

Site Code:

Username:

Email:

# reading plus<sup>®</sup>

## TEACHER GUIDE



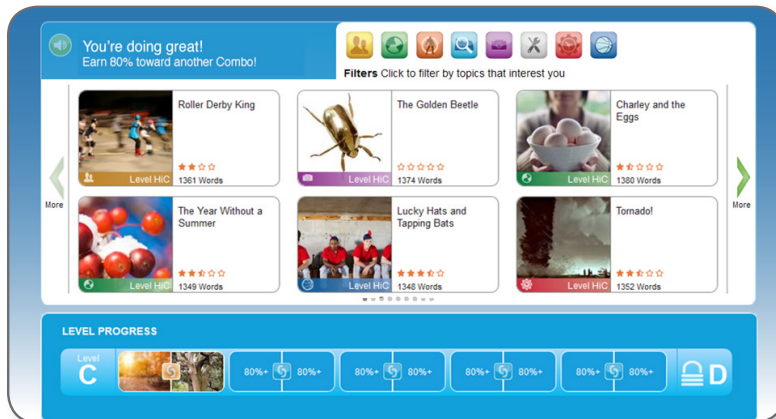
- ✓ Set Up Your Classes
- ✓ Assess Your Students
- ✓ Support Success!

Putting Your Dashboard to Work

# Learn About the Program

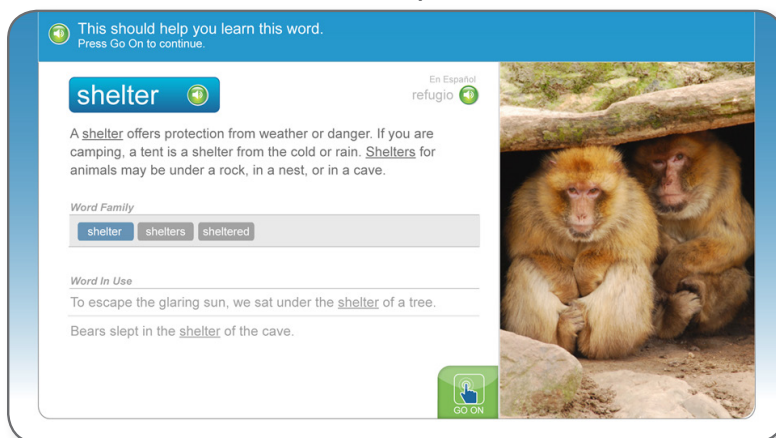
*Reading Plus* is for students with foundational reading skills who are ready to become proficient silent readers. The program helps students establish silent reading fluency, increase comprehension skills, and expand vocabulary while broadening interests and building knowledge. The program includes three instructional components: *SeeReader*, *ReadAround*, and *iBalance*.

≈15 minutes per lesson



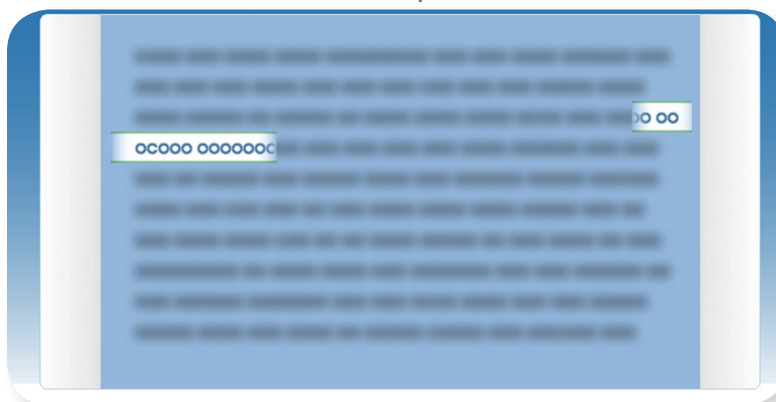
- Serves as primary program component
- Provides structured, scaffolded, silent reading practice
- Supports the development of academic vocabulary
- Delivers increasingly complex text selections
- Includes rigorous selected response and constructed response comprehension tasks

≈10 minutes per lesson



- Builds knowledge and mastery of general academic vocabulary
- Develops contextual analysis skills

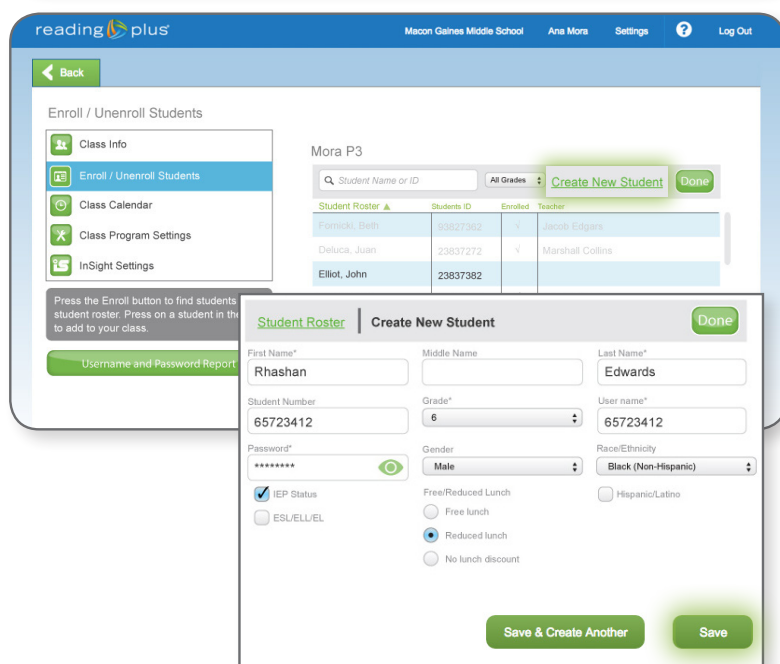
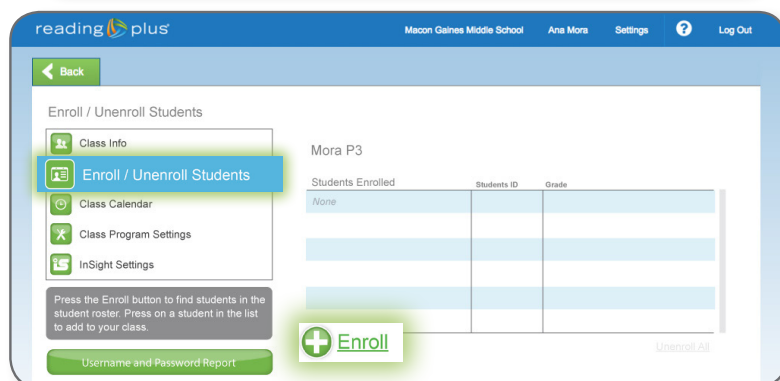
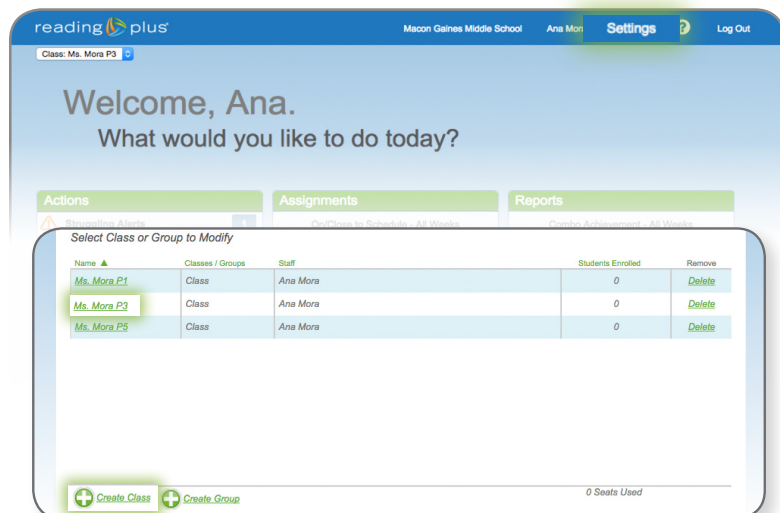
≈10 minutes per lesson



- Supports the development of visual perceptual skills, including:
- visual perceptual span
  - visual memory
  - left-to-right scanning

# Set Up Classes

Create a class, enroll students, and print usernames and passwords.



## 1. Log in

- Go to **login.readingplus.com** and press *Educator Login*.
- Enter your username and password.

## 2. Press *Settings*

## 3. Select a Class

- If you see class(es) listed, press the name of the class in which you will enroll students.
- If no classes are listed, or if you need to add an additional class, you can create a class (see below).

## 4. Create a Class

- Click *+Create Class*.
- Enter the name of the class. Use a name that will be easy for you and others to identify (your last name and class period, for example).
- Click *+Assign* if you would like to assign a co-teacher.

**Note:** If you logged in to an administrator account, press the uppermost *Classes* tab, then press the gear icon to the left of a class name to access class settings.

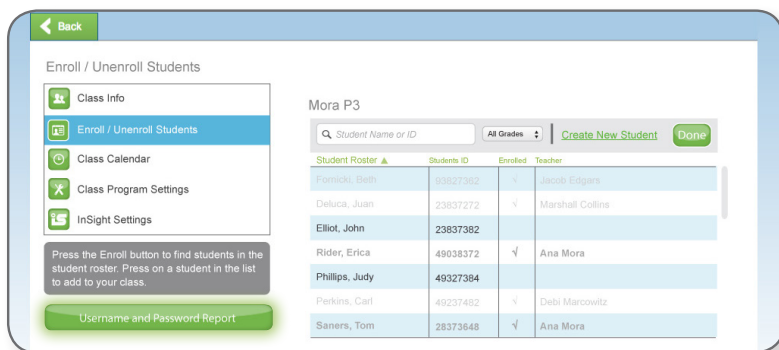
## 5. Enroll Students

- Press *Enroll / Unenroll Students*.
- Press *+Enroll* to access the Student Roster.
- Press the student's name to enroll.

**Note:** Always check the Student Roster before enrolling manually to avoid duplicate student accounts.

## 6. Enroll Students Manually (only for students who do not appear on the Student Roster)

- Press *Create New Student* to enroll any students whose names do not appear on the Student Roster.
- Enter information into all fields.
- Press *Save*.

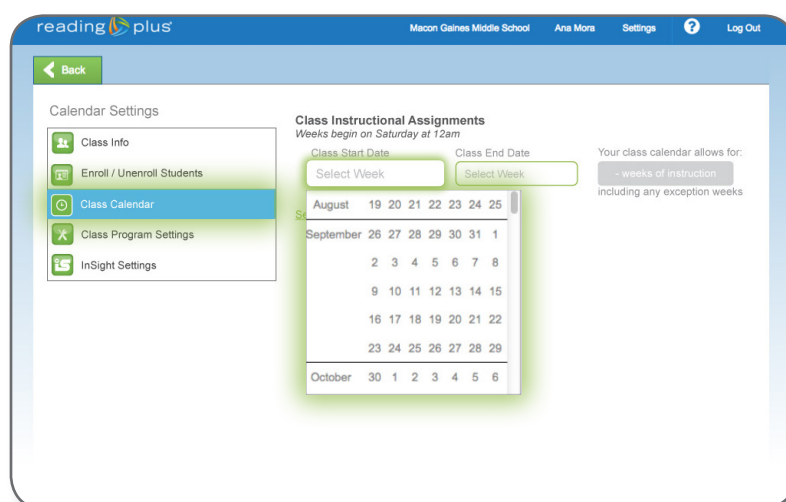


## 7. Print Student Usernames and Passwords

- Press *Username and Password Report*.

# Set Class Calendar

Set your class calendar and weeks off.



## 1. Set Start and End Weeks

- Press *Class Calendar*.
- Press *Select Week* in the *Class Start Date* field.
- Scroll to find the first week of instruction, then press that week.

**Note:** Set the Start Week as the week *after* students complete the initial *InSight* assessment. Students' assignments begin accumulating during Start Week.



## 2. Set Exception Weeks (Holidays, Testing Weeks, etc.)

- Press *Set any weeks your class has off*.
- Scroll to find the identified week, then press that week.
- Type 0 (zero) or use the arrow key to reset assignments for the week to zero.
- Be sure to assign 0 to *SeeReader*, *ReadAround*, and *iBalance*.
- Add a description note for the exception week.
- Press *Apply*.

**Note:** During exception weeks, students are not expected to complete assignments. However, they can still complete lessons.

# Set Program Assignments

Set your weekly assignments.

The screenshot shows the 'Class Settings' interface. On the left is a sidebar with icons for Class Info, Enroll / Unenroll Students, Class Calendar, Class Program Settings (highlighted), and InSight Settings. The main area is titled 'Custom Program Assignments (Weeks conclude on Saturday at 12am)' and has a radio button selected for 'Use Custom Program Assignments'. Below this, there are three input fields: '5' for 'SR lessons per week', '4' for 'RA lessons per week', and '0' for 'iB lessons per week'. A note states: 'Additionally, assign ReadAround (RA) and iBalance (iB) as needed.' At the bottom right is a green 'Confirm' button. A small orange box on the left contains text about overriding individual student assignments.

Default Schedule Time Commitment:

5 *SeeReader* lessons (~15 min/lesson) = ~1hr, 15 min/week

4 *ReadAround* lessons (~10 min/lesson) = ~40 min/week

0 *iBalance* lessons (~10 min/lesson)

Total Weekly Time Commitment = ~1 hour, 55 minutes

Make necessary adjustments based on available time.

Ensure students get sufficient *SeeReader* practice to achieve goals.

## Option 1: Set Custom Program Assignments

- Press *Class Program Settings*.
- Use up/down arrows to adjust weekly assignments as needed.
- Press *Confirm*.

**Note:** Program defaults are 5 *SeeReader* lessons, 4 *ReadAround* lessons, and 0 *iBalance* lessons per week.

OR

The screenshot shows the 'Program Assignments' interface. On the left is a sidebar with icons for Class Info, Enroll / Unenroll Students, Class Calendar, Class Program Settings (highlighted), and InSight Settings. The main area has two radio buttons: 'Custom Program Assignments' and 'Recommended Program Assignments' (selected). Below the radio buttons, text states: 'The recommended program assignments are personalized to meet each of your student's needs based on their initial InSight assessment results.' and 'Program assignments are based on students' InSight performance.' A link 'Go to Mora P3's Placement Report >>' is visible. At the bottom right is a green 'Confirm' button.

## Option 2: Use Recommended Program Assignments

- Choose *Use Recommended Assignments*.
- Press *Confirm*.
- Reference the *Placement Report* to view program assignment recommendations for each student (based on *InSight* assessment).
- Note time requirements for each student's recommended assignments.
- Provide students with adequate time to complete recommended assignments each week.



# Prepare for *InSight*

*InSight* measures students' reading comprehension, vocabulary knowledge, comprehension-based silent reading rate, and motivation levels. The initial *InSight* administration serves as a screener and placement test. Subsequent *InSight* administrations serve to benchmark student growth over time.

- ✓ Set aside 50 minutes to administer *InSight*.
  - Most students complete the assessment within 30 minutes.
  - The assessment can be completed in two or more sittings.
- ✓ Tell students the following:
  - The assessment is divided into three parts.
  - They should wear headphones for viewing the instructional videos.
  - They can have a book or other quiet activity nearby in case they complete the assessment before their classmates.
- ✓ Provide students with their Site Code and their Usernames and Passwords.
- ✓ Instruct students to log in at *login.readingplus.com*, and then:
  - Press *Student Login*.
  - Enter Site Code.
  - Enter Username and Password (case-sensitive).
  - Press *Log In*.
- ✓ Remind students to focus and try their best.
  - If students move too quickly or slowly through the assessment, they will receive cautionary messages on-screen.
  - A red exclamation point or fire symbol indicates the student was working through the assessment too quickly.
  - A blue exclamation point or icy finger indicates the student was spending too much idle time during the assessment.

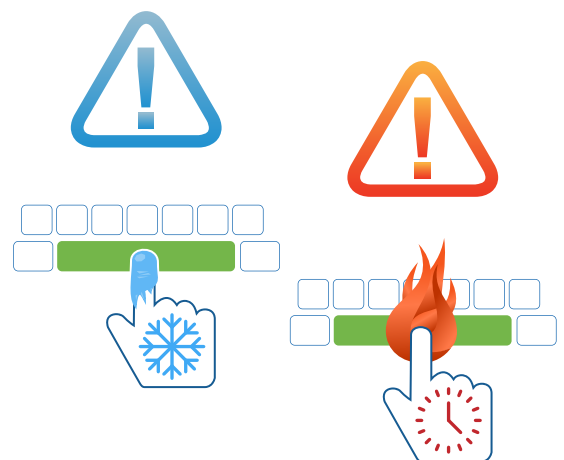


## *InSight* Assessment

- ✓ Screener
- ✓ Benchmark
- ✓ Placement

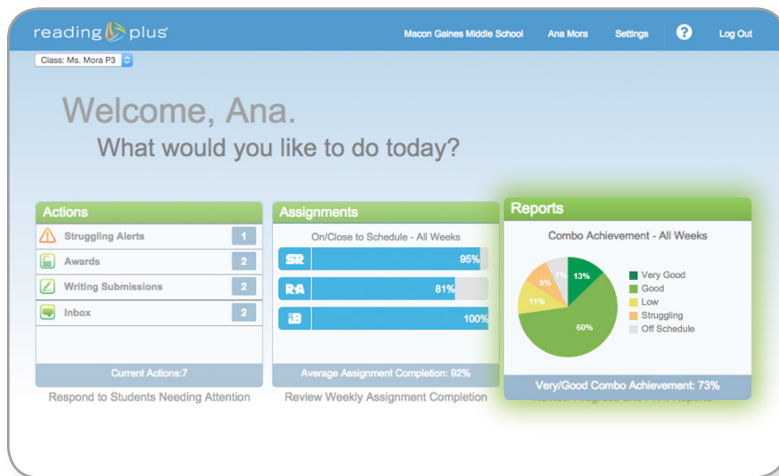


## Instructional Programs

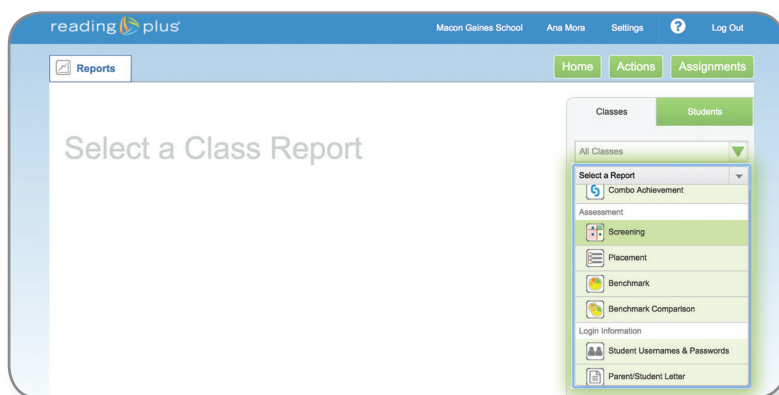


# Access Reports for *InSight*

Generate the *Class Screening Report* and *Class Placement Report* to view *InSight* assessment results.

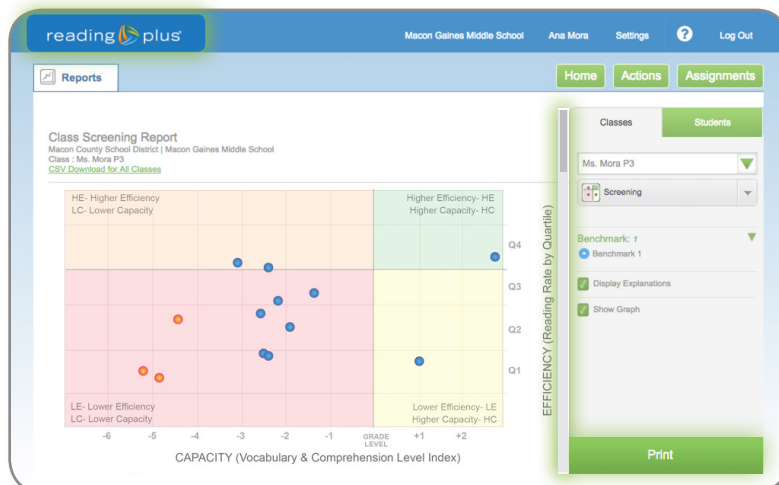


From your *Teacher Dashboard*, press *Reports*.



Use the drop-down menu to select the desired report.

- Select *Class Screening Report* to view students' skill levels.
- Select *Class Placement Report* to view students' program placement levels and weekly assignment recommendations.



View or print the complete report.

- Use the scroll to view the entire report.
- Press the *Print* button to print the report.

Press the *Reading Plus* logo located in the upper left to return to the *Teacher Dashboard* home screen.

# Take Inventory of Your Students

## Class Screening Report

The *Class Screening Report* shows you which students can benefit from *Reading Plus* as an intervention, which students are proficient but can use *Reading Plus* for enrichment, and which students are either borderline or not ready for fluency development in the *SeeReader* program.

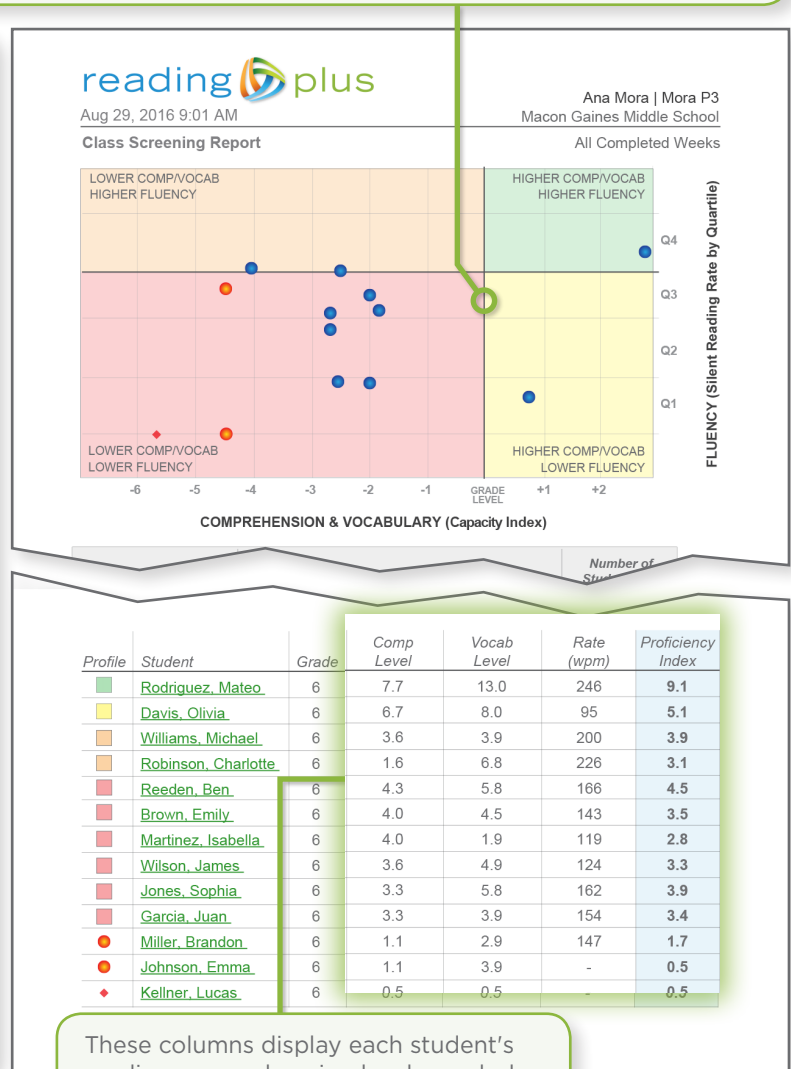
Students in the orange, yellow, and red quadrants are likely to benefit from *Reading Plus* as an intervention:

- **Red quadrant** students read at an inefficient rate and their comprehension and vocabulary skills are below grade level.
- **Orange quadrant** students read at an efficient rate, but their comprehension and vocabulary skills are below grade level.
- **Yellow quadrant** students can comprehend content at or above grade level, but they read at an inefficient rate.
- **Green quadrant** students are already proficient or advanced, and can benefit from *Reading Plus* as enrichment.

Use the color-coded symbols to identify students who are either *Not Ready* or *Borderline* for *SeeReader*.

◆ **Not Ready:** These students did not demonstrate comprehension mastery of first-grade-level reading passages and first-grade-level academic vocabulary during the *InSight* assessment. Note that students who cannot read are not appropriate candidates for *SeeReader* or *ReadAround*, but can benefit from the *iBalance* program. If educators believe *Not Ready* students do have foundational reading skills such as phonics and decoding, their scores could suggest they did not put forth best effort during the *InSight* assessment.

● **Borderline:** These students are marginally ready to earn 80%+ on *SeeReader* lessons. However, *Borderline* students are likely to benefit from comprehension development and stamina-building in the program. These students should be encouraged to complete all assigned lessons and should be watched closely to ensure they are showing improvement. Borderline students typically spend approximately 20 *SeeReader* lessons increasing skill and building stamina before they can consistently earn comprehension scores of 80% or higher.





# Prepare for Instruction

## Class Placement Report

The *Class Placement Report* displays the recommended number of weekly lessons in each component program for each student, based on *InSight* assessment results. Consider adjusting weekly assignment settings to meet individual student or class-wide needs.


View the number of recommended weekly lessons for each student in each component program. Numbers are translated into an approximate number of recommended weekly *Reading Plus* hours. View students' likely ending levels in the *SeeReader* reading program after 24 continuous weeks of instruction, if they follow their individualized assignment recommendations.

- G = At or Above Grade Level
- Numeric values represent predicted level after 24 weeks
- No 24-week outcomes predicted for Not Ready and Borderline students

Use the color-coded symbols to identify students who are either *Not Ready* or *Borderline* for *SeeReader*.

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Aug 31, 2013 3:25 PM  
Class Placement Report

Ana Mora  
Ms. Mora P3  
Macon Gaines Middle School  
All Completed Weeks

Student	iBalance (iB) #/Wk	ReadAround (RA) Level	ReadAround (RA) #/Wk	SeeReader (SR) Level	SeeReader (SR) #/Wk	~Hrs/ Wk	24 Wk Outcome (SR)
Lucas Kellner	5	2 (B)	5	1 (HIA)	-	1.7	-
Emma Johnson	5	4 (D)	4	1 (HIA)	6	3.0	4
Brandon Miller	-	3 (C)	4	1 (HIA)	6	2.2	4
Juan Garcia	-	4 (D)	4	1 (HIA)	5	1.9	5
Sophia Jones	-	6 (F)	2	1 (HIA)	5	1.6	G
James Wilson	-	5 (E)	3	1 (HIA)	5	2.4	5
Isabella Martinez	-	2 (B)	5	1 (HIA)	5	2.8	5
Emily Brown	-	4 (D)	4	2 (HIB)	5	1.9	G
Ben Reeden	-	6 (F)	2	3 (HIC)	4	1.3	G
Charlotte Robinson	-	7 (G)	2	2 (HIB)	5	1.6	G
Michael Williams	-	4 (D)	4	3 (HIC)	4	1.7	G
Olivia Davis	-	8 (H)	2	3 (HIC)	4	2.2	G
Mateo Rodriguez	-	8 (H)	2	8 (H)	2	0.8	G

◆ Lower Efficiency - Lower Capacity

◆ Higher Efficiency - Lower Capacity

■ InSight Incomplete

■ Lower Efficiency - Higher Capacity

■ Higher Efficiency - Higher Capacity

● Borderline for SR

◆ Not Ready for SR

# Take Action to Support Success

Your *Teacher Dashboard* is your reliable and efficient *Reading Plus* assistant. Log in at least twice every week to learn which students need your immediate attention and to ensure that all students are successfully completing their weekly assignments.

The dashboard shows a welcome message to Ana. The **Actions** panel lists 7 items: Struggling Alerts (1), Awards (2), Writing Submissions (2), and Inbox (2). The **Assignments** panel shows completion rates for SR (95%), RA (81%), and IB (100%). The **Reports** panel shows a pie chart for Combo Achievement with categories: Very Good (13%), Good (60%), Low (11%), Struggling (1%), and Off Schedule (5%).

## Check Data for All Classes

- Data displayed is for the class listed in your drop-down menu (upper left).
- To view data for other classes or groups, use the drop-down menu.

## See which Students Need Immediate Attention

- Press *Actions*.

The **Actions** panel is expanded, showing a list of students with messages and dates. Ben Reeden has a 'Prolonged comprehension difficulties detected' alert dated 5/10/13. Other students listed include Emma Johnson, Juan Garcia, Olivia Davis, Charlotte Robinson, James Wilson, and Brandon Miller.

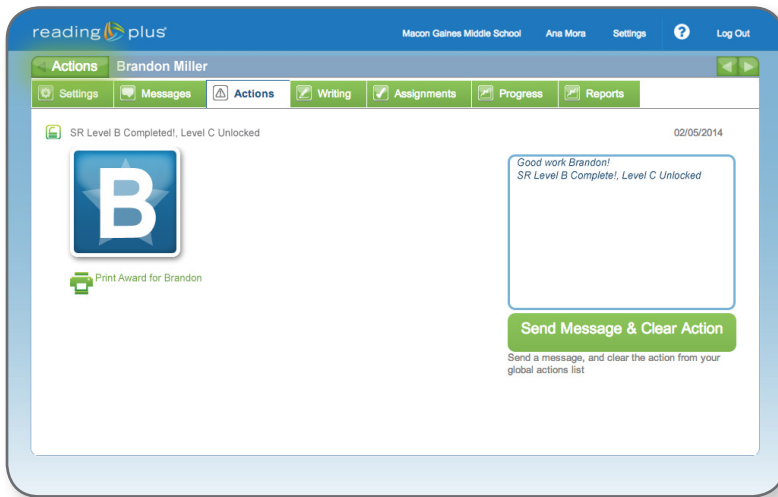
## ⚠ Struggling Alert

- A student with this alert does not consistently earn comprehension scores of 80%+ in *SeeReader*.
- The student is on hold in the *SeeReader* reading program and cannot continue until you intervene.
- To release the hold, press the *Struggling Alert* icon.

The view shows a detailed message for Ben Reeden: 'Student placed on hold in SeeReader reading program due to low comprehension. Repeat reads and text complexity decrease have not helped recovery.' Below the message is a table of reading progress data for Ben Reeden across several dates, including Date, Time, Duration, Level, I-Rate, G-Rate, ReReads, and Completion percentage. A 'Send Message & Clear Action' button is visible at the bottom.

- View relevant data.
- Edit message in prepopulated field, if desired.
- Press *Send Message & Clear Action*.

Press *Actions* in upper left to return to the *Actions Panel*.

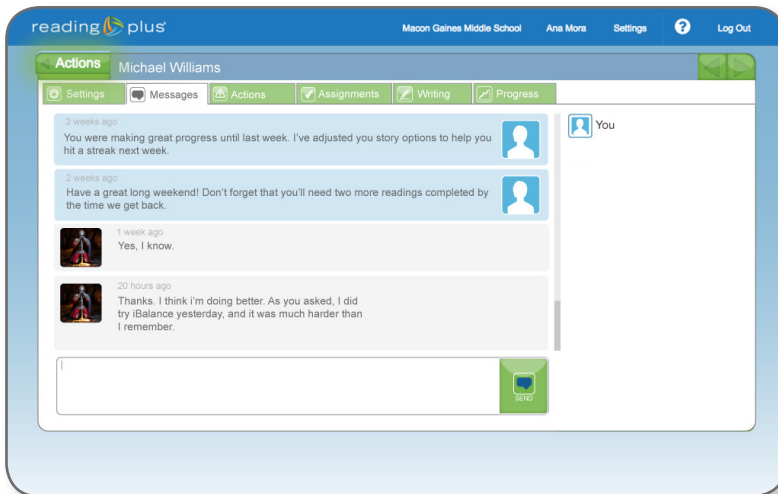


## Level Award

Celebrate the success of students who have earned a Level Award.

- Press the *Level Award* icon.
- Send the prepopulated congratulatory message. Customize as desired.
- Print the award.

Press *Actions* to return to the *Actions Panel*.

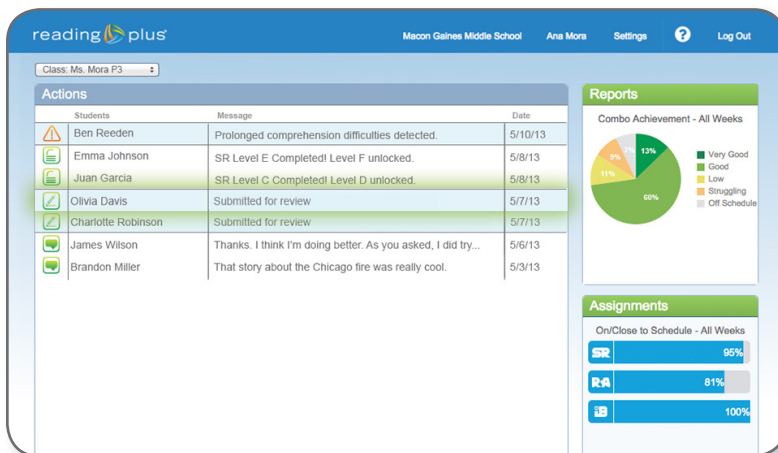


## Message

View and respond to messages from your students.

- Press the *Message* icon.
- Read and respond to messages.

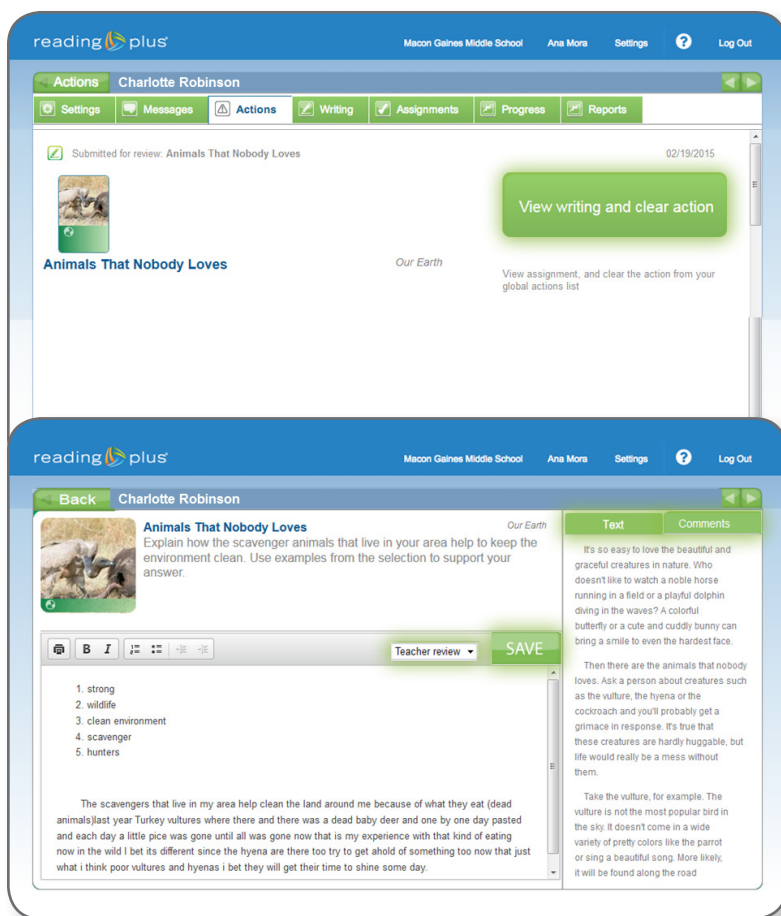
Press *Actions* to return to the *Actions Panel*.



## Writing Submission

View and print student writing submissions.

- Press the *Writing* icon.

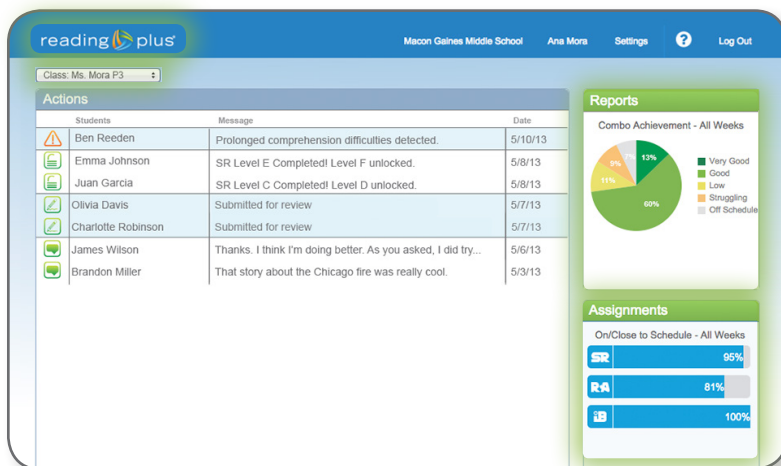


- Press the *View writing and clear action* button to access the writing submission and clear the *Writing* action from your *Actions Panel*.

- Press the *Text* tab to access the full text selection.
- Use *Comments* thread to comment on a draft in process.
- Use the drop-down menu to note that an assignment is a *Student Draft* that needs refinement, or is *Completed*.
- Press *Save*.

## Easily Navigate Your Dashboard

From your *Actions Panel*, press the *Assignments* or *Reports* widget to move easily among the three areas of your *Teacher Dashboard*.



- Press *Assignments* to ensure students are completing weekly assignments.
- Press *Reports* to check use and progress.
- Press the *Reading Plus* logo to return to the home screen of your *Teacher Dashboard*.

# Monitor Class Assignments

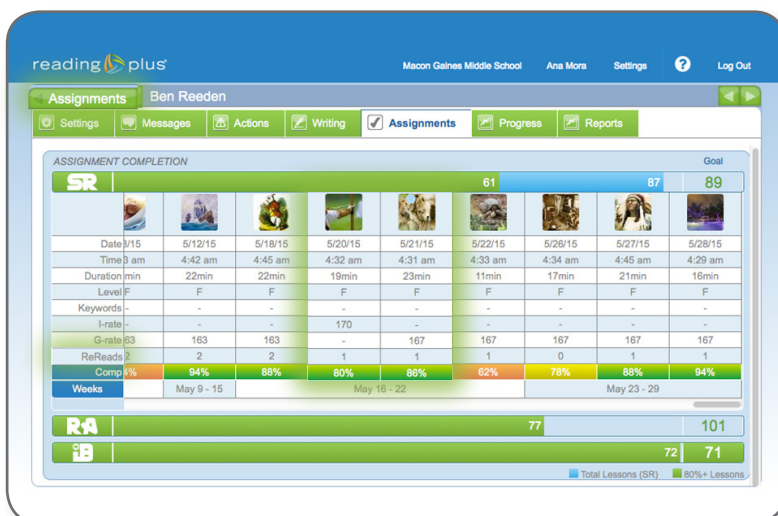
Press *Assignments* to ensure that all students are successfully completing their weekly assignments.



## Read Assignment Completion Data

- Data for the current week is displayed by default.
- Colored tick marks indicate lesson completion in *iBalance* (iB), *ReadAround* (RA), and *SeeReader* (SR).
- Remind students to complete any incomplete *SeeReader* lessons (white ticks).
- Press the *Message* icon next to a student's name to send that student a message.
- Press the *Message* icon at the top of the column to send the same message to all students in the class.

- Green indicates a completed lesson. Green in the SR column indicates a *SeeReader* lesson completed with 80% or higher comprehension.
- Yellow indicates a *SeeReader* lesson completed with 70-79% comprehension.
- Orange indicates a *SeeReader* lesson completed with less than 70% comprehension.
- White indicates an assignment not yet attempted and therefore incomplete.



## View data for students with comprehension averages lower than 80%

- Press the student's name.
- Check for *Combos* (two scores in a row of 80%+). Students are expected to earn one *Combo* for every four *SeeReader* lessons.
- Check to ensure that student is using ReReads.

Press *Assignments* to return to the *Assignments Panel*.



# Check Progress

The *Class Progress Report* provides a comprehensive picture of the reading rate gains and level gains students have made in the *SeeReader* reading program.

Students' names are listed along the left. The student who is currently working at the highest *SeeReader* level is listed at the top. The *Class Progress Report* displays each student's actual grade level, the total number of *SeeReader* lessons each student has completed, and each student's average comprehension score in *SeeReader*.

View each student's initial silent reading rate as captured during the *SeeReader* Start-Up process. Compare initial rate with current independent rate (I-Rate) and current rate when reading within the Guided Window (G-Rate).

reading  plus

Feb 22, 2016 2:28 PM

Class Progress Report

Class: Ms. Mora P3

Ana Mora | Ms. Mora P3  
Macon Gaines Middle School

Date Range: All Completed Weeks

Gray boxes represent mastered *efficiency-building* levels. On these levels, the student worked to attain grade-appropriate reading rate and establish efficient silent reading behaviors.

Blue boxes represent mastered *capacity-building* levels. On these levels, the student read at the grade-appropriate rates, and increased his or her capacity for reading and comprehending increasing complex text.

Green boxes represent target level (grade-level content).

4/7

The white box with a dark outline represents the student's current level. The fraction displays the number of Combos completed compared to the number of Combos required for the current level.

Combos Required

Combos Completed

Students	Grade	Total Lessons	Avg Comp	Initial Rate	Current I-Rate	Current G-Rate	Content Level												
guez, Mateo	6	65	89%	234	289	305													
n, Emily	6	75	93%	454	204	400													
nson, Charlotte	6	63	96%	223	254	264													
s, Olivia	6	126	74%	100	187	193													
en, Ben	6	98	76%	161	193	219													
ms, Michael	6	99	80%	198	249	271													
Garcia, Juan	6	91	81%	142	187	203													
Jones, Sophia	6	114	72%	153	203	407													
, Brandon	6	80	73%	143	207	199													
nez, Isabella	6	86	73%	114	115	179													
son, Emma	6	130	70%	62	432	159													
n, James	6	69	78%	127	171	163													

# Differentiate Instruction

During *SeeReader* comprehension checks, students answer questions that require them to exercise various comprehension subskills. The comprehension subskills are contained within broader Anchor Skill categories that are aligned with the College and Career Readiness Anchor Standards for Reading. The *Class Skill Group Report* groups students who are struggling with the same comprehension skills and links to comprehension skill activities that provide a starting point for remediation.

**reading plus®**  
Feb 23, 2014 8:02 AM  
Class Skill Group Report  
Class: Ms. Mora P3

Anchor	Sub Skill	Skill%	SR Levels	Student
Close Reading Anchor #1	Identifying Explicit Details	50% (3/6)	B - C	Martinez, Isabella
	Making Inferences	56% (5/9)	B - C	Johnson, Emma
Interaction of Ideas Anchor #3	Predicting Outcomes	43% (3/7)	B - C	Martinez, Isabella
	Analyzing Plot/Character	44% (4/9)	B - C	Martinez, Isabella
	Predicting Outcomes	50% (4/8)	E - F	Reeden, Ben
	Analyzing Cause/Effect	56% (5/9)	C - D	Jones, Sophia
Structure Anchor #5	Examining Sequence	57% (4/7)	A - B	Kellner, Lucas
Point of View Anchor #6	Recognizing Mood/Tone	56% (5/9)	C - D	Miller, Brandon
Reasoning/Rhetoric Anchor #8	Judging Validity	50% (4/8)	B - C	Johnson, Emma
	Judging Validity	56% (5/9)	A	Kellner, Lucas

View the specific comprehension subskill with which a student is struggling. The specific subskills are contained within the broader Anchor Skill categories to the left. For example, *Identifying Explicit Details* is a subskill contained within Anchor #1, *Close Reading*.

Students are grouped according to the Anchor Skill(s) with which they are struggling.

- View all comprehension skills with which a student is struggling.
- View and print *Offline Worksheets* assigned to the student.

View the Anchor Skill with which a student or students are struggling. Click on the green Anchor Skill label to access resources for remediation:

- *Skills Coach* online tutorials deliver direct instruction, guided practice, and independent practice with nine comprehension Anchor Skills and 25 subskills.
- *Skills Practice Activities* provide additional practice.

View a student's percentage score for a specific subskill on his or her current *SeeReader* level.

- The fraction for a subskill represents correct answers out of total questions asked.

For example, on his current *SeeReader* level, Lucas Kellner:

- Scored 57% on all questions related to Examining Sequence
- Correctly answered four out of seven (4/7) questions in which he determined sequence.

**Skills Coach Activities**

**Skills Practice Activities**

# Celebrate Success!

Readers who struggle are often extrinsically motivated. These students require extra support to develop the reading skills they need to progress toward intrinsic motivation. Celebrate your students as they become stronger, more capable readers through their use of *Reading Plus*. There are myriad ways to celebrate success in *Reading Plus* on a student, class, and school level.

Student Success	Ways to Celebrate
<ul style="list-style-type: none"> <li>• All assignments for the week completed</li> <li>• Combo earned in <i>SeeReader</i></li> <li>• Level Award earned in <i>SeeReader</i></li> <li>• Level Award earned in <i>ReadAround</i></li> </ul>	<ul style="list-style-type: none"> <li>• Raffle ticket for weekly or monthly raffle</li> <li>• Sticker or small prize</li> <li>• Level Award certificate to be hung on a <i>Reading Plus</i> Wall of Fame.</li> <li>• Traveling <i>Reading Plus</i> trophy on the student's desk for the day</li> <li>• Free time</li> </ul>
Class Success	Ways to Celebrate
<ul style="list-style-type: none"> <li>• Everyone has earned at least one Combo during the week.</li> <li>• Everyone has completed all weekly assignments.</li> <li>• Everyone has earned at least one Level Award.</li> <li>• All students in the class have read at least 10,000 words, or the class has collectively read 200,000 words. (Reference your <i>Class Leaderboard Report</i>.)</li> <li>• All students have completed at least 25, 50, 75, 100, etc. <i>SeeReader</i> lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• 15 minutes of free time outside, in the gym, or on the computer</li> <li>• 3-minute dance party. Class chooses a song from a teacher-provided playlist, and all students dance in their seats.</li> <li>• Host a buddy-reading class, in partnership with one of the lower-grade classrooms (such as kindergarten or first grade). Older students read with younger students.</li> <li>• Class party</li> </ul>
School Success	Ways to Celebrate
<ul style="list-style-type: none"> <li>• All students using <i>Reading Plus</i> have earned at least one Level Award.</li> <li>• All students have completed at least 25, 50, 75, 100, etc. <i>SeeReader</i> lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Spotlight on successful <i>Reading Plus</i> students and reading achievement during an all-school assembly</li> <li>• All-school movie afternoon</li> <li>• School party or dance</li> </ul>



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