Educator’s Guide
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Welcome to 
HMH Reading Counts!

Introduction
Every school faces an essential challenge: how to encourage students to read more and make that reading practice accountable.

Reading Counts! is a technology-based program that supports the independent reading efforts of K–12 students and provides educators with actionable data to monitor effort and progress.

For students, Reading Counts! encourages independent reading through:

• personalized, leveled reading recommendations;
• direct performance feedback; and
• recognition, reward, and other intrinsic and extrinsic motivators.

For teachers, Reading Counts! provides instructional scaffolding that encourages students to take responsibility for their independent reading through:

• measurement tools that track student effort, progress, and success;
• customized features for personalization and individual goal setting; and
• program flexibility to support a variety of implementations.
About This Guide

The Reading Counts! Educator’s Guide is designed to help teachers and administrators establish and manage an effective independent reading program. Topics include:

- An introduction to Reading Counts! that explains how and why it works.
- Basic information about using Student Achievement Manager (SAM), the management system of the program.
- An overview of Reading Counts! quizzes, including tips for writing and managing quizzes that teachers and students can create.
- Guidelines for setting student goals and interpreting results.
- Detailed descriptions of the Reading Counts! reports.
- Reproducibles for teachers and administrators.

Three other important guides are available online:

The Reading Counts! Software Manual introduces Reading Counts! with a focus on how the program works from the students’ perspective.

SAM Settings and Reports provides detail about Student Achievement Manager, the data and management backbone of Reading Counts! and other Houghton Mifflin Harcourt (HMH) programs. This guide discusses the technological management of HMH programs with directions explaining how to enroll students; import records; manage accounts; add students, classes, and groups; print reports; and customize student settings.

The Reading Counts! Installation Guide provides system administrators with installation instructions for Reading Counts! and Student Achievement Manager. This guide also includes information about troubleshooting technical issues that may arise during installation or operation.

These guides, along with other useful information and program resources, are available at the Reading Counts! Product Support Site: hmhco.com/rc/productsupport.
Overview

Program Overview

For schools developing a curriculum focused on independent reading, Reading Counts! promotes reading growth by putting into practice a powerful, research-proven idea—reading success drives achievement.

Students who read independently are significantly more likely to outperform peers who do not read on their own (Anderson, Wilson & Fielding 1998). This applies to every level of performance with improvements in overall achievement experienced by students reading at least 20 minutes a day.

In Reading Counts!, students read leveled, meaningful fiction and nonfiction books. They then demonstrate reading comprehension through short, customizable quizzes. As students engage in the program, they gather points for their reading effort and receive targeted reading recommendations to help broaden their interests and improve their reading levels.

With built-in engagement features, Reading Counts! helps students develop their own independent reading practice and inspires them to become lifelong readers. Through access to tens of thousands of quizzes related to high-quality books, students develop a framework for understanding genres, themes, authors, and literary ideas. They participate in setting their own reading goals and monitor their success through a variety of metrics.

Reading Counts! is the ideal tool for teachers and students to level, manage, and assess independent reading.

Also See

For more information about books that are supported by Reading Counts!, visit Book Expert Online on the community page of the Reading Counts! website, hmhco.com/readingcounts.
# How It Works!

*Reading Counts!* is used successfully as a program for libraries, classrooms, schools, and after-school reading programs. *Reading Counts!* is a vital component of *READ 180®* and *System 44®,* Houghton Mifflin Harcourt’s premier reading interventions. With multiple customization features, the program is designed to adapt across grade levels and integrate into any English Language Arts curriculum.

In any implementation, students and teachers experience a common sequence of events.

## The *Reading Counts!* Student Experience

<table>
<thead>
<tr>
<th>1</th>
<th>Students select books from a database of thousands of well-known, high-quality titles from more than 450 publishers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Students identify their reading interests to create reading lists either before or after a quiz.</td>
</tr>
<tr>
<td>3</td>
<td>Students read the books at their own pace.</td>
</tr>
<tr>
<td>4</td>
<td>Students take short quizzes on the computer to verify comprehension of each book they read.</td>
</tr>
<tr>
<td>5</td>
<td>Students use motivational features and assess their progress.</td>
</tr>
</tbody>
</table>

## The *Reading Counts!* Teacher Experience

<table>
<thead>
<tr>
<th>1</th>
<th>Teachers use SAM to enroll or add students and set up groups or classes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Teachers set the program settings available in SAM to customize <em>Reading Counts!</em></td>
</tr>
<tr>
<td>3</td>
<td>Teachers access Book Expert to recommend appropriate titles and set reading goals.</td>
</tr>
<tr>
<td>4</td>
<td>Teachers monitor student progress with <em>Reading Counts!</em> reports. Use reports to communicate with students, parents, and administrators.</td>
</tr>
<tr>
<td>5</td>
<td>Teachers print certificates, hold award ceremonies, and, if you are using a points rewards system, allow students to redeem points.</td>
</tr>
</tbody>
</table>
**Overview**

**Why It Works!**

*Reading Counts!* is a proven resource for developing reading achievement in all students. The program is built on a solid foundation of research.

**Accountability**

Ongoing assessment and evaluation are critical to the process of teaching and learning (Pressley et al., 1998). *Reading Counts!* automatically tracks students’ reading choices and progress throughout the year. The time-consuming tasks of creating and scoring quizzes, gathering data, and record keeping have been automated. Educators can view student records at any time and receive alerts if an intervention is needed.

**Reading Voluminously**

The reciprocal effects of reading volume and academic achievement are described in research (Juel, 1988; Juel, Griffith, & Gough, 1986; Stanovich, 1986) and illustrated in the chart below. During reading instruction, younger students need time either in school or outside of school to focus on independent reading, and older students need opportunities to discover texts that transform reading from just an assignment to a personal activity. *Reading Counts!* provides tools to monitor independent reading by tracking student progress throughout the year.

**Variation in Amount of Independent Reading (5th grade)**

<table>
<thead>
<tr>
<th>Percentile*</th>
<th>Independent Reading Minutes (Per Day)</th>
<th>Words Read (Per Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>98%</td>
<td>65.0</td>
<td>4,358,000</td>
</tr>
<tr>
<td>90%</td>
<td>21.1</td>
<td>1,832,000</td>
</tr>
<tr>
<td>80%</td>
<td>14.2</td>
<td>1,146,000</td>
</tr>
<tr>
<td>70%</td>
<td>9.6</td>
<td>622,000</td>
</tr>
<tr>
<td>60%</td>
<td>6.5</td>
<td>432,000</td>
</tr>
<tr>
<td>50%</td>
<td>4.6</td>
<td>282,000</td>
</tr>
<tr>
<td>40%</td>
<td>3.2</td>
<td>200,000</td>
</tr>
<tr>
<td>30%</td>
<td>1.3</td>
<td>106,000</td>
</tr>
<tr>
<td>20%</td>
<td>0.7</td>
<td>21,000</td>
</tr>
<tr>
<td>10%</td>
<td>0.1</td>
<td>8,000</td>
</tr>
</tbody>
</table>

*Anderson, et al. (1998).*

*Adapted by Cunningham and Stanovich (1998).*

*Based on amount of reading.*
**Leveled Reading**

Research demonstrates that readers make the most progress and develop lifelong reading habits when they are provided with books that match their reading level. Reading books that are too easy results in little challenge and reading books that are too difficult results in frustration (Vygotsky, 1978).

To provide students with opportunities to read text in their zone of proximal development, *Reading Counts!* uses the Lexile Framework® for Reading as a tool to match readers with texts. The Lexile Framework measures the complexity of text to help teachers and parents identify reading materials that will provide students with the appropriate challenge. (For more information about the Lexile Framework, see pp. 122–124.)

**Attainment Value**

Research shows that motivation positively impacts learning progress. Motivation often hinges on the attainment value of the activity. When goals are viewed as attainable, they are more readily pursued (Guthrie, 2003). *Reading Counts!* contains customization features that allow teachers and students to set reasonable and attainable goals to keep motivation high.

**Mastery Based**

Research also shows that when students are provided with immediate feedback, they are able to self-correct and make academic progress (Branford, Goldman & Vye 1991). As a computer-based program, *Reading Counts!* provides immediate feedback and unique opportunities for mastery. Students can review questions that were incorrectly answered. Because each quiz is drawn from a database of up to 30 questions, students not showing an expected level of mastery can retake quizzes with a different set of questions.

**A Community of Readers**

Many students benefit from peer support. *Reading Counts!* supports group reading and literature circles. Students can work together but be assessed separately. In *Reading Counts!* no two quizzes for the same title are the same. All questions and answers are randomized to provide a unique quiz for each student.
## Features

<table>
<thead>
<tr>
<th>Feature</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Achievement Manager</td>
<td>12</td>
</tr>
<tr>
<td>The Program at a Glance</td>
<td>14</td>
</tr>
<tr>
<td>Book Expert</td>
<td>18</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Quiz Manager</td>
<td>24</td>
</tr>
<tr>
<td>Motivational Features</td>
<td>25</td>
</tr>
</tbody>
</table>
The Features of Reading Counts!

This section helps you optimize the features in Reading Counts! to reach your students’ independent reading goals. With Student Achievement Manager (SAM) and Book Expert, you can match readers with the right books every time. For even more flexibility, teachers can modify Reading Counts! quizzes and write their own quizzes. Finally, your students’ progress is highlighted in informative reports for parents, teachers, and administrators.

Student Achievement Manager

Student Achievement Manager (SAM) is the data backbone and management system for Reading Counts! and other HMH math and reading programs. Teachers, administrators, and library media specialists use SAM to:

- Enroll students and manage rosters
- View performance data
- Generate reports
- Customize the program to meet curriculum needs
- Customize the program to meet individual needs
- Set personalized reading goals

SAM is a vital component of Reading Counts! All users should become familiar with how SAM works and what program resources are available.
Quick Guide to the SAM Home Page:

- The **Roster** tab provides detailed information about enrollment and performance data.
- The **Reports** tab provides access to reports about student usage and performance.
- The **Resources** tab provides access to resources for lessons, assessment, and professional development as well as information about state standards.
- The **Books** tab provides access to Book Expert and Quiz Manager, searchable databases of books and quizzes.
- The Home Page also includes a **Message Center**—a list of automatic periodic updates about student program usage and progress. Each message shows the type of program it refers to, the date it was generated, and a short description.

The **SMART Bar** is where classes and small group placements can be organized.

TIP

For more information about SAM, visit the **Reading Counts! Product Support site** ([hmhco.com/rc/productsupport](http://hmhco.com/rc/productsupport)) and download the **SAM User Guide** and the **SAM Settings and Reports for Reading Counts! Manual**.
The Program at a Glance

*Reading Counts!* includes a few main features and components explained in this guide.

**The Student Achievement Manager**
The Student Achievement Manager (SAM) is the data backbone of *Reading Counts!* SAM performs routine record-keeping chores and helps manage student enrollment and achievement.

**Reports**
SAM automatically captures and saves all student activity, which then can be used to generate actionable reports for the classroom, school, or district.
Quiz Manager
Quiz Manager provides information about the books available in *Reading Counts!* and allows educators to manage student access to quizzes as well as customize, create, delete or print quizzes.

Book Expert
Available through SAM or online, Book Expert is a tool that helps identify books associated with *Reading Counts!* quizzes through multiple search criteria. Book Expert can be used by any teacher with access to SAM.
The Program at a Glance, continued

Quizzes
Quizzes are the most critical component of *Reading Counts!* Quizzes test basic reading comprehension and are taken independently. Students log on, search for a title, and then take the quiz. Scoring is automatic and feedback is immediate.

Congratulations Screens
Just one of many motivational features in *Reading Counts!*, Congratulations Screens provide immediate feedback to students after completing a quiz. Fun, age-appropriate messages and images let students know how well they did.

2. While he dug his second hole, Stanley
   A. went through three sets of new gloves.
   B. thought about fixing his old car.
   C. could hear Ampit crying in the next hole for his brother.
   D. thought about Derrick Dunne stealing his notebook.

   **Nice Move!**
   Edgar
   DOES IT WITH STYLE!

   Number of questions answered correctly 14
   Total number of questions 16
   **YOU PASSED!**
**Book Interest Screen**

Students are asked to select three topics of interest. These interests will be reflected in the Recommended Reading Report.

**READ-O-METER®**

When students pass a quiz, they use the READ-O-METER to give a personal rating of the book. The Student Achievement Manager records these student ratings in the Book Frequency and Rating Report.
Book Expert

Book Expert is a powerful tool available in SAM or online. Use this resource to locate book titles associated with *Reading Counts!* quizzes and match students with appropriate texts. The titles are thoroughly indexed and summarized to allow teachers to become familiar with a book before recommending it to a student. To access Book Expert in SAM, click the Books tab.

In Book Expert educators can search by title, author, Lexile measure, genre, and other categories. Two types of searches are available:

- **Quick Search**: by title and author.
- **Advanced Search**: by broader criteria including book type (fiction or nonfiction), language (English or Spanish), book level, genre, and reading comprehension skill.

Book Expert searches the entire library of books for which *Reading Counts!* quizzes exist. This means Book Expert may provide information about books that are not in every school’s collection.
Helpful hints for Book Expert searches:

- Punctuation is not required. The ability to search is not dependent on using periods, colons, quotes, apostrophes, and other punctuation marks.
- Articles are not required. The search function ignores articles such as “A” and “The” at the beginning of a title.
- Accented characters are searchable.
- Abbreviations are searchable.
- Wildcard features are automated.

Book Expert Online

Off-site access to the Book Expert database is available for students and teachers through the Community Page of the Reading Counts! website, hmhco.com/readingcounts. This site contains the most up-to-date information about Reading Counts! books and includes list export features.

TIP

You can deactivate and remove quizzes, removing them from future searches. See Quiz Manager on p. 24 for details.
Quizzes

Quizzes are the most important aspect of *Reading Counts!* They assess student participation in the program and answer the following questions:

- Has the student read the book?
- Has the student understood the book with basic comprehension?
- Is the student able to engage in this level of text?

*Reading Counts!* is designed to ensure that students can pass *Reading Counts!* quizzes if they have read the book. The program supports this goal with quizzes that feature:

- Straight-forward presentation of questions with non-ambiguous answers.
- Highlighted answer choices so students know when they have selected the correct answer.
- Randomly selected sets of questions and answers to support quiz retakes and group work.
- Customization that allows educators to adjust the length of quizzes to support students with low frustration levels.
- Varied quiz question formats to include embedded cloze, modified cloze, direct questions, and complete-the-stem questions to help students think about responses.

*Reading Counts!* Sample Question

![Reading Counts! Sample Question](image-url)
Where to start?

First, a student must select a book to read.

A good practice is to recommend the first book to a student (see “Recommending Books to Readers” on page 79). For subsequent book selections, students may go directly to the program and generate a personalized Recommended Reading Report.

The titles in the Recommended Reading Report are populated based on the student’s Lexile level, grade level, and stated reading interests. Students indicate interests by selecting three topics on the Book Interest screen.

Reading Counts! offers three levels of book interest screens—elementary, middle school, and high school—with genres and interest categories appropriately tailored to each developmental level.

If a student has a Lexile® score recorded in SAM, that score is also used by the program to generate the list, providing titles that are within the student’s targeted Lexile range. If a student does not have a recorded Lexile score, book interest and grade level are used to generate the list. Students may also generate reading lists without choosing book interests. In this case, grade level alone is used to generate the reading list.

The Reading Counts! Student Placement Guide is available on the Product Support site (hmhco.com/rc/productsupport). This guide contains tables that can be used to make reading recommendations based on student performance through other measures.
How Students Experience a Quiz

When students have finished reading a book and are ready to take a quiz, they return to Reading Counts!

Here is the typical quiz-taking process:

- Log in with username and password.
- Select the appropriate quiz.
- Receive 10 randomly selected questions from a database of 30 questions.
- Complete the quiz.
- View personalized and printable Congratulations Screen that provides performance data.
- Rate the book upon passing the quiz, OR
- Retake a different version of the quiz if score is below 70%.
- Generate a new Recommended Reading Report.

The Recommended Reading Report is not saved by the program. Students must choose new book interests and/or generate reading lists each time they log in to the program. The reading lists can be saved as a PDF or printed. Teachers can disable the print option for students.

Teachers can customize the quiz experience by using the Program Settings found in the Roster menu with these options:

- Modify the number of questions per quiz (5–30; default is 10).
- Establish a passing rate for the quiz (0–100%; default is 70%).
- Determine the number of quiz attempts allowed (1–6 times; default is 3).
- Decide on the number of days between retakes (default is 24 hours).

Teachers can also manage access to reward features and printing privileges, plus change wrong answer displays. All modifications can be made on an individual, group, classroom, or school level.
Teacher-Made Quizzes

Reading Counts! allows teachers and students (with teacher supervision) to develop custom quizzes. Many teachers create quizzes to:

- Support books of local interest.
- Assess students on specific skills or content.
- Create chapter quizzes for longer titles.
- Provide assessment for books that are part of the curriculum.

Because Reading Counts! randomizes the order of questions and responses, teacher-made quizzes must be developed with these considerations in mind:

- Questions should not be cumulative. A randomized question will not make sense if it relies on another item for meaning; the desired questions or answers may or may not come before it.
- Questions should not include an answer such as “all of the above.”
- Sequential, plot-driven questions should be avoided as they will appear “out of order” when randomized.

Teacher-made quizzes also require names to distinguish them from standard Reading Counts! quizzes or other teacher-made quizzes. For best results, follow these guidelines when naming quizzes:

- Titles should be 50 characters or less.
- Using a consistent naming convention helps students find quizzes more easily and also helps keep the quiz database clean and searchable.
- Consider adding a short descriptor in parentheses. For example, the standard Reading Counts! quiz is titled simply, “Butterfly Life Cycle.”
- A teacher-made quiz developed by a teacher, Ms. Willison, for the book Butterfly Life Cycle could be titled “Butterfly Life Cycle (TMQ: Willison).” Another quiz for the same book by another teacher, Mr. Delgado, could be titled “Butterfly Life Cycle (TMQ: Delgado).”
- Teacher-made quizzes could also be designated by academic years, “Butterfly Life Cycle (TMQ: 2014)”; course or classroom number, “Butterfly Life Cycle (TMQ: BIO43)”; or grade level, “Butterfly Life Cycle (TMQ: 3rd Grade).”

 ALSO SEE Use the “Writing Quiz Questions” reproducible for more ideas about creating quizzes.
Quiz Manager

As the name implies, Quiz Manager supports management of quizes and also allows teachers to create custom quizzes.

To access Quiz Manager, click the Books tab along the top of any screen in SAM. This opens the Book Expert main screen. Next, click the Reading Counts! Quiz Manager tab in the upper right corner of the main display.

The search feature in Quiz Manager is identical to the search feature in Book Expert (see pages 18–19). Once a quiz is located educators can complete a range of tasks.

- **Deactivate Quizzes.** When quizzes are deactivated, they remain in the system but are not accessible for students.

- **Restrict Quizzes.** Quizzes can be restricted by individual, group, or grade on a temporary basis.

- **Write Teacher-Made Quizzes.** For titles or materials for which there is not a Reading Counts! quiz, teachers can create their own quizzes. These quizzes are saved in the SAM database and are visible in quiz searches.

- **Manage Teacher-Made Quizzes.** For organizational purposes, teacher-made quizzes can be deleted and exported.

- **Print Quizzes.** Copies of any quiz, including teacher-made quizzes, can be printed for students to take by hand.
Motivational Features

Reading Counts! includes a number of features to help encourage and motivate independent student reading. These features include:

- Congratulations Screens
- Student Reading Report
- READ-O-METER
- Points
- Certificates

Congratulations Screens

Quizzes are automatically scored by the program software. When students pass at the designated pass rate, they are rewarded with a personal congratulations screen.

An Array of Age-Appropriate Congratulations Screens
Student Reading Report

Success is the best motivator! Generate these personalized reports to encourage students with clear data on their progress. This report shows comprehensive information on all aspects of students’ independent reading.

Student Reading Report
STUDENT: BRACCO, CHRISTINE

School: Lincoln Middle School
Teacher: Margaret Schirmer
Grade: 7
Class: Schirmer 3

Time Period: 08/24/14 – 02/02/15

Lexile®: 709
Points: 41

Goal Progress: Books

<table>
<thead>
<tr>
<th>DATE</th>
<th>BOOK</th>
<th>AUTHOR</th>
<th>BOOK LEVEL</th>
<th>READING LEVEL</th>
<th>GIRL</th>
<th>SCORE</th>
<th>POINTS</th>
<th>WORDS READ</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/01/15</td>
<td>Score-Greatest Athletes...</td>
<td>Grant, Adam</td>
<td>740</td>
<td>3.9</td>
<td>T</td>
<td>90%</td>
<td>4</td>
<td>8,736</td>
</tr>
<tr>
<td>01/21/15</td>
<td>Tomatoes (Natural Disasters)</td>
<td>Thompson, Luke</td>
<td>980</td>
<td>6.8</td>
<td>U</td>
<td>40%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>01/12/15</td>
<td>Good Fight-Real</td>
<td>Olson, Tod</td>
<td>810</td>
<td>5.5</td>
<td>NR</td>
<td>90%</td>
<td>3</td>
<td>6,883</td>
</tr>
<tr>
<td>12/04/14</td>
<td>Stargirl</td>
<td>Spinelli, Jerry</td>
<td>610</td>
<td>4.2</td>
<td></td>
<td>90%</td>
<td>16</td>
<td>60,580</td>
</tr>
<tr>
<td>11/03/14</td>
<td>Captain Underpants/Attack Of</td>
<td>Pilkey, Dav</td>
<td>780</td>
<td>4.2</td>
<td>P</td>
<td>100%</td>
<td>3</td>
<td>5,528</td>
</tr>
<tr>
<td>10/27/14</td>
<td>Adventures Of Capt. Underpants</td>
<td>Pilkey, Dav</td>
<td>720</td>
<td>3.5</td>
<td>P</td>
<td>100%</td>
<td>3</td>
<td>5,360</td>
</tr>
<tr>
<td>10/21/14</td>
<td>Disaster Reports Go Digital</td>
<td>Smith, Jane</td>
<td>970</td>
<td>6.8</td>
<td>NR</td>
<td>70%</td>
<td>2</td>
<td>379</td>
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<tr>
<td>10/01/14</td>
<td>Outsiders, The</td>
<td>Hinton, S.E.</td>
<td>750</td>
<td>5.1</td>
<td>Z</td>
<td>90%</td>
<td>10</td>
<td>48,423</td>
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<tr>
<td>TOTALS</td>
<td></td>
<td></td>
<td>781</td>
<td>4.8</td>
<td></td>
<td>84%</td>
<td>41</td>
<td>135,989</td>
</tr>
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</table>

Using This Report
Purpose: This report provides a comprehensive review of students’ participation in the Reading Counts! program.
Follow-Up: Review the data points on the report for indicators of low performance and intervene accordingly.
READ-O-METER®

When students pass a quiz, they have access to the READ-O-METER to give a personal rating for the book. The Student Achievement Manager records student ratings and presents them in the Book Frequency and Rating Report. Teachers and Library Media Specialists can use this report to track students’ favorite books, make book recommendations for other students, and guide book purchasing decisions.

BOOK FREQUENCY AND RATING REPORT

SCHOOL: LINCOLN MIDDLE SCHOOL

Time Period: 08/24/14 – 02/02/15

<table>
<thead>
<tr>
<th>AVG STUDENT RATING</th>
<th>BOOK</th>
<th>AUTHOR</th>
<th>LEXILE®</th>
<th>POINTS</th>
<th>QUIZZES PASSED/ TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0</td>
<td>Behind The Bedroom Wall</td>
<td>Williams, Laura E.</td>
<td>660</td>
<td>6</td>
<td>1/3</td>
</tr>
<tr>
<td>5.0</td>
<td>BMX Racing</td>
<td>Gutman, Bill</td>
<td>770</td>
<td>3</td>
<td>1/1</td>
</tr>
<tr>
<td>5.0</td>
<td>Bone: Ghost Circles</td>
<td>Smith, Jeff</td>
<td>N/A</td>
<td>6</td>
<td>1/1</td>
</tr>
<tr>
<td>5.0</td>
<td>Bone: Out From Bonville</td>
<td>Smith, Jeff</td>
<td>360</td>
<td>4</td>
<td>1/1</td>
</tr>
<tr>
<td>5.0</td>
<td>Breaking Dawn</td>
<td>Meyer, Stephanie</td>
<td>690</td>
<td>40</td>
<td>2/2</td>
</tr>
<tr>
<td>5.0</td>
<td>Captain Underpants/Invasion Of</td>
<td>Pilkey, Dav</td>
<td>750</td>
<td>3</td>
<td>2/2</td>
</tr>
<tr>
<td>5.0</td>
<td>Captain Underpants/Perilous</td>
<td>Pilkey, Dav</td>
<td>840</td>
<td>3</td>
<td>1/1</td>
</tr>
<tr>
<td>5.0</td>
<td>Cat In the Hat, The</td>
<td>Seuss, Dr.</td>
<td>260</td>
<td>2</td>
<td>1/1</td>
</tr>
<tr>
<td>5.0</td>
<td>Charlie &amp; The Chocolate ...</td>
<td>Dahl, Roald</td>
<td>810</td>
<td>8</td>
<td>1/1</td>
</tr>
<tr>
<td>5.0</td>
<td>Eclipse</td>
<td>Meyer, Stephanie</td>
<td>670</td>
<td>33</td>
<td>2/2</td>
</tr>
<tr>
<td>5.0</td>
<td>Finding The Titanic (Read 180)</td>
<td>Ballard, Robert D.</td>
<td>540</td>
<td>3</td>
<td>1/3</td>
</tr>
<tr>
<td>5.0</td>
<td>Freak The Mighty</td>
<td>Hiblbrick, Rodman</td>
<td>1000</td>
<td>10</td>
<td>1/1</td>
</tr>
<tr>
<td>5.0</td>
<td>Friendship, The</td>
<td>Talyor, Mildred D.</td>
<td>750</td>
<td>3</td>
<td>1/1</td>
</tr>
<tr>
<td>5.0</td>
<td>New Moon</td>
<td>Meyer, Stephanie</td>
<td>690</td>
<td>29</td>
<td>4/4</td>
</tr>
<tr>
<td>5.0</td>
<td>Old Yeller</td>
<td>Gibson, Fred</td>
<td>910</td>
<td>8</td>
<td>1/2</td>
</tr>
<tr>
<td>5.0</td>
<td>Old Yeller [Anthology]</td>
<td>Queensland</td>
<td>880</td>
<td>2</td>
<td>1/1</td>
</tr>
</tbody>
</table>
Points Report

The points in *Reading Counts!* can be used to motivate students that require extrinsic motivation. Points are assigned to each book in *Reading Counts!* and can be earned and later exchanged for prizes or rewards. The point system is managed in SAM. Learn more about managing and using points on page 75 of this guide.

Point reporting is associated with the Points Report, but point values are also shown in several other reports and can be used regularly to help motivate students.

Using This Report

**Purpose:** This report tracks the number of points students have earned during a selected time period. It includes student Lexile scores, point goals, total number of words read, and average Lexile measure of books read.

**Follow-Up:** Congratulate students who have met or are nearing their goals. Provide support to students who are experiencing difficulty meeting their goals.
Certificates

*Reading Counts!* includes an easy-to-use feature that allows teachers to print certificates for students to recognize excellent achievement. Certificates reinforce reading success and build momentum for further progress. There are two types of certificates: a generic Congratulations certificate and a customizable certificate that includes a text box in which teachers can type a personalized message to the student. Certificates can be accessed through SAM.

 ALSO SEE “Rewarding Reading Achievement” on page 86 of this guide for more information about how to use these motivational features.
Reports

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HMH *Reading Counts!* Reports

Ongoing, detailed information about student progress is a valuable feature of HMH *Reading Counts!*

SAM (Student Achievement Manager) automatically saves the results of every student quiz. The results are then used to create detailed progress monitoring, instructional planning, and management reports—as well as alerts and parent letters—that track performance on the student, classroom, school, and district levels.

Depending on the permissions setting in SAM, teachers have access to different reports. Teachers may only run reports for classes, groups, and students assigned to them. School administrators can view all classroom reports in their sites.

Additionally, there are reports especially created for administrators, which aggregate student performance data and overall program usage. Administrator reports can also collect data with similar demographic information to facilitate district-wide reporting requirements.

Adobe® Acrobat is required to print reports. All generated reports can be saved in PDF.
Types of Reports

Administrators use these reports to track program usage.

Teachers and administrators use these reports for actionable data on students’ reading progress with information on books read, quizzes passed, and points earned.

Teachers can use these reports to plan further instruction and intervention.

Teachers will receive these reports automatically when logging in to the Student Achievement Manager.

Teachers can communicate with families and provide independent reading recommendations.

Here’s a list of the most popular reports in HMH *Reading Counts!* organized by function.

**Administrators**

<table>
<thead>
<tr>
<th>If you want to . . .</th>
<th>Run this Report</th>
<th>Type of Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>View reading performance for school or district.</td>
<td>Books Read Summary Report</td>
<td>Management Report</td>
</tr>
<tr>
<td>View usage data.</td>
<td>Participation Summary Report</td>
<td>Instructional Planning Report</td>
</tr>
<tr>
<td>Determine reading effort.</td>
<td>Points Summary Report</td>
<td>Progress Monitoring Report</td>
</tr>
</tbody>
</table>

**Teachers**

<table>
<thead>
<tr>
<th>If you want to . . .</th>
<th>Run this Report</th>
<th>Type of Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference with students.</td>
<td>Student Reading Report</td>
<td>Instructional Planning Report</td>
</tr>
<tr>
<td>Determine which students are not taking quizzes.</td>
<td>Quiz Alert</td>
<td>Alert</td>
</tr>
<tr>
<td>Provide a list of titles for students to read.</td>
<td>Recommended Reading Report</td>
<td>Instructional Planning Report</td>
</tr>
</tbody>
</table>

**Librarians**

<table>
<thead>
<tr>
<th>If you want to . . .</th>
<th>Run this Report</th>
<th>Type of Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>See which books students are taking quizzes on.</td>
<td>Most Frequent Quizzes Report</td>
<td>Instructional Planning Report</td>
</tr>
<tr>
<td>See if circulation rates are changing.</td>
<td>Books Read Report</td>
<td>Instructional Planning Report</td>
</tr>
</tbody>
</table>
### Participation Summary Report

**Purpose** This report provides data on HMH *Reading Counts!* quiz success rate by grade, class, or group.

#### Participation Summary Report

**SCHOOL: LINCOLN MIDDLE SCHOOL**

**Time Period:** 08/24/14 – 02/02/15

<table>
<thead>
<tr>
<th>Grade</th>
<th>Teachers</th>
<th>Students Enrolled</th>
<th>Quizzes Taken</th>
<th>Quizzes Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>2</td>
<td>43</td>
<td>472</td>
<td>169</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>83</td>
<td>646</td>
<td>322</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>69</td>
<td>843</td>
<td>460</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>9</strong></td>
<td><strong>195</strong></td>
<td><strong>1,061</strong></td>
<td><strong>961</strong></td>
</tr>
</tbody>
</table>

#### How It Helps

Quickly and effectively track *Reading Counts!* participation across the district and within individual schools—including total quizzes attempted and passed.

---

**Using This Report**

**Purpose:** This report provides district- and school-wide information on the number of teachers using the program, students enrolled, quizzes taken, and quizzes passed.

**Follow-Up:** Identify schools or classes that are not participating in the program according to expectations.
Use the Data

Who: School- and district-level administrators
When: Run this report once a month.
How: You can apply the information in this report in the following ways:

Monitor Program Implementation
• Establish quarterly or annual participation goals for grades, classes, teachers, or schools. Communicate expectations and celebrate successes.
• If a particular school, teacher, or grade level does not appear to be fully using the program, investigate further by running the Reading Counts! Books Read Summary Report.

Address Needs
• If quiz pass rates in a particular grade, school, or class are low, schedule a meeting with teachers and program coordinators to discuss methods for optimizing program use.
• Ensure that all classrooms have the technology and print materials necessary to maximize usage.

Review Related Reports
• Reading Counts! Books Read Summary Report
• Reading Counts! Points Summary Report
• Reading Counts! Books Read Report

Understand the Data

1. Time Period
   Time period settings can be adjusted to view year-to-date or month-by-month results.

2. Teachers
   Number of teachers in each grade with students participating in Reading Counts!

3. Students Enrolled
   Number of students enrolled in Reading Counts!

4. Quizzes Taken
   Total quizzes attempted in each grade. Students may attempt a quiz on the same book up to six times, with different questions presented in each quiz attempt. The default is three.

5. Quizzes Passed
   Total quizzes passed in each grade level. Optimally, the total number of quizzes passed should be close to the total number of quizzes taken.
# Books Read Summary Report

## Purpose
This report provides data on *Reading Counts!* quiz success rates by grade, class, or group.

## Time Period
08/24/14 – 02/02/15

## Grades: 3
Students: 195

### Lincoln Middle School

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Quizzes Passed</th>
<th>Students</th>
<th>Avg. Student Lexile</th>
<th>Avg. Book Lexile</th>
<th>Avg. Books Per Student</th>
<th>Total Words Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>189</td>
<td>43</td>
<td>470</td>
<td>513</td>
<td>5.0</td>
<td>1,120,462</td>
</tr>
<tr>
<td>7</td>
<td>322</td>
<td>83</td>
<td>549</td>
<td>546</td>
<td>3.4</td>
<td>2,632,037</td>
</tr>
<tr>
<td>8</td>
<td>450</td>
<td>69</td>
<td>707</td>
<td>573</td>
<td>6.4</td>
<td>4,243,536</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>961</strong></td>
<td><strong>195</strong></td>
<td><strong>567 (Avg.)</strong></td>
<td><strong>533 (Avg.)</strong></td>
<td><strong>4.6 (Avg.)</strong></td>
<td><strong>7,998,035</strong></td>
</tr>
</tbody>
</table>

### Grade 6

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Number of Quizzes Passed</th>
<th>Students</th>
<th>Avg. Student Lexile</th>
<th>Avg. Book Lexile</th>
<th>Avg. Books Per Student</th>
<th>Total Words Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bentley, Elizabeth</td>
<td>168</td>
<td>30</td>
<td>380</td>
<td>484</td>
<td>7.0</td>
<td>735,663</td>
</tr>
<tr>
<td>Dahlberg, Bill</td>
<td>21</td>
<td>13</td>
<td>600</td>
<td>738</td>
<td>1.5</td>
<td>384,799</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>189</strong></td>
<td><strong>43</strong></td>
<td><strong>470 (Avg.)</strong></td>
<td><strong>513 (Avg.)</strong></td>
<td><strong>5.0 (Avg.)</strong></td>
<td><strong>1,120,462</strong></td>
</tr>
</tbody>
</table>

## How It Helps
Get an overview of *Reading Counts!* performance in the district.

### Using This Report
**Purpose:** This report provides data on the number of books read by a district, school, grade, or class.

**Follow-Up:** Identify groups that are performing less than optimally in the *Reading Counts!* program and intervene accordingly. Congratulate and offer further encouragement to groups that are doing well.
Use the Data

**Who:** School- and district-level administrators

**When:** Run this report once a month.

**How:** You can apply the information in this report in the following ways:

**Acknowledge Success**
- Establish and communicate quarterly or annual goals for quizzes passed per student. Congratulate teachers or principals on quiz success rate.
- Hold reading celebrations. Visit classrooms to congratulate students who have met or exceeded reading goals.

**Monitor Progress**
- Ensure appropriate reading goals.
- Monitor quizzes passed, average books per student, and compare average book Lexile with average student Lexile. Follow up with teachers or administrators whose students are not taking or passing quizzes.

**Review Related Reports**
- *Reading Counts!* Points Summary Report
- *Reading Counts!* Participation Summary Report
- *Reading Counts!* Books Read Report

---

Understand the Data

1. **Time Period**
   Time period settings can be adjusted to view year-to-date or month-by-month results.

2. **Number of Quizzes Passed**
   Total *Reading Counts!* quizzes passed, shown numerically and graphically.

3. **Students**
   Total students who are enrolled in *Reading Counts!* in each school, grade, or class.

4. **Average Student Lexile**
   Average current *Reading Inventory* Lexile scores for students who are enrolled in *Reading Counts!* in each school, grade, or class.

5. **Average Book Lexile**
   Average Lexile of all books for which students have passed a quiz. Students should strive to read books within 100 Lexile points of their current Lexile level.

6. **Average Books per Student**
   Average number of *Reading Counts!* quizzes passed per student.

7. **Total Words Read**
   Total words read for all books when each *Reading Counts!* quiz is passed.

---

Data in Action

**Progress Monitoring** This report shows independent reading progress, as measured by the number of books read. For classes or schools using points to motivate students’ reading performance, run the Points Summary Report.
# Points Summary Report

**Purpose** This report provides data on *Reading Counts!* quiz points earned for quizzes passed.

## Lincoln Middle School

<table>
<thead>
<tr>
<th>GRADE</th>
<th>NUMBER OF POINTS</th>
<th>STUDENTS</th>
<th>AVG. STUDENT LEXILE</th>
<th>AVG. BOOK LEXILE</th>
<th>AVG. POINTS PER STUDENT</th>
<th>TOTAL WORDS READ</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>942</td>
<td>43</td>
<td>470</td>
<td>451</td>
<td>21.7</td>
<td>1,120,462</td>
</tr>
<tr>
<td>7</td>
<td>1,430</td>
<td>83</td>
<td>549</td>
<td>546</td>
<td>15.1</td>
<td>2,632,037</td>
</tr>
<tr>
<td>8</td>
<td>2,250</td>
<td>69</td>
<td>707</td>
<td>573</td>
<td>32.1</td>
<td>4,243,536</td>
</tr>
<tr>
<td>TOTALS</td>
<td>4,622</td>
<td>195</td>
<td>567 (AVG.)</td>
<td>533 (AVG.)</td>
<td>20.7 (AVG.)</td>
<td>7,998,035</td>
</tr>
</tbody>
</table>

## Grade 6

<table>
<thead>
<tr>
<th>TEACHER</th>
<th>NUMBER OF POINTS</th>
<th>STUDENTS</th>
<th>AVG. STUDENT LEXILE</th>
<th>AVG. BOOK LEXILE</th>
<th>AVG. POINTS PER STUDENT</th>
<th>TOTAL WORDS READ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bentley, Elizabeth</td>
<td>701</td>
<td>30</td>
<td>380</td>
<td>484</td>
<td>29.2</td>
<td>735,663</td>
</tr>
<tr>
<td>Dahlberg, Bill</td>
<td>122</td>
<td>13</td>
<td>600</td>
<td>738</td>
<td>8.7</td>
<td>384,799</td>
</tr>
<tr>
<td>TOTALS</td>
<td>823</td>
<td>43</td>
<td>470 (AVG.)</td>
<td>513 (AVG.)</td>
<td>21.7 (AVG.)</td>
<td>1,120,462</td>
</tr>
</tbody>
</table>

## How It Helps

*The number of points students earn in Reading Counts! is a good indicator of their progress in independent reading.*

### Using This Report

**Purpose:** This report provides data on the number of points earned by a district, school, grade, or class.

**Follow-Up:** Identify groups that are performing less than optimally in the Reading Counts! program and intervene accordingly. Congratulate and offer further encouragement to groups that are doing well.
Use the Data

Who: School- and district-level administrators
When: Run this report once a month.
How: You can use the information in this report in the following ways:

Acknowledge Success
• Establish and communicate quarterly or annual goals for quizzes passed per student. Congratulate teachers or principals on quiz success rates.
• Hold reading celebrations. Visit classrooms to congratulate students who have met or exceeded reading goals.

Monitor Progress
• Monitor quizzes passed and average books per student, and compare average book Lexile with average student Lexile. Provide additional support to teachers or administrators who are not optimizing program usage.
• Ensure appropriate point goals. Points earned for passing quizzes vary by book.

Review Related Reports
• Reading Counts! Books Read Summary Report
• Reading Counts! Participation Summary Report
• Reading Counts! Points Report

Understand the Data

1. **Time Period**
   Time period settings can be adjusted to view year-to-date or month-by-month data on program usage.

2. **Number of Points**
   Total Reading Counts! points earned, shown numerically and graphically.

3. **Students**
   Total students who have passed at least one Reading Counts! quiz.

4. **Average Student Lexile**
   Average current Reading Inventory Lexile scores for students who are enrolled in Reading Counts! in each school, grade, or class.

5. **Average Book Lexile**
   Average Lexile of all books for which students have passed a quiz. Students should strive to read within 100 Lexile points of their current Lexile level.

6. **Average Points per Student**
   Average number of quiz points earned per student. Students earn points only for quizzes passed. Point values for each book vary based on word count and interest.

7. **Total Words Read**
   Total words read for all books when each Reading Counts! quiz is passed.

Data in Action

**Recognizing Reading Success** Help build confidence and reading success in Reading Counts! Establish goals for points earned, books read, or quizzes passed and celebrate students, classes, or schools who meet or exceed these expectations.
Award Report

Purpose This report lists students who have passed the number of quizzes required to earn an award.

PROGRESS MONITORING

Gold Award (25 Books)

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>BOOKS READ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gainer, Jacqueline</td>
<td>27</td>
</tr>
</tbody>
</table>

Silver Award (15 Books)

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>BOOKS READ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evans, Jamal</td>
<td>15</td>
</tr>
</tbody>
</table>

Bronze Award (10 Books)

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>BOOKS READ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooper, Tiffany</td>
<td>10</td>
</tr>
</tbody>
</table>

Red Award (5 Books)

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>BOOKS READ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bracco, Christine</td>
<td>7</td>
</tr>
<tr>
<td>Chu, Amy</td>
<td>6</td>
</tr>
<tr>
<td>Felix, Tonya</td>
<td>6</td>
</tr>
<tr>
<td>Imran, Khaleel</td>
<td>9</td>
</tr>
<tr>
<td>Palermo, Justin</td>
<td>7</td>
</tr>
<tr>
<td>Sanchez, Rachel</td>
<td>9</td>
</tr>
</tbody>
</table>

How It Helps
I set up my award values at the beginning of the year and use this report to acknowledge students who have achieved awards at monthly reading parties.

Using This Report

Purpose: This report shows students who have earned the points required to qualify for an award. Use the report to monitor students’ progress toward meeting their independent reading goals.

Follow-Up: Plan incentives and provide additional student motivation by displaying the report in the classroom.
Understand the Data

1. **Time Period**
   Default time period of This School Year displays results for all quizzes passed during the school year. Customize time period settings to review results for specific periods of time.

2. **Award Status**
   Lists students who have passed enough quizzes to earn Gold, Silver, Bronze, Red, and Blue awards. Award values can be managed in the SAM Roster.

3. **Books or Points**
   Lists awards based on whether student goal is set as books read or points earned. Only Reading Counts! quizzes with passing scores count toward award status.

Use the Data

**Who:** Teachers (Teacher, Class, or Group report)

**When:** Once or twice a month

**How:** Apply the information in the following ways:

### Celebrate Reading Achievement
- Monitor student progress toward goals by printing this report and sharing results with the class once or twice a month. Create a chart or bulletin board to post award status and updates.
- Recognize reading achievement by customizing and printing Reading Counts! certificates in the SAM Roster.

### Share Results
- Print this report to update your school administration on your students’ reading progress. Invite administrators to your classroom to congratulate students who have met or exceeded their goals.
- Acknowledge students who are on track to meet or exceed their goals. Offer support to students who are struggling to meet their goals.

### Review Related Reports
- Reading Counts! Books Read Report
- Reading Counts! Points Report
- Reading Counts! Student Reading Report

Data in Action

**Quiz Award Values** The Awards Settings in the Reading Counts! Settings section of the SAM Roster tab allow you to establish values for each award.
# Books Read Report

**Purpose** This report includes a table and bar graph to track total *Reading Counts!* quizzes passed.

## Books Read Report

**CLASS: SCHIRMER 3**

**School:** Lincoln Middle School  
**Teacher:** Margaret Schirmer  
**Grade:** 7

**Time Period:** 08/24/14 – 02/02/15

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>LEXILE®</th>
<th>AVG BOOK LEXILE®</th>
<th>NUMBER OF QUizzes PASSED</th>
<th>GOAL</th>
<th>TOTAL WORDS READ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bracco, Christine</td>
<td>709</td>
<td>753</td>
<td>7</td>
<td>20</td>
<td>135,889</td>
</tr>
<tr>
<td>Chu, Amy</td>
<td>834</td>
<td>678</td>
<td>6</td>
<td>15</td>
<td>65,964</td>
</tr>
<tr>
<td>Collins, Chris</td>
<td>868</td>
<td>820</td>
<td>6</td>
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<td>BR (10)</td>
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<td>Ramirez, Gabriella</td>
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<td>Rupp, Jeremy</td>
<td>727</td>
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<td>0</td>
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<tr>
<td>Sanchez, Rachel</td>
<td>792</td>
<td>773</td>
<td>9</td>
<td>17</td>
<td>156,931</td>
</tr>
</tbody>
</table>

**TOTALS**  
700 (AVG) 638 86 294 869,301

## How It Helps

*I use this report to track how many quizzes my students have passed and recognize their reading achievements.*

### Using This Report

**Purpose:** This report consists of a table and bar graph that show the number of books read and related book information by teacher, grade, class, or group.

**Follow-Up:** Use the table and bar graph to share information with parents and to supplement student portfolios.
Use the Data

**Who:** Teachers (Teacher, Class, or Group report)

**When:** Monthly or quarterly

**How:** Apply the information from this report in the following ways:

**Establish and Track Goals**
- Set class goals for books read and/or words read for each grading period. Post class goals and progress toward goal. Consider having groups or classes “compete” for the most words or books read.
- Set individual student goals for books read or quizzes passed each grading period.

**Share Results**
- Run this report once a month and update students and classes on overall performance.
- Share this report with school administration to demonstrate progress in independent reading.

**Review Related Reports**
- *Reading Counts!* Reading Progress Report
- *Reading Counts!* Student Quiz Success Report
- *Reading Counts!* Student Reading Report

---

**Understand the Data**

1. **Time Period**
   - Run for This School Year to review *Reading Counts!* participation for the full year. Customize time period settings to analyze quarterly or monthly results.

2. **Lexile**
   - Student’s *Reading Inventory* score from most recent test, regardless of time period settings.

3. **Average Book Lexile**
   - Average Lexile measure for all books with quizzes taken, including multiple quiz attempts and quizzes not passed.

4. **Number of Quizzes Passed**
   - Total *Reading Counts!* quizzes passed within selected time period.

5. **Goal**
   - Goal for total book quizzes passed for the year, if books are established as the goal in SAM Roster.

6. **Total Words Read**
   - Total words read for each *Reading Counts!* quiz passed.

7. **Totals**
   - Totals for the group or class, including quizzes passed, total books set as goal if established in SAM, and total words read, as well as average book Lexile and average student Lexile.

---

**Data in Action**

**Independent Reading Assessment** Regular assessment of independent reading fosters on-task behavior. In addition to using *Reading Counts!* quizzes, incorporate daily reading logs and other measures of written accountability.
Points Report

**Purpose** This report tracks points students have earned for passing *Reading Counts!* quizzes.

### Students

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>LEXILE®</th>
<th>AVG. BOOK LEXILE®</th>
<th>POINTS EARNED</th>
<th>POINTS AVAILABLE</th>
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**TOTALS**

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<td>590</td>
<td>869,301</td>
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</table>

### How It Helps

*I use this report to motivate my students. By establishing annual point goals and tracking their progress, I can promote reading success with students.*

---

**Using This Report**

**Purpose:** This report tracks the number of points students have earned during a selected time period. It includes student Lexile scores, point goals, total number of words read, and average Lexile measure of books read.

**Follow-Up:** Congratulate students who have met or are nearing their goals. Provide support to students who are experiencing difficulty meeting their goals.
Understand the Data

1. **Time Period**
   Default time period of This School Year displays results for all quizzes passed during the school year. Customize time period settings to review results within shorter time frames.

2. **Lexile**
   Student’s most recent Reading Inventory score within the selected time period.

3. **Average Book Lexile**
   Average Lexile for all books with quizzes passed.

4. **Points Earned**
   Total number of points earned for Reading Counts! quizzes passed.

5. **Points Available**
   Total number of points that have not been “redeemed,” if tracked in SAM Roster.

6. **Goal**
   Reading goal for the year for each student, if points are selected as the goal in SAM Roster.

7. **Total Words Read**
   Words read for books when each Reading Counts! quiz is passed.

8. **Totals**
   Class or group totals for goal established or points earned, points available, goal, and words read. Also includes class or group average student Lexile and average book Lexile for quizzes passed.

Use the Data

**Who:** Teachers (Teacher, Class, or Group report)

**When:** Once or twice a month

**How:** Apply the information in the following ways:

**Monitor Quiz Progress**
- Establish annual points goals for students in the Reading Counts! Settings in the SAM Roster.
- Determine whether to establish the same goal for the entire class or assign individual goals based on student reading levels.
- Encourage students to track their own points status. Acknowledge students who are on track to meet or exceed their goals. Offer support to students who are having trouble meeting their goals.

**Share Results**
- Print this report to update your school administration on your students’ reading progress. Invite administrators to your classroom to congratulate students who have met their goals.
- Institute reading contests between groups or classes. Track total points read by the group or class throughout the year.

**Review Related Reports**
- Reading Counts! Books Read Report
- Reading Counts! Quiz Alert
- Reading Counts! Student Reading Report

Data in Action

**Redeeming Quiz Points**
The Points Recording Tool in the Reading Counts! Grading section of the SAM Roster allows you to track when students have redeemed their points for class incentives.
# Student Reading Report

## Purpose

This report summarizes each student’s *Reading Counts!* quiz participation.

### Student Reading Report

**STUDENT: BRACCO, CHRISTINE**

- **School:** Lincoln Middle School
- **Teacher:** Margaret Schirmer
- **Grade:** 7
- **Class:** Schirmer 3

**Time Period:** 08/24/14 – 02/02/15

**Lexile®:** 709  
**Points:** 41

### Goal Progress: Books

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<th>Date</th>
<th>Book Description</th>
<th>Author</th>
<th>Book Lexile®</th>
<th>Reading Level</th>
<th>GRL</th>
<th>Score</th>
<th>Points</th>
<th>Words Read</th>
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<td>01/21/15</td>
<td>Tomatoes (Natural Disasters)</td>
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<td>40%</td>
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<tr>
<td>01/12/15</td>
<td>Good Fight—Real</td>
<td>Olson, Tod</td>
<td>810</td>
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<td>NR</td>
<td>90%</td>
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<td>16</td>
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<td>Adventures Of Capt. Underpants</td>
<td>Pilkey, Dav</td>
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<td>3</td>
<td>5,360</td>
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<td>10/21/14</td>
<td>Disaster Reports Go Digital</td>
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<td>Z</td>
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<td><strong>4.8 (AVG.)</strong></td>
<td><strong>84% (AVG.)</strong></td>
<td><strong>41</strong></td>
<td><strong>135,888</strong></td>
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</tr>
</tbody>
</table>

## How It Helps

*I share this report with my students so that they can monitor their own quiz progress. We discuss any challenges they are experiencing.*

### Using This Report

**Purpose:** This report provides a comprehensive review of students’ participation in the *Reading Counts!* program.

**Follow-Up:** Review the data points on the report for indicators of low performance and intervene accordingly.
Understand the Data

1 **Time Period**
   Default time period setting of This School Year displays all quizzes passed during the year. Customize time period settings to review results for more targeted periods of time.

2 **Goal Progress**
   Student’s annual goal, if established in SAM. Also includes progress toward goal, listed as points or books, depending on SAM settings.

3 **Date**
   Date of each Reading Counts! quiz attempt. Each book quiz can be attempted up to three times.

4 **Book**
   Book title for each quiz attempt. Books with multiple quiz attempts will be listed multiple times.

5 **Book Lexile**
   Lexile measure of each book.

6 **Reading Level**
   Grade- and month-based reading level of the book (e.g., 4.2 indicates the second month of fourth grade).

7 **Guided Reading Level (GRL)**
   Complexity of the book, based on length, plot, vocabulary, and other features.

8 **Score**
   Percentage of questions answered correctly.

9 **Points**
   Each book is assigned a set point value. Students earn points for each Reading Counts! quiz passed. A score of 0 indicates a quiz attempted but not passed.

10 **Words Read**
    Total words read for all books when each Reading Counts! quiz is passed.

Use the Data

**Who:** Teachers, Students, Parents (Student report)

**When:** Once or twice a month

**How:** You can use the information in this report in the following ways:

**Monitor Quiz Progress**
- Print this report each month to conference with students regarding progress. Discuss and address challenges a student might be having with comprehension or taking quizzes.
- Establish goals for words read, books read, or quizzes passed for each student. Help students track progress toward goals with this report.

**Share Results**
- Add this report to student portfolios as a record of independent reading achievement.
- Print this report to share at conferences with parents or caregivers to provide more detail on students’ reading progress.

**Review Related Reports**
- *Reading Counts! Reading Progress Report*
- *Reading Counts! Student Quiz Success Report*
- *Reading Counts! Student Reading Report*

**Data in Action**

**Regular Reading Accountability** Students benefit from consistent monitoring of reading completed. Implement daily goals for pages read or quarterly goals for books read or quizzes passed.
### Purpose
This report summarizes each student’s *Reading Counts!* quiz participation.

### Year to Date Totals

<p>| | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<td>Quiz Success Rate</td>
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</table>

### Reading Progress Report

**CLASS: SCHIRMER 3**

**School:** Lincoln Middle School
**Teacher:** Margaret Schirmer
**Grade:** 7

**Time Period:** 08/24/14 – 02/02/15

#### USING THIS REPORT

**Purpose:** This report provides an overview of students’ progress in the program. In addition to tracking group quiz success rates, the report shows individual quiz performance and achievement.

**Follow-Up:** Use the information in the report to plan incentives and to help students monitor their progress. You may also use the report to guide instruction and create reading groups.

#### How It Helps

*I share this report with my students so that they can monitor their own quiz progress. We discuss any challenges they are experiencing.*

### STUDENT

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Lexile®</th>
<th>Quizzes Passed/Taken</th>
<th>Quiz Success Rate</th>
<th>Avg Quiz Score</th>
<th>Books Read</th>
<th>Points Earned</th>
<th>Annual Goal</th>
<th>% of Goal Achieved</th>
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<td>84%</td>
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<td>86%</td>
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<td>62%</td>
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<td>15(B)</td>
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<td>65%</td>
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<td>Sanchez, Rachel</td>
<td>7</td>
<td>792</td>
<td>9/15</td>
<td>60%</td>
<td>73%</td>
<td>9</td>
<td>56</td>
<td>17(B)</td>
<td>53%</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td>700</td>
<td>86/128</td>
<td>64% (AVG.)</td>
<td>64% (AVG.)</td>
<td>86</td>
<td>392</td>
<td>-</td>
<td>31% (AVG.)</td>
</tr>
</tbody>
</table>

(B)=Books  ➤ Indicates Score Below 70%
Understand the Data

1. **Time Period**
   - Run for This School Year to review annual progress. Customize time period settings to review quarterly or monthly results.

2. **Year-to-Date Totals**
   - Cumulative quiz results for selected time period.

3. **Lexile**
   - Student’s *Reading Inventory* score from the most recent test, regardless of time period settings.

4. **Quizzes Passed/Taken**
   - Ratio of total quizzes passed and total quiz attempts for each student.

5. **Quiz Success Rate**
   - Percentage of quizzes passed of all quizzes attempted during selected time period.

6. **Average Quiz Score**
   - Average score on all quizzes taken. Red arrows indicate quiz averages below 70%.

7. **Books Read**
   - Total *Reading Counts!* quizzes passed for each student within selected time period.

8. **Points Earned**
   - Total points earned for each student within selected time period. Student must pass quiz to earn points.

9. **Annual Goal**
   - Reading goal for the year, measured in books (B) or points (P), if established in SAM Roster.

10. **Percentage of Goal Achieved**
    - Percentage of goal student has achieved within selected time period.

Use the Data

**Who:** Teachers (Teacher, Class, or Group report)

**When:** Once or twice a month

**How:** Apply the information from this report in the following ways:

**Establish and Track Goals**

- Use the SAM Roster to enter book goals or points earned for each student.
- Discuss individual student goals for books read or points earned each grading period during conferences.

**Share Results**

- Run this report once a month and update students on overall performance.
- Share this report with school administrators to demonstrate progress and participation in independent reading.

**Review Related Reports**

- *Reading Counts! Books Read Report*
- *Reading Counts! Points Report*
- *Reading Counts! Student Reading Report*

Data in Action

**Scheduling Quizzes**

To ensure regular use of *Reading Counts!* quizzes, establish expectations for total pages read per day or quizzes passed per quarter. Help students determine when a book should be complete and write projected completion dates on a calendar.
# Student Quiz Success Report

**Purpose** This report provides data for each student on *Reading Counts!* quizzes passed.

## Student Quiz Success Report

**Student:** BRACCO, CHRISTINE  
**School:** Lincoln Middle School  
**Teacher:** Margaret Schirmer  
**Grade:** 7  
**Class:** Schirmer 3

**Time Period:** 08/24/14 – 02/02/15

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Author</th>
<th>Lexile®</th>
<th>Score</th>
<th>Points</th>
<th>Words Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/27/15</td>
<td>Score—Greatest Athletes...</td>
<td>Grant, Adam</td>
<td>740</td>
<td>90%</td>
<td>4</td>
<td>8,736</td>
</tr>
<tr>
<td>01/12/15</td>
<td>Good Fight—Real</td>
<td>Olson, Ted</td>
<td>810</td>
<td>90%</td>
<td>3</td>
<td>6,883</td>
</tr>
<tr>
<td>12/04/14</td>
<td>Stargirl</td>
<td>Spinelli, Jerry</td>
<td>610</td>
<td>90%</td>
<td>16</td>
<td>60,580</td>
</tr>
<tr>
<td>11/03/14</td>
<td>Captain Underpants/Attack Of</td>
<td>Pilkey, Dav</td>
<td>780</td>
<td>100%</td>
<td>3</td>
<td>5,528</td>
</tr>
<tr>
<td>10/27/14</td>
<td>Adventures Of Capt. Underpants</td>
<td>Pilkey, Dav</td>
<td>720</td>
<td>100%</td>
<td>3</td>
<td>5,360</td>
</tr>
<tr>
<td>10/21/14</td>
<td>Disaster Reports Go Digital</td>
<td>Smith, Jane</td>
<td>970</td>
<td>70%</td>
<td>2</td>
<td>379</td>
</tr>
<tr>
<td>10/01/14</td>
<td>Outsiders, The</td>
<td>Hinton, S.E.</td>
<td>750</td>
<td>90%</td>
<td>10</td>
<td>48,423</td>
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<tr>
<td><strong>TOTALS</strong></td>
<td><strong>709</strong></td>
<td><strong>753</strong></td>
<td><strong>709</strong></td>
<td></td>
<td><strong>41</strong></td>
<td><strong>135,889</strong></td>
</tr>
</tbody>
</table>

**How It Helps**

*I use this report to monitor my students’ independent reading progress and plan any necessary interventions.*
Use the Data

Who: Teachers, Students, Parents (Student report)
When: Once or twice a month
How: Apply the information in the following ways:

Conference With Students
• Print this report each month and conference with students regarding their progress. Acknowledge success and encourage continued reading growth.
• Establish goals for words read, pages read, or books read for each student. Have students use this report to track progress toward goal.

Share Results
• Add this report to student portfolios as a record of independent reading achievement.
• Print this report to share at conferences with parents or caregivers to provide more detail on students’ reading progress.

Review Related Reports
• Reading Counts! Reading Progress Report
• Reading Counts! Student Reading Report
• Reading Counts! Parent Report II

Understand the Data

1. **Time Period**
   Default time period setting of This School Year displays all quizzes passed during the year. Customize time period settings to review results for more targeted periods of time.

2. **Lexile**
   Student’s most recent Reading Inventory score within the selected time period.

3. **Date**
   Date each Reading Counts! quiz was passed for all books.

4. **Book**
   Book title for each quiz passed. Quizzes that were attempted but not passed are not included on this report.

5. **Book Lexile**
   Lexile measure of each book.

6. **Score**
   Percentage of questions answered correctly.

7. **Points**
   Each book is assigned a set point value. Students earn points for each Reading Counts! quiz passed.

8. **Words Read**
   Total words read for all books when each Reading Counts! quiz is passed.

**Data in Action**

Reading Achievement Use this report to help students overcome feelings of reading frustration. Build confidence and self-esteem by regularly celebrating quiz success.
**Book Frequency and Rating Report**

**Purpose** This report ranks books according to how students rated them during a selected time period. It includes the book Lexile, the point value for each book, and a summary of how many Reading Counts! quizzes have been taken and passed.

### Time Period: 08/24/14 – 02/02/15

<table>
<thead>
<tr>
<th>AVG. STUDENT RATING</th>
<th>BOOK</th>
<th>AUTHOR</th>
<th>LEXILE®</th>
<th>POINTS</th>
<th>QUizzes Passed/Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0</td>
<td>Behind The Bedroom Wall</td>
<td>Williams, Laura E.</td>
<td>660</td>
<td>6</td>
<td>1/3</td>
</tr>
<tr>
<td>5.0</td>
<td>BMX Racing</td>
<td>Gutman, Bill</td>
<td>770</td>
<td>3</td>
<td>1/1</td>
</tr>
<tr>
<td>5.0</td>
<td>Bone: Ghost Circles</td>
<td>Smith, Jeff</td>
<td>N/A</td>
<td>6</td>
<td>1/1</td>
</tr>
<tr>
<td>5.0</td>
<td>Bone: Out From Boneville</td>
<td>Smith, Jeff</td>
<td>360</td>
<td>4</td>
<td>1/1</td>
</tr>
<tr>
<td>5.0</td>
<td>Breaking Dawn</td>
<td>Meyer, Stephanie</td>
<td>690</td>
<td>40</td>
<td>2/2</td>
</tr>
<tr>
<td>5.0</td>
<td>Captain Underpants/Invasion Of</td>
<td>Pikay, Dav</td>
<td>730</td>
<td>3</td>
<td>2/2</td>
</tr>
<tr>
<td>5.0</td>
<td>Captain Underpants/Perilous</td>
<td>Pikay, Dav</td>
<td>640</td>
<td>3</td>
<td>1/1</td>
</tr>
<tr>
<td>5.0</td>
<td>Cat in the Hat, The</td>
<td>Seuss, Dr.</td>
<td>260</td>
<td>2</td>
<td>1/1</td>
</tr>
<tr>
<td>5.0</td>
<td>Charlie &amp; The Chocolate ...</td>
<td>Dahl, Roald</td>
<td>810</td>
<td>8</td>
<td>1/1</td>
</tr>
<tr>
<td>5.0</td>
<td>Eclipse</td>
<td>Meyer, Stephanie</td>
<td>670</td>
<td>33</td>
<td>2/2</td>
</tr>
<tr>
<td>5.0</td>
<td>Finding The Titanic (Read 180)</td>
<td>Ballard, Robert D.</td>
<td>540</td>
<td>3</td>
<td>1/3</td>
</tr>
<tr>
<td>5.0</td>
<td>Freak The Mighty</td>
<td>Philbrick, Rodman</td>
<td>1000</td>
<td>10</td>
<td>1/1</td>
</tr>
<tr>
<td>5.0</td>
<td>Friendship, The</td>
<td>Taltyor, Mildred D.</td>
<td>750</td>
<td>3</td>
<td>1/1</td>
</tr>
<tr>
<td>5.0</td>
<td>New Moon</td>
<td>Meyer, Stephanie</td>
<td>690</td>
<td>29</td>
<td>4/4</td>
</tr>
<tr>
<td>5.0</td>
<td>Old Yeller</td>
<td>Gipson, Fred</td>
<td>910</td>
<td>8</td>
<td>1/2</td>
</tr>
<tr>
<td>5.0</td>
<td>Old Yeller (Anthology)</td>
<td>Gipson, Fred</td>
<td>880</td>
<td>2</td>
<td>1/1</td>
</tr>
<tr>
<td>5.0</td>
<td>Runaway Train</td>
<td>Campbell, Julia</td>
<td>420</td>
<td>3</td>
<td>1/1</td>
</tr>
<tr>
<td>5.0</td>
<td>Stealing Home: The Story Of...</td>
<td>Denenberg, Barry</td>
<td>930</td>
<td>6</td>
<td>3/3</td>
</tr>
<tr>
<td>5.0</td>
<td>Summer On Wheels</td>
<td>Soto, Gary</td>
<td>750</td>
<td>9</td>
<td>1/1</td>
</tr>
<tr>
<td>5.0</td>
<td>There’s A Girl In-Hammerlock</td>
<td>Spinelli, Jerry</td>
<td>520</td>
<td>10</td>
<td>1/3</td>
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<tr>
<td>5.0</td>
<td>Twilight</td>
<td>Meyer, Stephanie</td>
<td>720</td>
<td>25</td>
<td>4/6</td>
</tr>
<tr>
<td>5.0</td>
<td>Watsons Go To Birmingham-1963</td>
<td>Curtis, Christopher Paul</td>
<td>1000</td>
<td>12</td>
<td>1/1</td>
</tr>
<tr>
<td>5.0</td>
<td>Winning Season: Emergency Quar</td>
<td>Wallace, Rich</td>
<td>720</td>
<td>6</td>
<td>1/1</td>
</tr>
<tr>
<td>5.0</td>
<td>Winning Season: The Rise Of...</td>
<td>Wallace, Rich</td>
<td>680</td>
<td>6</td>
<td>1/1</td>
</tr>
<tr>
<td>4.8</td>
<td>Money Hungry</td>
<td>Flake, Sharon G.</td>
<td>650</td>
<td>9</td>
<td>4/5</td>
</tr>
<tr>
<td>4.8</td>
<td>Quinceanera Means Sweet 15</td>
<td>Chambers, Veronica</td>
<td>630</td>
<td>12</td>
<td>4/4</td>
</tr>
<tr>
<td>4.7</td>
<td>Dinner Party (Read 180)</td>
<td>Olson, Todd</td>
<td>330</td>
<td>5</td>
<td>2/3</td>
</tr>
<tr>
<td>4.5</td>
<td>Bone: Rock Jaw</td>
<td>Smith, Jeff</td>
<td>N/A</td>
<td>3</td>
<td>4/4</td>
</tr>
</tbody>
</table>

### How It Helps

I use this report to spark conversations between students about the books they have enjoyed. I also share this report with my media specialist so that we can ensure that these books are available in the library.
**Most Frequent Quizzes Report**

**Purpose** This report provides information on how frequently specific *Reading Counts!* quizzes have been taken. It includes the book or article title, Lexile, quiz success rate, and quiz results for individual students.

---

### Adventures of Capt. Underpants

<table>
<thead>
<tr>
<th>Lexile®</th>
<th>Points</th>
<th>Times Taken</th>
<th>Times Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>720</td>
<td>3</td>
<td>6</td>
<td>6</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>STUDENT LEXILE</th>
<th>DATE TAKEN</th>
<th>SCORE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooper, Tiffany</td>
<td>781</td>
<td>10/08/14</td>
<td>90</td>
</tr>
<tr>
<td>Evans, Jamal</td>
<td>719</td>
<td>01/08/15</td>
<td>90</td>
</tr>
<tr>
<td>Imran, Khaleel</td>
<td>719</td>
<td>12/15/14</td>
<td>100</td>
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<tr>
<td>Kramer, Liz</td>
<td>809</td>
<td>12/01/15</td>
<td>100</td>
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<tr>
<td>Palermo, Justin</td>
<td>438</td>
<td>11/12/14</td>
<td>90</td>
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<tr>
<td>Ramirez, Gabriella</td>
<td>743</td>
<td>10/23/14</td>
<td>90</td>
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</tbody>
</table>

**TOTALS** 754 (AVG.) 93% (AVG.)

### Oh Yuck! (READ 180)

<table>
<thead>
<tr>
<th>Lexile®</th>
<th>Points</th>
<th>Times Taken</th>
<th>Times Passed</th>
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</thead>
<tbody>
<tr>
<td>990</td>
<td>3</td>
<td>5</td>
<td>4</td>
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</table>

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>STUDENT LEXILE</th>
<th>DATE TAKEN</th>
<th>SCORE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collins, Chris</td>
<td>868</td>
<td>10/29/14</td>
<td>50</td>
</tr>
<tr>
<td>Collins, Chris</td>
<td>868</td>
<td>11/02/14</td>
<td>90</td>
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<tr>
<td>Garcia, Matt</td>
<td>465</td>
<td>01/21/15</td>
<td>70</td>
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<tr>
<td>Imran, Khaleel</td>
<td>719</td>
<td>10/23/14</td>
<td>80</td>
</tr>
<tr>
<td>Krynski, Theo</td>
<td>1120</td>
<td>12/03/14</td>
<td>80</td>
</tr>
</tbody>
</table>

**TOTALS** 894 (AVG.) 74% (AVG.)

---

**How It Helps**

I use this report to track book popularity and suggest related book titles. I can also monitor student quiz results so that I can offer additional support as needed.

---

**Using This Report**

**Purpose:** This report provides information on quizzes student have taken most often. It includes the Lexile measure and point value for each book, overall quiz success rate, and quiz scores for individual students.

**Follow-Up:** Suggest related titles to students. Monitor student quiz scores and offer additional support to students who are having difficulty with the quizzes.
### Purpose
This report provides an individualized reading list for students based on their interest choices.

### Recommended Reading Report

**STUDENT: BRACCO, CHRISTINE**

**School:** Lincoln Middle School  
**Teacher:** Margaret Schirmer  
**Grade:** 7  
**Class:** Schirmer 3

**Time Period:** 08/24/14 – 02/02/15

**Test Date:** 1/27/2015  
**Student Lexile®:** 709

Khaleel, here are some great books at your reading level.

<table>
<thead>
<tr>
<th>READING INTEREST</th>
<th>QUIZ</th>
<th>TITLE</th>
<th>AUTHOR</th>
<th>LEXILE®</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action &amp; Adventure</td>
<td></td>
<td>Annie's Promise</td>
<td>Levitin, Sonia</td>
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<tr>
<td></td>
<td></td>
<td>Hostage To War</td>
<td>Wassiljewa, Tatjana</td>
<td>660</td>
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<tr>
<td></td>
<td></td>
<td>Little Bit Dead, A</td>
<td>Reave, Chap</td>
<td>640</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mystery Of The Ivory Charm</td>
<td>Keane, Carolyn</td>
<td>720</td>
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<tr>
<td></td>
<td></td>
<td>No Man's Land</td>
<td>Bartoletti, Susan</td>
<td>700</td>
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<tr>
<td></td>
<td></td>
<td>Scorpio</td>
<td>Horowitz, Anthony</td>
<td>680</td>
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<td></td>
<td></td>
<td>Tangled Web</td>
<td>Hiddtischka, Shelley</td>
<td>610</td>
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<tr>
<td></td>
<td></td>
<td>Westmark</td>
<td>Alexander, Lloyd</td>
<td>690</td>
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<tr>
<td>Heroes &amp; Great Events</td>
<td></td>
<td>Faith Hope And Chicken...</td>
<td>Wyman, Andrea</td>
<td>700</td>
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<td></td>
<td></td>
<td>Ghost At Skeleton Rock, The</td>
<td>Dixon, Franklin W</td>
<td>740</td>
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<tr>
<td></td>
<td></td>
<td>Journal Of Wong Ming-Chung</td>
<td>Yep, Laurence</td>
<td>650</td>
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<tr>
<td></td>
<td></td>
<td>Mark On The Door, The</td>
<td>Dixon, Franklin W</td>
<td>680</td>
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<td></td>
<td></td>
<td>PaperQuake</td>
<td>Raiss, Kathryn</td>
<td>700</td>
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<td></td>
<td></td>
<td>Postcards To Father Abraham</td>
<td>Lewis, Catherine</td>
<td>610</td>
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<td></td>
<td></td>
<td>Shadow In The North, The</td>
<td>Pullman, Philip</td>
<td>740</td>
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<td></td>
<td></td>
<td>Specter, The</td>
<td>Nixon, Joan Lowery</td>
<td>630</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tell No One Who You Are</td>
<td>Buchignani, Walter</td>
<td>720</td>
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<tr>
<td></td>
<td></td>
<td>Third Girl</td>
<td>Christie, Agatha</td>
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<tr>
<td>Sports &amp; Hobbies</td>
<td></td>
<td>Anything To Win</td>
<td>Mikloiwitz, Gloria D.</td>
<td>670</td>
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<tr>
<td></td>
<td></td>
<td>Bet You Can't!</td>
<td>Cobb, Vicki</td>
<td>720</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brave, The</td>
<td>Lipsyte, Robert</td>
<td>650</td>
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<tr>
<td></td>
<td></td>
<td>Bull Catcher</td>
<td>Carter, Alden R.</td>
<td>750</td>
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<tr>
<td></td>
<td></td>
<td>Hoops</td>
<td>Myers, Walter Dean</td>
<td>740</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Horse Show (Saddle Club)</td>
<td>Bryant, Bonnie</td>
<td>730</td>
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<tr>
<td></td>
<td></td>
<td>Match Point</td>
<td>Cruise, Robin</td>
<td>740</td>
</tr>
<tr>
<td></td>
<td></td>
<td>National Velvet</td>
<td>Bagnold, Enid</td>
<td>700</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Super Sports Cars</td>
<td>Jay, Jackson</td>
<td>630</td>
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<tr>
<td></td>
<td></td>
<td>Winkle In Time, A</td>
<td>L’Engle, Madeleine</td>
<td>740</td>
</tr>
</tbody>
</table>

**How It Helps**

I use this report to monitor my students’ independent reading progress and plan any necessary interventions.

**Using This Report**

**Purpose:** This report provides an individualized recommended reading list for students, based on their reading interest choices.  
**Follow-Up:** Help students acquire the titles recommended, and suggest other related titles for students’ reading enjoyment.
Understand the Data

1. Time Period
   Time period setting of This School Year displays results based on student’s current Lexile score.

2. Test Date
   Student’s most recent Reading Inventory test date.

3. Student Lexile
   Student’s most recent Reading Inventory score. Book choices are filtered based on this score.

4. Reading Interest
   Topics, or genres, the student selected at the beginning of the Reading Inventory test.

5. Quiz
   Icon next to a book title indicates that a Reading Counts! quiz has been installed and is available for the book.

6. Title
   Books at appropriate reading levels and correlated to student interest.

7. Lexile
   Lexile measure for each book.

Use the Data

Who: Teachers, Students, Parents (Student report)

When: After each Reading Counts! quiz, or less frequently

How: Apply information from this report in the following ways:

Guide Independent Reading
   • Print this report periodically and use it to help students select books for independent reading.
   • Use the SAM Book Expert to share more information about books listed in this report with students.

Share Results
   • Share this report with media specialists so that they can help students select appropriate books and can stock book titles based on student interest and reading level.
   • Send this report home with students along with the Reading Counts! parent letters or with report cards to provide caregivers with guidance in helping their children select appropriate books.

Review Related Reports
   • Reading Counts! Student Reading Report
   • Reading Counts! Parent Report I
   • Reading Counts! Parent Report II

Data in Action

Reading Recommendations align to Reading Counts! quizzes. Associated books may not be part of your school collection.
**Quiz Alert**

**Purpose:** This report highlights a variety of challenges individual students may be experiencing with Reading Counts! quizzes. A summary is provided on the first page with details about each student’s specific quiz challenge included on the second page.

---

**Quiz Alert**

**CLASS: SCHIRMER 3**

**School:** Lincoln Middle School  
**Teacher:** Margaret Schirmer  
**Grade:** 7

**Time Period:** 08/24/14 – 02/02/15

---

**Using This Report**

**Purpose:** This report highlights a variety of problems individual students may be having with quizzes.

**Follow-Up:** Meet with individual students to assess their areas of difficulty. Check that students are using the application correctly. Encourage students to choose books at their appropriate reading levels.

---

**Quiz Alert (Page 2)**

**CLASS: SCHIRMER 3**

**Time Period:** 08/24/14 – 02/02/15

---

**No Quiz Taken in 14 Days**

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>GRADE</th>
<th>LETTER</th>
<th>ROG LEVEL</th>
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**Needed 3 or More Attempts To Pass Quiz**

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**Scored Below 70% on Last 3 Quizzes**

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**Failed At Least 3 Quizzes Significantly Above Lexile®**

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**Selected Books Significantly Below Lexile®**

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**How It Helps**

I use this report to quickly identify which students need additional support with Reading Counts! quizzes.
**Reading Growth Acknowledgment**

**Purpose** This report acknowledges students who have passed quizzes on books that have Lexile measures above the students’ current Lexile scores. It lists the quiz passed, the score received, and the Lexile of the book.

---

**Reading Growth Acknowledgement**

**CLASS:** SCHIRMER 3

**School:** Lincoln Middle School

**Teacher:** Margaret Schirmer

**Grade:** 7

**Time Period:** 08/24/14 – 02/02/15

### Reading Level Growth Acknowledgement

Student is able to pass quizzes at levels significantly above his or her Lexile® level.

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>GRADE</th>
<th>LEXILE®</th>
<th>BOOK LEXILE®</th>
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<td>O</td>
<td>12/03/14</td>
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<td>King Of The Hill (Read 180)</td>
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<td>N</td>
<td>11/17/14</td>
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<td></td>
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<td>Band, The</td>
<td>220</td>
<td>2.1</td>
<td>M</td>
<td>11/10/14</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Frankenstein (Read 180)</td>
<td>300</td>
<td>2.1</td>
<td>N</td>
<td>11/06/14</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Still The Greatest/Rigoberta…</td>
<td>450</td>
<td>2.5</td>
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<td>10/21/14</td>
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<tr>
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<td>485</td>
<td>Captain Underpants/Attack Of</td>
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<td>02/01/15</td>
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<td>Hiroshima (Read 180)</td>
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<td>S</td>
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<td></td>
<td></td>
<td></td>
<td>Oh Yuck! (Read 180)</td>
<td>990</td>
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<td>11/12/14</td>
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</tbody>
</table>

---

**How It Helps**

I preserve confidentiality while monitoring student progress.

---

**Using This Report**

**Purpose:** This report acknowledges students who have passed quizzes on books that have Lexile® measures above the student’s current Lexile® score.

**Follow-Up:** Congratulate the student and offer encouragement for further success.
Parent Report I

Purpose This report introduces parents or caregivers to the Reading Counts! program and includes their child’s independent reading goal, if established in SAM. It also includes recommendations for supporting reading at home.

September 4, 2014

Dear Parent or Caregiver,

Khaleel will be participating in Reading Counts!, an independent reading program with a library of thousands of best-loved titles. Through Reading Counts! we will be able to track what Khaleel is reading independently. Khaleel will also be encouraged and rewarded for reading more and achieving more!

Participating in Reading Counts! includes:

· Choosing books to read.
· Taking quizzes on the computer to check comprehension.
· Receiving instant feedback, including reward points and congratulations screens for passing quizzes successfully.

Supporting reading at home will help Khaleel become a lifelong reader. Here are some useful tips:

· If Khaleel has an interest in a specific sport or hobby, encourage him/her to read about it.
· Talk about what your child is reading. Ask questions about the plot or about fun facts if it’s nonfiction.
· Try to find a variety of reading materials for your child to experience: fiction, nonfiction, magazines, newspapers, humorous books, recipes, maps, etc.

Thank you for making Reading Counts! for Khaleel this school year and always.

Sincerely,

Imran, Khaleel

Name: Imran, Khaleel
Grade: 7
Lexile®: 710
Personal Goal: 20 Books / Year

How It Helps

I send Parent Report I home at the beginning of the year to introduce parents to the program and suggest ways they can help with reading at home.
Parent Reports II and III

Purpose Parent Report II updates parents or caregivers on their child’s progress in Reading Counts! Parent Report III provides a final summary of a student’s performance. Both reports include tips on encouraging reading at home.

February 2, 2015

Dear Parent or Caregiver,

Khaleel is currently participating in Reading Counts!, an independent reading program with a library of thousands of best-loved titles. Congratulations on Khaleel’s reading success so far this school year.

The following indicates that Khaleel is reading and succeeding:

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Lexile®</th>
<th>Personal Goal</th>
<th>Quiz Score</th>
<th>Average Quiz Score</th>
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<tr>
<td>Imran, Khaleel</td>
<td>7</td>
<td>719</td>
<td>25 Books / Year</td>
<td>9</td>
<td>80%</td>
</tr>
</tbody>
</table>

Some of the books Khaleel has read successfully are:

- Tunnel Of Terri & Other...
- Hear Me (Read 160)
- Oh, Yuck! (Read 160)
- All In a Day’s Work & Other...
- Cyber Pranks (Read 180)
- Love Letters And Other Stories

New Moon
Twilight
Adventures Of Capt. Underpants

The more Khaleel reads, the more he/she can achieve.
Here are some ways to continue to help support reading at home:

- Make connections to other books Khaleel has read, as well as real-life experiences
- Make reading a fun and positive experience.

Congratulations on Khaleel’s reading success so far this school year and always.

Sincerely,

Imran, Khaleel

May 10, 2015

Dear Parent or Caregiver,

Congratulations on Khaleel’s terrific reading achievement!

The following information shows that Khaleel is a successful reader:

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Lexile®</th>
<th>Personal Goal</th>
<th>Quiz Score</th>
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<tbody>
<tr>
<td>Imran, Khaleel</td>
<td>7</td>
<td>719</td>
<td>25 Books / Year</td>
<td>9</td>
<td>80%</td>
</tr>
</tbody>
</table>

Some of the books Khaleel has read successfully are:

- Tunnel Of Terri & Other...
- Hear Me (Read 160)
- Oh, Yuck! (Read 160)
- All In a Day’s Work & Other...
- Cyber Pranks (Read 180)
- Love Letters And Other Stories

New Moon
Twilight
Adventures Of Capt. Underpants

Here are some tips to use at home to keep Khaleel reading and succeeding:

- Encourage Khaleel to write letters, postcards, or emails.
- Read independently alongside Khaleel. Let Khaleel see you reading in different places for different purposes (e.g., the newspaper in the morning, directions to a place, road signs, reading for information and for pleasure).
- Rent DVDs or videos related to a topic that Khaleel is interested in. Find books on a similar topic.

Thanks for supporting reading at home and making Reading Count! Happy reading to you and Khaleel!

Sincerely,

Imran, Khaleel
Reading Progress Report

Interpreting key reports will ensure your success with Reading Counts! Here is a detailed view of the Reading Progress Report.

**Student: Rachel Sanchez**
- Quizzes Passed: 9
- Quizzes Taken: 15

Rachel struggles to pass quizzes. Identify causes and ways to provide additional support.

### Data Analysis

1. **Rachel has taken 15 quizzes but only passed 9.**
   - Rachel is attempting quizzes but is not experiencing quiz success.

2. **Rachel’s quiz success rate is 60% while her average quiz score is 73%.**
   - Rachel has passed 60% of the quizzes she attempted. Her average score on the quizzes she has taken is slightly higher at 73%.

3. **Rachel is 53% of the way to achieving her book goal.**
   - It is halfway through the year, and Rachel is halfway to her goal.

### NEXT STEPS

When students struggle to pass multiple quizzes, run and analyze the Reading Counts! Student Reading Report to identify the cause.

- **Adjust Lexile levels prior to allowing students to take a quiz.**
- **Set individual goals based on student’s initial Lexile. Keep Rachel motivated by sharing her success.**

---

**Data Point**

<table>
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<th>Rachel Sanchez</th>
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<tr>
<td>Quizzes Passed: 9</td>
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<tr>
<td>Quizzes Taken: 15</td>
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</table>

**Reading Counts! Educator’s Guide**

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Review Additional Data

Cross-reference the Reading Counts! Student Reading Report to analyze specific performance results.

Enlargement: Student Reading Report

NEXT STEPS

Students must wait at least 24 hours before retaking a quiz. Have students use this time to review their book and accompanying work.

Before allowing a student to retake a quiz, review the book and previous quiz results with the student to provide additional support.

Promote quiz success by ensuring that students have read each book prior to taking a quiz.
Books Read Report

Here is a detailed view of interpreting the data presented in the Books Read Report.

**DATA STORY**

**Student: Matt Garcia**  
**Quizzes Passed: 2**  
**Quizzes Taken: 13**

Matt has not passed many quizzes. Identify the areas of challenge and offer support.

---

**Books Read Report**

**CLASS: SCHIRMER 3**  
**School: Lincoln Middle School**  
**Teacher: Margaret Schirmer**  
**Grade: 7**

**Time Period:** 08/24/14 – 02/02/15

**Purpose:**

- Using This Report:  
  - TO help students monitor their progress.  
  - TO provide information to teachers, parents, and students.  
  - TO track and report student progress.

**Follow-Up:**

- TO plan instructional activities.  
- TO supplement student portfolios.

**NEXT STEPS**

- Set individual student quiz goals based on ability and reading level. Help students regularly monitor their quiz progress.
- Review the Reading Counts! Student Reading Report to investigate specific quiz results.
- Ensure that students are reading books within their independent reading range.

---

**Data Point**  
**Data Analysis**

1. **Matt’s goal for the year is 22 books.**  
   Since it is nearly halfway through the year, Matt should be nearly halfway to his goal.

2. **Matt has passed 2 quizzes so far.**  
   Matt is struggling with Reading Counts! quizzes. He is either reading slowly or not passing quizzes.

3. **The average Lexile for Matt’s books is within 100 Lexile points of his current Lexile.**  
   The quizzes Matt has passed are in his independent reading range. When reading books at appropriate levels, Matt can pass the accompanying quiz.
### Enlargement: Student Reading Report

#### Data Points

1. **Matt has attempted a quiz on the same book three times.**
   - **Analysis:** His second attempt at a quiz was only one day after his first attempt.

2. **Matt’s average book Lexile is 704 and his current Lexile is 550.**
   - **Analysis:** Matt has been attempting to read books far above his current independent reading level.

3. **Matt’s average quiz score is 35%.**
   - **Analysis:** Matt has attempted 13 quizzes but has only passed 2.

#### NEXT STEPS

- **Matt has an unsuccessful quiz attempt.** Provide additional support prior to allowing the student to take a quiz again.
- Review Matt’s Recommended Reading Report to help him select books.
- Hold a book conference with Matt before he attempts another quiz.

---

### Reading Counts! Student Reading Report

**School:** Lincoln Middle School  
**Teacher:** Margaret Schirmer  
**Grade:** 7  
**Class:** Schirmer 3

**Time Period:** 08/24/14 – 06/02/15

**Lexile:** 550  
**Points:** 0

#### Goal Progress: Books

- **Current Annual Goal:** 2 Books  
- **Progress Toward Goal:** 2 Books  
- **Total Books Read (YTD):** 2 Books  
- **Avg. Attempts per Book:** 1.3 Attempts

---

### Next Steps

1. **Matt has attempted a quiz on the same book three times.**
   - **Analysis:** His second attempt at a quiz was only one day after his first attempt.

2. **Matt’s average book Lexile is 704 and his current Lexile is 550.**
   - **Analysis:** Matt has been attempting to read books far above his current independent reading level.

3. **Matt’s average quiz score is 35%.**
   - **Analysis:** Matt has attempted 13 quizzes but has only passed 2.

---

### Reports

- **63**
Understanding Your Technology Resources

Licenses
Knowing which type of license your school has purchased is an important consideration, as it determines how many students may access the program, how quizzes are accessed, and which supporting services are available.

Perpetual Licenses allow a school or district to:

- Install the program software on your school or district server.
- Participate in the HMH Hosting program for an additional fee.
- Receive quizzes monthly on a disc for manual, local installation via an Annual Student access fee.
- Elect with other schools in your district to register for automatic quiz delivery through SAM Connect, a feature of SAM.
- Receive new versions and technical updates via disc or download for manual installation.
- Renew annually to receive new quizzes.

TIP
Successful Reading Counts! implementation is a coordinated effort. Keep everyone informed for a smooth program launch.

ALSO SEE
The Reproducibles section in the back of this guide includes tools that support educators and students throughout the instructional cycle.
Subscription Licenses allow a school or district to:

- Access the program software and all quiz assets online through a browser.
- Host *Reading Counts!* remotely on HMH servers.
- Automatically receive quiz updates monthly.
- Automatically receive new versions and technical updates.
- Renew annually to receive continued access to the entire program including all currently published quizzes.

If you are unsure which type of license your school or district owns, call HMH Customer Service at 1-877-234-7323 for verification.

**TIP**

*Reading Counts!* provides student licenses, which means every student enrolled in the program can have access to the program on any computer in the building. Dedicated computers are not necessary.

**Hosting**

Hosting refers to where the program software is installed, which affects how it is accessed. There are three hosting alternatives for *Reading Counts!*

1. **Locally hosted for perpetual licenses:** In this scenario, a school or district supplies servers to support the program. Access to the program is permitted only on the school network. Most *Reading Counts!* implementations follow this model.

2. **HMH hosted for perpetual license:** In this scenario, a school or district has purchased perpetual licenses and is in possession of the software, but has elected to use Houghton Mifflin Harcourt’s fee-based hosting service. This option is useful for schools and districts with a technical infrastructure that is in transition. Schools can always revert to local hosting. This alternative allows teachers home access to Student Achievement Manager.

3. **HMH hosted for subscription licenses:** In this scenario, no software ships to school or district sites and no servers are needed to host the program. Instead, access to the program is entirely online. Students and teachers can access the program from home or other off-site locations.

Each *Reading Counts!* implementation has different components that are renewable. To continue with access and services or migrate to a different type of implementation, please call 1-877-234-7323 and ask for your representative.
Permissions

For security purposes, Student Achievement Manager (SAM) includes a set of permissions based on user account type that control the information different users are permitted to view, add, edit, or delete.

There are four different types of user accounts in SAM:

1. Teachers
2. School Administrators
3. District Administrators
4. Technical Coordinators

SAM has created a standard set of permissions, but these can be customized to suit network installation and technical support needs.

Permissions information is available in SAM by clicking the My Profile link at the upper right corner of the screen, and then clicking the Permissions tab.
### Account Permissions

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<th>District Administrator</th>
<th>Technical Coordinator</th>
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</tr>
<tr>
<td>• Student Reports</td>
<td></td>
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</tr>
<tr>
<td>• Resources &amp; Standards</td>
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</tr>
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<td><strong>Class &amp; Group Settings</strong></td>
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<tr>
<td>• Class/Group Profiles &amp; Rosters</td>
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<td></td>
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</tr>
<tr>
<td>• Program Usage</td>
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<tr>
<td>• Program Settings</td>
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<tr>
<td>• Class/Group Reports</td>
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<tr>
<td>• Resources &amp; Standards</td>
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<tr>
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<td>• Program Usage</td>
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<tr>
<td>• License Availability</td>
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</tr>
<tr>
<td>• Resources &amp; Standards</td>
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</tr>
<tr>
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<tr>
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<td></td>
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</tr>
<tr>
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<td></td>
<td></td>
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</tr>
<tr>
<td>• License Availability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Resources &amp; Standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
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<td>• Grade Lists</td>
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</tr>
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<td>• Program Usage</td>
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<tr>
<td>• License Availability</td>
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<tr>
<td>• Aggregated School Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Resources &amp; Standards</td>
<td></td>
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<td>• Program Usage</td>
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<tr>
<td>• License Availability</td>
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<tr>
<td>• Aggregated School Reports</td>
<td></td>
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<td></td>
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<tr>
<td>• Resources &amp; Standards</td>
<td></td>
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<tr>
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<td>✓</td>
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<td>• Create/Delete Accounts</td>
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<tr>
<td>• Import/Export Data</td>
<td></td>
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<tr>
<td>• Backup Database</td>
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<tr>
<td>• Promote Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use SAM Server Utility</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Preparation Your School

School Library and Classroom Books

School libraries tend to be the central hub for Reading Counts! Therefore a good first step is preparing the school library. Consider the following:

- How many books are available in the school library?
- How will Reading Counts! books be identified?
- Where will students take Reading Counts! quizzes?

School librarians should work with teachers to ensure that classroom libraries contain quality literature at all levels and genres to engage readers. If there is an active public library in the community, a partnership between the libraries revolving around Reading Counts! could benefit students.

Identify Reading Counts! Books

The next step is to identify titles that have a corresponding Reading Counts! quiz. There are a number of ways to identify Reading Counts! books:

- **Update online catalogue:** Add a Reading Counts! indicator on the MARC records to aid students’ title searches. Houghton Mifflin Harcourt provides database information to all major library data suppliers, including Follett. This method of identifying books works well for older students and is the most efficient for school librarians.

- **Physically Labeling Books:** Adhering colored dots representing different grade levels or applying spine labels that show the Lexile and grade-equivalent level is an easy way for students to find books. Labeling books can be a time-consuming process, but is a method that works best for younger readers who may need leveling guidance and ease in identifying titles. Parent and student volunteers can help.

- **Setting up a special Reading Counts! section in the library:** Reading Counts! provides monthly quizzes to newly published titles. Schools may choose to showcase new acquisitions, and creating a special section for Reading Counts! books is one way to help students find these books easily. This method works best for students who are active readers of new books.

Classroom teachers should organize their collections using a method that works best for their students and the size of their collections.
Creating an Implementation Plan

Site-based peer leadership is an important factor in the success of any reading program. When each site organizes a short-term launch team to introduce the program, a successful implementation usually follows.

Launch team participants should be open to change and have a teamwork attitude and a vision of achieving improvements in reading school-wide. Teachers already using Reading Counts! as part of READ 180 or System 44 implementations will provide insight, and the library media specialist will also be a valuable resource.

Curriculum Infusion

One of the first decisions the team needs to make is how the program will be used. How deeply will it be embedded in the curriculum and how are state standards best met? Some basic questions to be answered include:

- Will student participation in Reading Counts! be reflected in grades?
- If so, to what extent?
- Will participation count toward a test grade, constitute a percentage of the overall grade, or be applied as extra credit?
- If student participation is not reflected in grades, how will students be held responsible for participation?
- Will there be contests and competitions, tangible rewards, or the opportunity for students to earn privileges and recognition?

Teachers should discuss how extrinsic motivators will be used with students. Planning and discussion should occur to prevent extrinsic motivators from being too deeply embedded in the program so that students only read when tangibly rewarded. While some students thrive solely on praise and recognition, others will be best motivated by “credit” or reward. The learning needs of the student body should be considered.
**Scheduling**

When determining where and when students take *Reading Counts!* quizzes, consider the school’s technological environment, supervisory capacity, and the pace at which students complete their reading.

Because students are encouraged to read independently, not all students will take quizzes at the same time. A flexible plan based on grade level should be developed. Younger students tend to take more quizzes than older students. However, younger students, with less independent access to school resources, will require greater supervision and require more scheduled access to computers.

- **Library Media Center or Computer Lab:** Students can take quizzes during their scheduled time at the same time. Students should be able to complete a quiz in less than 15 minutes. For a classroom of 25 students on a 50-minute visit to the library or lab, quiz taking could be easily supported on five computers.

- **Classroom:** If computers are available in the classroom, it can be an excellent location for quiz taking, especially if computer use is permitted during class reading time. If the classroom is the primary site for quiz taking, the classroom would need about five to eight computers. If the classroom is a secondary test-taking site, two or three computers would support students’ test-taking needs.

- **Off site:** If the school or district has purchased subscription licenses, students can access quizzes through a browser from any location. Students can take quizzes from their home computers or from computers at a public library.

**ALSO SEE** Please refer to the *Reading Counts!* Software Manual to manage student access to *Reading Counts!* outside of school.

**The Roll Out**

A smooth, successful roll out is ensured when a school or district has answered the following questions:

- How is the program expected to work within the curriculum?
- What are the goals of the independent reading program?
- How systemic will the program be?
- Which resources are available to support the implementation?

After the first year, teachers might focus more on school-wide themes and reading recognition programs. A carefully planned first-year review of resources and statement of purpose will keep a community of readers focused on success.
Step-by-Step Instructional Practice

The instructional cycle of *Reading Counts!* typically follows these six steps:

1. **Set Goals:** Work with students to establish personal, group, and class goals.


3. **Encourage Student Involvement:** Keep students reading.

4. **Monitor Progress:** Use program reports to see how well students are reading. Reports also provide actionable data for intervention purposes.

5. **Conference With Students:** Meet with students regularly, both formally and informally, to discuss goals. Use reports to discuss and assess performance.

6. **Reward Reading Achievement:** Create a viable reward and recognition system in the classroom, school, district, and community.
Understanding Metrics

In *Reading Counts!* achievement is measured in Lexile. The **Lexile Framework® for Reading** allows educators to better understand how well a student can read and then match that student with appropriate texts. When students read books that match their reading level, they experience 75% comprehension, the optimal rate to promote growth.

<table>
<thead>
<tr>
<th>Reader's Level</th>
<th>Comprehension Level</th>
<th>Book Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>500L</td>
<td>25%</td>
<td>1000L</td>
</tr>
<tr>
<td>750L</td>
<td>50%</td>
<td>1000L</td>
</tr>
<tr>
<td>1000L</td>
<td>75%</td>
<td>1000L</td>
</tr>
<tr>
<td>1250L</td>
<td>90%</td>
<td>1000L</td>
</tr>
</tbody>
</table>

Often with independent reading, the goal is not always growth. Students may read texts outside those parameters for other reading purposes, as illustrated below. In *Reading Counts!,* Lexiles are typically used to set academic rather than motivational goals.

<table>
<thead>
<tr>
<th>Recommended Lexile level varies based on independent reading purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Book Level</strong></td>
</tr>
<tr>
<td>100L to 200L below student reading level</td>
</tr>
<tr>
<td>50L above and 100L below student reading level</td>
</tr>
<tr>
<td>50L above student reading level</td>
</tr>
</tbody>
</table>
Points
The points in Reading Counts! are used primarily as a reward system but can also be helpful in goal setting. Students earn points for every book they successfully read. The point value for each title is determined by the number of words in the text and the interest level of the text on a scale of 1 to 100.

Points are rewards for effort and support students who may require more extrinsic motivation. Teachers can use the point system when frustration is an issue, as it measures effort and not leveled achievement.

The preset tiered scale system for points can be adjusted in SAM. These levels are reflected in the points reports and can be modified individually. Points can be adjusted for lower grades and striving readers as well as above-grade-level readers to keep motivation high.

<table>
<thead>
<tr>
<th>Preset Award Levels for Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gold</td>
</tr>
<tr>
<td>Silver</td>
</tr>
<tr>
<td>Bronze</td>
</tr>
<tr>
<td>Red</td>
</tr>
<tr>
<td>Blue</td>
</tr>
<tr>
<td>500 points</td>
</tr>
<tr>
<td>250 points</td>
</tr>
<tr>
<td>100 points</td>
</tr>
<tr>
<td>50 points</td>
</tr>
<tr>
<td>25 points</td>
</tr>
</tbody>
</table>

Suggestions for using points:

- Teachers can easily turn off or adjust the point system by accessing Settings in the Roster menu. Adjustments can be made globally, for a group, or individually.
- The Points Multiplier feature allows teachers to double or triple the normal point values to help everybody succeed.
- Teachers can also redeem points for prizes or privileges in the point system by deducting the amount used in SAM.
- To reset point values to their original settings, access titles in the Book Expert to find these measures.

Reports that show point values are:

- Points Report
- Points Summary Report
- Reading Progress Report
- Award Report
- Student Reading Report
- Book Frequency and Rating Report
- Most Frequent Quizzes Report

TIP
Lexile measures and points are unrelated. For example, Abe Lincoln Grows Up, a book by Carl Sandburg, is worth 10 points in Reading Counts! but has a Lexile measure of 1260L.
Books Read

Another metric tracked and reported in *Reading Counts!* is the number of books students read.

### Books Read Report

**CLASS: SCHIRMER 3**

**School:** Lincoln Middle School  
**Teacher:** Margaret Schirmer  
**Grade:** 7  
**Time Period:** 08/24/14 – 02/02/15

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>LEXILE®</th>
<th>AVG. BOOK LEXILE®</th>
<th>NUMBER OF QUizzes PASSED</th>
<th>GOAL</th>
<th>TOTAL WORDS READ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bracco, Christine</td>
<td>709</td>
<td>753</td>
<td>7</td>
<td>20</td>
<td>135,889</td>
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<tr>
<td>Chu, Amy</td>
<td>834</td>
<td>678</td>
<td>6</td>
<td>15</td>
<td>65,964</td>
</tr>
<tr>
<td>Collins, Chris</td>
<td>868</td>
<td>820</td>
<td>6</td>
<td>15</td>
<td>10,276</td>
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<tr>
<td>Cooper, Tiffany</td>
<td>781</td>
<td>735</td>
<td>10</td>
<td>17</td>
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<td>Evans, Jamal</td>
<td>719</td>
<td>755</td>
<td>15</td>
<td>18</td>
<td>66,750</td>
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<tr>
<td>Zena</td>
<td>BR BR</td>
<td>375</td>
<td>6</td>
<td>30</td>
<td>17,090</td>
</tr>
</tbody>
</table>

As a tool to set reading goals and award levels, the presets are listed below. These goals can be customized. For younger readers who may read a high number of short books, the ranges might be increased; for high school students with a high in-class reading load, the levels might be lowered.

### Preset Award Levels for Books

<table>
<thead>
<tr>
<th>Award</th>
<th>Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gold</td>
<td>50</td>
</tr>
<tr>
<td>Silver</td>
<td>25</td>
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<tr>
<td>Bronze</td>
<td>10</td>
</tr>
<tr>
<td>Red</td>
<td>5</td>
</tr>
<tr>
<td>Blue</td>
<td>3</td>
</tr>
</tbody>
</table>

Words Read

Many state standards express independent reading goals by the number of books read or the number of words read. In the *Reading Counts!* Reports, the words read metric is frequently reported so that teachers can meet state standards. There are no preset award levels for words read.
Setting Goals With Students

Setting attainable goals is a key component of any independent reading program. When goals are reached, students build confidence and are motivated to read more.

Goals in Reading Counts! can be set using a variety of metrics based on grade level, reading level, student interest, or motivation. Ideally, goals are set on an individual basis. While group goals can be used, students who struggle to read will initially require personalized goals.

On the following page, the Reading Goal Guideline chart suggests grade-appropriate targets for independent reading which can be modified to support intervention or curriculum objectives.
Reading Goal Guideline Chart

This summary chart delineates expectations when the various metrics are used together. This chart is based on 60 minutes of reading per day for a 36-week school year for the typical student.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Student Ability</th>
<th>Lexile Level</th>
<th>Average Points (Per Book)</th>
<th>Books Read (Per Week)</th>
<th>End-of-Year Goal (Points)</th>
<th>End-of-Year Goal (Books)</th>
<th>Books per Year (Range)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Emergent</td>
<td>Beginning Reading (BR)</td>
<td>1</td>
<td>3–4</td>
<td>125</td>
<td>125</td>
<td>108–144</td>
</tr>
<tr>
<td>1</td>
<td>Beginning</td>
<td>BR–100L</td>
<td>1</td>
<td>3–4</td>
<td>115</td>
<td>115</td>
<td>108–144</td>
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<tr>
<td>1</td>
<td>Proficient</td>
<td>BR–200L</td>
<td>1</td>
<td>3–4</td>
<td>110</td>
<td>110</td>
<td>108–144</td>
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<tr>
<td>2</td>
<td>Basic</td>
<td>BR–200L</td>
<td>1</td>
<td>3</td>
<td>100</td>
<td>100</td>
<td>108</td>
</tr>
<tr>
<td>2</td>
<td>Proficient</td>
<td>200L–350L</td>
<td>2</td>
<td>2–3</td>
<td>150</td>
<td>90</td>
<td>72–108</td>
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<tr>
<td>2</td>
<td>Advanced</td>
<td>300L–450L</td>
<td>2</td>
<td>2–3</td>
<td>175</td>
<td>80</td>
<td>72–108</td>
</tr>
<tr>
<td>3</td>
<td>Basic</td>
<td>400L–550L</td>
<td>2</td>
<td>2</td>
<td>140</td>
<td>70</td>
<td>72</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
<td>500L–650L</td>
<td>3</td>
<td>1–2</td>
<td>195</td>
<td>65</td>
<td>36–72</td>
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<tr>
<td>3</td>
<td>Advanced</td>
<td>600L–750L</td>
<td>4</td>
<td>1–2</td>
<td>240</td>
<td>60</td>
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<tr>
<td>4</td>
<td>Basic</td>
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<td>1–2</td>
<td>260</td>
<td>65</td>
<td>36–72</td>
</tr>
<tr>
<td>4</td>
<td>Proficient</td>
<td>600L–750L</td>
<td>5</td>
<td>1–2</td>
<td>300</td>
<td>60</td>
<td>36–72</td>
</tr>
<tr>
<td>4</td>
<td>Advanced</td>
<td>700L–850L</td>
<td>6</td>
<td>1–2</td>
<td>330</td>
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<td>36–72</td>
</tr>
<tr>
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<td>600L–750L</td>
<td>6</td>
<td>1–2</td>
<td>360</td>
<td>60</td>
<td>36–72</td>
</tr>
<tr>
<td>5</td>
<td>Proficient</td>
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<td>1–2</td>
<td>385</td>
<td>55</td>
<td>36–72</td>
</tr>
<tr>
<td>5</td>
<td>Advanced</td>
<td>800L–950L</td>
<td>8</td>
<td>1–2</td>
<td>400</td>
<td>50</td>
<td>36–72</td>
</tr>
<tr>
<td>6</td>
<td>Basic</td>
<td>700L–850L</td>
<td>8</td>
<td>1–2</td>
<td>440</td>
<td>55</td>
<td>36–72</td>
</tr>
<tr>
<td>6</td>
<td>Proficient</td>
<td>800L–950L</td>
<td>10</td>
<td>1–2</td>
<td>500</td>
<td>50</td>
<td>36–72</td>
</tr>
<tr>
<td>6</td>
<td>Advanced</td>
<td>900L–1050L</td>
<td>12</td>
<td>1–2</td>
<td>540</td>
<td>45</td>
<td>36–72</td>
</tr>
<tr>
<td>7</td>
<td>Basic</td>
<td>750L–900L</td>
<td>8</td>
<td>1–2</td>
<td>500</td>
<td>50</td>
<td>36–72</td>
</tr>
<tr>
<td>7</td>
<td>Proficient</td>
<td>850L–1000L</td>
<td>9</td>
<td>1–2</td>
<td>540</td>
<td>45</td>
<td>36–72</td>
</tr>
<tr>
<td>7</td>
<td>Advanced</td>
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<td>1–2</td>
<td>560</td>
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<tr>
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<td>11</td>
<td>1</td>
<td>495</td>
<td>45</td>
<td>36</td>
</tr>
<tr>
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<td>Proficient</td>
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<td>560</td>
<td>40</td>
<td>36</td>
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<td>8</td>
<td>Advanced</td>
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<tr>
<td>9</td>
<td>Basic</td>
<td>900L–1050L</td>
<td>14</td>
<td>1</td>
<td>560</td>
<td>40</td>
<td>36</td>
</tr>
<tr>
<td>9</td>
<td>Proficient</td>
<td>1000L–1150L</td>
<td>17</td>
<td>1</td>
<td>595</td>
<td>35</td>
<td>36</td>
</tr>
<tr>
<td>9</td>
<td>Advanced</td>
<td>1100L–1250L</td>
<td>21</td>
<td>1</td>
<td>630</td>
<td>30</td>
<td>36</td>
</tr>
<tr>
<td>HS</td>
<td>Basic</td>
<td>950L–1100L</td>
<td>21</td>
<td>.5</td>
<td>420</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>HS</td>
<td>Proficient</td>
<td>1000L–1150L</td>
<td>26</td>
<td>.5</td>
<td>520</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>HS</td>
<td>Advanced</td>
<td>over 1200L</td>
<td>38</td>
<td>.5</td>
<td>684</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>
Recommending Books to Readers

Once goals have been established, the next step is book selection. Educators should first refer to the student’s measured Lexile to determine appropriate texts. The Lexile Framework, however, measures text complexity from a quantitative perspective only. The Book Expert in *Reading Counts!* provides insight into the more qualitative aspects of literature, allowing teachers to search for books by genre, book type and other categories as well as by title and author. Additional features in Book Expert further help educators make strong book recommendations for students.

Below is a list of children’s, young adult, and adult books supported by *Reading Counts!* Notice the wide range of Lexile levels.

**Children’s Literature**
- *Fourth Grade Rats* by Jerry Spinelli (340L)
- *The Music of Dolphins* by Karen Hesse (560L)
- *Because of Winn-Dixie* by Kate DiCamillo (610L)
- *Framed* by Gordon Korman (730L)
- *Harry Potter and the Sorcerer’s Stone* by J. K. Rowling (880L)
- *Love That Dog* by Sharon Creech (1010L)

**Young Adult and Adult Literature**
- *The Color Purple* by Alice Walker (670L)
- *The Firm* by John Grisham (680L)
- *Jurassic Park* by Michael Crichton (710L)
- *Sunrise Over Fallujah* by Walter Dean Myers (780L)
- *Does My Head Look Big in This?* by Randa Abdel-Fattah (850L)
- *In Cold Blood* by Truman Capote (1040L)

Lexile levels and reading levels cannot be used exclusively for book recommendations. Learning about students’ interests and reading book reviews are important in assisting selection.

**TIP**

Use the Student Reading Log reproducible in the back of this guide to help students track books read.
**Encouraging Student Involvement**

*Reading Counts!* provides a variety of ways to keep students engaged once they have selected books and started reading.

**Reports**

Students often enjoy data and statistics. Reports can help keep students involved even when they are not reading.

- Display the Book Frequency and Rating Report to encourage students to talk about what they have read.
- Share the Awards Reports to recognize and motivate students.
- Use Summary Reports to discuss how the class, school and district are doing in their reading efforts.

**ALSO SEE** Refer to the Book Recommendation reproducible in the back of this guide to solicit student opinions about what they have read and what they would recommend to their classmates.

**Quiz Customization**

In addition to providing targeted reading opportunities and setting goals, the quiz taking experience can be customized to ensure individual student needs are being met. For example, the number of questions per quiz, the number of retakes allowed, and the required score for passing can all be adjusted. Providing the most appropriate level of challenge keeps students engaged in the program.

**Student Confidentiality**

When sharing student reading accomplishments with the school community, be sure to maintain student privacy. You can acknowledge student achievement without listing Lexile scores or book titles. Avoid labeling books with leveling data that can provide inappropriate information to a student’s peers. Students can tell classmates about their favorite titles with posters or reports, while library and academic records are kept confidential.
**Accommodations**

Struggling readers might require extra support beyond personalized goal setting and quiz customization. For these students, consider accommodations such as:

- Taking a quiz with the book handy for quick reference. This is particularly useful for nonfiction books.
- Providing a mentoring-partner who has not read the book but can help reading questions and answers.
- Creating an easier teacher-made quiz with single-word answers or other adaptations.
- Printing a quiz for a student to take at home.

**School-wide Initiatives**

Foster a sense of teamwork and cooperation between students with a site-based program. School-wide initiatives work best with elementary and middle school students, and should involve all students with overall school goals. A friendly competition between classrooms and recognizing individual student achievement can focus everyone’s efforts on reading achievement.

**TIP**

For ideas about school-wide themes, visit the Success Stories section of the Reading Counts! website: hmhco.com/readingcounts.
Monitoring Progress

Reading Counts! provides a comprehensive set of reports that allow teachers and administrators to monitor students’ growth and achievement in the program.

Administrators

Reports
To support teachers and media specialists, school and district administrators can review data on student participation, number of books read, and points accumulated in classes and grade levels. In order to keep track of school and district independent reading goals, administrators will want to review:

<table>
<thead>
<tr>
<th>Title</th>
<th>Why this is important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation Summary Report</td>
<td>This report will identify schools or classes that are not participating as expected.</td>
</tr>
<tr>
<td>Books Read Summary Report</td>
<td>This report summarizes metrics by school or class and provides an overall snapshot of performance.</td>
</tr>
<tr>
<td>Points Summary Report</td>
<td>This report provides similar performance data but focuses on the points data.</td>
</tr>
</tbody>
</table>

Intervention
Site-based administrators have access to teacher reports in their building to further investigate usage and student performance concerns. District-level administrators have similar hierarchal access to data.
Teachers

Reports
For most students, programmatic changes (such as higher goals for the next marking period or the option to take quizzes with modifications) can occur incrementally based on performance data. To facilitate these improvements, teachers will want to view:

<table>
<thead>
<tr>
<th>Title</th>
<th>Why is this important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Progress Report</td>
<td>This comprehensive report summarizes quiz pass rate, quiz success rate and percentage of point goal achieved by each student in the class.</td>
</tr>
<tr>
<td>Student Reading Report</td>
<td>This report profiles the individual reading effort of a student with key information about the texts read.</td>
</tr>
<tr>
<td>Books Read Report</td>
<td>This report summarizes reading performance by individual students based on the number of books read, average Lexile level, and points-to-goals metrics by school or class and provides an overall snapshot of performance.</td>
</tr>
<tr>
<td>Points Report</td>
<td>This report provides similar performance data but focuses on the points data.</td>
</tr>
</tbody>
</table>
**Intervention**

Teachers will receive Alert Reports automatically when any student is struggling with quizzes (performing poorly, taking multiple attempts to pass a quiz, not taking quizzes, taking quizzes that are either too difficult or too easy). These reports serve as an early warning system for an intervention.

Teachers should use the data to create program modifications that will help students succeed.

<table>
<thead>
<tr>
<th>Type of Concern</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is failing quizzes.</td>
<td>• Ask student if he or she really read the book.</td>
</tr>
<tr>
<td></td>
<td>• Review the expected reading level.</td>
</tr>
<tr>
<td></td>
<td>• Provide a reading buddy.</td>
</tr>
<tr>
<td></td>
<td>• Increase number of times the quiz may be taken.</td>
</tr>
<tr>
<td></td>
<td>• Adjust days between retake upward.</td>
</tr>
<tr>
<td></td>
<td>• Reduce number of questions on quiz.</td>
</tr>
<tr>
<td>Student is not meeting goal by not reading enough books or not gathering enough points.</td>
<td>• Review the expected reading level.</td>
</tr>
<tr>
<td></td>
<td>• Determine if the lapse is motivational or if the student has reasons, such as prolonged absence or over scheduling.</td>
</tr>
<tr>
<td></td>
<td>• If pull-out time impacts independent reading time in school, use the points multiplier to level the playing field.</td>
</tr>
<tr>
<td></td>
<td>• If motivation is the issue, adjust the quiz taking experience to provide an easy pass, and gradually increase the performance standard.</td>
</tr>
<tr>
<td>Student is constantly reading books below his or her Lexile level and demonstrating a high pass rate.</td>
<td>• Use the Restrict Quiz feature to prohibit the student from taking quizzes on titles far below expected reading level.</td>
</tr>
<tr>
<td></td>
<td>• Build confidence by adjusting the quiz-taking experience to provide an easy pass, and gradually increase the performance standard.</td>
</tr>
<tr>
<td>Student reads only books on a single topic…</td>
<td>• Restrict titles of books on that topic for the student.</td>
</tr>
<tr>
<td></td>
<td>• Use point multiplier for books read outside the interest area.</td>
</tr>
<tr>
<td>Student is exceeding expectations.</td>
<td>• Celebrate!</td>
</tr>
<tr>
<td></td>
<td>• Modify the quiz-taking experience (e.g., require 25–30 questions).</td>
</tr>
<tr>
<td></td>
<td>• Encourage the student to read books in a higher Lexile range.</td>
</tr>
<tr>
<td></td>
<td>• Use points multiplier to encourage student to take the risk with a more challenging title.</td>
</tr>
</tbody>
</table>
Conferencing With Students

Students should participate in goal setting and be involved in modifications.

Informal conferencing might consist of simple questions:

- I see you did not pass your last quiz. Did you take the quiz before you finished the book? When do you think you will be ready for your retest?
- I see that you rated your book highly. Is there anyone in the class to whom you could recommend the book?
- I see that you haven’t taken a quiz in a while. Would you like to generate a new Recommended Reading Report?

For more formal conferences with students, generating reports can provide them with useful guidance. The chart below has suggested reports for formal meetings.

<table>
<thead>
<tr>
<th>Motivating Reports for Student Conferences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Award Report</strong></td>
</tr>
<tr>
<td>Shows the number of quizzes a student passed to earn an award.</td>
</tr>
<tr>
<td><strong>Points Report</strong></td>
</tr>
<tr>
<td>Tracks the number of points students have earned for passing quizzes.</td>
</tr>
<tr>
<td><strong>Reading Progress Report</strong></td>
</tr>
<tr>
<td>Provides an overview of an individual quiz participation and progress.</td>
</tr>
<tr>
<td><strong>Student Quiz Success Report</strong></td>
</tr>
<tr>
<td>Provides complete data on each quiz passed.</td>
</tr>
<tr>
<td><strong>Student Reading Report</strong></td>
</tr>
<tr>
<td>Summarizes metrics for each individual participant.</td>
</tr>
</tbody>
</table>

**ALSO SEE** Use the My Personal Goals reproducible and the Lexile Framework Map reproducible in the back of this guide to help students set goals and monitor their own reading progress.
Rewarding Reading Achievement

The more students read, the more they appreciate the rewards of increased knowledge about the world around them and enjoy the experience of reading. While the ultimate goal is to see students read for the intrinsic reward, extrinsic rewards have a place in schools, especially when coupled with a motivational program that is designed to influence behavior and improve habits.

Regularly acknowledging student achievement and effort in a fair and consistent manner creates the conditions for improved student performance. Recognition can be as simple as printing a certificate or as elaborate as a school-wide Awards ceremony.

Following is a list of rewards that are part of Reading Counts!, plus suggestions for other initiatives to let students know their efforts are valued.

In the classroom

- **Certificates**: Customized messages let students know you are aware of their progress and effort.
- **Reports**: Post updated points-earned or books-read data in a highly visible location.
- **Points**: Create a classroom plan to redeem earned points. Rewards can include fun trinkets, but classroom privileges work effectively too. Points can be redeemed for being a line leader for the week, getting a free homework pass or earning extra credit.

In the school

- **Announcements**: Let everyone know the names of high-achieving or most-improved students and classes.
- **Wall of fame**: Create a hallway display showing student names and award levels achieved.
- **Awards ceremony**: Hold school-wide assemblies to award reading achievement in different categories.

In the community

- **Publicity**: Instill pride by sharing school-wide achievement with your local newspaper.
- **Involve your PTO**: Enlist parent support, especially if supplies are needed to sustain the rewards program.
- **Reach out**: Work with the local public library to create a parallel reader recognition program.
- **Engage community**: Ask businesses to donate services or goods that can be used as rewards.
# School Year Planning Calendar

<table>
<thead>
<tr>
<th>Setup and Management</th>
<th>Independent Reading and Quiz Taking</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEPTEMBER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>Administer first Reading Counts! quiz. Take a sample quiz with younger students on the whiteboard.</td>
<td>Reports Examine Reading Counts! reports to check initial progress.</td>
</tr>
<tr>
<td><strong>Installation</strong></td>
<td>Reading Lists Have students use the Book Interest screen to generate Recommended Reading Report. Ask the students to use the My Personal Goal form, available in the Reproducibles section.</td>
<td>Lexile Review If you are using the Reading Inventory, view results to determine student Lexile measures. Have students use results to make reading choices.</td>
</tr>
<tr>
<td><strong>Reading-Friendly Environment</strong></td>
<td>Computer Schedule Set up a quiz schedule and have students sign up for specific times.</td>
<td>Student Portfolios Set up a portfolio for each student in which to file Reading Counts! reports and the student’s work.</td>
</tr>
<tr>
<td><strong>Goals</strong></td>
<td>Reading Level Evaluation Administer the Reading Inventory to gauge Lexile® measure.</td>
<td>Independent Reading Journal Have students keep a journal in which they write a summary of and respond to each book read. Collect journals to assess student comprehension.</td>
</tr>
<tr>
<td><strong>Parent Letter</strong></td>
<td>Reports Examine Reading Counts! reports to check initial progress.</td>
<td>Access Print Resources in Additional Resources section for differentiation.</td>
</tr>
<tr>
<td><strong>Administrator Review</strong></td>
<td><strong>OCTOBER</strong></td>
<td>Access Student Progress Review Reading Counts! reports and interview students about books read to assess student progress.</td>
</tr>
<tr>
<td><strong>Quizzes</strong></td>
<td><strong>Student Portfolios</strong> Set up a portfolio for each student in which to file Reading Counts! reports and the student’s work.</td>
<td></td>
</tr>
<tr>
<td><strong>Independent Reading Journal</strong></td>
<td><strong>Independent Reading Journal</strong> Have students keep a journal in which they write a summary of and respond to each book read. Collect journals to assess student comprehension.</td>
<td></td>
</tr>
<tr>
<td><strong>Reading Groups</strong></td>
<td><strong>Administrator</strong> Assess student progress with the Books Read/Points Summary Report.</td>
<td></td>
</tr>
<tr>
<td><strong>Library Maintenance</strong></td>
<td><strong>Recommendations</strong> Use Book Expert with students to select books for independent reading or allow them to select titles on their own.</td>
<td></td>
</tr>
<tr>
<td><strong>Incentives</strong></td>
<td><strong>Reports Examine Reading Counts! reports to check initial progress.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Administrator</strong></td>
<td><strong>Lexile Review If you are using the Reading Inventory, view results to determine student Lexile measures. Have students use results to make reading choices.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Access</strong></td>
<td><strong>Student Portfolios Set up a portfolio for each student in which to file Reading Counts! reports and the student’s work.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Administration</strong></td>
<td><strong>Independent Reading Journal Have students keep a journal in which they write a summary of and respond to each book read. Collect journals to assess student comprehension.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**SEPTEMBER**

- **Introduction**: Announce program to students, parents, teachers, administrators and give a demonstration.
- **Installation**: Check software installation and customize settings.
- **Reading-Friendly Environment**: Organize Reading Counts! library and use posters and other displays to encourage reading.
- **Goals**: Set reading goals with students.
- **Points and Incentives**: Decide if you will use the points system and think about incentives.
- **Parent Letter**: Send Introductory School-to-Home Letter, available in the Reproducibles section.
- **Administrator**: Review Reading Counts! installation and customize administrator-only settings.

**OCTOBER**

- **Reading Groups**: Form reading groups based on interest and reading levels.
- **Library Maintenance**: Review your current library:
  - Do you have multiple copies of the most popular titles?
  - Have you used the Book Expert to identify reading suggestions for students?
- **Incentives**: Update your incentive program.
- **Administrator**: Review program enrollment with the Participation Summary Report.
### November

**Setup and Management**
- **Classroom Management** Assess *Reading Counts!* progress:
  - Do students have enough time to read?
  - Does your library satisfy your students’ interests and reading levels?

**Curriculum Focus** Use Book Expert to identify books that tie into curriculum units.

**Extension Activities** Have students respond to books orally and in writing. Ask the students to use the Book Recommendation form, available in the Reproducibles section.

**Independent Reading and Quiz Taking**
- **Assess Quiz Status**
  - Do you have the quizzes you need?
  - Are students able to take quizzes when they want to?
  - Do you wish to create quizzes? You can have students write their own. Writing quizzes can help students practice higher-level thinking skills.

**Assessment**
- **Intervene if Necessary** Review alerts to identify situations that might require intervention.
  - Are students taking enough quizzes?
  - Are they reading books on their reading level?

**Student/Teacher Conferences**
- Review the Student Reading Report, Student Books Read Report, and the Reading Progress Report.
- Discuss books read.

### December

**Celebrate!** Hold a *Reading Counts!* award ceremony. Present award certificates and let students redeem points.

**Administrator** Make yourself available to participate in mid-term award ceremonies.

**Student Favorites** Review the Book Frequency & Rating Report based on READ-O-METER, and compile a list of class favorites. Send list home to parents or make list available in the library media center.

**Quizzes** Encourage students to take quizzes before vacation.

**Winter Break Reading** Make sure each student has a plan to complete their winter break reading.

**Parent Letter** Print individualized Parent Reports. Send home to share student progress with families. Send the School-to-Home Reading Encouragement Letter, available in the Reproducibles section.

**Independent Reading Journal** Have students keep a journal in which they write a summary of and respond to each book read. Collect journals to assess student comprehension.

**Administrator** Schedule meetings with teachers and program coordinators to discuss mid-term progress.
**Setup and Management**

- **Settings** Review classroom performance and adjust settings if necessary.
  - Do you need to adjust students' goals, reading groups, or the number of questions per quiz?

- **Library Maintenance** Evaluate your current library to make sure it meets the needs of students.
  - Do you have enough nonfiction or genre books?
  - Do your books represent a range of reading levels?
  - Do you have additional books by popular authors?

- **Training** Investigate *Reading Counts!* professional development opportunities and schedule accordingly.

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**Independent Reading and Quiz Taking**

- **Evaluate Reading Level** If you are using the *Reading Inventory*, re-administer *Reading Inventory* tests to update student Lexile measures.

- **Independent Reading** Make sure that students are reading enough on their own inside and outside of class.

---

**Assessment**

- **Assess Student Progress** Review reports and student portfolios and interview students about books read.

- **Parent/Teacher Conferences** Use these *Reading Counts!* reports to demonstrate student progress:
  - Student Reading Report
  - Books Read Report
  - Reading Progress Report
  - Student Quiz Success Report

- **Independent Reading Journal** Have students keep a journal in which they write a summary of and respond to each book read. Collect journals to assess student comprehension.

---

**JANUARY**

**Extension Activities** Have students respond to books orally and in writing.

**Incentives** Extend classroom privileges, plan a party, or discuss other rewards to motivate students.

---

**FEBRUARY**

**Determine Trends**

- Do students have books they wish to share? Use the Book Recommendation form, available in the Reproducible section.
- Are students reading a certain series or genre?
- Are students ready to form reading groups?

---

**MARCH**

**Conference With Administration**

Print the following *Reading Counts!* reports to give administrators a helpful overview of your students' reading progress:

- Books Read Report
- Points Report
- Reading Progress Report
- Award Report
- Points Status Report

---

**Intervene** Review alerts to identify situations which might require intervention:

- Are any students having difficulty passing quizzes? If so, are they selecting books above their reading level?
- Is any student close to reaching his or her goal? Consider revising end-of-year goals.

**Administrator** Assess student progress with the Books Read/Points Summary Report.
# School Year Planning Calendar, continued

## Setup and Management

**APRIL**

**Curriculum Focus** Using Book Expert, create a library display of *Reading Counts!* books that relate to a subject area you are teaching, such as the “American Revolution” or “Poetic Language.”

**Spring Reading** Prepare a Spring Reading List based on what students are reading, their interest and reading levels, and curriculum themes and topics.

**MAY**

**Parent Letter** Print individualized Parent Reports. Send home to share student progress with families.

**Outside Involvement** Send list of favorite books from Book Frequency and Rating Report to the public library.

**JUNE**

**Culminating Activity** Hold an Awards ceremony, or other reading celebration.
- Print and distribute certificates.
- Redeem points for books for summer reading.

**Independent Reading and Quiz Taking**

**APRIL**

**Administrator** Involve yourself in the quiz-taking process by taking a quiz and sharing the results with students. Alternately, you may wish to supervise a quiz session for a class.

**MAY**

**Summer Reading** Have students set independent reading goals that encourage them to read a variety of books, including both fiction and nonfiction. Establish summer reading incentives and book lists.

**Quizzes** Encourage students to take or retake quizzes before the end of the month.

**JUNE**

**Evaluate Reading Level** Administer the *Reading Inventory* test to gauge how Lexile measures have changed.

## Assessment

**APRIL**

**Assess Student Progress** Use *Reading Counts!* reports to evaluate student progress. Review their portfolios and interview them about books read.

**Independent Reading Journal** Have students keep a journal in which they write a summary of and respond to each book read. Collect journals to assess student comprehension.

**MAY**

**Student/Teacher Conferences**
- Review the student’s portfolio, Student Reading Report, Student Books Read Report, and the Reading Progress Report.
- Discuss books read.

**JUNE**

**End-of-Year Summary** Print end-of-year reports to summarize class and school performance. Share these reports with your administration and submit copies for school files.

**Administrator** Review all reports to assess program participation and effectiveness. Meet with teachers and program coordinators to share ideas, make plans, and set goals for the next term.
### Weekly Planning Calendar

Using *Reading Counts!* every day will help reinforce reading as a fundamental part of your curriculum. This sample weekly schedule shows how you might implement *Reading Counts!* during a typical week, at both the elementary and middle and high school levels. Some of the suggestions, such as taking quizzes, will not always be applicable on a weekly basis. Of course, all of these suggestions are optional.

<table>
<thead>
<tr>
<th>Daily</th>
<th>Monday</th>
<th>Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Reading</td>
<td>Choose Your Book Day</td>
<td>Shared Reading</td>
</tr>
<tr>
<td>Allow 20–30 minutes for independent reading.</td>
<td>Students review reading goals and pick new books. Remind students to record what they are reading in their Student Reading Logs. To whet their appetite, do a book talk on a few books.</td>
<td>Set aside 20–30 minutes for shared reading.</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Reading Groups</td>
<td><strong>Writing and Response</strong></td>
</tr>
<tr>
<td>Provide time for students to take quizzes as they complete a book. Use a sign-up sheet if necessary.</td>
<td>Form student reading groups.</td>
<td>Students write in their independent reading journals, create book reports on what they’ve read, answer writing prompts, or complete a model lesson.</td>
</tr>
<tr>
<td><strong>Middle/High</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Reading</td>
<td>Reading Groups</td>
<td>Reading Counts! Newsletter</td>
</tr>
<tr>
<td>Allow 20–30 minutes for independent reading.</td>
<td>Assign students to content-area reading groups. For example, form a social studies reading group in which students select and discuss Civil War books.</td>
<td>Encourage students to generate school-wide excitement on reading.</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Writing and Response</td>
<td>Have them create a <em>Reading Counts!</em> newsletter that reviews the books they’ve read.</td>
</tr>
<tr>
<td>Allow students to take quizzes throughout the day. Use a sign-up sheet if necessary.</td>
<td>Students write in their independent reading journals and complete creative responses to books read.</td>
<td>Cover the walls with reading-related work.</td>
</tr>
<tr>
<td><strong>Quiz Management</strong></td>
<td></td>
<td>Quiz Management</td>
</tr>
<tr>
<td>Allow students to write quizzes for each other.</td>
<td></td>
<td>Allow students to write quizzes for each other.</td>
</tr>
</tbody>
</table>
### Weekly Planning Calendar, continued

<table>
<thead>
<tr>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Reading</strong></td>
<td><strong>Quiz Review</strong></td>
<td><strong>Reader Recognition</strong></td>
</tr>
<tr>
<td>Focus on student reading progress and goals.</td>
<td>Hold a brief class discussion about <em>Reading Counts!</em> quiz progress. Model quiz-taking strategies such as reading answer stems carefully and narrowing answer choices by eliminating obviously incorrect answers.</td>
<td>Plan weekly or biweekly award announcements and incentives. Print and distribute certificates.</td>
</tr>
<tr>
<td>- Ask students about what they’re reading.</td>
<td>- Ask students to write their own questions as they read to clarify their understanding of the text.</td>
<td><strong>Cross Age Reading</strong></td>
</tr>
<tr>
<td>- Discuss and model reading strategies.</td>
<td><strong>Assessment</strong></td>
<td><strong>Alerts</strong></td>
</tr>
<tr>
<td></td>
<td>Print and review <em>Reading Counts!</em> reports to evaluate student performance. Interview students about books read.</td>
<td>Review your SAM Message Center for <em>Reading Counts!</em> alerts and acknowledgments. Plan intervention for the next week accordingly.</td>
</tr>
<tr>
<td></td>
<td><strong>Maintain Library</strong></td>
<td><strong>Reader Recognition</strong></td>
</tr>
<tr>
<td></td>
<td>Reshelve books and make sure books are labeled.</td>
<td>Plan weekly or biweekly award announcements and incentives.</td>
</tr>
<tr>
<td></td>
<td><strong>Students Author Quizzes</strong></td>
<td>Print and distribute certificates.</td>
</tr>
<tr>
<td></td>
<td>Encourage students to write their own quizzes for other students to take. Extra credit is an option.</td>
<td>Encourage a reading competition between classes.</td>
</tr>
<tr>
<td></td>
<td><strong>Assessment</strong></td>
<td>Give students extra credit for reading more books than the goal they set.</td>
</tr>
<tr>
<td></td>
<td>Print and review <em>Reading Counts!</em> reports to evaluate student performance. Interview students about books read.</td>
<td><strong>Alerts</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Book Talks/Reviews</strong></td>
<td>Review your SAM Message Center for <em>Reading Counts!</em> alerts and acknowledgments. Plan intervention for the next week accordingly.</td>
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<td></td>
<td>Have students do book talks or deliver an oral book review to their classmates.</td>
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<tr>
<td><strong>Middle/High</strong></td>
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<tr>
<td><strong>Reading Groups</strong></td>
<td><strong>Students Author Quizzes</strong></td>
<td><strong>Reader Recognition</strong></td>
</tr>
<tr>
<td>Assign students to content-area reading groups. For example, form a social studies reading group in which students select and discuss Civil War books.</td>
<td>Encourage students to write their own quizzes for other students to take. Extra credit is an option.</td>
<td>Plan weekly or biweekly award announcements and incentives.</td>
</tr>
<tr>
<td><strong>Writing and Response</strong></td>
<td><strong>Assessment</strong></td>
<td><strong>Alerts</strong></td>
</tr>
<tr>
<td>Students write in their independent reading journals and complete creative responses to books read.</td>
<td>Print and review <em>Reading Counts!</em> reports to evaluate student performance. Interview students about books read.</td>
<td>Review your SAM Message Center for <em>Reading Counts!</em> alerts and acknowledgments. Plan intervention for the next week accordingly.</td>
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<td><strong>Book Talks/Reviews</strong></td>
<td>Have students do book talks or deliver an oral book review to their classmates.</td>
<td></td>
</tr>
</tbody>
</table>
An Administrator’s Checklist

Support reading progress at every level within the school or district by providing system-wide access to Reading Counts! quizzes and reports, and providing quality resources and training.

At the beginning of the year…

✓ Confirm license renewals, technical support and hosting contracts, and network access.
✓ Approve independent reading times and quiz administration schedules.
✓ Schedule the release of parent letters and reports.

During the year…

✓ Review reading progress on the classroom, school and district level with SAM reports.
✓ Promote best practices in reading instruction with in-services and other professional development activity.
✓ Solicit recommendations from educational professionals, parents, and students about your school’s library media center.
✓ Model your engagement with books by letting the educational community observe your independent reading and discussing books with students and teachers.

At the end of the year…

✓ Evaluate year-end reading progress and library media center circulation reports with your professional staff.
✓ Provide additional high-quality and engaging reading materials and professional training.
✓ Assess licensing and technical issues to guarantee a smooth start to the next school year.
A Library-Media Center Specialist’s Checklist

Encourage independent reading by promoting and scheduling *Reading Counts!* quiz taking, plus acquiring and organizing high-quality and engaging reading material.

**At the beginning of the year…**
- ✔ Ensure your network connections and access to *Reading Counts!* quizzes and reports.
- ✔ Work with teachers and administrators to develop a flexible quiz-taking schedule that meets your students’ needs.
- ✔ Label and display books with *Reading Counts!* quizzes.
- ✔ Update catalog records to help students and teachers find *Reading Counts!* titles.

**During the year…**
- ✔ Demonstrate *Reading Counts!* for students and teachers.
- ✔ Maintain flexible access to your collection of reading materials and to *Reading Counts!* quizzes.
- ✔ Keep students, parents, and teachers informed about reading progress with reports, incentives, and other feedback.
- ✔ Help students develop reading clubs and contests.
- ✔ Use displays, posters, and websites to promote the popular *Reading Counts!* titles.

**At the end of the year…**
- ✔ Review your *Reading Counts!* school reports and circulation records.
- ✔ Provide additional high-quality and engaging reading material for all your students, including striving and bilingual readers.
A Teacher’s Checklist

Use *Reading Counts!* to motivate reading effort and progress, assessing the difficulty, topical range, and amount.

**At the beginning of the year…**

- Check with your Library-Media Center Specialist about program access.
- Label and display books in your classroom library as *Reading Counts!* titles.
- Collaborate with teachers across the school curriculum to support content learning with *Reading Counts!* titles.
- Work with students and parents to set reading goals for the year.

**During the year…**

- Keep students and parents informed about reading effort and progress with SAM reports.
- Encourage students to choose books that support their learning goals and personal interests.
- Use the Alerts! feature to prompt intervention when necessary.
- Balance extrinsic and intrinsic rewards and recognition for reading achievement. Extrinsic rewards may include extra credit and passes, certificates and bulletin board displays, or group achievement parties. Intrinsic rewards may include supporting a student’s reading on personal interests and students sharing their favorite books with each other.

**At the end of the year…**

- Review each student’s reading goals and achievement and share your findings with the student, parents, and administrators.
- Assess your motivational and intervention strategies and seek out professional development opportunities.
- Look at your classroom library and add materials that are engaging and support reading growth and overall academic achievement.
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Reproducibles at a Glance

For Educators:

- **Introductory School-to-Home Letters**: In SAM, educators can generate automatically populated letters for parents and guardians. The introductory letters are included in this section for reprinting. Letters are available in English, Spanish, Hmong, Traditional Chinese, Vietnamese, and Haitian Creole.

- **Encourage Reading-at-Home handouts**: These handouts provide concrete suggestions for at-home reading support. Handouts are available in English, Spanish, Hmong, Traditional Chinese, Vietnamese, and Haitian Creole.

- **Implementation Checklists**: These checklists help administrators, teachers, and librarians manage the logistics of the program throughout the year.

For Students:

- **My Personal Goals**: Help students state specific reading goals.

- **Student Reading Log**: Help students maintain a complete list of books read.

- **Book Recommendation**: Provide students with a chance to recommend books to others.

- **Reading Response and Writing Prompts**: Initiate a class discussion or writing project with these prompts, tailored for both fiction and nonfiction titles.

- **Story Chart**: Help students outline a story, identify main events, and evaluate story predictions with this graphic organizer.

- **Book Reports**: Help students summarize essential elements of both fiction and non-fiction texts.

- **Lexile Framework Maps**: Allow students to chart their reading achievements as measured in Lexiles.

- **Writing Quiz Questions**: Help students write effective quizzes.
Dear Parent or Caregiver:

Reading is the key that will open the door to the rest of your child’s education. All students need to develop strong reading skills that they will use every day, in and out of school. That’s why we’re excited about launching this year’s Reading Counts! program. I’m sending you this note to let you know about how the program will work and some of the ways you can help make it a success for all of our students.

The goals of the program are simple and truly important:

Promote Reading Reading more books and developing a lifelong love for reading are important to your child’s success.

Improve Test Scores Independent reading has a positive impact on student achievement, which has even been demonstrated on certain standardized tests. The more your child reads, the better your child is likely to perform.

Develop Language Arts Skills Reading develops and promotes comprehension, vocabulary knowledge, and writing skills that students will use in all subject areas. Your child will select and read a wide variety of books independently or as part of a group. After reading, your child will take a computerized quiz that will assess whether your child completed and understood the book. With help from the Reading Counts! management system, I will keep track of your child’s reading and how your child performs on the quizzes. I will send you letters that report on your child’s progress.

Although there will be plenty of classroom incentives to keep students working toward their goals, we need your help, too. Discuss the books your child reads. Read aloud after dinner. Talk about books you’re reading. If you make reading a fun part of your daily life, your child is certain to succeed!

Please feel free to contact me with any questions or suggestions.

Sincerely,
Estimado padre o tutor:

La lectura es esencial para el futuro de la educación de su hijo. Todos los estudiantes necesitan desarrollar fuertes destrezas de lectura que utilizarán todos los días, tanto dentro como fuera de la escuela. Es por esto que estamos entusiasmados con el lanzamiento del programa Reading Counts! de este año. Le envío esta notificación para informarle acerca del funcionamiento del programa y algunas de las maneras en las que puede colaborar con el rendimiento de nuestros estudiantes.

Los objetivos del programa son sencillos y verdaderamente importantes:

- **Fomentar la lectura**: Leer una mayor cantidad de libros y desarrollar una afición duradera por esta actividad son importantes para que su hijo obtenga un resultado satisfactorio.

- **Mejorar las calificaciones en las pruebas**: La lectura independiente tiene un impacto positivo en los logros de un estudiante y esto ha sido demostrado en ciertas pruebas estandarizadas. Mientras más lea un niño, mejor será su rendimiento.

- **Desarrollar destrezas en Artes del lenguaje**: La lectura desarrolla y fomenta la comprensión, el conocimiento de vocabulario y la escritura que los estudiantes utilizarán en todas las materias.

Su hijo podrá seleccionar y leer una amplia variedad de libros en forma independiente o como parte de un grupo. Después de la lectura, su hijo tomará una prueba computarizada para evaluar si terminó y entendió el libro. Con la ayuda del sistema de administración de Reading Counts! se llevará un registro de la lectura que realiza su hijo y del rendimiento que tiene en las pruebas. Le enviaré notificaciones que le informarán sobre el progreso de su hijo.

Si bien habrá una gran cantidad de incentivos en el salón de clases para que los estudiantes trabajen constantemente en el logro de sus objetivos, también necesitamos de su ayuda. Comenten los libros que su hijo lee. La lectura en voz alta después de cenar es una buena opción. Hablen sobre los libros que usted está leyendo. Si la lectura se convierte en un entretenimiento cotidiano, seguramente su hijo obtendrá muy buenos resultados.

Si tiene preguntas o sugerencias, no dude en comunicarse conmigo.

Atentamente,
Nyob Zoo Tsoom Niamtxiv lossis tus Saib Xyuas:

Kev nyeem ntawv yog tus yuamsij uas yuav qhib lub qhov rooj rau nej tus menyuum txoj kev kawm mus tas ib sim. Txhua tus menyuum kawm ntawv yuav tsom ntuavv lb cov txuj nyeem ntawv khov khov uas lawv yuav tau siv txhua hnut hauv lub neej, nyob hauv thiab nraum tsev kawm ntawv. Vim li ntawd peb thiaj kub siab los ntuavv lub luag Suav kev Nyeem Ntawv Reading Counts! Kuv xa tsab ntawv nov qhia rau nej paub txog tias lub luag haujwm yuav mus li cas thiab tej txoj kev nej yuav pab tau kom txhua tus menyuum kawm tau ntawv.

Cov homphiaj ntawm lub luag haujwm yoojyim thiab tseemceeb heev:

**Nthuav Kev Nyeem Ntawv**

Nyeem ntau phau ntawv thiaj ntuavv ib txoj kev nyiam nyeem ntaww mus tas ib txhi tseemceeb heev rau nej tus menyuum txoj kev kawm tau ntawv.

**Ua Kom cov Lus Teb Tawm Zoo Tshaj Qub**

Kev nyeem ntaww twmzeej muaj feemcuam zoo rau menyuum txoj kev kawm tau ntaww zoo, uas tau muab coj los ntuavv tawm nyob ntau hom ntaww xeem. Nej tus menyuum yeem nyeem ntaww ntau, nws yeem kawm ntaww tau zoo ntxiv xwb.

**Nthuav Txuj kev Kawm Lus**

Kev nyeem ntaww ntuavv thiaj txhawb kev totaup, cov lo lus, thiab txuj kev sau ntaww uas menyuum kawm ntaww yuav siv rau txhua hom txuj.

Nej tus menyuum yuav xaiv thiaj nyeem ntau hom phau ntawv nyeem rau nws tus kheej lossis nrog lwm pab ua ke. Thaum nyeem tas, nws yuav tau siv kooputaw los xeem kom paub tias nws nyeem tau thiab totaup phau ntaww ntpaum licas. Nrog kev pab los ntawm Reading Counts! tus txheejtxheem Suav kev Nyeem Ntaww, kuv yuav sau nej tus menyuum kev nyeem ntawv cia thiab saib nws xeem tau zoo ntpaum licas. Kuv yuav xa ntaww los qhia nej txog nws txoj kev vamhuam.

Txawm tias yuav muaj ntau hom kev kawm cai kom nej tus menyuum kawm kom ncaa cov homphiaj los, peb timtsum nej boj kev pab thiab. Tham txog cov phau ntawv uas nej tus menyuum nyeem. Nyeem nrov nrov uake thaum nej hmo tas. Piav txog cov phau ntawv nej tabtom nyeem. Yog nej muab kev nyeem ntaww los ua ib lub luag lomzem hauv nej lub neej hauv txhua hnut, nej tus menyuum yuav kawm tau ntawv zoo!

Thov txhob ua siab deb yog nej muaj lus nug dabtsi.

Ua tsau ng ntau,
愛的家長或監護人：

閱讀是為兒童終身教育開啓大門的一把鑰匙。無論是在校或在外，所有學童都必須發展出能運用在日常生活中的良好閱讀能力。因此我們正興奮地期待著展開今年的 Reading Counts! 計劃。我寄給您這份通知，目的是要告訴您有關本計劃的實行方法，並使您瞭解應如何幫助我們的全體學生讓計劃成功。

本計劃的目標雖然簡單，卻非常重要：

倡導閱讀習慣 多多讀書並培養一輩子對閱讀的喜好，對於孩子的成功十分重要。

提高測驗成績 獨立閱讀的習慣對於學生的成就有正面的影響，而且已在某些制式測驗上獲得了體現和證實。您的孩子愈喜歡讀書，他們的表現也就愈好。

發展語言藝術技巧 閱讀可以發展與促進理解、字彙知識和寫作能力，能讓學生善加運用在所有科目上。

您的孩子將會單獨挑選或與其他學生一起選擇閱讀內容廣泛的各種書本。在閱讀之後，您的孩子會接受電腦測驗，以便評估他們在讀完書本之後是否瞭解其中的意義。我將會藉助 Reading Counts! 的管理體系，來追蹤您孩子的閱讀發展，並且記錄他們的測驗成績。之後，我將會把有關您孩子的進度報告寄給您。

儘管在課堂上也有許多敦促學生達成閱讀目標的獎勵，我們還是需要您的協助。請與您的孩子討論他們所讀的書本。在飯後大聲地朗讀。解釋您所讀的書中的內容。如果您能使閱讀成為日常生活中有趣的一部份，您的孩子日後必定會成功！

如果您有任何疑問或意見，歡迎隨時與我聯絡。

謹致
Kính Gửi Ngộ sĩ Phu Huynh Hoắc Ngộ sĩ Giaùm Hoà:

Việc nói sach baò lao chia khoa màu cóa cho taàt caú cauc kiểu khóéc khác cuúa con quỳ vò. Mòi học sinh neàu caan phaut triêàn kyò naêng hoic sach baò thôaong thàio neà sòu duûng hăng ngaøy trong vao ngoai tròôông hoíc. Nòi laô lý do tài sao чтung toài khuyeán kiêc hoic sinh tham gia chàong trinh Reading Counts! trong naêm nay. Toái góùi bóc thò naøy cho quỳ vò neà giaí thích vè chàong trinh cuông nhò neà nghò moàt caúc quỳ vò có theà giûip cho hoic sinh taønh coâng trong chàong trinh naøy.

Mùc nhìc cuúa chàong trinh naøy laô deà hieàu vòo heát sóc quan quan tröông:

Khuyeán Khích Ñoíc Sàuch Baùo Ñoíc nhieàu sàuch hón vao phaut triêàn loøng say meà noíc sàuch suøat nóí laô râát quan träng nhòi vôùi söi thàønh coâng cuúa con quỳ vò.

Nhàng Cao Keàt Quài Hoíc Taày Vieàc tôí ñoíc sàuch baòu cóu taàc nhòõng tích cóc neàn thàønh tich hoic taàp cuúa hoic sinh, nieàu naøy naò nôóc chòung minh roó raøng trënn moàt sào baòí kieàm trà ñhuàan nhàt nhôñh. Neàu ñoíc sàuch baòu nhieàu hón, con quỳ vò cóu theà nàit nôóc thàønh tich toàt hón.

Phaut Triêàn Kyò Naèng Saûng Taìo Trong Ngòân Ngòôí Vieàc ñoíc sàuch baòu giùip phaut triêàn vao hây màinh khâu naêng ñoíc hieàu, am hieàu vè tôø vöng vao kyò naèng vieát mào hoic sinh nöø söû duûng trong taàt caú cauc moàn hoíc

Con quỳ vò seò lòia luôn vao ñoíc nhieàu loàíi sàuch khác nhau moânt minh hoàec chung nhôùm. Sau khi ñoíc, con quỳ vò seò laøm bòi kieàm trà trën maúy vi tính neà nàinh giaú xem chàu còn ñoíc xòng vao hieàu vèc nôi dûng cuúa sàuch ñào nôóc hay khoâng. Vòi söi trõi giùip cuúa hêà thòang quân lyù cuúa Chòông Trính Reading Counts!, tôíi cóu theà giôò hoà sò véè nhôòng sàuch baòu con quỳ vò ñào nôóc vao cauc kêt quaú thì cuúà chàúu. Tôíi seò gòi cho quỳ vò qua nãoõng bòu nêîëan moàt baùn nàinh giaú söi tieàn boà çúa chàúu.

Mœâc dúø seò côu nhieàu bièn phàûph khích leà trong lòøøp neà giùip hoïc sinh hâûòng vao moûc tieàu cuúa mînh, nông chuûng trò ñaøi cuøng caànn söi giùip ñòò cuúa quỳ vò òø nhôø. Haöy thàûo luan vòi con mînh vè caûnh sàuch baüo mœo chàúu ñào nôıc. Cůung vòi chàúu cho nhû ngaø sau böøa àøn tôûi. Nòiûi ñhâu yèn vè caûnh sàuch mœo chính quỳ vò ñàng ñoîc. Neàu quỳ vò bièn viâi ñoíc sàuch baùo thàønh moàt thuû vui hâûng ngaøy thi chaêc chàûu con quỳ vò söi thàønh coâng

Neàu quỳ vò cóu théàc mœâc hoàec ñeà ngaø, xûn ñoøng ngaøn ngaïi lièa liêc vùi tôûi tôûi.

Chaân Thàønh Caûm Taì,
Chè paran oswa gadyen:

Lekti se kle ki pral ouvri pòt pou rès edikasyon pitit ou an. Tout elèv bezwen devlopo bon jan kapasite pou fè lekti yo pral itilize chak jou, ni andedan ni andeyò lekòl la. Sepoutètsa se avèk kè kontan n ap lanse pwogram *Reading Counts!* pou ane sa a. M ap voye nòt sa a ba w pou fè w konnen ki jan pwogram lan pral fonksyone ansam ak kèk fason ou ka bay kout men pou fè pwogram lan yon reyisit pou tout elèv nou yo.

Objektf pwogram lan senp epi li vrèman enpòtan:

**Ankouraje lekti** Li plis liv epi devlope yon lanmou pou lekti ki dire pou tout lavi se bagay ki enpòtan pou sikès pòt ou an.

**Amelyore nòt tèès yo** Lekti endependan genyen yon efè pozitif sou reyisit elèv la, epi sa te parèt kiè nan kèk tèès estandadize. Plis pòt ou an li, se plis chans li genyen pou l bay bon jan pèfòmans.

**Devlope aptitid nan lang matènèl** Lekti devlope epi ankouraje konpreyansyon, konesans vokabilè, ak aptitid nan ekriti elèv yo pral itilize nan tout kalité matyè.


Byenke pral genyen anpil ankourajman nan klas la pou ede elèv yo travay pou atenn objektf yo, nou bezwen èd ou tou. Fè ti diskisyon sou liv pòt ou an ap li yo. Li a wot vwa aprè dine. Pale sou liv w ap li yo. Si w fè lekti yon pati enteresan nan lavi w chak jou, se sèten pitit ou an ap reyisi !

Tanpri pa ezite kontakte m si w gen nenpòt kesyon oswa sijesyon.

Sensèman,
Encouraging Reading at Home
As you know, our Reading Counts! program is underway. Your child has started reading to reach a challenging personal reading goal. This list of ideas can help you support your child’s progress.

Read Every Day Make reading to and with your child a part of every day. Take turns reading newspaper articles, or favorite paragraphs from whatever you happen to be reading. Talk about the writing style, perspective used, and any unfamiliar words.

Ask Questions About Reading Find out what Reading Counts! book your child is reading right now and talk about it. Is it as good as the last one? Is the main character sympathetic or not? Can your child predict what will happen next in the book? What book will be next?

Set up a Reading Area Creating a cozy home reading corner is a great way to encourage your child to read. If you’ve got room for two chairs, spend some quiet time reading together, too.

Define Unfamiliar Words Be prepared to help your child discover new words while reading. It’s a good idea to keep a dictionary handy, just in case you’re both stumped!

Write Notes Use a family bulletin board to leave written messages to family members every day. Encourage your child to write messages for the board, too.

Offer Reading Rewards Give your child special attention or a specific reward, such as a book, every time your child finishes five or ten books and completes the quizzes at school.

Share Stories Encourage your child to read stories to siblings or other children.

Daily Word Open the dictionary once a day at a random spot to come up with a Word of the Day. See who can use the word in a sentence more times during the day.

Library Visits Make weekly library visits a part of your family routine. Getting to know your public librarian is a great way to find out about new books.

Give the Gift of Reading Magazines and books make great gifts for birthdays and holidays. Consider donating books to the school’s Reading Counts! program after your child has read them.

Parent/Child Book Club Get together with your child and other parents and children (in the same age range as your child) to form a book club in which parents and children read and discuss the same books.

Turn Off the TV! Give family reading time priority over family viewing time.
Fomentar la lectura en casa

Como seguramente es de su conocimiento, nuestro programa Reading Counts! ya está en marcha. Su hijo comenzó a leer para alcanzar un objetivo en esta actividad que representa un desafío personal. La siguiente lista de ideas puede ayudarle a brindar apoyo al progreso de su hijo.

**Lea todos los días:** Trate de que la lectura para y con su hijo forme parte de la vida diaria. Pueden turnarse para leer artículos de periódicos o párrafos preferidos de lo que esté leyendo en ese momento. Comenten el estilo de redacción, la perspectiva usada y las palabras desconocidas.

**Haga preguntas sobre la lectura:** Averigüe qué libro de Reading Counts! está leyendo su hijo en este momento y comentenlo juntos. ¿Es tan bueno como el anterior? ¿El personaje principal es comprensivo o no? ¿Su hijo puede predecir cuáles serán los próximos sucesos en la historia? ¿Cuál será el siguiente libro?

**Establezca un área de lectura:** Crear un espacio de lectura agradable en casa es una buena medida para fomentar la lectura en su hijo. Si cuenta con el espacio suficiente para dos sillas, dedique un momento de tranquilidad para poder leer juntos.

**Defina las palabras desconocidas:** Esté preparado para ayudar a que su hijo descubra palabras nuevas mientras lee. Una buena idea es tener un diccionario a mano, en caso de que ambos estén confundidos.

**Deje mensajes escritos:** Utilice el tablero de anuncios familiar para dejar mensajes escritos a los miembros de la familia todos los días y anime a su hijo para que también lo haga.

**Ofrezca premios por la lectura:** Brinde a su hijo una atención especial o un premio específico, como por ejemplo un libro, cada vez que él termine de leer cinco o diez libros y que complete las pruebas en la escuela.

**Comparta relatos:** Anime a su hijo para que lea historias a sus hermanos o a otros niños.

**La palabra del día:** Abra el diccionario al azar una vez al día para presentar la palabra del día. Vea quién puede usar esa palabra en una oración la mayor cantidad de veces durante el día.

**Visite la biblioteca:** Realice visitas semanales a la biblioteca para que formen parte de la rutina familiar. Conocer al bibliotecario es una excelente forma de informarse sobre los libros nuevos.

**Haga regalos relacionados con la lectura:** Las revistas y los libros son muy buenos regalos de cumpleaños y para las vacaciones. Considere la posibilidad de donar libros al programa escolar Reading Counts! luego de que su hijo los haya leído.

**Club de libros de padres e hijos:** Junto con su hijo y otros padres y niños (de la misma edad de su hijo) pueden agruparse para formar un club de libros en el que padres e hijos lean y comenten los mismos libros.

¡Apague el televisor! Es importante que en la familia se dé más prioridad al tiempo que se dedica a la lectura que a mirar televisión.
Txhawb kev Nyeem Ntawv tom Tsev

Raws li nej paub, peb lub luag Suav kev Nyeem Ntawv Reading Counts! tabtom nthuav tawm tuaj. Nej tus menyuam tabtom pib nyeem kom ncav cuag nws lub homphiaj kev nyeem ntaww siab tshaj plaws. Daim ntaww teev tswyyim nram nov yuav pab nej txhawb tus menyuam kev vamhuan.

Nyeem Ntawv Txhua Hnub Muab kev nyeem ntaww los ua nej ib ntiag tug hauv txhua hnub. Sib hloov los nyeem ntawv xoxvwxm, lossis tej zai lus zool los ntawm txhua hom ntaww nyeem. Tham txog cov txheejbxheem kev sau ntaww, lub homphiaj siv, thiab txhua lo lus tshiab.

Muab Lus Nug txog kev Nyeem Nrhiav saib cov phau ntaww ntawwv kev Suav kev Nyeem Ntawv Reading Counts! nej tus menyuam tabtom nymeem tamsim nov yog cov twg thib hai borg dabtsi. Puas zoo tibyam li phau nyeem dhau los? Tus neeg tseemceeb hauv siab phem los zoo? Nej tus menyuam puas kwwyees tau bogg yam yuaw tshwmsiim hauv phau ntaww? Phau ntaww tom ntej nov yuav yog phau twg?

Xaiv Ib lub Chaw Nyeem Ntawv Tsim kom muaj ib kem tsev zool nyeem ntawv yog qhov zoo los txhawb kev nyeem ntaww rau nej tus menyuam. Yog nej muaj ib lub chaw baus ob lub rooj zauam, siv tej lub sijhawm los nyeem ntaww ntsiag to uake thiab.

Nthuav cov Lo Lus Npaj pab nej tus menyuam txhawb cov lo lus tshiab thaum nej nyeem ntawwv. Yog ib lub zoo tswyyim los npaj ib phau ntaww dictionary rau ib sab, thaum neb ob leej daig lawd!

Sau Xov Cia Siv ib daim txiag los sau cov xov rau cov neeg hauv tsev txhua hnub. Txhawb kom nej tus menyuam los sau cov xox cia thiab.

Muab Paj Tshab rau kev Nyeem Ua kom nej tus menyuam ceev faj nraim lossis muab ib yam paj tshab, xws li ib phau ntaww, txhua zaus nws nyeem tas li tsib mus rau kaum phau ntaww thiab xeeb tiav cov zai tieem tom tsev kawm ntaww.

Faib cov Zaj Dabneeg Txhawb nej tus menyuam nyeem cov dabneeg rau tsev neeg los lwmx cov menyuam.

Lo Lus Txhua Hnub Kwwyees los qhib phau dictionary ib zaug ib hnuv kom tau ib Lo Lus rau ib hnuv. Xyuas saib leej twg yuav siv lo lus ntawd ntaw daua rau hnuv ntawd.

Mus ncig tom Tsev Rau Ntaww Muab txoj kev mus ncig tom tsev rau ntaww ua ib ntiag tug hauv tsev neeg lub neej. Paub nrog nej tus neeg saib tsan rau ntaww yog ib txoj kev zoo kom paub bxog cov phau ntaww tshiab.

Muab Paj Tshab rau kev Nyeem Cov phau ntaww xoxvwxm thiab cov ntaww ua tau zool paj tshab rau hnuv yog thiab cov hnuv so. Npaj muab cov phau ntaww rau tsan kawm ntawv lub luag Suav kev Nyeem Ntawv Reading Counts! tomqab nej tus menyuam nyeem ntaww tas.

Niamtxiv/Menyuam lub Koom Roos Ntawv Sib sau nrog nej tus menyuam thiab lwm cov niamtxiv thiab menyuam (nyob ib lub hnuv yooog li nej tus menyuam) los ua ib lub koom roos ntaww rau cov niamtxiv thiab menyuam tuaj nyeem ntaww thiab tham bogg tib cov nphau ntaww uake.

Tua lub TV! Muab tsev neeg lub sijhawm nyeem ntaww saib ua qhov tseemceeb uanteg tsev neeg lub calj saib TV.
家鼓励阅读

如您所知，本校的 Reading Counts! 計劃已經展開。您的孩子也已經開始讀書，以便達到具有挑戰性的個人閱讀目標。下列方法有助於您支持孩子的閱讀進度。

養成每天讀書的習慣 每天閱讀給孩子聽，陪孩子一起閱讀。輪流讀報紙上的文章或是您的任何閱讀材料中最喜歡的段落。和孩子討論寫作風格、文中採用的觀點和任何不熟悉的字詞。

詢問有關閱讀的問題 詢問您的孩子目前正在閱讀 Reading Counts! 計劃中的哪一本書，並且討論這本書。這本書是否和上本書一樣好？其中的主人公有沒有同情心？您的孩子是否能夠預測書中接下來會發生什麼事？再接下來要讀什麼書？

創作適合閱讀的環境 創造一個舒適的家庭閱讀空間，是鼓勵孩子讀書的好方法。不妨在一個房間裏放兩張椅子，安安靜靜地花點時間和孩子一起閱讀。

定義不熟悉的字詞 隨時做好準備，幫助您的孩子在閱讀時認識新的字詞。最好把字典放在隨手可得之處，以免您和孩子一樣都被書本考倒了！

勤記筆記 每天利用家庭佈告欄來給家庭成員寫下留言。同時也鼓勵孩子在佈告欄上留言。

提供讀書獎勵 每一次您的孩子在學校讀完五到十本書而且做完測驗之後，就給予孩子特別的注意或一份獎賞，例如一本書。

分享故事 鼓勵您的孩子為兄弟姊妹或其他孩子讀故事書。

每日一字 每天隨便翻開字典的一頁，找出「每日一字」。看看哪個人在當天可以把這個字多次運用在句子當中。

上圖書館 使每個星期上圖書館成為您的一項家庭例行活動。認識您的公立圖書館是發現新書的好方法。

贈予書香之禮 雜誌和書本都是很好的生日和佳節禮物。考慮把孩子讀完的書捐給學校的 Reading Counts! 計劃。

家長/子女讀書會 與您的孩子和其他家長以及與您孩子同年齡的孩子組成讀書會，讓父母和孩子一起閱讀和討論同樣的書。

關掉電視！全家人閱讀的時間比全家人看電視的時間更重要。
Khuyeán Khích Ñoíc Saúch Baúo ÔU Nhaó

Nhờ quýy vô biét, cùc hoc sinh hào bat ñâu tham gia chương trình Reading Counts! cùa chuẩn tôi. Con quýy vô nào bat ñâu ñoíc saúch baúo namá nháu ñoíc mào méc tiéu ñoíc saúch màa chính chiáu ñất ra ñẻ toí vón tòi táam cao môúl. Nhờng ñeáu ñoíc liét keá doói ngày co ñể giup quýy vô hào trôi sói tiéan boá cuúa con mình.

Ñoíc Haang Ngaéy Moái ngaéy quyú vô næñ danh théo gián ñeáu ñoíc saúch baúo cho con nghe cpuug nho ngó chcung vúi chiáu. Haagy thay phien nau ñoíc lión nhông baoa haoc nhông nhón vèn yéu thich nhát toé saúch baúo ngó ñoíc. Haagy thao luán vói nhau vàé luí vèt vai goóc nhín cuúa taç giáu cúng nhó bat cú tòe ngóo náo mao chauó biét.

Họái Chauü Vëa Nhông Sáuch Nàng Ñoíc Tim hiêu xem con quyú vô ngóng ñoíc saúch náo cùa chung chương trình Reading Counts! và thao luân vói náo. Cúuán saúch náy coút hay baéng nhông cukuán ñoíc tróóc vì saúch hay khoang? Nháuán vai chóng cóu daé thong hay khoang? Con quyú vô cõ thè thiea tróóc vì saúch nhông gi sö xeøy ra tiép trong saúch hay khoang? Sau khi ñoíc xong saúch náy chauó seó ñoíc saúch náo náo?

Laïp Ra Moái Khu Ñoíc Saúch Baúo Daêm ra moiït gòc trong nháu nõi laem nõi ñoíc saúch baúo thòaïi muái la ai moái caúch raát teáñt ñeu thuyễn khiichi con quyú vô ñoíc saúch. Nõiëu coût tòe naet hai gheá ngói, quyú vô cúng nén danh théo gián ñeáu ñoíc thaym saúch baúo cuóng vúi con mình.

Giaïu Nhông Ñoíc Toé Chòo Bieät Haagy saïn sóng ñeáu giup con quyú vô khaém phau nhông tòe múo trong lucu ñoíc saúch baúo. Moáit y kieai lai luân cõt moái cukuán tòe nìeán bén mìn, ñeáu tiéan sóu dung trong tróóc hôp cuc quyú vô cúng khoang bieät moái tòe náo nóu.

Viéat Giaïu Nhaén Ghiím nhông giyá nháu nén laên bung tinh gia linh ñeáu thong tinh cho nhông thanh vién trong gia linh moái ngaey. Cuúng nén nhuyễn khiichi con quyú vô viéat nhông giyá nháu nén ghiím trén bàng.

Nõa Ra Nhông Phaên Toéhong Cho Víéc Ñoíc Saúch Baúo Quyú vô haagy chuém soéc naëc bieät ñeán con minh hoac cho chiáu moái phaên thongng cuí theà, thë dúi nhô moái cukuán saúch, moái laai chiáu ñoíc xong naém hoac móo ciúc saúch vae hoaan thanh bael kieam tra tail toõng.

Ñoíc Truyéan Cho Nhau Ngeé Khuyeán khiichi con quyú vô ñoíc truyéan cho anh chè em ròuái hoac cho nhông chiáu khácu nghe.

Moái Ngaéy Hoic Moái Toé Moom Moái ngaéy móo tòe ñeán ra vae choín tòe moái caúch ngaéy nháu ñeáu hoic trong ngaéy. Thëu xem ai coût thè thiea söu dung tòe nói nháu nõi khoi noi khi chuyễn trong ngaéy.

Ñeán Thô Vien Haagy taáp thòe lùi quen cho gia linh quyú vô lai tòei thò vién haang tuaàm. Lâm quen ñoíc või quen thuôc thò vién cong cóng laai moái caúch raát toát ñeáu hieul nhông cukuán saúch mòi.

Taéng Quae Khuyeán Khích Ñoíc Saúch Taip chi vae saúch lae nhông moái quaé tuyet vaèl cho dôp sinh nháu hoac nhông ngaéy lé. Haagy nhó ñeáu vietic taingh nhông saúch mae con quyú vô nào ñoíc xong cho chóng chrong trinh Reading Counts! cuúa tróóc hoic.

Caáu Laíc Boá Saúch Cho Tréu Em/Phuï Huynh Haagy cueng vói con minh vae nhông phuï huynh khácu cuúng nóo con çaú ha (cúung lõuá tuàu vói nói con quyú vô) thamnh laip moái caáu laíc boá phuï huynh vae caú chaú hoic vaé thao luán vèt cuúng cuúán saúch.

Taét TIV! Haagy oû tiéan théo gián cho gia linh ñoíc saúch baúo nháu nõi laem tè xí vê.
Ankouraje lekti nan kay la

Kôm ou konnen, pwogram Reading Counts! nou an deyà kômanse. Pitit ou an deyà kômanse li pou I ka rive aten yon objektif lekti pèsonèl estimilan. Lis ide sa a ka ede w ankouraje pwogrè pitit ou an ap fé.

Fè lekti chak jou Fè ansòt pou fé lekti pou pitit ou epi avèk pitit ou yon aktivite kotidyen. Bay chak moun okazyon pou li atik na jounal, oswa paragrap yo pi renmen nan nenpòt liv w ap li. Pale sou estil ekriven an, apwōch li itilize, ak tout mo ki pa famil ye.

Poze kesyon sou lekti Chèche konnen ki liv Reading Counts! pitit ou an ap li kounye a epi pale sou liv la. Ëskò li bon menm jan ak dénye liv la ? Ëskò pèsonaj presipal la senpatik ou non ? Ëskò pitit ou an ka predi sa k pral passe nan liv la ? Ki liv li pral li aprè sa ?

Fikse yon kote pou fé lekti Kreye yon ti kwen konfòtab nan kay la se yon bon fason pou ankouraje pitit ou an fé lekti. Si w gen plas pou de chèz, pase yon ti tan trankil pou fé lekti ansanm tou.

Defini mo ki pa familye Prepare w pou ede pitit ou an dekouvrí nouvo mo pandan l ap li. Li bon pou kenbe yon diksyonè jou pré, ankake nou toulède pa gen repons lan !

Ekri nòt Sévi ak yon tablo afichaj nan kay la pou kite mesaj pou manm fanmi an chak jou. Ankouraje pitit ou an ekri mesaj pou tablo a tou.

Ofri rekonpans pou lekti Bay pitit ou an atansyon espesyal oswa yon rekonpans presi, tankou yon liv, chak fwa pitit ou an fini senk oswa dis liv epi li fé egzamen yo nan lekòl la.

Pataje istwa yo Ankouraje pitit ou an pou l li istwa yo pou frè l ak sè l yo oswa pou lòt timoun.

Mo kotidyen Ouvri diksyonè a yon fwa pa jou nan nenpòt paj pou jwenn yon mo pou jounen an. Wè kilès ki ka itilize mo a nan yon fraz plis fwa pandan jounen an.

Vizit nan bibliyotèk Fè vizit nan bibliyotèk chak semèn yon pati nan woutin fanmi an. Chèche konnen bibliyotèkè w lan nan bibliyotèkè piblik la se yon bon fason pou jwenn enfòmasyon sou nouvo liv yo.

Bay liv pou fé lekti kòm kado Revi ak liv fè bon jan kado pou anivèsè nesans ak lòt jou fèt. Konsidere fé don liv nan pwogram Reading Counts! lekòl la aprè pitit ou an fin li yo.

Klib liv pou paran/pitit Mete ak pitit ou an ansanm ak lòt paran ak timoun (ki gen apeprè menm laj ak pitit ou a) pou fôme yon klib liv kote paran yo ak timoun yo li epi fè ti diskisyon sou menm liv yo.

Fèmen televizyon an ! Bay moman pou fanmi an fé lekti priyorite sou maman pou fanmi an gade televizyon.
My Personal Goal

Name ___________________________ Date _______________

Teacher/Class ________________________________

Goal Starting Date ________________ Target End Date ________________

My Goal is to read __________ books. My Goal is to earn __________ points.

Fiction ___________________________ Nonfiction ___________________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I will try my best to reach this goal.

Student Signature ___________________________ Date ________________

Teacher Signature ___________________________ Date ________________

Parent Signature ___________________________ Date ________________
## Student Reading Log

- I have read these books.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Date Finished</th>
<th>My Rating (1 to 5)</th>
<th>Genre</th>
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### Student/Teacher Conference Dates

___  ___  ___  ___  ___  ___
Book Recommendation
READ-O-METER

► Your opinion counts. Rate this book.

Name _____________________________

Title ______________________________

Author ____________________________ Genre ________________

To indicate your rating, write the book title in the correct position on the Read-O-Meter™.

(Place an arrow to rate the book.)

Book Summary:

________________________________________________________________________

Why do you recommend this book? Discuss the characters, setting, plot, and the author’s style, or the subject of the book and the author’s use of details and evidence.

________________________________________________________________________

________________________________________________________________________

Why would your classmates enjoy reading this book?

________________________________________________________________________
Reading Response and Writing Prompts

Fiction

Use these prompts for group or class discussion, as well as for individual writing assignments. Encourage students to use details from the books to support their ideas and interpretations.

• Compare two characters in a book or books you have read. How are they alike or different? Explain.

• Predict what you think will happen to the main character after the ending. What are the clues and what do they suggest?

• What is the conflict? How is it resolved? Explain and give evidence.

• If you could change one thing about the book, what would it be? Why? How would it affect the rest of the book, including plot, setting, and characters?

• How would the story be different if it had a different setting? Choose a new setting and think about the changes that would result.

• What advice would you like to give one of the characters? Why?

• How would you describe the author’s writing style and point of view? Give evidence from the book to support your answer.

• If you could use only five words to describe the book to a friend, what words would you choose? Now back up each word with a paragraph that explains why you chose it.

• Compare two books that have similar themes. How are the books alike and different?

• What did you learn from the main character of the book?

• Which character did you like the best? Which character did you like the least? Why?

• What was your favorite part of the story and why?
Reading Response and Writing Prompts

Nonfiction

Use these prompts for group or class discussion as well as for individual writing assignments. Encourage students to use details from the books to support their ideas and interpretations.

• What are three important pieces of information you learned? Why are they important?

• What new information surprised or interested you? Why?

• How did this book change or influence your point of view about this topic?

• Did the author give his or her opinions or stick to the facts? How do you know? Give evidence, using passages from the text.

• Did the book include any illustrations? If so, what kind of information did they provide? Why do you think the author included them? Draw your own illustrations to explain something you learned.

• Did this book make you want to find out more information about any new topics? If so, where might you look? What are the topics, and why do they interest you?

• Why do you think the author wanted to write about this topic? List a few reasons and explain. What other topics would you like the author to write about?

• Imagine that you are preparing a presentation on the topic you just read about. What information will you provide your audience with so they will understand the topic? How will you present your information? Prepare a report. It can include text, images, video, or audio support.

• Choose one passage to read aloud that represents the book. Explain why you chose this selection.
Story Chart

Name ___________________________   Teacher ___________________________
Book Title ________________________  Author ___________________________

Beginning

Prediction

Middle

Clues from book that support my prediction

End

What really happens
Book Report (Fiction)

Name ________________________ Teacher ________________________

Book Title ________________________ Author ________________________

Setting ________________________

<table>
<thead>
<tr>
<th>Name of Characters</th>
<th>Description</th>
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<td>(protagonist)</td>
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</table>

| (antagonist) | |
|--------------| |
|              | |

Use this Venn diagram to compare two characters.

Plot (including conflict and resolution) ________________________

____________________________________________________________

Theme ________________________

Point of View ________________________

My Opinion ________________________
Lexile Framework® for Reading Map

Chart your student’s reading growth.

Chart a student’s reading growth on the Lexile map. Place a dot on the map at the appropriate level indicating the student’s current Lexile measure that corresponds to the date you fill in on the x-axis (time). Write the exact Lexile measure in parenthesis (e.g., 880L) next to the dot. Record the student’s past Lexile measure(s), as well as future ones (each time the student takes the Reading Inventory) to see the student’s reading growth.

You can also list a few of the books the student has read, at each of the recorded Lexile levels to create a more comprehensive picture of the student’s reading growth. If you wish, keep a portfolio of the student’s written responses to literature at each of the levels to complement what you’ve recorded on the map.
Writing Quiz Questions

Each quiz item has two parts: the stem (question) and the answer choices. Quiz items are either expressed as questions, sentence completions, or fill-in-the-blank statements.

Teachers and library media specialists can write quizzes to test specific reading skills, such as making an inference, identifying cause and effect, or decoding new vocabulary.

Students can write quizzes individually or in groups to reflect on books read, build their comprehension, and apply reading strategies.

These hints will help you write an effective Reading Counts! quiz.

- **Write clear, concise stems.** Your answer stem should get right to the point. Here are some common stems you might use: The theme of this book is _______. (sentence completion) Who is the hero of this story? (question) The main character _______ to solve the problem he faces. (fill-in-the-blank)

- **Focus on important features.** Don’t ask questions about trivial or unimportant details. Ask about the features of the book that you think are most important. It’s OK to ask about specific details if you think they are important for understanding the book.

- **Write the correct answer first.** When writing a Reading Counts! quiz, make answer choice “A)” the correct choice. The computer will randomize the answer choices for you.

- **Make sure the wrong answers are really wrong.** The wrong answers, or distractors, need to be 100 percent wrong. If they are even a little bit true, it will confuse people taking the quiz.

- **Make sure the wrong answers are reasonable.** Even though they have to be really wrong, distractors have to sound like they could be right. Don’t write distractors that are obviously wrong to someone who hasn’t even read the book.

- **Write equivalent distractors.** Each of the answers should be about the same length. If the right answer is twice as long as the distractors, it will look like the obvious answer.

- **Keep distractors parallel.** If you are writing fill-in-the-blank questions, all of the answers should be the same part of speech.

- **Don’t give away the answers.** Be careful not to give away the answer to one question in another question.
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The Lexile Framework for Reading

Understanding the Lexile Framework and Reading Counts!

What is the Lexile Framework?
The Lexile Framework for Reading is a readability assessment system that not only determines the reading level of texts but the reading comprehension level of readers. It allows you to match readers to the text. When the Lexile measures of the text and reader are matched, the reader experiences confidence. Targeted reading enables students to comprehend what they read, build their vocabulary by reading words in context, respond to text, and improve their independent reading skills.

What is a Lexile Text Measure?
A Lexile text measure, or Lexile number, is assigned to a book, article or piece of text based on an analysis conducted by MetaMetrics. A Lexile text measure is based on two strong predictors of how difficult a text is to comprehend—word frequency and sentence length. Lexile text measures are rounded to the nearest 10L and range from 0L to 2000L. Text measures at or below 0L are reported as BR for Beginning Reader.

Using the Reading Inventory to Monitor Students’ Lexile Measures
The Reading Inventory is a benchmarking assessment that provides a student Lexile measure directly on the Lexile Framework.

The Reading Inventory measures student reading levels by assessing understanding of authentic text passages. As a computer-adaptive test, the Reading Inventory presents students with questions dynamically. When a student answers a question correctly, the next question will be more difficult; if the student answers a question incorrectly, the next question will be easier. The item selection process continues until a strong level of certainty of the test taker’s ability has been established; the test ends and a scale score is provided. Test results are determined by an absolute, invariant standard based on the Lexile Framework and are converted into Lexile reader measures. That is, it provides a native Lexile score, not a derived score from a correspondence table.

Educators can monitor student reading levels by administering the Reading Inventory at any time during the school year. Each time a student takes a test, he or she responds to different test questions targeted to his or her current level of reading. The Reading Inventory is available in both a print and interactive computer version. The interactive version shares the SAM management system with Reading Counts! and other HMH programs.
Using Lexiles to Select Books

When a reader and text are matched—that is, they have Lexile measures in the same range—the reader is “targeted.” A targeted reader reports confidence, competence, and control over the text. He or she can read the book independently with the appropriate level of comprehension and challenge to grow and succeed. Texts are considered targeted for independent reading when they are in the range of 50 Lexile above to 100 Lexile below the student’s Lexile score.

Lexile Codes

Lexile Codes are two-letter designations that appear before the Lexile measure and provide additional information about a book related to its developmental appropriateness, reading difficulty, and common or intended usage. Lexile Codes are provided for some titles in the Reading Counts! Book Expert.

The Lexile Code designations are:

- **Adult-Directed (AD)** are texts designed to be read to or with readers. The following guidelines should be used when examining an “AD” text and considering whether or not it is appropriate for a particular student:
  - Text placement
  - Sentence length
  - Font size and placement
  - Basic word usage
  - Illustration context
  - Book size

  Texts designated as AD are useful when reading to a group and can be used to improve listening comprehension skills (e.g., making predictions, engaging in discussion, identifying meaning, and acquiring vocabulary).

- **Non-Conforming Text (NC)** consists of semantic difficulty (vocabulary) and semantic complexity (sentence length) that is inconsistent with the developmental appropriateness of the text. Typically these texts are written at a higher level than would be suggested by the content and the format of the text. Texts designated as NC are useful when matching advanced readers with text at an appropriate developmental level.

- **High-Low (HL)** texts have Lexile numbers that measure much lower than the average reading ability of the intended-reader age range. Librarians and booksellers sometimes refer to young adult books with disproportionately low Lexile measures as
“high-low” books, meaning “high interest” plus “low difficulty.” HL books are useful when matching older (grade 7 and beyond) struggling or reluctant readers with text at both an appropriate difficulty level and an appropriate developmental level.

- **Illustrated Guide (IG)** consists of independent pieces of text such as would be found in an encyclopedia or glossary. These independent pieces may be interchanged without affecting the flow of the text. IG texts typically contain some or all of the following characteristics:
  - The definitions of words (using such indicators as “or” or a dash) or their pronunciations are contained directly in the text.
  - Technical vocabulary is printed in a contrasting type (e.g., bold, italic).
  - Each topic is presented on one to two pages, with titles and/or captions for each paragraph.
  - Illustrations are incorporated into the text.

- **Graphic Novel (GN)** is the designation given to graphic novels and comic books. The text of GN books appears primarily in voice or thought bubbles integrated into comic book-style illustrations. Graphic novels tend to contain a larger percentage of dialogue than most other genres of books. They also typically lack some of the required text conventions of dialogue, such as putting “she said” after a quoted sentence, because illustration methods are used to indicate spoken text. The impact of picture support on reading comprehension is not captured in the Lexile measure of a graphic novel.

- **Beginning Reading (BR)** consists of any text that has a Lexile measure of zero or below. The measure is shown only as BR without the zero or negative number appearing.

- **Non-Prose (NP)** consists of books whose content is at least 50% nonstandard prose. Some examples are poems, plays, songs, and books with incorrect or no punctuation.

**ALSO SEE** To learn more about Lexile measures, visit [www.lexile.com](http://www.lexile.com). To learn more about the Reading Inventory, visit [hmhco.com/readinginventory](http://hmhco.com/readinginventory).
Contact HMH *Reading Counts*

We want to support your implementation in every way possible. If you ever need to contact us, please refer to this list:

- **Reading Counts! Customer Service and Sales**: 1-877-234-7323

- **Reading Counts! Product Support sites**: To access the latest product information (including monthly quiz lists) and software updates, and to download user technical manuals, visit our Product Support site, [hmhco.com/rc/productsupport](http://hmhco.com/rc/productsupport).

- **Technical Support**: If you run into technical difficulties, our Technical Support team is available to you at 1-800-283-5974. Technical support is available to users with an active Product Support and Maintenance Plan. Access to HMH Technical Support is part of any HMH-hosted implementation.

- **Quiz Lists**: A list of monthly quizzes is available on the Product Support site along with other documentation at [hmhco.com/rc/productsupport](http://hmhco.com/rc/productsupport).

- **Book Expert**: Students can search for books on the Book Expert website. This site can be accessed from any web-enabled computer and contains search features that allow students to locate age-appropriate leveled books.

- **Reading Counts! Community Site**: Visit [hmhco.com/readingcounts](http://hmhco.com/readingcounts) for free resources, new ideas, quiz downloads, and a quiz request form.
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Additional Resources
Strengthen and bring focus to your school's independent reading program with resources for:

- Teachers
- Library Media Specialists
- Administrators