ReadingHorizons

ELEVATE®

Dear Parent or Guardian,

Our school uses the *Reading Horizons Elevate* program to help your student build foundational reading skills.

This program uses research-based strategies to help students understand the rules and patterns of the English language—leading to high accuracy in reading, spelling, and pronunciation.

Please review the attached pages to learn how to support your student as he/she uses this program both at school and at home.

By encouraging your student to meet the attached recommendations, you are helping build his/her reading skills!

Home Access

The software portion of our instruction can be accessed at home. To run the software you must have a web browser that runs Adobe Flash Player (we recommend using Google Chrome when possible). Use the login below to help your student access this program at your home:

URL: www.RHElevate.com
Site: _____
Username: _____
Password: _____

Software Time at Home

I recommend that your student spend the following amount of time on the software each week from home:

_____minutes a day, _____ days a week.

Thanks for your support in this effort!

Sincerely,

Initial Assessments

Prior to software instruction, students will take the following three assessments on the *Reading Horizons Elevate®* Software:
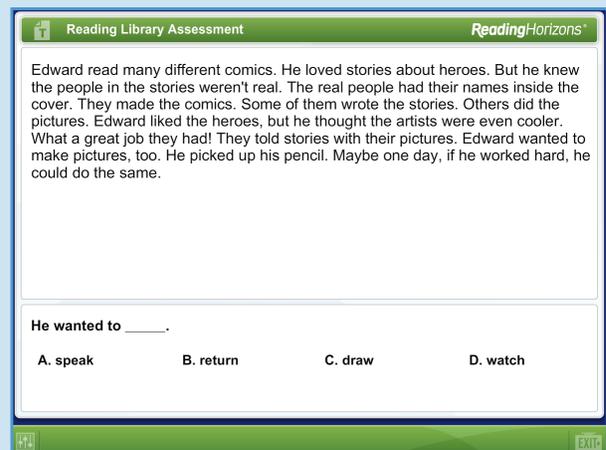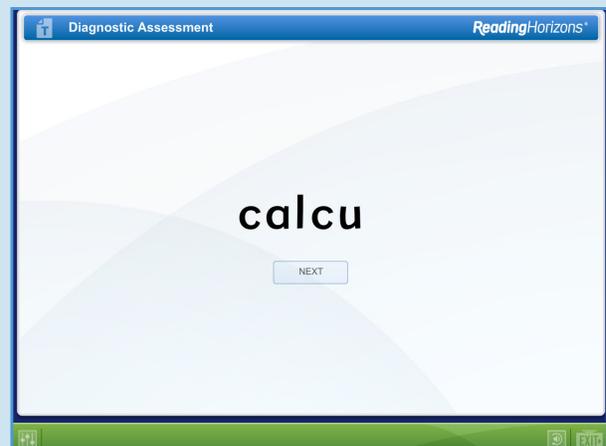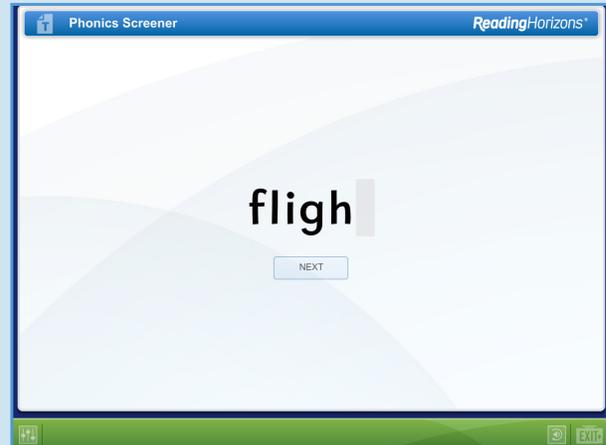
- Phonics Screener
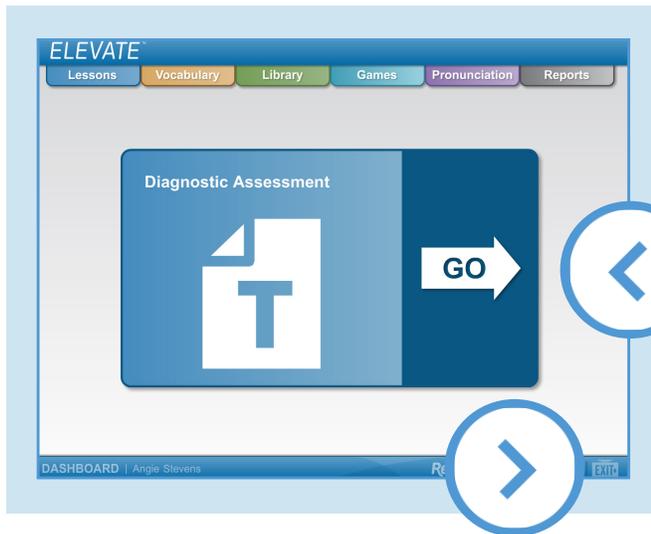- Reading Library Assessment
- Diagnostic Assessment

These assessments are used to determine:

- The student's current level of proficiency (phonics, decoding skills, reading)
- The student's instructional track on the software
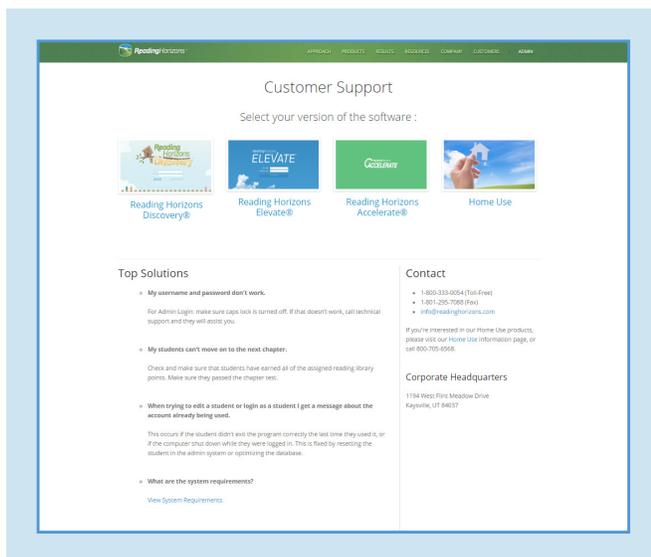- The student's current reading Lexile® measure

Before beginning the assessments students should understand:

1. Assessment performance creates a custom instructional track that is tied to student skill. Because of this, it is very important that students take the assessment seriously and don't get help on any of the questions.
2. The initial assessments should not be rushed and might take multiple software sessions to complete.
3. Students will need headphones in order to accurately hear the assessment instructions.

Phonics Screener	ReadingHorizons®

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Diagnostic Assessment	ReadingHorizons®

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Reading Library Assessment	ReadingHorizons®

Edward read many different comics. He loved stories about heroes. But he knew the people in the stories weren't real. The real people had their names inside the cover. They made the comics. Some of them wrote the stories. Others did the pictures. Edward liked the heroes, but he thought the artists were even cooler. What a great job they had! They told stories with their pictures. Edward wanted to make pictures, too. He picked up his pencil. Maybe one day, if he worked hard, he could do the same.

He wanted to _____.

A. speak   B. return   C. draw   D. watch

GO and *Exit* Buttons

Technical Support on Website

Navigating the Software

To begin the assessments, have students listen to the short explanation and then click the GO button.

The top left hand of the screen indicates which assessment a student is taking.

Students need to be reminded to click on the *Exit* button in the lower right corner to leave the assessment. When they return, it will automatically resume where they left off during their last session.

Addressing Student Questions

We encourage you to assist your student with any questions he/she has while navigating or using the software (there are help videos that can be accessed by clicking the question mark at the bottom of the software and technical help at www.ReadingHorizons.com/support). However, we request that you do not read questions or passages or tell your student the answer to items in the assessments and lessons. Simply tell him/her to guess if he/she gets stuck or doesn't know the answer. The assessments and lessons gauge a student's current abilities and responds accordingly. We know you like to help, but be sure the sofware is finding out what your student knows—not what you know!

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