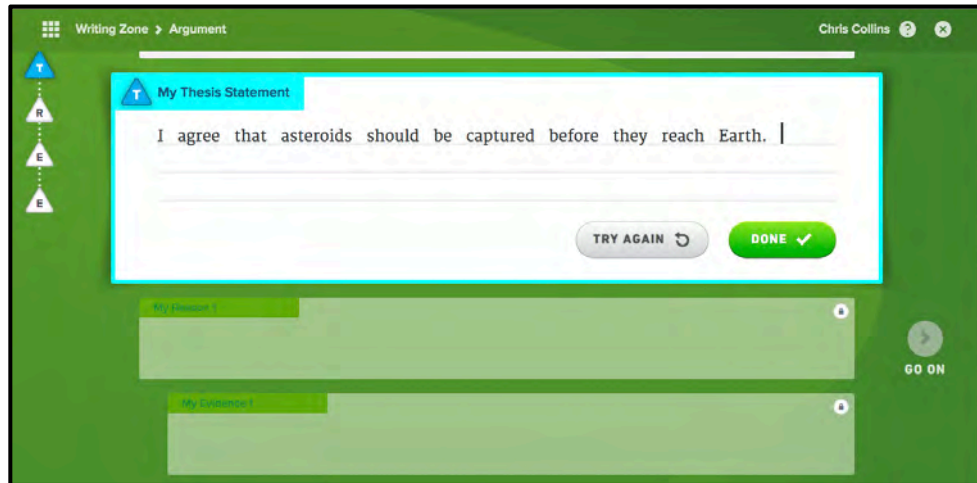
In Argumentative Writing, students are asked to respond to a survey question. Their responses to this question will create the prompt for their writing. Click **Submit** to enter the results and move to the prompt.

In Informative Writing, students move directly to the Writing Prompt. The prompt becomes the topic sentence for students' writing and leads students through the Write, Revise, and Publish steps of the Writing Zone. Click **Go On** to move from the prompt into the Write step.

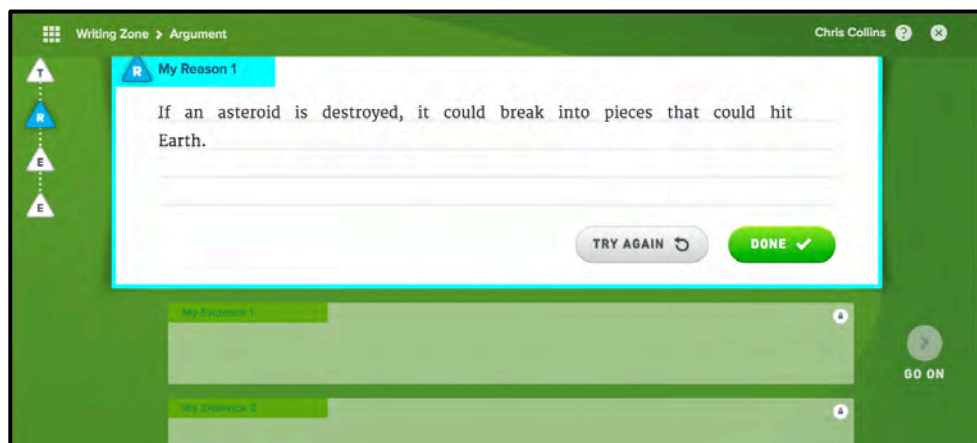


Students then see a plan that will become the scaffold for their writing. Click **Go On** to begin writing.

**Write**



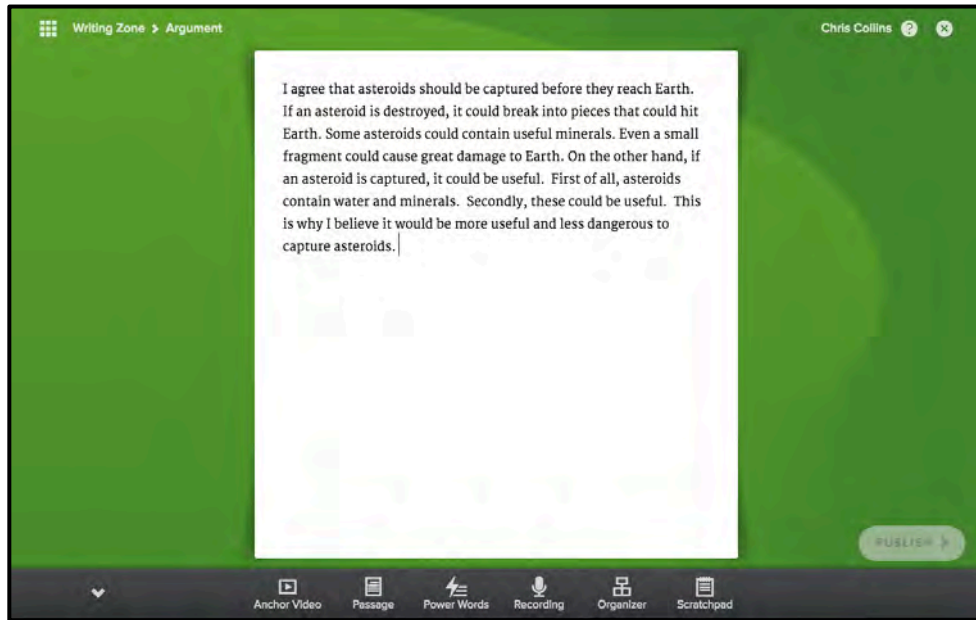
In the Write step, students' responses to the survey question appear in a sentence frame titled "My Thesis Statement." Depending on the student's level, the prompt will show different amounts of starter content (higher levels see no starter content). Students may revise or rewrite the thesis statement, then click **Done** when they are satisfied. To reset the thesis statement, click **Try Again**. Click **Go On** to move to the next step.



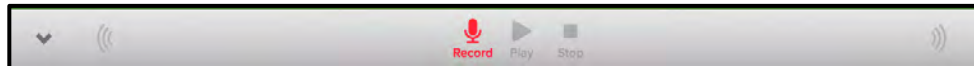
After clicking **Go On**, sentence frames appear. Depending on the student's level, these frames may be labeled or blank. In the first frame, students enter their first reason supporting their thesis statement. Students may revise or rewrite their reasons, then click **Done** when they are satisfied. To reset the thesis statement, click **Try Again**. Click **Go On** to move to the evidence sentence frames, where students enter evidence supporting their reason. When they have finished working in their sentence frames, students click **Go On** to move to the revise step.

Students may revise or rewrite a finished sentence in a frame at any time by clicking **Revise** in the frame.

## Revise

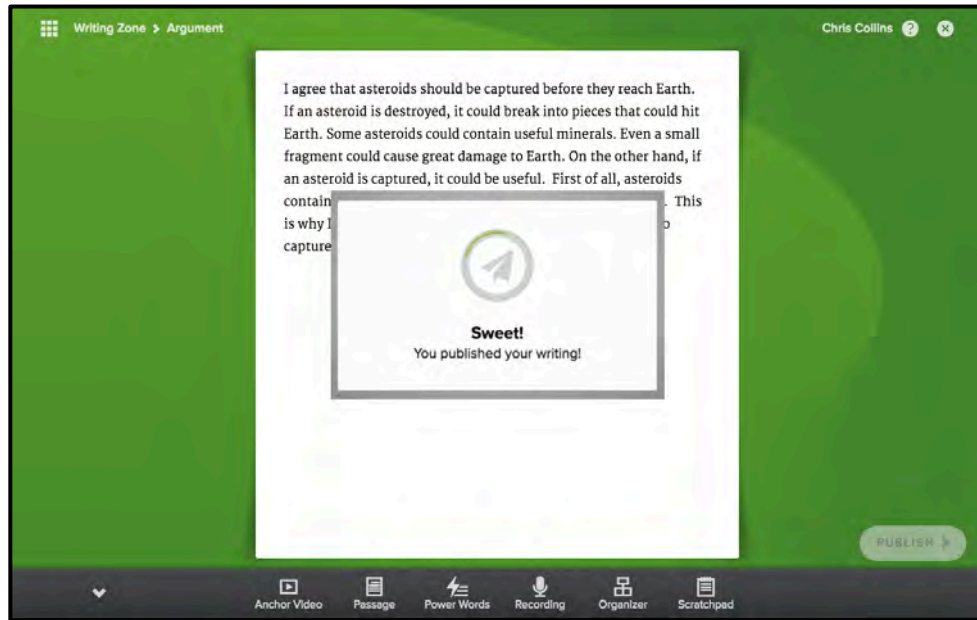


When students reach the Revise step, they will have a draft of their written responses. The Recording button also appears in the Support Tray at this step. Students are encouraged to record and listen to their work.



To begin recording, click the microphone icon. Sound wave icons on the left and right of the screen indicate if the student's reading is recording. To play the recording back, click the Play button. Students may also click the arrow to view the Support Tray.

## Publish



When students have finished revising their work, they click **Publish** to send their work to their teachers in HMH Teacher Central.

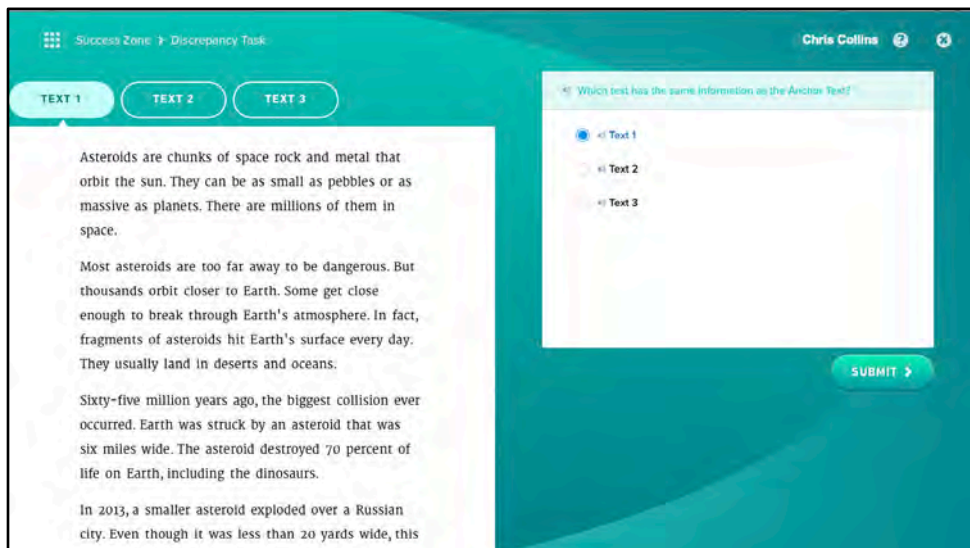
### Success Zone

When students have finished their work in the Explore, Reading, Language, Fluency, and Writing zones, the Success Zone is unlocked. Click the **Success** button to enter.

Once students begin work in the Success Zone, the other zones are checked and cannot be reentered for this segment.



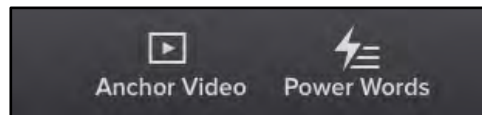
### Discrepancy Task



The Discrepancy Task builds comprehension skills and focuses attention on central ideas and details. Students read three passages and choose the passage that most closely matches the information seen in the video.

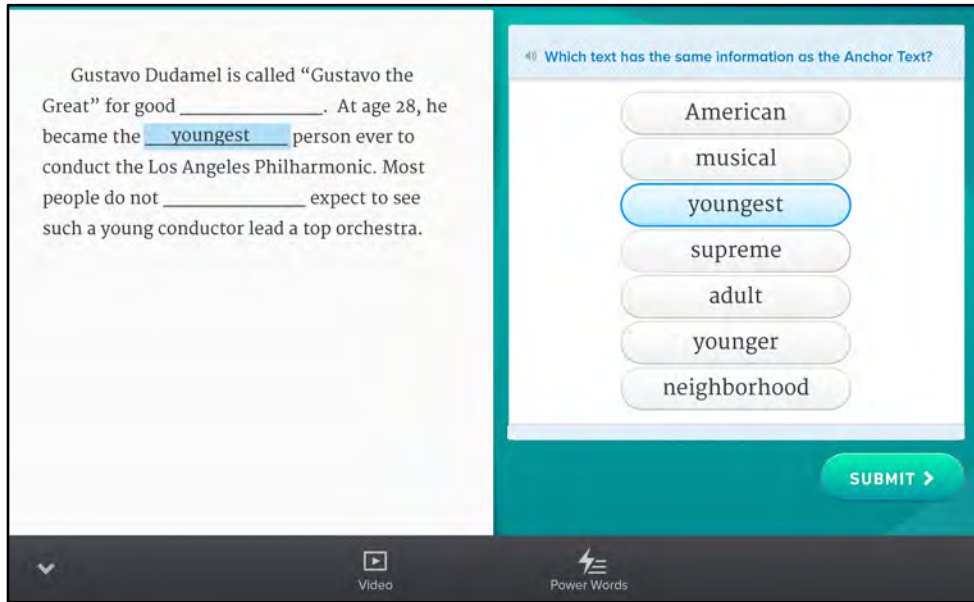
Students may click a word in the Discrepancy Task to hear it read aloud or double-click it to open a Word Card for that word.

Students may click the arrow to open the Support Tray. From the tray they may click **Anchor Video** to rewatch the video or **Power Words** to highlight the Power Words in the discrepancy passage.



Students select the button for the correct passage and then click **Submit**. If students make the correct choice, they click **Go On** to move to the next activity. If students make an incorrect choice, the program highlights the incorrect portion of the passage, and students are prompted to reread the passage and choose again.

### Context Task



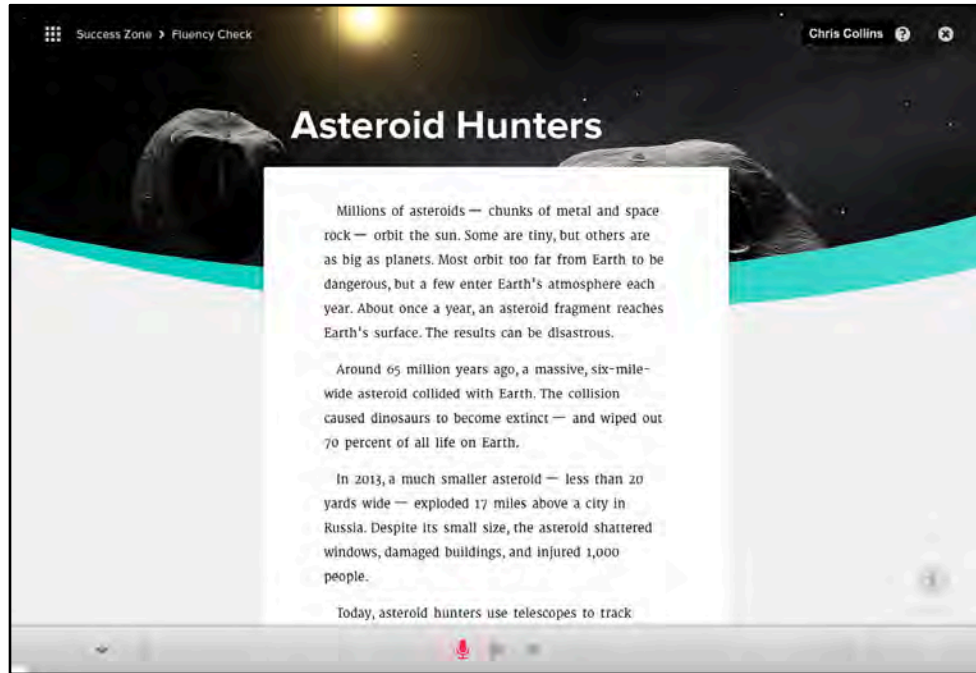
Students in Levels 1–3 move from the Discrepancy Task to the Content Task. (Students in Levels 4–6 go on to the Fluency Check.)

In the Context Task, students read passages that have some words omitted, and then fill in the missing words by clicking a blank and selecting the correct word from a list.

When students fill in all the blanks, they click **Submit** to see how well they performed. If one or more of the blanks are filled in with incorrect words, those answers are cleared and students are asked to try again. If all the blanks are filled correctly, the Go On button appears. Students may click it to move to the next passage or, if they are working on the last passage, to go to the next activity.

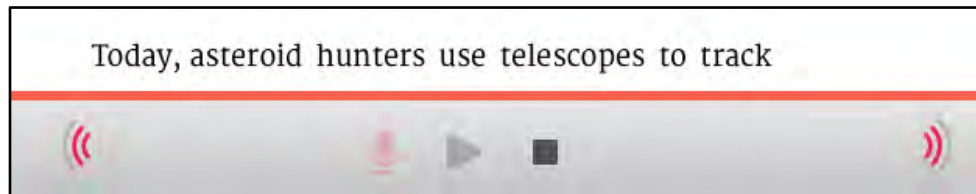
There are three passages in the Context Task: the Anchor Text, a discrepancy text, and a stretch text, which is slightly above level for the student. Students who correctly fill in all of the blanks in the Anchor Text skip the discrepancy text and only need to complete the stretch text to complete the activity.

**Fluency Check**

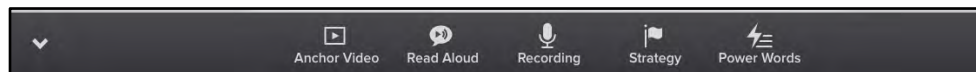


In the Fluency Check, students make one final recording of the Anchor Text which is submitted to the teacher for evaluation and review in HMH Teacher Central.

To begin recording, click the microphone icon.

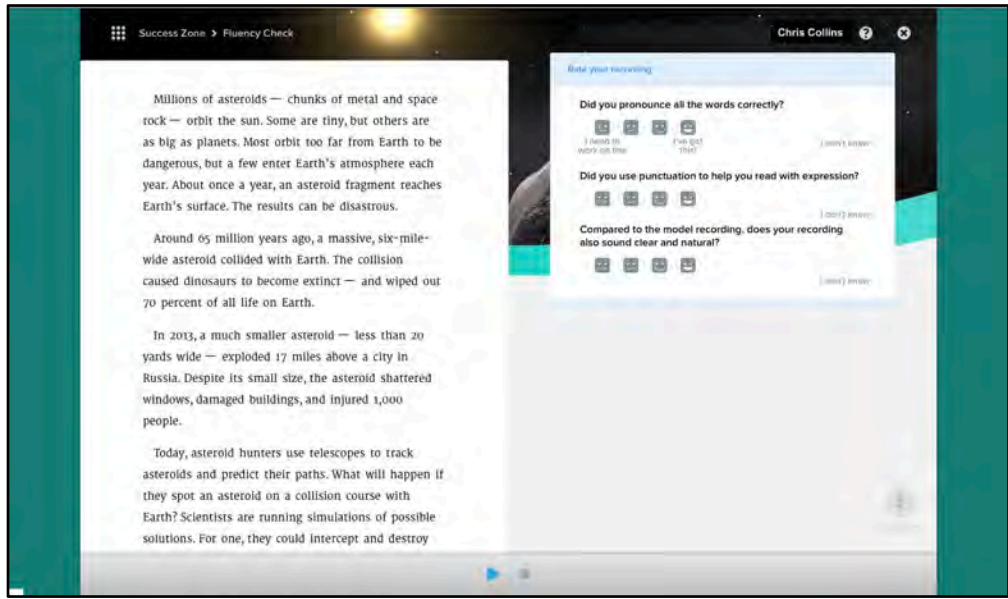


Sound wave icons on the left and right of the screen indicate if the student's reading is recording. To play the recording back, click the Play button. Students may also click the arrow to view the Support Tray.



Students may use the Support Tray at any time to access the Read Aloud or Recording tools.

After recording the passage, students click **Submit** to hear and evaluate their recording.



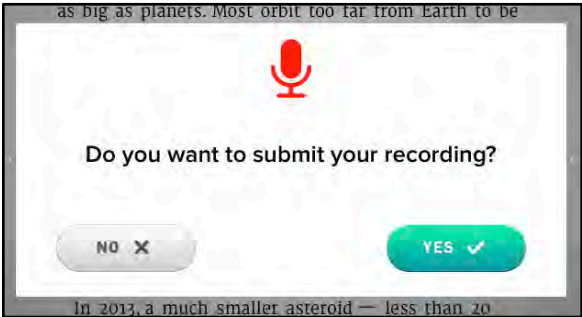
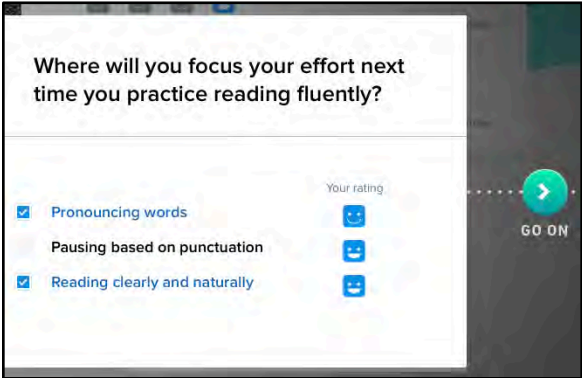
After reviewing their recording in Fluency Check, students are asked to rate their work. Click the face icons to rate work on a four-point scale, then click **Submit**.

Use the checkboxes to check which areas to work on in future recordings, then click **Go On**.

Students are asked if they wish to submit the recording to the teacher. Click **Yes** to submit or **No** to return to the Fluency Check.

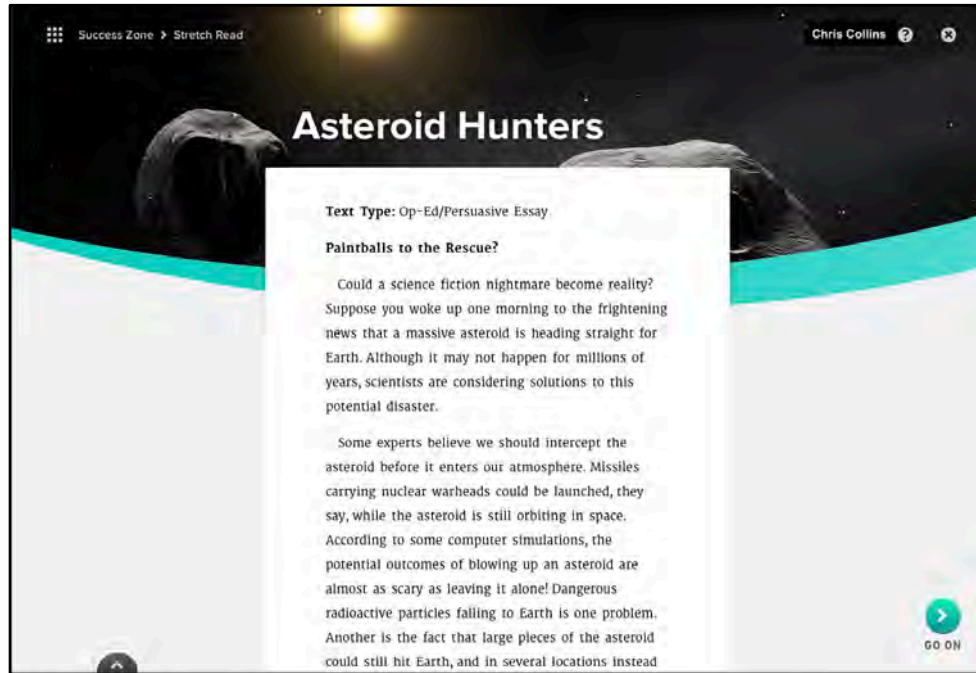
Submitted recordings are sent to HMH Teacher Central for the teacher to review and evaluate.

When students in Levels 1–3 submit their recordings, they are finished with the segment and transition back to the Segment Selector (page 8). Students in Levels 4–6 move to the Stretch Read.



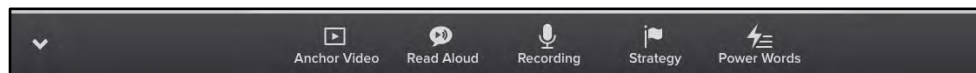


Stretch Read



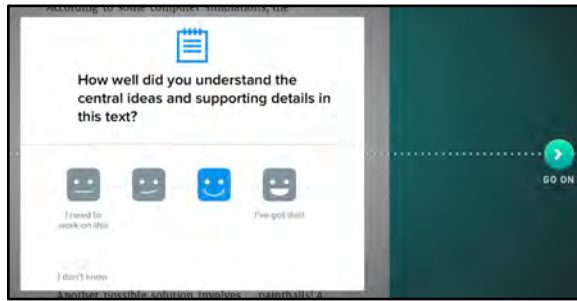
When students in Levels 4–6 complete their Success Zone recording, they move to the Stretch Read, an alternative text based on the Anchor Text that is at the upper Lexile® range of the segment texts. Level 4 students read a Level 5 text, Level 5 students read a Level 6 text, and Level 6 students read a Level 5 text with a different text type and information than the previously read Level 5 text.

When students open the Stretch Read, a reading strategy is read aloud to guide their reading.

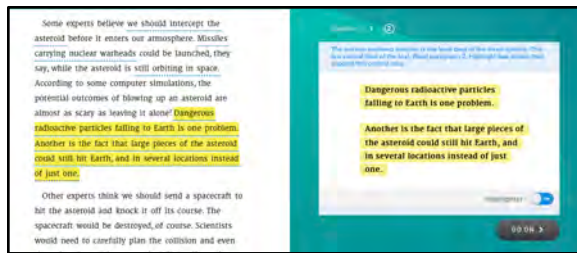
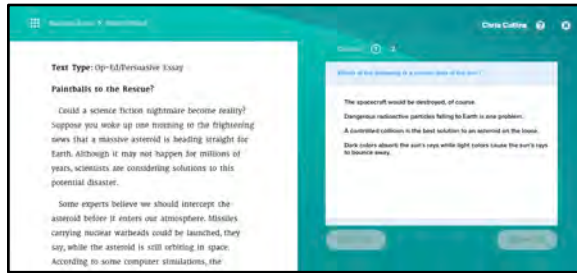


Click the arrow to open the Support Tray, from which students may view the Anchor Video, hear the Stretch Read read aloud, record it, hear the strategy again, or view Power Words.

When students finish the Stretch Read, they are asked to rate their understanding of the text. Click the appropriate face icon to rate understanding, then click **Go On** to continue the activity.



Students are then asked to answer two comprehension questions. They may use the Support Tray to access supports. Most questions will be multiple-choice or highlighting. Click **Submit** to check answers. Click **Go On** to complete the activity.

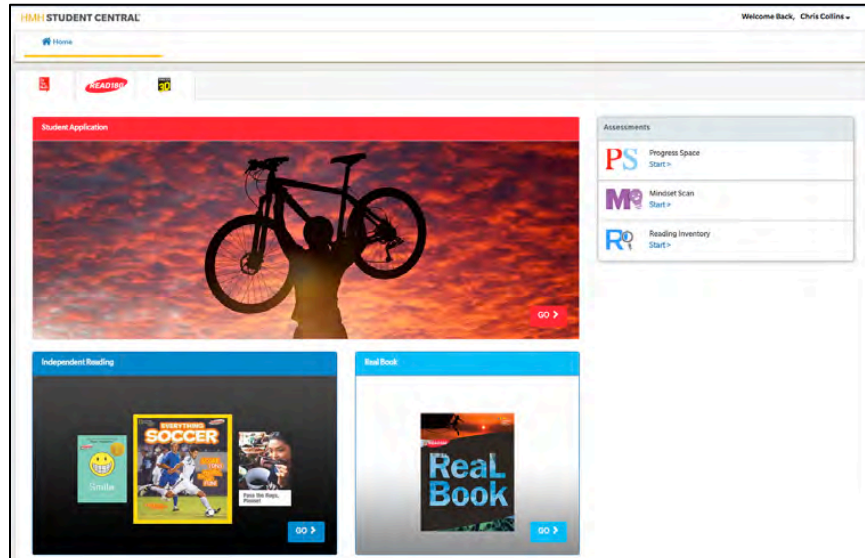


### Finishing the Segment

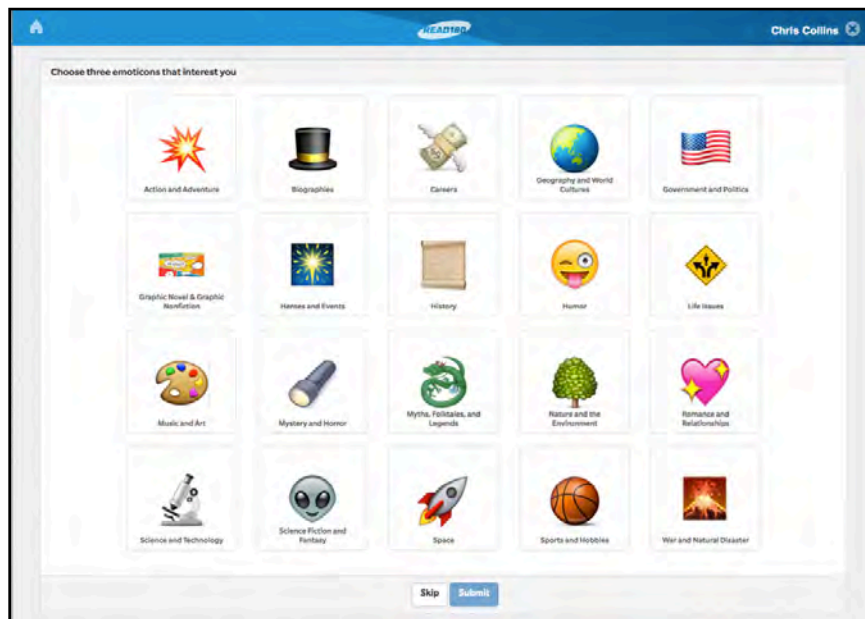
When students finish the last activity in the Success Zone, they are finished with their work in the segment and view the acknowledgment window. Click **Go On** to return to the Segment Selector (page 8) to begin work in a new segment.

## READ 180 Independent Reading

### Using Independent Reading



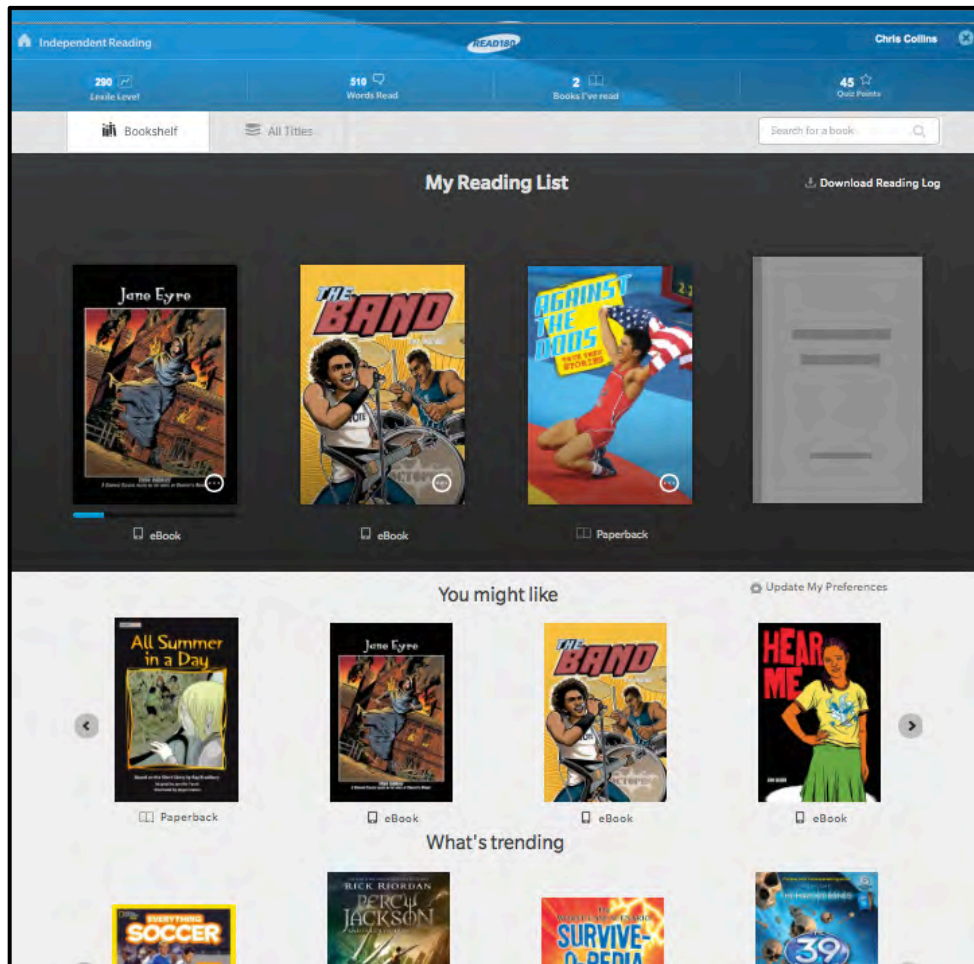
From the HMH Student Central dashboard, click **Go** from the Independent Reading field to open the app in a separate browser window.



At first login, students see their Interest screen. Students select three genres that interest them, then click **Submit**. Students may also click **Skip** if they do not wish to select areas of interest.

After clicking **Submit** or **Skip**, students move to the Independent Reading Bookshelf.

## The Bookshelf Tab



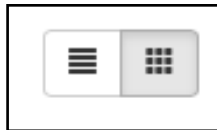
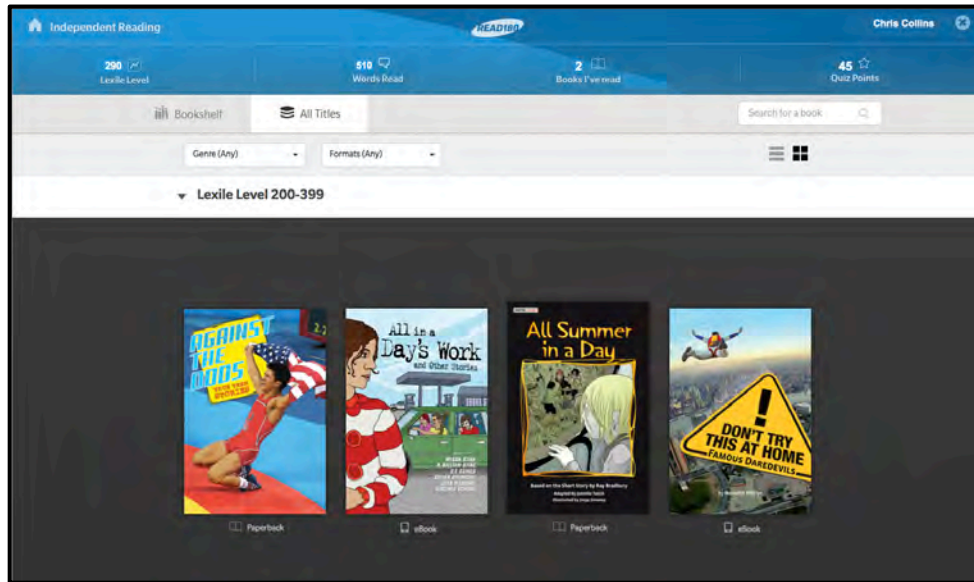
On the Bookshelf tab, there are three sections of titles, as well as a dashboard showing the student's reading milestones. Book formats are labeled eBook, eRead, paperback, and audiobook.

On the Bookshelf tab, students may view their three bookshelves:

- **My Reading List** displays titles students are currently reading or have selected to read. Students may also download their reading log as a PDF. Students may add up to four titles to their Reading List at one time. (After that, they will have to remove one title.)
- **You Might Like** displays titles sorted by the student's selected interests and Lexile® measure. Students may click **Update My Preferences** to change their selections on the Interest screen.
- **What's Trending** shows a selection of popular titles.

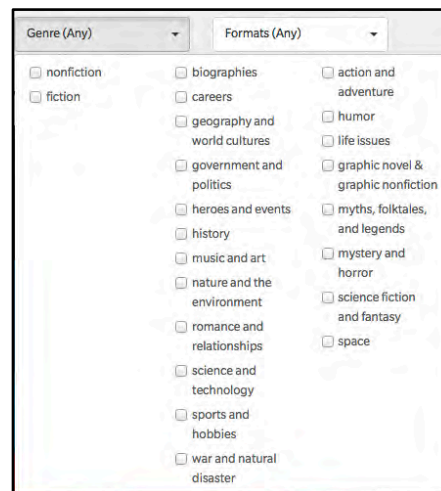
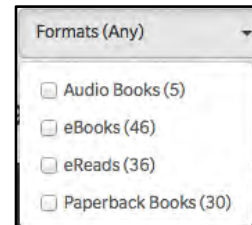
When students complete a title by passing its associated quiz, that title will be displayed in the Books I've Read area at the top of the screen.

On the All Titles tab, students may view all available titles sorted by Lexile measure. Students may also filter titles by genre and format. Students may also view title information and links to other functions. Click the bar with the desired Lexile measure to view the titles that fall in that range.



Titles on the All Titles tab are viewable by cover as well as by list. Click the icon at the top of the screen to toggle between the two views.

To filter titles by format or genre, click the **Formats** or **Genre** buttons to open the pull-down menu. Select the desired filters by clicking the appropriate boxes.

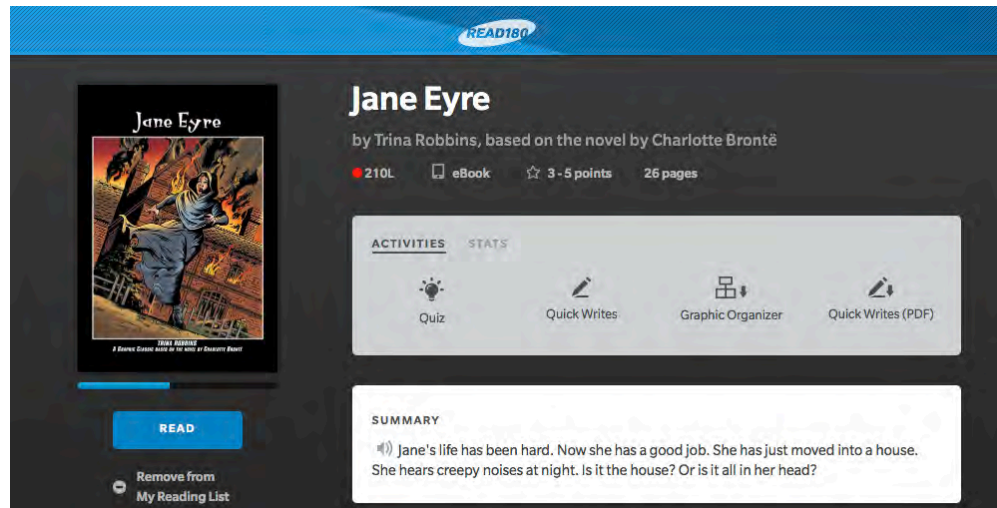
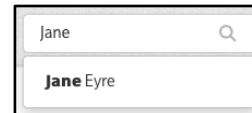




The top of the Home screen shows the student's reading statistics:

- **Lexile® Measure:** The student's Lexile level as measured on the last *Reading Inventory* quiz.
- **Words Read:** Total words read. This is updated when students pass a quiz.
- **Books I've Read:** Total titles read. This number is updated as students pass the quiz related to the title.
- **Quiz Points:** Total points accumulated from quizzes the student has passed.

To search Independent Reading by a particular title, use the Search function. Type the title, author, or a keyword from the book summary in the search field; then click the magnifying glass icon to search the software. Recognized search terms will bring up search prompts. Click the prompt to go to that book.

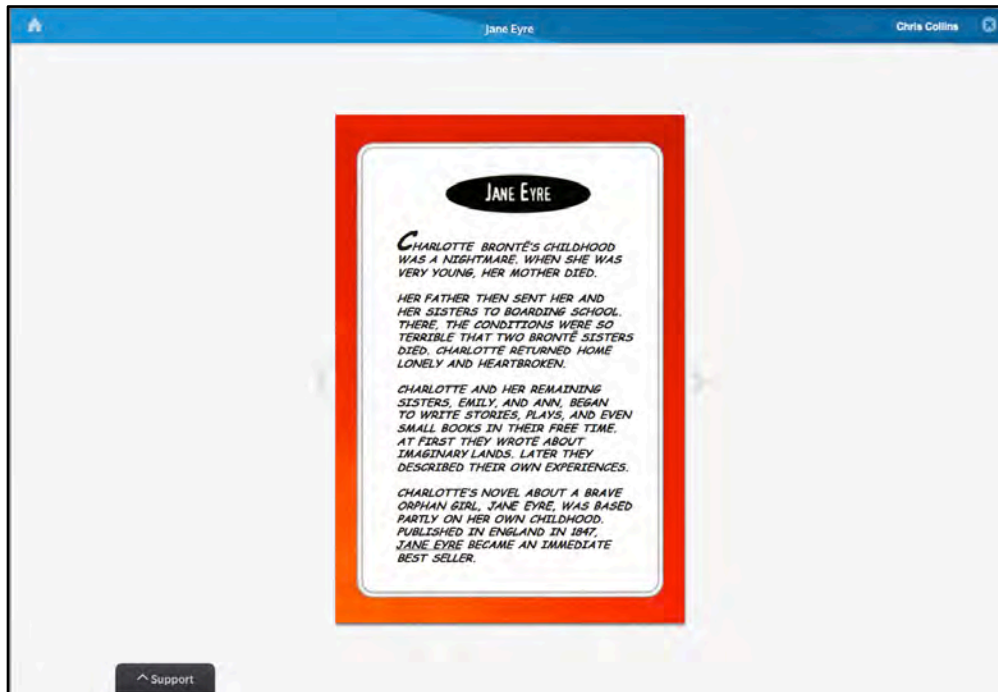


The Search Results screen opens with the search results listed. Each search result shows the book's title, author, cover, Lexile measure, format, reading points, page count, and summary. Lexile measures are also color-coded: a green dot indicates the title is at the student's Lexile measure, an orange dot indicates it is below the student's Lexile level, and a red dot indicates it is significantly above the student's level. Click the speaker icon to hear the summary read aloud.

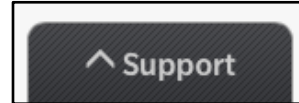
Students may go right to reading the book by clicking **Read** and opening it in the eReader (*page 47*). They may also click **More Options**.

Clicking **More Options** opens the Title Information screen, which shows students related titles and also the Add to Reading List link. Click the link to have the book appear in the Reading List section of the Home screen. It also reveals the book's Activities menu if the title is not listed in the student's Books I've Read list. If it is listed in Books I've Read, students see their reading stats for the title (points earned, words read, and score).

### The eReader



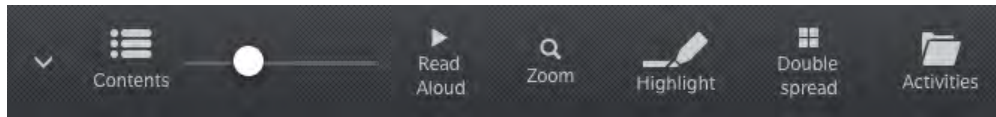
In the eReader, students may read the title and use the arrows to turn the pages. They may also click **Support** to view the eReader Support Tray.



The Tray contains tools to help students in the eReader.

Click the house icon at the top of the screen to return to the Home screen.

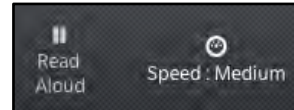




**Contents:** Click to view the book's table of contents. Click a heading in the table of contents to move to that portion of the book.

**Slider:** Click and hold the Slider button to move through the pages of the book in the eReader. As the button moves along the Slider, the page numbers are seen in the Slider.

**Read Aloud:** Click **Read Aloud** to hear the text read. The button toggles between the play and pause function; click the button again to pause the reading.



In Read Aloud, the portion of the book being read is highlighted in yellow and the actual word being read is highlighted in blue. This highlight moves through the passage as the reading continues.

Clicking **Read Aloud** reveals the Speed tool in the Support Tray. This allows students to adjust the speed of the read. Click the tool to change the speed to Very Slow, Slow, Medium, or Fast. (The default setting is Medium.)

**Zoom:** Click **Zoom** to show the page larger in the eReader. Click it once to view the page 2 times larger; click it a second time to view it 3 times larger. Clicking the Zoom tool a third time returns the page to its normal view.

**Highlight:** Click **Highlight** to activate the Highlighter tool. With the Highlighter activated, click and drag the cursor across a word to highlight it. The text will stay highlighted while the book is open in the eReader.

**Double Spread:** Click the Double Spread tool to change the display from single page to double page. The button toggles between single- and double-spread pages. Click the button a second time to change the view. (Some titles appear only in double-spread mode.)

**Activities:** Click the **Activities** button to open the Activities menu. The Activities menu provides access to online quizzes (*page 49*), QuickWrites that can be completed online or via downloadable PDFs, Graphic Organizers that can be accessed as PDFs (*page 51*), and QuickWrite activities (*page 52*).



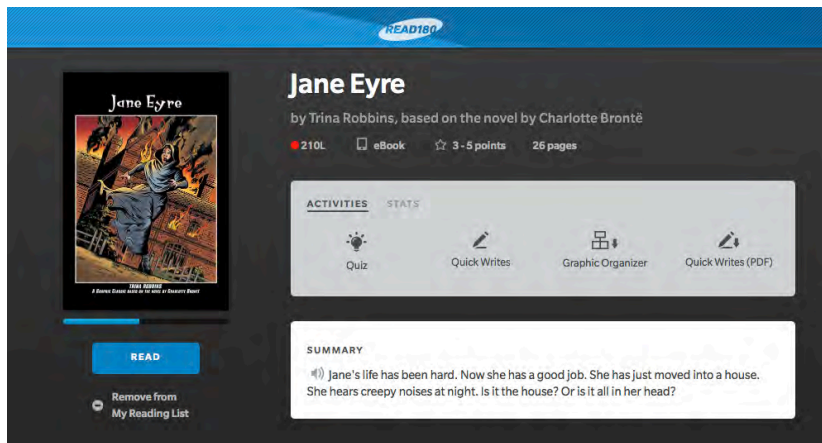
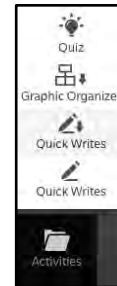


## Quizzes

In Independent Reading, titles are considered finished once students have passed one quiz related to that title. Finished titles and the reading data from the quiz and title will be displayed on the Home screen. They are also communicated to HMH Teacher Central.

Students access quizzes from the Quiz Screen. To access the Quiz Screen:

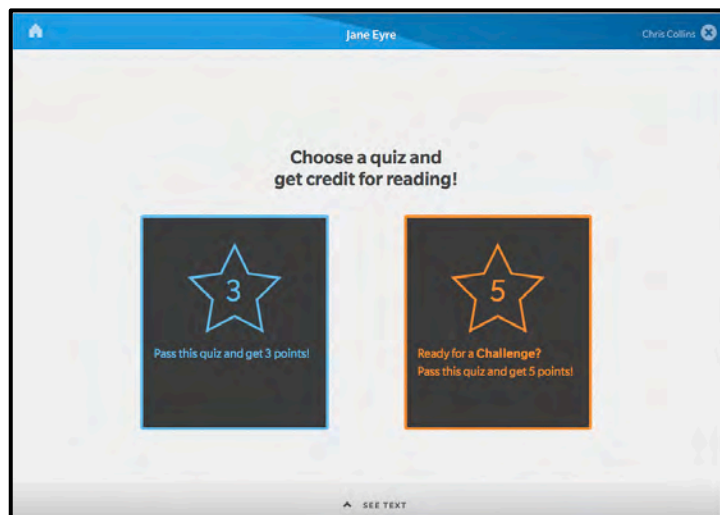
- Click the **Quiz** button on the eReader Support Tray.
- Click **Take Quiz** from the title information screen.



To move between the quiz and the eReader, click **See Quiz** from the eReader or **See Text** from the Quiz screen. The **See Quiz** button appears in the eReader once the Quiz screen has been opened.

Each title has three quizzes: two standard quizzes and one challenge quiz. Challenge quizzes have extra points for students. Book quizzes have 10 questions; eReads quizzes consist of five questions. All quizzes are multiple choice.

Teachers may set the passing grades for the quizzes in the *READ 180 Universal Product Settings* (page 83). The default setting is seven correct answers on book quizzes and three correct answers on eReads quizzes.



To take a quiz, choose a quiz from the Quiz screen. The first question of the quiz appears.

Each quiz question has four possible answer choices. Choose an answer by clicking it. Click **Next** to move on to the next question.

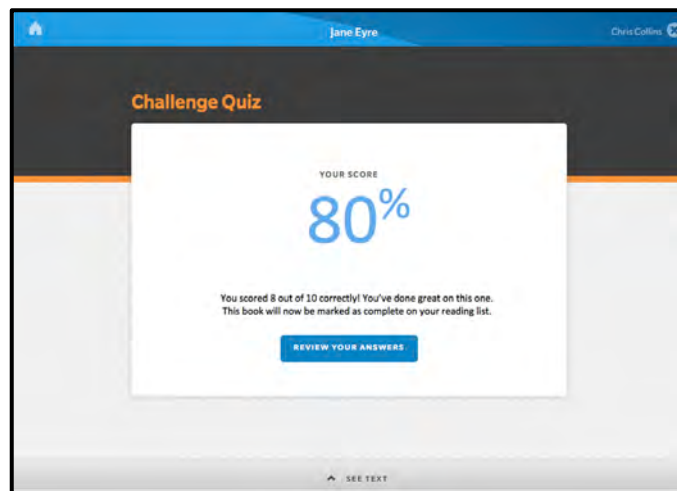
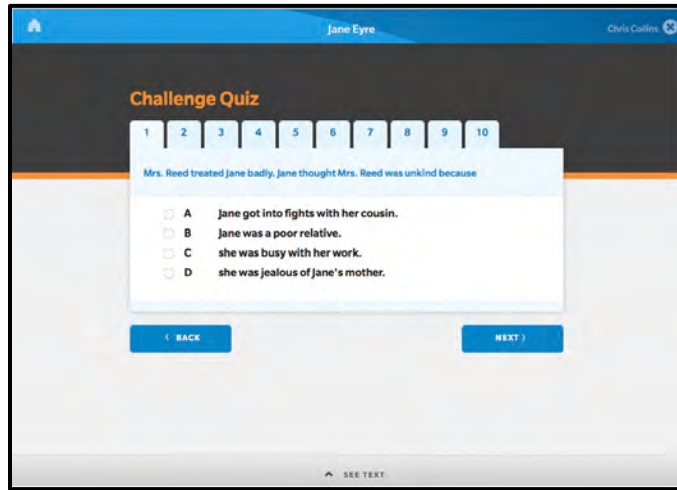
Students may move back and forth between questions in the quiz by clicking **Next** or **Back** after they have answered the first question or by clicking the question number in the tabs at the top of the screen.

Students who have answered all questions and are sure of their choices click **Submit** to see their score screen. The Score screen gives them their quiz score and informs them if they passed the quiz and if the title is now finished.

Class and student quiz results are reflected on the Independent Reading reports in HMH Teacher Central (*page 93*).

Once students have completed the quiz, they may review their answers by clicking **Review Your Answers** from the Score screen. They may then use the **Next** and **Back** buttons to compare their choices to the correct answers.

Click **See Text** to return to the eReader.





### Graphic Organizer PDFs and QuickWrite PDFs

To view and download the Graphic Organizer and QuickWrite PDFs, click the **Graphic Organizer** or **QuickWrites** download button (with the arrow icon) from the Activities menu. The PDFs open in a separate browser window.

-   
 Quiz
-   
 Graphic Organizer
-   
 Quick Writes
-   
 Quick Writes
-   
 Activities

**READ 180 Library**  
QuickWrites

Name \_\_\_\_\_

### Jane Eyre

Here are some ideas to write about while you're reading the book. Write your answers on the back of this sheet or on a separate piece of paper.

**Memories of School (After Page 9)**

1. Jane spends eight long years at Lowood. What would she say to Mr. Brocklehurst if she could tell him what she really thinks of him? Write two or three sentences.

DATE \_\_\_\_\_

**Dear Diary (After Page 15)**

2. Imagine that Jane keeps a diary at Thornfield. What might she write after learning why Rochester adopted Adele? Write your ideas in a few sentences.

**What Are They Thinking? (After Page 22)**

3. Look at the faces of Adele and Mrs. Fairfax in the top panel on page 22. What might they be thinking? Write a sentence to tell each character's thoughts.

**It's a Classic! (End of Book)**

4. People have enjoyed reading *Jane Eyre* for over 150 years. Why do people like it so much? List at least three ideas.


**READ 180 Library**  
Comprehension Graphic Organizer

Name \_\_\_\_\_

### Jane Eyre

**Analyze Plot**

The plot is made up of the important events in a story. Complete the sentences below to help you keep track of the story's plot. The first one is done for you.



**2**

**Everything changes when . . .**

Jane finds out that \_\_\_\_\_

After Jane leaves, \_\_\_\_\_

Mr. Rochester \_\_\_\_\_

**1**

**In the beginning . . .**

Jane leaves Lowood to take a job as a governess.

She falls in love with \_\_\_\_\_

They decide to \_\_\_\_\_

**3**

**In the end . . .**

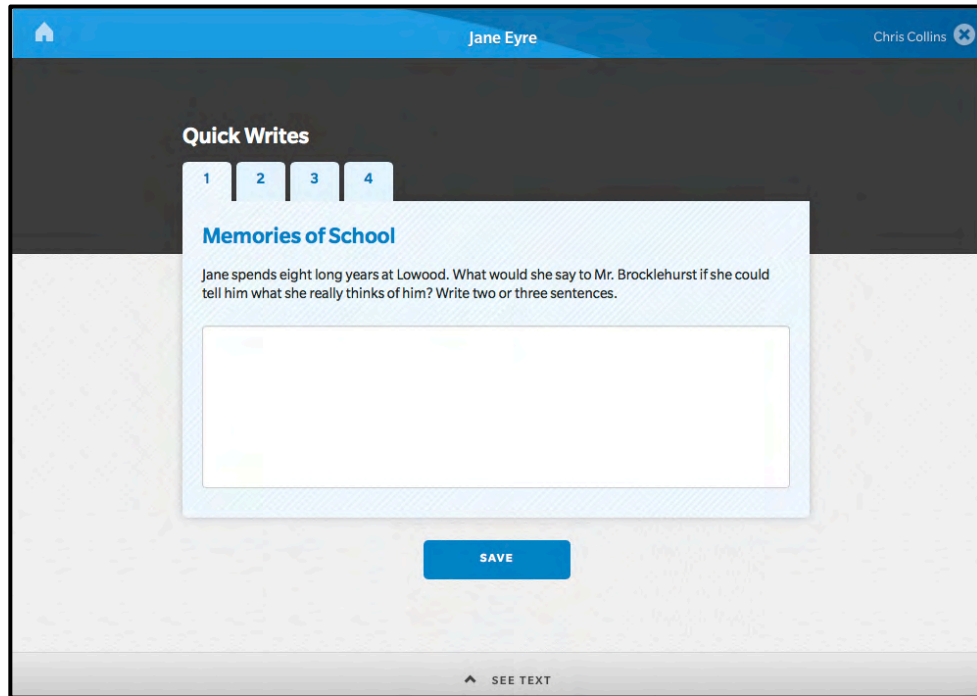
Jane returns because \_\_\_\_\_

She and Mr. Rochester \_\_\_\_\_

After two years, \_\_\_\_\_

JaneEyreGO

## QuickWrite Activity



QuickWrite activities are a series of short-answer questions related to the book.

Students read the question, then type their answers in the answer field. When finished, they click **Save** to save the answer. Students may then click a number at the top of the screen to move on to another question. When students have answered all the questions, they click **Submit** to send the answer or answers to HMH Teacher Central (*page 55*) for evaluation. Once students click **Submit**, all of their answer fields are grayed out.

To move between the QuickWrite and the eReader, click **QuickWrites** from the eReader or **See Text** from the Quiz screen. The QuickWrites button appears in the eReader once the QuickWrites screen has been opened.

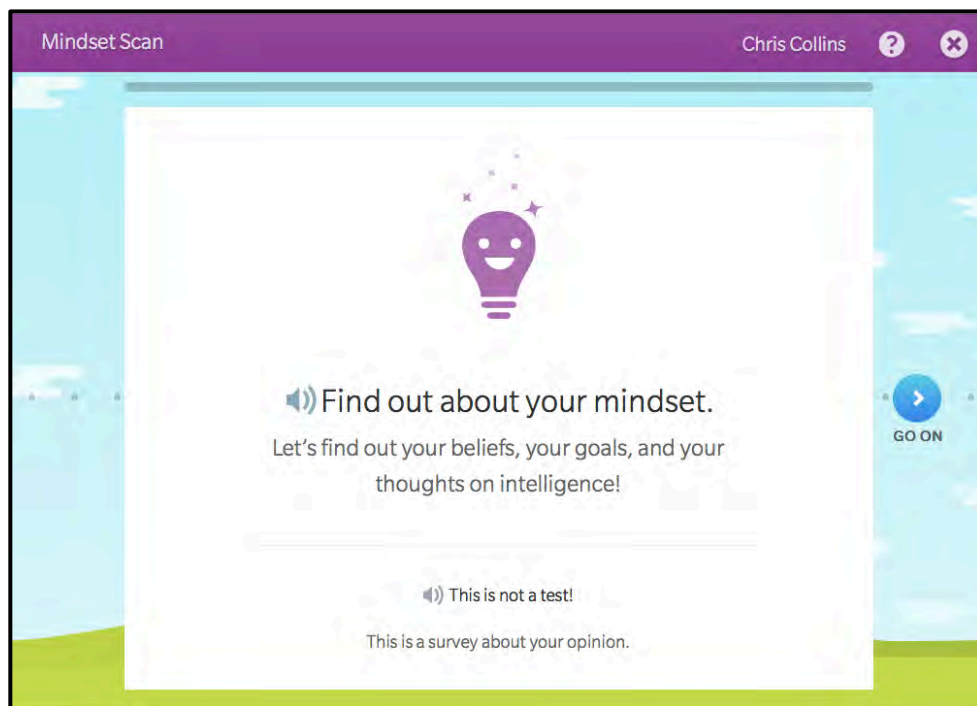
## Logging Out of Independent Reading

To log out of the Independent Reading app, click the "X" icon next to the student name.

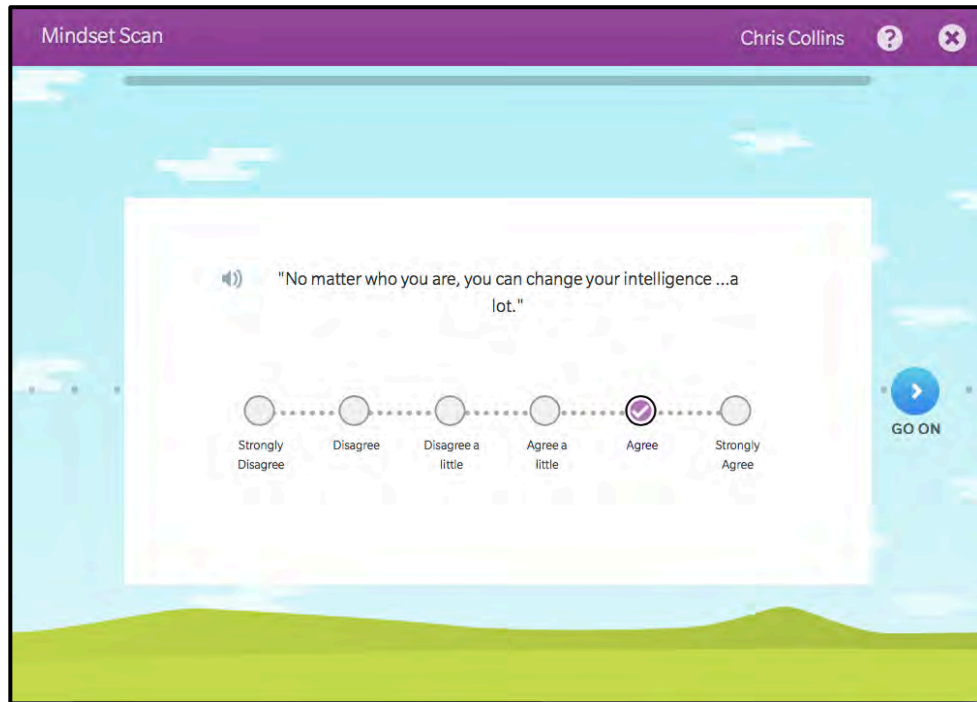
## Mindset Scan App

The Mindset Scan is a survey that asks students about their attitudes and efforts toward learning. It measures students' thoughts about their skills and abilities and what they think can be improved through hard work. The results of the survey show how well students' mindsets affect their ability to learn new and challenging math topics, and help teachers introduce fixed and growth mindset attributes as students determine and discuss whether they have a fixed, growth, or mixed mindset.

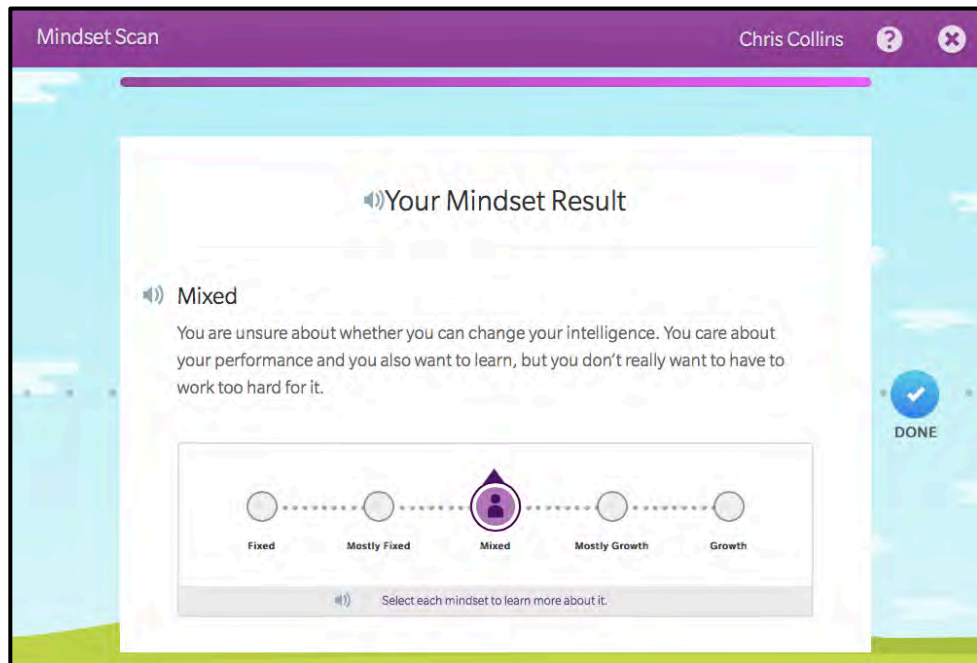
Students should know that there are no right or wrong answers to the Mindset Scan, and they will not be graded on their work.



When students click the icon from HMH Student Central, they go to the Introduction screen. Click **Go On** to start the scan.



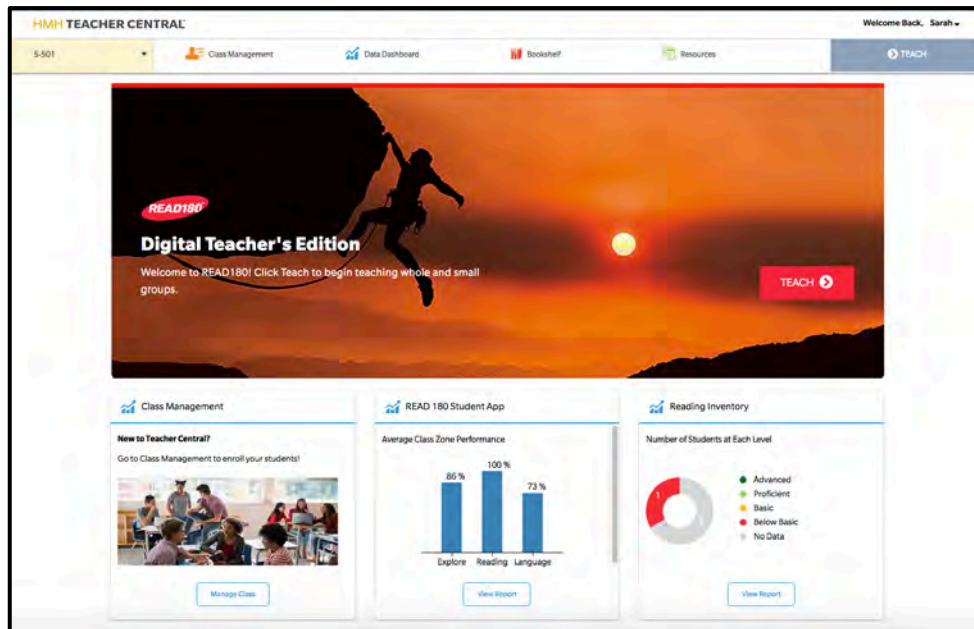
The survey consists of 18 questions. Read each question, then choose an answer by clicking the corresponding button. Click **Go On** to move to the next question.



When all questions are answered, students see an evaluation of their answers, along with reflection questions for class discussion. Student results are also reported in HMH Teacher Central.

Click **Done** to exit the Mindset Scan app and return to HMH Student Central.

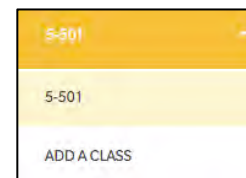
## HMH Teacher Central



HMH Teacher Central provides teachers with student data, classroom management tools, and instructional resources. HMH Teacher Central also stores and controls user information and allows teachers to create classes, enroll students, customize students' learning experiences, track progress, monitor performance in the software, and generate reports on student and class work.

HMH Teacher Central opens on the Home screen, which provides access to these features:

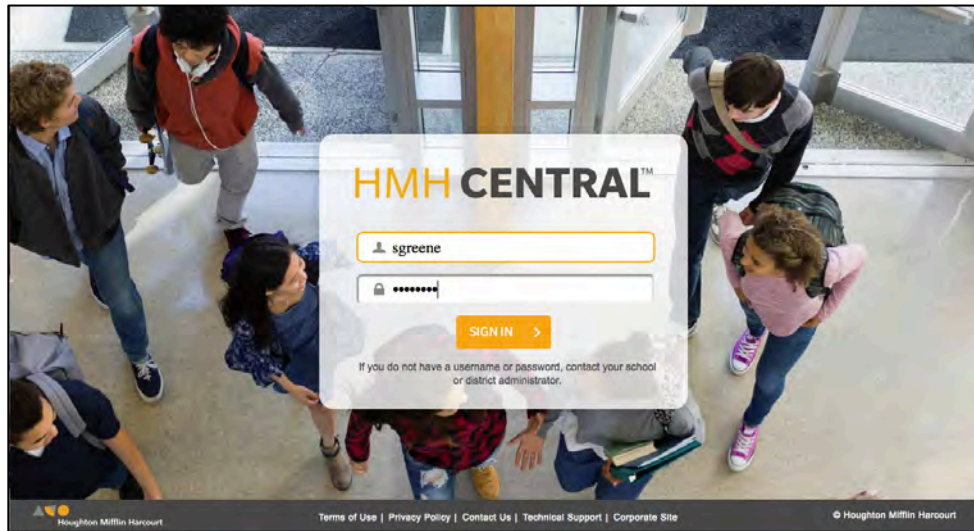
- **Class Menu:** Click the pull-down menu to access each of the teacher's class spaces.
- **Class Management:** Click to access class management tools, including class rosters and enrollments.
- **Data Dashboard:** Click to access class and student data from the Student App, *The Reading Inventory*, and *The Phonics Inventory*.
- **Bookshelf:** Click to connect to the Independent Reading student function.
- **Resources:** Click to access downloadable classroom and teacher resources.
- **Teach:** Click to access the Digital Teacher's Edition and Teacher Tools.



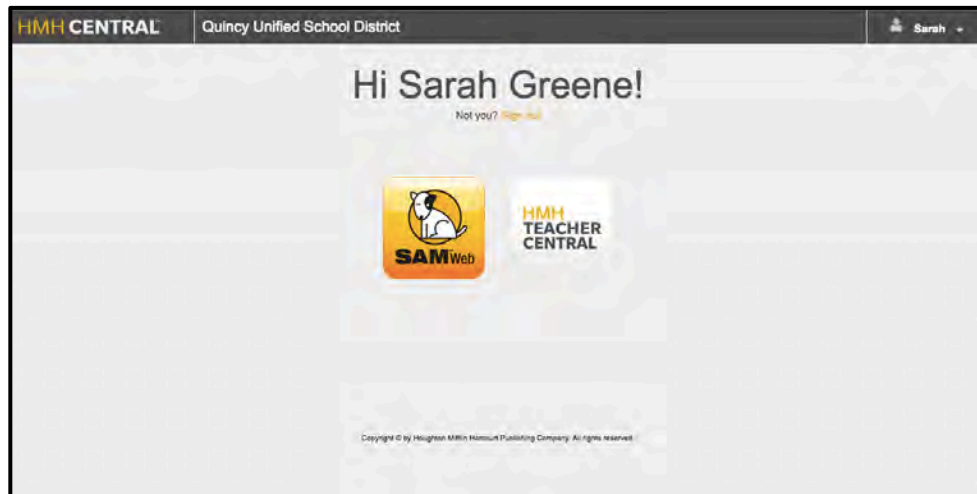
Teachers may also access their Class Management tools at the bottom of the screen by clicking the **Manage Class** button.

The Home screen also displays data snapshots of the Student App and *Reading Inventory* reports at the bottom of the Home screen. Click **View Report** to view the full report.

## Logging In to HMH Teacher Central

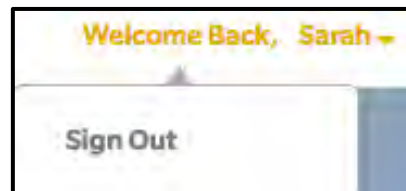


From the HMH Teacher Central Home screen, log in with the HMH Teacher Central username and password (see the district or school administrator for the URL and username and password) to open the Educator Access screen. Bookmark the URL for easier use.



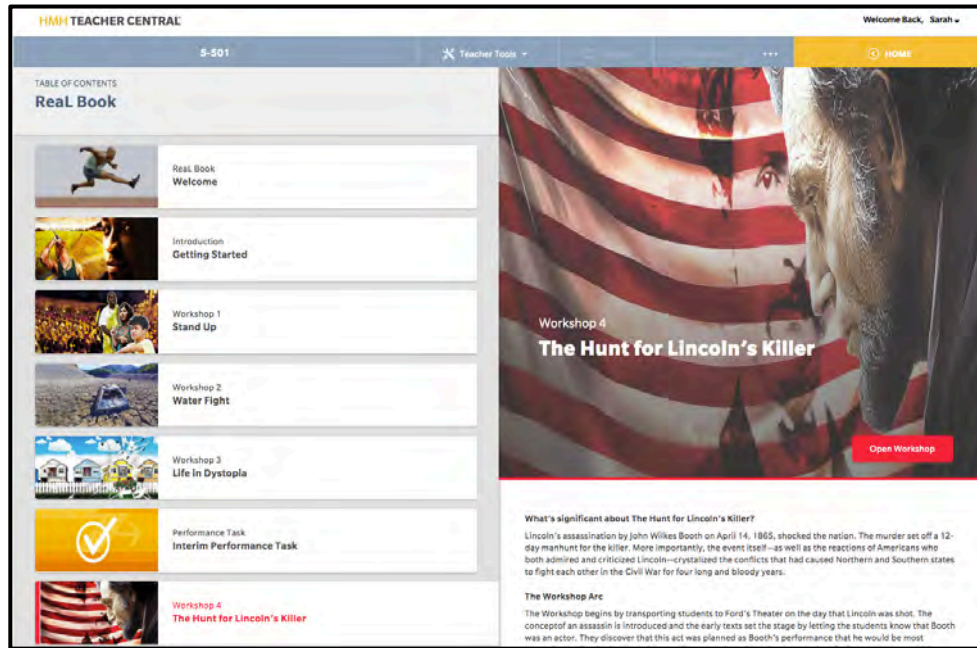
From the Educator Access screen, click the HMH Teacher Central icon to open HMH Teacher Central.

To log out of HMH Teacher Central, click the teacher name at the top of the screen, then click **Sign Out**.



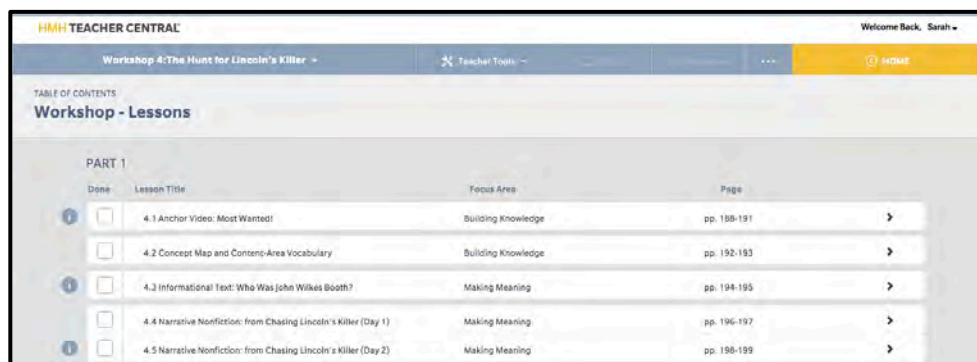


## Digital Teacher's Edition and Teacher Tools



Click **Teach** from the Home screen to open the Digital Teacher's Edition and Teacher Tools. The Digital Teacher's Edition is an online version of the *READ 180* Universal *Real Book*. It also features tools for presenting lessons from the *Real Book* in the classroom.

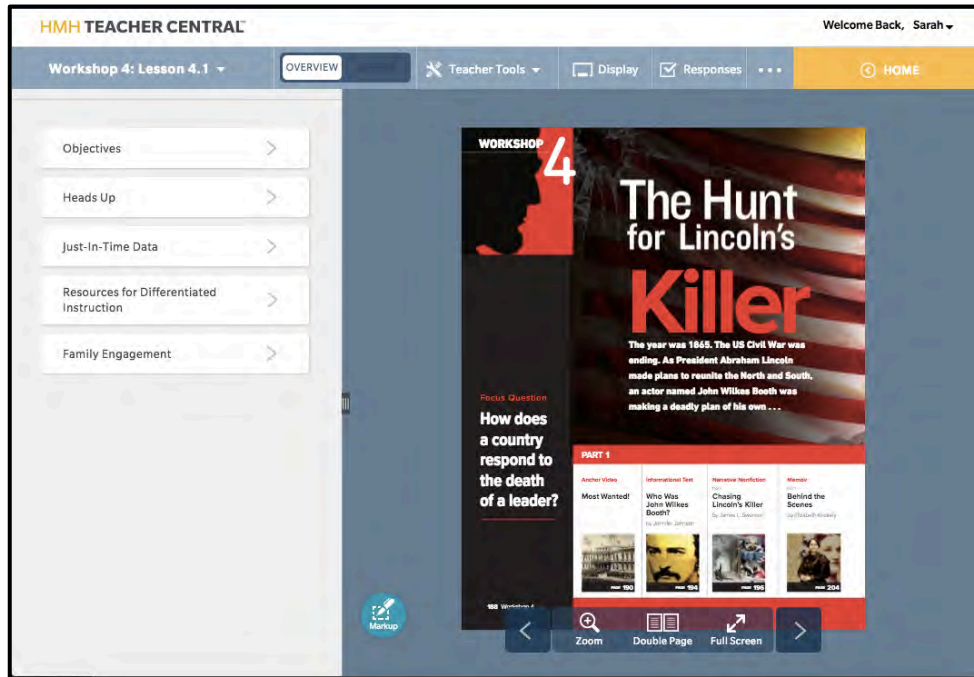
The Digital Teacher's Edition opens on the table of contents. Click a Workshop from the list at the left to open the Workshop's introduction screen, which contains a preview of the Workshop. Click **Open Workshop** to view the Workshop's lessons and tools.



Opening the Workshop shows a list of lessons. To open the Digital Teacher's Edition lesson, click the arrow icon or the lesson row. If the lesson contains a text or video, it will have an information logo. Click it for more information. Click the **Done** checkbox when the lesson is completed.

To return to the HMH Teacher Central Home screen, click **Home** at the top of the screen.

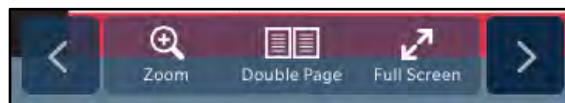
## Displaying the Lesson



After selecting the lesson, the Digital Teacher's Edition opens to the selected lesson in an eReader. The Lesson and Overview links are in the left pane of the screen.

## Display Tools

At the bottom of the eReader are display tools.



Click the arrows on the left or right of the tools to scroll through the pages of the lesson in the Digital Teacher's Edition.



Click **Zoom** to magnify the page in the eReader. Clicking **Zoom** turns the cursor to a magnifying glass icon. Click the page once to magnify 2 times, a second time to magnify 3 times, and a third time to return to normal view.



Click the page view tool to change the page view from a single-page spread to a double-page spread. (Clicking it a second time returns it to the original view.) The button toggles between the two settings.



Click **Full Screen** to close the Lesson and Overview links and show only the Digital Teacher's Edition.

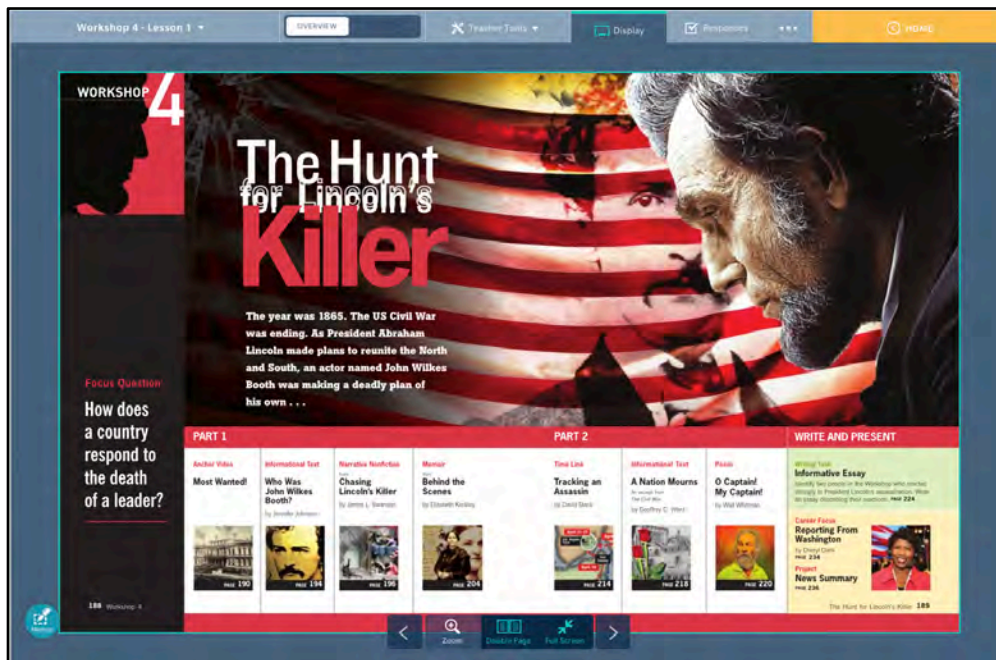
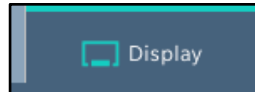


Click **Markup** to open the Highlighter tool (page 61).

Display Mode

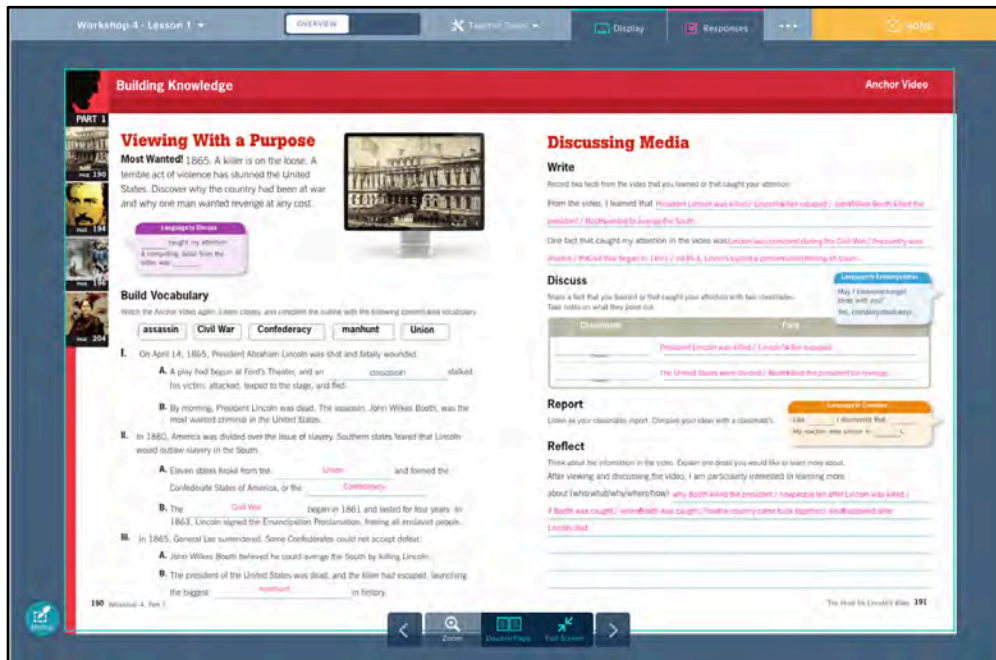


To display the Digital Teacher's Edition to the class, click the **Display** button at the top of the screen. (To use Display, HMH Teacher Central must be in Projection Mode [page 61]).



The screen background changes and the pages will be framed in blue. This indicates the part of the screen being displayed.

### Responses Tool



To view annos in the Digital Teacher's Edition pages, click the **Responses** button to display the pages with annotations visible. Click the button a second time to hide the annotations.

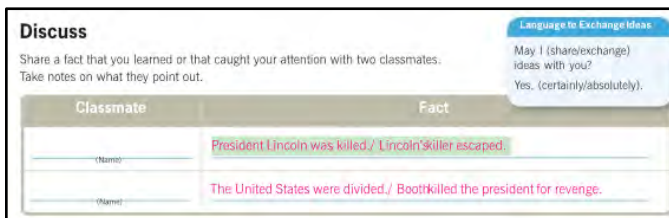


When in Display Mode, teachers may choose which annos to display. Click the anno to show the Display and Create commands. Click **Display** to show the anno in Display Mode.



The displayed annotations appear highlighted. This allows teachers to display annotations as they are needed in the lesson.

Unhighlighted annotations do not appear on the display.



### Markup Tools

Use the Markup Tools to highlight text and write notes while in Display Mode.



The Markup Tools are to the left of the page in the eReader. Click the **Markup** button to open them.

Clicking the Markup button reveals the Highlight tool.

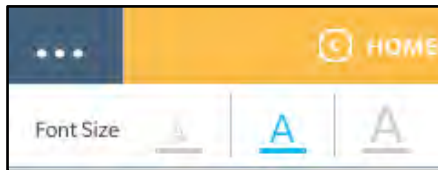


Click **Highlight** to open the Highlighter. The Highlight icon will turn yellow. Drag the cursor over the text to be highlighted and it will highlight in yellow. Click **Clear** to clear the highlighting.

Markup Tools also work when the eReader is not in Display Mode.

Click the "X" icon to close the Markup Tools.

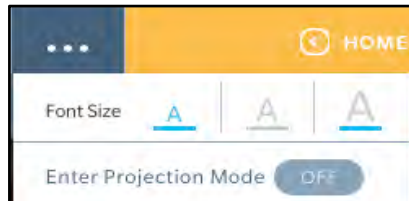
### Font Sizes



Click the ellipsis menu to show Font Sizes. Click the desired letter to change the font size in the lesson panel.

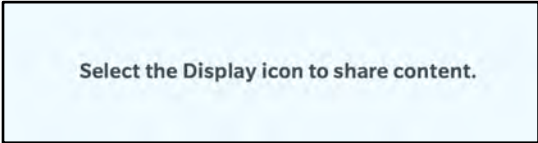
### Projection Mode

In Projection Mode, teachers may connect a mobile device (laptop or tablet) to HMH Teacher Central by logging in with their SAM username and password using the same URL or HMH server. This will allow the device to communicate with the computer that is connected to a projector. This allows the teacher to move about the classroom while directing a lesson from the Digital Teacher's Edition.

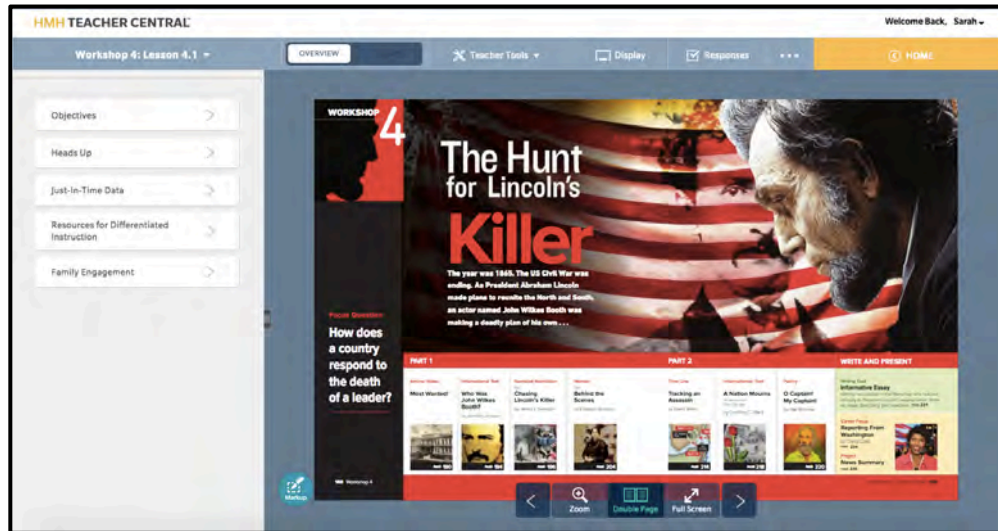


To enter Projection Mode, log in to HMH Teacher Central on the computer connected to the projector and open the Digital Teacher's Edition. Click the ellipsis menu on the computer connected to the projector, then click the **Enter Projection Mode** button.

When the *Select the Display icon to share content* message appears onscreen, click the **Display** button from the mobile device to control the projection from the device.



## Lesson Plan and Overview



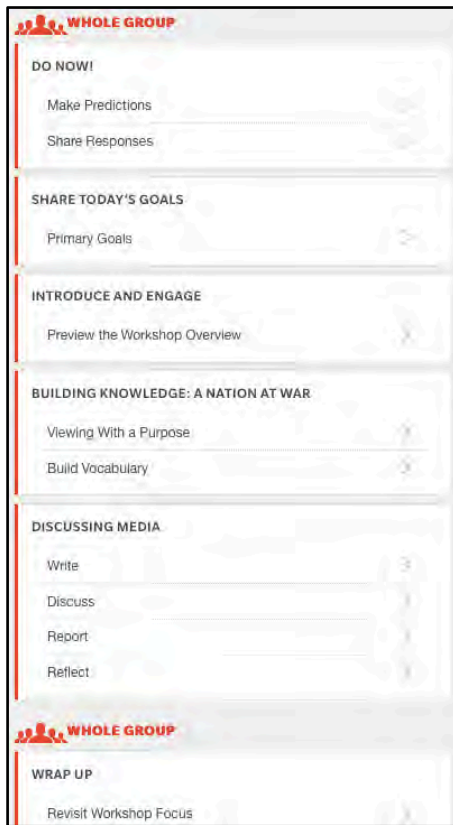
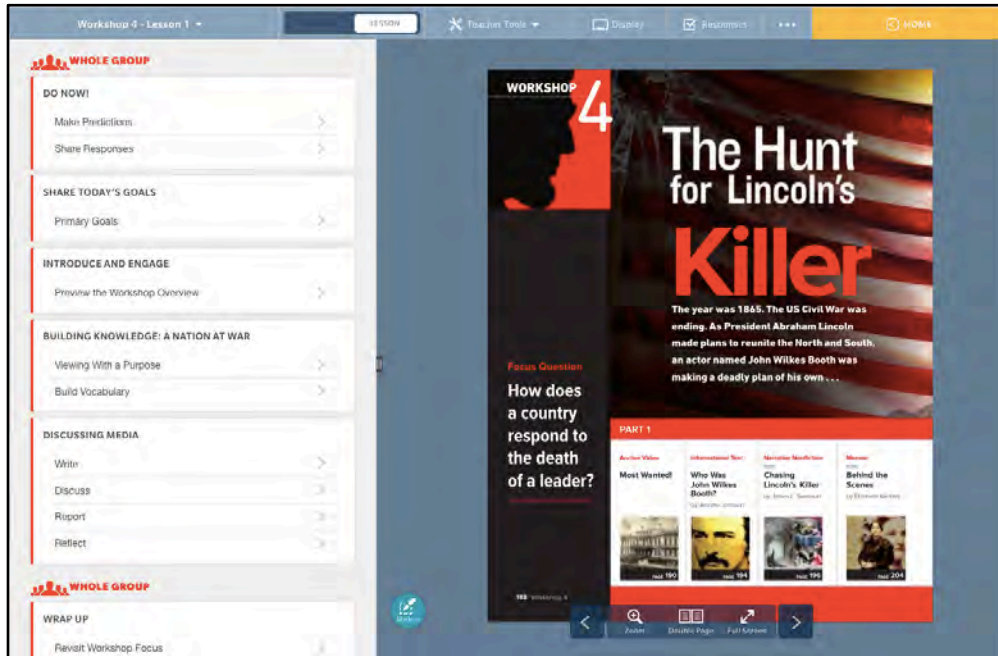
The left screen pane toggles between the Lesson Plans and Lesson Overview. Click the switch in the toolbar to toggle between the two views.



Click and drag the tab icon between the pane and the eReader to adjust the size of the pane.

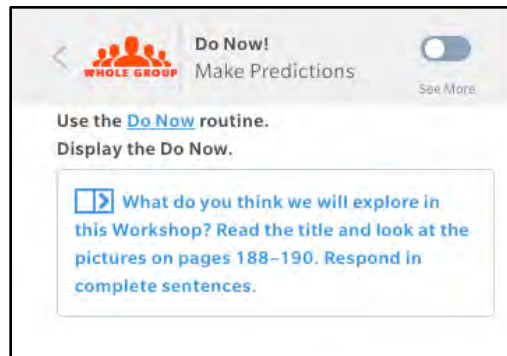


Lesson Plans



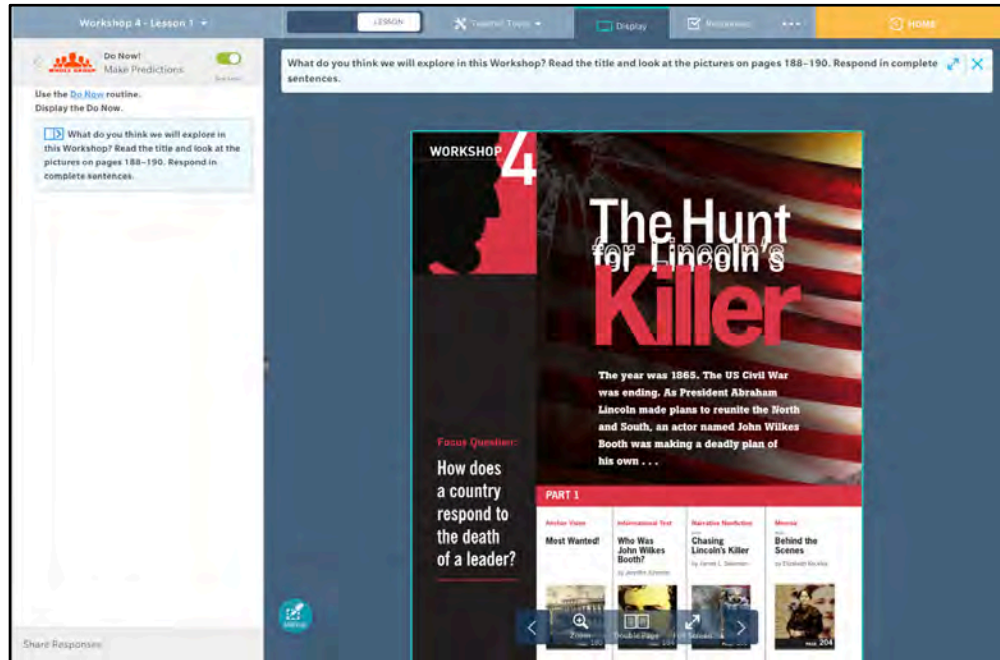
Click **Lesson** to open the Lesson Plan in the pane.

The Lesson Plan shows the different parts of the lesson as clickable links. Click a link to view it in detail.

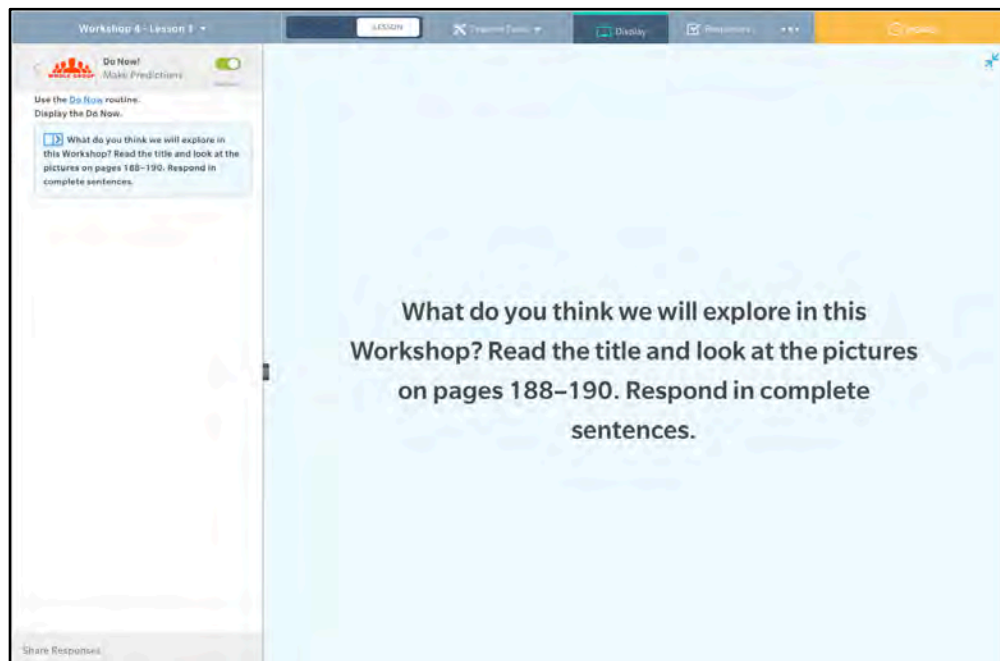


For information on the particular routine, click the blue routine link in the pane. To adjust the amount of information displayed, use the See More/See Less switch.

To display the lesson prompt, click it.

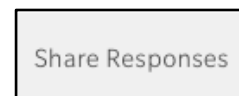


With the screen in Display Mode or Projection Mode, the prompt will appear in the eReader. Click the "X" icon to close it.



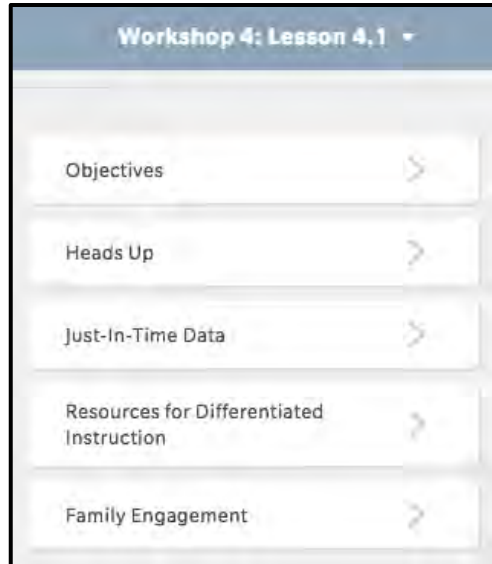
To view the prompt fullscreen, click the fullscreen icon. To return to the eReader, click the icon again.

At the bottom of the pane is the next sequential prompt. Click it or scroll through the pane to continue through the Lesson Plan.





### Lesson Overview



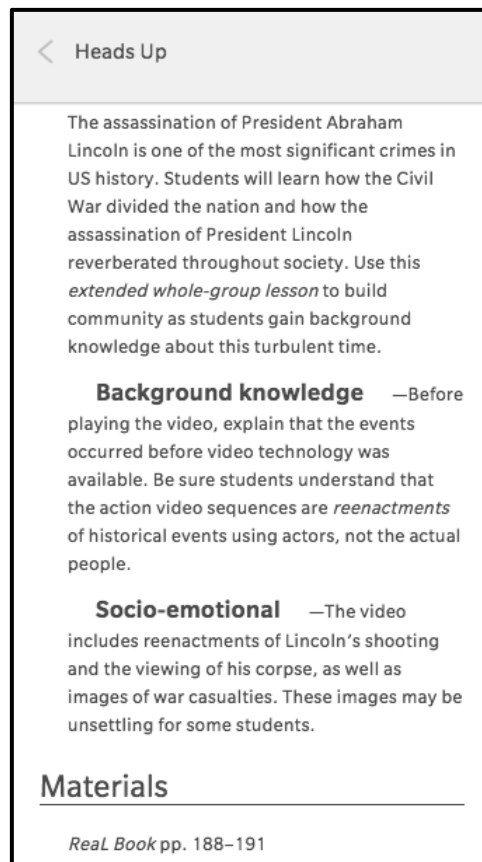
Click **Overview** to open the Lesson Overview in the pane.

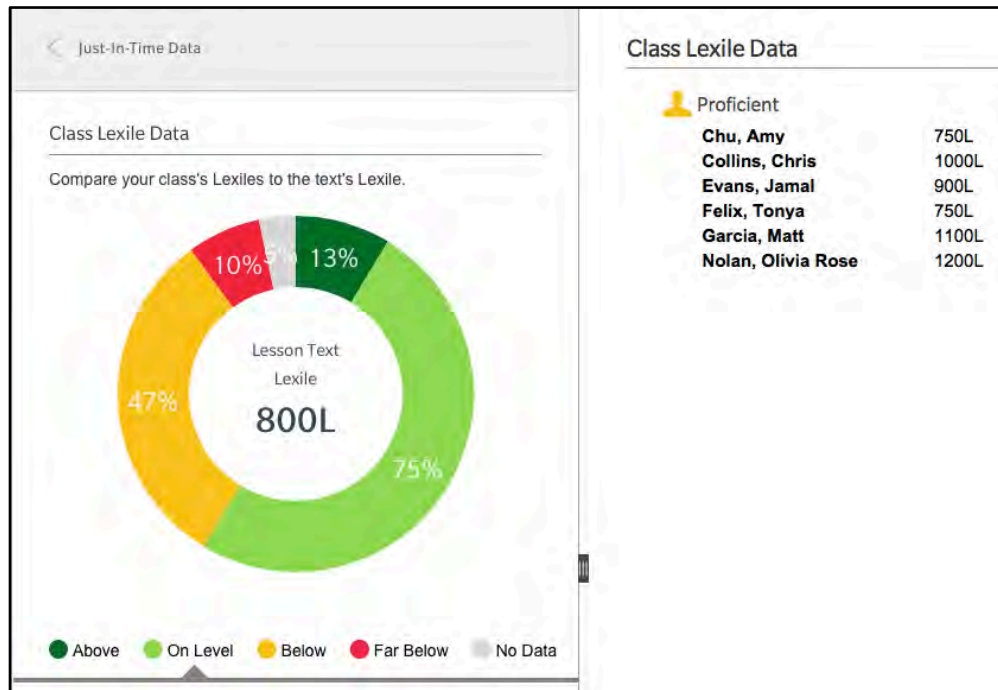
Overview lists objectives, data, and lesson prompts for the lesson. Click each heading to view it in detail.

**Objectives** list the primary goals of the lesson.



**Heads Up** presents an introduction to the lesson, as well as background knowledge, notices of upcoming features, materials lists, and vocabulary.





**Just-In-Time Data:** Click **Just-in-Time Data** to view real-time class data on an interactive chart. Click the section of the chart to view data in detail.

**Resources for Differentiated**

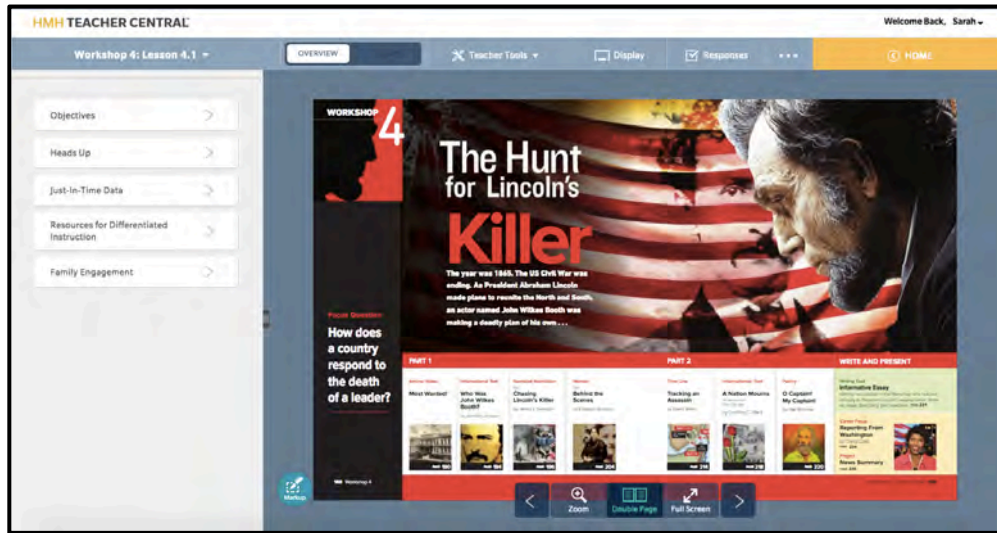
**Instruction:** The Resources for Differentiated Instruction link shows HMH Teacher Central Resources (page 87) that pertain directly to the lesson. Click **Get Resources** to open the Resources section and view the lesson's resources.

**Family Engagement:** Click **Family Engagement** to view suggestions for out-of-classroom activities to support the lesson and keep families informed of the class's work.

At the bottom of the pane is the next Overview heading. Click it or scroll through the pane to continue through the Overview.

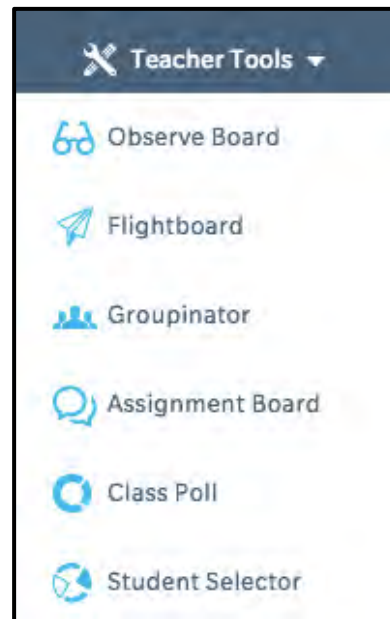
**Heads Up**

## Teacher Tools

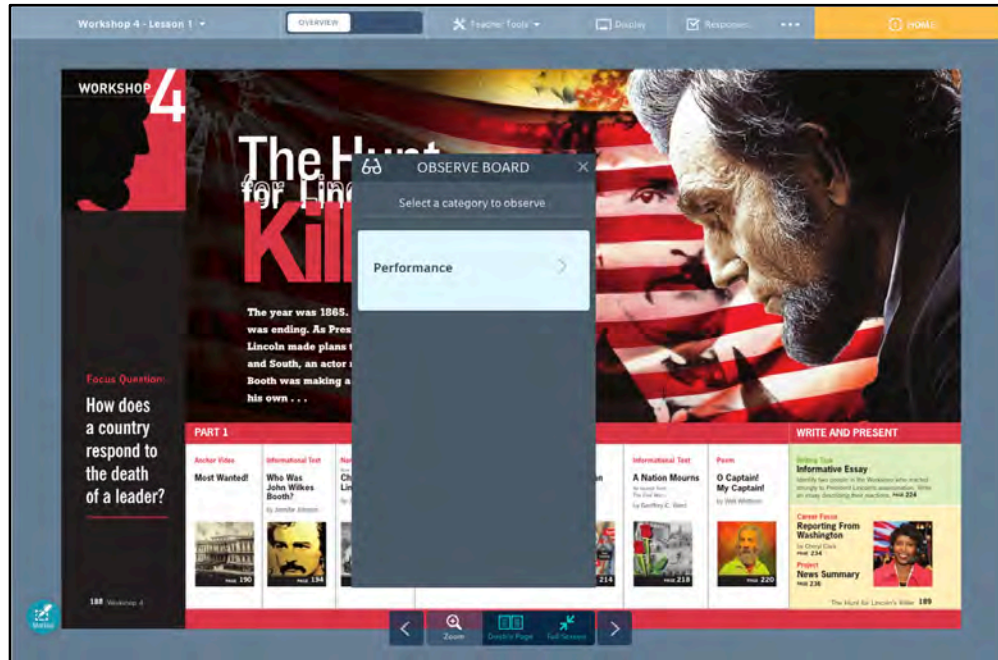


Teacher Tools is a menu of tools for teachers to use while teaching the Digital Teacher's Edition lesson.

Click **Teacher Tools** at the top of the Digital Teacher's Edition screen to open the pull-down menu of tools.



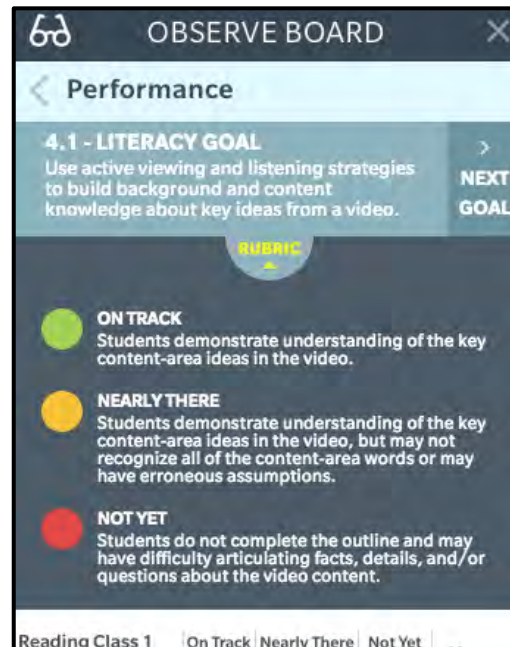
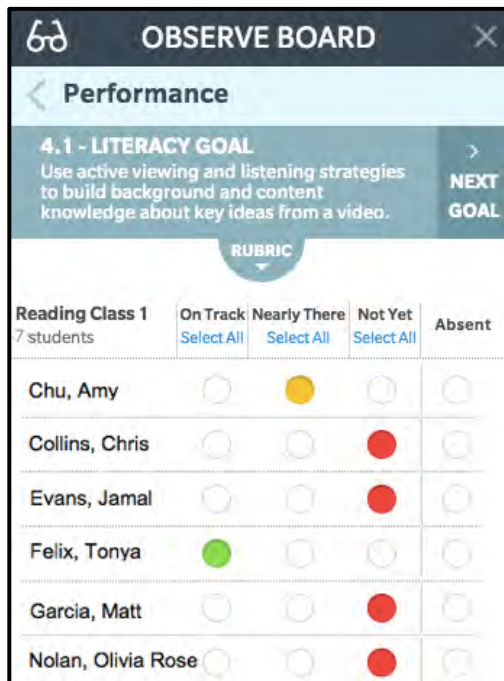
## Observe Board



The Observe Board lets teachers record observation notes in different categories. Click a category to open the board for that area of observation.

Choose the Workshop and lesson from the pull-down menus. At the lesson level, the lesson goals are shown. Click **Start Observing!** to launch the Observe Board for the lesson.





Use the Observe Board to record observations of students within the context of the selected goal. Click (or tap on a mobile device) the desired button next to the student's name to record observations. Click **Select All** if all students observed meet the observation criteria.

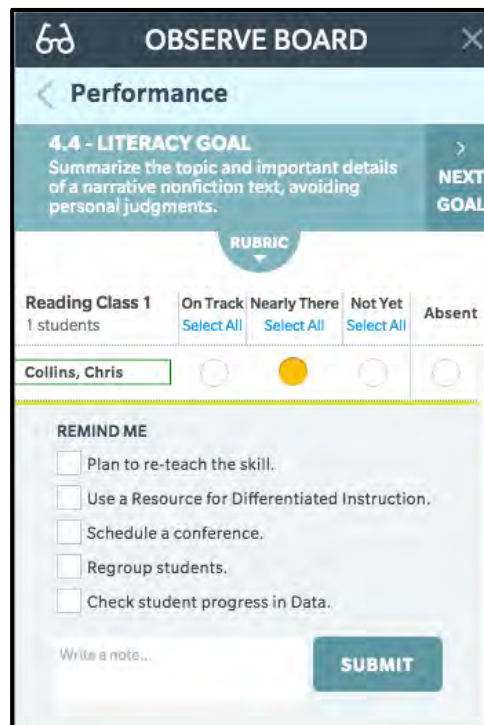
Click **Next Goal** to view the Observe Board for the next lesson goal.

To view the rubric for the observation goal, click **Rubric** to reveal the rubric on the Observe Board. Click it again to hide it.

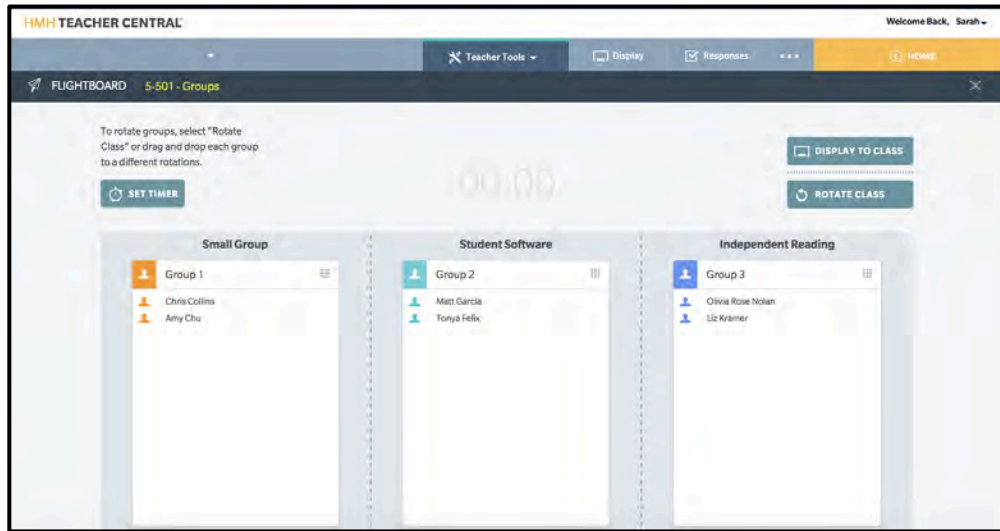
Click a student's name to set reminders and record notes pertaining to the classroom observations of the student.

Observations, reminders, and notes recorded in the Observe Board are also reported on the Observer report (page 97).

Click the "X" icon to exit the Observe Board.



## Flightboard



Flightboard allows teachers to show students where to go while they are moving rotations.

With students grouped by the Groupinator (page 71), use the Flightboard to time groups' rotations and monitor which rotation they are currently in. Click **Flightboard** from the Teacher Tools pull-down menu to launch the Flightboard.

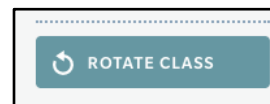


The Flightboard can time how long each group works in their rotation. Click **Set Timer** to activate the timer clock. To set the time, use the arrows to scroll up or down through the numbers. Click **Set Timer** a second time to lock in the time. Use the timer to indicate how much time students have to move to their next rotation.

At the beginning of a rotation, click **Display to Class** when in Projection Mode (page 61). This will display the groups to the class and start the timer if one has been set.



When a rotation has ended, open the Flightboard again and select **Rotate Class** to rotate the groups.



## Groupinator®

The Groupinator is used to group students for *READ 180* instruction.

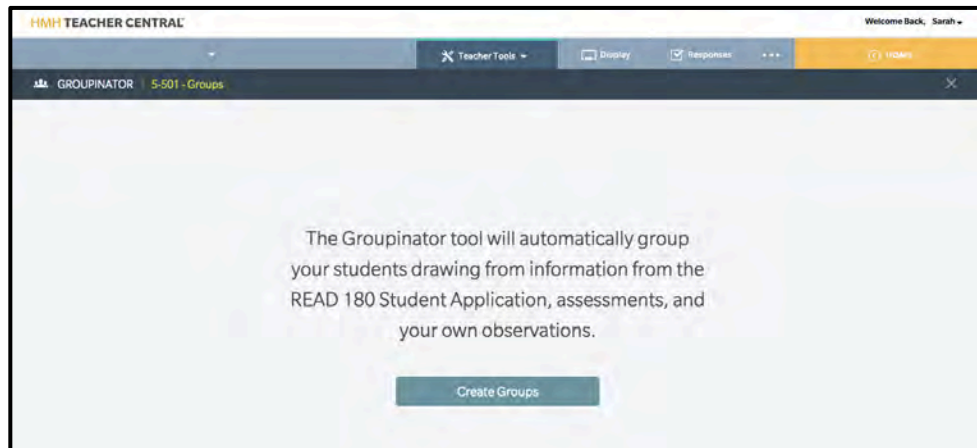
There are three ways students are grouped by the Groupinator:

- By Lexile measure, as measured in *Reading Inventory* scores
- By Reading Comprehension scores
- Alphabetically

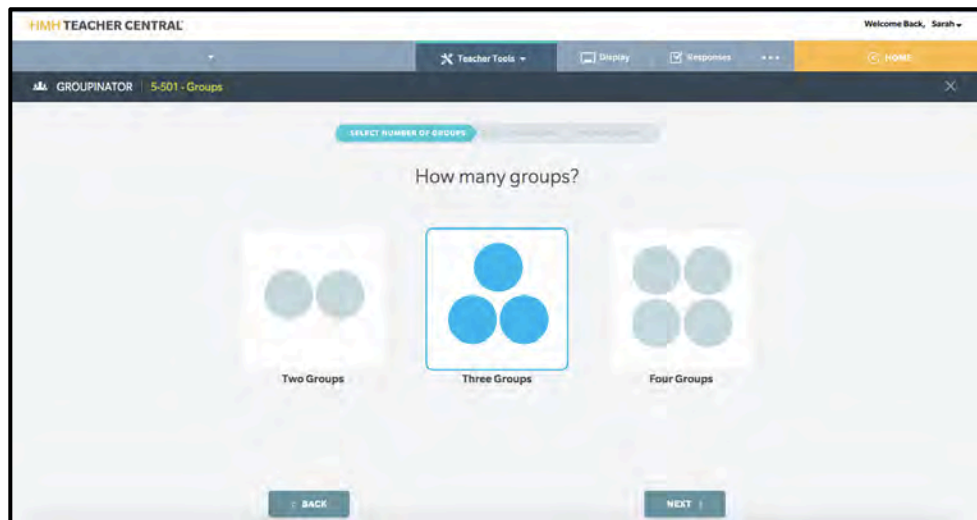
When students are grouped they are ready for small-group or individual activities.

Use the Flightboard (*page 70*) to guide and monitor these group activities.

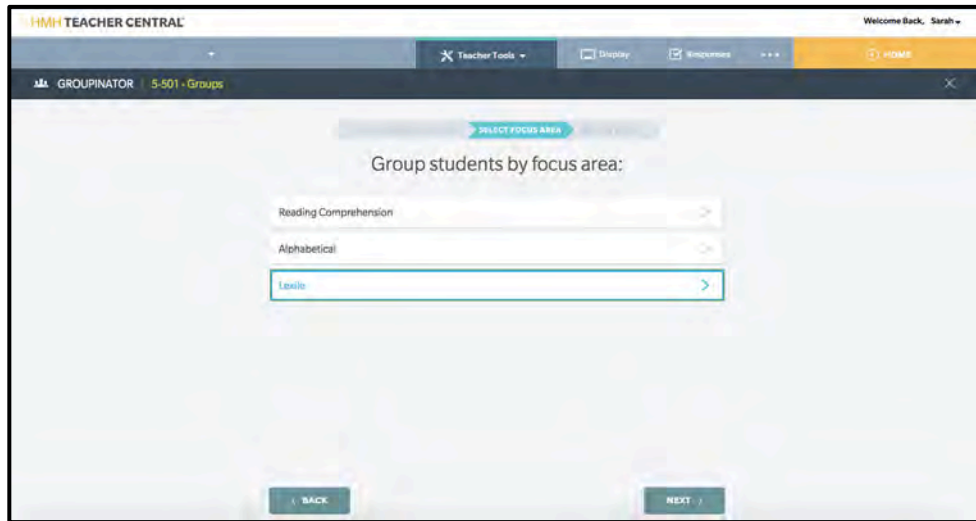
To use the Groupinator, click **Groupinator** from the Teacher Tools pull-down menu.



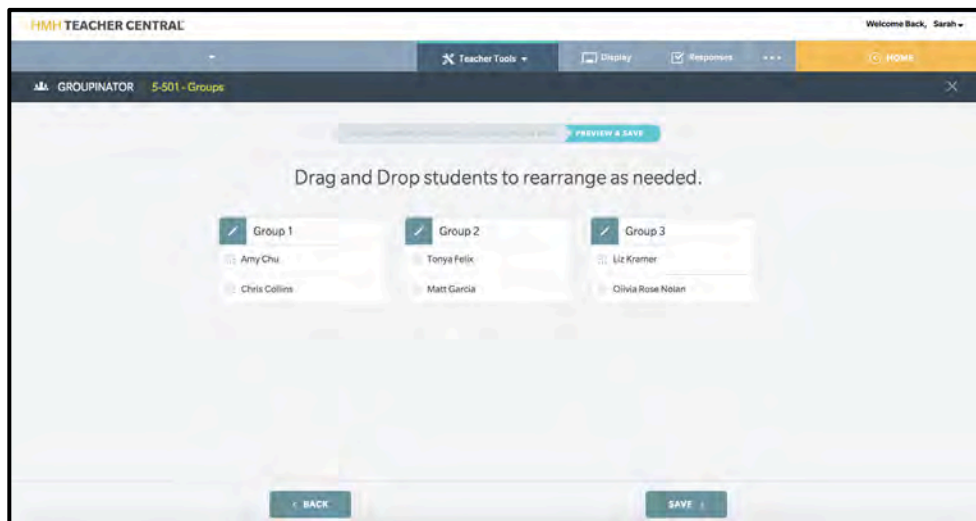
If no groups have been created or saved (typically at first Groupinator use), the Introduction screen will appear. Click **Create Groups** to launch the Groupinator.



The first step in using the Groupinator is to select how many groups there will be in the classroom: two, three, or four. Click the selection, then click **Next**. To return to the Introduction screen, click **Back**.



Choose which focus area to use to group the students by clicking the appropriate bar, then click **Next**. Click **Back** to return to the previous screen.



View the students grouped by the selected focus area. To make manual changes to the group, drag and drop a student's name to a different group.

To save the groups, click **Save**. To return to the previous screen, click **Back**.

When groups are saved, they will appear in the Flightboard. Groups may be changed at any time using the Groupinator.



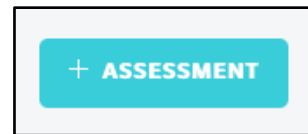
## Assignment Board

Student	Total Ungraded	Last Activity	Type	Date Assigned	Date Submitted
Chu, Amy	1	Workshop 4, End of Workshop	Workshop Assessment Assignment	06/06/16	---
Collins, Chris	1	Workshop 4, End of Workshop	Workshop Assessment Assignment	06/06/16	---
Felix, Tonya	1	Workshop 4, End of Workshop	Workshop Assessment Assignment	06/06/16	---
Garcia, Matt	1	Workshop 4, End of Workshop	Workshop Assessment Assignment	06/06/16	---
Kramer, Liz	1	Workshop 4, End of Workshop	Workshop Assessment Assignment	06/06/16	---
Nolan, Olivia Rose	1	Workshop 4, End of Workshop	Workshop Assessment Assignment	06/06/16	---

The Assignment Board allows teachers to assign Workshop Assessments to students and then view and review student work once they have submitted it back to the teacher. The Board shows assigned and submitted work and also which assignments are waiting to be graded.

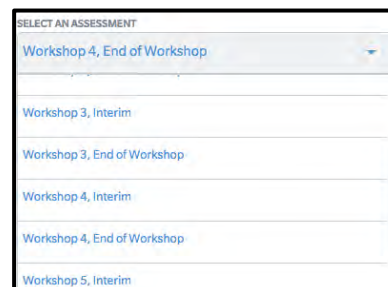
To access the Assignment Board, click **Assignment Board** from the Teacher Tools pull-down menu.

To use the Board to assign work to students, click the **+Assessment** button. This opens the Assign Assessment window.



The Assign Assessment window displays a 'SELECT AN ASSESSMENT' dropdown menu with 'Workshop 4, End of Workshop' selected. Below it, the 'SELECT LEVEL AND STUDENTS' section shows a grid of student names with 'A' and 'B' level selection buttons. The 'Select All' button is also visible. 'CANCEL' and 'ASSIGN' buttons are at the bottom.

Select the assessment from the pull-down menu at the top of the window. Click the level desired for each student, either A or B, or select the level for the whole class in the Select All field. Click **Assign** to send the assignments to students. The date will appear in the Date Assigned column of the Assignment Board.





Student	Total Ungraded	Last Activity	Type	Date Assigned	Date Submitted
Chu, Amy	1	Workshop 4, End of Workshop	Workshop Assessment Assignment	06/06/16	---
Collins, Chris	1	Workshop 4, End of Workshop	Workshop Assessment Assignment	06/06/16	06/27/16

When teachers assign work to students, the date appears in the Date Assigned column. When students complete their work, the date appears in the Date Submitted column. To view all assignments for a student, click the student's name in the Assignment Board.

Activity	Type	Date Assigned	Date Submitted	Delete
Workshop 4, End of Workshop	Workshop Assessment Assignment	06/06/16	---	X

Click **In Review** to view the list of the student's ungraded assignments. Click **Archive** to view the student's past assignments.

When students have submitted their assignments, the teacher may review and grade them by clicking the assignment name on the Assignment Board.

**Collins, Chris: Workshop 4, End of Workshop**

**A Fateful Day**

John F. Kennedy became the 35th President of the United States in 1961. He was a very popular president. On November 22, 1963, President Kennedy arrived in Dallas, Texas. Kennedy planned to meet with state leaders. At the airport, the president and his wife, Jackie, joined Texas Governor John Connally and his wife, Nellie. They rode in an open car. Lyndon Johnson, the vice president, rode behind them with his wife. The cars left the airport and drove into downtown Dallas.

**The Assassination**  
The day was warm and sunny. Cheering crowds lined the streets. As the first car entered Dealey Plaza, a bullet hit the president in the head. The same bullet then struck Governor Connally. The car raced to the closest hospital.

At 1:00 p.m., President Kennedy was dead. Soon after, police arrested his assassin, Lee Harvey Oswald. Kennedy's body was taken back to the airport and put on an airplane. Before the plane took off for Washington, DC, a judge gave the Oath of Office to Lyndon Johnson. He became the new president.

**A Nation Mourns**  
Across the United States, people were learning about the death of their president. Many would always remember that horrible day. Some Americans prayed for the president and his family. Others stayed home to watch the news on TV. Everyone was trying to make sense of this unbelievable event.

On November 24, President Kennedy's casket was taken to the Capitol. It lay in state until the next day. Mourners waited for hours in the freezing cold to pay their respects.

**The Funeral**  
About a million people lined the funeral route to Arlington Cemetery. Millions more watched the sorrowful event on TV. At the grave site, Kennedy family members lit an eternal flame. It is still burning today.

**Question 20**

What happened to Lee Harvey Oswald after he shot President Kennedy? Write 3 or 4 sentences to explain. Use information from the passage and the time line to support your response.

ANSWER

He ran to a movie theater and was arrested. Two days later he was shot and killed.

**Teacher Rating**

Constructed-Response Rubric

Rating Scale

- 0 Not Attempted: Response needs supporting explanation for claims.
- 1 Partially Attempted: Response includes one supporting explanation.
- 2 Complete: Response includes at least two supporting explanations.

Comments

Good facts. |

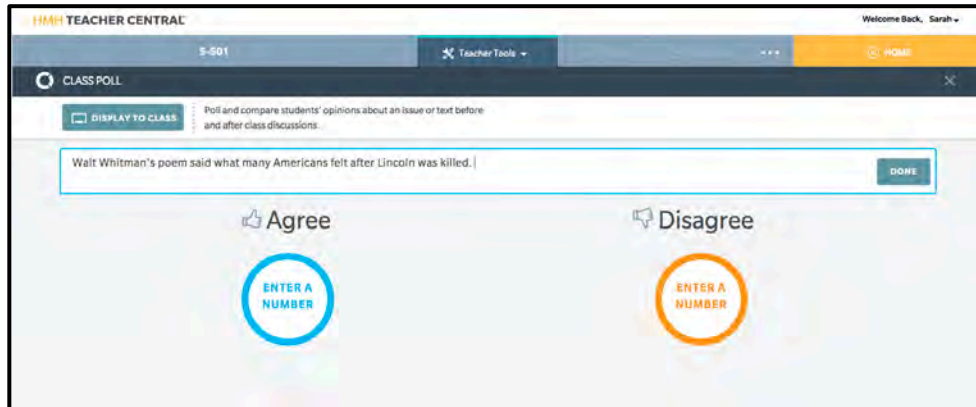
Teachers can review and grade student responses to the Constructive Response and Extended Response questions on the Workshop Assessments by selecting a grade from the rubric and inserting comments in the Comments field. Click **Next** to move to the next question or **Back** to move to the previous question. When the assignment is graded, close the assignment.

Click **Workshop Assessment Results** to see the student's score on the Workshop Assessment. Click **Review** from this screen to review the multiple-choice portion of the student's assessment.

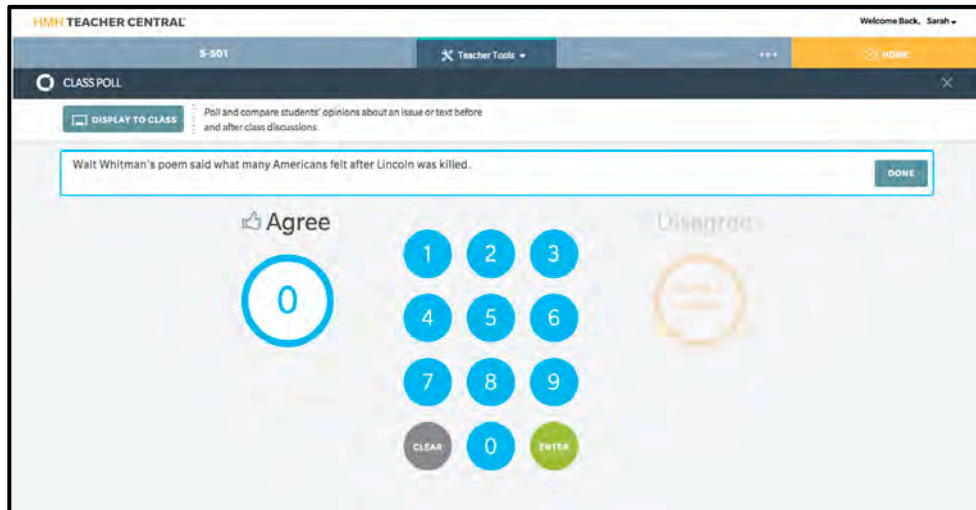
Click the "X" icon at the top of the screen to close the Assignment Board.

### Class Poll

Use the Class Poll tool to present a question to the class and display their responses.



To enter the result of a poll, click **Enter A Number** under either Agree or Disagree.

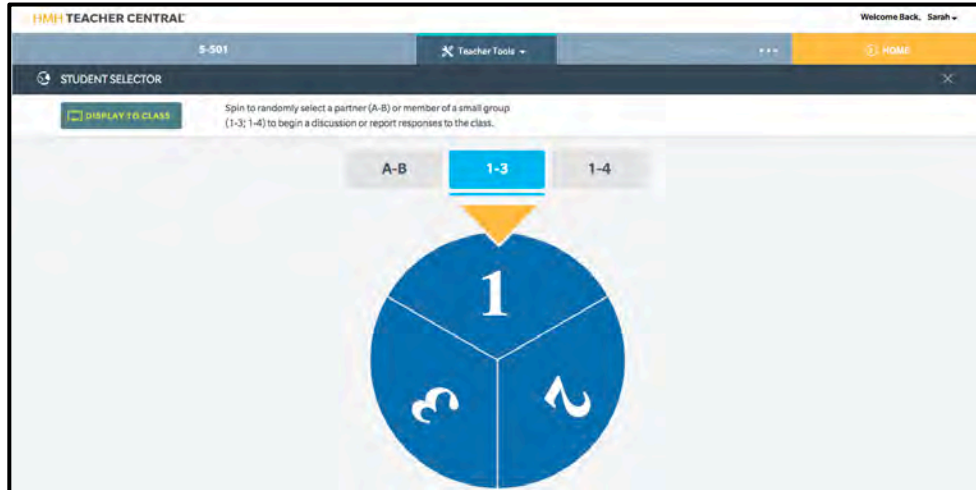


Click or tap the number pad to enter the poll number.

To display the selector to the class, click **Display to Class**. The button toggles between **Display to Class** and **Stop Display**. Click it a second time to stop the display.

### Student Selector

Use the Student Selector tool to randomly select students for discussions or group or class presentations.



Choose to select a student from a pair or group of two or three by clicking the buttons at the top of the screen. Click the selector wheel to start it spinning.

To display the selector to the class, click **Display to Class**. The button toggles between **Display to Class** and **Stop Display**. Click it a second time to stop the display.

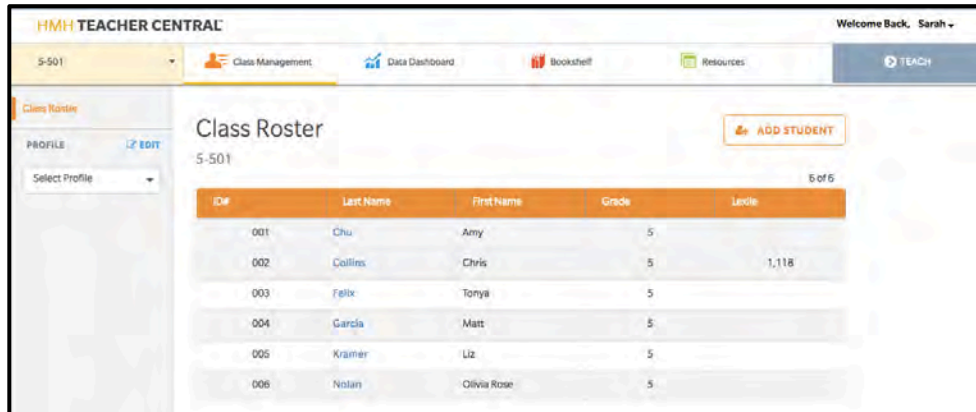


## Class Management

In the Class Management tab, teachers may view class and student profiles, set student enrollments in programs, and view and set *READ 180* Universal product settings. Teachers may also access Class Management by clicking the button on their Home screen.



## Class Roster

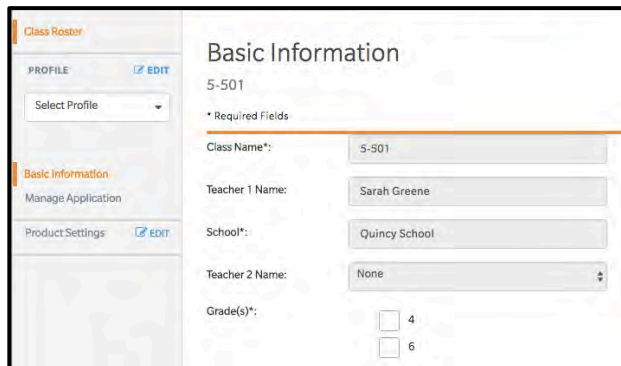


The default screen on the Class Management tab is the Class Roster. From here, teachers may edit the class profile, view student profiles, or add a student.

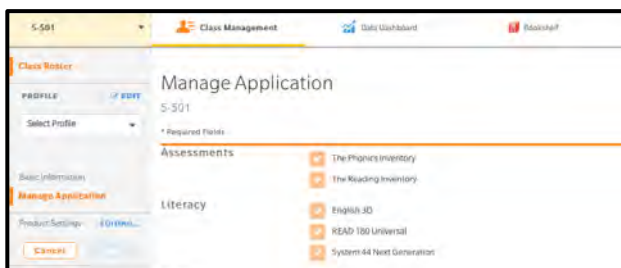
## Class Profile

On the Class Profile screen, view the class settings as entered in SAM. To edit the Class Profile, click the **Edit** link above the pull-down menu.

Click **Basic Information** to view or edit the class name, teacher name, school, second teacher name, and class grades. Click **Save** to save the information or the next link to continue the process. Click **Cancel** to close the screen without saving.



Click **Manage Application** to view or change the programs assigned to the class by clicking the appropriate selections. Click **Save** to save the information or the next link to continue the process. Click **Cancel** to close the screen without saving.



### Adding Students

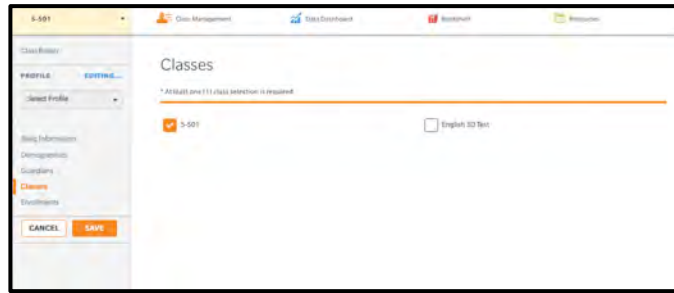
Click **Add Student** from the Class Roster screen to add a student to the Class Roster.

Click **Basic Information** to begin adding the student to the class. Fill in the fields (required fields are bordered in red); then click **Save** to save the information or the next link to continue the process. (Note that the Basic Information and Classes screens contain required information.) Click **Cancel** to close the screen without saving.

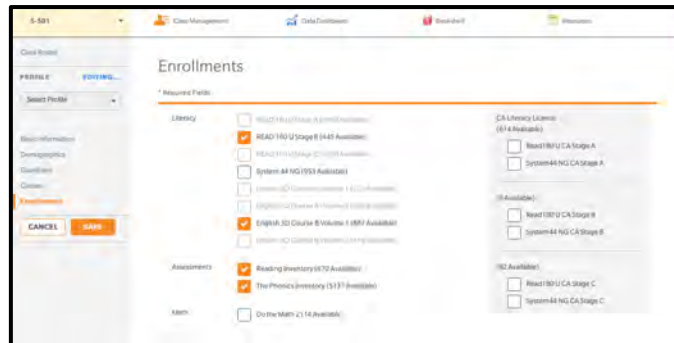
Click **Demographics** to enter the student's demographic information by clicking the appropriate selections. Click **Save** to save the information or the next link to continue the process. Click **Cancel** to close the screen without saving.

Click **Guardians** to enter the student's guardian information. Fill in the fields; then click **Save** to save the information or the next link to continue the process. Click **Cancel** to close the screen without saving.

Click **Classes** to enroll the student in classes. Each student must be enrolled in at least one class. Click **Save** to save the information or the next link to continue the process. Click **Cancel** to close the screen without saving.



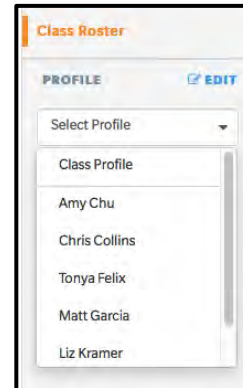
Click **Enrollments** to enroll the student in programs. Click **Save** to save the added student settings, or click **Cancel** to close the screen without saving.



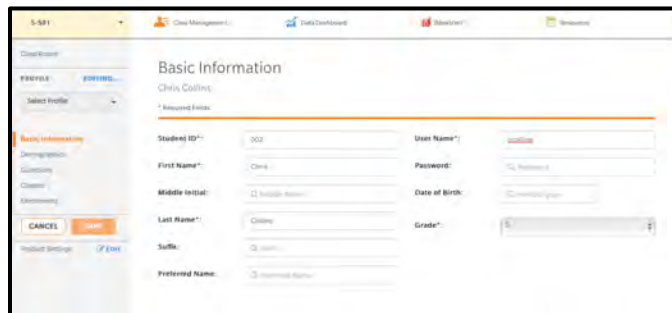
### Student Profile

To view a Student profile, select the student from the pull-down Profile menu, or click the student's name in the Class Roster.

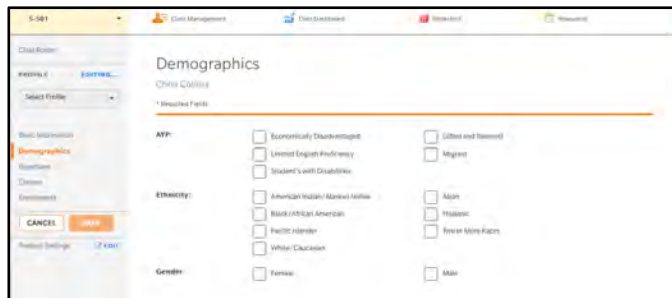
To edit the student's profile, click the **Edit** link above the pull-down menu.



Click **Basic Information** to view or edit the student's basic profile information. Click **Save** to save the information or the next link to continue the process. Click **Cancel** to close the screen without saving.



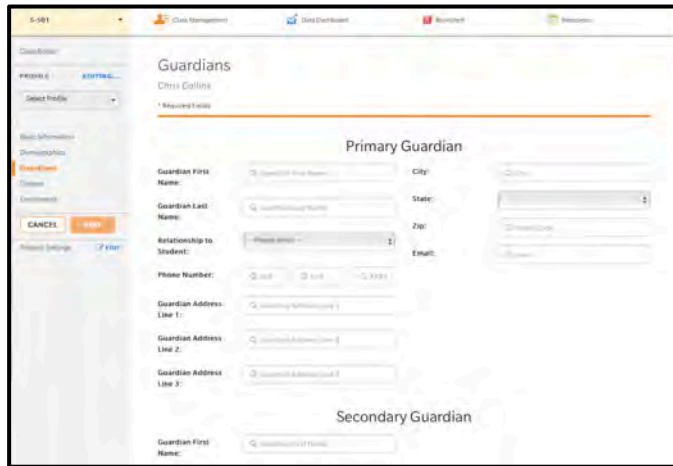
Click **Demographics** to view or edit the student's demographic information by clicking the appropriate selections. Click **Save** to save the information or the next link to continue the process. Click **Cancel** to close the screen without saving.



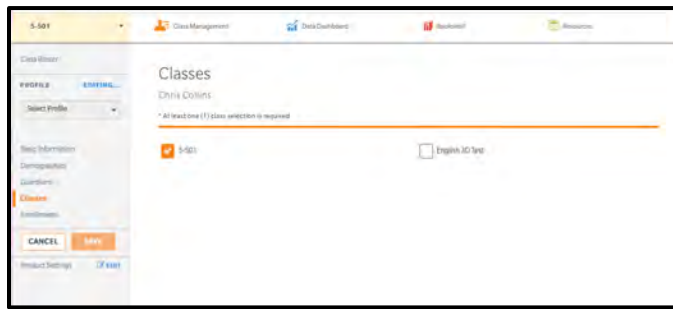




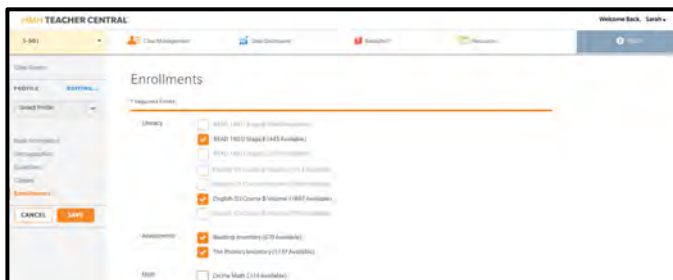
Click **Guardians** to view or edit the student's parent or guardian information. Fill in the fields; then click **Save** to save the information or the next link to continue the process. Click **Cancel** to close the screen without saving.



Click **Classes** to view or change the student's class enrollment. (Each student must be enrolled in at least one class.) Click **Save** to save the information or the next link to continue the process. Click **Cancel** to close the screen without saving.



Click **Enrollments** to view or change the student's program enrollment. Click **Save** to save the added student settings, or click **Cancel** to close the screen without saving.

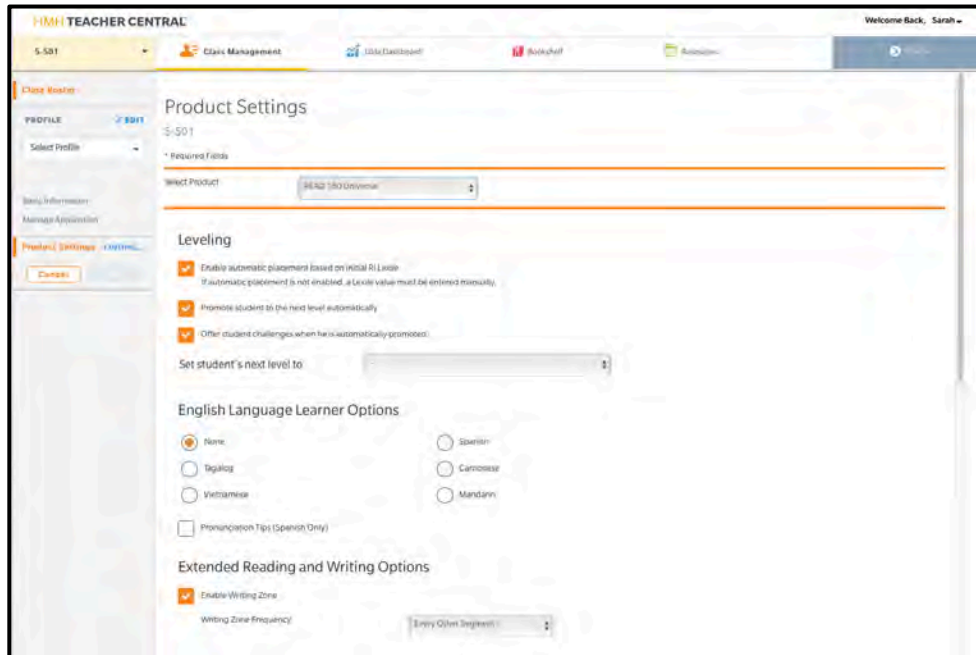


## READ 180 Universal Product Settings

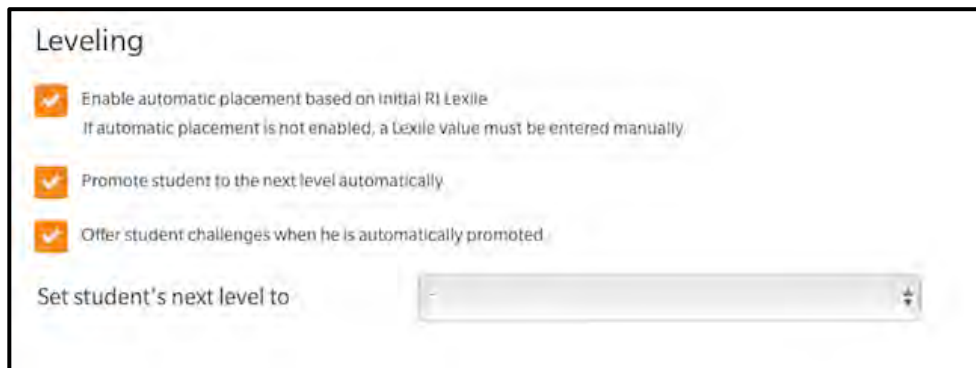
Product settings allow teachers to customize the *READ 180* student experience for their classes and individual students.

Class and student product settings may be set from the Class Management tab in HMH Teacher Central. Class and student product settings, as well as school and district settings, may also be set in SAM.

### Product Settings in HMH Teacher Central



Click the **Product Settings** link from the class or student profile to view product settings for the class or student. To edit the product settings, click the **Edit** link next to the Product Settings link.

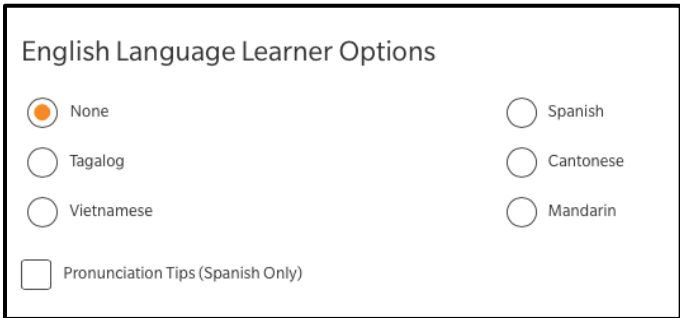


To set leveling options for the class or student, click the appropriate checkboxes to enable or disable automatic placement based on Lexile measure, automatic promotion to the next level, and challenges when the student moves to the next level. These settings are enabled by default.

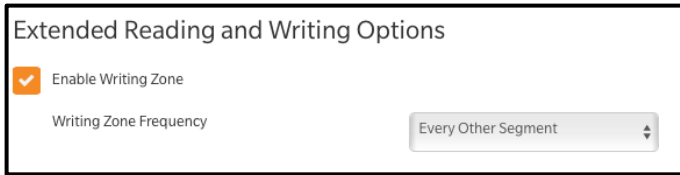
To manually set the class or student's next level, click the pull-down menu and select the next level from the menu.



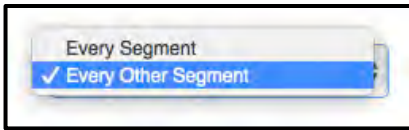
To set English Language Learner (ELL) Options, click the appropriate button to allow the class or student to hear instructions in a language other than English. Select the **Pronunciation Tips** box to allow the student or class to hear pronunciation tips in Spanish. The default setting is none.



To set Extended Reading and Writing Options, click the checkbox to enable or disable the Writing Zone for the class or students.



(It is enabled by default.) To select how often the class or students work in the Writing Zone, click the pull-down menu and select **Every Segment** or **Every Other Segment**. (Every Other Segment is selected by default.)



To set Support Options, click the checkbox to enable large passage text. (The default setting is disabled.) To set the reading speed, click the pull-down menu and select the appropriate speed.



To set options for Independent Reading, click the pull-down menus to select the minimum passing scores for 5-question eReads quizzes and 10-question eBook quizzes.

### Independent Reading

The minimum score required to pass a 5 question eRead quiz and mark the title as completed. 60

The minimum score required to pass a 10 question eBook quiz and mark the title as completed. 70

To set options for the Workshop Assessments, click the appropriate buttons to select the non-English language settings for the class or students. (The default setting is none.) Click the checkboxes to enable or disable showing correct and incorrect answers, including constructed-response questions on assessments, and including extended-response questions. (The default setting for all three is enabled.) Click the buttons to select a 4-point or 6-point scoring rubric for assessments. (The default setting is 4-point rubric.)

### Workshop Assessments

Language

Spanish  Tagalog

Cantonese  Vietnamese

Mandarin  none

Show Correct/Incorrect Answers

Include Constructed Response

Include Extended Response

Rubric Settings

4 point rubric  6 point rubric

When finished choosing the settings, click **Save** to save changes, or click **Cancel** to exit the product settings without saving changes.

**Product Settings** EDITING...

Cancel
Save



### Product Settings in SAM

Enrollment in *READ 180* Universal may also be set in Student Achievement Manager (SAM).

To add students to SAM and create student profiles, see [Enrolling and Managing Students Using Student Achievement Manager](#) at the [READ 180 Universal Product Support](#) site (page 109).

**Manage Student Enrollment**

Use the check boxes to enroll or unenroll students in programs. Use the check box at the top of each column to enroll all students in that program.

Students	Do the Math 2	Do the Math Modules	Do the Math Now!	English 3D Course A Volume 1	English 3D Course A Volume 2	English 3D Course B Volume 1	English 3D Course B Volume 2	READ 180 U Stage A	READ 180 U CA Stage A	READ 180 U Stage B	MATH 180 Course 1	MATH 180 Course 2
Chu, Amy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collins, Chris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Felix, Tonya	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Garcia, Matt	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kramer, Liz	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nolan, Olivia Rose	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Total seats remaining:** 1 700 0 757 889 868 917 0 50 36 735 733

Item(s) 1 through 6 of 6

Buttons: Cancel, Cancel & Return, Save, Save & Return

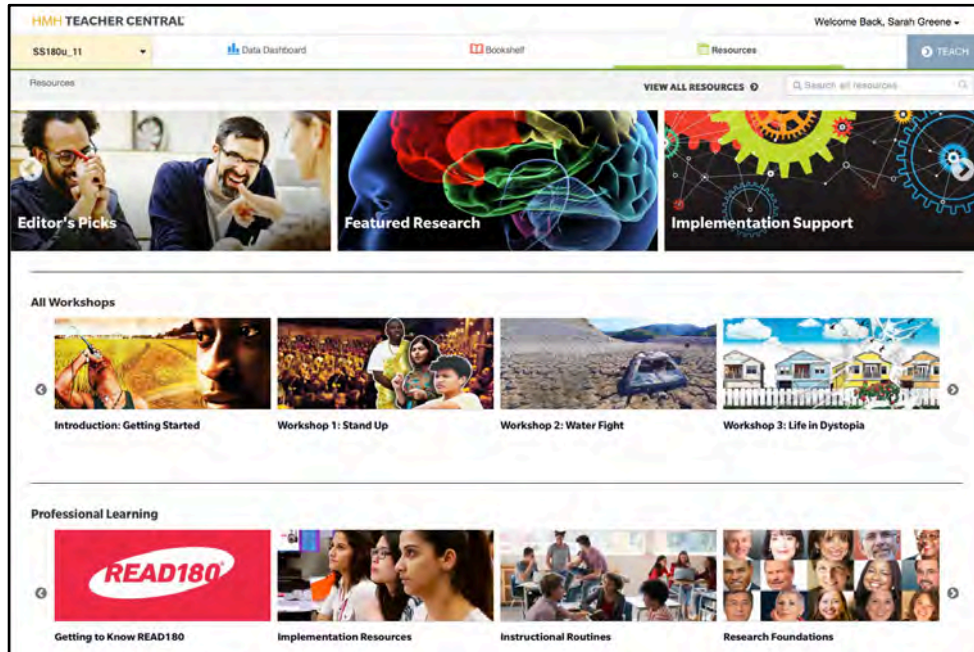
Confirm that students are enrolled in *READ 180* Universal by clicking **My Classes** at the top of the SmartBar to access the class's Profile screen. Locate the number of students who are enrolled in each program in the Usage Summary table.

To enroll students in *READ 180* Universal through SAM:

1. Click the **Manage Student Enrollment** link from the class's, teacher's, or student's Profile screen.
2. Use the checkboxes to enroll students in programs, or use the checkboxes at the top of the chart to enroll every student in the list at the same time. Use the scroll bar to horizontally scroll through the program choices.
3. Click **Save & Return** to save changes and return to the Profile screen. Click **Save** to save changes and remain on the Enrollment tab. Click **Cancel** to cancel the changes, or click **Cancel & Return** to return to the Profile screen without saving changes.

Enroll additional students in *READ 180* Universal by double-clicking another class or group in the SmartBar.

## Resources



Click the Resources tab to open the Resource Library.

The Resource Library contains downloadable resources for lessons and professional development sorted by category. Click a category to view the resources in that group.



To search for a particular resource, or to search by author or keyword, use the Search function. Enter a search term (title, author, lesson, concept, keyword) and click the Search icon. The Resource Library will open with the resources filtered by the search term. To view a list of all the resources in the library, click **View All Resources**.



Program ⊕

Skills ⊖

All

Reading ⊖

Foundational Skills

Language

Writing

Speaking and Listening

Other Skills

User ⊕

Type ⊕

Media Format ⊕

Grade ⊕

Lexile Level ⊕

Rotations ⊕

⊖ Reset APPLY FILTERS

### Editor's Picks

We found 5 resources filtered by **Reading: Comprehension** and **Foundational Skills**.

**People, Events, and Ideas**  
*The Birth of Flight*  
**Instruction & Differentiation: Differentiation Lesson**  
 Use this comprehensive lesson for instruction: identifying and examining the relationships between people, events, ideas, or concepts in a nonfiction article. This lesson uses an...

**Fluent Reading**  
*Building Fluency Modeled Routines*  
**Professional Learning: Classroom Routines**  
 This video will help READ180 teachers implement Building Fluency routines in Whole and Small Group. Teacher will learn what elements of fluent...

**Making Inferences**  
*The Miseducated Pig*  
**Instruction & Differentiation: Differentiation Lesson**  
 Each book includes nine workshops and each workshop focuses on a key reading and writing skill. Workshop topics are...

**Foundational Skills**  
*The Mice Go To The Ball*  
**Professional Learning: Classroom Routines**  
 Each book includes nine workshops and each workshop focuses on a key reading and writing skill. Workshop topics are...

To filter the selection list, click the filter areas in the menu at the left, then click the checkboxes to select filters. Click **Apply Filters** to view the filtered list. To clear all filters, click **Reset**.

Click the resource in the list to view it in detail.

PREVIEW

## People, Events, and Ideas ♥

*THE BIRTH OF FLIGHT*

♥ 23 likes

**Differentiation: Lessons**

Use this comprehensive lesson for instruction: Identifying and examining the relationships between people, events, ideas, or concepts in a nonfiction article. This lesson uses an article about Orville and Wilbur Wright, titled "The Birth of Flight." Contents include teacher instruction, reading passages, and a graphic graphic organizer.

---

READ180 Universal; Stage B, Workshop 4, Lesson: 4.6, 4.8"

File Format: PDF

Pages: 4

Audience: Teacher, Student

Grade: Level: 6, 7, 8

Lexile: 700L

Standard: CA CCSS RI.5.3

Skills: Reading > Comprehension > Critical Reading > Identify Central Ideas & Details > Analyze People, Events, Ideas

Assign to Student ⊕

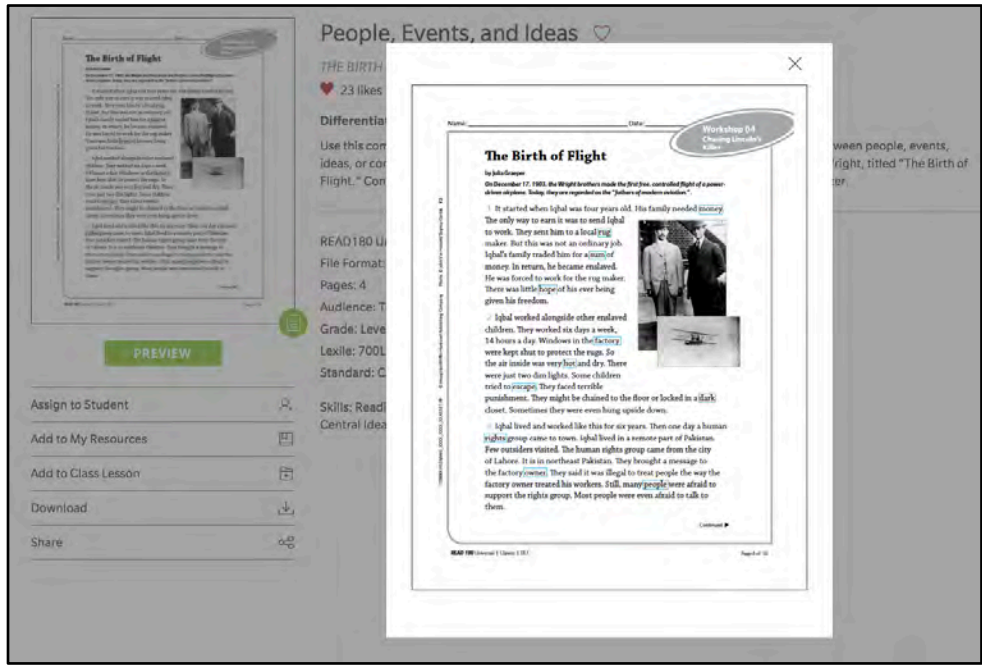
Add to My Resources ⊕

Add to Class Lesson ⊕

Download ⊕

Share ⊕

The Resource screen contains summary information about the document. To preview the resource, click **Preview**. To mark it as a favorite, click the heart icon next to the title.



The Preview opens on the screen with the Power Words for that Workshop highlighted.

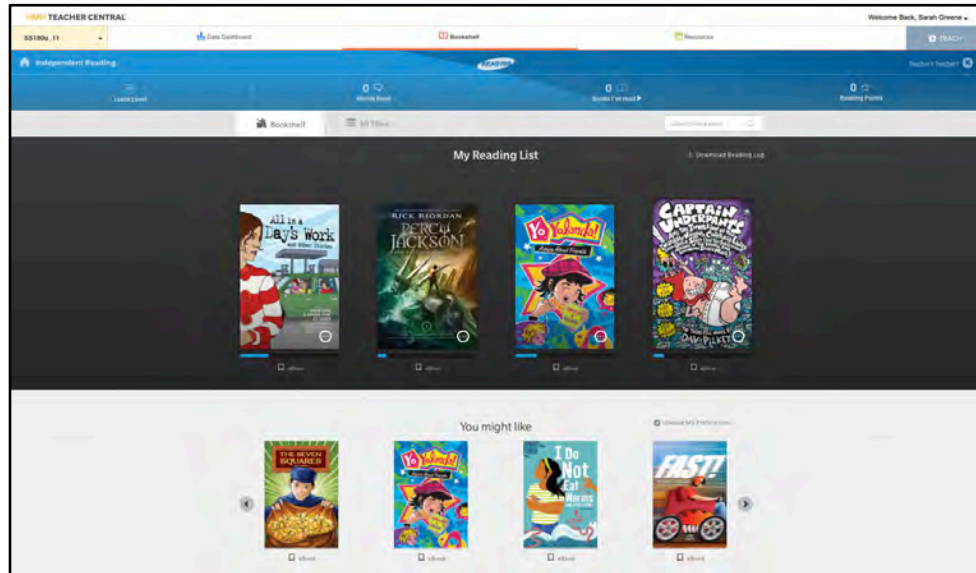
To add the Resource to the My Resource area, click **Add to My Resources**.

To add the Resource to the class lesson, click **Add to Class Lesson**.

To download the Resource as a PDF, click **Download**. To share the Resource, click **Share**.



## Bookshelf



Click the Bookshelf tab to open the Resource Library.

The Bookshelf in HMH Teacher Central replicates the student Independent Reading experience (*page 43*), allowing teachers to view the titles students are reading and which titles are trending.

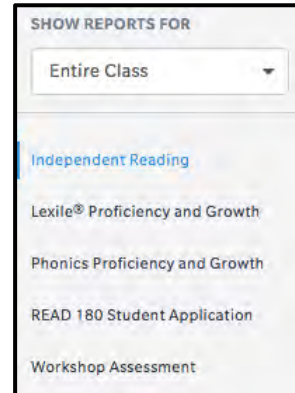


## Data Dashboard

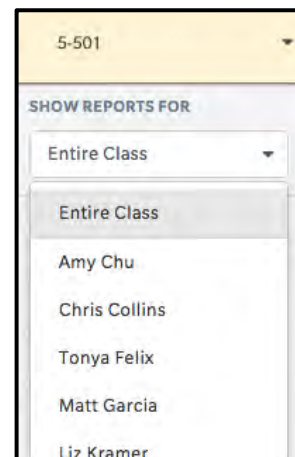
From the HMH Teacher Central Home screen, click the **Data Dashboard** tab to open and view *READ 180* Universal Reports. Teachers may also access individual reports from their home screen by clicking the button for that report.

HMH Teacher Central generates reports for both class and individual student data:

- Independent Reading:** Measures class and student participation and quiz results in the Independent Reading app.
- Lexile Proficiency and Growth:** Measures class and student average Lexile growth on *Reading Inventory* assessments by comparing recent Lexile measures against their first assessment results.
- Observer:** Student-only report that summarizes student's formative assessment scores in the Observe Board tool (*page 68*).
- Phonics Proficiency and Growth:** Measures class and student progress on *Phonics Inventory* assessments by graphing performance level assessments over the selected time period.
- READ 180 Student App:** Measures class and student usage and performance in the Student App. It measures students' sessions and average time in the app and performance through the zones.
- Workshop Assessment:** Measures class and student results on Workshop Assessments.



To choose Class or Student reports, use the pull-down menu and choose the class or student name.





To access a Class or Student report, click the report name from the Class or Student menus.

5-501

SHOW REPORTS FOR

Entire Class

Independent Reading

Lexile® Proficiency and Growth

Phonics Proficiency and Growth

READ 180 Student Application

Workshop Assessment

To set the time period the report will cover, click in the date field to open the calendar.

Reset 08/08/2015 - 06/10/2016

08/08/2015 06/10/2016 Apply Cancel

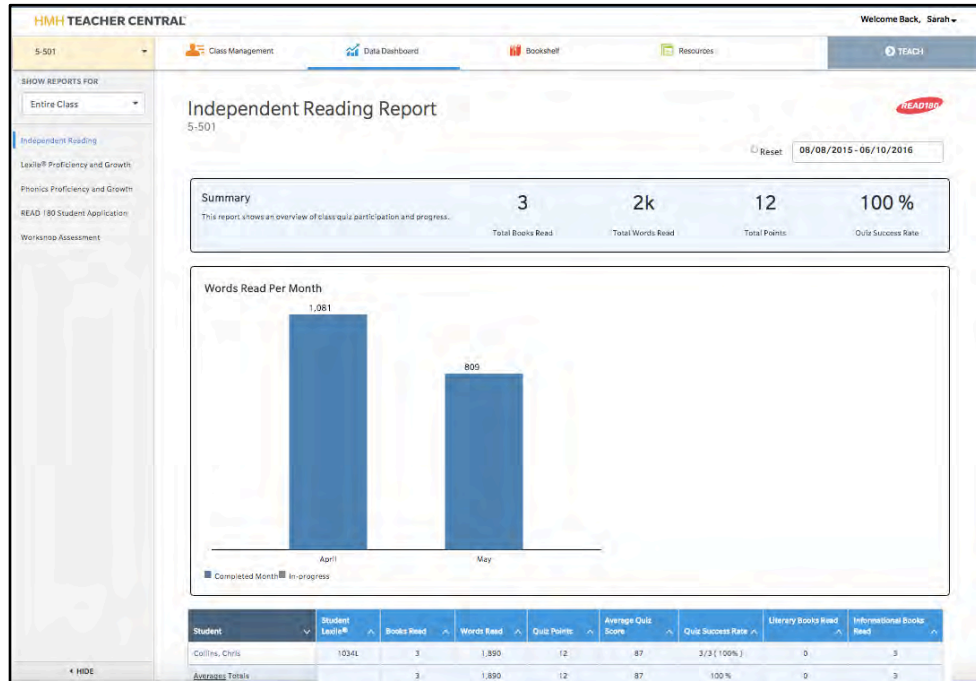
Aug 2015							Jun 2016						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
26	27	28	29	30	31	1	29	30	31	1	2	3	4
2	3	4	5	6	7	8	5	6	7	8	9	10	11
9	10	11	12	13	14	15	12	13	14	15	16	17	18
16	17	18	19	20	21	22	19	20	21	22	23	24	25
23	24	25	26	27	28	29	26	27	28	29	30	1	2
30	31	1	2	3	4	5	3	4	5	6	7	8	9

Select the dates the report will cover, then click **Apply**. The date range will appear at the top of the report. To cancel the operation, click **Cancel**.

Click **Reset** to clear the date range.



## Independent Reading Class Report



The Independent Reading Class Report displays an overview of class quiz participation and progress.

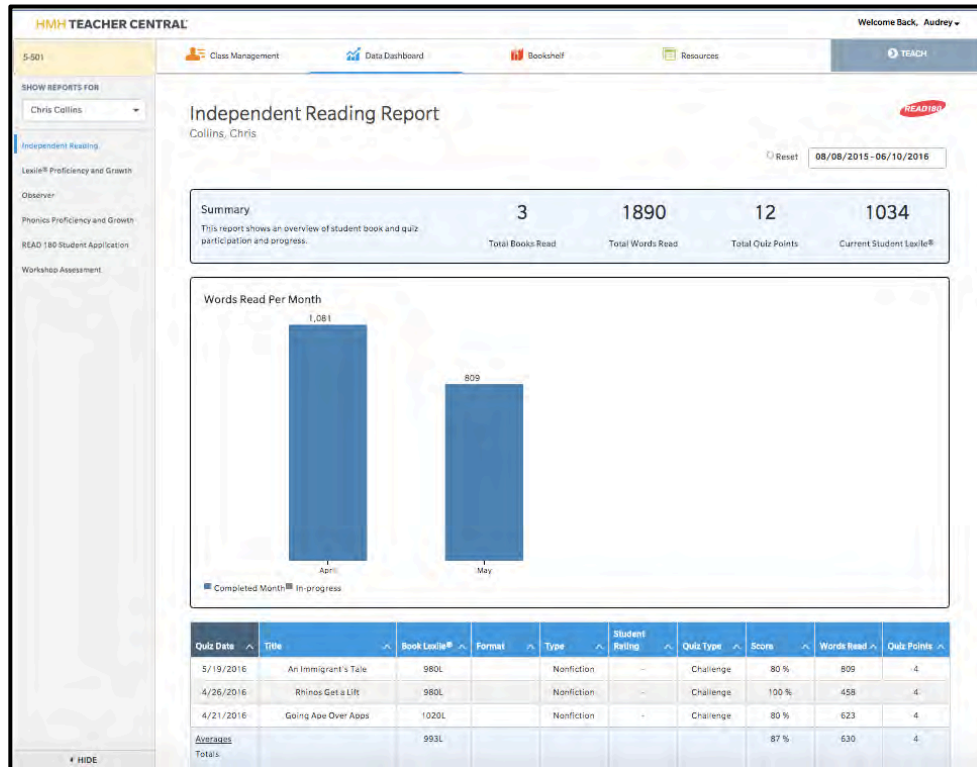
The report shows how many books and words the students have read, how many quiz points they have earned, and how successful they have been on Independent Reading quizzes. The graph displays monthly progress of the class's word count. The report also shows reading statistics for each student in the class.

Use the report to monitor student progress in the Independent Reading app and target students for intervention.

To view the report for individual students, click the student's name from the class pull-down menu on the left side of the screen, or click the student's name on the report table at the bottom of the screen.



### Independent Reading Student Report



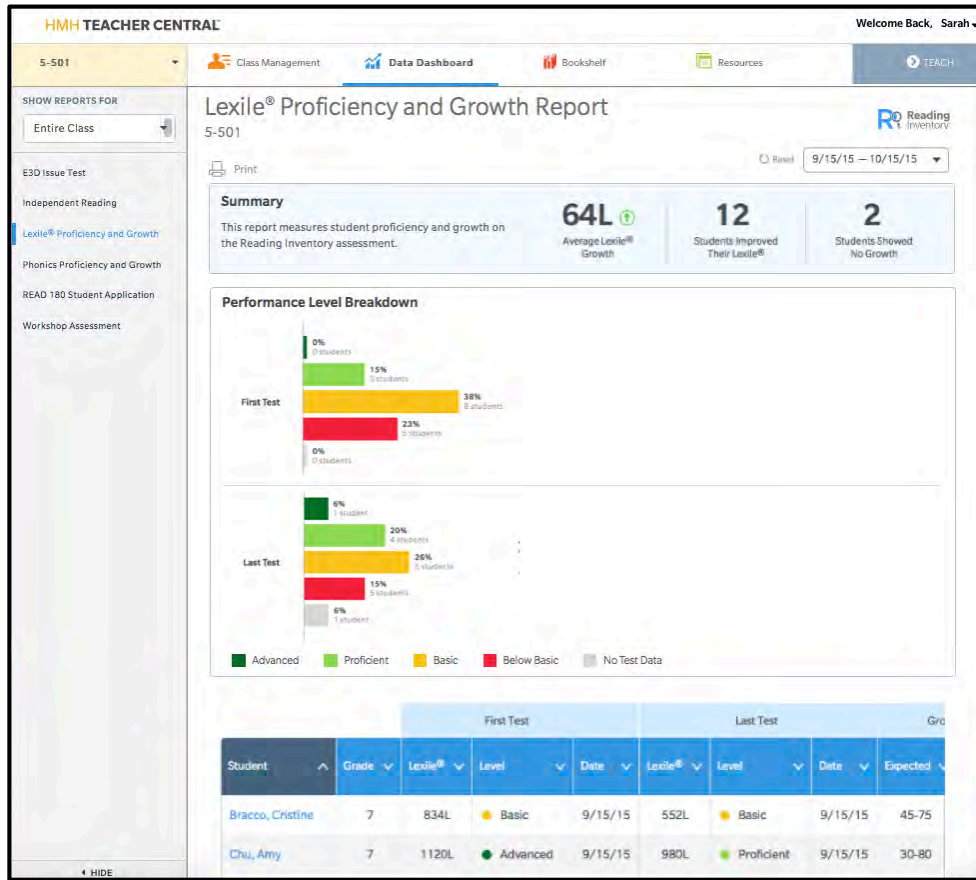
The Independent Reading Student Report displays an overview of student quiz participation and progress.

The report shows how many books and words the student has read, how many quiz points the student has earned, and the student's current Lexile measure. The graph displays monthly progress of the student's word count. The report also shows results for each book read in the Independent Reading app.

Use the report to monitor student progress in the Independent Reading app and identify areas the student finds challenging.



## Lexile Proficiency and Growth Class Report

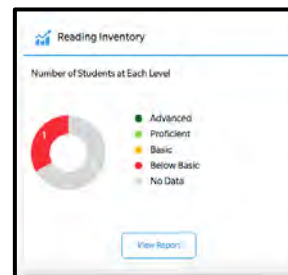


The Lexile Proficiency and Growth Class Report measures class Lexile growth on *Reading Inventory* assessments over time. Report data is updated in real time. The report compares students' most recent Lexile measures against their first assessment results. It also measures student growth against expected growth range based on the Expected Lexile Growth database table.

Use this report to measure student progress, customize instruction, and target students for intervention.

To view the report for an individual student, click the student's name from the class pull-down menu, or click the student's name on the report table at the bottom of the screen.

This report may also be accessed directly from the HMH Teacher Central Home screen.





### Lexile Proficiency and Growth Student Report

**Summary**  
 This report measures student progress toward proficiency over multiple Reading Inventory assessment administrations.

**128L** Current Lexile®  
**64L** Total Lexile® Growth  
**Proficient** Performance Level

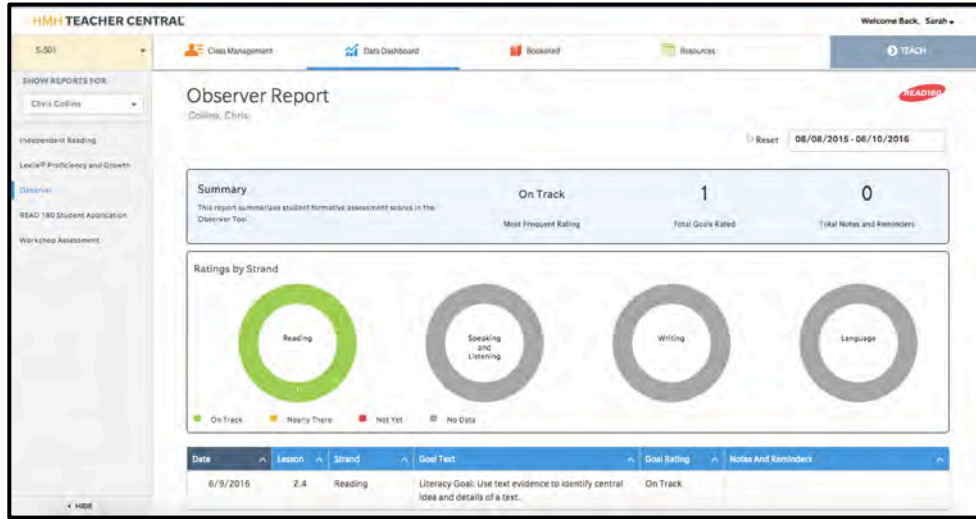
**Performance Breakdown**

Date	Grade	Lexile®	Level	Elapsed Test Time	Percentile Rank	Stanine	NCE
9/2/15	7	703L	Basic	13 min.	25	4	36
1/28/16	7	854L	Proficient	23 min.	34	4	41
6/21/16	7	968L	Proficient	32 min.	51	5	51

The Lexile Proficiency and Growth Student Report measures growth in students' Lexile measure. It charts and records results in *Reading Inventory* assessments and displays results and normative data over a selected time period. Report data is updated in real time.

Use this report to monitor progress trends over *Reading Inventory* assessments. Schedule time with students showing lack of growth in their Lexile measure.

## Observer Report



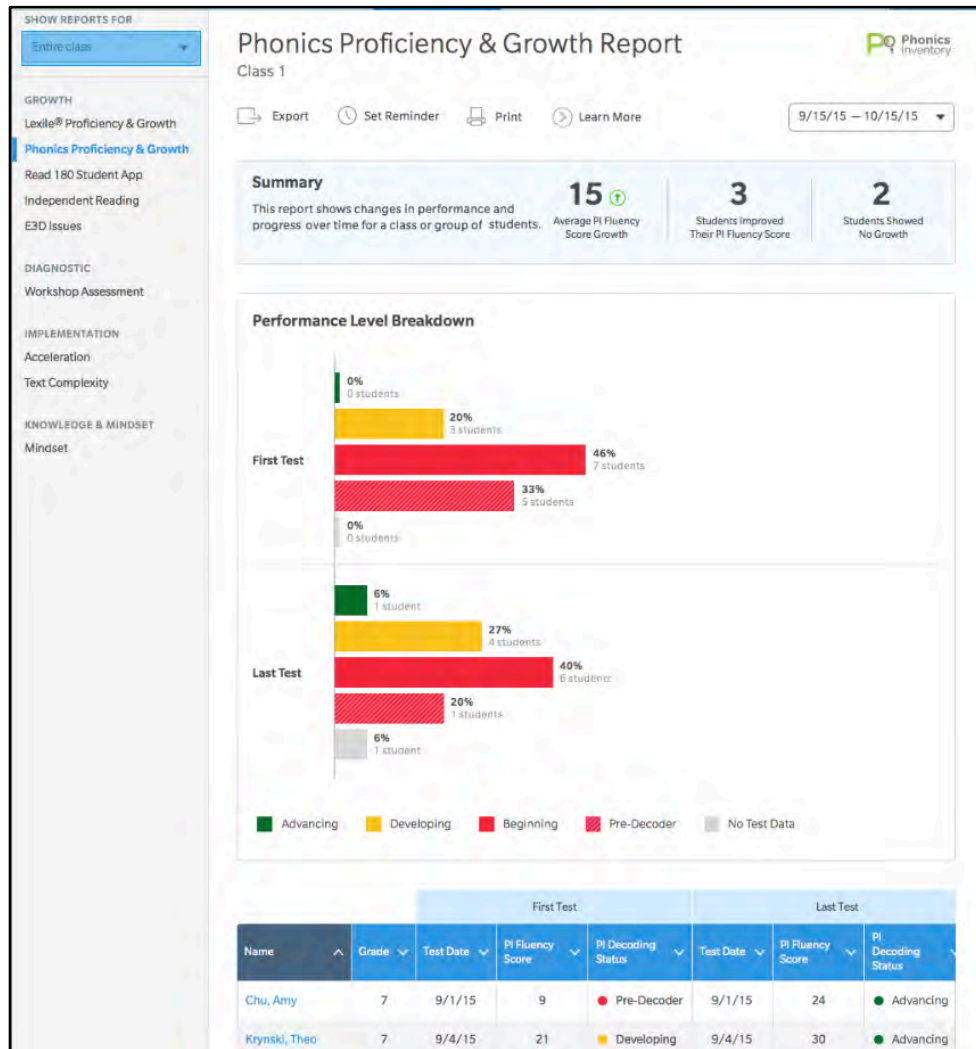
The Observer Report displays observations recorded in the Observe Board teacher tool (page 68). The Observer shows data for individual students only.

The report displays cumulative data from student observations over time as well as detailed observations by date. Use the report to monitor student participation and target challenge areas.





### Phonics Proficiency and Growth Class Report



The Phonics Proficiency and Growth Class Report measures class progress in *The Phonics Inventory* over a selected time period. It measures class progress on *Phonics Inventory* assessments by graphing students' performance levels on assessments over the selected time period, and by comparing results of students' latest assessments against their first assessments. Report data is updated in real time.

Use this report to measure student progress, customize instruction, and target students for intervention.

To view the report for an individual student, click the student's name from the class pull-down or click the student's name on the report table at the bottom of the screen.



## Phonics Proficiency and Growth Student Report

**HMH TEACHER CENTRAL** Welcome Back, Sarah

5-501 Class Management Data Dashboard Bookshelf Resources TEACH

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SHOW REPORTS FOR  
Chris Collins

Independent Reading  
Lexia® Proficiency and Growth  
Observer  
Phonics Proficiency and Growth  
READ 180 Student Application  
Workshop Assessment

### Phonics Proficiency and Growth Report

Chris Collins Phonics Inventory

Print Reset 9/15/15 — 10/15/15

**Summary**

This report shows detailed performance data and progress over multiple Phonics Inventory assessment administrations.

**32**

Current PI Fluency Score

**Advancing**

Current Decoding Status

**450**

Current Lexia® Score Tested 5/25/11

**Performance Level Breakdown**

Date	Letter Names Accuracy	Sight Words Accuracy	Sight Words Fluency	Nonsense Words Accuracy	Nonsense Words Fluency	PI Fluency Score	PI Decoding Status
5/21/16	100%	93%	90%	78%	67%	32	Advancing
1/12/16	100%	87%	70%	89%	23%	19	Advancing
9/4/15	100%	80%	67%	75%	17%	4	Pre-Decoder

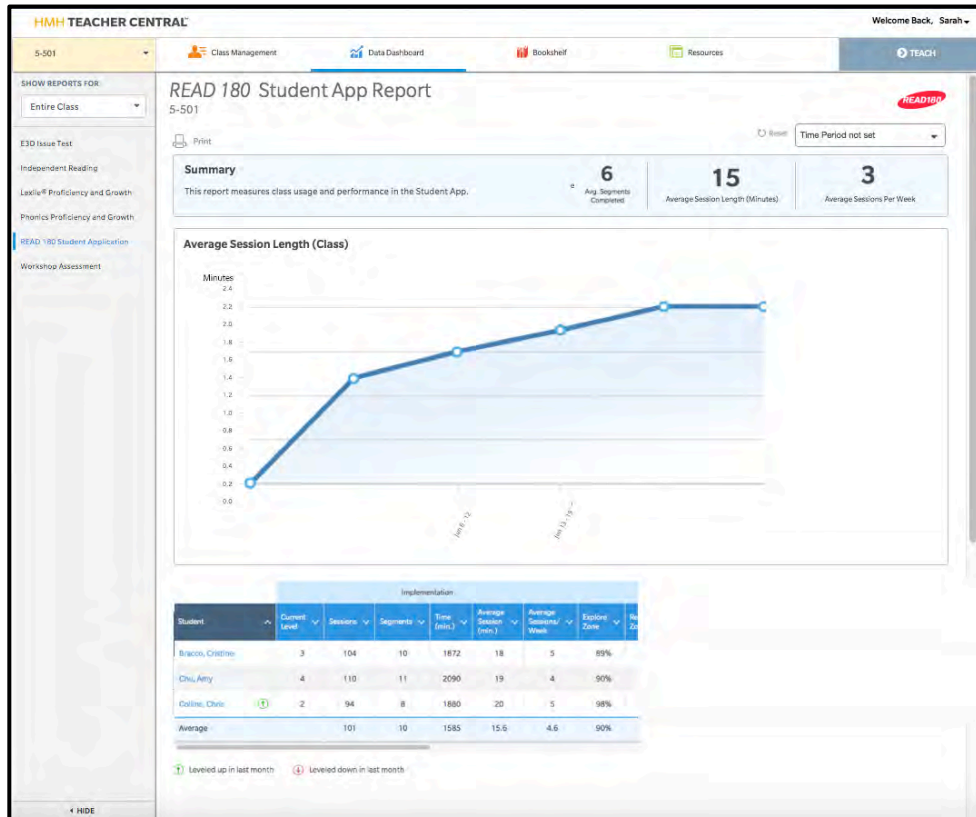
Fluency Score	Decoding Status	Recommended Instruction
0-10	Pre-Decoder	Phonemic awareness, letter names, letter-sound correspondence
0-10	Beginning Decoder	Foundational Phonics
11-22	Developing Decoder	Targeted phonics remediation

The Phonics Proficiency and Growth Student Report measures student growth across all *Phonics Inventory* assessments. It measures growth of the student's phonics proficiency by charting and recording results in *Phonics Inventory* assessments and displaying detailed assessment results over a selected time period. Report data is updated in real time.

Use this report to monitor progress trends over *Phonics Inventory* assessments. Identify possible areas of difficulty in *Phonics Inventory* segments. Schedule time with students to address these areas.



### READ 180 Student App Class Report



The *READ 180* Student App Class Report measures class usage (average session per week and time per session) and performance in the Student App. It measures students' sessions and average time in the app and performance through the zones. Report data is updated in real time.

Use this report to monitor students' time and progress through the zones. Schedule conferences with students who need to spend more time in the Student App.

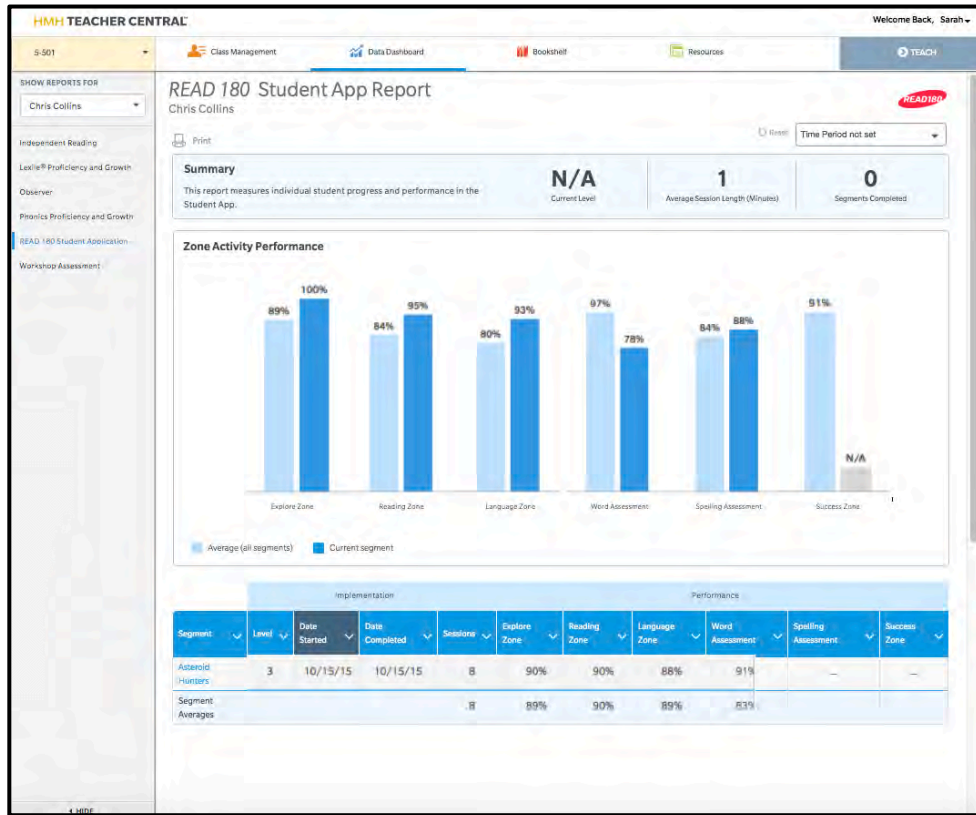
To view the report for individual students, click the student's name from the class pull-down menu or click the student's name on the report table at the bottom of the screen.

This report may also be accessed directly from the HMH Teacher Central Home screen.





### READ 180 Student App Student Report

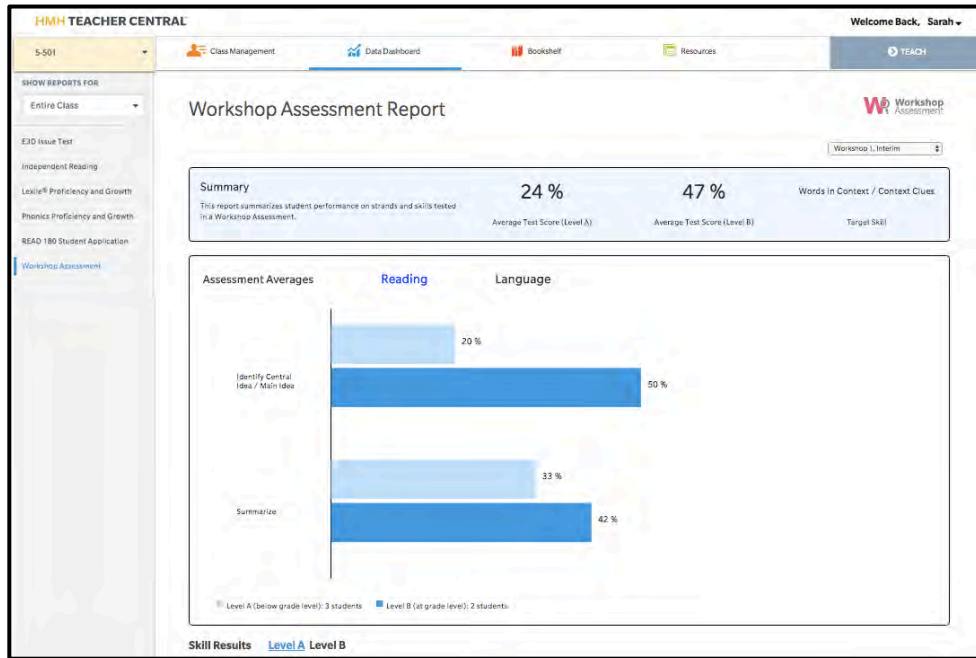


The *READ 180* Student App Student Report measures individual student progress and performance in the Student App. It displays student progress and performance in the Student App, charting usage (average session per week and time per session) and performance for each segment the student has completed. Report data is updated in real time.

Use this report to track student progress and monitor which of the student's zones and segments need additional support. Schedule time for individualized instruction.



### Workshop Assessment Class Report



The Workshop Assessment Class Report displays a summary of class performance in the Workshop Assessment. (For more information on the Workshop Assessment, see the [READ 180 Workshop Assessment Technology User's Guide](#) at the [READ 180 Universal Product Support](#) site, page 109). The report shows cumulative data for the class. The graph displays these results by strand.

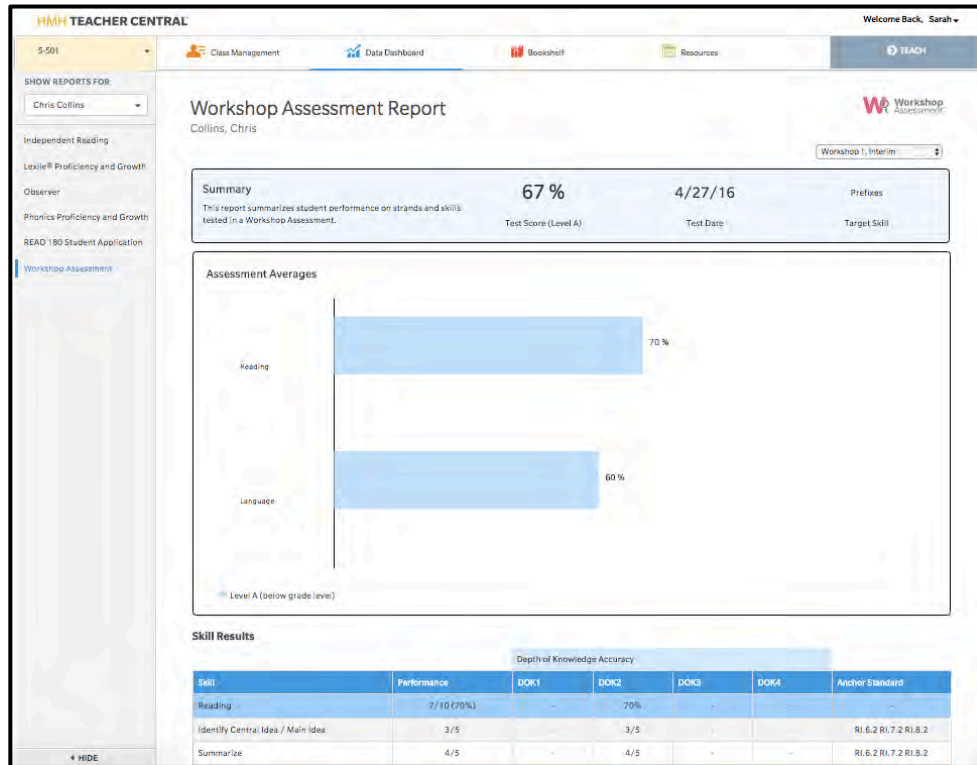
Skill Results [Level A](#) [Level B](#)

Student	Test Date	Reading		Language		Test Score
		Identify Central Idea / Main Idea	Summarize	Prefixes	Words in Context / Context Clues	
Amy Chu	4/27/16	2 / 5	1 / 5	1 / 2	1 / 3	33%
Chris Collins	4/27/16	0 / 5	2 / 5	0 / 2	0 / 3	13%
Level A Average		20%	33%	33%	11%	24%

The report also displays results of students' individual assessments. Click a student's name to open the Workshop Assessment Student Report for that student.

Use this report to monitor the class's performance and progress in the Workshop Assessment app and to encourage individual students to monitor their own progress as they master reading skills.

### Workshop Assessment Student Report



The Workshop Assessment Student Report summarizes student performance on strands and skills tested in the Workshop Assessments.

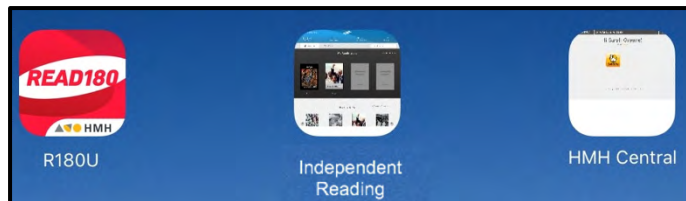
The report displays cumulative data over an assessment as well as a breakdown of student results by strand. The skill-by-skill score breakdown shows strengths and challenges.

Use the report to target specific skills for Whole- and Small-Group Instruction that a majority of students find challenging.



## Mobile Access

iPad access to the Student App and HMH Student and Teacher Central in *READ 180 Universal* is available to all students and teachers with an active login.



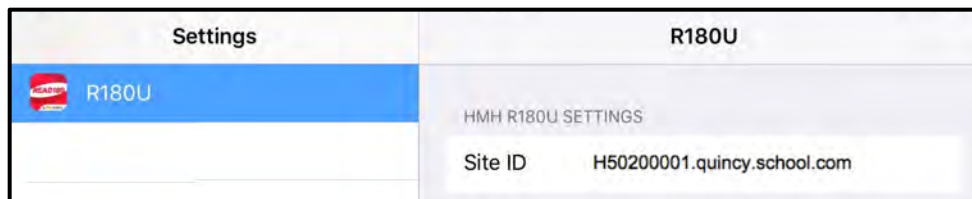
### Student App Mobile Access

Download the *READ 180 Universal Student App* from the iTunes App Store. To access the *READ 180 Universal Student App*, mobile devices must meet the following requirements:

- iPad 3 or later (iPad 2 compatibility coming August 2016)
- iOS 7 or later

To configure the Student App on the iPad:

Tap the **Settings** icon on the iPad Home Screen, then tap the **READ 180 Universal** link from the Settings menu.



In the Site ID field, enter the host ID if the district's SAM Server is hosted by a data center. The host ID is the number that starts with *h* followed by eight digits in the SAM Server URL:

- SAM Server URL: `http://h100000000.[server name]`
- 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`

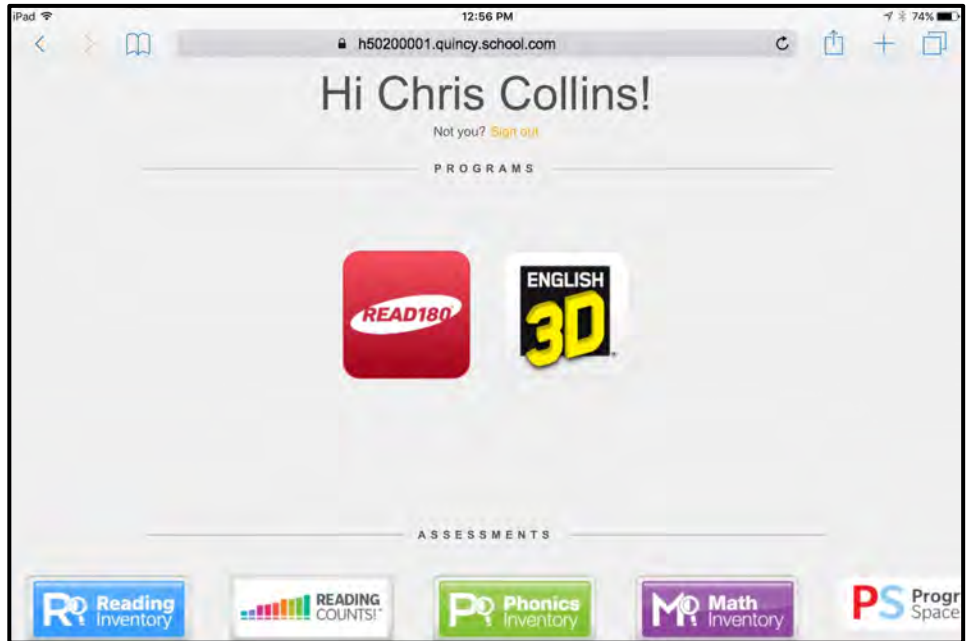
SAM Server URL information is also available from the district SAM administrator.

Additionally, microphone access should be set to allow *READ 180 Universal* to access the iPad's microphone.

Press the Home button to return to the iPad Home Screen. Tap the Student App icon and log in to access the Student App on the iPad.



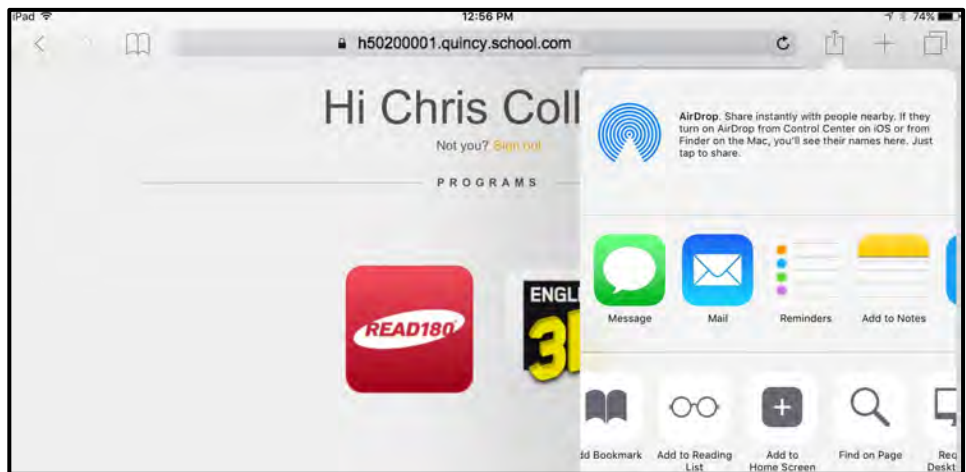
## Student Central, Independent Reading, and Teacher Central Mobile Access



Use the iPad's browser to access Student Central, Independent Reading, and Teacher Central. Enter the Student Central or Teacher Central URL in the browser.

Bookmark Student Central, Independent Reading, and Teacher Central on the iPad Home Screen for ease of use. To bookmark Student Central or Teacher Central:

1. Enter the Student Central or Teacher Central URL in Safari.



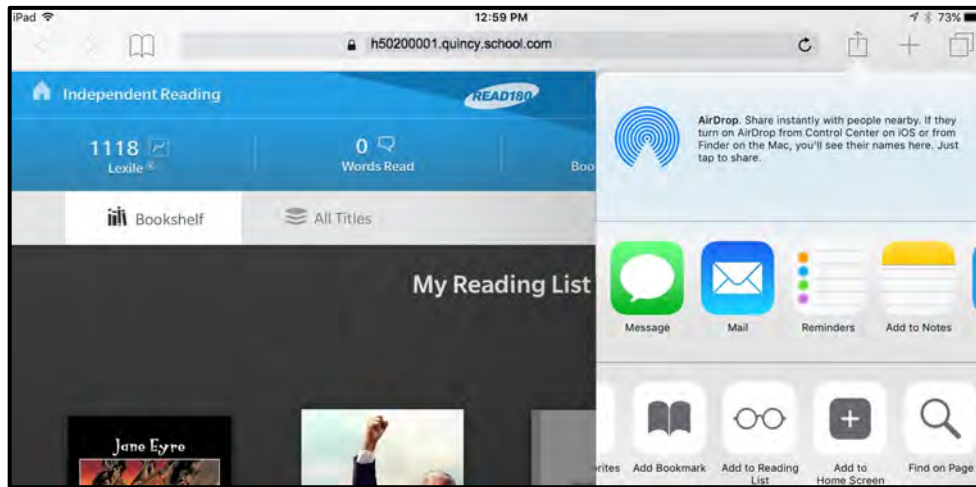
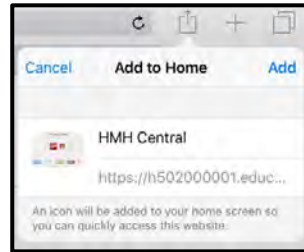
2. Tap the Share icon at the bottom of the browser screen.
3. Tap the Add to Home Screen icon.
4. Tap **Add** from the screen. The site will now appear on the Home Screen as an icon.



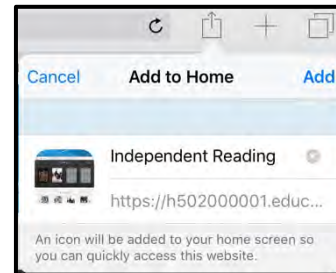


To bookmark Independent Reading:

1. Open Student Central in Safari.



2. Open Independent Reading from Student Central.
3. With Independent Reading open, tap the Share icon at the bottom of the browser screen.
4. Tap the Add to Home Screen icon.
5. Tap **Add** from the screen. Independent Reading will now appear on the Home Screen as an icon.



### Mobile Device Functionality

Read 180 Universal Student App functions 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.

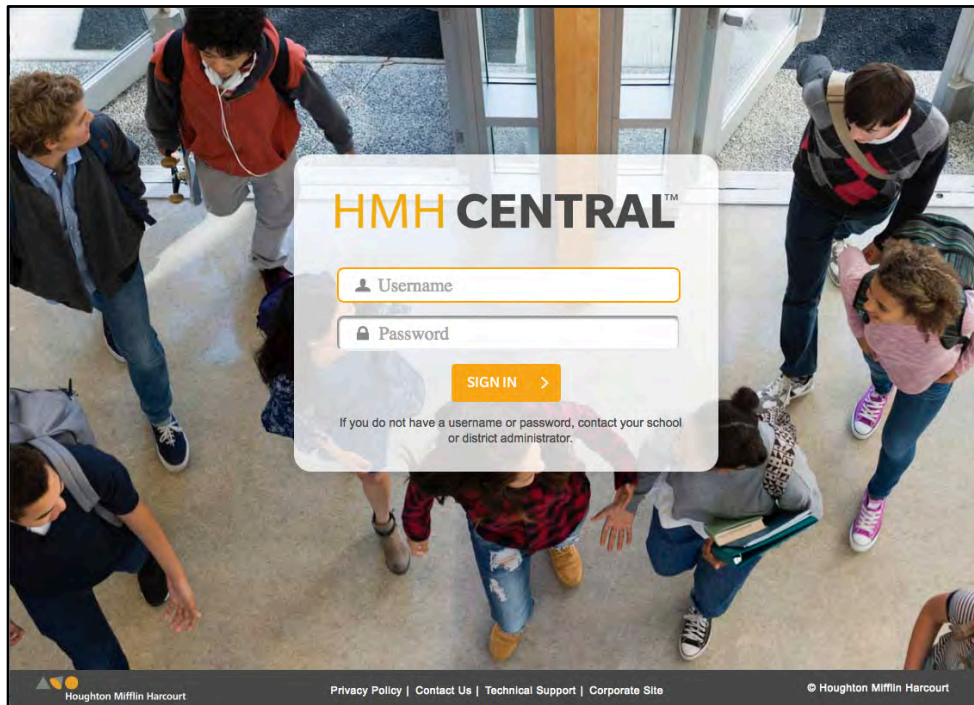
### Guided Access

Guided Access is an iOS function that allows users to modify their device settings. Teachers and administrators may use Guided Access to control which iPad functions and buttons are enabled or disabled for student use. This may be useful for teachers with young students who may accidentally tap the iPad Home button during interactions with the Screener or Software. For more information on accessing and using Guided Access, see the iPad User Guide available at [www.apple.com](http://www.apple.com).

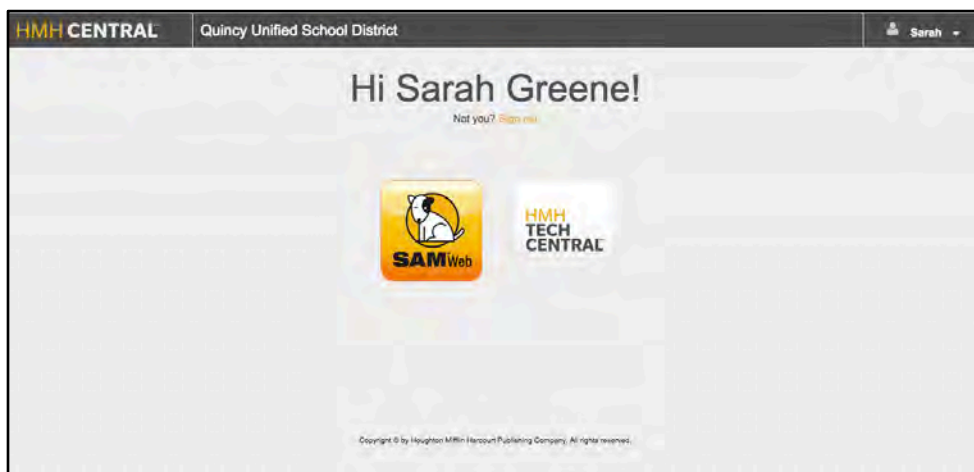
## Administrator Settings: HMH Tech Central

District and school administrators may set product settings and view data across the district and schools using HMH Tech Central.

### Logging in to HMH Tech Central



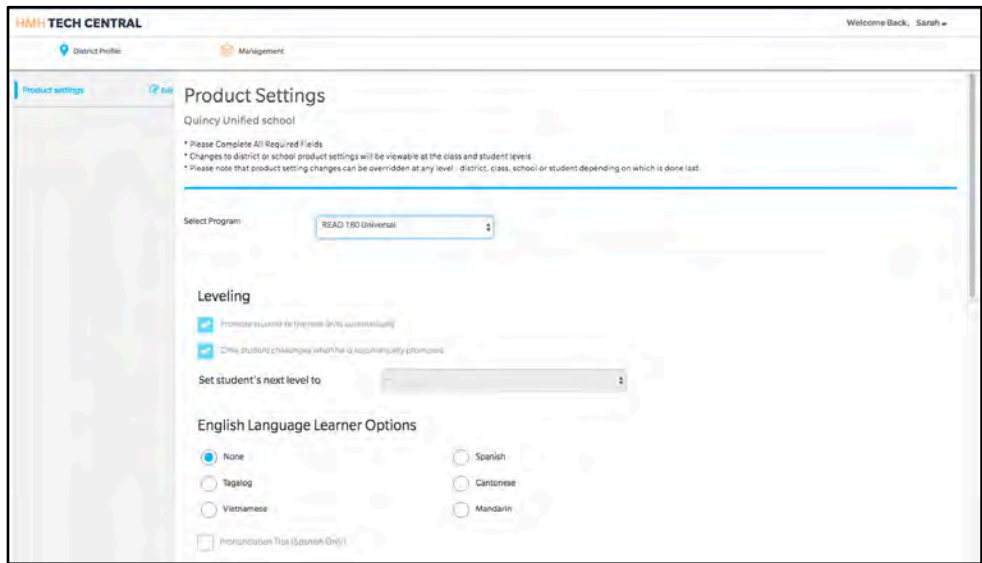
From the HMH Central Login screen, enter the administrator username and password and click **Sign In**.



From the administrator's home screen, click the HMH Tech Central icon.



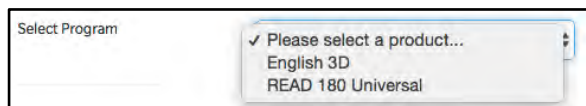
## Product Settings



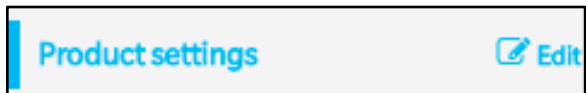
From the HMH Tech Central Home screen, click the District Profile tab to view or change the *READ 180* Universal Product Settings (page 82) for the district or school.

Changes to district or school product settings will be viewable at the class and student levels. Changes made at the class and student levels will override changes made at the district or school level.

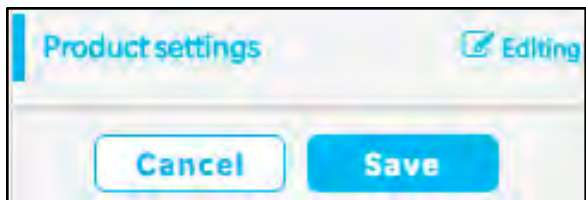
To change district- or school-wide settings, click the program from the Select Program pull-down menu.



Click **Edit** next to the Product Settings head at the left of the screen.



When finished changing the Product Settings, click **Save** to save the changes, or click **Cancel** to return to the Product Settings without saving changes.





## Management

The screenshot shows the 'Management' tab in the HMH TECH CENTRAL interface. It displays a table of schools under the heading 'Quincy Unified school'. The table has columns for NAME, TYPE, GRADE, CLASSES, TEACHERS, STUDENTS, and ADMINS.

NAME	TYPE	GRADE	CLASSES	TEACHERS	STUDENTS	ADMINS
Jefferson Elementary	Elementary School, High School, Junior High School, Middle School	K-12	3	4	4	2
Quincy School	Elementary School, Junior High School, Middle School	4-6	9	5	27	0

Click the Management tab to view data for all schools in the district.

The screenshot shows the 'Product Settings' screen for Quincy School. It includes a 'Select Program' dropdown menu with the text 'Please select a product...' and a list of instructions:

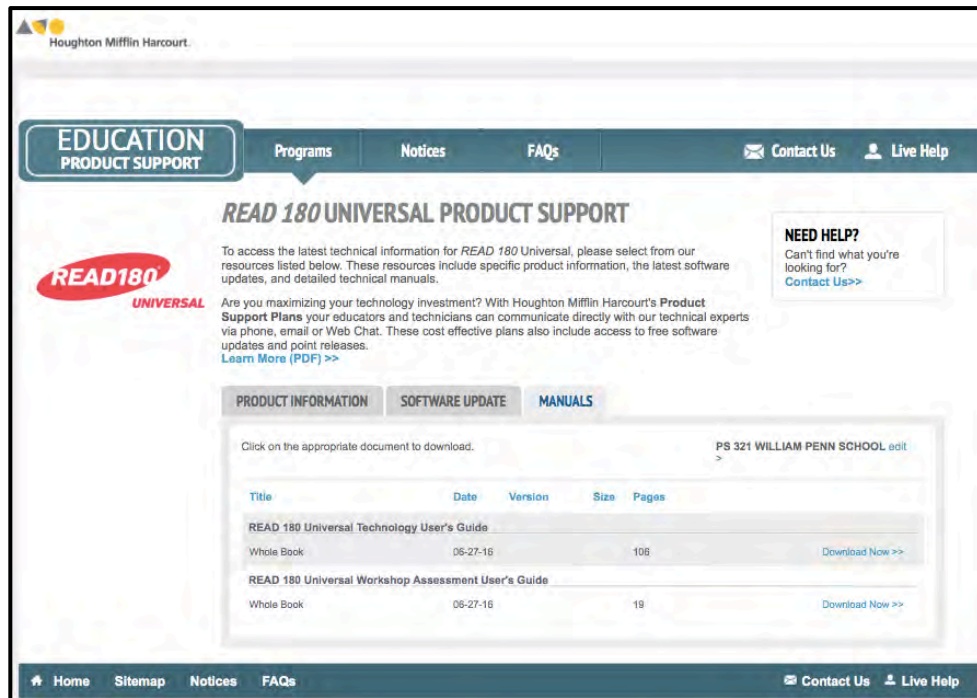
- \* Please Complete All Required Fields
- \* Changes to district or school product settings will be viewable at the class and student levels.
- \* Please note that product setting changes can be overridden at any level - district, class, school or student depending on which is done last.

To change Product Settings for one school in the district, click the school's name from the Management tab to open a Product Settings screen for only that school.



## Technical Support

For questions or other support needs, visit the [READ 180 Universal Product Support](http://READ 180 Universal Product Support website at hmhco.com/read180u/ProductSupport) website at [hmhco.com/read180u/ProductSupport](http://hmhco.com/read180u/ProductSupport).



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 *READ 180* Universal, contact customer service to speak to a Houghton Mifflin Harcourt technical support representative at 1-800-283-5974.