



Senior Reading Advisor

2020-2021

Manual

Table of Contents

ACKNOWLEDGEMENTS	3
PROGRAM of WORK	4 - 9
Purpose, Mission, Vision	5
District Expectations	5
SRA Non-Negotiables	6
Course Names	6
Professional Development	7
Summer Work (<i>Frequently Asked Questions</i>)	8-9
STUDENTS	10
Student Selection, Scheduling, Class Size	11
Transfer Students	12
Parent Engagement	12
RHE Quick Reference Guide	13
INSTRUCTION	14
Pacing	15-16
Quick Look at Lessons	17-18
Sample 55-Minute Block	19
Sample 90-Minute Block	20
Sample Schedules	21
RHE Implementation Checklist	22-23

RHE Resources	24-28
REPORTS	29
Student Reports	30
Group Reports	31-37
Course Progression Report	32
Skills Gained Report	32
Group Skills Report	33
Chapter Test Report	34
Time Report	35
Diagnostic Report	36
Time Range Report	37
Individual Student Reports	37-44
Student Skills Report	42
Library Report	42-43
Vocabulary Report	44
APPENDIX	45
RHE Teaching Reflection form	46-47
FAQs for RH Elevate Instruction	48-57
Curriculum & Instruction RTI ²	58-59
TEM Crosswalk	60-77

Acknowledgements

The Early Literacy Department has worked diligently to ensure that all students in Shelby County Schools engage in the foundational skills essential to reading. This manual was developed to provide guidance as well as a quick reference to the work of the Senior Reading Advisors.

Thank you to the following Senior Reading Advisors who provided their professional expertise in writing this manual: Ashley Grandberry, Tonya Bowles, Jasmine Rayner, Patricia McNair-Lee, Laura Monroe, Dametrious Hawkins, Jaclyn Boyd, Traci Steward, Coronica Hall, Shatamara Davis, Christy Zelinski, Tishsha Hopson, Meah King, Veronica White, Loren Smith, Tamatha Smith, Yolandia Hodge, and Melonee Griggs.

Many thanks to Dr. LaShanda Simmons Fason for leading and supporting this body of work. Thank you as well to Gwendolyn Ingram and Shirley McMorris for organizing and assisting in this process.

PROGRAM OF WORK

Program of Work

Purpose

The purpose of a Senior Reading Advisor is to close the literacy gap in select Shelby County Schools through intense intervention for 6th and 9th graders through foundational skills.

Mission

The mission of a Senior Reading Advisor is to deliver effective literacy instruction while promoting a safe, inclusive environment where students can confidently build their reading competency.

Vision

The vision of a Senior Reading Advisor is to prepare students in foundational skills, comprehensive of phonics, phonemic awareness, fluency, vocabulary, and language.

The Senior Reading Advisor will develop and implement Reading, Language Arts, and English lessons to meet the needs of identified students through the Reading Horizons curriculum.

District Expectations

Role of the SRA

The role of a Senior Reading Advisor (SRA) is to deliver daily high-quality, direct instruction to select middle and high school students who demonstrate severe deficits in literacy. The core curriculum implemented to provide this instruction is Reading Horizons Elevate (RHE). The focus grades are 6th and 9th.

Duties

Each SRA's duty is to teach each student daily through the guidance of the Reading Horizon Elevate (RHE) instructional manual while providing consistent, yet effective foundational skills in a non-bias way.

Responsibilities

Implement the Reading Horizon Elevate Instructional Model with each class period of students in separate groups or whole groups:

1. Review – whole class
2. Explicit teacher-directed instruction – whole class
3. Guided Practice (dictation)
4. Connect to Text
5. Independent work in stations (transfer cards, software, work with words, etc.)
6. Lesson closeout – whole class (SCS additional component)

SRA Non-Negotiables

SRA should:

- teach the RHE curriculum
- teach the lessons in sequence
- adhere to the RHE instructional model
 - I. Review
 - II. Teacher-Directed Instruction
 - III. Dictation: Guided Practice & Connect to Text
 - IV. Independent Work / Transfer Cards
 - V. Close the lesson

Tailor instruction to meet the needs of students.

See Sample *Instructional Guidance for Reading Horizons Elevate* on pages 19-20.

SRA Course Names

During the 2019-2020 SY, universal course names and course codes were created for the **SRA-instructed courses** for middle and high schools. Schools must use the appropriate code below when scheduling students for SRA-instructed classes.

Similar to RTI2 courses, high school SRA-instructed courses represent *Academic Intervention*. Therefore, specific course codes were needed in order to distinguish between the two interventions. The middle school SRA-instructed courses represent *Multi-age Exploratory* courses, for which specific codes were also created.

Below is the list of the codes/names for the SRA-instructed courses in middle and high schools. *The courses have been added to your school's 2020-2021 database.*

Middle School		
Course code	Course name	# credit hours
G25X39_RT49	Foundations of Literacy IIA (6-8)	0 credit hours
G25X39_RT50	Foundations of Literacy IIB (6-8)	0 credit hours
G25X39_RT51	Foundations of Literacy IIIA (6-8)	0 credit hours
G25X39_RT52	Foundations of Literacy IIIB (6-8)	0 credit hours
G25X39_RT47	Foundations of Literacy II (6-8)	0 credit hours
G25X39_RT48	Foundations of Literacy III (6-8)	0 credit hours
*NOTES: II – indicates a class of Tier II students III – indicates a class of Tier III students		

A – indicates a first semester course B – indicates a second semester course

High School		
Course code	Course name	# credit hours
G01H24_RT02	Foundations of Literacy IIA (9-12)	.5 credit hour
G01H24_RT03	Foundations of Literacy IIB (9-12)	.5 credit hour
G01H19_RT02	Foundations of Literacy IIIA (9-12)	.5 credit hour
G01H19_RT03	Foundations of Literacy IIIB (9-12)	.5 credit hour
*NOTES: II – indicates a class of Tier II students III – indicates a class of Tier III students A – indicates a first semester course B – indicates a second semester course		

Professional Development

SRAs are expected to actively participate in a variety of formal, informal, ongoing, and job-embedded *professional learning* opportunities to help improve their professional knowledge, competence, skills, and overall effectiveness. This includes training/learning experiences assigned by the Principal, Early Literacy Department, SRA Support Advisors, or the Chief Academic Officer. Additionally, SRAs have the autonomy to complete any relevant professional development that becomes available in the SCS online catalog located on PLZ. Canvas courses will also be available for the specific paths that SRAs will be assigned. SRAs must earn the required number of PD hours assigned for the school year for all teachers.

Suggested professional development opportunities may relate to the following topics:

1. Foundations of Literacy
2. English course work
3. Literacy Intervention
4. Individual SRA's instructional areas of refinement
5. Data Analysis

Summer Work Frequently Asked Questions (FAQs)

Where will I report every day?

SRAs are expected to report to their assigned schools daily, unless attending an event or professional learning experience at another location or as instructed by the CAO of the Office of Academics. SRAs must confer with their Principal regarding reporting times due to possible events and summer work in schools.

To whom do SRAs report summer absences?

SRAs must report summer absences to the Principal, Early Literacy Senior Manager (Dr. LaShanda Simmons-Fason) and SRA Support Advisor (Traci Steward).

What is expected of SRAs during the summer months other than attendance at the Leadership Conglomeration and district events?

SRAs are expected to spend extensive time becoming knowledgeable about the Reading Horizons platform during the summer. SRAs can visit the Reading Horizons' workshop by logging into www.readinghorizons.com/workshop.

Are SRAs permitted to attend professional development events not funded by the Early Literacy Department (i.e., school-funded)?

All SRAs are encouraged to attend any professional learning opportunity that relates to any of the following:

- *School Leadership*
- *Instructional Leadership Teams*
- *School-wide Literacy*
- *Data Analysis*

Should SRAs be assigned suggested reading material about secondary literacy for professional development purposes?

There are many sources for articles which could be recommended by any of the following: Chief Academic Officer, Early Literacy Advisors, SRA Support Advisor, SRA, or School Admin. The SRA will be expected to submit the article for vetting.

What should be the focus of SRAs during the summer?

During the summer months, SRAs can/should engage in a menagerie of tasks, such as, but not limited to the following:

- (1) analyze student data for onboarding,*
- (2) plan lessons and prepare materials for small group rotation tasks,*
- (3) review the RHE PD Modules on Accelerate,*
- (4) build knowledge of basic early literacy instruction and strategies via independent study and research,*
- (5) review the Early Literacy Foundational Skills Module series to strengthen content knowledge in foundational skills,*
- (6) attend PD aligned to the science of teaching reading/secondary literacy,*
- (7) collaborate with SRA colleagues to develop engaging PowerPoints aligned to the targeted skills in each
RHE lesson,*
- (8) assemble with colleagues to demonstrate/model lessons that were the most challenging for students or
SRA colleagues,*
- (9) engage in group studies of professional literature or articles on early and secondary literacy,*
- (10) develop literacy manipulatives and consumables aligned to the RHE lessons*
- (11) submit a proposal and prepare to facilitate a session at the SRA Summer Summit (June 18-19, 2019), etc.*

STUDENTS

Student Selection Process

The students targeted for an SRA-instructed class are as follows:

- 6th or 9th grade students who demonstrate severe deficits in literacy.
- Students from other grades may be included, as determined by data, school population, etc.
- Based on multiple sources of data from previous school year (e.g., Illuminate FastBridge Data, TN Ready Data, Fluency Assessments, etc.)
- Regular/Gen Ed Students (ELL may be included)

Students should be selected with the guidance and collaboration of the SRA, school administration team, RTI lead, data team, and/or appropriate stakeholders.

****Special Education students should not be placed in SRA-instructed classes.***

SRA Student Enrollment

To maintain the SRA support position and in order to meet the district expectations for student achievement and growth, SRA rosters should be finalized with-in 1st nine weeks.

SRA Scheduling

- The Reading Horizons Elevate curriculum should be taught daily or a minimum of 3 instructional days per week.
- The **majority** of an SRA's day should consist of scheduled classes for RH instruction.
- SRAs should schedule "push-ins" to ELA core courses and/or teach an RTI² intervention course during class periods when the Reading Horizons Elevate curriculum is not being taught.

****Collegial literacy support can be provided as schedule permits.***

Class Size

Class-size reduction can be an effective educational strategy for improving student outcomes. SRAs maintain smaller class sizes in order to better address the diverse, individual needs of Tier II and Tier III students, which leads to increased student learning.

- The caseload for each school should be no less than 40-50 students, or 30% of the students in grade 6 or grade 9 who struggle with reading.
- An ideal class size would be 10 to 15 students, 20 students being the maximum
- Class size is predicated on each school's demographic/population

Transfer Students

While some school districts maintain a stable student population, many schools in SCS are challenged with a transient student population. Students transferring mid-semester or even midyear is especially challenging for SRAs due to the sequential and spiraling nature of the curriculum and the level of instructional planning required to address individual student needs.

- Ideally, new students **should not** be transferred into RH classes after the 1st nine weeks.
- If a new student is added after the 1st nine weeks, it is recommended that they were enrolled in an existing RH program at the previous school.
- In cases where transfer from one RH program to another is not feasible, the SRA will design instruction to merge student into the current program (i.e. small group/individual support)

*Note: RH technical support (Matt Hart)/Literacy Advisor (Traci Steward) should be contacted upon a student transfer, within the aforementioned time frame, to electronically transfer that student's former information to the new school.

Parent Engagement

Parent engagement in education has been shown to have positive effects on students' academic and social/emotional success. SRAs are expected to pursue meaningful alliances with families and communities to improve the academic trajectory of their students.

- SRAs should send an initial letter to parents welcoming them and provide a brief overview of the program and the level of instructional support their students will receive.
- SRAs will send home a Progress Report for each student at the end of each chapter.
- Suggestion: Teach parents Chapter 1 (the accelerated version).
- Suggestion: At the first Parent Teacher Conference night, SRAs will invite parents out to share information and model a mini-lesson with them on ways that they can assist student learning at home.

*(Example) Encourage willing parents to sign a commitment letter to complete Chapter 1 of the RH program within an allotted time frame. Later, invite them to a "Parent Night" to share out their learning experiences with other parents to create a community of support for the program. Offer certificates of appreciation. (A separate group can easily be created as a class in the program.)

Quick Reference Guide

RH Accelerate <ul style="list-style-type: none">• https://www.rhaccelerate.com/
Implementation Guide <ul style="list-style-type: none">• https://www.readinghorizons.com/Media/Default/Documents/Resources/RHE%20v8%20Elevate%20Implementation%20Guide%20070918.pdf
YouTube Videos <ul style="list-style-type: none">• https://www.youtube.com/user/ReadingHorizons/videos
Student Workbook <ul style="list-style-type: none">• Student Practice Pages
Engagement <ul style="list-style-type: none">• Increase Student Engagement

INSTRUCTION

Pacing of Instruction

Students should receive instruction **daily**, for a **minimum** of 55 minutes, for a **traditional** schedule. When operating on a **block schedule**, students should receive instruction **daily** or a **minimum** of 3 days per week.

Reading Horizons Elevate Lesson Pacing

Most Reading Horizons Elevate (RHE) lessons are designed to be completed within one typical class period, approximately 50 minutes; however, lessons that are complex or lengthy may be split into two or more class periods.

Lesson Mastery

When students are unable to master the lesson objective, the SRA will reteach the lesson on the following day using modified strategies. Lesson mastery is determined by student performance on dictation, transfer activities, and Reading Horizons Elevate online lesson assessments. Teachers are not permitted to move forward in the Reading Horizons Elevate curriculum until 85% of the students have mastered the lesson. For this reason, each of the SRA's classes may not be on the same lesson at any given point during the year. However, the pacing guide should be used as a tool to measure effectiveness of teacher's pacing and any adjustments that may need to be made to achieve progress towards program completion.

Push-in/Co-teaching Option

In the absence of scheduled classes, the SRA should push-in to core ELA classes and support the same students alongside the core classroom teacher. The push-in would resemble an inclusion teacher who supports targeted students. The support would focus on the grade-level standards and the differentiation the students need to acquire mastery. (The SRA must be familiar with the daily lesson plan of the ELA teacher prior to co-teaching.) An exemplary way to accomplish this task would be to design your schedule similar to the design of a SPED teacher's schedule. First, identify the students, and then build a schedule based on the students' schedule.

Role of the SRA in support of RTI²

In collaboration, the Early Literacy Department and the Curriculum & Instruction Department, RTI² Team has determined that Senior Reading Advisors **should not** serve as RTI² Leads. The primary role of an SRA is to teach students daily through the RHE platform/program. However, in an effort to support school-based literacy intervention in your building, advisors may be scheduled to teach a RTI² intervention course if he/she has met class size expectations for Reading Horizon Elevate (RHE). In such cases, appropriate course codes for RTI² courses should be used.

Reading Horizons Elevate: School Year at a Glance

The RHE curriculum contains a total of six chapters with 95 lessons. SRAs must teach each lesson in order as printed in the teacher manuals, with an option to omit Chapter 1 (single letter groups) only if the SRA determines the students are already familiar with the material.

**Note: It should not be assumed that ALL students have mastered letter recognition and ALL letter sounds.*

The SRA will still need to review each letter sound and make an informed decision, based on the chapter 1 assessment or other means, to ensure that students have MASTERED each single letter group/sound. The material from Chapter 1 that CANNOT be omitted is the teaching of “the slide”, building words, non-sense words, and spelling with c and k). SRAs should begin administering the diagnostic assessment and library assessment by the third week of the school year, if possible. It is recommended for teachers to complete 2-4 lessons per week. Completion of a lesson includes delivery of the four components of the RHE lesson (review, direct instruction, dictation, and transfer/connect to text) and mastery of the online RHE lesson.

A Quick Look at Lessons Under Each Chapter

(Chapters 1 – 3)

Scope and Sequence		
CHAPTER 1	CHAPTER 2	CHAPTER 3
Voiced and Voiceless •	L-Blends •	Short and Long Vowels •
Letter Group 1 •	Double S, F, and Z •	Phonetic Skill 1 •
Building Words •	Special Vowel Combinations •	Phonetic Skill 2 •
Nonsense Words •	MCW List 5 •	Vowel Families O and I •
Letter Group 2 •	R-Blends •	Parts of Speech •
MCW List 1 •	Plurals •	Adding Suffixes to Phonetic Skills 1 and 2 •
Sentences and Intonation •	Possessives •	Three Sounds of -ED •
Letter Group 3 •	S-Blends •	MCW List 7 •
Commas •	Two Extra Blends •	Phonetic Skill 3 •
MCW List 2 •	MCW List 6 •	Phonetic Skill 4 •
Letter Group 4 •	Chapter 2 Test •	Another Sound for C and G •
Letter Group 5 •		Adding Suffixes to Phonetic Skills 3 and 4 •
MCW List 3 •		Sounds of GH, IGH, and IGHT •
Spelling with C and K •		Phonetic Skill 5 and Adjacent Vowels •
Direct and Indirect Quotations •		Adding Suffixes to Phonetic Skill 5 •
MCW List 4 •		MCW List 8 •
Alphabetical Order •		Chapter 3 Test •
Articles •		
Chapter 1 Test •		

Lesson Key

- = Skill Lesson
- * = Most Common Words Lesson
- = Reference Lesson

For more detailed information about the Scope and Sequence, visit www.readinghorizons.com.

Scope and Sequence

CHAPTER 4

Contractions	*
The Many Jobs of Y	•
Decoding Skill 1	•
Syllable Stress and the Schwa	•
Last Job of Y	•
Decoding Skill 2	•
Prefixes	•
-LE at the End of a Word	•
Decoding Words of Any Length	•
Compound Words	•
MCW List 9	•
Chapter 4 Test	•

CHAPTER 5

Murmur Diphthong AR	•
Murmur Diphthong OR	•
Murmur Diphthongs ER, UR, and IR	•
Exceptions to Murmur Diphthongs	•
MCW List 10	•
Digraphs CH, SH, WH, TH, and TH	•
More Digraphs PH, GN, KN, CK, WR	•
Digraph Blends	•
Digraph Words with Plural Endings	•
MCW List 11	•
Special Vowel Sounds AU/AW, OU/OW, OI/OY	•
Special Vowel Sounds OO (as in look) and OO (as in zoo)	•
More Special Vowel Sound Skills	•
MCW List 12	•
Other Suffixes	•
Adding Suffixes to Words Ending in Y	•
Practicing Multi-Syllabic Words	•
Chapter 5 Test	•

CHAPTER 6

Decoding Exceptions	•
Double Consonants and -KE, -CK, -K, -C	•
MCW List 13	•
Letter Combinations That Split	•
Spelling with -SS, -CE, or -SE	•
The Sounds of EU and EW	•
Vowels That Reverse	•
Other Sounds of EA and IE	•
Synonyms, Antonyms, and More	•
Chapter 6 Test	•

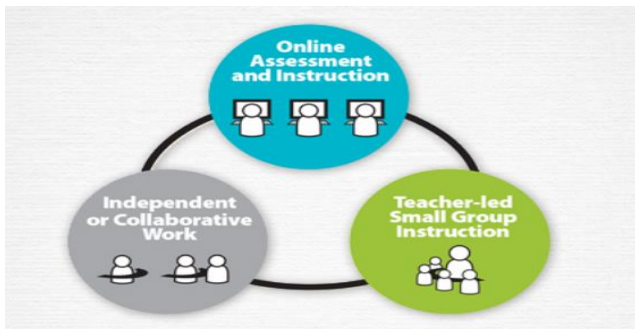
For more detailed information about the Scope and Sequence, visit www.readinghorizons.com.

Lesson Key

- = Skill Lesson
- = Most Common Words Lesson
- * = Reference Lesson

Instructional Guidance for Reading Horizons Elevate

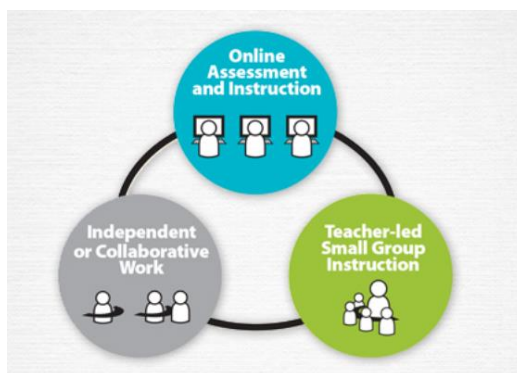
SAMPLE 55-minute block

Whole Group					Minutes
Review					<5
Modeling – Direct instruction					10
Guided Practice – Dictation					10
Station Rotations	Small Group				
	Group A	Teacher-led	¹ Transfer Cards ² Student Workbook ³ Word Study	Elevate	30
	Group B	Elevate	Teacher-led	¹ Transfer Cards ² Student Workbook ³ Word Study	
	Group C	¹ Transfer Cards ² Student Workbook ³ Word Study	Elevate	Teacher-led	
	<i>*Stations are rotated in 15-minute intervals.</i> <i>*Groups rotate 1-2 times per day.</i> <i>*Teacher meets with at least 2 small groups per day for 15 minutes each.</i>				
Whole Group	Lesson Closure/Wrap up				<5
Total Minutes:					55
					

SAMPLE 90-minute block (blocked schedule)

Whole Group	Minutes
Review	<5
Modeling – Direct instruction	25
Guided Practice – Dictation	15

Station Rotations	Small Group				40
	Group A	Teacher-led	¹ Transfer Cards ² Student Workbook ³ Word Study	Elevate Software	
	Group B	Elevate Software	Teacher-led	¹ Transfer Cards ² Student Workbook ³ Word Study	
	Group C	¹ Transfer Cards ² Student Workbook ³ Word Study	Elevate Software	Teacher-led	
	<i>*Stations are rotated in 15-20-minute intervals.</i> <i>*Groups may rotate 2-3 times per day.</i> <i>*Teacher meets with 2-3 groups per day.</i>				
Whole Group	Lesson Closure/Wrap up				<5
Total Minutes:					90



SAMPLE Schedules

Sample Traditional Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:15	RTI2 Support	RTI2 Support	RTI2 Support	RTI2 Support	RTI2 Support
8:20-9:10	RHE 6-01	RHE 6-01	RHE 6-01	RHE 6-01	RHE 6-01
9:15-10:05	RHE 6-02	RHE 6-02	RHE 6-02	RHE 6-02	RHE 6-01
10:10-11:00	Planning	Planning	Planning	Planning	Planning
11:05-11:35	Lunch	Lunch	Lunch	Lunch	Lunch
11:40-12:25	RHE 6-04	RHE 6-04	RHE 6-04	RHE 6-04	RHE 6-01
12:30-1:20	RHE 6-05	RHE 6-05	RHE 6-05	RHE 6-05	RHE 6-01
1:25-2:10	Push In 6-02	Push In 6-04	Push In 6-02	Push In 6-04	Push In 6-04

Sample Block Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1 st period: 7:15-8:47	RHE Section 1	RHE Section 2	RHE Section 1	RHE Section 2	RHE Section 1
2nd period: 7:15-8:47					RHE Section 2
3rd Period: 8:52-10:24	RHE Section 3	RHE Section 4	RHE Section 3	RHE Section 4	RHE Section 3
4th Period: 8:52-10:24					RHE Section 4
5th Period: 10:29-12:40	Planning	Planning	Planning	Planning	Planning
6th Period: 10:29-12:40	Lunch: 11:00	Lunch: 11:00	Lunch: 11:00	Lunch: 11:00	Lunch
7th Period: 12:45-2:15	RHE Section 5	Intervention	RHE Section 5	Intervention	RHE Section 5
8th Period: 12:45-2:15					Intervention

Reading Horizon Elevate

Implementation Checklist

SRA:	School:	Date/Time:	Advisor:
Lesson Observed:			# of students
Review			
<input type="checkbox"/> Implemented review component precisely as stated in the manual and/or reviewed previous skills needed for mastery of current skill(s) being taught. <input type="checkbox"/> Review component is not indicated in the manual			
<i>*Note- Review is a daily expectation/best practice</i>			
Direct Instruction (Teacher Modeling)			
<input type="checkbox"/> Direct Instruction was <i>Explicit</i> (clear), <i>Systematic</i> (step by step), and <i>Sequential</i> (in order). <input type="checkbox"/> Modeled the expectations clearly & accurately . <input type="checkbox"/> Demonstrated the rules & marking system as indicated by the program .			
Comments:			
Dictation (Guided Practice)			
<input type="checkbox"/> Provided a definition and/or used the targeted word(s) in a sentence. <input type="checkbox"/> Maintained the tense of dictated word when used in a sentence. <input type="checkbox"/> Allowed students to stand up, at white boards, for dictation. If they cannot handle getting up (if not permitted, due to foreseen behavioral or other problems, dictation while seated is permitted) allow them to sit down and dictate from their desks. <input type="checkbox"/> If student dictation is completed at desks, the teacher circulates around the room to monitor the learning process. <input type="checkbox"/> Engaged students in the catch/grab motion or other gestures. (recommended, but optional) <input type="checkbox"/> Ensured the students repeat the dictation. (twice) <input type="checkbox"/> Used a process of questioning to guide student learning and/or to expose gaps. <input type="checkbox"/> Provided immediate, corrective feedback to students, during the dictation process. <input type="checkbox"/> Provided an opportunity for students to explain “the why” behind their markings and decoding processes. <input type="checkbox"/> Used nonsense words to ensure understanding and mastery of skills, when feasible. <input type="checkbox"/> Engaged students in the eraser game and required students to read aloud the word twice before erasing it. (may not occur every time, but is recommended) <input type="checkbox"/> Used the kinesthetic cues (for vowel sounds) consistently during Dictation. (may be omitted after lesson 33) <ul style="list-style-type: none"> ○ Kinesthetic Cues: <ul style="list-style-type: none"> ▪ short a – hold and bite an apple ▪ short e – touch your ear, wave your hand to show elephant ear ▪ short o – draw a circle around your mouth ▪ short u – raise both hands in the air ▪ short i – scratch your hand as if it itches <input type="checkbox"/> Taught the method using the words given in RH first before bringing in other words.			

<input type="checkbox"/> Followed the appropriate marking steps – Under (blends, vowels, digraphs, etc.), Through (divide into syllables), Over (prove the word).
<i>Comments:</i>
Transfer/Apply (Independent Practice) **Not all of these methods will be used every time. However, students should be given ample opportunity to transfer skills and practice.
<input type="checkbox"/> Provided opportunities for students to engage with the RHE software. <input type="checkbox"/> Provided student workbook pages during teacher-led small groups or in a workstation. <input type="checkbox"/> Provided students an opportunity to work with Transfer Cards: Pair up (High student with low student), Do with a buddy, Workstations, Small Group, Exit Card, Whole group (read together). <input type="checkbox"/> Assigned students tasks that they can do 100% independently (e.g., previous lesson). <input type="checkbox"/> Provided support to struggling students. <input type="checkbox"/> Engaged students in individual or small group activities that involve reading, writing, and/or spelling. <input type="checkbox"/> Engaged students in tasks that embed grade-aligned text, content, and strategies (e.g., passages, multi-syllabic words etc.).
<i>Comments:</i>
Other Key Practices
<input type="checkbox"/> Instructional components adhered: Review, Instruction, Dictation, Transfer <input type="checkbox"/> Instructional design adhered: Gradual Release of Responsibility/ I Do, We Do, You Do. <input type="checkbox"/> Lesson was taught in sequence. <input type="checkbox"/> Nonsense words were used to ensure understanding and mastery. <input type="checkbox"/> Rules were taught as stated on the posters.
<i>Comments:</i>
<i>Praise/Glow</i> <i>Polish/Grow</i>

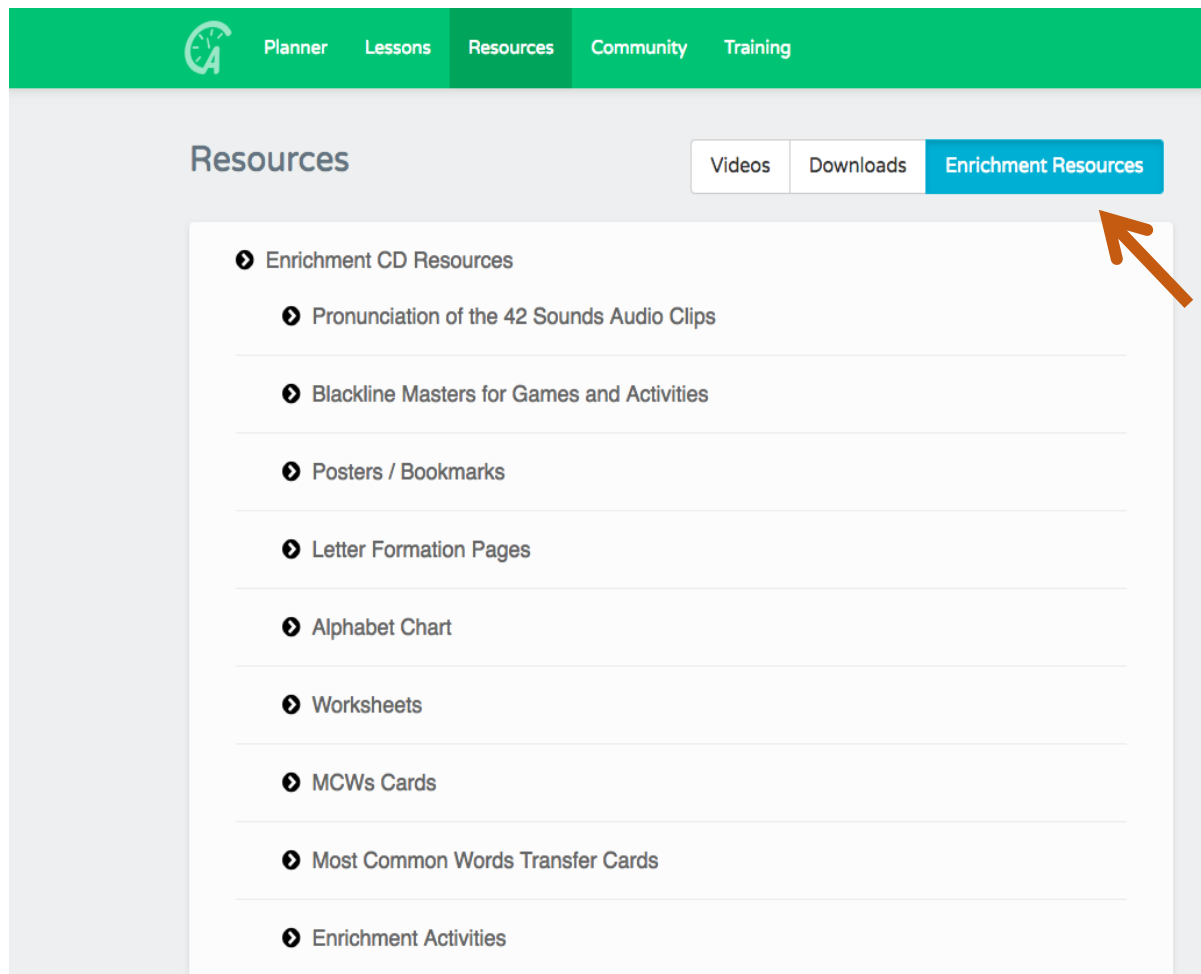
Note**Reading Horizons instruction is provided using multisensory, direct instruction, satisfying each student's unique learning preference. Engagement strategies are tantamount to reaching every student and their learning style.

Resources

The screenshot displays the RH Accelerate website's Resources page. The top navigation bar is green with tabs for Planner, Lessons, Resources (highlighted), Community, and Training. A user profile for Loren Smith is visible in the top right. Below the navigation bar, the page title 'Resources' is shown with an orange arrow pointing to the 'Resources' tab. The main content area features a grid of video thumbnails and titles. The videos include '42 Sounds' (2065 views), 'Accelerate Account Tutorial' (667 views), 'Accelerate Community Tutorial' (223 views), 'Account Administration Overview' (70 views), 'Blends Game' (236 views), and 'Building Schema and Predicting' (71 views). On the right side, there is a search bar and a filters section with checkboxes for Direct Instruction, Games, Getting Started, High-Beginning Ells, Software, Version 5, Version 6, and Version 7. At the bottom right, there is a green box with the text 'Learn from Top Literacy Experts'.

Advisors can visit the website www.rhaccelerate.com and click the Resources tab at the top of the page. Make sure to click the RH Elevate tab in the top right margin.

Then click “Enrichment Resources” and scroll down to “Enrichment Activities”.

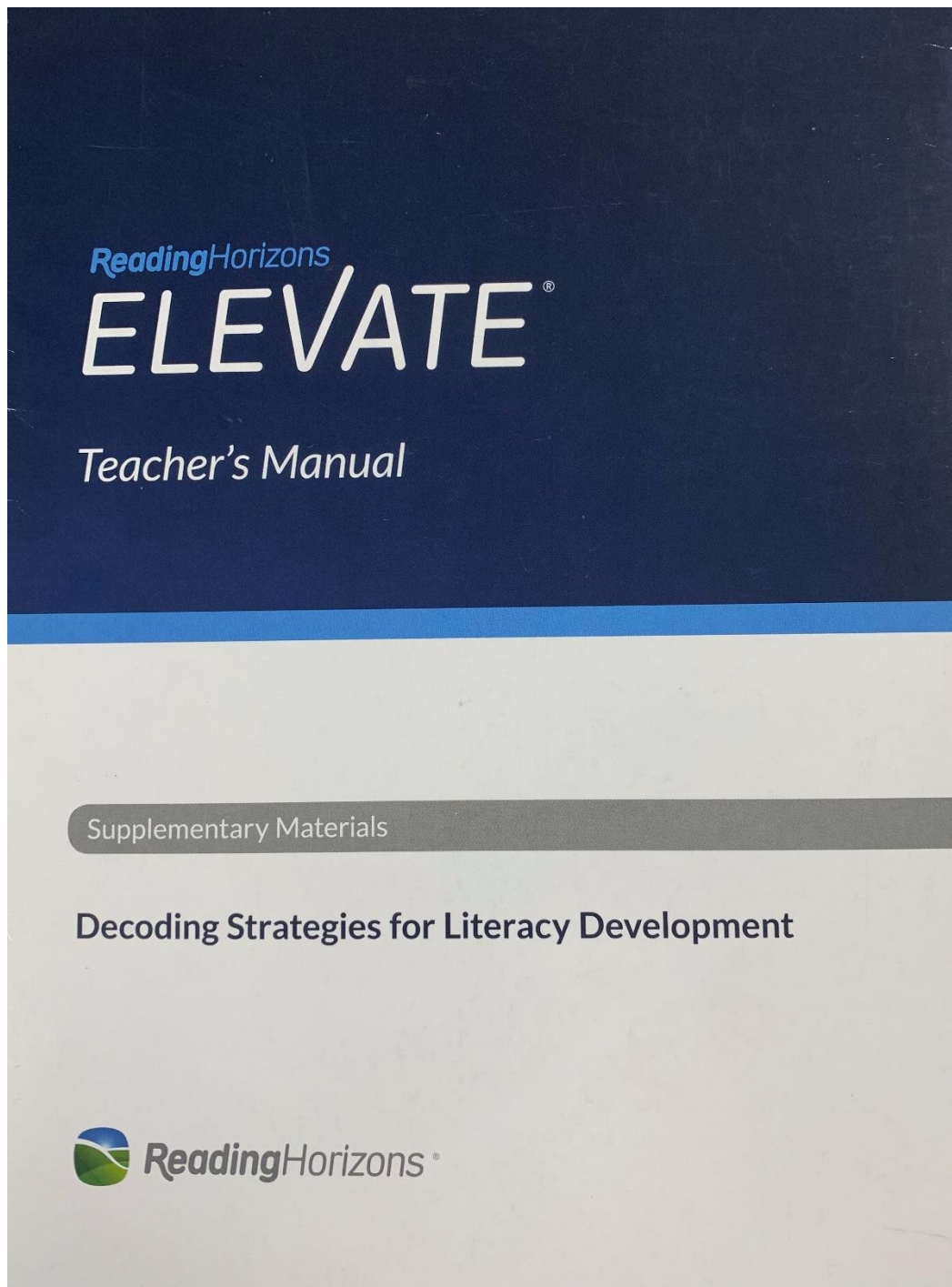


The screenshot shows a web application interface. At the top is a green navigation bar with a logo on the left and five menu items: 'Planner', 'Lessons', 'Resources', 'Community', and 'Training'. The 'Resources' menu item is highlighted. Below the navigation bar is a light gray section titled 'Resources'. On the right side of this section are three tabs: 'Videos', 'Downloads', and 'Enrichment Resources'. The 'Enrichment Resources' tab is selected and highlighted in blue. An orange arrow points from the right side of the page towards the 'Enrichment Resources' tab. Below the tabs is a white box containing a list of resource categories, each preceded by a circular icon with a right-pointing arrow. The categories are: 'Enrichment CD Resources', 'Pronunciation of the 42 Sounds Audio Clips', 'Blackline Masters for Games and Activities', 'Posters / Bookmarks', 'Letter Formation Pages', 'Alphabet Chart', 'Worksheets', 'MCWs Cards', 'Most Common Words Transfer Cards', and 'Enrichment Activities'.


Resources


Videos Downloads **Enrichment Resources**


- Enrichment CD Resources
 - Pronunciation of the 42 Sounds Audio Clips
 - Blackline Masters for Games and Activities
 - Posters / Bookmarks
 - Letter Formation Pages
 - Alphabet Chart
 - Worksheets
 - MCWs Cards
 - Most Common Words Transfer Cards
 - Enrichment Activities





The Reading Horizons program provides a manual entitled *Supplementary Materials*. This manual (pp. 105-123) offers games and activities to engage students. Some examples include games targeted towards phonemic awareness, individual letter names and sounds, consonant/vowel slides, and a plethora of categories that have been identified as helpful for use with students in teaching and reinforcing the skills taught in the Reading Horizons program.


 **ReadingHorizons ELEVATE** | Administration Portal


 **Class Roll** ▶


 Groups


 Administration

 Reports


 Preview Content

 Message Center (45)

 Advanced

 Online Support

Logged in students: 0

 **Class Ro**

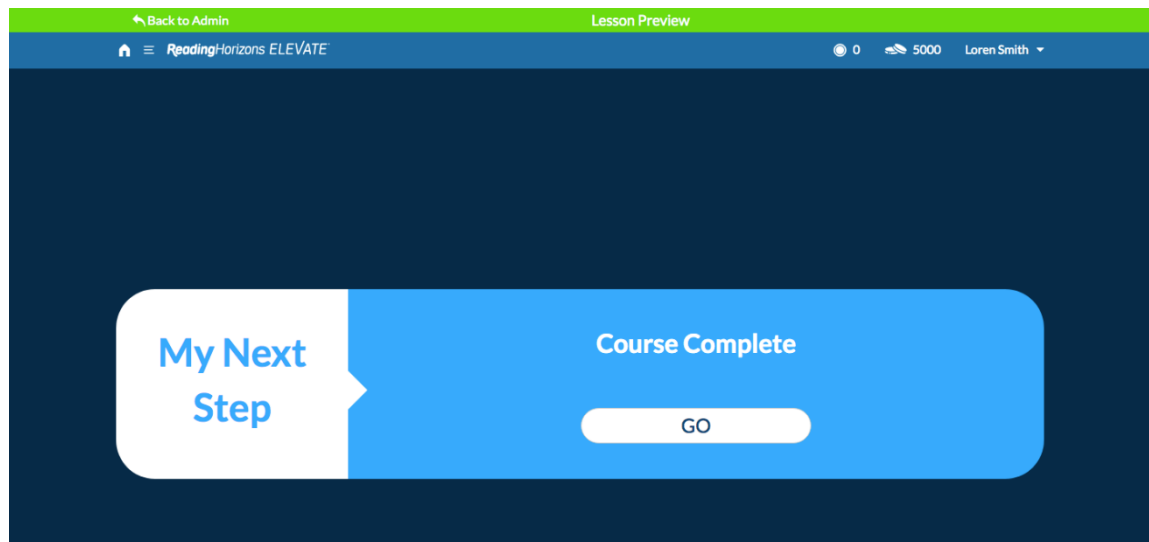
Filter by Group

☐ First Name ▲ La

<input type="checkbox"/>	Adrian	Ta
<input type="checkbox"/>	Alvin	Ci
<input type="checkbox"/>	Amaru	Jc

Another way to engage older students is by using the Preview Content tab in Reading Horizons Elevate. All lessons are unlocked and can be used in whole or small group settings. Using a projector or smart board, students engage in the lesson with the online instructor and take turns working through the activity individually, in pairs or in small groups before showing the work at the computer or screen.

27



Finally, taking a multi-sensory approach to Reading Horizons is effective. In this way, students not only listen and read, but they glean information through tactile and kinesthetic elements. For example, students can tap out sounds with their fingers and thumbs; teachers can use color-coded letter tiles to help students connect sounds to letters; students can use songs and chants; and teachers can provide kinesthetic cues to help students connect sounds to familiar objects. These ideas and many more can be found in *the RH Accelerate Software* and the manual.

Reports

RHE Student Reports

Overview: Reading Horizons Elevate software provides a variety of reports to assist with tracking student progress. Reports cover all areas of assessment, instruction, and practice within the program. Student responses inform the software to change instruction and practice to meet the individual needs of students. This data is recorded within the reports and provides teachers/administrators with valuable information about student experiences and progress.

Report Types: There are two main categories of reports-group reports and individual student reports. These reports can be used to differentiate direct instruction, software instruction, and ensure that students are reaching desired goals.

Access: Reports can be accessed by logging into the Administration Portal via RH Elevate and by clicking on the Reports link in the left sidebar. Using the buttons at the top right side of most reports, users can export the data in a report to a CSV (comma separated values) file for viewing in a spreadsheet program, to Microsoft Excel, or to a PDF (portable document format) file for viewing in Adobe Acrobat Reader.

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

GROUP REPORTS

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

Group Report Types: There several different types of Group Reports a user can access- Class Roll Reports, Course Progression Reports, Skill Gains Report, Group Skills Report, Chapter Test Report, Time Report, Diagnostic Report, and Time Range Report. A brief summary and sample illustration of each report is listed below.

Class Roll Report

This report displays a spreadsheet and is helpful for teachers to get an overall sense of a student's progress and quickly identify any areas of concern to which warrant further investigation. A user can access the Class Roll Report by clicking on the view button in the Class Roll Report field. Data for each student in the group is displayed on a separate row. At the bottom of the list, the average for each column is displayed. The number of displayed students (as well the total number of available students) is displayed below the spreadsheet. The icon next to each student name is clickable and will take the user to the Student Summary Report in the Individual Student Reports section.

	First Name	Last Name	Student Login	Grade	Current Lesson	Coins	Instructor	Enrolled Date	Last Login Date
<input type="checkbox"/>	John	Doe	271713	6	Reading Library Assessment 2	3809	Tishsha Hopson	8/20/18 12:10 PM	4/23/19 1:08 PM
<input type="checkbox"/>	John	Doe	278045	Adult	64 -LE at the End of a Word	6011	Tishsha Hopson	8/20/18 10:37 AM	4/25/19 12:47 PM
<input type="checkbox"/>	John	Doe	279951	Adult	65 Decoding Words of Any Length	5850	Tishsha Hopson	8/22/18 12:47 PM	4/25/19 12:25 PM
<input type="checkbox"/>	John	Doe	277904	Adult	58 The Schwa	5363	Tishsha Hopson	8/22/18 12:01 PM	4/29/19 11:14 AM
<input type="checkbox"/>	John	Doe	288072	Adult	65 Decoding Words of Any Length	3763	Tishsha Hopson	8/20/18 8:13 AM	4/26/19 10:27 AM
<input type="checkbox"/>	John	Doe	405022	6	33 Short and Long Vowels	3625	Tishsha Hopson	8/20/18 11:54 AM	3/7/19 12:19 PM
<input type="checkbox"/>	John	Doe	289138	6	65 Decoding Words of Any Length	6080	Tishsha Hopson	8/20/18 11:50 AM	4/29/19 11:13 AM
<input type="checkbox"/>	John	Doe	291724	6	36 Adding Suffixes to Phonetic Skill 1 and 2	2358	Tishsha Hopson	8/20/18 12:32 PM	4/25/19 1:52 PM
<input type="checkbox"/>	John	Doe	285897	6	65 Decoding Words of Any Length	4445	Tishsha Hopson	8/20/18 8:00 AM	4/26/19 8:51 AM
<input type="checkbox"/>	John	Doe	289301	6	65 Decoding Words of Any Length	3312	Tishsha Hopson	8/22/18 11:40 AM	4/25/19 11:30 AM
<input type="checkbox"/>	Ibra	Young	276009	Adult	65 Decoding Words of Any Length	4004	Tishsha Hopson	8/22/18 11:52 AM	4/26/19 11:23 AM

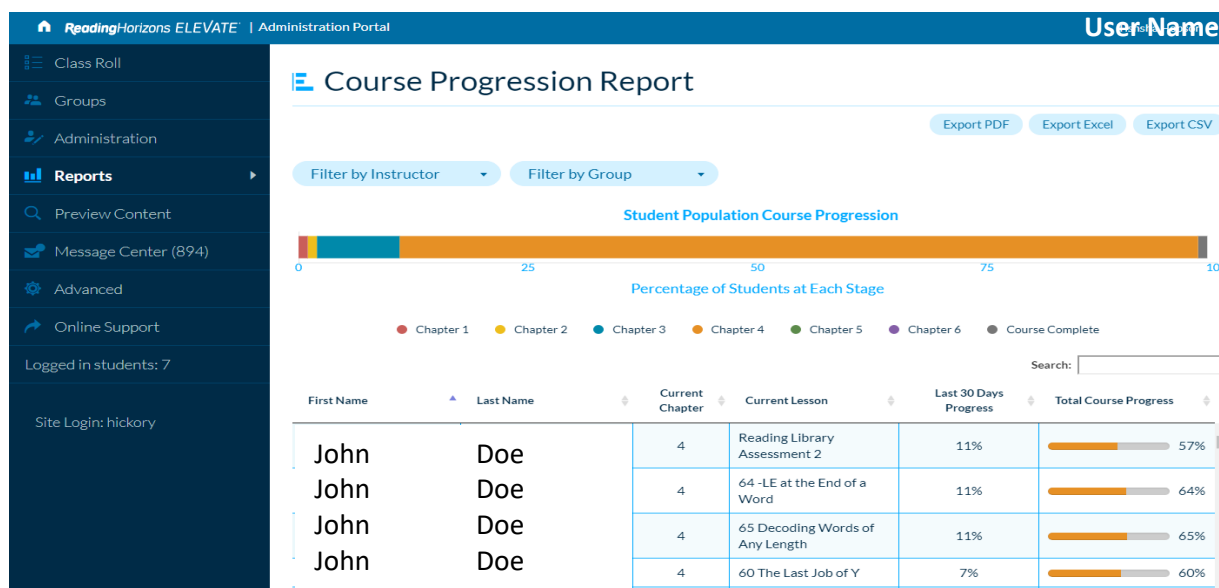
Data columns in the Class Roll Report include the following, (from left to right):

- First Name
- Last Name
- Student Login
- Last Login Date
- Grade
- Current Lesson
- Total Course Progress
- Total Time in Software
- Total Vocabulary-Words (Decoded)
- Average Library Comprehension Score

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

Course Progression Report

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



Skill Gains Report

This report offers a comparison of a student's initial scores in the Reading Horizons skills and the Lexile measure with the student's improvement on those same measures during the course sequence (see the sample graphic illustration of the report below). This report will only show NEW results after each chapter assessment and chapter progress monitoring assessment.

The first set of columns compares the student's Diagnostic and Progress Monitoring scores. The Overall Diagnostic Score column contains the student's comprehensive Diagnostic Assessment percentage score from the start of the course sequence. The Current Diagnostic Score column contains the percentage score for all Diagnostic Assessment items that relate to the skills that the student has learned so far in the course sequence. The Progress Monitoring Score column contains the percentage of all Progress Monitoring Assessment items that the student has completed thus far in the course sequence. Finally, the Diagnostic Gain column displays the difference between a student's Current Diagnostic Score and the Progress

Monitoring Score. The second set of columns compare the student's Lexile measure from three separate administrations of the Library Assessment: prior to beginning the lesson sequence (Lexile 1), midway through the lesson sequence (Lexile 2), and at the conclusion of the lesson sequence (Lexile 3). The Lexile Gain column reports the difference between the student's most recent Library Assessment and the initial Library Assessment.

Skill Gains Report

Export PDF Export Excel Export CSV

Filter by Instructor Filter by Group

Search:

First Name	Last Name	Overall Diagnostic Score	Current Diagnostic Score	Progress Monitoring Score	Diagnostic Gain	Lexile® 1 Measure	Lexile® 2 Measure	Lexile® 3 Measure	Lexile® Gain	Library Level	Library Gain
John Doe		67%	71%	83%	12%	825L	690L		-135L	921L	96L
John Doe		65%	68%	89%	21%	760L	765L		5L	768L	8L
John Doe		80%	86%	95%	9%	825L	845L		20L	909L	84L
John Doe		57%	60%	72%	12%	250L	355L		105L	328L	78L
John Doe		61%	61%	78%	17%	510L	455L		-55L	516L	6L
John Doe		74%	78%	92%	14%	730L	755L		25L	799L	69L
John Doe		73%	74%	89%	15%	675L	590L		-85L	742L	67L
John Doe		57%	61%	82%	21%	50L	775L		725L	702L	652L

Group Skills Report

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

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

Sample 1

Group Skills Report

Export PDF Export Excel Export CSV

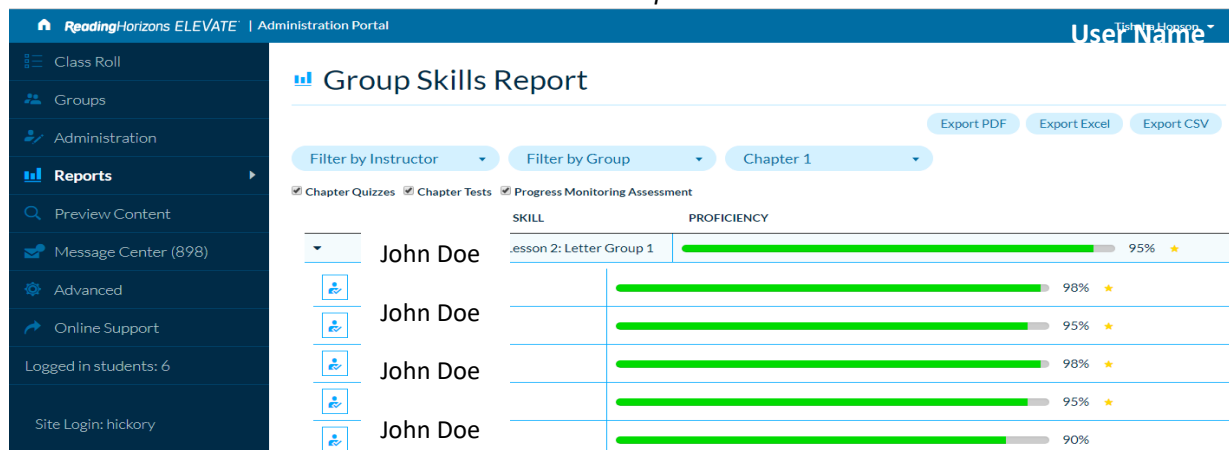
Filter by Instructor Filter by Group Chapter 1

☒ Chapter Quizzes ☒ Chapter Tests ☒ Progress Monitoring Assessment

	SKILL	PROFICIENCY
▶	Lesson 2: Letter Group 1	95% ★
▶	Lesson 3: Building Words	98% ★
▶	Lesson 4: Nonsense Words	95% ★
▶	Lesson 6: Letter Group 2	90%
▶	Lesson 9: Letter Group 3	93%
▶	Lesson 12: Letter Group 4	95% ★
▶	Lesson 14: Letter Group 5	94%
▶	Lesson 15: Spelling with C and K	94%

Information filtered to display Group Skills by Instructor, Group, or Chapter.

Sample 2



Information filtered to display individual results for all students in a group.

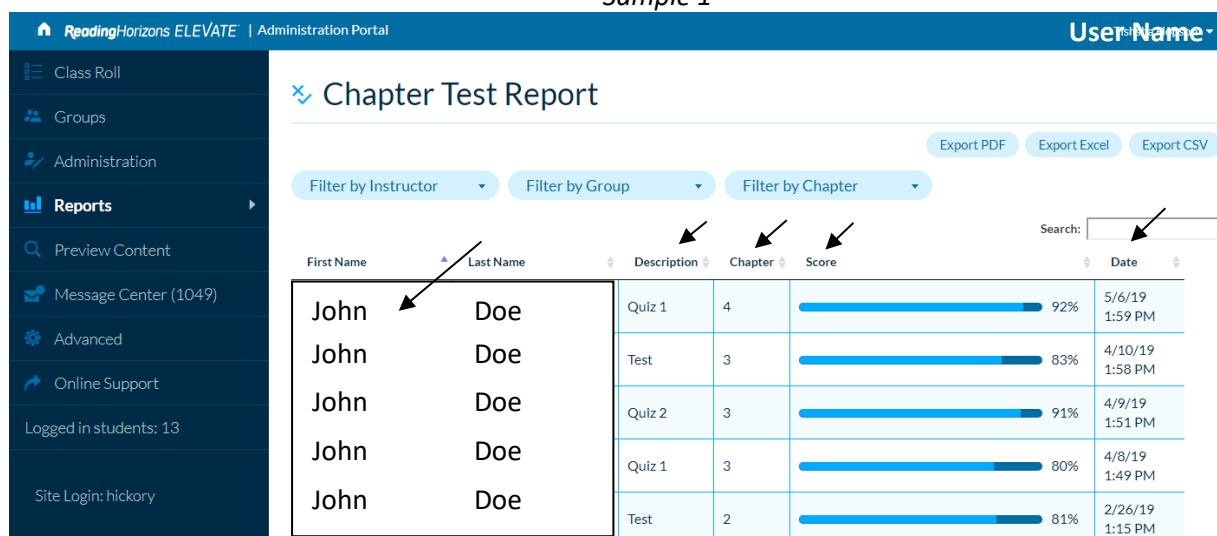
Chapter Test Report

This report allows administrators to view the chapter test scores, along with related information, for all students in a group. The data is presented in a table format with a row for each student. Administrators can sort the data by each of the above categories or filter the data by Instructor, Group, or Chapter (see the sample graphic illustrations below). A search tool can help administrators quickly locate specific data.

Columns include the following:

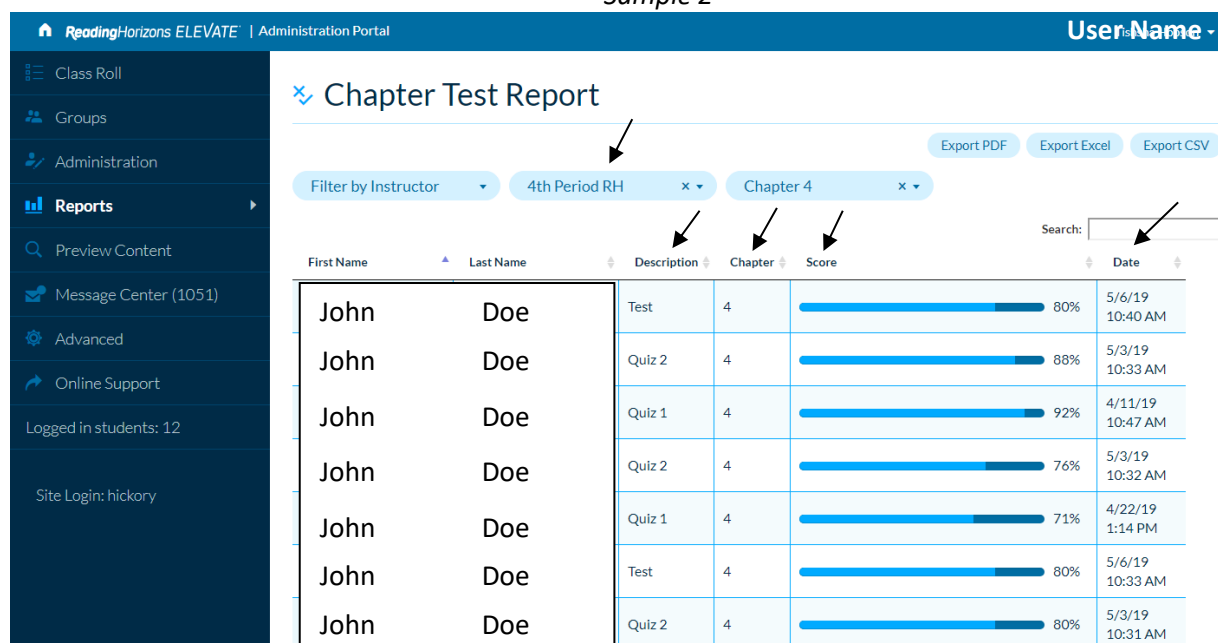
- First Name
- Last Name
- Chapter (test number)
- Score (on Chapter Test)
- Date (that Chapter Test was completed)

Sample 1



Information filtered to display Names, Test Descriptions, Chapters, Scores, and Dates/Times for students in a group.

Sample 2

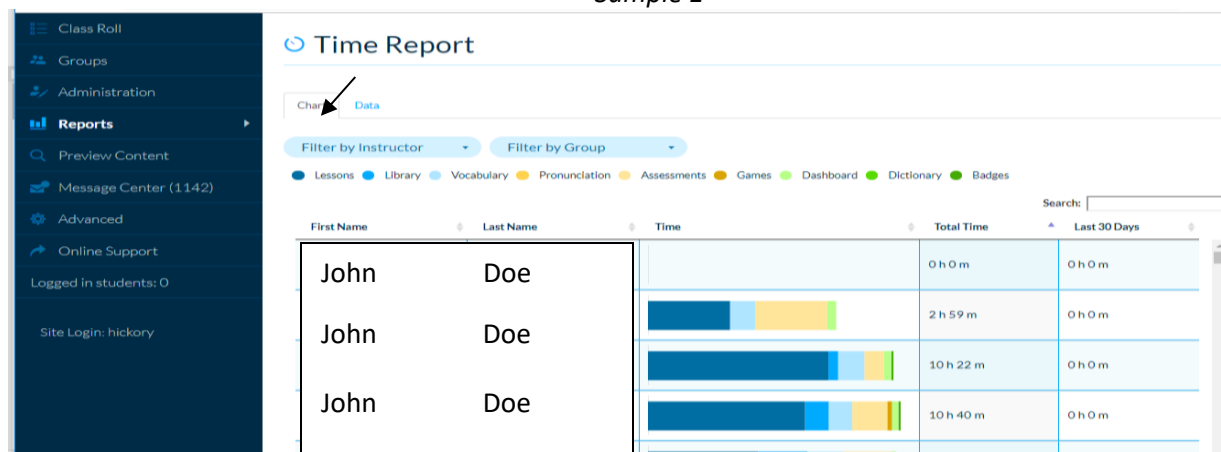


Information filtered to display a specific Class Period, Test Description, Chapter, Score, and Date/Time for students in a group.

Time Report

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

Sample 1



Information filtered to display a data in a chart format for students in a group.

Sample 2

First Name	Last Name	Lesson Time	Library Time	Vocabulary Time	Pronunciation Time	Assessments Time	Games Time	Dashboard Time	Dictionary Time	Badge Time	Total Time	Last 30 Days
John Doe		16h 26m	2h 2m	2h 44m	0h 0m	2h 22m	0h 26m	0h 51m	0h 0m	0h 1m	26h 4m	6h 56m
John Doe		14h 47m	3h 49m	2h 19m	0h 0m	4h 20m	0h 4m	0h 28m	0h 0m	0h 0m	26h 0m	6h 22m
John Doe		12h 0m	1h 26m	2h 46m	0h 0m	2h 24m	0h 0m	0h 26m	0h 0m	0h 0m	20h 15m	5h 58m
John Doe		19h 16m	4h 5m	2h 32m	0h 0m	4h 33m	0h 5m	2h 3m	0h 0m	0h 8m	34h 45m	10h 7m
John Doe		16h 55m	2h 55m	2h 53m	0h 0m	3h 48m	0h 46m	0h 52m	0h 0m	0h 0m	30h 12m	6h 20m
John Doe		6h 59m	3h 7m	2h 14m	0h 0m	3h 4m	0h 0m	0h 18m	0h 0m	0h 0m	15h 44m	0h 0m
John Doe		18h 5m	3h 50m	2h 23m	0h 4m	6h 8m	0h 19m	1h 55m	0h 0m	0h 2m	32h 49m	7h 22m
John Doe		13h 15m	0h 27m	3h 25m	0h 4m	3h 28m	0h 0m	1h 23m	0h 2m	0h 6m	22h 22m	5h 13m
John Doe		12h 42m	4h 1m	2h 22m	0h 1m	3h 28m	0h 26m	1h 28m	0h 0m	0h 1m	24h 32m	5h 5m

Information filtered to display individual results for students in a group.

Diagnostic Report

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

First Name	Last Name	Spelling with C and K	L-Blends	R-Blends	S-Blends	Double S,F,Z	Special Vowel Combinations	Digraphs CH, SH, WH, TH and TH	Phonetic Skill 1	Phonetic Skill 2
John Doe		25	100	50	25	50	100	100	75	100
John Doe		100	100	100	75	25	50	100	100	100
John Doe		100	100	100	75	25	100	100	100	100
John Doe		75	100	75	100	75	100	100	100	100
John Doe		75	75	50	0	50	0	50	75	25
John Doe		75	75	75	75	50	75	50	75	50
John Doe		75	100	50	75	0	100	100	100	100
John Doe		25	100	100	50	100	75	100	100	100

Time Range Report

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


First Name	Last Name	Total Software Time	Achievement Time	Assessment Time	Dashboard Time	Dictionary Time	Game Time	Lesson Time	Library Time
John	Doe	5 h 56 m	0 h 0 m	1 h 6 m	0 h 9 m	0 h 0 m	0 h 6 m	2 h 40 m	1 h 2 m
John	Doe	6 h 22 m	0 h 0 m	2 h 18 m	0 h 7 m	0 h 0 m	0 h 0 m	2 h 24 m	0 h 58 m
John	Doe	4 h 58 m	0 h 0 m	1 h 38 m	0 h 7 m	0 h 0 m	0 h 0 m	2 h 5 m	0 h 21 m
John	Doe	10 h 7 m	0 h 0 m	2 h 42 m	1 h 6 m	0 h 0 m	0 h 0 m	4 h 59 m	0 h 0 m
Andrea	McGee	5 h 30 m	0 h 0 m	1 h 5 m	0 h 17 m	0 h 0 m	0 h 0 m	3 h 9 m	0 h 13 m

INDIVIDUAL STUDENT REPORTS


Individual Student reports enable administrators (teachers) to closely monitor each student's progress. Administrators can view reports for specific students by selecting the individual student's name from the dropdown menu above the list of individual reports or from the filtering menu near the top of each report.

INDIVIDUAL STUDENT REPORTS


Chris Martinez

 Student Summary Report


View

 Student Progress Monitoring Report


View

 Lesson Summary Report


View

 Chapter Test Report


View

 Student Skills Report

View

 Library Report

View

 Vocabulary Report

View

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

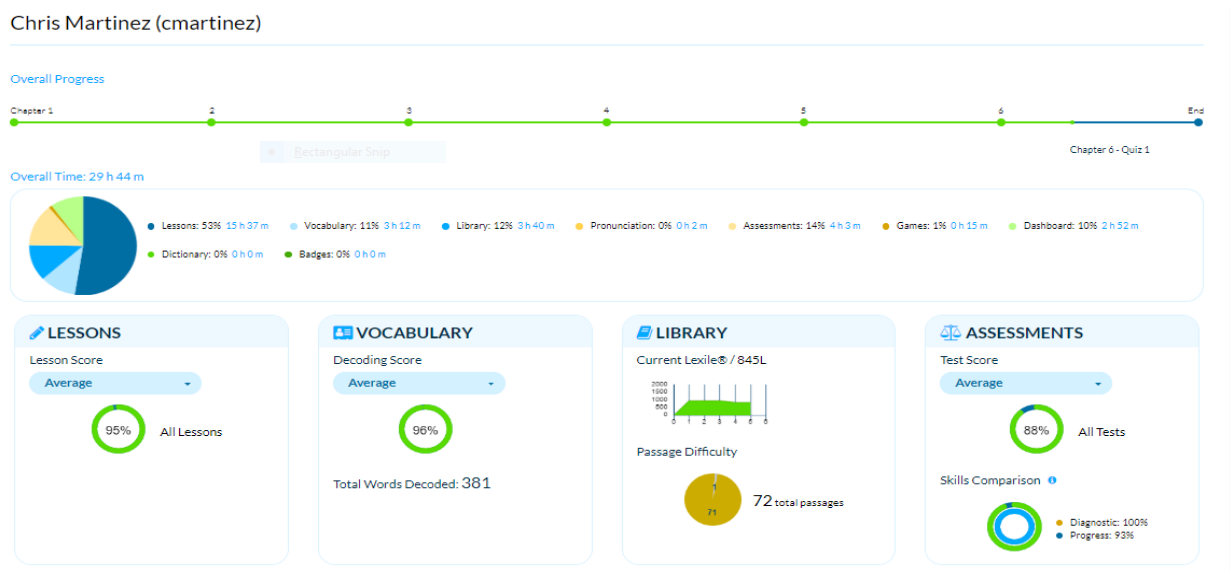
Student Summary Report

This report provides a visual overview of a student's experiences in the software. The first graphic in this report displays the student's current course progression through the lesson chapters. The second graphic uses a pie chart to show the student's time distribution across the major sections of the software: Lessons, Vocabulary, Library, Pronunciation, Assessments, Games, Dashboard, Dictionary, and Badges. Specific times (in hours and minutes) are shown next to each percentage.

The bottom portion of the Student Summary report is divided into four sections: Lessons, Vocabulary, Library, and Assessments. Each of these sections offers data on student performance.

Descriptions of Sections:

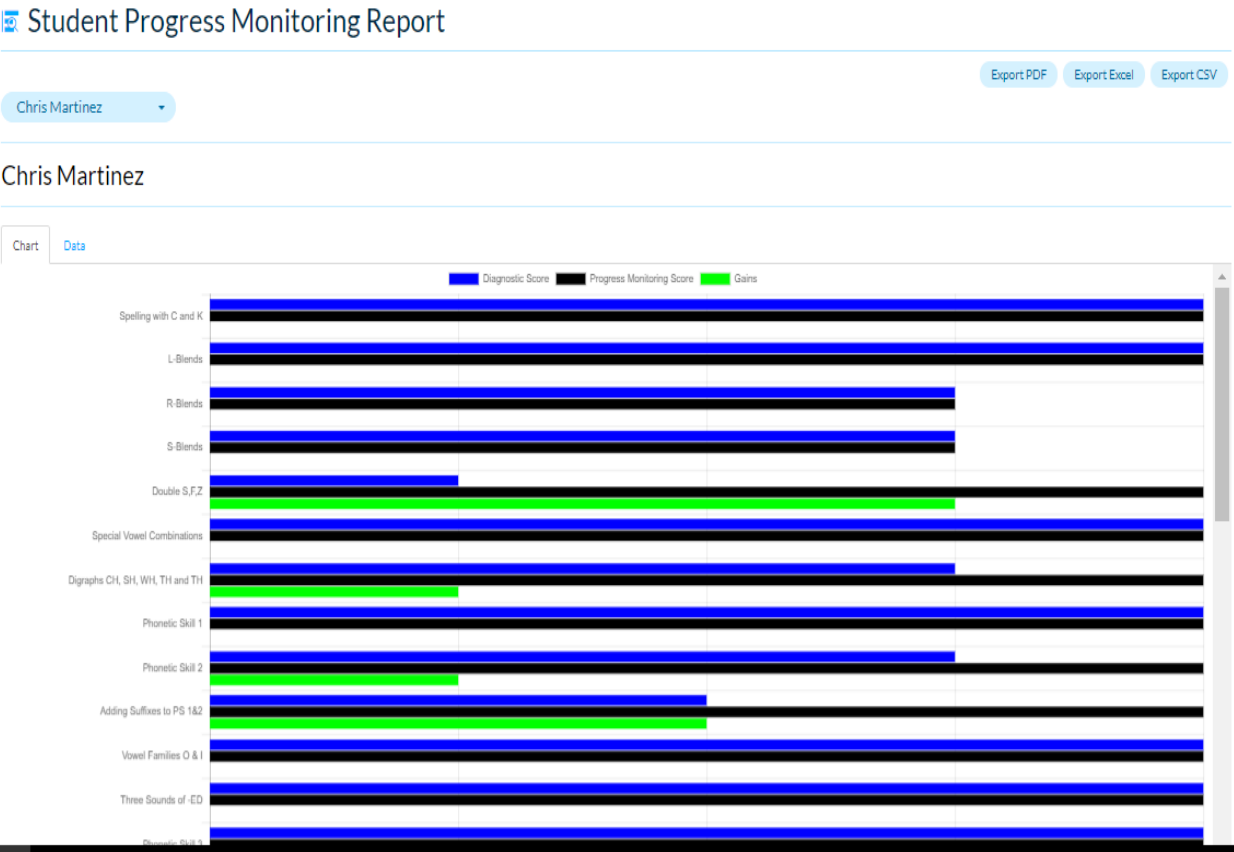
- Lessons- allow the administrator to view a student's score on each lesson or the average score on all lessons.
- Vocabulary- displays the student's decoding score on the practice vocabulary words associated with each relevant lesson.
- Library- offers two graphics. The first graphic maps the Lexile text measure the student can read competently as calculated by the student's performance in reading Library passages and completing the associated comprehension quizzes. The second graphic is a pie chart which shows the difficulty of Library passages that the student read.
- Assessments- display two types of data. The first chart displays the student's average score for all completed Chapter Tests and Chapter Quizzes. The second chart compares the student's average score on all completed Progress Monitoring Assessments with the student's Diagnostic Assessment scores for the same skills.



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

Student Progress Monitoring Report

This report offers a comparison of each student’s improvement on the Reading Horizon skills. This chart includes a row for each decoding skill taught in the lessons, includes a row for each decoding skill taught in the lessons, and a total of three bars will eventually appear in each row.



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

Lesson Summary Report

This report displays a table that contains a row for each lesson in the program sequence. The student's score (as a percentage), the length, and the date and time upon the completion of the lesson are provided on this report. If a student elects to retake a previously completed lesson, the score for that lesson is replaced by the most recent attempt. Administrators can use the sorting, filtering, and search tools to narrow student data.

Lesson Summary Report

Chris Martinez Filter by Lesson Type ☒ Show only current attempt [Export PDF](#) [Export Excel](#) [Export CSV](#)

Chris Martinez

Rectangular Snip Search:

Lesson Number	Lesson	Score	Lesson Time	Date Completed
1	Voiced and Voiceless	-	-	-
2	Letter Group 1	96%	0 h 5 m	9/7/18 12:59 PM
3	Building Words	100%	0 h 6 m	9/7/18 1:05 PM
4	Nonsense Words	100%	0 h 4 m	9/7/18 1:12 PM
5	Most Common Words List 1	100%	0 h 1 m	9/7/18 1:14 PM
6	Letter Group 2	94%	0 h 5 m	9/7/18 1:20 PM
7	Sentences and Intonation	-	-	-
8	Most Common Words List 2	100%	0 h 1 m	9/7/18 1:26 PM
9	Letter Group 3	96%	0 h 7 m	9/7/18 1:33 PM
10	Capitalization	-	-	-
11	Most Common Words List 3	100%	0 h 1 m	9/7/18 1:45 PM
12	Letter Group 4	100%	0 h 4 m	9/7/18 1:50 PM
13	Most Common Words List 4	100%	0 h 1 m	9/17/18 1:14 PM
14	Letter Group 5	96%	0 h 7 m	9/17/18 1:22 PM
15	Spelling with C and K	92%	0 h 4 m	9/17/18 1:29 PM

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

Chapter Test Report

This report provides a percentage for each chapter quiz and chapter test. First, the particular test or quiz number is listed. The scores appear to the right of a colored bar, followed by a percentage. Next, the date and time that the student started the test or quiz is recorded. And finally, the duration of the assessment appears in the far-right column. A gray bar followed by the text “Not Completed” appears next to every test or quiz that has not been taken by the student.

✕ Chapter Test and Quiz Report

Export PDF Export Excel Export CSV

Chris Martinez

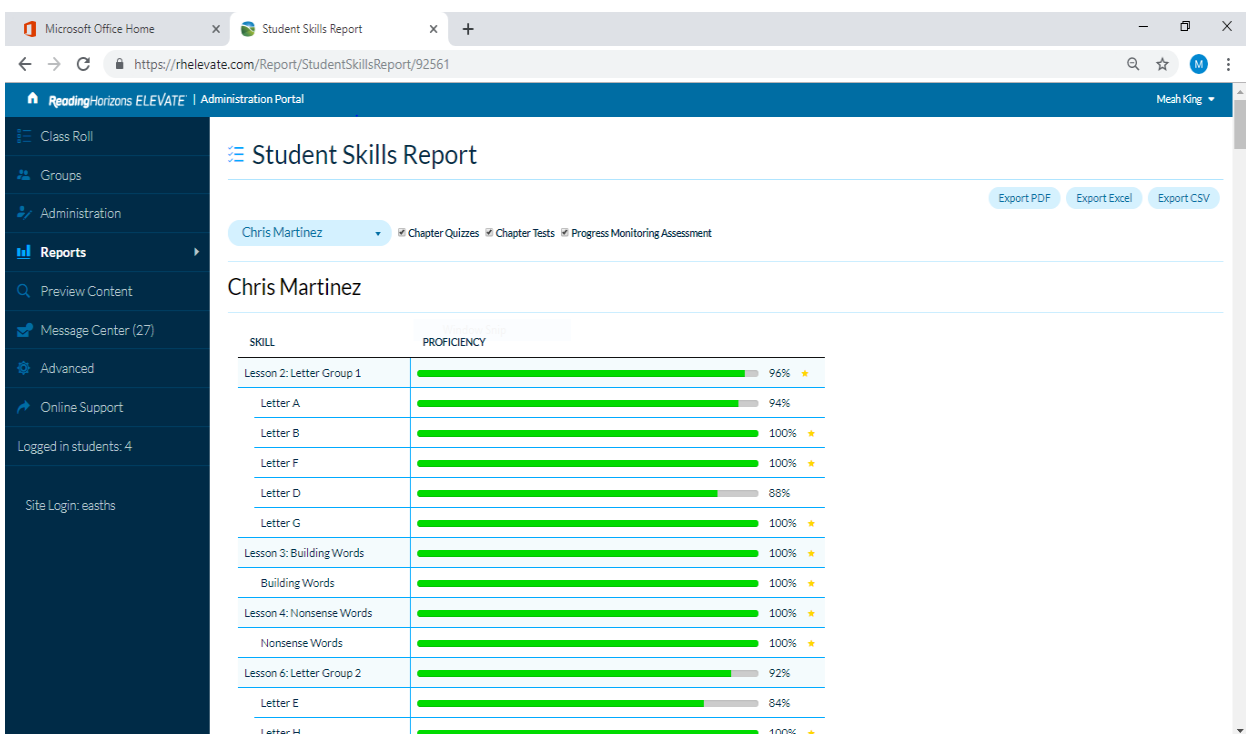
Chris Martinez

TEST	SCORE	DATE	DURATION
Chapter 1 Test	<div><div></div></div> 96% ★	9/18/18 2:28 PM	0h 11m
Chapter 1 - Quiz 1	<div><div></div></div> 95% ★	9/7/18 1:43 PM	0h 6m
Chapter 1 - Quiz 2	<div><div></div></div> 88%	9/17/18 1:40 PM	0h 6m
Chapter 2 Test	<div><div></div></div> 93%	1/9/19 1:10 PM	0h 39m
Chapter 2 - Quiz 1	<div><div></div></div> 87%	9/28/18 1:32 PM	0h 7m
Chapter 2 - Quiz 2	<div><div></div></div> 89%	1/7/19 1:45 PM	0h 7m
Chapter 3 Test	<div><div></div></div> 83%	2/15/19 2:02 PM	0h 10m
Chapter 3 - Quiz 1	<div><div></div></div> 80%	1/16/19 1:31 PM	0h 5m
Chapter 3 - Quiz 2	<div><div></div></div> 89%	2/15/19 1:34 PM	0h 6m
Chapter 4 Test	<div><div></div></div> 80%	3/22/19 1:32 PM	0h 21m
Chapter 4 - Quiz 1	<div><div></div></div> 89%	3/1/19 1:55 PM	0h 4m
Chapter 4 - Quiz 2	<div><div></div></div> 92%	3/22/19 1:10 PM	0h 4m
Chapter 5 Test	<div><div></div></div> 85%	5/1/19 1:00 PM	0h 16m
Chapter 5 - Quiz 1	<div><div></div></div> 97% ★	4/15/19 1:30 PM	0h 6m
Chapter 5 - Quiz 2	<div><div></div></div> 80%	4/29/19 2:03 PM	0h 8m
Chapter 6 Test	<div><div></div></div> Not Completed		

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

Student Skills Report

This report gathers data from a variety of sources to provide current information on a student's proficiency in the major and minor skills within lessons. At the top of the report is a dropdown box where the individual student can be selected. To the right of that dropdown are three checked boxes: Chapter Quizzes, Chapter Tests, and Progress Monitoring Assessment. When all three boxes are checked, data is collected from all three places. If any box is unchecked, the data from that assessment type will no longer be factored into the report. In the skill column, the lesson is listed on the top in a blue row, and the major and minor skills taught in that lesson appear beneath in white rows. Lesson titles are named after major skills, as a result two similar titles may appear, one above the other. This is not an error. The Proficiency column shows a colored bar followed by a percentage. Those percentages are averaged to display the overall proficiency for the skills from a particular lesson.



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

Library Report

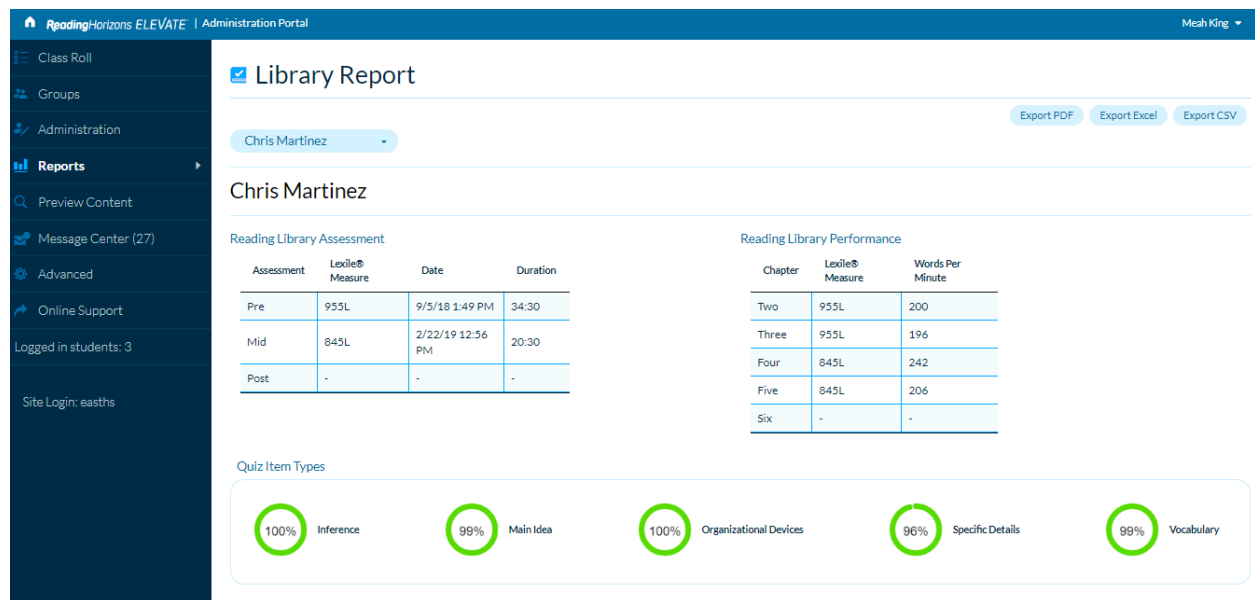
This report displays several sources of data related to the Reading Library. The student's performance on the Reading Library Assessments is displayed in the top left side of the report. Each administration of the Reading Library Assessment is displayed in the top left side of the report. The top right side of the report displays a complementary Lexile measure that is assigned based on a student's performance on the reading passages and quizzes that he or she completed during each chapter of the lesson sequence. This table also includes a words per minute (WPM) measure for each student, based on the beginning quiz.

The Library Report displays two additional tables. First, the Quiz Item Types table displays the student's performance on each of the five item types found in the reading passage quizzes: Main Idea, Specific Details, Organizational Devices, Inference, and Vocabulary. As students complete these quizzes, this table will update their performance on each quiz type that they encounter.

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

- The passage's title
- The passage's Lexile text measure
- The Lexile reader measure that the passage assigns to the student.
- The student's words per minute reading rate during that passage
- The number of quiz items the student answered correctly
- The total number of items in the quiz
- The quiz score
- The time it took the student to read the passage and complete the quiz.
- The data and time that the passage was read.

The information in the Library Report can inform stakeholders about student's progress in reading comprehension skills.



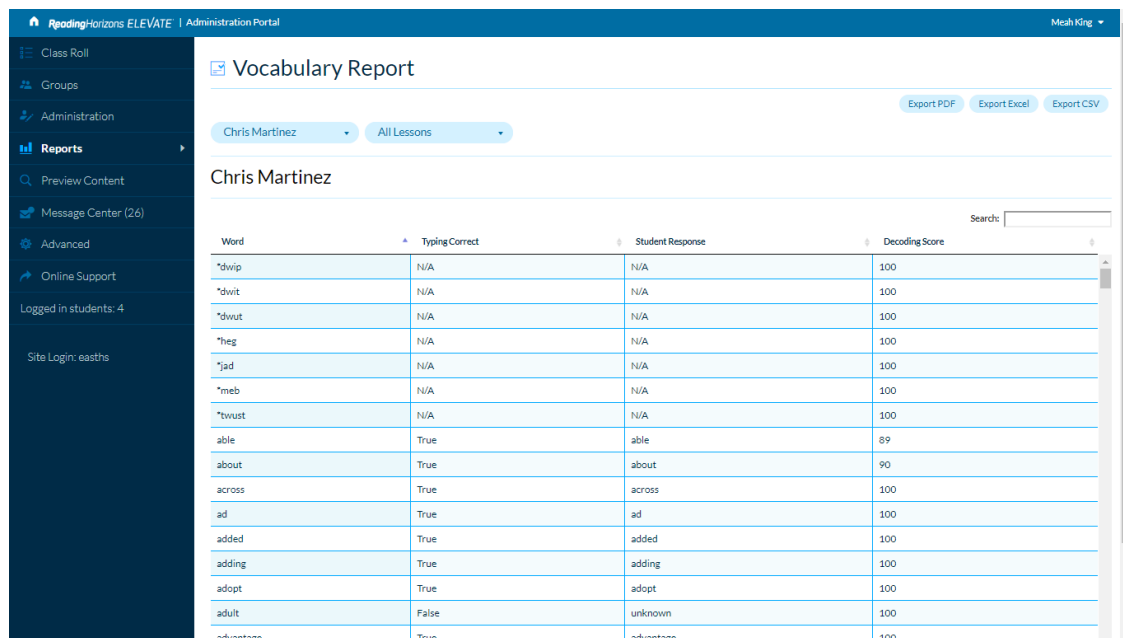
The Library Report indicates how well students perform on reading Library passages and completing comprehension quizzes.

Vocabulary Report

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

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

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



The screenshot shows the 'Vocabulary Report' interface for a student named Chris Martinez. The report includes a search bar and export options (PDF, Excel, CSV). The table below lists words decoded by the student, along with their typing accuracy, the student's response, and their decoding score.

Word	Typing Correct	Student Response	Decoding Score
*dwip	N/A	N/A	100
*dwit	N/A	N/A	100
*dvut	N/A	N/A	100
*heg	N/A	N/A	100
*jad	N/A	N/A	100
*meh	N/A	N/A	100
*twust	N/A	N/A	100
able	True	able	89
about	True	about	90
across	True	across	100
ad	True	ad	100
added	True	added	100
adding	True	adding	100
adopt	True	adopt	100
adult	False	unknown	100
advantaze	True	advantaze	100

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

APPENDIX

TEACHING REFLECTION

GOAL

Consistently implement the Reading Horizons Daily Core 4 with each skill taught and provide additional opportunities to transfer skills to reading and writing.



SELF-REFLECTION SCALE

3: Performed tasks effectively and efficiently

2: Performed tasks adequately

1: Struggled with tasks; gaps in understanding of the method and how to instruct the program and could benefit from additional training/coaching

FIDELITY CHECKLIST

	Self-Reflection	Notes
Skill Review		
Provided a clear, concise summary of the review skill		
Gave students an opportunity to demonstrate mastery of the review skill (e.g., dictation, games, etc.)		
Connected the review skill to the new material		
Lesson Instruction		
Provided explicit instruction of the new skill in a concise manner with clear, direct language		
Modeled new material effectively (e.g., demonstrated how to mark the new phonogram and how to prove words containing the new phonogram)		

Guided Practice/Dictation		
Said the word twice		
(Students) Said the word twice		
Used word in a sentence		
Utilized hand motions effectively		
Gave appropriate corrective feedback		
Offered timely and effective scaffolding		
(Students) Read the word		
(Students) Explained the answer		
Used the Eraser Game to reinforce other skills taught (e.g., vowel sound)		
Transferred skills to writing using sentence dictation		
Transfer/Independent Activity		
Used Whole Class and/or Individual Student Transfer Card(s) for fluency practice		
Provided an opportunity for students to transfer skills to connected text (e.g., Little Books, RHE Reading Library passage)		
Looked for evidence of student mastery		
Reinforced skills taught		
Chose additional transfer activities that were appropriate for application of the skill and provided differentiation for students		

OVERALL REFLECTION

One thing I did well: _____

One thing I'd like to improve: _____

PERSONAL GOAL FOR IMPROVEMENT

Goal: _____

Target Date: _____ Accountability (e.g., colleague): _____

Frequently Asked Questions (FAQ) for *Reading Horizons Elevate*
Middle, Junior, and High Schools



How is working with older students different?

Older students may feel tremendous shame and embarrassment about their low reading skills and most have developed strategies to hide the fact that they don't read well. One important piece of information to communicate is that intelligence is not connected to reading ability. A student could be the most intelligent student in the class and still have difficulty with reading.

Student scores or anything related to their progress (increases) should not be posted as this can negatively impact students who have more significant reading impairments and may not show the same improvement in the same amount of time. Number of badges and time spent on the software are worthy of celebration because they focus on effort rather than achievement.

Older students are also tremendously sensitive to anything that seems childish or reinforces that they are not intelligent. For this reason, it is helpful to have a discussion about the what and why for spending time in chapters 1 and 2. Older students may be initially resistant to doing dictation on consonant and vowel sounds, slides, etc. *See the Why Behind Chapters 1 and 2 below for how to explain and prime students to participate more fully.*

Explaining the Why behind Chapters 1 and 2

Chapter 1 begins with an optional lesson - Voiced and Voiceless. This may be a difficult lesson to start with for older students and is not required to begin. One option is to cover this when the students get to a lesson like Three Sounds of -ED where it would help to explain the sounds or to identify voiced and voiceless sounds when reviewing each of the letter groups. This information is particularly helpful for ELL students.

It is essential that direct instruction begin with Chapter 1 skills to confirm mastery of consonant and vowel sounds, the basic markings, and the c/k spelling rule. It is helpful to explain to students why Elevate starts at the very beginning with these sounds because they often feel that they “already know this”. Many students don’t have mastery of these basics, which are required for reading, but would never admit that. The following introduction helps to increase participation.

“I know that you already know about the letters and their sounds, but we are going to start at the beginning to do a review for several reasons.

- Students sometimes forget the sounds of certain letters like y and q and I need to make sure that we are all using the same sounds. Also, I am going to be using some visual cues for vowels since those can be very tricky and you will need to learn those cues.
- Some letters have more than one sound and we are going to start with only one of those sounds in chapter one, so you will need to know which sound we are using.
- Sometimes people were taught to prolong letter sounds (like the sound for b was taught as buuuuuu). We are going to clip those sounds because we don’t say buuu-ag, we say bag.
- We are going to be starting with simple words first so that you can learn the marking system. You will be using this coding system when you get to much longer and more complex words.
- We will move as quickly as possible through Chapter 1 so I need you to work with me so that I can confirm that you are ready to go to Chapter 2.”

One way to rapidly review consonant and vowel sounds is to write each letter group on the board or use letter cards, using kinesthetic cues for vowels, and then explaining how to move from slides to real words. After each letter group, students practice dictation so that the instructor can assess which students may need additional support.







The essential skills from Chapter 1 are: mastery of consonant and vowel sounds in the 5 letter groups, 4 basic markings (slide arrow, x under the vowel, asterisk at the beginning of a nonsense word, and an arc under qu), and the c/k spelling rule. Once students have demonstrated solid mastery of these skills, instructors may consider overriding Chapter 1 on the software so that older students don't get bogged down.

Do older students have to use hand motions during dictation?

Using hand motions is not required for older students and can often be a point of resistance. Hand motions for younger students help with focus, engagement, and following the dictation process, but the hand motions themselves are not required for students to activate the language centers in the brain. The process of dictation involves four steps which are necessary and must be used to determine mastery through formative assessment and identification of students who need more support:

Dictation allows students to make connections between:

-  What they hear (teacher says twice)
-  What they say (students repeat twice)
-  What they write (write the word once)
-  What they read (read the word twice)

This process activates and connects all areas of the brain involved in accurate and fluent reading.

The easiest and most effective way to do dictation with older students is for the teacher to dictate the item twice moving the hand from mouth outward toward the students, then having the students repeat the item twice while the teacher brings his/her hand to the ear ("send it back"). The students then write the item once and read it twice while looking at what they've written.

Older students sometimes "race" to write the word as soon as its dictated. This is a good sign that the students are feeling confident, but the teacher needs to ensure that students complete the first two steps (listening and repeating) with markers down. Students with auditory processing issues and dyslexia really need to hear and repeat before writing in order to activate all language centers in the brain.

What is the format for direct instruction lessons?

At a minimum, direct instruction lessons should last 30 minutes so that the four essential parts are provided (Daily Core 4).



This is an example of a typical lesson (Special Vowel Combinations):

Review (5 min) - Discuss the previous lesson, Lesson 23 - Double S, F, and Z, and check for retention by asking students to provide the rule for this pattern in English. Then do several words of dictation to check for mastery.

Instruction (10-15 min) - Begin with an introduction to the new skill, Lesson 25 - Special Vowel Combinations, starting with double ll and explaining why this skill is different than the previous one (Double S, F, and Z are spelling rules only, but -ll changes the sound of 3 of the vowels in this pattern - all, oll, ull). Review the top line of the SVC poster and provide explicit instruction of the -ll rule with the marking following the teacher manual.

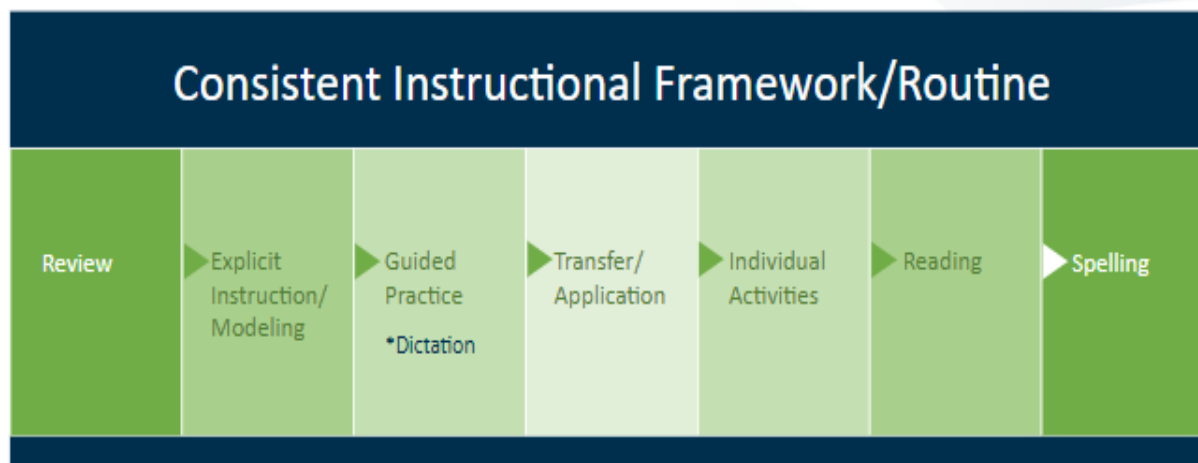
Dictation (10-15 min) - Using the manual, provide dictation of several words for students to practice marking -ll vowel combinations and check for understanding. One way is to have students come to the board and explain what they are marking and why so the teacher can coach in the case of errors. Identify any students who may need additional support.

Transfer (5 min) - Options:

- Have students use student transfer cards to dictate two new words to each other and check for mastery.
- Have students, or groups of students, do choral reading of the Whole Class Transfer Card for the skill (projected from www.rhaccelerate.com)
- Provide students with a reading passage and have them skill scan to identify and mark words that have -ll.
- On an index card, have each student mark a word or nonsense word that is given to them. Post the cards or keep the cards for review during the next session.
- Have students do a practice page to reinforce their understanding.

Instructional Design

Gradual Release of Responsibility/I Do, We Do, You Do



Example:

Review of the Previous Lesson (5 min) - Review of Lesson 25, Special Vowel Combinations beginning with -ll. Have students explain -ll and then take turns coming to the board or using the words from their index cards (previous session), then reading the word and using it in a sentence (real words).

Explicit Instruction/Modeling (10-15 min) - Introduce special vowel combination -ng and model marking the word.

Guided Practice/Dictation (10 min) - Using the teacher manual and word bank, have students practice marking and reading the words for -ng and then -nk. Identify any students who may need additional support.

Transfer/Application/Reading/Spelling (Some options):

Games and Activities (Supplementary Materials):

- Panic (Game) - have students work in teams to correctly spell the dictated words using SFZ and -ll, -ng, and -nk.
- Minimal Pairs (start with a word and have each student change a vowel or special vowel combination and the next student pronounces it - stall, then stoll, then troll, then trong, then prong, then strong, etc.
- Writing - Each student, pair, or group writes a short story using as many SFZ, -ll, -ng, -nk words as possible.

Once all three Special Vowel Combinations have been taught, a good activity is a word sort using the 3 SVC or SFZ and 3 SVC. Dictate words and students place them in the correct column. For example:

-ll	-ng	-nk
stall	sting	blink
still	sprung	stank
mall	fang	honk
dwel	gong	think

Another option is to do a Forced Lesson for Lesson 25 on the software so that all students have the opportunity to practice and the teacher can gather data on mastery for each student and follow up with students who need additional support.

How can students be grouped during direct instruction?

There are many ways to group students depending on the size of the group, number of intervention staff, and whether students have access to software and the number of devices. Remember that most students with reading difficulties have average or above average intelligence and can master skills fairly rapidly as long as they have adequate instruction and practice with opportunities to connect to text. If students are slow to grasp a skill, that is a good indicator that they need more time and practice. Games and practice pages can be helpful.

English Language Learners will typically need to spend far greater time on Chapter 1 to master the sounds of consonants and vowels. Make sure to use kinesthetic cues for the vowels for all students in the beginning, but especially for ELL students. They often benefit from spending time in the vocabulary section of the software with the pronunciation tool to hear sounds repeatedly. Chapter 2 is the next step in building their foundational skills and moving students too quickly does not allow them the opportunity to form a solid basis for reading. Language development and reading don't have a timeframe so let student progress guide instruction and practice.

If there is one teacher and access to software, the best use of time is often to do the review and explicit instruction/modeling with the whole group and then to move to groups rotations. For example, one group of students may be on software while another group is doing a transfer activity like a skill scan or using student transfer cards or a practice page. Another option is to have one group on software while another group is taking turns reading with the teacher. Finding a book that is close to the instructional reading level of the group and having time to read every other session while looking for words that follow the skills already

learned is useful while addressing story elements and comprehension. For example, *The One and Only Ivan* (Lexile 570) would be an appropriate text for students who have reading levels between second and third grade.

Lexile Text Measures to Guide College and Career Readiness (English)

Grade	College- and Career-Ready Ranges*
1	190L to 530L
2	420L to 650L
3	520L to 820L
4	740L to 940L
5	830L to 1010L
6	925L to 1070L
7	970L to 1120L
8	1010L to 1185L
9	1050L to 1260L
10	1080L to 1335L
11 & 12	1185L to 1385L

If students do not have access to software, a rotation model works well. One group may be doing student transfer cards or practice pages, one group is playing a game, one group is doing guided reading and identifying words or patterns, etc.

It is not necessary to group most activities by Lexile level. Remember that students will not know the rules or markings so this information will be new to them. Once they've had explicit instruction for a skill, the goal is to have them practice the skill and then connect to text. As long as instruction has followed the sequence, the majority of students will be able to apply the skills if adequate review and activities are provided.

If there are paraprofessionals or educational aides in the classroom, they often have not attended Reading Horizons training and can't be as helpful. In this case, it can be helpful for them to watch the direct instruction so that they understand the skill, monitor software usage, and support groups during rotations with transfer cards, etc. Showing them how to play some of the games and use practice pages will increase their ability to provide support over time.

How can the Reading Horizons Library Books be used to support instruction?

The four volumes in the Reading Horizons Elevate Library Books can be used in multiple ways.

- Confirming Lexile Text Level - Once students have completed the RH Elevate Reading Library Assessment and have received a Lexile measure, it is helpful to find a passage in the library book that equals that Lexile measure and have the student read the first paragraph to determine fluency and accuracy. This should always be done individually to prevent embarrassment if a student's reading level is very low. If the student is able to read fluently and accurately, move to the next higher Lexile score and repeat using the first paragraph of passages of higher Lexile levels until the student begins to have difficulty with fluency and accuracy. This is the student's "ceiling" and allows the teacher to hear a student read in order to get a realistic determination of their decoding skills and fluency. Once the Lexile text measure has been determined, the teacher may choose to have the student read the entire passage and answer the comprehension questions.
- Transferring reading from software to print text – It may be helpful for the teacher to have a student read aloud the same passage in the library book that they have previously read on the software. Students may skim and scan or rush when they are on the software and it is helpful for a teacher to hear a student read from a printed page to gauge fluency and accuracy from written text.
- Measure decoding skills and comprehension – Another option is to have students read a different passage aloud in the library at the same Lexile level of passages recently read on the software and have them answer the comprehension questions verbally. This provides essential information about the student's ability to decode and comprehend at their current Lexile level.

Is it possible to incorporate work that students are receiving in their classrooms, even if they haven't gotten to that skill?

Yes, there are many ways to incorporate text from classes. Some ideas are listed below.

- Identify text that is being used in a class (science, social studies, etc). On a single page (make copies if the students don't have paper copies), without reading the passage, have them do a skill scan with a current skill. For example, highlight or underline all the L blends or 3-letter S blends and count the total on the page. Go through each word as a class to pronounce the words that match the skill and mark or prove additional multi- syllabic or more complex words for them. Then have students go back and read the text silently or aloud and focus on vocabulary and comprehension.

- Obtain a reading task from another class (math, social studies, health, etc.). Preview the words and create two columns on the board. In the first column, write words that students already have the skills to decode based on previous instruction. In the second column, write any words that would be difficult or challenging or follow a pattern that the students haven't yet encountered. Have students prove the words in the first column and provide the pronunciation for the words in the second column as well as meaning for unknown words and have them apply to the text.
- From a textbook, article, or other reading assignment in another class, have students find words that are unknown to them in pronunciation or meaning. This can be a competition to see who can find the most. Write words on the board as they provide them. Review each word and have students look for patterns that they are already familiar with and can apply to the words or provide the pronunciation and discuss the meaning. Students can then read the article on focus on comprehension.

Software: What do students need to know before beginning the assessments?

Assessments on the software are an important part of establishing a customized lesson track for each student. It is helpful for those who are administering assessments to review the information about the assessments prior to setting up students to take them.

Students should have several things explained before they begin:

- This assessment is not like MAP or other software assessments they have taken. Each time they click on the mouse, the software is recording their response to determine what they already know so that the program can meet their instructional needs. By doing their best, they won't be required to spend time on skills they already possess.
- If students just click on answers to get done more quickly and get items wrong, the program will assume they don't know some basic information and that they need to spend more time and it will take them much longer to complete the program. If they take their time and do their best, they will spend much less time in the long run. If someone does rush through an assessment, the teacher can reset it and have the student retake the assessment to get more accurate data.
- Students should spend no more than 30-40 minutes at a time on the assessments. In most cases, it will take more than one session to complete the assessments.
- Remind anyone monitoring the assessments that they cannot help students with answers while they are taking the assessments. Let the students know that there will be skills on the assessment that they don't know yet and that they should do their best.
- When they complete the assessment, they can go directly to lessons. All students will begin in chapter 1, regardless of how they did on the assessment, so that they receive the instruction on marking that will be used throughout the program. Because of this, there is no way for any other students to know how someone did on

the assessments and students will almost always be at different lessons based on the amount of time they spend on the software.

What do students need to know about working on the software lessons and in the reading library?

Students can't determine how another student did on the assessment because everyone moves through the program at their own pace and the time in a lesson can vary based on several factors.

There are four sections of the software: lessons (where they will spend most of their time), vocabulary, library, and games. It is helpful for students to become familiar with each of these components by reviewing the introduction at the beginning.

If students rush through the lessons or library passages, the software will send a notification to the teacher (WPM). The student may be locked out of additional passages until they reread the passage at an appropriate rate.

Curriculum & Instruction Department

Response to Instruction and Intervention (RTI2)

What is RTI2?

Response to Instruction and Intervention (RTI²), serves as Tennessee's framework for teaching and learning beginning with high-quality, differentiated instruction. Differentiated instruction also includes an emphasis on intervening with students when they initially begin to struggle, in order to void prolonged academic difficulties. RTI2 intervention requirements outline the expectations including skills-based instruction, student/teacher ratio, frequency and duration of intervention. These expectations are further explained in both the RTI2 State of Tennessee Guide and SCS District Implementation Guide (DIG).

Role of RTI2 Intervention Provider

The role of the RTI2 Intervention Provider is to ensure that baseline data is utilized in providing high quality small group face-to-face instruction, where RTI2 intervention students who are K-12 receive multisensory, explicit instruction, which is aligned specifically to the student's skill deficit and instructional level. The instructional intervention platforms utilized within SCS include the following: i-Ready (K-8) and Edgenuity (9-12). All RTI2 intervention requirements can be found in the DIG.

Role RTI2 in support of SRA

The Curriculum & Instruction Department-RTI2, in collaboration with the Early Literacy Department, it has been determined that Senior Reading Advisors should not serve as RTI2 Leads. A RTI2 Intervention Provider is to provide daily high-quality skills-based intervention aligned to the student's area of need. They are to support the implementation of Response to Instruction and Intervention in accordance with Shelby County Schools District Implementation Guide and communicate with parents about the RTI2 process and student progress. In an effort to support school-based literacy intervention in your building, a Senior Reading Advisor may provide support for RTI2 intervention, as appropriate.

RTI2 Course Codes Process

State course codes should be utilized when scheduling Tier 2 and Tier 3 RTI2 intervention courses. The RTI2 courses are entitled LA or English and MT or Math Enrichment, and outlines courses specified for Tier 2 and Tier 3. Therefore, when scheduling students for classes, schools should separate classes based on subject (English or Math). , When there is available staffing, consider developing separate classes based on Tier 2 and Tier 3. Referenced in the DIG.

RTI2 Student Selection Process

The student selection process for RTI2 begins with a universal screening. Depending on the screening scores, students are then bench-marked, and these scores will determine possible tier placement and instructional levels aligned with the weakest prerequisite skill. The RTI2 Data Team must meet to review the assessment scores, conduct data and attendance data to decide whether a student will receive an intervention plan. If applicable, a plan is created in EdPlan™ RTI and the student is scheduled in RTI intervention classes using the appropriate State codes (only secondary schools are required to use State codes).

RTI2 Scheduling

To ensure that the class scheduling plan for RTI2 is being incorporated into the master or bell schedules, schools should make sure that the following practices are being conducted:

- RTI2 Leads are communicating with Principal and counselors on scheduling the RTI2 students who are listed on the Comprehensive Student Review Spreadsheet and EdPlan RTI Tiered Report in PowerSchool.
- RTI2 Leads, administrators and counselors are working with the Senior Reading Advisor on identifying RTI2 students vs. non RTI2 students needing intervention support.
- RTI2 Leads communicate with administration, counselors and SMS personnel on the following:
Number of intervention classes needed, the correct RTI2 state course codes, student scheduling around subject areas, common tiers, staffing, and scheduling intervention classes throughout the day or an intervention block.

TEM Observation/ Reading Horizon Elevate Crosswalk

<i>TEM Rubric</i>		RH Elevate Teacher and Student Actions	
Indicator 1- Objective Driven Lesson		Aligned RHE Lesson Component	Look-Fors Possible SRA and student actions that reflect expectations of <i>TEM</i> indicator
Level 3- Meeting Expectations The following best describes what is observed: <ol style="list-style-type: none"> Teacher communicates objective related to standard. Teacher uses developmentally appropriate language. Teacher explains or models what mastery looks like. Teacher provides multiple opportunities for engagement in the objective. Most students can explain or demonstrate what they are learning beyond repeating the stated or posted objectives. Most students can explain the importance of what they are learning. Most students can describe how their learning will be assessed. 	Level 4- Above Expectations Evidence supporting all of Level 3 and one of the below. Level 5- Significantly Above Expectations Evidence supporting all of Level 3 and all of the below. The following best describes what is observed: <ol style="list-style-type: none"> Teacher provides clear explanation and/or modeling of what mastering objective(s) and/or exemplary student work looks like. Teacher actively and effectively engages students in the process of connecting the lesson with their prior knowledge. Most students can explain or demonstrate the lesson objective(s) within the context of the related standard(s) and tell or demonstrate the importance of their learning. Students model or explain mastery to other students. 	Review ✓ Implement review component of the lesson precisely as stated in the manual and/or review previous skills that are needed for current lesson.	<ol style="list-style-type: none"> SRA engages students in a review of previous skills learned. Students can explain previous learning and successfully complete the review questions/components. Students can describe how their learning will be assessed and the importance of their learning.

	5. All students can describe how their learning will be assessed.		
		Direct Instruction <ul style="list-style-type: none"> ✓ Direct Instruction is explicit, systematic, and sequential. ✓ Model the expectations clearly & accurately. ✓ Demonstrate the rules & marking system as indicated the program. 	<ol style="list-style-type: none"> 1. SRA introduces the new skill(s). 2. SRA effectively explains/models new skill(s). 3. SRA shows what mastery of skill(s) and appropriate markings looks like. 4. SRA engages students in the process of connecting new skill(s) with prior knowledge.
		Dictation (See implementation checklist for process) The transcription of spoken text: one person (the teacher) who is "dictating" speaks and others (students) who are "taking dictation" writes down the words as they are spoken. <ul style="list-style-type: none"> ✓ Guided Practice ✓ Multi-Sensory ✓ Immediate, corrective feedback ✓ Use of questioning to guide student learning 	<ol style="list-style-type: none"> 1. SRA appropriately dictates out words or spelling of words to provide students an opportunity to engage with the new skill(s) and markings. 2. Students demonstrate understanding of skill(s) learned by marking, proving, and reading words with newly learned skills. Also, by using new skill words to create sentences and/or definitions. 3. Students explain "the why" of markings and their decoding process to teacher and other students throughout dictation. i.e. turn and talks
		Transfer/Apply Teacher engage students in teacher-led small groups, literacy workstation activities, and the RHE software <ul style="list-style-type: none"> ✓ Independent Practice 	<ol style="list-style-type: none"> 1. Teacher provides multiple opportunities to engage with the skill(s). 2. Students demonstrate understanding of skill(s)

		<ul style="list-style-type: none"> ✓ Formal and informal assessment of student proficiency of skill(s) ✓ Decoding ✓ Reading, writing, and spelling practice ✓ Support provided to struggling students 	<p>learned through mastery of RHE software lessons, literacy activities, and wrap-up/exit ticket.</p> <p>3. Students demonstrate the importance of their learning through the use of grade-aligned content and strategies.</p>
Indicator 2- Explain		Aligned RHE Lesson Component	Look-Fors
Level 3- Meeting Expectations	Level 4- Above Expectations Evidence supporting all of Level 3 and one of the below.	Review See Indicator 1 for description of lesson component.	1. SRA builds student understanding of content by clearing up student misperceptions of previous skills learned.
The following best describes what is observed: <ol style="list-style-type: none"> Teacher explains content clearly and accurately and builds student understanding of content. Teacher provides logical sequencing of essential information. Teacher utilizes multiple perspectives/approaches to interact with content. Teacher makes relevant connections with other content areas, students' experiences and interests, or current events. Teacher uses explanations that are developmentally appropriate and include academic language that is clear and precise. Teacher demonstrates appropriate adjustments and 	Level 5- Significantly Above Expectations Evidence supporting all of Level 3 and all of the below.	Direct Instruction <ul style="list-style-type: none"> See Indicator 1 for description of lesson component. 	2. SRA delivers content sequentially.
	The following best describes what is observed: <ol style="list-style-type: none"> Teacher explains/demonstrates concept(s) in a way that actively involves most students in the learning process and promotes student interest in the content. Students make independent connections through classroom interactions demonstrating that they understand the content levels ranging from basic to complex. 		3. SRA teaches concepts as described in the manual and as stated on posters.
			4. SRA involves students in the learning process, while modeling, to build student understanding. i.e. What sound do you hear? Why did I place an arch underneath those letters?
			5. SRA uses a variety of words that range from basic (single-syllable words) to complex (multi-syllabic words) when modeling how to mark, prove, and decode words.

<p>alternative ways to explain concepts effectively.</p> <ol style="list-style-type: none"> Teacher monitors and adjusts based on student questions. Teacher models to demonstrate performance expectations. Students understand the content. Students ask clarifying questions. 	<ol style="list-style-type: none"> Students, when possible, consider multiple perspectives and approaches to learning. Presentation of content includes modeling by the students to demonstrate performance expectations. 		<ol style="list-style-type: none"> Students are provided opportunities to ask clarifying questions and the SRA monitors and adjusts instruction based on those questions. SRA provides additional resources for various approaches to learning. i.e. video, songs, games, etc. SRA engages students in the learning through the use of white boards and/or notetaking.
		<p>Dictation</p> <ul style="list-style-type: none"> See Indicator 1 for description of lesson component. 	<ol style="list-style-type: none"> SRA appropriately dictates out words or spelling of words to provide students an opportunity to engage with the new skill(s) and markings. SRA makes connections by engaging students in word analysis and by providing context for words through sentences and definitions. Students make connections by discussing new skills and newly learned words and/or by creating sentences and/or definitions.
		<p>Transfer/Apply</p> <ul style="list-style-type: none"> See Indicator 1 for description of lesson component. 	<ol style="list-style-type: none"> Students are provided multiple and varied ways to approach their learning. i.e. choice boards, various literacy activities, RHE software, etc.

			<ol style="list-style-type: none"> Students are provided exemplars for literacy activities to model performance expectations. Students make connections through the use of stories provided by the teacher and/or chosen by the student in the RHE library.
Indicator 3- Appropriately Challenging Work		Aligned RHE Lesson Component	Look-Fors
Level 3- Meeting Expectations	<p>Level 4- Above Expectations Evidence supporting all of Level 3 and one of the below.</p> <p>Level 5- Significantly Above Expectations Evidence supporting all of Level 3 and all of the below.</p>	<p>Review</p> <ul style="list-style-type: none"> See Indicator 1 for description of lesson component. 	<ol style="list-style-type: none"> Students are challenged to complete daily review component independently before “answers” are discussed/revealed.
<p>The following best describes what is observed:</p> <ol style="list-style-type: none"> Teacher engages students in appropriately challenging work by reaching most students. Teacher challenges students. Teacher meets students at appropriate learning styles. Teacher includes appropriately complex texts/tasks to support students’ mastery of objectives(s) Teacher incorporates activities and materials that sustain student attention at appropriate learning levels/styles throughout lesson. 	<p>The following best describes what is observed:</p> <ol style="list-style-type: none"> Teacher engages all students in appropriately challenging work by ensuring that the lesson includes appropriately complex texts, tasks, and activities that move students beyond their current mastery level. Teacher ensures most students (at low, middle, and high achieving levels) move beyond current mastery levels. Teacher designs the lesson to incorporate resources that extend beyond the district’s curriculum. Students are engaged in accountable talk with their peers, as appropriate. 	<p>Direct Instruction</p> <ul style="list-style-type: none"> See Indicator 1 for description of lesson component. 	<ol style="list-style-type: none"> SRA incorporates a variety of resources and/or activities that extend beyond the RHE curriculum, when appropriate. i.e. videos, chants, games, etc.
		<p>Dictation</p> <ul style="list-style-type: none"> See Indicator 1 for description of lesson component. 	<ol style="list-style-type: none"> SRA engages students in dictation that is multi-sensory and addresses multiple learning styles. i.e. auditory, visual, and kinesthetic SRA uses kinesthetic cues to dictate words with short vowel sounds, when appropriate. SRA challenges students through dictation of nonsense words to ensure mastery of skills.

			<ol style="list-style-type: none"> 4. Students work to mark, prove, and read words independently before immediate, corrective feedback is given. 5. Students verbalize their thinking process. 6. Students participate in turn and talks to engage in accountable talk conversations.
		Transfer/Apply <ul style="list-style-type: none"> • See Indicator 1 for description of lesson component. 	<ol style="list-style-type: none"> 1. Students are provided multiple and varied ways to approach their learning in literacy workstation activities. i.e. choice boards, various literacy activities, RHE software, etc. 2. SRA differentiates instruction in small groups, using flexible grouping strategies. 3. SRA engages students in tasks that challenge students by practicing skills in grade-aligned text. 4. SRA engages students in enrichment activities when current lesson skill(s) is mastered. 5. SRA engages students in literacy activities that extend beyond “remembering” skills, when appropriate. 6. Students engage in word analysis.

Indicator 4- Content Engagement		Aligned RHE Lesson Component	Look-Fors
Level 3- Meeting Expectations The following best describes what is observed: <ol style="list-style-type: none"> Teacher's engagement strategies are aligned to the lesson objectives(s) and have a clear, intentional purpose Lesson has a balance of teacher-directed instruction and student-centered learning. Teacher's strategies enable students to meet lesson objective(s) with appropriate scaffolding and differentiation. Teacher allows students to practice, apply and demonstrate content mastery through discussion and/or writing about complex texts, tasks, or concepts. Teacher models and implements appropriate strategies that teach or reinforce one of the following problem-solving types: <ul style="list-style-type: none"> Abstraction Categorization Drawing conclusions/justifying solutions Predicting outcomes 	Level 4- Above Expectations Evidence supporting all of Level 3 and one of the below. Level 5- Significantly Above Expectations Evidence supporting all of Level 3 and all of the below. The following best describes what is observed: <ol style="list-style-type: none"> Teacher's engagement strategies provide all students with choices, as appropriate. Students know how to self-select strategies that will help them master lesson objective(s). Teacher allows students to explain or demonstrate the strategies they use and how the strategies relate to what they are learning in terms of content standards. Teacher consistently engages all students in inquiry, curiosity and exploration. Teacher models and implements appropriate strategies that teach or reinforce two or more of the following problem-solving types: <ul style="list-style-type: none"> Abstraction Categorization 	Review <ul style="list-style-type: none"> See Indicator 1 for description of lesson component. Direct Instruction <ul style="list-style-type: none"> See Indicator 1 for description of the lesson component. 	<ol style="list-style-type: none"> Students explain and show mastery of previously taught skills during daily review (mark, prove, and read words). SRA engages students by using RHE/outside games to connect prior learning to the daily objective. Student models one or more components of the review activity. <ol style="list-style-type: none"> SRA models targeted skills explicitly and systematically (basic to complex words) (step-by-step) according to the lesson. SRA involves students in the gradual release process (I do, we do, and you do) to mark, prove, and read words. SRA may reinforce problem-solving type(s) by modeling one or more of the following: <p>Categorization:</p> <ul style="list-style-type: none"> *short/long vowels *voiced/voiceless *Phonetic Skills (1-5) *Blends/Diagraphs *real words/nonsense words <p>Justifying Solutions:</p> <ul style="list-style-type: none"> *proving and/or decoding words

<ul style="list-style-type: none"> • Observing and experimenting • Improving solutions • Identifying relevant/irrelevant information • Generating ideas • Creating and designing 	<ul style="list-style-type: none"> • Drawing conclusions/justifying solutions • Predicting outcomes • Observing and experimenting • Improving solutions • Identifying relevant/irrelevant information • Generating ideas • Creating and designing 	<div data-bbox="1096 183 1575 646"></div> <div data-bbox="1096 646 1575 1471"> <p>Dictation</p> <ul style="list-style-type: none"> • See Indicator 1 for description of lesson component. </div>	<div data-bbox="1575 183 2060 646"> <ol style="list-style-type: none"> 4. SRA engages students by incorporating tasks in which all learning styles are included in the lesson. 5. SRA models think-aloud and other strategies to engage students in the process of inquiry. i.e. Is this a working Vowel? What phonetic skill does this word follow and why? How many Guardian Consonants do you see in this word? Etc. </div> <div data-bbox="1575 646 2060 1471"> <ol style="list-style-type: none"> 1. SRA scaffolds instruction by first guiding students, then gradually releasing students to mark and prove words on their own. 2. SRA allows students to explain or demonstrate the decoding process to a partner, whole class, or teacher to show content mastery. 3. By using sentences and definitions, the SRA encourages students to move beyond the spelling of the words to using words within context. 4. SRA challenges students to explore/prove spelled words in order to read them independently. 5. SRA sparks interest through questioning and spelling rules. i.e. Why words are spelled the </div>
---	--	---	---

			<p>way they are. Why is there a silent e at the end of the word? What does the silent e do? Is that always true? How do you keep a vowel sound short?</p> <p>6. SRA may reinforce problem-solving type(s) by modeling the following:</p> <p>Abstraction</p> <p>*Students use clues given by SRA to apply the lesson skills during the “Eraser Game”.</p>
		<p>Transfer/Apply</p> <ul style="list-style-type: none"> • See Indicator 1 for description of lesson component. 	<p>1. SRA provides all students with one or more of the following choices:</p> <ul style="list-style-type: none"> • choice boards • choose words to practice • choose a partner to work with • choose RHE software activities <p>2. Students self-selects strategies that demonstrate their understanding of targeted skills. i.e. Select 5 words from transfer cards to mark and prove, decode words, create a poems, stories, sentences, and definitions etc.</p> <p>3. SRA allows students to explain and/or demonstrate the decoding strategies used during small group instruction. (SRA can use RHE library articles or outside resources and allow students to find</p>

			<p>targeted words and read them to help increase fluency and comprehension)</p> <p>4. All students will consistently complete lessons on RHE software which exposes them to categorization, identifying relevant and irrelevant information, drawing conclusions and justifying solutions, predicting outcomes.</p> <p>5. Students model and implement problem solving strategies that reinforce one or more of the following:</p> <p>Categorization</p> <p>*short/long vowels</p> <p>*voiced/voiceless *Phonetic Skills (1-5) *Blends/Digraphs</p> <p>*Decoding Skills (1-2)</p> <p>*real words/nonsense words</p> <p>Justifying Solutions</p> <p>*proving and/or decoding words</p>
--	--	--	---

Indicator 5- Higher-Level Thinking Skills		Aligned RHE Lesson Component	Look-Fors
Level 3- Meeting Expectations The following best describes what is observed: <ol style="list-style-type: none"> Teacher ensures the lesson develops higher-level thinking skills (as measured in alignment with Bloom’s Taxonomy) by engaging students in activities, tasks, and/or discussions that build on a solid foundation of knowledge. Teacher models his or her thought process for generating and asking questions, so that students begin to generate their own questions. Teacher provides helpful suggestions and/or redirects with questions, rather than simply providing the answers. Teacher asks questions and includes tasks that move students beyond their initial thinking. Teacher requires students to cite relevant evidence. Teacher thoroughly teaches and engages all students in tasks, activities, or strategies that include one type of thinking relevant to learning objectives and content; these include: 	Level 4- Above Expectations Evidence supporting all of Level 3 and one of the below. Level 5- Significantly Above Expectations Evidence supporting all of Level 3 and all of the below. The following best describes what is observed: <ol style="list-style-type: none"> Teacher ensures the lesson develops higher-level thinking skills by challenging all students to engage with complex materials (text/content/processes) that help them arrive at new understanding. Teacher allows students to generate their own questions independently. Teacher thoroughly teaches and engages all students in tasks, activities or strategies that include two or more types of thinking relevant to learning objective(s) and content; these include: <ul style="list-style-type: none"> Analytical thinking – where students analyze, compare and contrast, and evaluate and explain information. 	Review <ul style="list-style-type: none"> See Indicator 1 for description of lesson components. Direct Instruction <ul style="list-style-type: none"> See Indicator 1 for description of lesson components. Dictation <ul style="list-style-type: none"> See Indicator 1 for description of lesson components, 	<ol style="list-style-type: none"> Students are directed to activate prior knowledge by explaining RHE rules from previously taught lessons. <ol style="list-style-type: none"> SRA models intentional think alouds and questioning strategies. SRA directs students back to the rules within the lessons of RHE when asked a question about marking or proving a specific word. <ul style="list-style-type: none"> The SRA may redirect a student to prove a word in the correct order when a simple mistake is made, rather than providing answers. <ol style="list-style-type: none"> SRA directs students back to the rules within the lessons of RHE when asked a question about marking or proving a specific word. The SRA may remind the student to prove a word in the correct order when a simple mistake is made, rather than providing answers. SRA challenges students through the use of nonsense words to ensure student mastery of skill. SRA ask students to explain their answers using reasoning from the rules of RHE.

<ul style="list-style-type: none"> Analytical thinking – where students analyze, compare and contrast, and evaluate and explain information. Practical thinking – where students use, apply and implement what they learn in real-life scenarios. Creative thinking – where students create, design, imagine, suppose and generate a variety of ideas and alternatives. Research-based thinking – where students explore and review a variety of ideas, models and solutions to problems. 	<ul style="list-style-type: none"> Practical thinking – where students use, apply and implement what they learn in real-life scenarios. Creative thinking – where students create, design, imagine, suppose and generate a variety of ideas and alternatives. Research-based thinking – where students explore and review a variety of ideas, models and solutions to problems. <p>4. Teacher provides opportunities where students monitor their thinking to ensure that they understand what they are learning and attend to critical information.</p>	<div data-bbox="1575 181 2064 751"> <ol style="list-style-type: none"> SRA allows students to discover their own mistakes and monitor their own learning during through peer collaboration and questioning. SRA engages students in turn-and-talk (or have a student explain to the whole group) to allow students to analyze, evaluate, and explain RHE rules to one another through comparing and contrasting their individual responses. SRA encourages students to question one another using accountable talk stems. </div> <div data-bbox="1575 751 2064 1466"> <p>Transfer/Apply See Indicator 1 for description of lesson components.</p> <ol style="list-style-type: none"> Students use think aloud and questioning strategies during peer explanations and/or small group activities. SRA may engage students by using grade-level texts to identify words and their meaning in context, from skills taught in the Reading Horizons curriculum. SRA may allow students to choose an activity from a choice board to practice recently learned skills through creative activities. i.e. creating poems, songs, short stories, etc. SRA may engage students in small group activities in which students research new words utilizing a specific RHE rule. i.e. Research the origins of words to hypothesize as </div>
---	---	---

			<p>to why a word does or does not follow the rule.</p> <ol style="list-style-type: none"> 5. SRA directs students to think of ways to connect the skills learned to what they are learning in other classes. 6. SRA asks specific questions that lead students to research text to find supporting evidence in small groups. 7. Students create text-dependent questions based on grade-level text read. 8. Students cite relevant evidence to support their responses based off of RHE rules and/or information from grade-level text. 9. SRA may allow students to role play. i.e. The “Teacher, Teacher” activity in which students take on the role of teacher and dictate words for their peers.
Indicator 6- Check for Understanding		Aligned RHE Lesson Component	Look-Fors
Level 3- Meeting Expectations The following best describes what is observed: <ol style="list-style-type: none"> 1. Teacher checks for understanding of content by addressing misunderstandings with another approach/strategy. 2. Teacher circulates during instructional activities to support 	Level 4- Above Expectations Evidence supporting all of Level 3 and one of the below. Level 5- Significantly Above Expectations Evidence supporting all of Level 3 and all of the below. The following best describes what is observed:	Review <ul style="list-style-type: none"> • See indicator 1 for description of lesson component. 	<ol style="list-style-type: none"> 1. SRA checks for understanding of review content by allowing students to offer specific and relevant feedback to each other during peer turn and talks, justifying their answers when students respectfully agree/disagree, etc. <ul style="list-style-type: none"> • Review component can include a word sort, literacy text, multiple choice

<p>engagement and provide relevant feedback.</p> <ol style="list-style-type: none"> Teacher formatively assesses students' work in order to adjust instruction in real time. Teacher uses scaffolding techniques so that students construct their own understandings. Teacher is able to address/correct student misunderstandings effectively without taking away from the flow of the lesson or losing the engagement of students who do not understand. Teacher utilizes a variety of methods to check for understanding. 	<ol style="list-style-type: none"> Teacher checks for understanding of content by allowing student to offer specific and relevant feedback to each other. Teacher or students provide oral/written feedback that is frequent, academically focused, and of high quality. Teacher anticipates student misunderstandings and addresses them by redirecting questions, as appropriate. 		<p>questions, dictation, games, word pronunciation, etc.</p> <ol style="list-style-type: none"> Students are provided opportunities to discuss the review component and offer oral/written feedback during peer turn and talk, dictation responses, rules/marking, asking clarifying questions, etc. SRA anticipates student misunderstandings and addresses them in the review component by redirecting questions, as appropriate.
		<p>Direct Instruction</p> <ul style="list-style-type: none"> See indicator 1 for description of lesson component. 	<ol style="list-style-type: none"> SRA anticipates student misunderstandings and addresses them by providing explicit, systematic, and sequential instruction. The SRA redirects questions as appropriate. SRA utilizes multiple perspectives/approaches to interact with content during dictation, instructional activities, accountable conversations, etc. SRA "checks for understanding" are conducted in real time with modifications and adjustments to address any gaps or misunderstandings of the content/skill. i.e. providing additional instructional

			examples, definition/context sentences for academic language, etc.
		Dictation <ul style="list-style-type: none"> See Indicator 1 for description of lesson component. 	<ol style="list-style-type: none"> SRA checks for understanding of content by addressing misunderstandings as students mark, prove, and read words independently using whiteboards, turn and talk, and/or peer feedback. SRA stands and observes students at the board or circulates around the room as students are using whiteboards to demonstrate their understanding of skill(s) taught. SRA provides or solicits high-quality oral/written feedback to students which supports student engagement. SRA assesses students' work in order to adjust instruction in real time. SRA uses scaffolding techniques i.e. use of kinesthetic cues, providing definitions, sentences, nonsense words and a variety of words (single-syllable to multisyllabic). SRA anticipates student misunderstandings and addresses them by asking probing questions. i.e. Moving from left to right- What do

			mark first? Do you see any blends or diagraphs? What is the vowel in this word?
		Transfer/Apply <ul style="list-style-type: none"> • See indicator 1 for description of lesson component. 	<ol style="list-style-type: none"> 1. SRA checks for understanding during small groups <ul style="list-style-type: none"> • Small group opportunities may include one or more of the following: use of transfer cards, choice boards, student workbook pages, literacy workstations, games, etc.); SRA checks for understanding by providing opportunities for flexible grouping. 2. SRA circulates among groups to provide support and feedback. <ul style="list-style-type: none"> • The type of groups may include the following: teacher led, guided practice, student centered small groups, individualized instruction, and students working on the RHE software 3. SRA formatively assess students' work using the RHE software to adjust misunderstandings. <ul style="list-style-type: none"> • SRA will monitor student proficiency with at least 80% mastery. 4. During teacher-led small groups, SRA anticipates student misunderstandings and addresses them by

			providing probing questions and scaffolding opportunities.
Indicator 7- Instructional Time			
Level 3- Meeting Expectations	Level 4- Above Expectations Evidence supporting all of Level 3 and one of the below.	Aligned RHE Lesson Component	Look-Fors
The following best describes what is observed: <ol style="list-style-type: none"> Teacher has instructional materials prepared by the start of the class. Teacher minimizes students' wait time. Teacher spends an appropriate amount of time on each component of the lesson. Teacher executes a coherently structured lesson that is appropriately paced, such that students are almost never disengaged or left without anything meaningful to do. 	Level 5- Significantly Above Expectations Evidence supporting all of Level 3 and all of the below. The following best describes what is observed: <ol style="list-style-type: none"> Teacher executes a coherently structured lesson at an appropriate pace such that students are never disengaged and left without anything meaningful to do. Teacher provides opportunities for students who finish work early to engage in meaningful activities that extend and refine learning. Teacher structures the lesson so that student transitions do not interrupt the flow of the lesson. 	Review <ul style="list-style-type: none"> See indicator 1 for description of lesson component. 	<ol style="list-style-type: none"> SRA begins class on time with a review of previous skills learned. SRA engages in review for the appropriate time allotted in framework (5-10 minutes). Students are engaged and experience very little to no wait time. SRA transitions from review to direct instruction without interrupting the flow of the lesson.
		Direct Instruction <ul style="list-style-type: none"> See indicator 1 for description of lesson component. 	<ol style="list-style-type: none"> SRA is prepared to model and deliver instruction to students by providing explicit, systematic, and sequential instruction. SRA delivers instruction at an appropriate lesson pace. SRA transitions from direct instruction to dictation without interrupting the flow of the lesson.
		Dictation <ul style="list-style-type: none"> See indicator 1 for description of lesson component. 	<ol style="list-style-type: none"> SRA dictates out words and provides prepared definitions/context sentences. SRA structures dictation by providing words that range from simple (single-syllable

			<p>words) to more complex (multisyllabic words).</p> <ol style="list-style-type: none"> 3. Dictation flows at an appropriate pace. 4. SRA transitions from dictation to the transfer/apply portion of the framework without interrupting the flow of the lesson.
		<p>Transfer/Apply</p> <ul style="list-style-type: none"> • See indicator 1 for description of lesson component. 	<ol style="list-style-type: none"> 1. SRA has literacy activities that are pre-prepared with appropriate instructional materials. 2. Students are engaged in meaningful literacy activities. 3. Students are engaged with the RHE software. 4. Students are provided with meaningful enrichment materials, as needed. 5. There are instructional routines and materials in place for early finishers. 6. Students transition from transfer/apply portion of the framework to closure of the lesson in an orderly manner.