



*READ 180* Universal  
Technology User's Guide

July 2021

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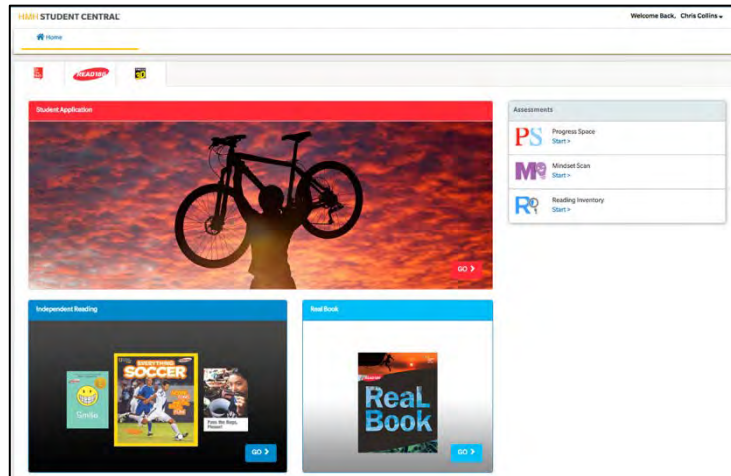
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## Overview

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

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



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

READ 180 Universal consists of:

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

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

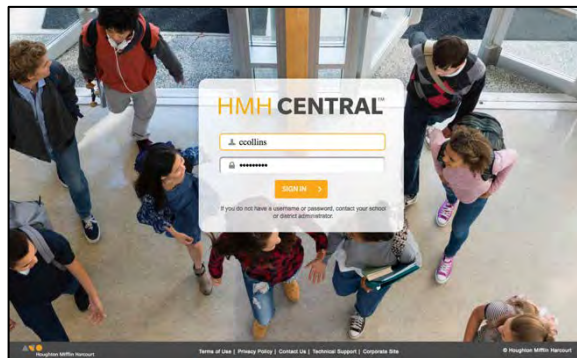
## Using HMH Student Central

Students are enrolled in *READ 180* Universal through HMH Teacher Central or Student Achievement Manager (SAM) (page 74). Once students are enrolled, they may log in to HMH Student Central on a student workstation or mobile device. To open the Login screen, open the workstation's browser program and select the HMH Central Login screen bookmark.

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

### Logging In

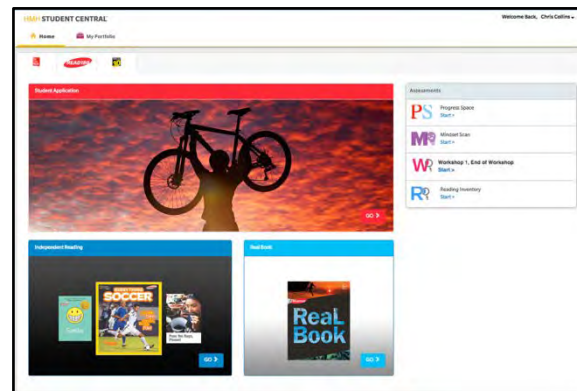
Log in with a SAM username and password and click **Sign In** to go to the HMH Gateway screen.



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

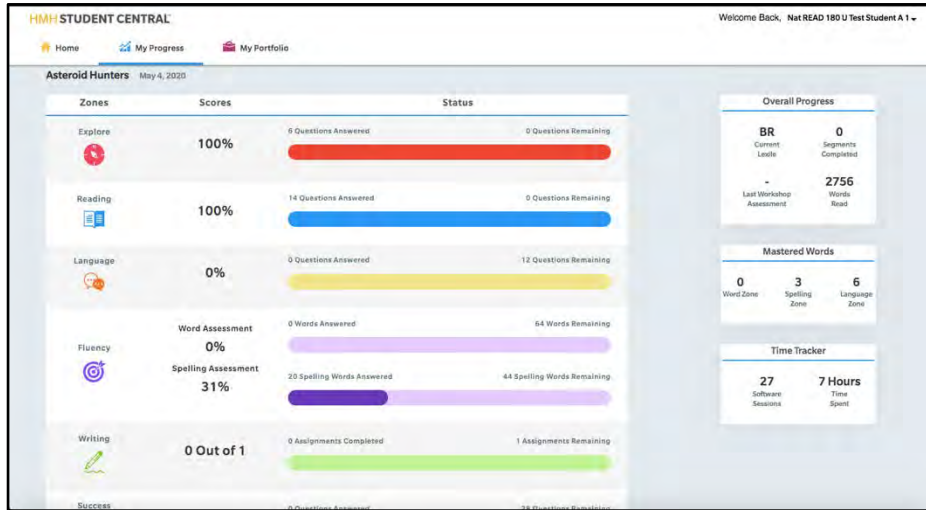


From the home tab on the HMH Student Central screen, click **Go** in the Student Application field to open the Student App, or click **Go** in the Independent Reading field to open Independent Reading. To work on assignments or in the *READ 180* suite programs, click the program's icon or **Start** link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

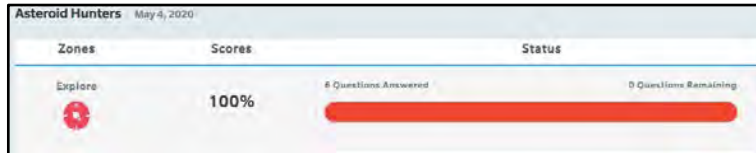




## My Progress Tab

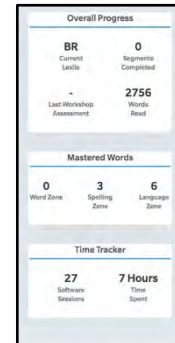


The My Progress tab shows students detailed information on the segment they are currently working on.



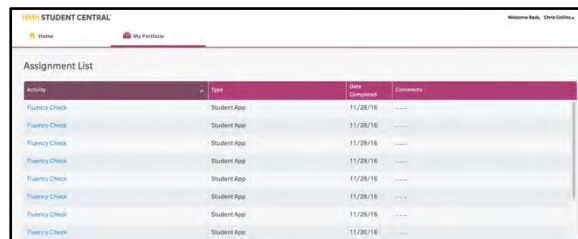
Students see their progress in the zones of the current segment, along with how many questions, words, or assignments remain.

On the right side of the screen students can see their overall progress, total mastered words, and a tracker showing their time in the program.



## My Portfolio

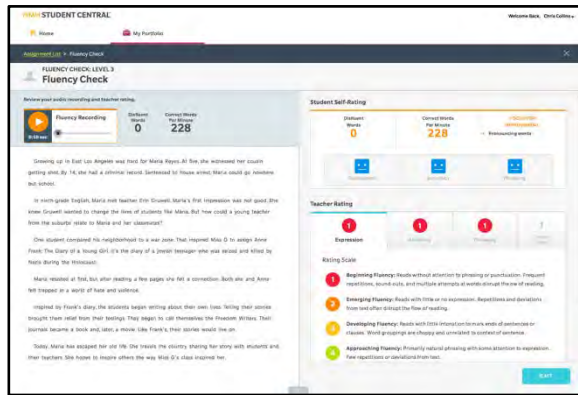
Click the My Portfolio tab to open the list of students' graded assignments. Students will see a list of their reviewed Fluency Check, Workshop Assessment assignments, and Writing Zone activities. To view the assignments, click the assignment link. Students see their work as reviewed by the teacher in HMH Teacher Central (page 64).



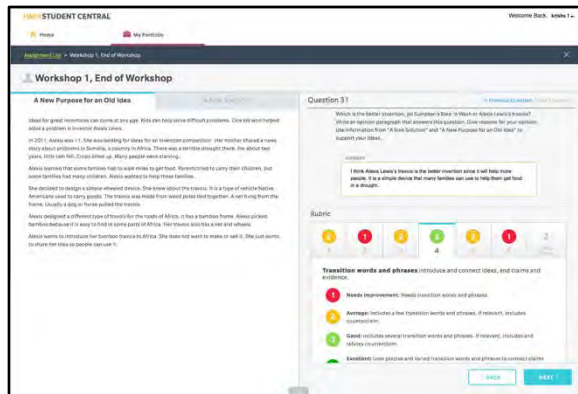




On their Fluency Check assignments, students may review their recordings by clicking the Play button above the passage, review their student ratings, and see how their teacher rated their work against the rubric. To return to My Portfolio, click **Exit**.

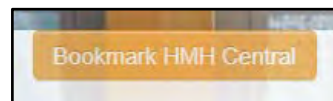


On their Workshop assessments, students may review their Constructed Response and Extended Response answers and their teacher ratings from the rubric. To move between assessment questions, click **Next** or **Back**. Click the "X" icon at the top of the screen to return to My Portfolio.

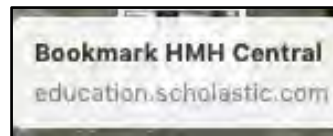


### Bookmarking the HMH Gateway

HMH Central users may bookmark their HMH Gateway page easily by using the Automatic Bookmark feature.



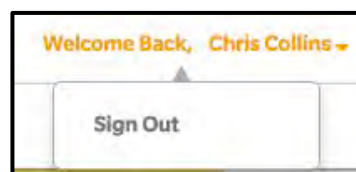
To bookmark the HMH Gateway page in Explorer or Firefox, click the **Bookmark HMH Central** button on the HMH Gateway login screen. To bookmark the HMH Gateway page in Chrome, Safari, or Microsoft Edge, select the **Bookmark HMH Central** button, then drag and drop the button to the bookmark bar in the browser.



Users may also drag and drop the **Bookmark HMH Central** button to their desktop to create a desktop bookmark.

### Logging Out

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

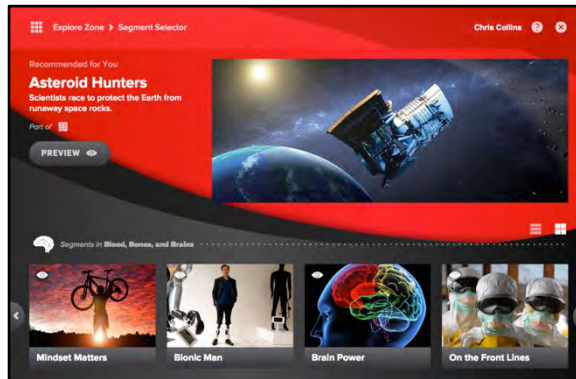




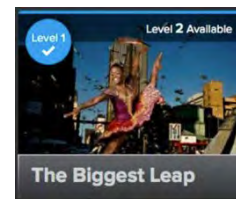
## The Student App

### Segment Selector

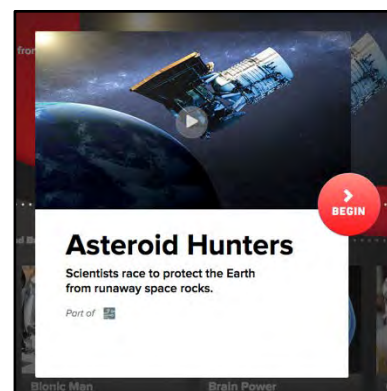
When students enter the Student App, they go to the Segment Selector and choose the segment to work in (on first login, students go to the Mindset Matters segment).



Students may work in the same segment in multiple levels; when they complete a segment at a certain level they will see a badge on that segment in the segment selector.



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



### Mindset Matters

Mindset Matters primes students' growth mindset prior to moving on to more challenging segments. The Zone work in Mindset Matters is leveled to the lower end of the Lexile measure bands for the five *READ 180* levels in Stage A and six *READ 180* levels in Stages B and C. It also allows students to learn to use the technology and build confidence before going on to the other segments. Note that there is no Writing Zone in Mindset Matters. The segment also contains one fewer Reading Zone strategy than the other segments.



## The Zone Menu

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



When students finish with their

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

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

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

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



## Student App Zones

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

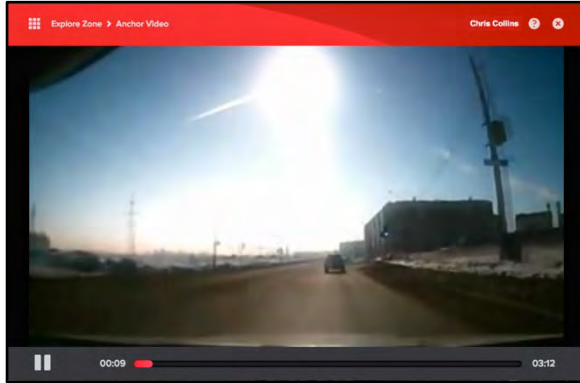
- **Explore Zone:** In the Explore Zone, students build background, concept knowledge, and academic language through Anchor Videos and vocabulary exercises.
- **Reading Zone:** In the Reading Zone, students build comprehension through close reading and comprehension tasks.
- **Language Zone:** In the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

## Explore Zone

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

### Anchor Video

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



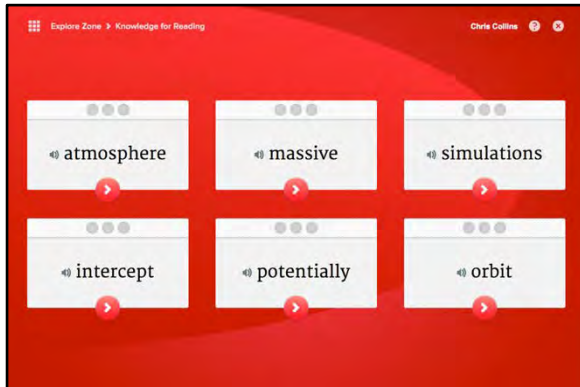
Students may pause the video by clicking the Pause button. Clicking Play a second time resumes the video.

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

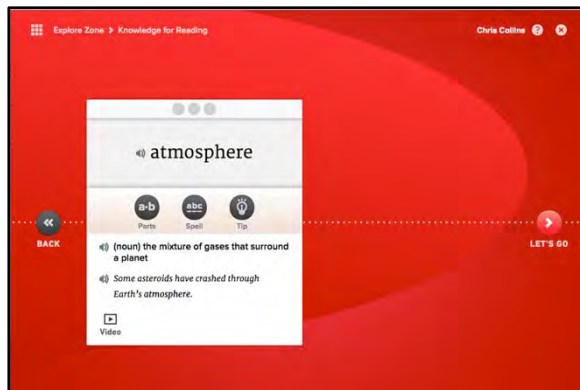
When students finish viewing the Anchor Video, they may click **Replay** or **Go On** to move to the next activity.

### Word Cards

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



Click the speaker icon next to the word to hear the word read aloud. Click **Parts** to hear and see the word read phonetically. Click **Spell** to hear and see the word spelled. Click **Tip** to hear and see a decoding tip for the word. Click the speaker icons next to the definition or context sentence to hear these read aloud. Click **Video** to rewatch a relevant clip from the Anchor Video.



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

### Knowledge for Reading

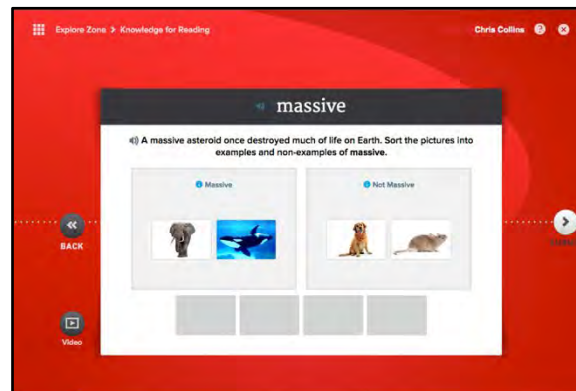
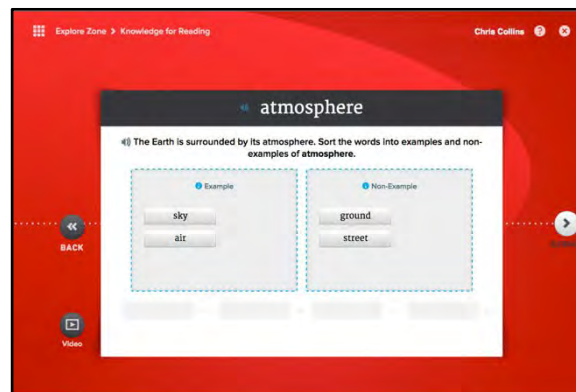
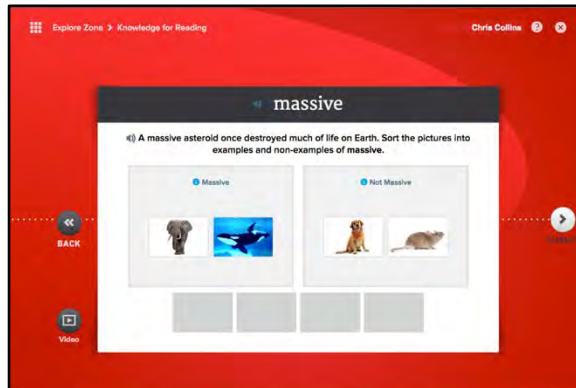
In Knowledge for Reading, students answer questions related to the Word Cards and based on the Anchor Video. Knowledge for Reading contains different types of questions.

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

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

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

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

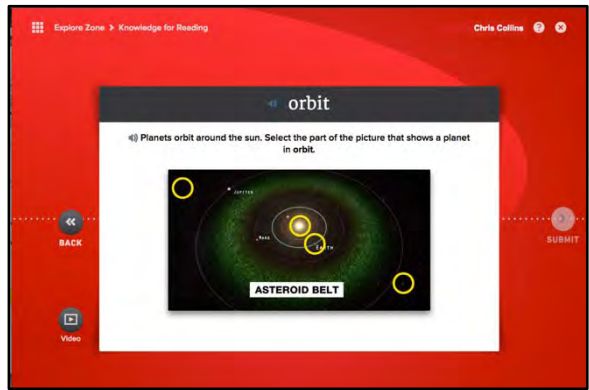




Students may also be asked to choose an answer from a still from the Anchor Video. Click a circled area in the still to choose an answer. To view the Anchor Video, click **Video**. To move back to the Word Card, click **Back**.

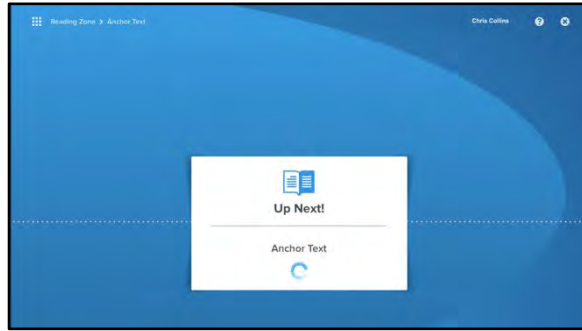
When students are satisfied with their choices, they click **Submit**. Correct answers are circled in green; incorrect answers are circled in red.

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



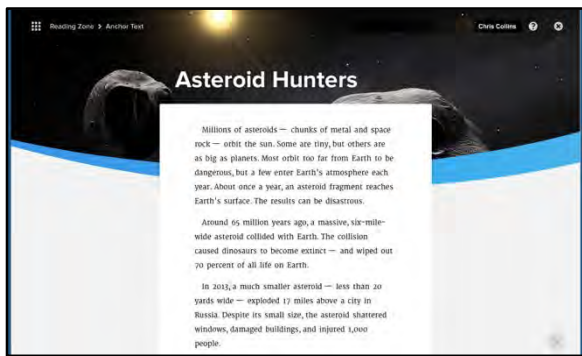
## Reading Zone

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



## Anchor Text

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



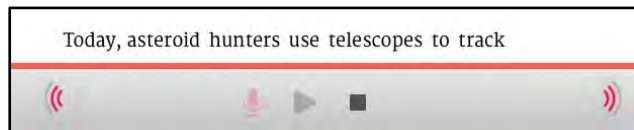
Students may click a word to hear it pronounced or double-click it to open a Word Card for the word.

## Read & Record

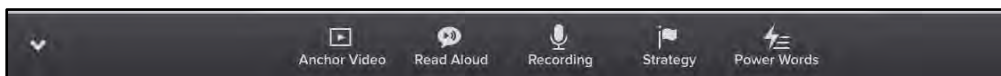
**Students must complete and submit two recordings of the Anchor Text to finish their work in the Reading Zone.**

When students access Read & Record, the tool tray appears at the bottom of the screen.

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



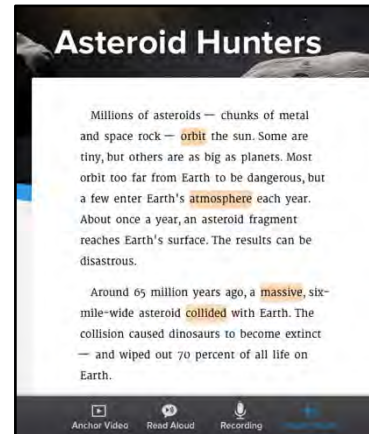
Sound wave icons on the left and right of the screen indicate if the student's reading is recording. To play the recording back, click the Play button.



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

The Support Tray contains these tools:

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



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

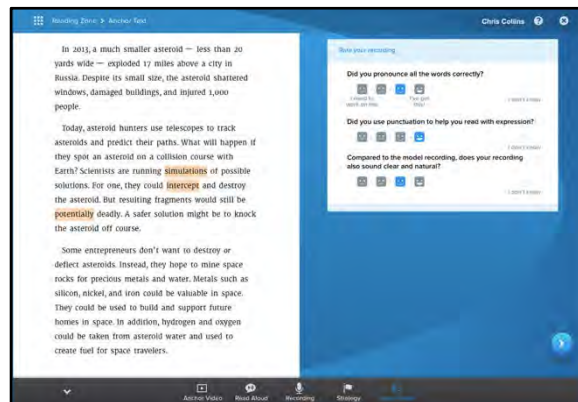


Clicking **Read Aloud** opens the Read Aloud Support Tray, which allows students to control how the Anchor Text is read. This tray contains three tools:

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

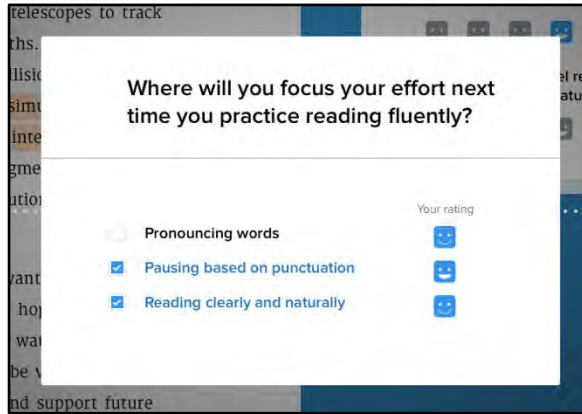
Click the arrow icon on the left side of the Support Tray to close it.

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

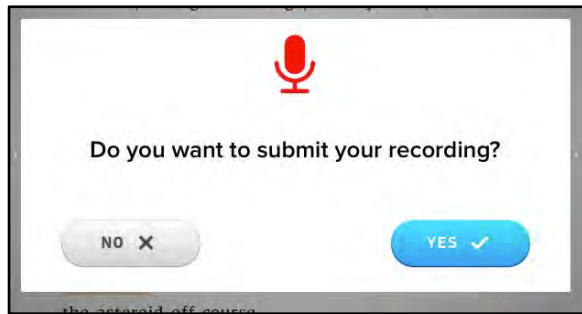




Students are asked to select which areas they will focus on in their next recording. Click the checkboxes next to the choices to select the focus areas. Click **Go On** when finished.

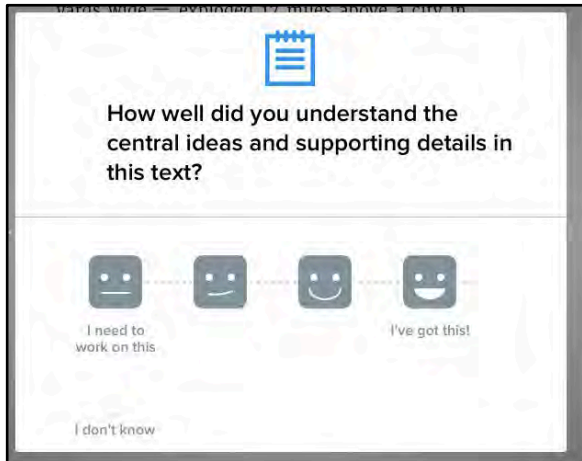


Students are then asked if they wish to submit their recording. Click **Yes** to submit or **No** to delete the recording. Recordings are not saved until students submit them, so students should not log out or leave the program until their recordings are completed.



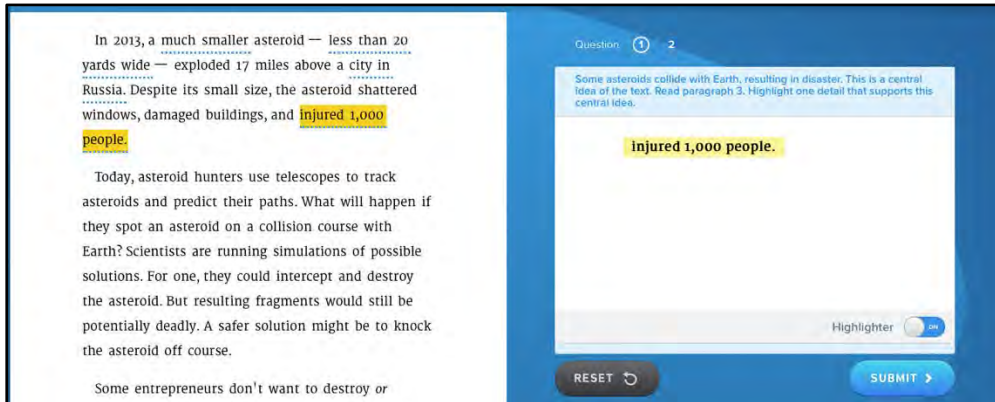
**Students must complete and submit two recordings of the Anchor Text to finish their work in the Reading Zone.**

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



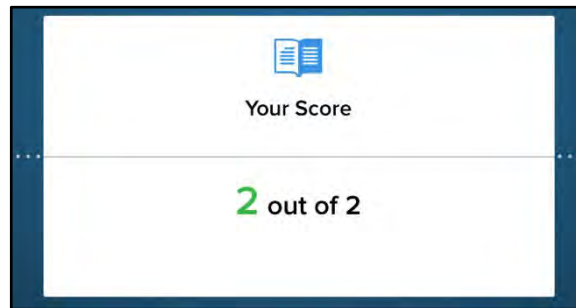
Students who have rated themselves at the highest value may choose to answer a more challenging question.

### Comprehension Questions



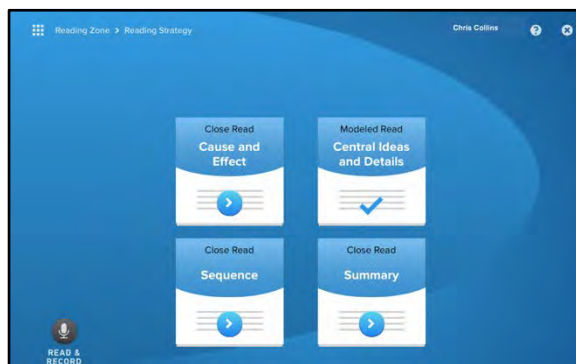
After rating the Anchor Text, students answer comprehension questions. After the first recording, students answer two questions; after subsequent readings, students answer four comprehension questions. These questions ask students to select text by highlighting, select an answer choice from multiple choices, or sort ideas into groups. In highlighting questions, some of the text is highlighted by default to draw students' attention to it. Students may turn this off by clicking or swiping the

**Highlighter** switch. Clicking **Reset** removes the answer if students wish to change their answer. Click **Submit** to submit the answer. Students receive supporting feedback on incorrect answers. When students submit correct answers, they see feedback on these responses.



### Reentering the Reading Zone

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

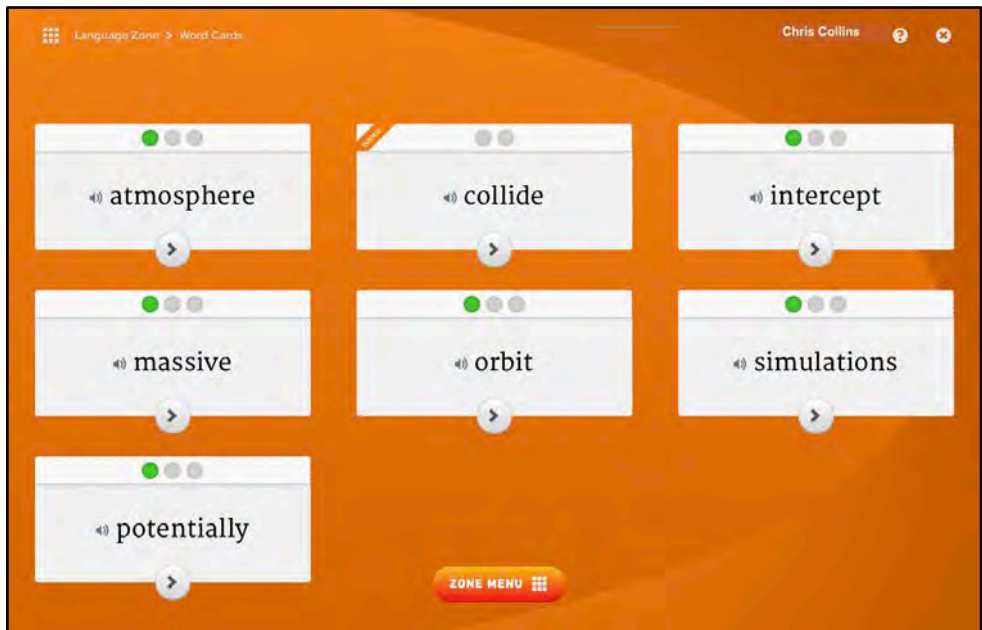


### Language Zone

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

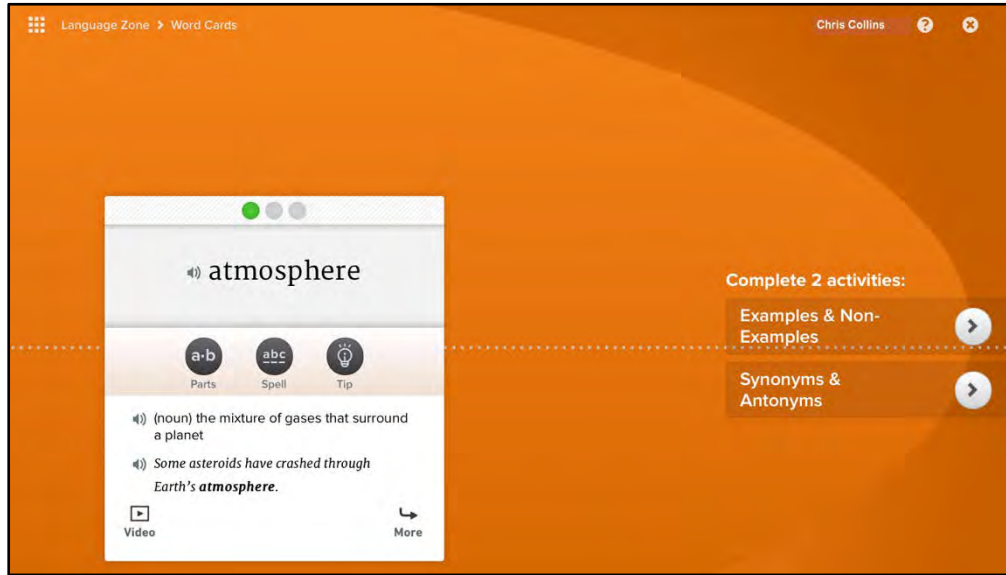


### Word Cards



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

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

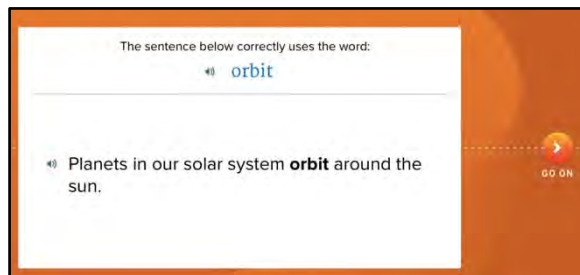
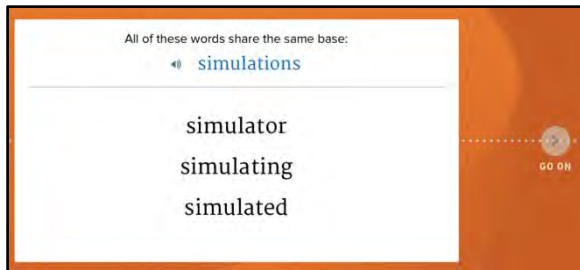
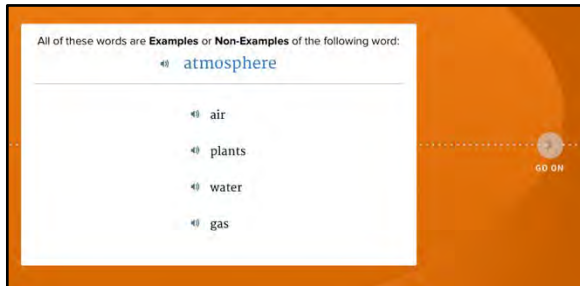


On the Word Card, click the speaker icon next to the word to hear the word read aloud. Click **Parts** to hear and see the word read phonetically. Click **Spell** to hear and see the word spelled. Click **Tip** to hear and see a decoding tip for the word. Click the speaker icons next to the definition or sample sentence to hear these read aloud. Click **Video** to rewatch a relevant clip from the Anchor Video.

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

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

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





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

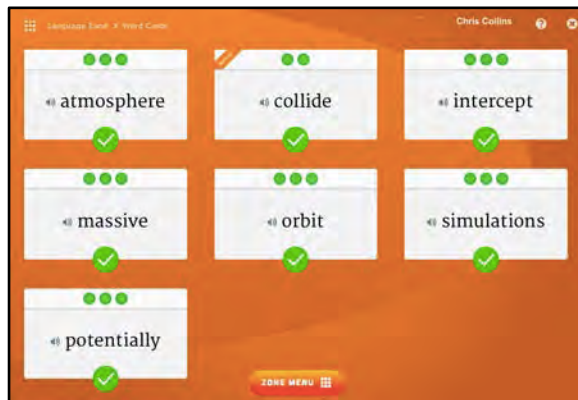
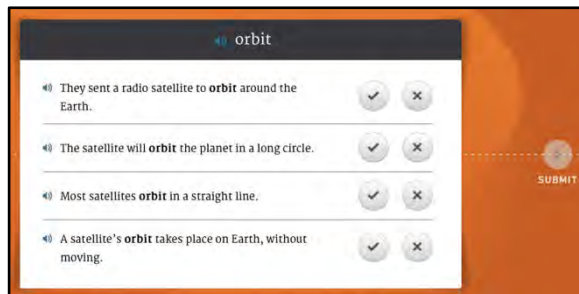
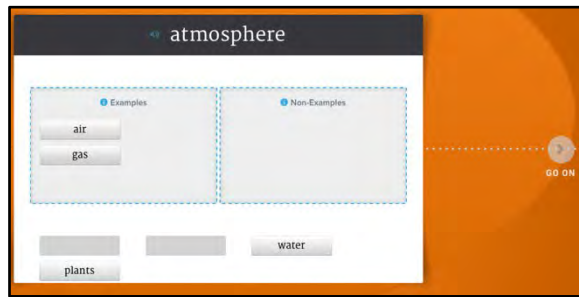
In the Examples and Non-Examples and Synonym and Antonym activities, students drag and drop word or phrase tiles into the appropriate fields. To hear the word on the word tile read aloud, click the speaker icon next to the word. In Synonyms and Antonyms, click the information icon next to the tile to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

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

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

Click **Submit** to submit answers and see which were correct and receive feedback. When students complete the task with a score of 75 percent or higher, they return to the Word Card screen to select another activity. When they score less than 75 percent on a task, they return to the Word Card screen to study before trying again. Students get three attempts before moving on to the next activity (they will come back to these activities before leaving the zone)

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

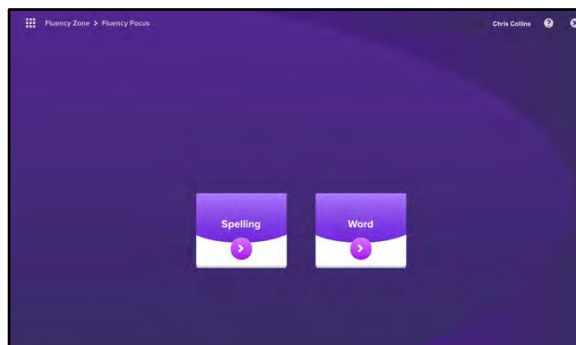


## Fluency Zone

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

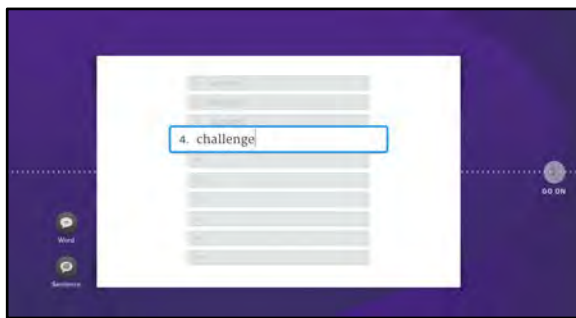


When students enter the Fluency Zone, they choose between the Spelling Assessment and the Word Assessment by clicking the appropriate arrow.



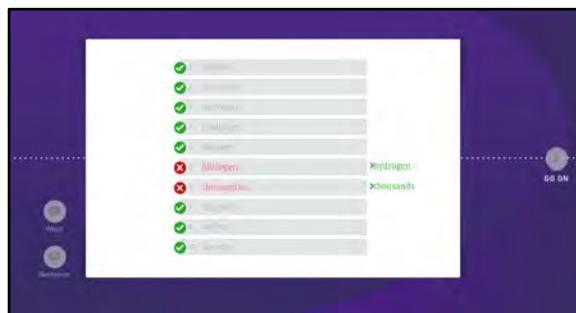
## Spelling Assessment

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



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

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



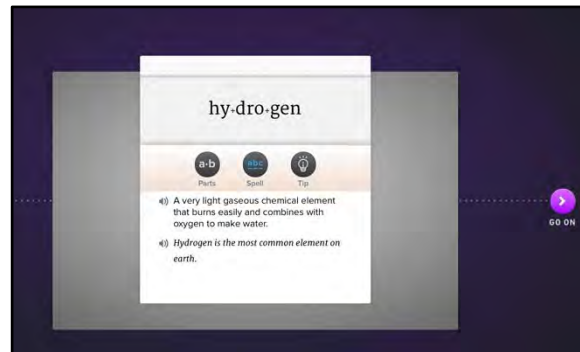
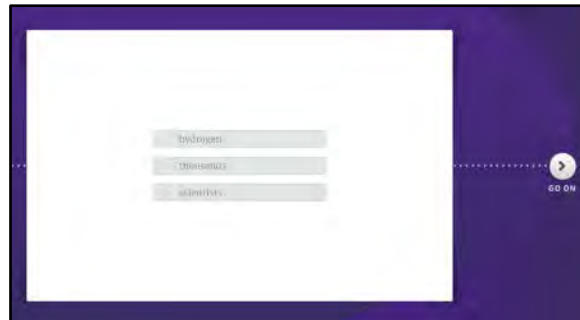
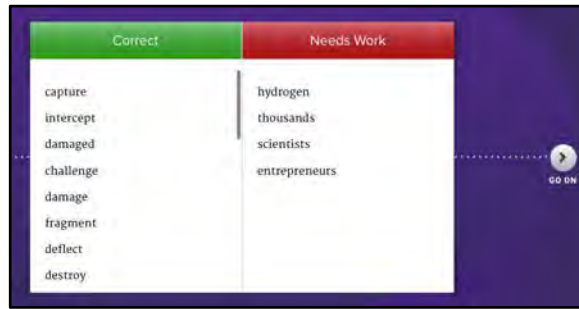
When students accrue three misspelled words, they click **Go On** to move to the Spelling Clinic, where students will review their Study Words in more detail. Students with less than three misspelled words go on to another round of assessment.

### Spelling Clinic

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

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

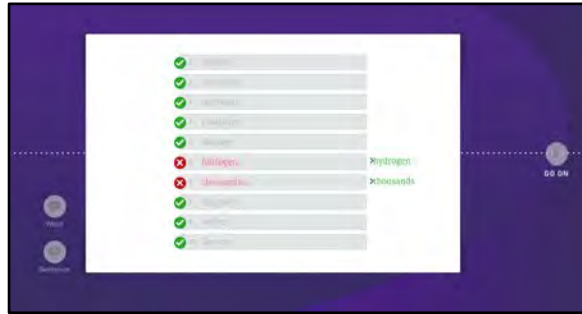
When students click **Go On**, they see the word onscreen; then it vanishes as they are asked to spell the word again. Clicking **Go On** brings them to the next study word; clicking **Go On** after the last study word takes them to the Spelling Challenge.



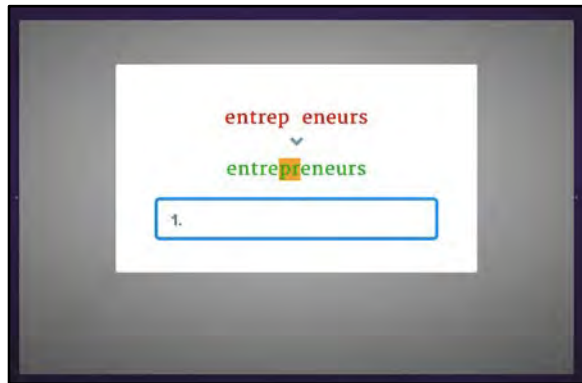


### Spelling Challenge

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



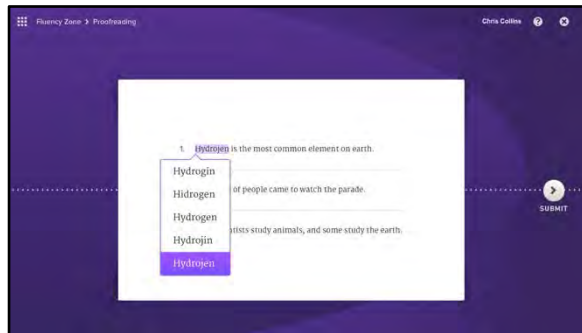
When students misspell a word, a window opens comparing their spelling with the correct spelling. Feedback examines the misspelling in detail. Students are then prompted to spell the word again. When they click the field where they type the word, the word vanishes and students spell the word from a reading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



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

### Proofreading

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

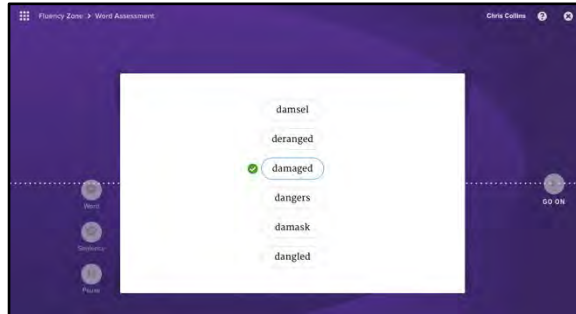


When students are satisfied with their corrections, they click **Submit** to see which responses are correct and which need to be corrected again. When students have replaced each misspelled word with its correct spelling, the **Go On** button becomes active.

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

### Word Assessment

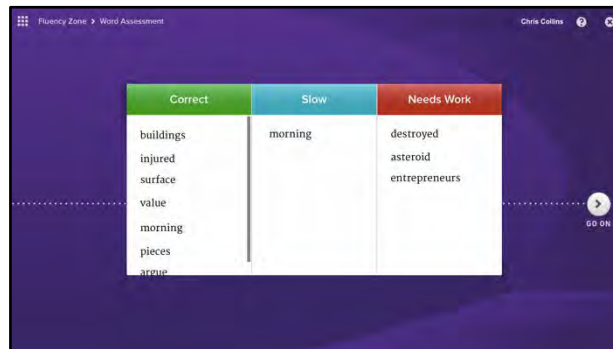
When students enter the Word Assessment, they see a list of words selected from their Anchor Text. In each set, students hear a word pronounced and see that word in a list with five distractor words. Students must correctly identify the word by clicking it. If students miss or are slow identifying the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



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

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

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

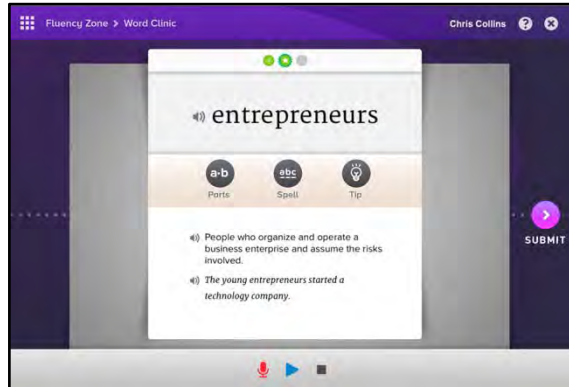


When students have a study list, they click **Go On** to move to the Word Clinic, where students will review their study list in more detail. Students who have not accrued a study list go on to the next assessment round.

### Word Clinic

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

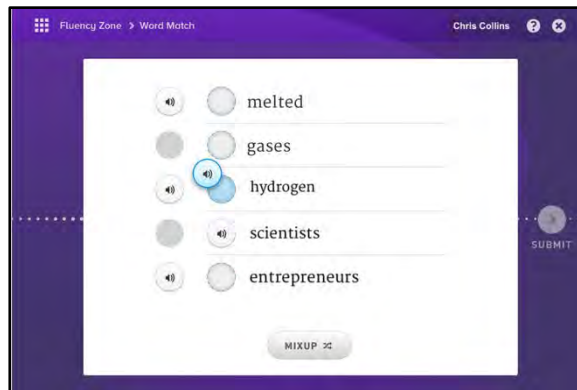
Students see their words in a list, then see each word highlighted and hear it pronounced with a decoding tip. After students hear the tip, they click Record to record the word. When students are finished recording, a speaker icon appears next to the word. Students then repeat these steps for each word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



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

### Word Match

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



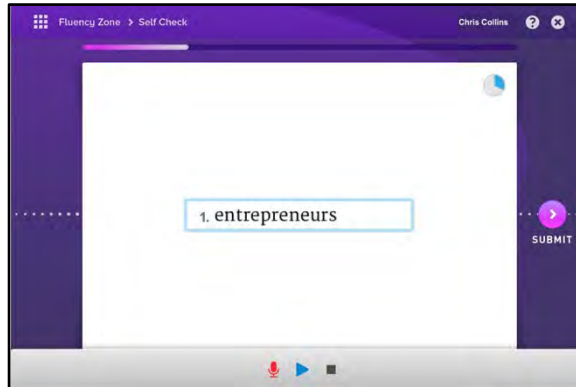
When ready, students click the **Mix Up** button. The program separates each word from its speaker icon and scrambles them on the other side of the screen. Students then click and drag the speaker icon to match it with the appropriate word. Once students click **Mix Up**, they can no longer double-click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

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

### Self-Check

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

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



Each Self-Check round consists of the following steps:

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

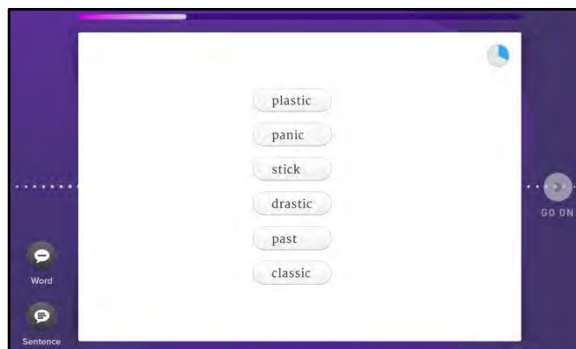
The steps repeat for all 10 words in each round. Students complete three rounds in the Self-Check for a total of 30 words per segment. After students click **Yes** for the last word, they may click **Go On** to move to the next round. When students complete the activity, they see their progress displayed.

### Speed Challenge

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

Students hear a word and then must click it from a list with five other distractor words. The timer at the right of the screen

indicates to students how much time is left to select the spoken word.



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



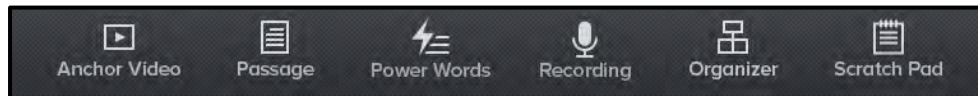
### Writing Zone

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



### Writing Zone Support Tray

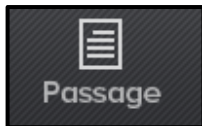
The tools in the Writing Zone Support Tray are accessible from screens in the Writing Zone once students choose their genre and in the Write, Revise, Edit, and Publish steps. Click **Support** to open the tray.



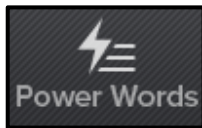
The Support Tray contains six tools:



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



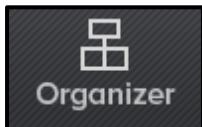
**Passage:** Click to view the segment's passage.



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



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

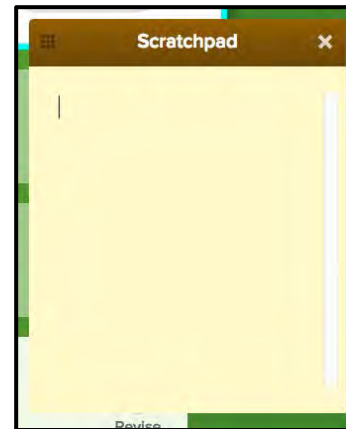


**Organizer:** Click to view the graphic organizer. Click "X" to close the organizer.



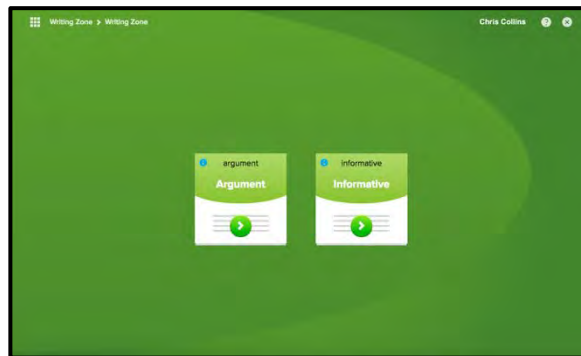


**Scratchpad:** Click to open the scratch pad. Use the scratchpad to make notes and check spelling. Click "X" to close the scratchpad.

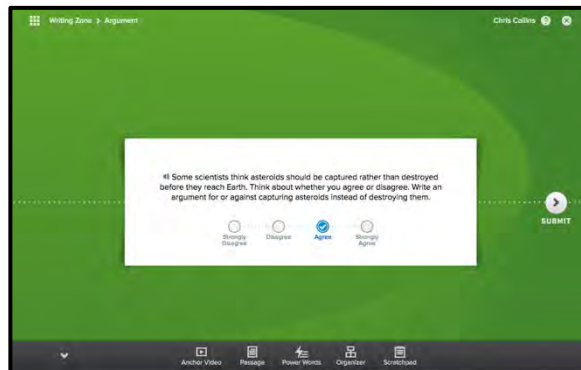


### Plan

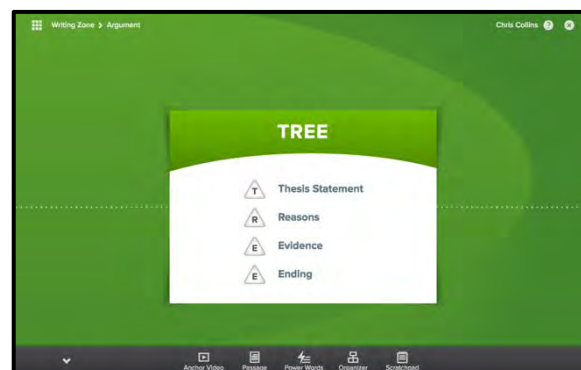
Plan is the first step of the Writing Zone. The Writing Zone contains three different genres: Argumentative Writing, Informative Writing, and Narrative Writing. Each segment presents a choice of two of the three genres. When students choose the genre, they move to their Writing Prompt.



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

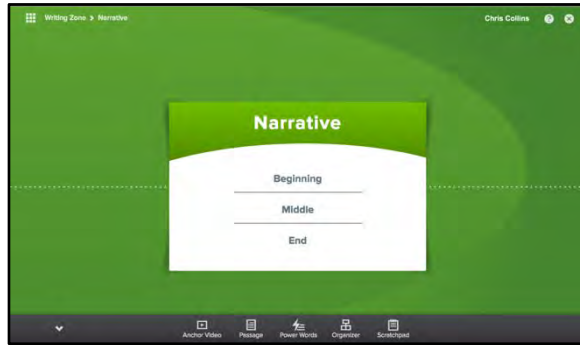


In Informative Writing, students move directly to the Writing Prompt. The prompt helps students and remains available throughout the drafting steps of the Writing Zone. Click **Go On** to move from the prompt into the Write step.

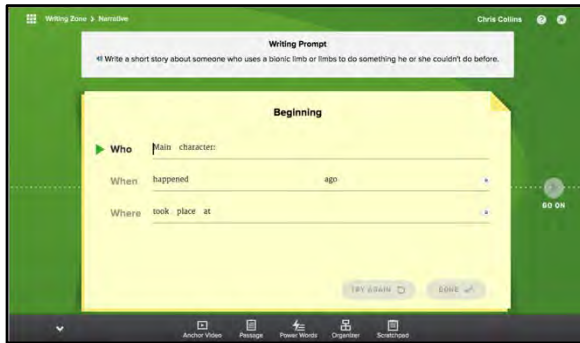




In Narrative Writing, students see an outline describing the prompts they will see: one each for the beginning, middle, and end of their story.



Students then see the first prompt, which provides scaffolded support to students to set up the beginning of their narrative writing. Students use the prompt at top to fill in the details of the story, such as who is the story about, when does it take place, and where is it set. When students are done with each level of the prompt, they click **Done** to move to the next level, or **Try Again** to clear it and rewrite it. When students are done with the prompt they click **Go On**. Students follow the same instructions for the Middle and End prompts.



**Write**

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



After clicking **Done**, subsequent sentence frames appear. Depending on the student's level, these frames may have started text or appear blank. In the first frame, students enter their first reason supporting their thesis





statement. Students may revise or rewrite their reasons, then click **Done** when they are satisfied. To reset the writing frame, click **Try Again**. Click **Go On** to move to the evidence sentence frames, where students enter evidence supporting their reason. When they have finished working in their sentence frames, students click **Go On** to move to the Revise step. Students may revise or rewrite a finished sentence in a frame at any time by clicking **Revise** in the frame.

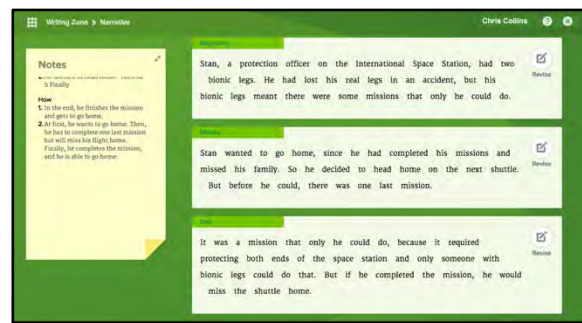
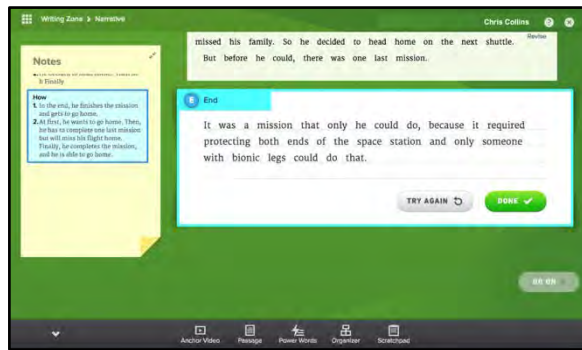
In Narrative Writing, students see their notes from their prompts alongside sentence scaffolds. Students are prompted to write out their notes into sentences and to use strong words. Students click **Try Again** to clear their sentences if they wish to try again, or click **Done** when they are satisfied with their work. When all prompts are finished, they click **Go On**.

After clicking **Go On**, students have one last chance to revise their work in the Write step by clicking **Revise** and making any changes to their writing. When finished, click **Go On**.

### Revise

When students reach the Revise step, they will have a draft of their written responses. The Recording button also appears in the Support Tray at this step. Students are encouraged to record and listen to their work. To begin recording, click the microphone icon. Sound wave icons on the left and right of the screen indicate if the student's reading is recording. To play the recording back, click the Play button. Students may also click the arrow to view the Support Tray.

When students are finished recording and reviewing their drafts, they click **Go On** to open the Writing Tools. Using the Writing Tools, students rate their spelling, their word usage, and their sentence sense. After they rate their work on a 1 to 4 scale, they click the switch to view how well they have done. Students may make any final changes in this step, then click **Go On**.



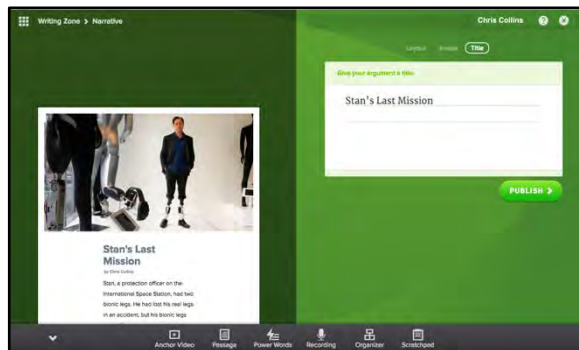
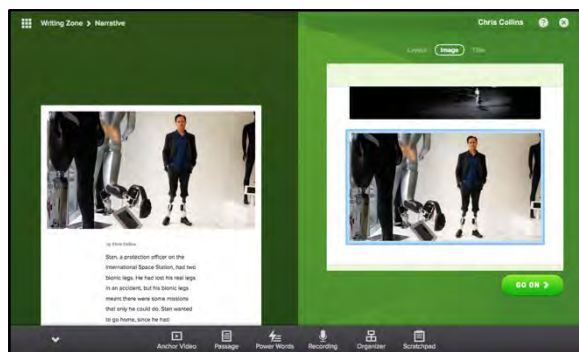
## Publish

When students click **Go On** after they finish revising their writing, they enter the Publish stage.

The first step in the Publish stage is to select a layout for their writing. Students see their writing on the left of the screen, and see a choice of four layouts on the right. Click the choice of layout and the writing will be reformatted. When finished, click **Go On**.

Students next select an image to go with their work. Scroll through the images at right, then click one to select it. The image will appear in the layout. When finished, click **Go On**.

Finally, students write a title for their piece by typing it into the box at right. The title appears in the layout on the left. When students are satisfied with their work, they click **Publish** to send their work to their teachers in HMH Teacher Central.



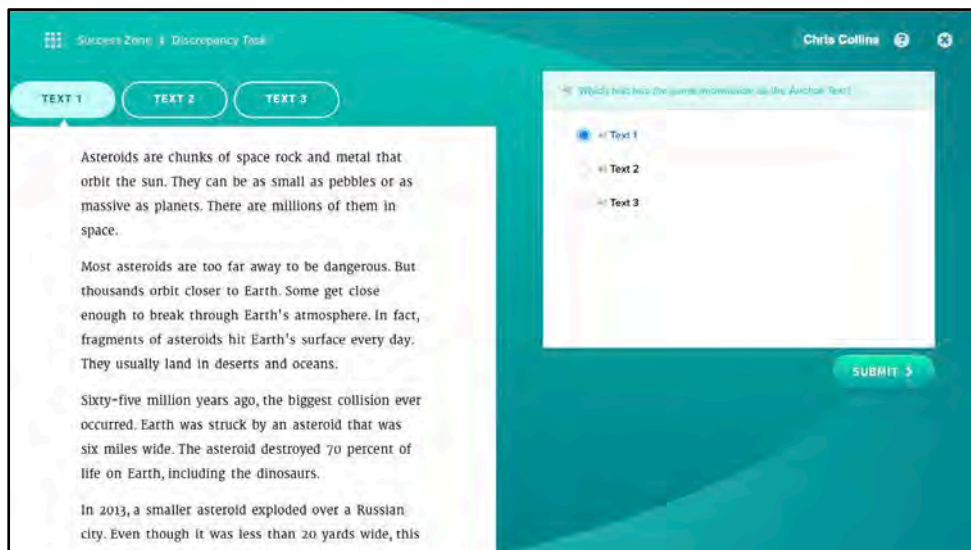
### Success Zone

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

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



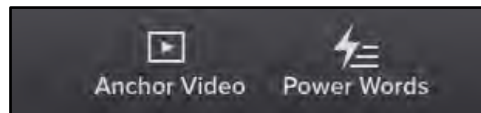
### Discrepancy Task



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

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

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



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

## Context Task

Gustavo Dudamel is called “Gustavo the Great” for good \_\_\_\_\_. At age 28, he became the **youngest** person ever to conduct the Los Angeles Philharmonic. Most people do not \_\_\_\_\_ expect to see such a young conductor lead a top orchestra.

4) Which text has the same information as the Anchor Text?

- American
- musical
- youngest**
- supreme
- adult
- younger
- neighborhood

SUBMIT >

Video Power Words

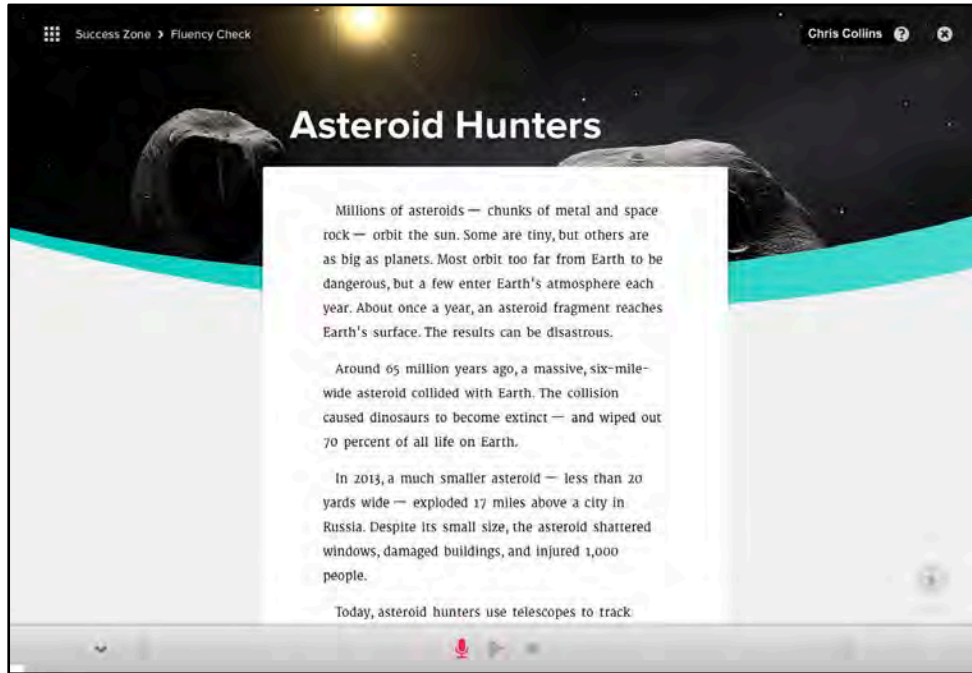
Students in Levels 1–3 move from the Discrepancy Task to the Context Task. (Students in Levels 4–6 go on to the Fluency Check.)

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

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

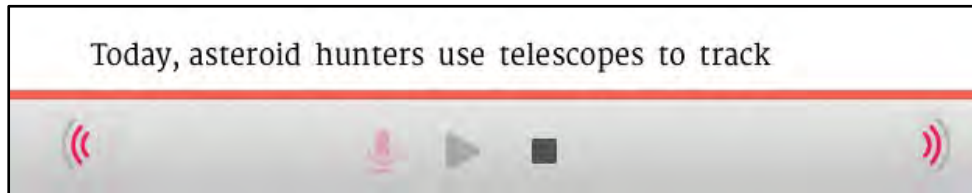
There are three passages in the Context Task: the Anchor Text, a discrepancy text, and a stretch text, which is slightly above level for the student. Students who correctly fill in all of the blanks in the Anchor Text skip the discrepancy text and only need to complete the stretch text to complete the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

### Fluency Check

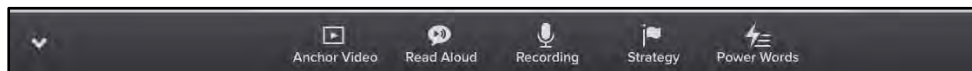


In the Fluency Check, students make one final recording of the Anchor Text, which is submitted, to the teacher for evaluation and review in HMH Teacher Central.

To begin recording, click the microphone icon.



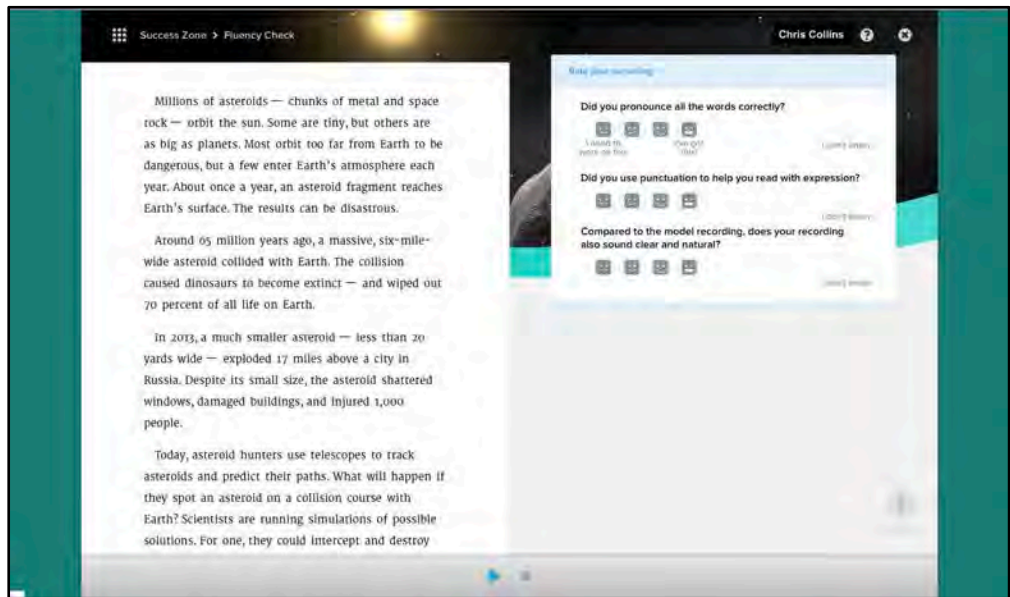
Sound wave icons on the left and right of the screen indicate if the student's reading is recording. To play the recording back, click the Play button. Students may also click the arrow to view the Support Tray.



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

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





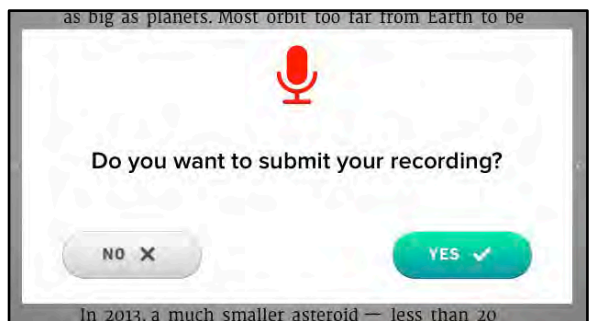
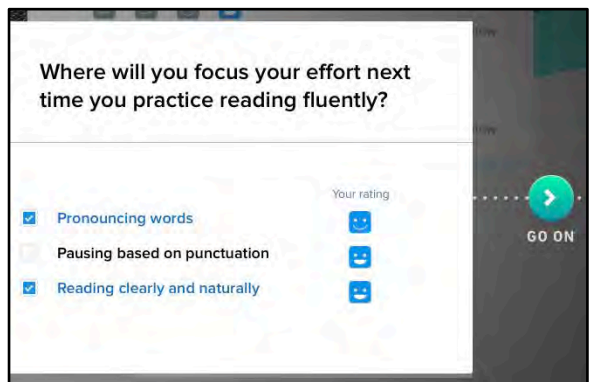
After reviewing their recording in Fluency Check, students are asked to rate their work. Click the face icons to rate work on a four-point scale, then click **Submit**.

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

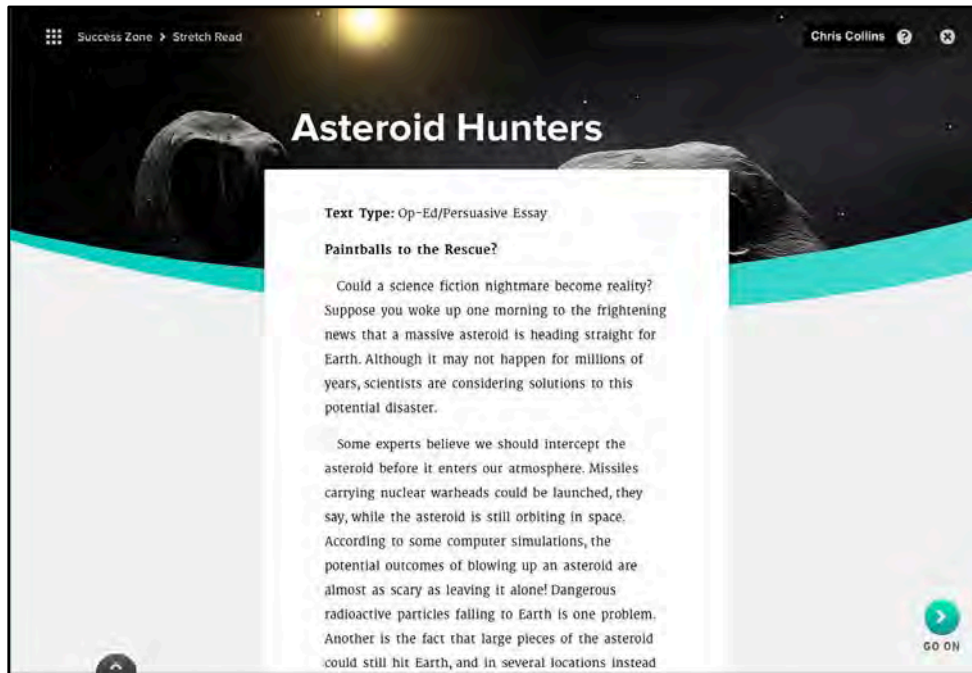
Students are asked if they wish to submit the recording to the teacher. Click **Yes** to submit or **No** to return to the Fluency Check.

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

When students in Levels 1–3 submit their recordings, they are finished with the segment and transition back to the Segment Selector (page 9). Students in Levels 4–6 move to the Stretch Read.

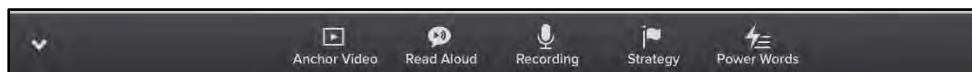


Stretch Read



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

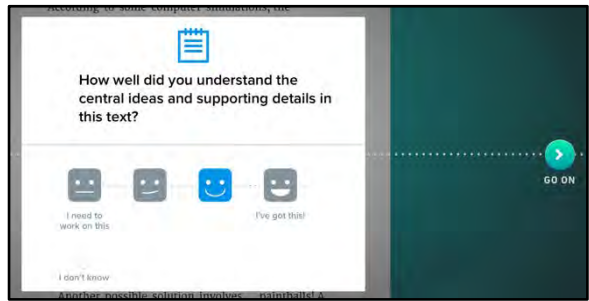
When students open the Stretch Read, a reading strategy is read aloud to guide their reading.



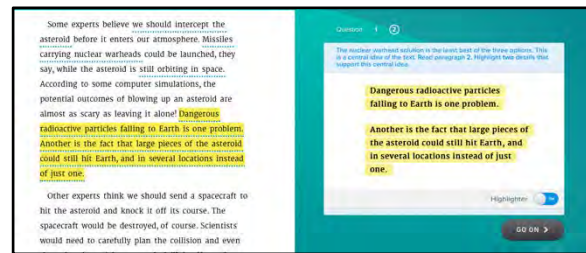
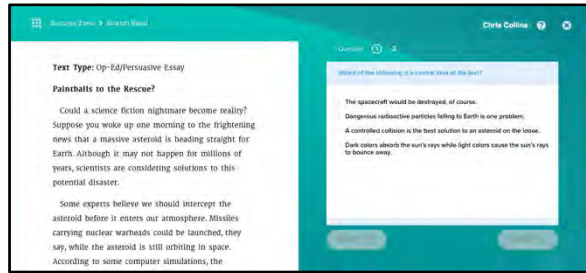
Click the arrow to open the Support Tray, from which students may view the Anchor Video, hear the Stretch Read read aloud, record it, hear the strategy again, or view Power Words.



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



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

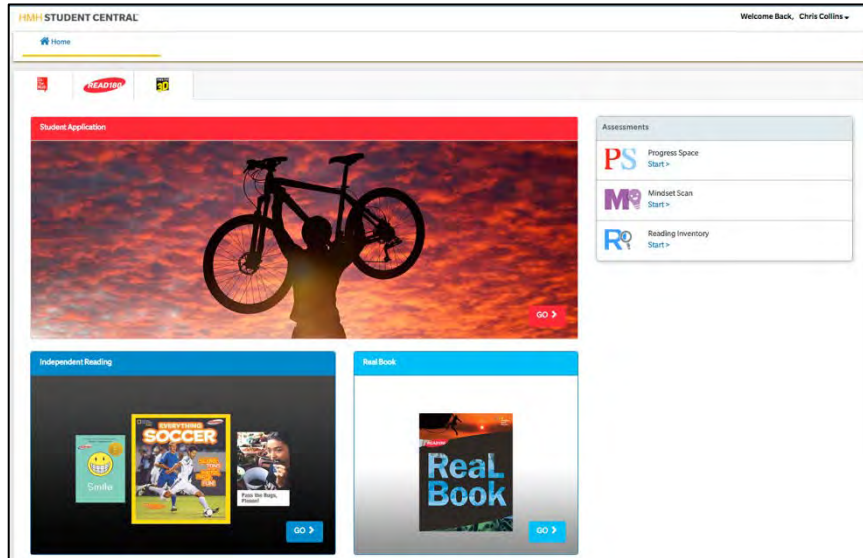


### Finishing the Segment

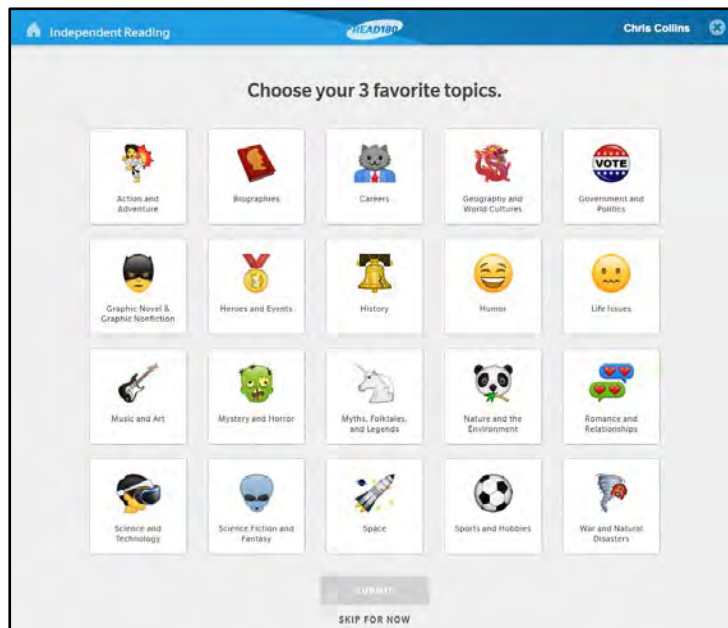
When students finish the last activity in the Success Zone, they are finished with their work in the segment and rate their enjoyment of the segment prior to watching a celebration animation. Click **Go On** to return to the Segment Selector (page 9) to begin work in a new segment.

## READ 180 Independent Reading

### Using Independent Reading



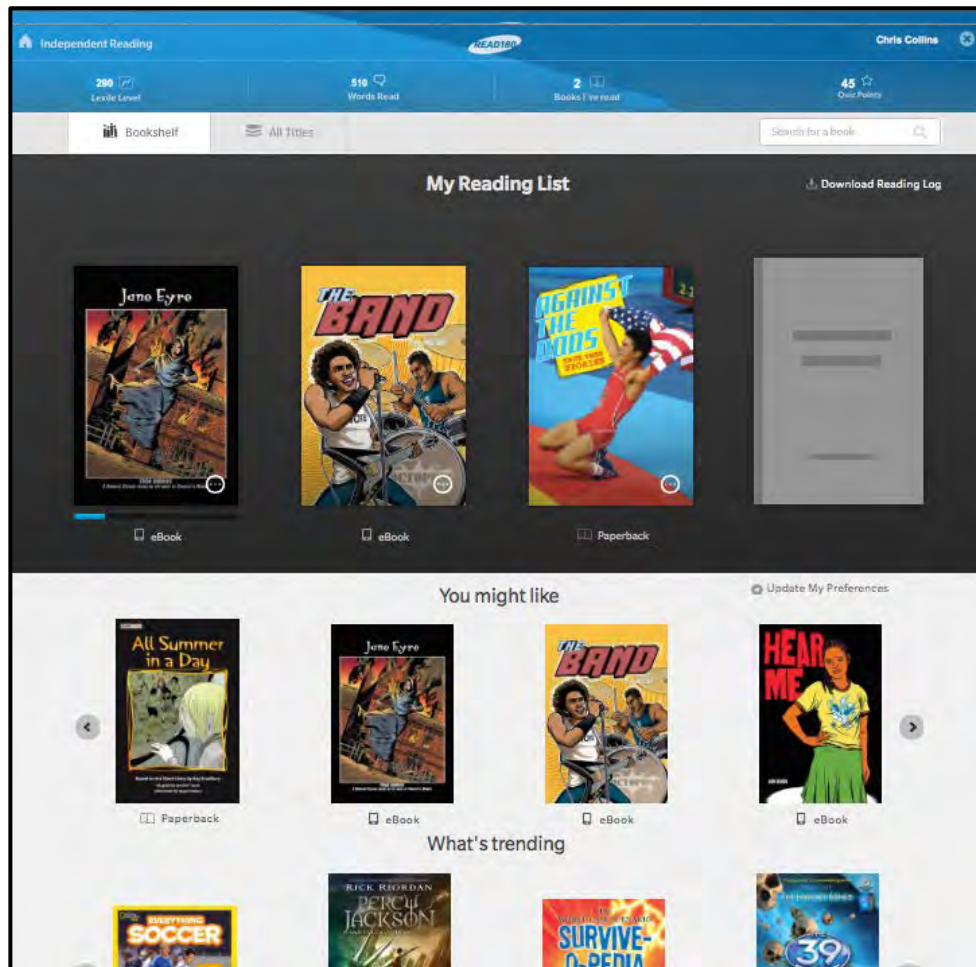
From the HMH Student Central dashboard, click **Go** from the Independent Reading field to open the app in a separate browser window.



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

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

## The Bookshelf Tab



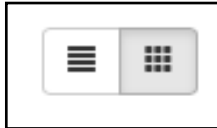
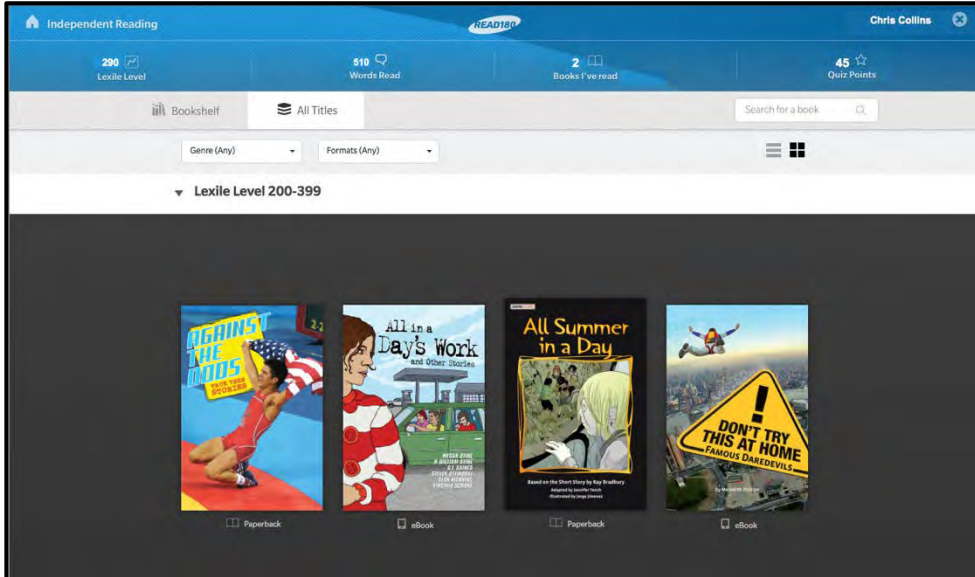
On the Bookshelf tab, there are three sections of titles, as well as a dashboard showing the student's reading milestones. Book formats are labeled eBook, eRead, paperback, and audiobook.

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

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

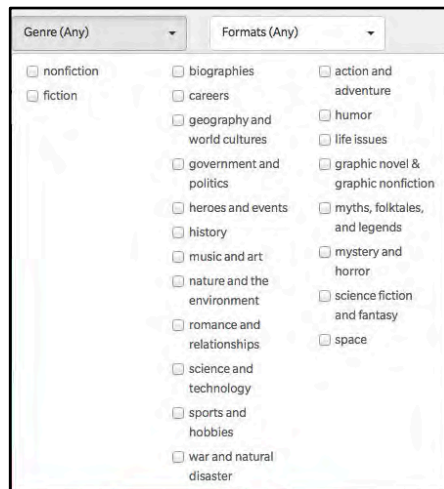
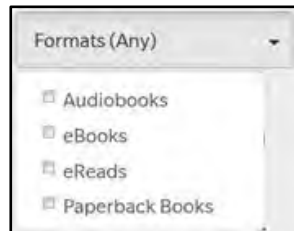
When students complete a title by passing its associated quiz, that title will be displayed in the Books I've Read area at the top of the screen.

On the All Titles tab, students may view all available titles sorted by Lexile measure, genre, or format (the default view is Lexile measure). Students click the book cover thumbnail to view title information and links to other functions. Click the bar with the desired Lexile measure to view the titles that fall in that range.



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

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



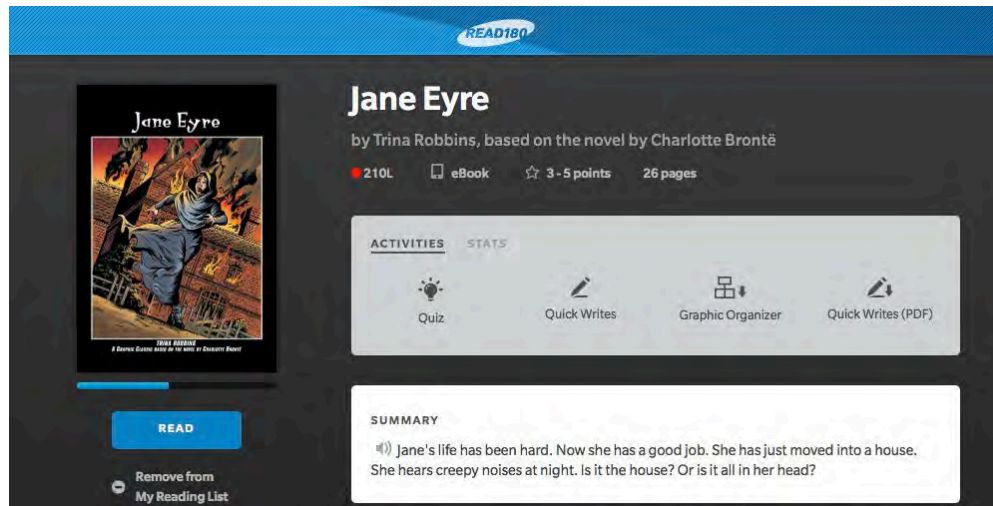
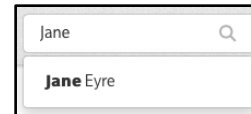




The top of the Home screen shows the student's reading statistics:

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

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



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

Students may go right to reading the book by clicking **Read** and opening it in the eReader (page 42). They may also click **More Options**.

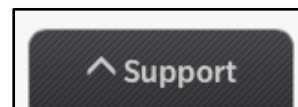
Clicking **More Options** opens the Title Information screen, which shows students' related titles and also the **Add to Reading List** link. Click the link to have the book appear in the Reading List section of the Home screen. It also reveals the book's Activities menu and reading stats for the title (points earned, words read, and score) if students have passed a quiz for that title.



## The eReader



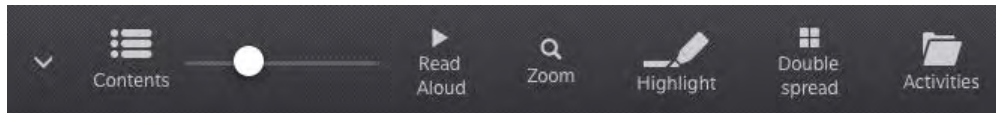
In the eReader, students may read the title and use the arrows to turn the pages. They may also click **Support** to view the eReader Support Tray.



The Tray contains tools to help students in the eReader.

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

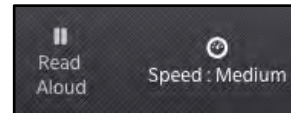




**Contents:** Click to view the book's table of contents. Click a heading in the table of contents to move to that portion of the book.

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

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



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

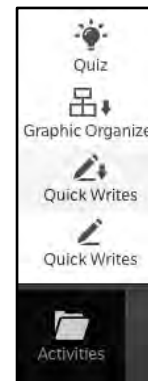
Clicking **Read Aloud** reveals the Speed tool in the Support Tray. This allows students to adjust the speed of the read. Click the tool to change the speed to Very Slow, Slow, Medium, or Fast. (The default setting is Medium.)

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

**Highlight:** Click **Highlight** to activate the Highlighter tool. With the Highlighter activated, click and drag the cursor across a word to highlight it. The highlight is also saved so students can see it the next time they log in.

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

**Activities:** Click the **Activities** button to open the Activities menu. The Activities menu provides access to online quizzes (*page 44*), QuickWrites that can be completed online or via downloadable PDFs (for eBooks), and Graphic Organizers that can be accessed as PDFs (*page 46*).

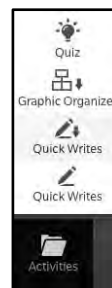
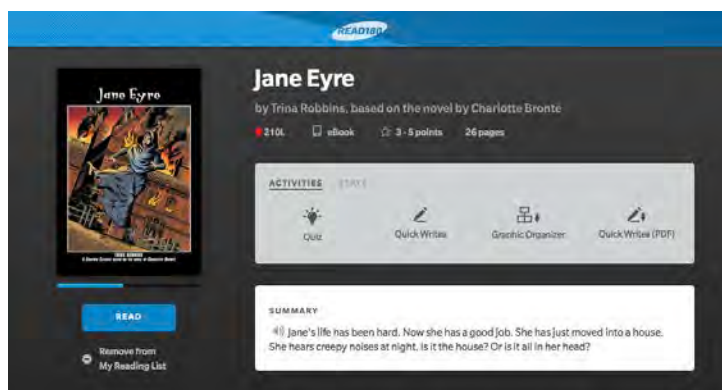


## Quizzes

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

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

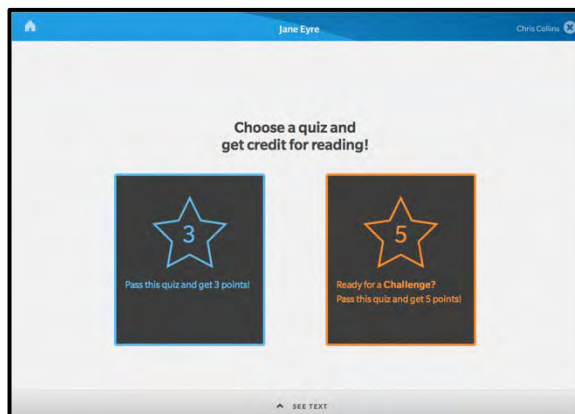
- Click the **Quiz** button on the eReader Support Tray.
- Click **Take Quiz** from the title information screen.



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

Each title has three quizzes: two standard quizzes and one challenge quiz. Challenge quizzes have extra points for students. Book quizzes have 10 questions; eReads quizzes consist of 5 questions. All quizzes are multiple choice.

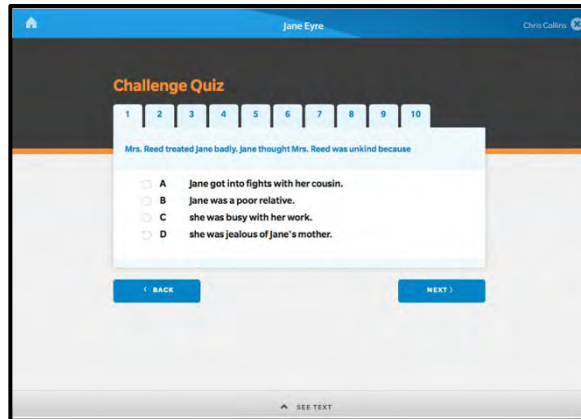
Teachers may set the passing grades for the quizzes in the *READ 180 Universal Product Settings* (page 74). The default setting is seven correct answers on book quizzes and three correct answers on eReads quizzes.



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

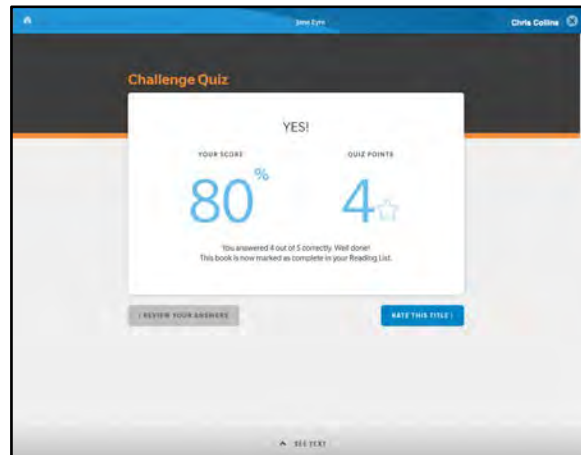
Each quiz question has four possible answer choices. Choose an answer by clicking it. Click **Next** to move on to the next question.

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



Students who have answered all questions and are sure of their choices click **Submit** to see their Score screen. The Score screen gives them their quiz score and informs them if they passed the quiz and if the title is now finished. If a student fails a quiz, they must wait a day before they may take another quiz.

Class and student quiz results are reflected on the Independent Reading reports in HMH Teacher Central (page 87).

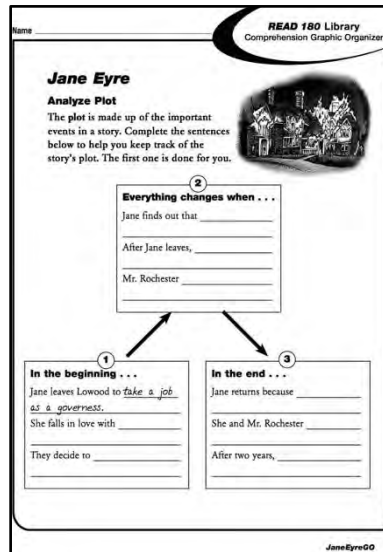
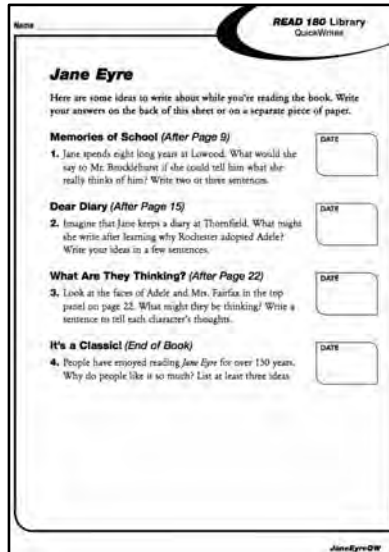
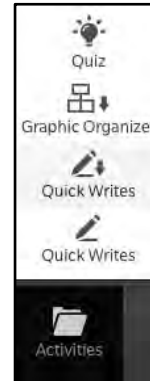


Once students have completed the quiz, they may review their answers by clicking **Review Your Answers** from the Score screen or they can click **Rate This Title** to rate the book. They may then use the **Next** and **Back** buttons to compare their choices to the correct answers.

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

## Graphic Organizer PDFs and QuickWrite PDFs

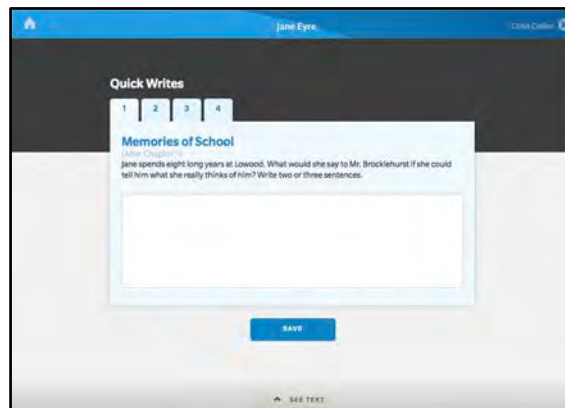
To view and download the Graphic Organizer and QuickWrite PDFs, click the **Graphic Organizer** or **QuickWrites** download button (with the arrow icon) from the Activities menu. The PDFs open in a separate browser window.



## QuickWrite Activity

QuickWrite activities are short-answer questions about the book.

Students read the question, then type their answers in the answer field. When finished, they click **Save** to save the answer. Students may then click a number at the top of the screen to move on to another question. When students have answered all the questions, they click **Submit** to send the answer or answers to HMH Teacher Central (page 60) for evaluation.



Once students click **Submit**, all of their answer fields are grayed out.

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

## Logging Out of Independent Reading

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



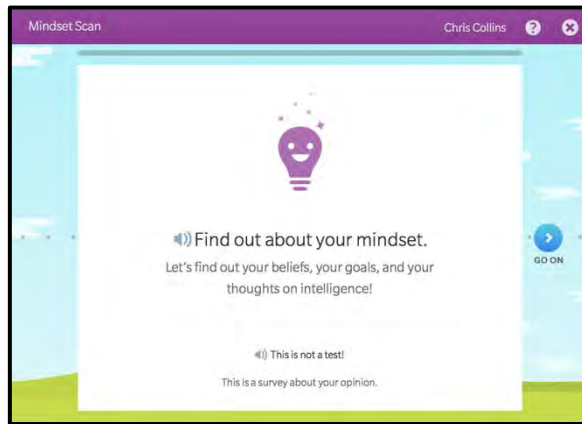


## Mindset Scan

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

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

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



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



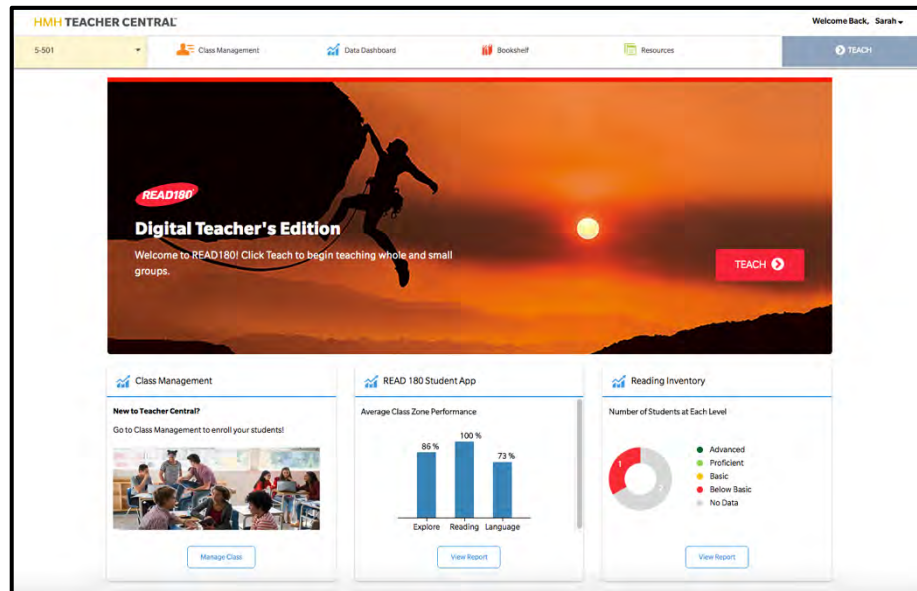
When all questions are answered, students see an evaluation of their answers, along with reflection questions for class discussion.

Click **Done** to exit the Mindset Scan app. Close the browser window to return to HMH Student Central.





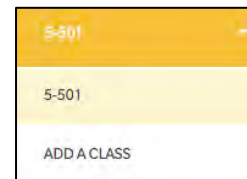
## HMH Teacher Central



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

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

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

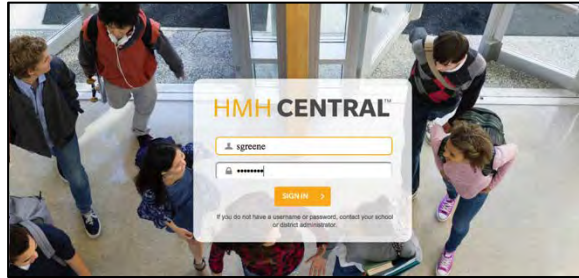


Teachers may also access their Class Management tools at the bottom of the screen by clicking the **Manage Class** button.

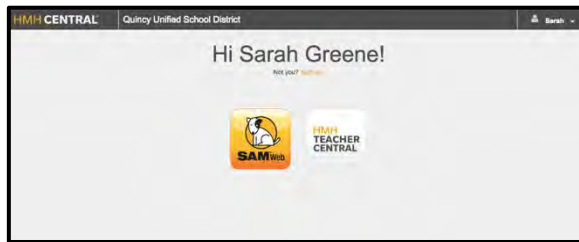
The Home screen also shows widgets that connect to Data Snapshots of the Student App and *Reading Inventory* reports at the bottom of the Home screen, the [Product Support site](#), and the Student Demo.

### Logging In to HMH Teacher Central

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

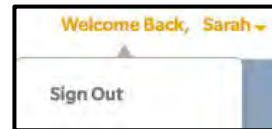


From the HMH Gateway screen, click the HMH Teacher Central icon to open HMH Teacher Central.



See page 8 for instructions on bookmarking HMH Central.

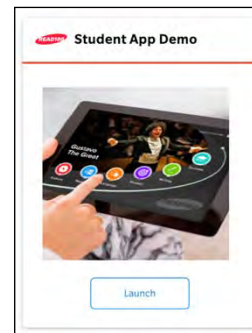
To log out of HMH Teacher Central, click the teacher name at the top of the screen, then click **Sign Out**.



### The Student App Demo

Teachers who have *READ 180* Universal or Literacy License classes in HMH Teacher Central may access to corresponding student software demos. Teachers whose classes have students in *READ 180* Universal and *System 44* Next Generation will have access to both widgets.

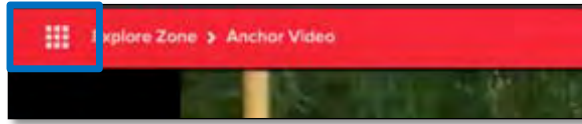
Click **Launch** to open the demos at the Simulator Demo menu.



The Simulator Demo menu allow teachers to select any stage, segment, or topic. When the activity is selected, the Simulator will launch directly into it. Teachers may interact with the activities exactly as students would.

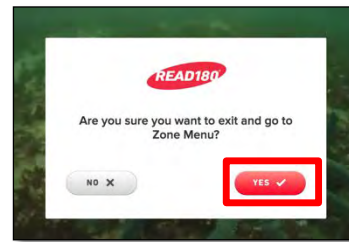


To return to the Simulator Demo menu, either complete to activity or click the Zone menu button. Click **Yes** from the confirmation screen.

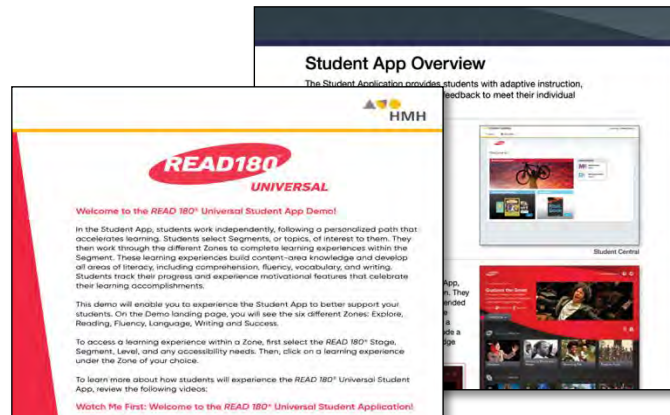


### Other Resources

Access PDF resources from the Simulator Demo menu using the provided links or by clicking **Need Help?**

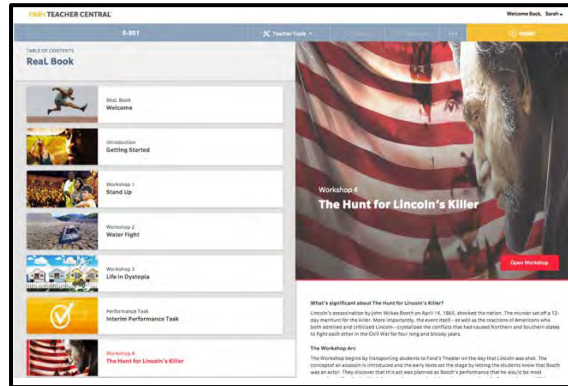


PDF resources provide detailed information about the Student App and links to videos.

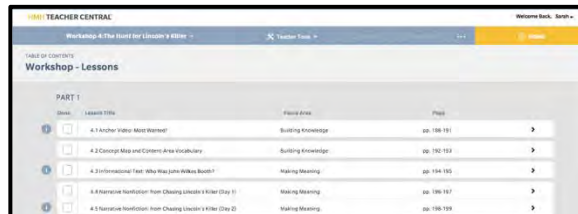


## Digital Teacher's Edition

Click **Teach** from the Home screen to open the Digital Teacher's Edition, the digital version of the *READ 180 Real Book*. The Digital Teacher's Edition opens on the table of contents. Click a Workshop from the list to open the Workshop's introduction screen, which contains a preview of the Workshop as well as links to lesson plans and workshop resources. Click **Open Workshop** to view the Workshop's lessons.



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



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

## Displaying and Projecting the Lesson

Projecting the Digital Teacher's Edition allows teachers to direct a lesson to the class using HMH Teacher Central. Projection Mode displays the Workshop pages to the class while teachers direct the exercises from their desktops, laptops, or tablets.

Teachers may project the lesson using a single device, such as a desktop or laptop computer, or using multiple devices, such as a desktop and a tablet.

### Projecting With a Single Device

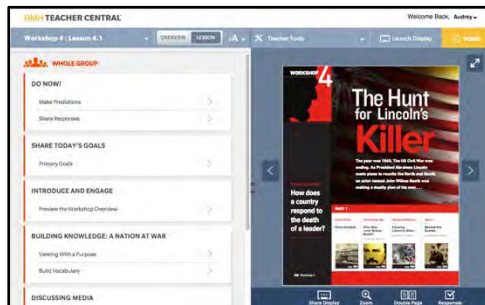
To project the Digital Teacher's Edition from a single device, set the display on the computer to Extended Mode (see the computer's documentation for more information), and connect the device to a projector. The projector will now act like a second display.

Log in to HMH Teacher Central, and open the Digital Teacher's Edition. Launch a lesson.

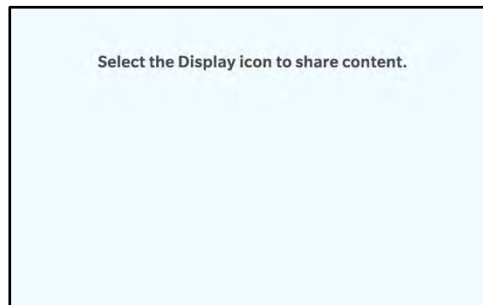




From the top of the Lesson screen, click the **Launch Display** button.



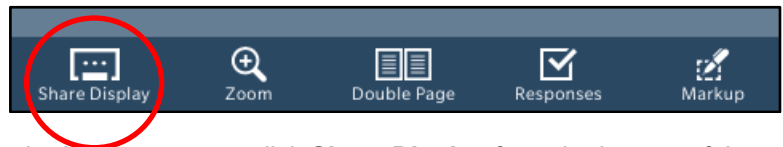
**Teacher View**



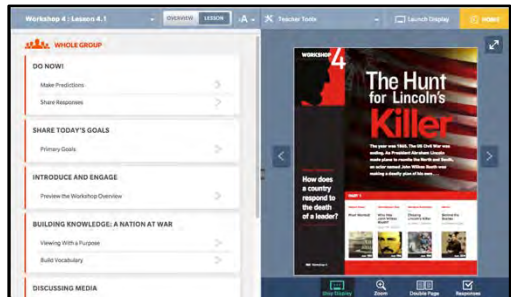
**Student View**

**Select the Display icon to share content.**

The Display screen will open in a new browser window with the above message. Drag the Student View screen to the projection display. This will project the Student View to the class.



To display the Lesson screen, click **Share Display** from the bottom of the screen. The page now appears on the Display screen currently being projected. All commands made on the Lesson screen will also be followed on the Display screen.

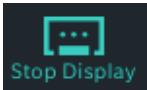


Teacher View



Student View

The **Share Display** button toggles to **Stop Display** when the lesson is being displayed. To stop the display, click **Stop Display**.



### Projecting With Multiple Devices

To use projection with a second device, such as a tablet, set the display on the desktop or laptop computer to Mirror Mode. The tablet will control what is being displayed.

From the desktop or laptop computer, log in to HMH Teacher Central, open the Digital Teacher's Edition, and click the **Launch Display** button.

Select the Display icon to share content.

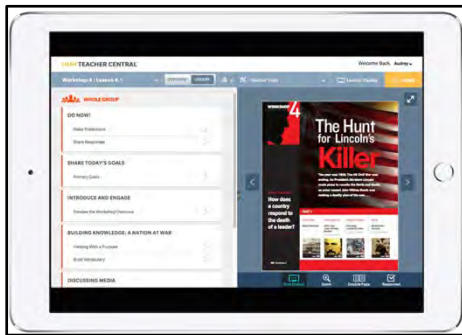
#### Student View

The Display screen will open in a new browser window with the above message.

Now log in to HMH Teacher Central on the tablet with the same username and password as on the first device.



Navigate to the Lesson screen, and click **Share Display** from the bottom of the screen. The page now appears on the Display screen currently being projected. All commands made on the Lesson screen will also be followed on the Display screen.

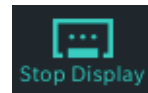


Teacher View



Student View

The **Share Display** button toggles to **Stop Display** when the Workshop is being displayed. To stop the display, click **Stop Display**.

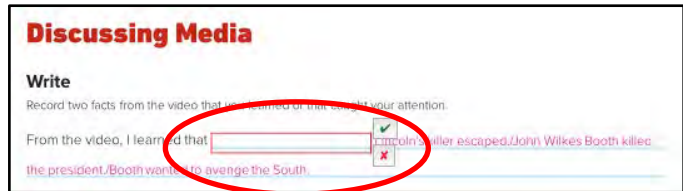
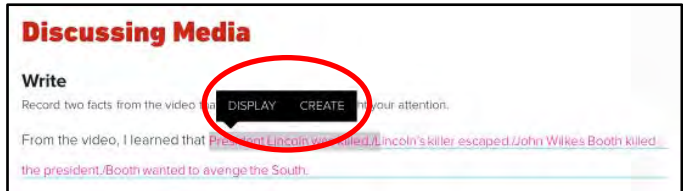


### Setting Responses



To set responses, click the **Responses** button at the bottom of the Lesson screen.

When the **Responses** button is clicked, annotations are visible on the Lesson screen, but not in the Display screen. To show the annotation on the Display screen, click the annotation on the Lesson screen to show the **Display** and **Create** commands. Click **Display** to show the annotation on the Display screen. Displayed annotations are highlighted in gray.



To change an annotation, click or tap it, and select **Create**. A text box will appear allowing you to enter your own response. To show it in the Projection window, click the green check. To delete it, click the red "X."

### Display Tools



**Zoom:** Click **Zoom** to magnify the page onscreen. Clicking **Zoom** opens a slider. Move the slider up to zoom in, or move it down to zoom out.

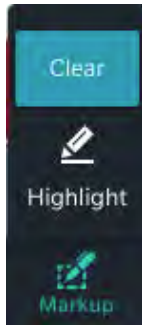


**Page View:** Click the page view tool to change the page view from a single-page spread to a double-page spread. (Clicking it a second time returns it to the original view.) The button toggles between the two settings.



**Markup:** Click **Markup** to open the Highlighter tool.

### Markup Tool



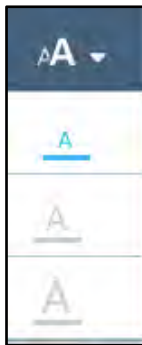
Use the Markup Tools to highlight text on the Lesson screen and when projecting the Display screen.

Click the Markup button to reveal the Highlight tool.

Click **Highlight** to turn the cursor to a highlighter. Drag the cursor over the text to be highlighted, and it will highlight in yellow. Click **Clear** to clear the highlighting.

Click the Markup button a second time to close the Markup Tools.

### Font Sizes



Click the font icon at the top of the Lesson screen to show Font Sizes.

Click the desired letter to change the font size on the Lesson screen.



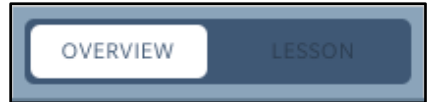


### Lesson Plan and Overview

The left screen pane toggles between the Lesson Plans and Lesson Overview.



Click the switch in the toolbar to toggle between the two views.

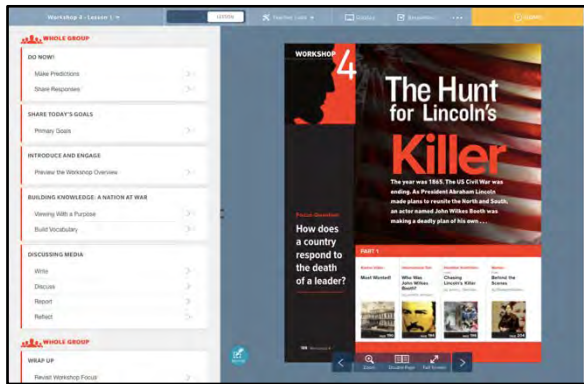


Click and drag the tab icon between the pane and the eReader to adjust the size of the pane.

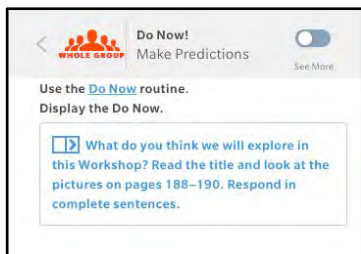


### Lesson Plans

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

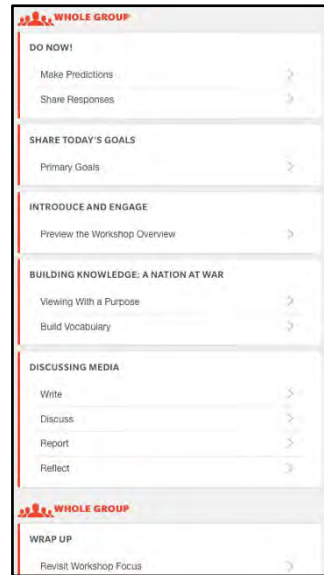


The Lesson Plan shows the different parts of the lesson as clickable links. Click a link to view it in detail.



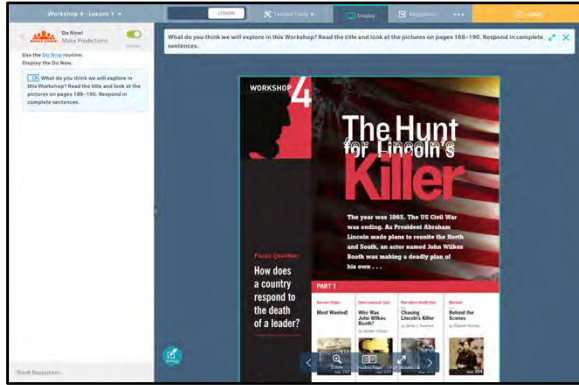
For information on a particular routine, click the blue routine link in the pane. To adjust the amount of information displayed, use the See More/See Less switch.

To display the lesson prompt, click it.

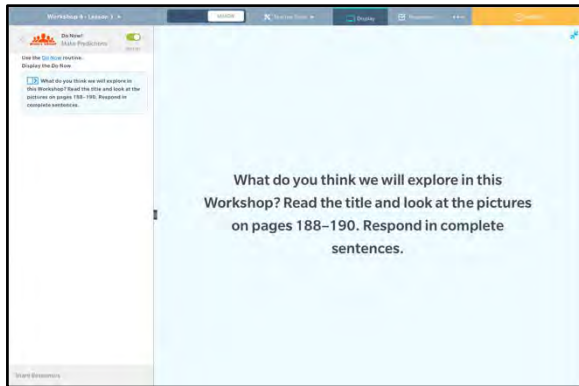




If the display is started (page 51), the prompt will appear on the Projection window. Click the “X” icon to close it.



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



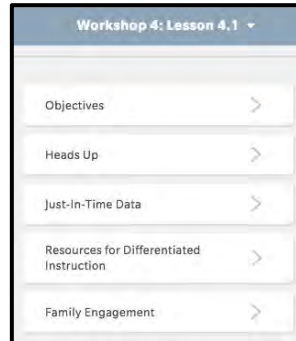
At the bottom of the pane is the next sequential prompt. Click it or scroll through the pane to continue through the Lesson Plan.



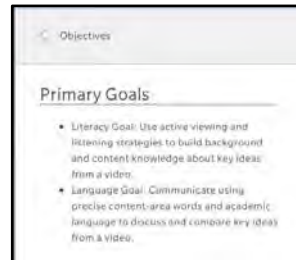
**Lesson Overview**

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

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

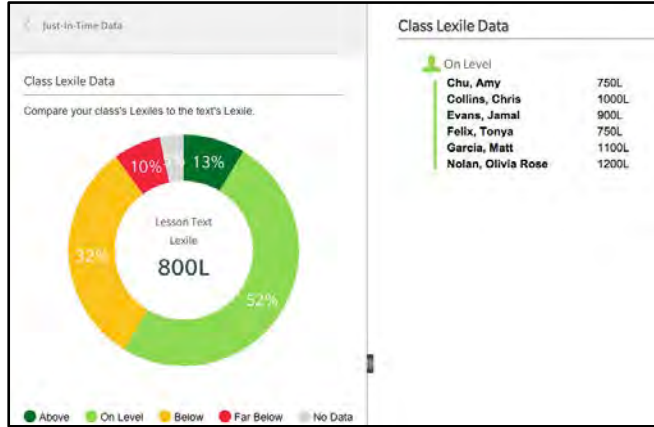


**Objectives** list the primary goals of the lesson.





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



**Heads Up**

The assassination of President Abraham Lincoln is one of the most significant crimes in US history. Students will learn how the Civil War divided the nation and how the assassination of President Lincoln reverberated throughout society. Use this *extended whole-group lesson* to build community as students gain background knowledge about this turbulent time.

**Background knowledge** —Before playing the video, explain that the events occurred before video technology was available. Be sure students understand that the action video sequences are *reenactments* of historical events using actors, not the actual people.

**Socio-emotional** —The video includes reenactments of Lincoln's shooting and the viewing of his corpse, as well as images of war casualties. These images may be unsettling for some students.

**Materials**

*Real Book* pp. 188–191

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

**Resources for Differentiated Instruction:** The Resources for Differentiated Instruction link shows HMH Teacher Central Resources (*page 76*) that pertain directly to the lesson. Click **Get Resources** to open the Resources section and view the lesson's resources.

**Resources for Differentiated Instruction**

- **Support:** Attentive Listening
- **Extend:** Create an Outline
- **Language:** Academic Discussion

[Get Resources](#)

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

**Family Engagement**

Post on a social media feed, use a messaging app, text, email, or send a note about your Workshop launch. (Be sure to follow school and district rules for online sharing.) Today, we started a Social Studies Workshop: The Hunt for Lincoln's Killer. We'll explore America's reaction to the death of an important leader in US history.

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

**Heads Up**

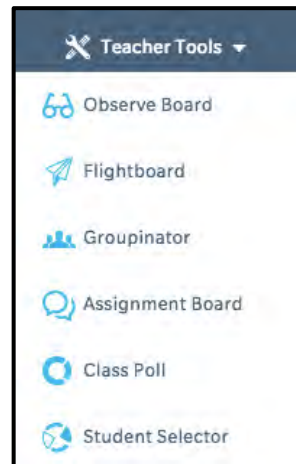


## Teacher Tools

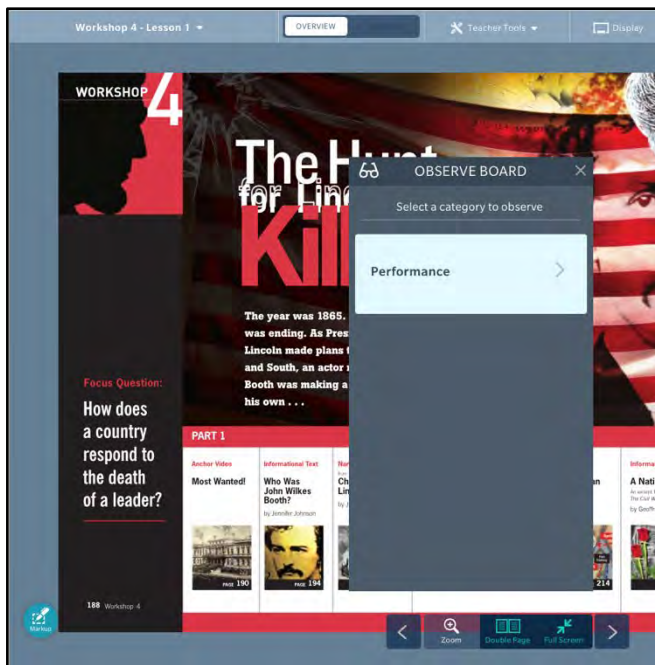
Teacher Tools is a menu of tools for teachers to use while teaching the Digital Teacher's Edition lesson.



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



## Observe Board



The Observe Board lets teachers record observation notes in student performance. Click **Performance** to open the board.

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



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

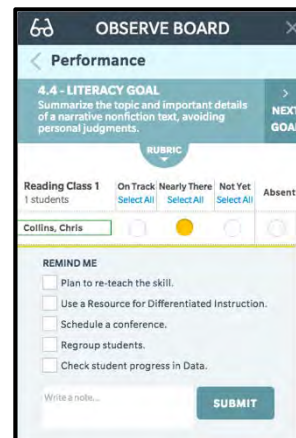
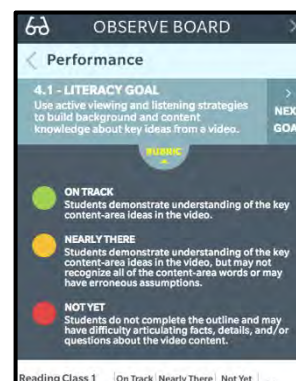
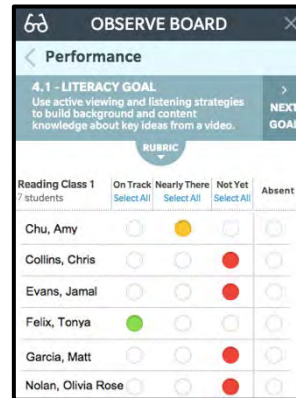
Click **Next Goal** to view the Observe Board for the next lesson goal.

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

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

Observations, reminders, and notes recorded in the Observe Board are also reported on the Observer report (page 91).

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

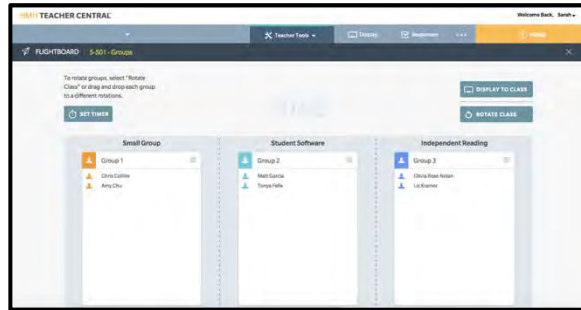




## Flightboard

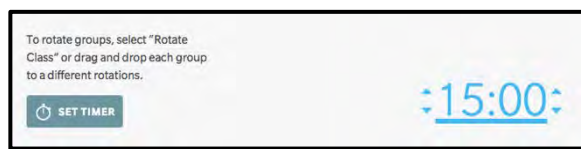
Flightboard allows teachers to show students where to go while they are moving rotations.

With students grouped by the Groupinator (page 63), use the Flightboard to time groups' rotations and monitor which rotation they are currently in.



Click **Flightboard** from the Teacher Tools pull-down menu to launch the Flightboard.

The Flightboard can time how long each group works in their rotation or how long students have between rotations. Click **Set**

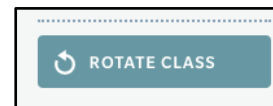


**Timer** to activate the timer clock. To set the time, use the arrows to scroll up or down through the numbers. Click **Set Timer** a second time to lock in the time. Use the timer to indicate how much time students have to move to their next rotation.

At the beginning of a rotation, click **Display to Class** with the display activated (page 51). This will display the groups to the class and start the timer if one has been set.



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



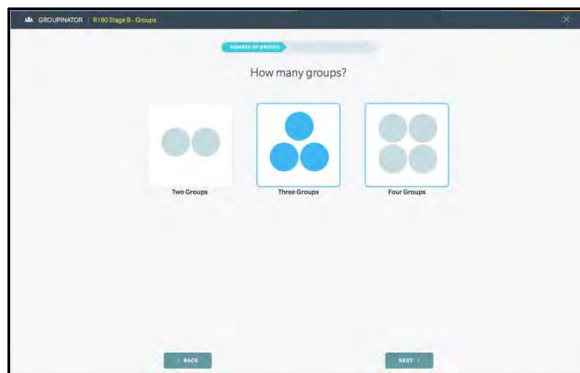
### Groupinator®

The Groupinator is used to group students for *READ 180* instruction. Students may be grouped by their Lexile measure from their *Reading Inventory* scores, by Reading Comprehension scores, by CheckPoint Day, or alphabetically.

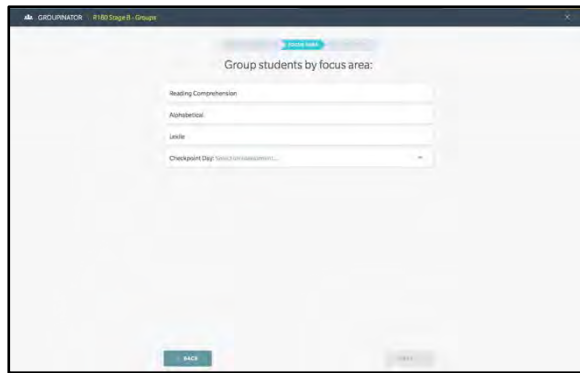
When students are grouped, they are ready for small-group or individual activities. Use the Flightboard (page 62) to guide and monitor these group activities.

To use the Groupinator, click **Groupinator** from the Teacher Tools pull-down menu. If no groups have been created or saved (typically at first Groupinator use), the Introduction screen will appear. Click **Create Groups** to launch the Groupinator.

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

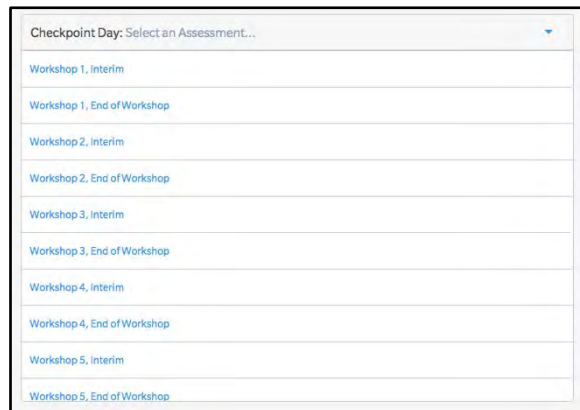


Choose which focus area to group the students by clicking the appropriate bar, then click **Next**. To group students by their most recently completed workshop assessment, click the CheckPoint Day field and choose the assessment from the pulldown menu.



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

When all students in the class are in a group, click **Save** to save the groups, or click **Back** to return to the previous screen (all students must be grouped to be able to save groups). When groups are saved, they will appear in the Flightboard. Groups may be changed at any time using the Groupinator.





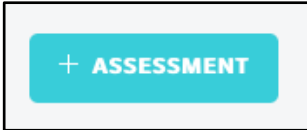
## Assignment Board

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

The Assignment Board allows teachers to assign Workshop Assessments to students and then view and review student work (Fluency Check activities, Writing Zone activities, and QuickWrite activities from Independent Reading) once they have submitted it back to the teacher. The Board shows assigned and submitted work and also which assignments are waiting to be graded.

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

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



**Assign Assessment**

SELECT AN ASSESSMENT  
Workshop 4, End of Workshop

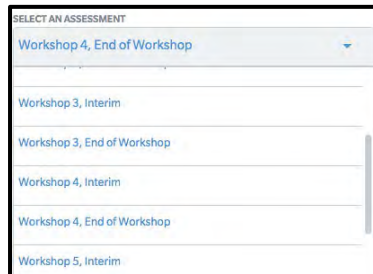
SELECT LEVEL AND STUDENTS

LEVEL  
 A  B  Select All

<input type="radio"/> A <input type="radio"/> B	Chu, Amy	<input type="radio"/> A <input type="radio"/> B	Garcia, Matt
<input type="radio"/> A <input type="radio"/> B	Collins, Chris	<input type="radio"/> A <input type="radio"/> B	Kramer, Liz
<input type="radio"/> A <input type="radio"/> B	Felix, Tonya	<input type="radio"/> A <input type="radio"/> B	Nolan, Olivia Rose

CANCEL ASSIGN

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





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

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

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

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

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

Teachers may review and grade student responses to the Constructive Response and Extended Response questions on the Workshop Assessments by selecting a grade from the rubric and inserting comments in the Comments field. Click **Next** to move to the next question or **Back** to move to the previous question. When the assignment is graded, click **Submit** and close the assignment. This moves the assignment to the archive section. Click **Workshop Assessment Results** to see a printable version of the student's Workshop Assessment and review the multiple-choice portion of the student's assessment.

**A Fateful Day**

Subject: Kennedy became the 35th President of the United States in 1961. Kennedy is the president.

On November 22, 1963, President Kennedy arrived in Dallas, Texas. Kennedy got into a motorcade with his wife, Jackie. They were in a parade. A sniper shot Kennedy. He was killed. Jackie was with him. The next day the report said they were both dead.

The question: The day was not very busy. Kennedy was the first president to visit Texas. He was the first president to visit Texas. He was the first president to visit Texas. He was the first president to visit Texas.

Question 20: What happened to Lee Harvey Oswald after he shot President Kennedy? Write a 4-6 sentence response. Use information from the passage and the thinking time to support your answer.

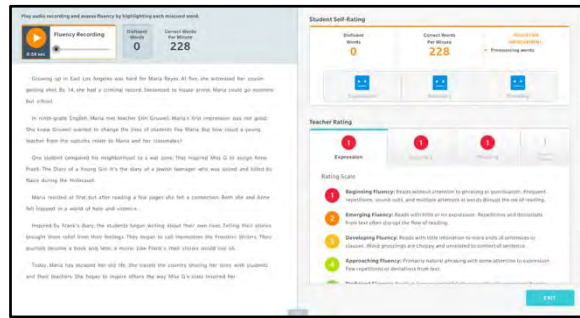
Teacher Rating: 1

Constructed-Response Rubric

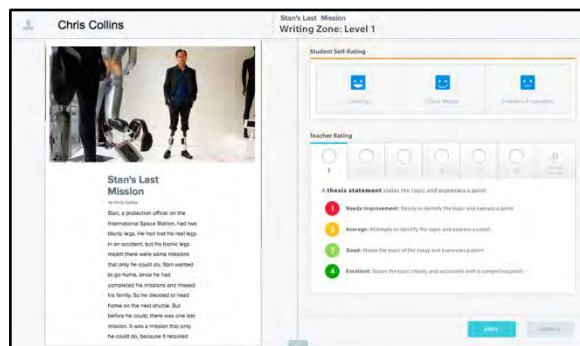
Rating Scale: 1 (Not Attempted), 2 (Response needs supporting information for ideas), 3 (Partially Attempted), 4 (Response includes supporting information), 5 (Complete)

Comments: (empty)

Teachers may also review and grade Fluency Check activities. To listen to students' recordings, click the play button on the left side of the screen. The button toggles between play and pause, so click it a second time to pause the recording. View statistics and students' self ratings on the right side of the screen, and select a score for the student based on the rubric. Click **Exit** when finished.



Teachers may also review Writing Zone activities from the Assignment Board. Read students' published work on the left side of the page, then review students' self ratings on the right side of the screen, and select a score for the student based on the rubric. Click **Exit** when finished.



Teachers may also review student QuickWrite activities from Independent Reading (page 46). Review student work by clicking the activity from the Assignment Board, then click **Archive** to save the work in the Archive list. Click **Exit** to return to the Assignment Board.



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



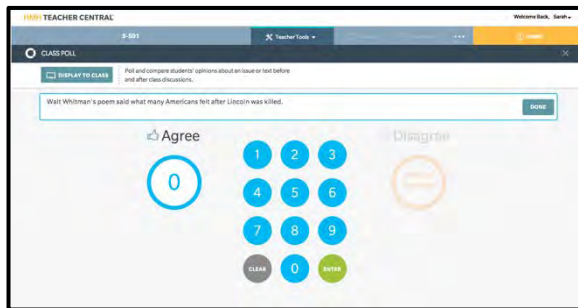
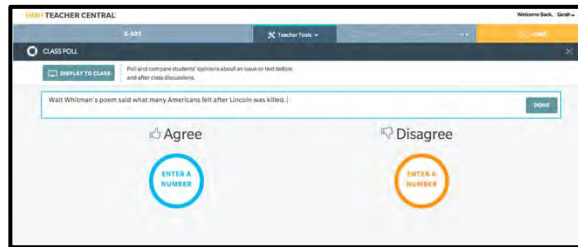
### Class Poll

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

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

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

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

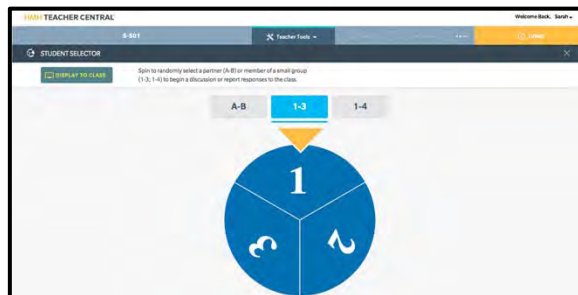


### Student Selector

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

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

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



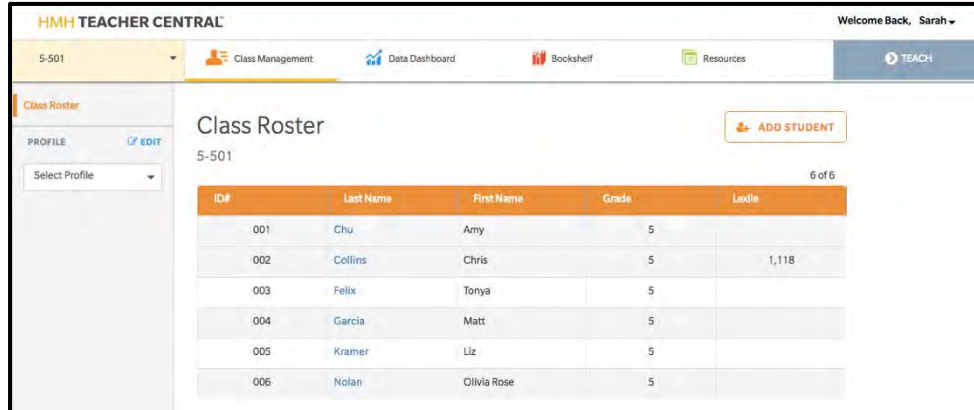


## Class Management

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



## Class Roster

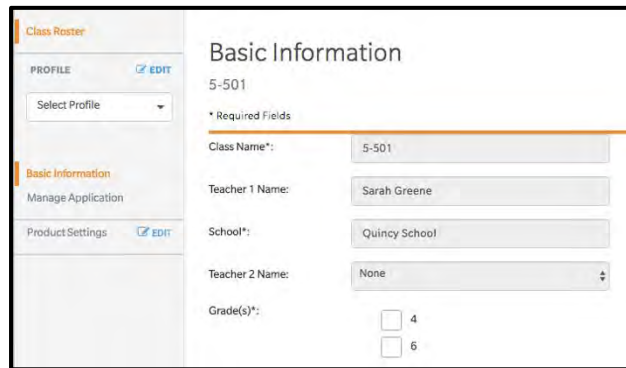


The default screen on the Class Management tab is the Class Roster. From here, teachers may edit the class profile, view student profiles, or add a student.

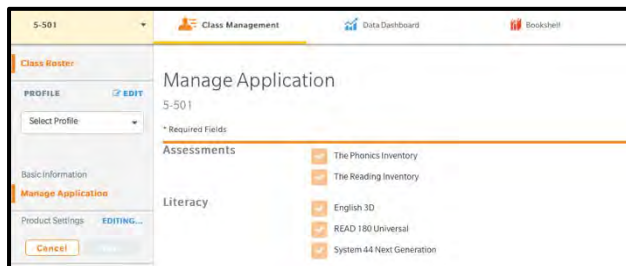
## Class Profile

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

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



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



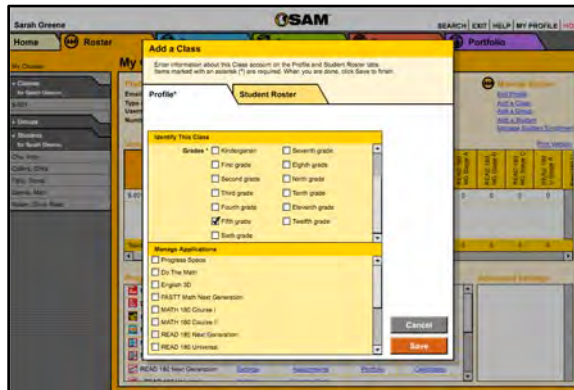


### Adding Classes

The first *READ 180* Universal class must be created through the Student Achievement Manager (SAM) by the district or school administrator if the classes have not been set up in an import. Subsequent *READ 180* Universal classes may be added through HMH Teacher Central.

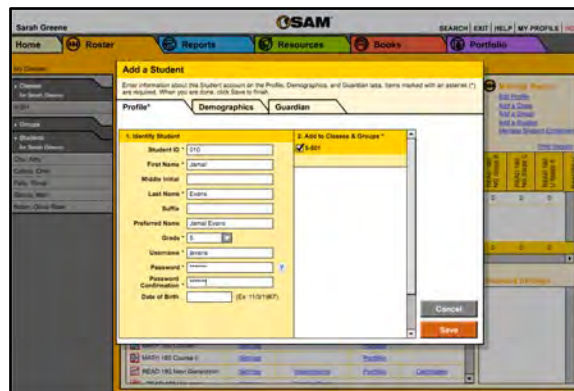
To manually set up a *READ 180* Universal class in SAM:

1. Log in to HMH Gateway as an administrator, then click the SAM icon.
2. Click the Roster tab in SAM, then click **Add a Class** to create a Class Profile.
3. Fill in all fields, making sure to click *READ 180* Universal in the Managed Applications field.
4. Click **Save** to save the class settings.



To add students and enroll them in *READ 180* Universal:

1. Click **Add a Student** from the Roster tab in SAM to create a Student Profile.
2. Fill in all fields. Click the class name to add the student to the class.
3. Click **Save** to save the student settings.
4. Click **Manage Student Enrollment** from the Roster tab.
5. Click the checkboxes to enroll students in programs. To enroll the entire class, click the checkbox at the top of the column. Click **Save & Return** to save settings and return to the Roster tab.



Additional classes may be added through SAM or through HMH Teacher Central.

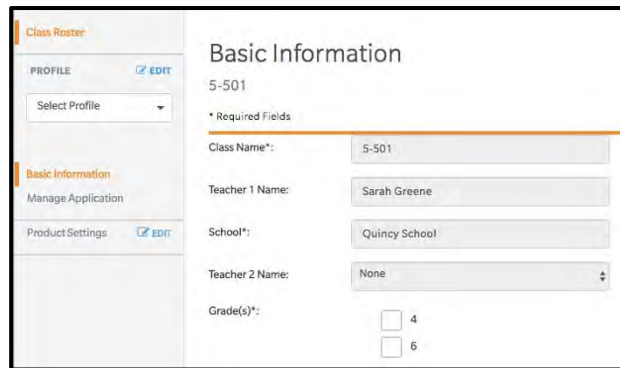


To add a class in HMH Teacher Central:

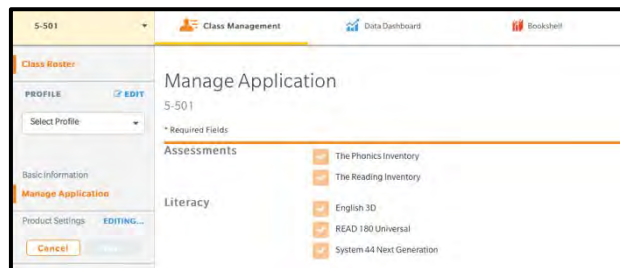
Click the Class pull-down menu, then click **Add a Class** to open a blank Class profile screen.



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



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

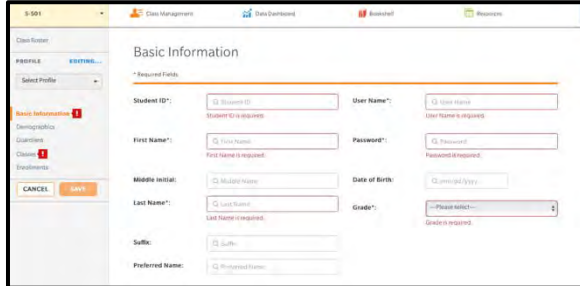




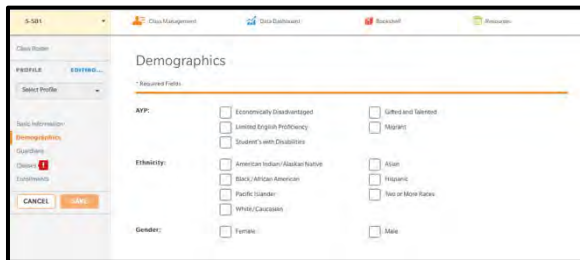
### Adding Students

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

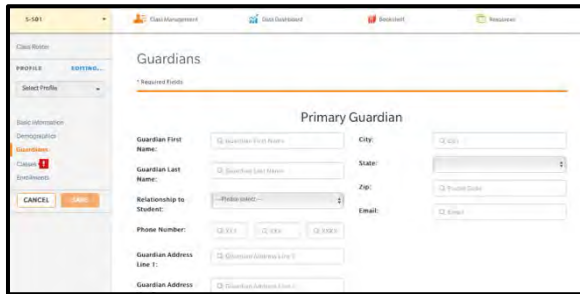
Click **Basic Information** to begin adding the student to the class. Fill in the fields (required fields are bordered in red); then click **Save** to save the information or the next link to continue the process. (Note that the Basic Information and Classes screens contain required information.) Click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



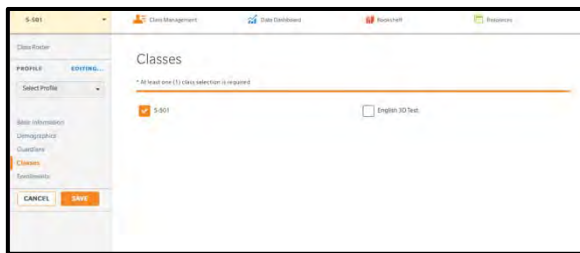
Click **Demographics** to enter the student's demographic information by clicking the appropriate selections. Click **Save** to save the information or the next link to continue the process. Click **Cancel** to close the screen without saving.



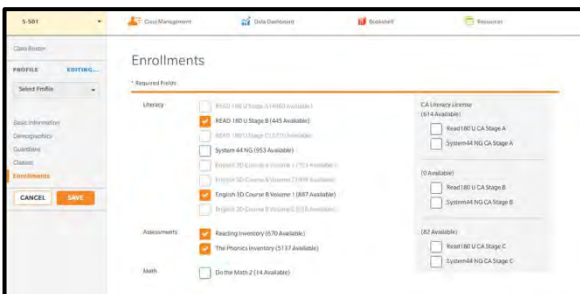
Click **Guardians** to enter the student's guardian information. Fill in the fields; then click **Save** to save the information or the next link to continue the process. Click **Cancel** to close the screen without saving.



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



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

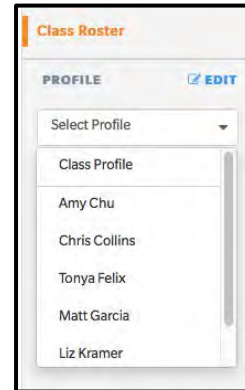




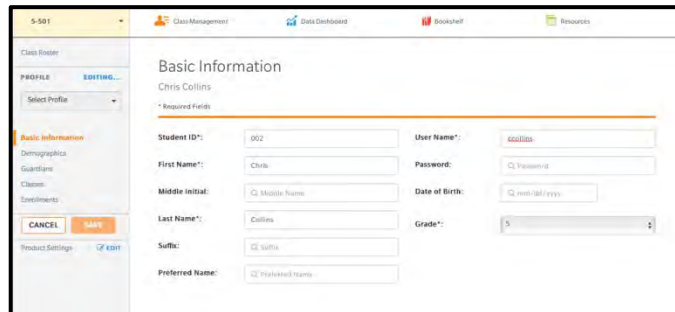
### Student Profile

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

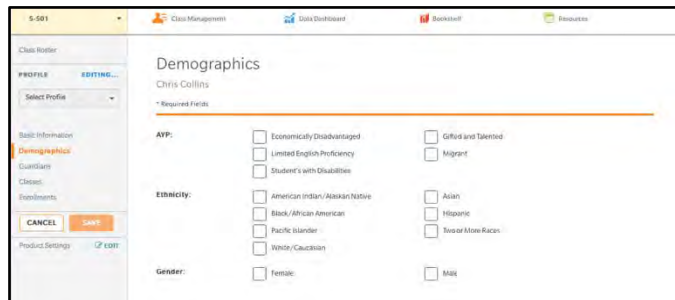
To edit the student's profile, click the **Edit** link above the pull-down menu.



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

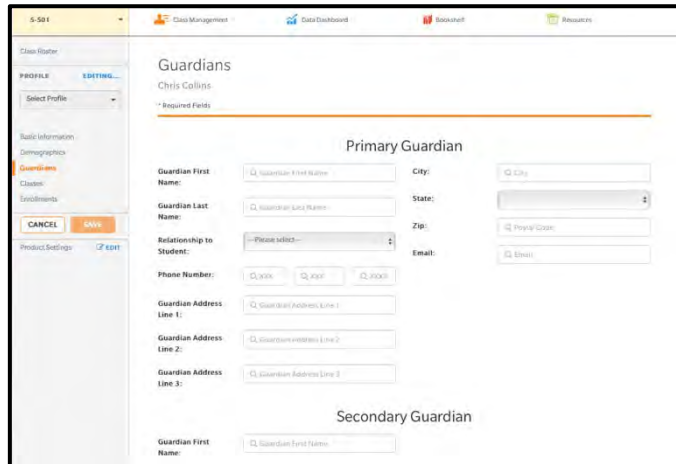


Click **Demographics** to view or edit the student's demographic information by clicking the appropriate selections. Click **Save** to save the information or the next link to continue the process. Click **Cancel** to close the screen without saving.

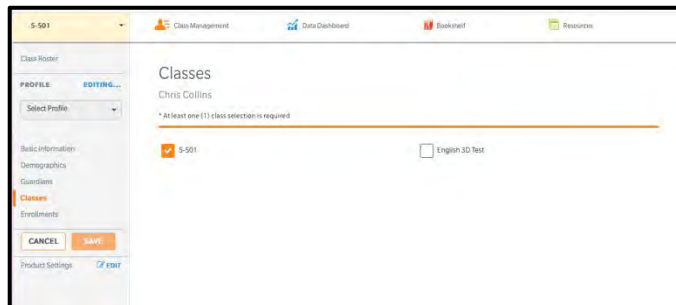




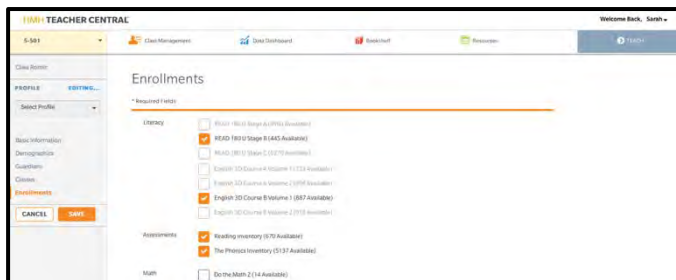
Click **Guardians** to view or edit the student's parent or guardian information. Fill in the fields; then click **Save** to save the information or the next link to continue the process. Click **Cancel** to close the screen without saving.



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



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



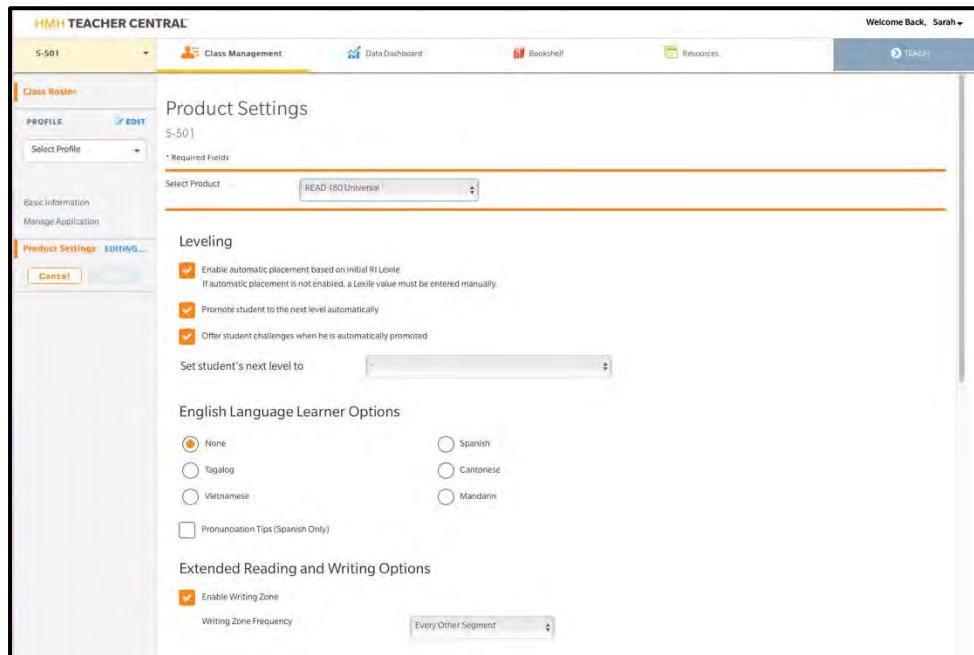


## READ 180 Universal Product Settings

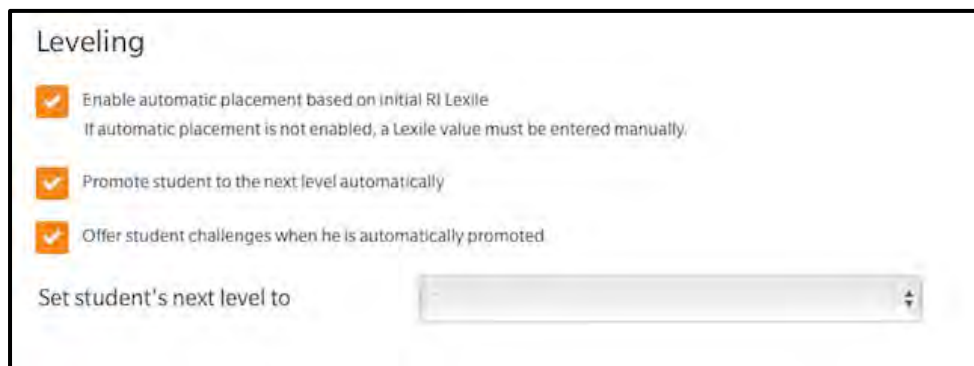
Product settings allow teachers to customize the *READ 180* student experience for their classes and individual students.

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

### Product Settings in HMH Teacher Central



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



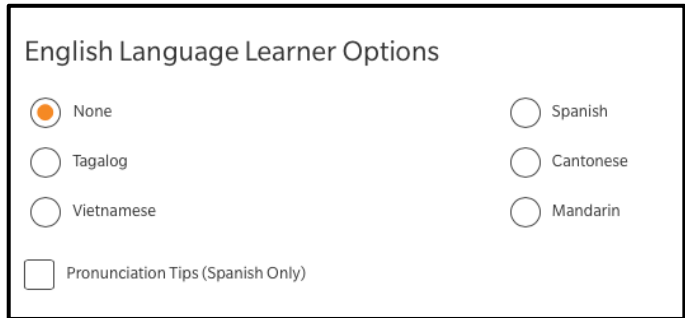
To set leveling options for the student, click the appropriate checkboxes to enable or disable automatic placement based on Lexile measure, automatic promotion to the next level, and challenges when the student moves to the next level. These settings are enabled by default.



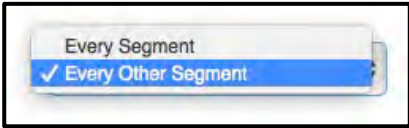
To manually set the class or student's next level, click the pull-down menu and select the next level from the menu.



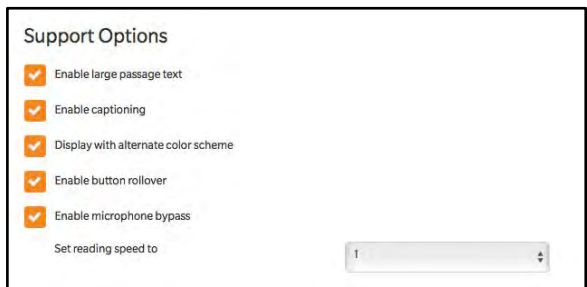
To set English Language Learner (ELL) Options, click the appropriate button to allow the class or student to hear instructions in a language other than English. Select the **Pronunciation Tips** box to allow the student or class to hear pronunciation tips in Spanish. (The default setting is None).



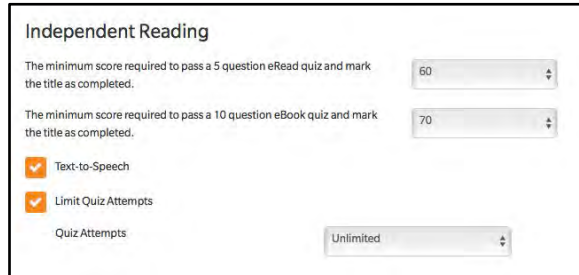
To set Extended Reading and Writing Options, click the checkbox to enable or disable the Writing Zone for the class or students. (It is enabled by default.) To select how often the class or students work in the Writing Zone, click the pull-down menu and select **Every Segment** or **Every Other Segment**. (Every Other Segment is selected by default.) Choose which Rubric Settings to include in the Writing Zone by selecting the radio button for either the 4-point or 6-point rubric. (4-point rubric is selected by default.)



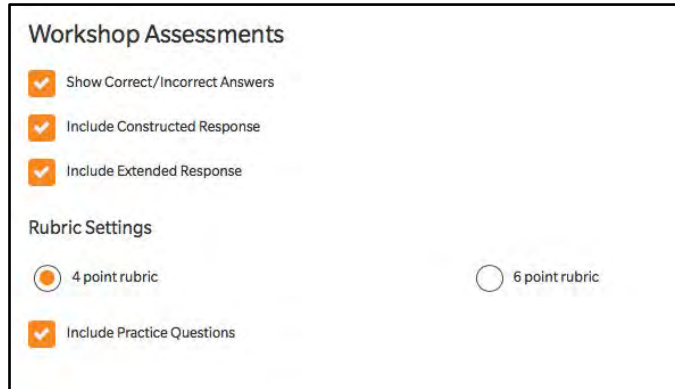
To set Support Options, click the checkbox to enable large passage text. Click to enable large passage text, captioning, displays with alternate color schemes, and button rollover. Click **Enable Microphone Bypass** to enable students to complete activities without recording, in cases where a microphone is not available (students will receive alternate instructions and it will not affect their reading scores). The default setting for all is checked. To set the reading speed, click the pull-down menu and select the appropriate speed.



To set options for Independent Reading, click the pull-down menus to select the minimum passing scores for 5-question eReads quizzes and 10-question eBook quizzes and to limit quiz attempts. (The default selection for both is checked.) Use the pull-down menu to choose the amount of permitted quiz attempts.

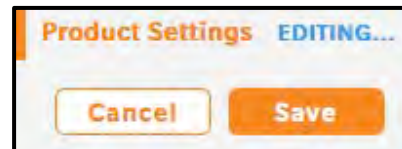


To set options for the Workshop Assessments, click the appropriate buttons to select the non-English language settings for the class or students. (The default setting is None.) Click the checkboxes to enable or disable showing correct and incorrect answers,



including constructed-response questions on assessments, and including extended-response questions. (The default setting for all three is enabled.) Click the buttons to select a 4-point or 6-point scoring rubric for assessments. (The default setting is 4-point rubric.) Click the checkbox to have the Workshop Assessment include or exclude practice questions. (The default setting is Include Practice Questions.)

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







### Product Settings in SAM

Enrollment in *READ 180* Universal may also be set in SAM.

To add students to SAM and create student profiles, see [Enrolling and Managing Students Using Student Achievement Manager](#) at the [READ 180 Universal Product Support](#) site (page 106).

Students	Do the Math 2	Do the Math Modules	Do the Math Now!	English 3D Volume 1	English 3D Volume 2	English 3D Volume 1	English 3D Volume 2	READ 180 U Stage A	Read180 U CA Stage A	READ 180 U Stage B	MATH 180 Course 1	MATH 180 Course II
Chu, Amy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collins, Chris	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Felix, Tonya	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Garcia, Matt	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kramer, Liz	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nolan, Olivia Rose	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total seats remaining:</b>	1	700	0	757	899	868	917	0	50	38	735	733

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

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

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

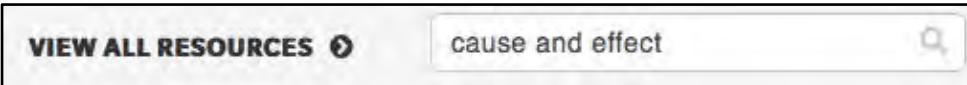
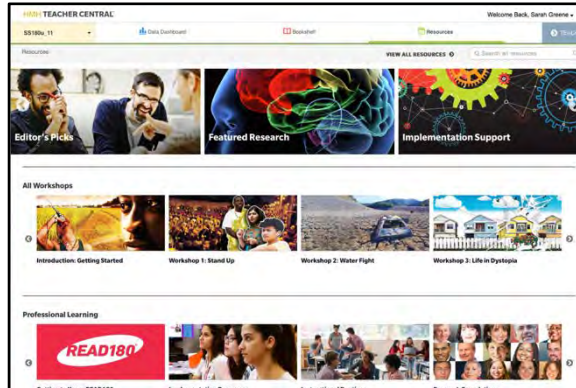
Enroll additional students in *READ 180* Universal by double-clicking another class or group in the SmartBar.



## Resources

Click the Resources tab to open the Resource Library.

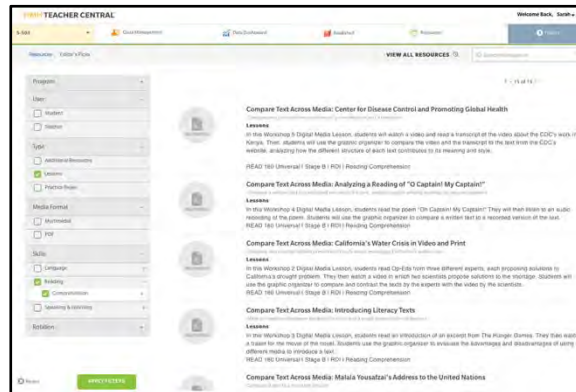
The Resource Library contains downloadable resources for lessons and professional development sorted by category. Click a category to view the resources in that group.



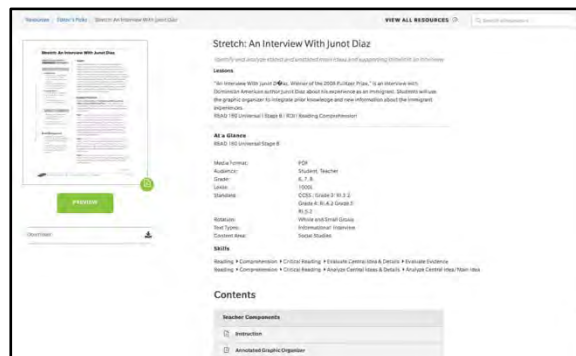
To search for a particular resource, or to search by author or keyword, use the Search function. Enter a search term (title, author, lesson, concept, keyword) and click the Search icon. The Resource Library will open with the resources filtered by the search term. To view a list of all the resources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

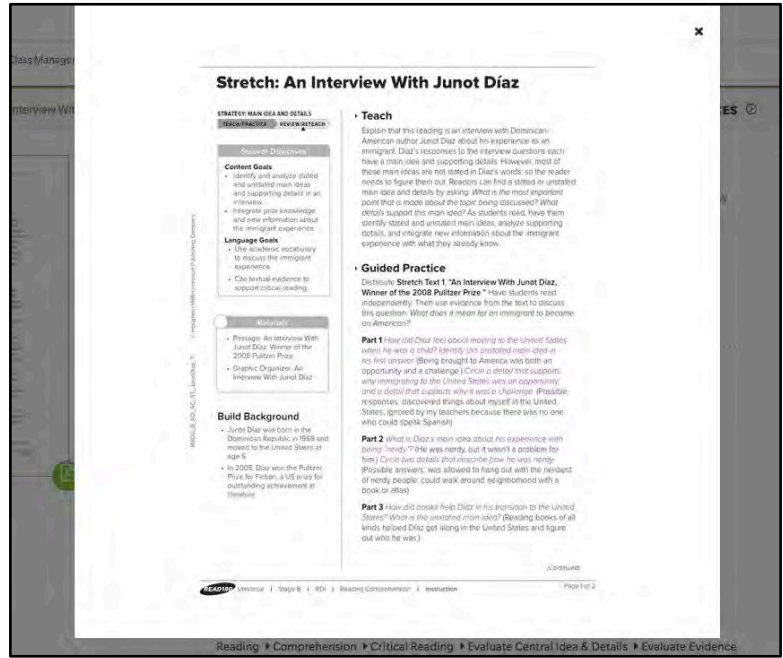
To filter the selection list, click the filter areas in the menu at the left, then click the checkboxes to select filters. Click **Apply Filters** to view the filtered list. To clear all filters, click **Reset**.

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



The Resource screen contains summary information about the document. To preview the resource, click **Preview**.



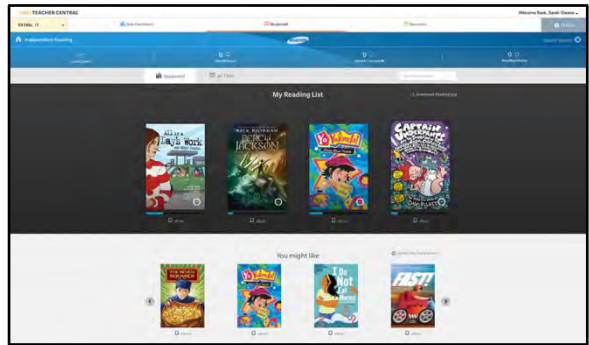


The Preview opens on the first page of a PDF, the graphic of a video or multimedia resource, or a thumbnail of an image. To download the resource, click **Download**.

### Bookshelf

Click the Bookshelf tab to open the Student Bookshelf.

The Bookshelf in HMH Teacher Central replicates the student Independent Reading experience (page 38), allowing teachers to view the titles students are reading and which titles are trending.



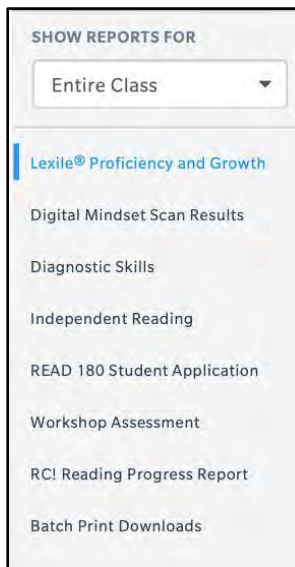


## Data Dashboard

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

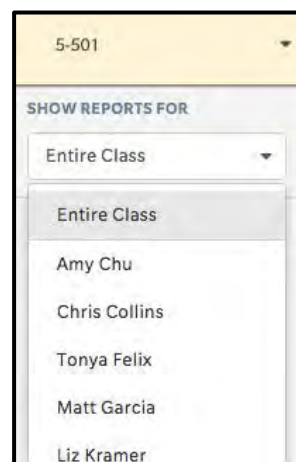
HMH Teacher Central generates reports for both class and individual student data:

- **Diagnostic Skills:** Monitors class and student progress in the Student App Reading Zone and Workshop Assessments.
- **Digital Mindset Scan:** Shows the results of a class's latest Mindset Scan.
- **Independent Reading:** Measures class and student participation and quiz results in the Independent Reading app.
- **Lexile Proficiency and Growth:** Measures class and student average Lexile growth on *Reading Inventory* assessments by comparing recent Lexile measures against their first assessment results.
- **Observer:** Student-only report that summarizes students' formative assessment scores in the Observe Board tool (page 60).
- **Phonics Proficiency and Growth:** Measures class and student progress on *Phonics Inventory* assessments by graphing performance level assessments over the selected time period.
- **READ 180 Student App:** Measures class and student usage and performance in the Student App. It measures students' sessions and average time in the app and performance through the zones.
- **Reading Counts! Reading Progress Report:** A *Reading Counts!* report that is available in HMH Teacher Central through SAM. It provides an overview of students' progress in *Reading Counts!*
- **Workshop Assessment:** Measures class and student results on Workshop Assessments.



Teachers may also batch print reports if they want to print student reports for every student in the class.

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





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

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

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

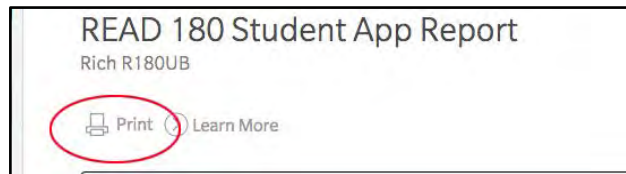
Click **Reset** to clear the date range.



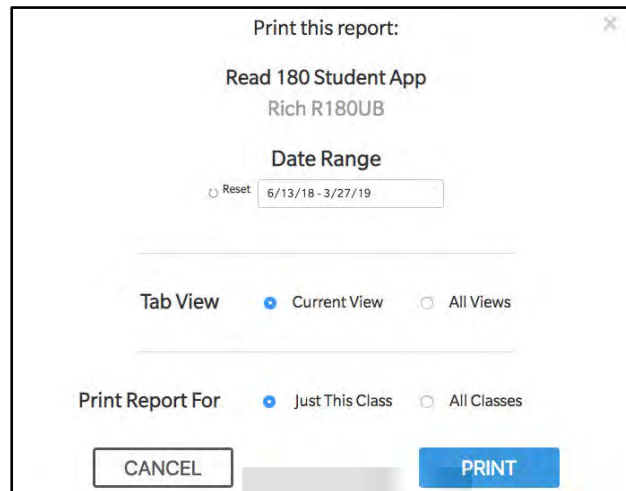
## Batch Printing

Batch printing allows teacher and administrators to batch print student reports for all students in the class with a single command. Teachers may also batch print class reports for all their classes, and administrators may batch print class reports for all classes in a school and school snapshots for all schools in a district.

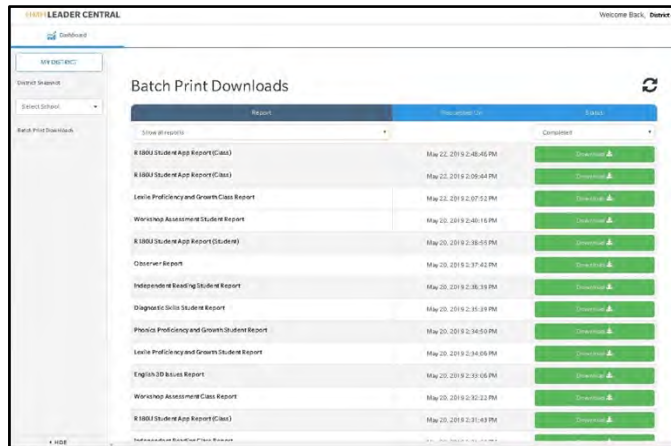
To batch print a report:



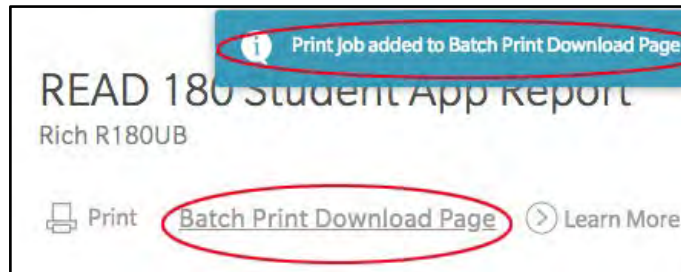
1. Click **Print** from any report in HMH Teacher Central or HMH Leader Central.



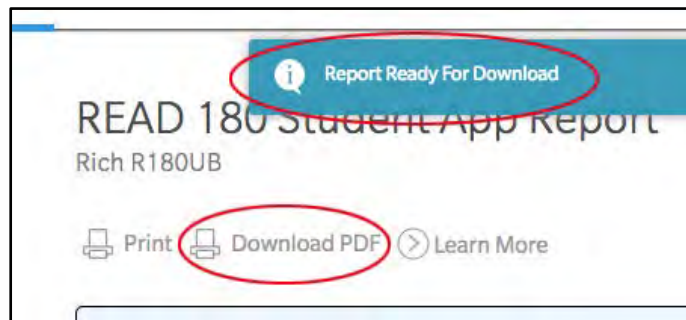
2. Select the print options on the print window. Customize a date range if necessary. For multi-tab reports such as the Student App Report or Diagnostic Skills Report, teachers may select **All Views** to have the report show data from all report tabs, and may select **All Classes** to have the report print class data across all their classes.  
In Class-level reports, select **All Classes** to have the report print class data across classes. In Student-level reports, select **All Students** to have the report print student data across all students in the selected class.
3. Click **Print** to print the report with the selected options.



4. Batched reports are added to the Batch Print Downloads page, where they may be downloaded. The link remains active for seven days.



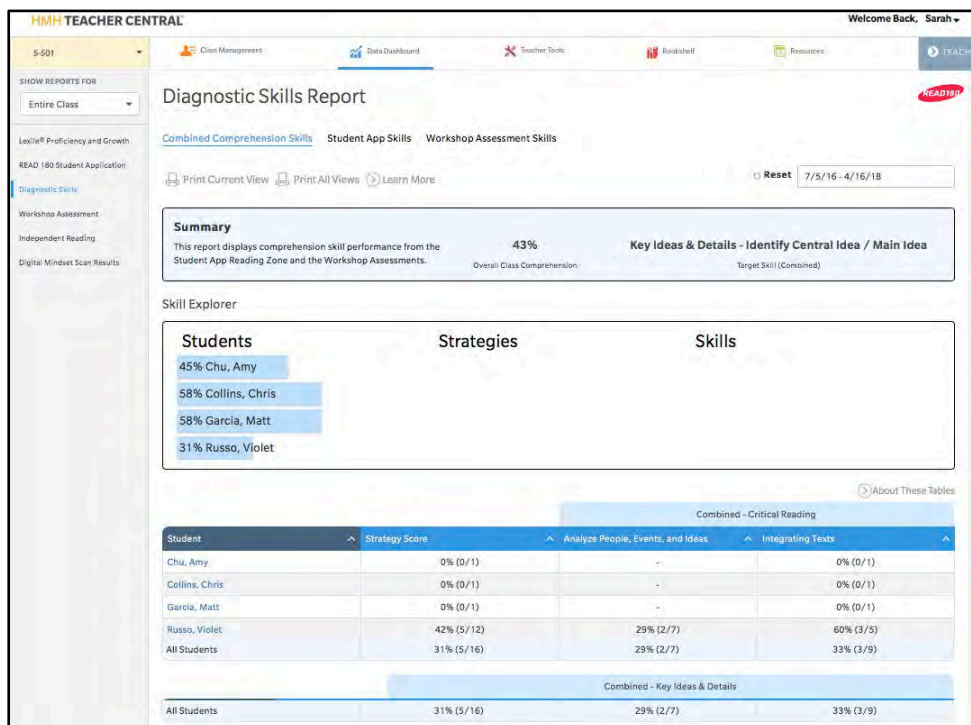
5. To view the list of reports, along with their print status, click **Batch Print Downloads Page** link in the report or in the navigation bar. .



6. Non-batched reports show a **Download PDF** link and a message will inform users that the report is ready to be downloaded. Click the link to download the report. When the report is downloaded, it may be printed as a PDF.



## Diagnostic Skills Class Report



This report monitors class progress in the Reading Zone and Workshop Assessments. It gathers key diagnostic information about a student's area of needs. Click **Combined Comprehension Skills** to view combined data from the Reading Zone and Workshop Assessments. To isolate data, click **Student App Skills** or **Workshop Assessment Skills**. This will filter the data to one area or the other.

The report presents the number and percentage of correct responses that the student answered on each Reading Zone Comprehension question. Data is sorted by comprehension questions attempted, comprehension questions answered correctly, and percentage of correct responses for each comprehension skill

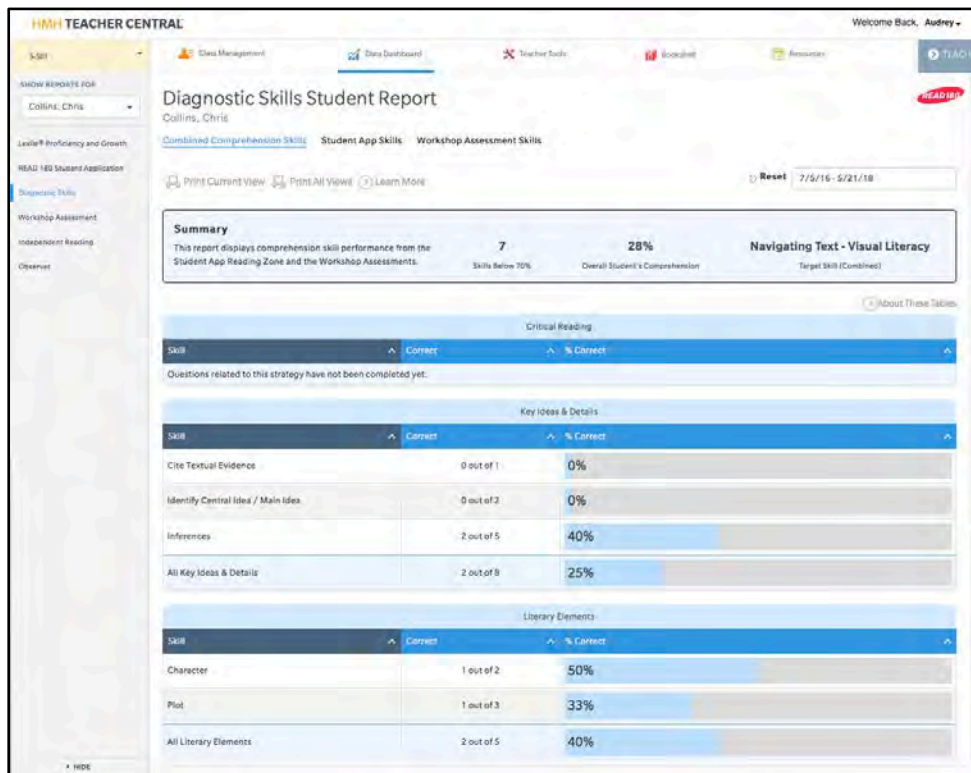


Use the Skills Explorer to graphically view student skill progress. Click the student's name in the Explorer to view their performance by strategy; click the strategy to view their performance by skill.

Access this report with students to target specific comprehension skills students are struggling with and review performance results for each skill to determine areas of challenge and follow up as necessary.

Share this report with students during conferences and help students use this data to track performance trends and set goals for improving reading comprehension.

## Diagnostic Skills Student Report



This report monitors student progress in the Reading Zone and Workshop Assessments. It gathers key diagnostic information about a student's area of needs.

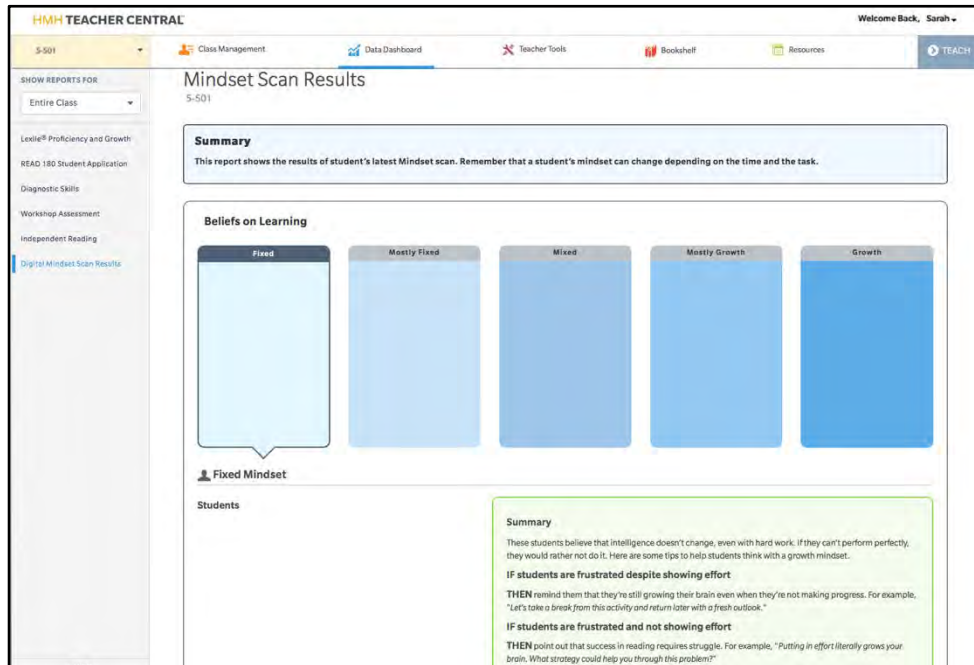
Click the student's name in the pull-down menu or on the Diagnostic Skills Class Report to open the Skills report for that student.

Click **Combined Comprehension Skills** to view combined data from the Reading Zone and Workshop Assessments. To isolate data, click **Student App Skills** or **Workshop Assessment Skills**. This will filter the data to one area or the other.

The report shows the student's results in the Reading Zone and Workshop Assessments displayed by strategy and skill. Access this report with students to target specific comprehension skills students are struggling with and review performance results for each skill to determine areas of challenge and follow up as necessary.

Share this report with students during conferences and help students use this data to track performance trends and set goals for improving reading comprehension.

## Digital Mindset Scan Report



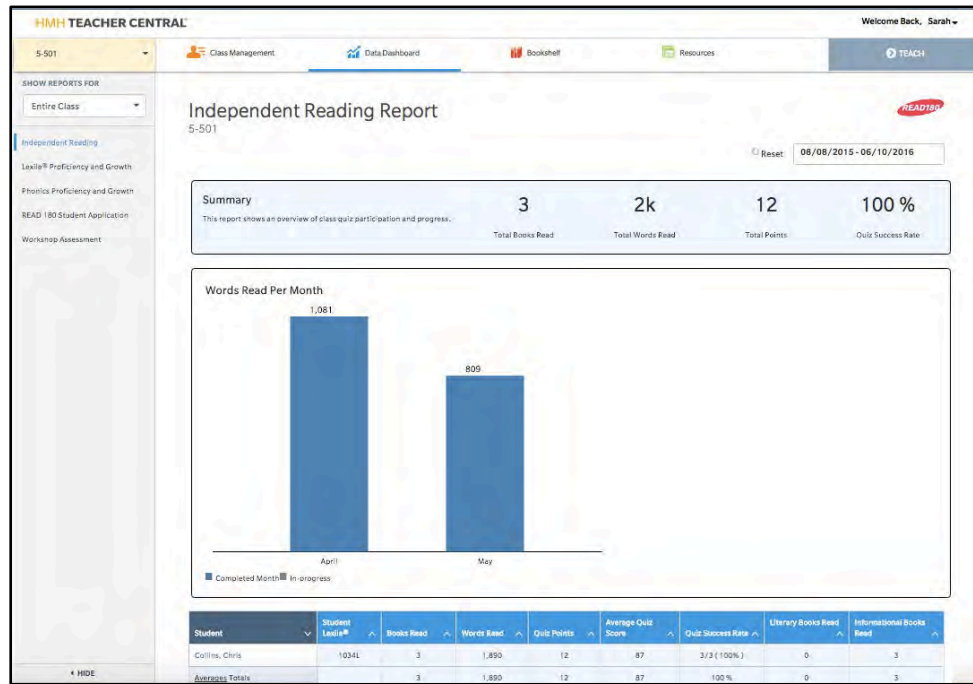
The Digital Mindset Scan report displays students' results in the Digital Mindset Scan (page 47). The report groups students by result. It also provides summaries of each mindset category and suggested next steps.

Use the Digital Mindset Scan report to monitor student mindsets and prepare approaches for one-on-one student conferences. Encourage students to retake the Mindset Scan and chart any changes in their beliefs on learning.





## Independent Reading Class Report



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

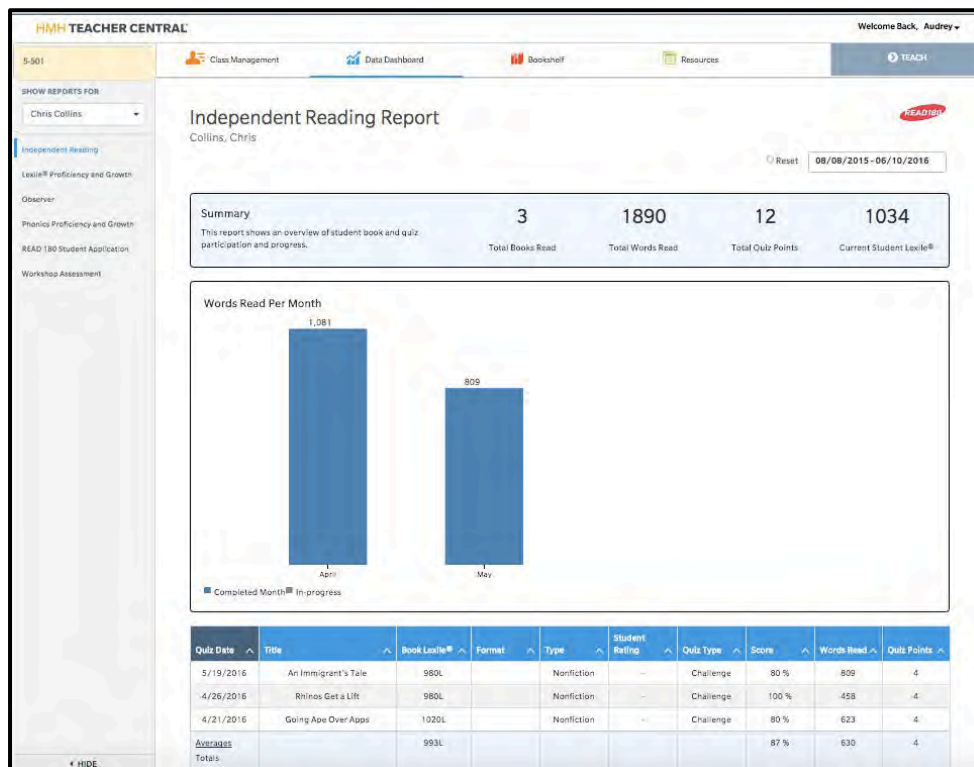
The report shows how many books and words the students have read, how many quiz points they have earned, and how successful they have been on Independent Reading quizzes. The graph displays monthly progress of the class's word count. The report also shows reading statistics for each student in the class.

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

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



### Independent Reading Student Report



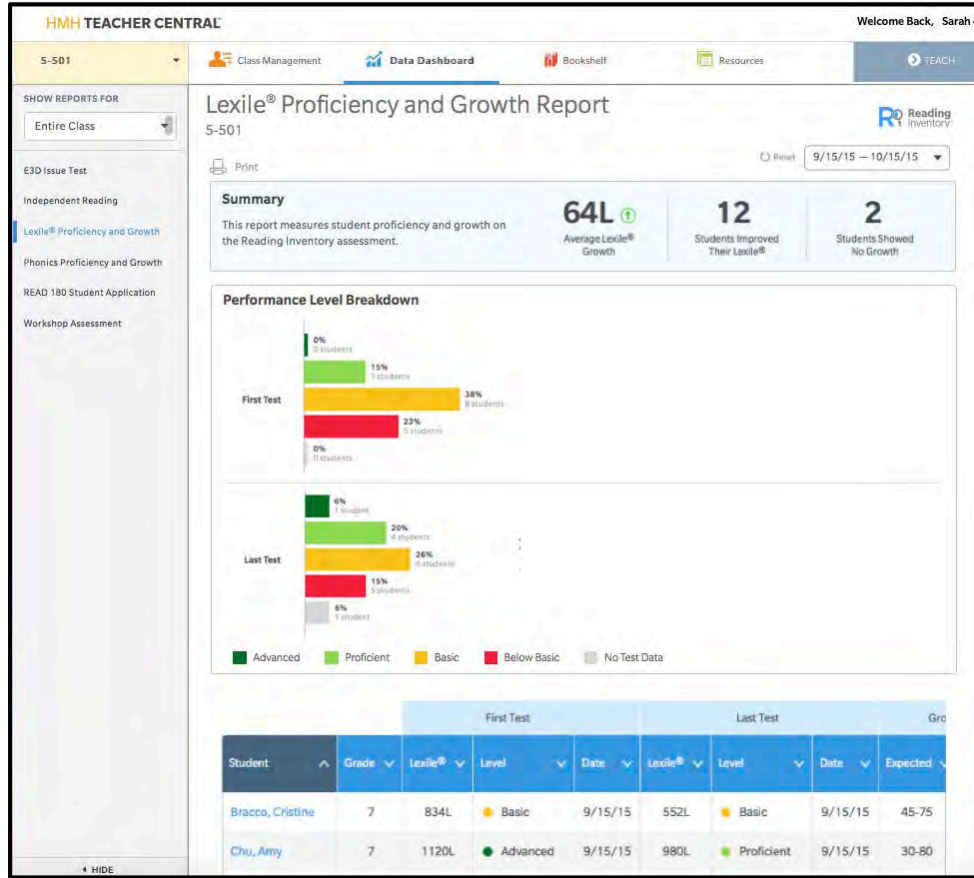
The Independent Reading Student Report displays an overview of student quiz participation and progress.

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

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



### Lexile Proficiency and Growth Class Report

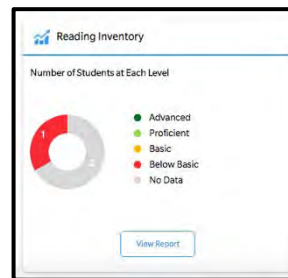


The Lexile Proficiency Test and Growth Class Report measures class Lexile growth on *Reading Inventory* assessments over time. Report data is updated in real time. The report compares students' most recent Lexile measures against their first assessment results. It also measures student growth against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

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

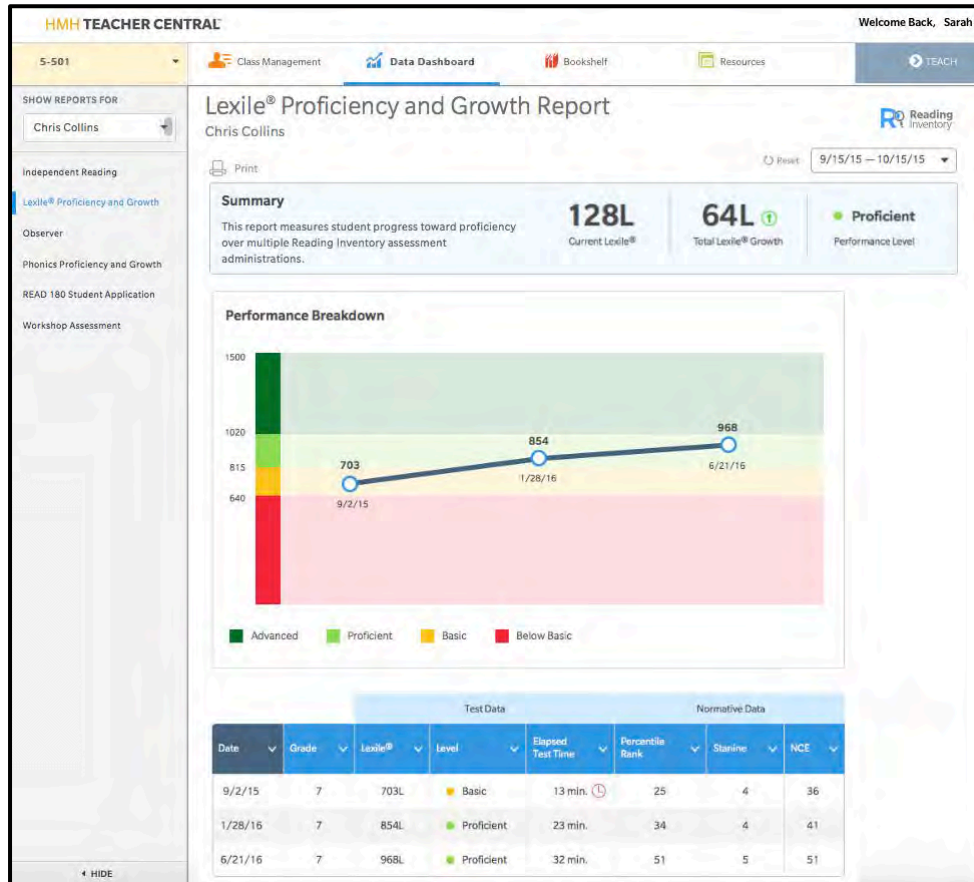
To view the report for an individual student, click the student's name from the class pull-down menu, or click the student's name on the report table at the bottom of the screen.

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





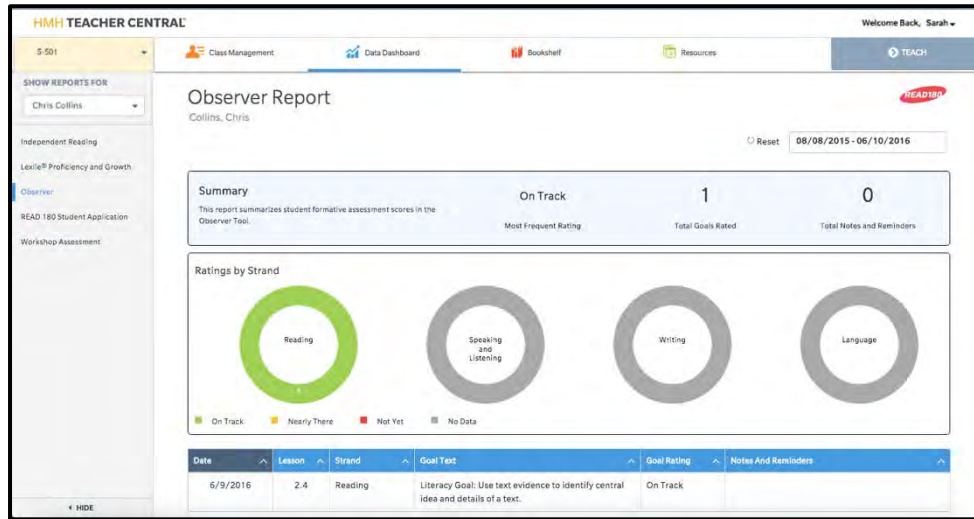
### Lexile Proficiency and Growth Student Report



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

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

## Observer Report



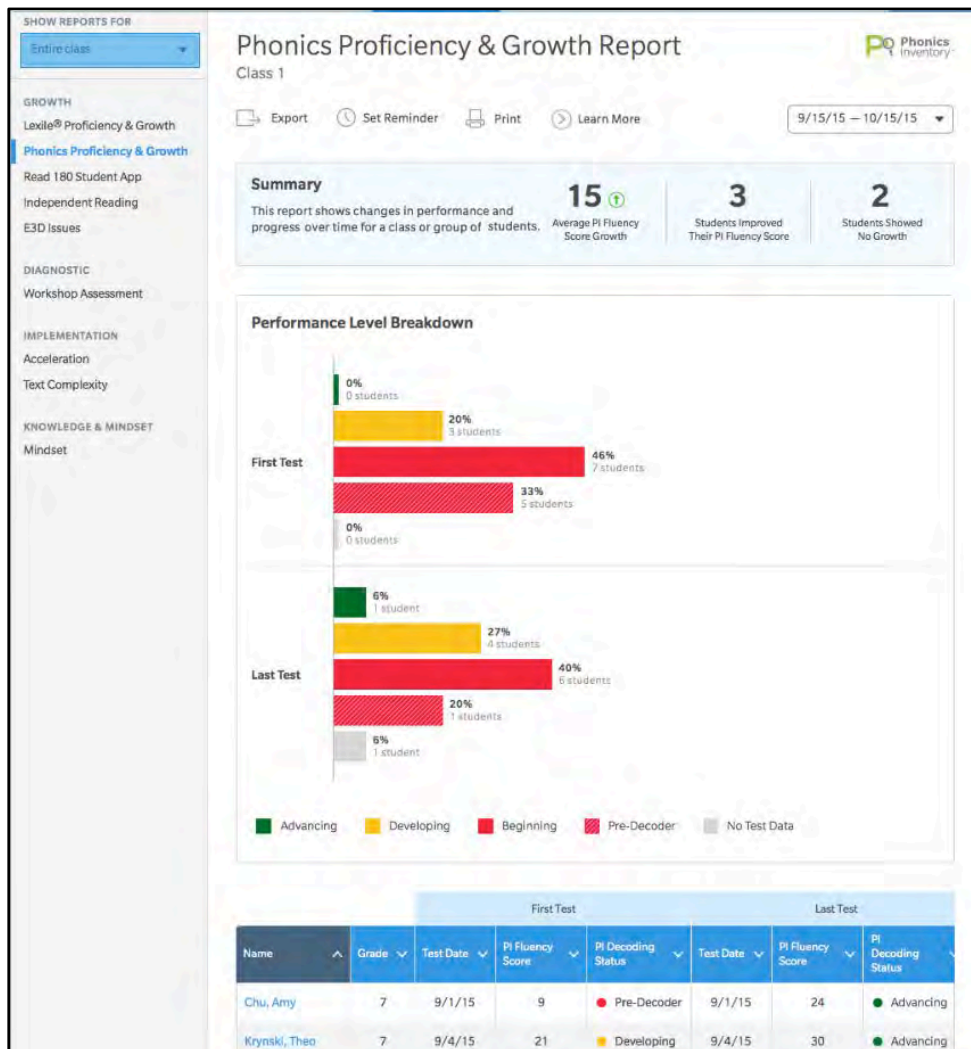
The Observer Report displays observations recorded in the Observe Board teacher tool (page 60). The Observer Report shows data for individual students only.

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





### Phonics Proficiency and Growth Class Report



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

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

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



## Phonics Proficiency and Growth Student Report

**HMH TEACHER CENTRAL** Welcome Back, Sarah

5-501 Class Management Data Dashboard Bookshelf Resources TEACH

SHOW REPORTS FOR: Chris Collins

### Phonics Proficiency and Growth Report

Chris Collins Phonics Inventory

Print 9/15/15 - 10/15/15

**Summary**

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

**32**

Current PI Fluency Score

**Advancing**

Current Decoding Status

**450**

Current Level Score Tested 5/25/11

**Performance Level Breakdown**

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

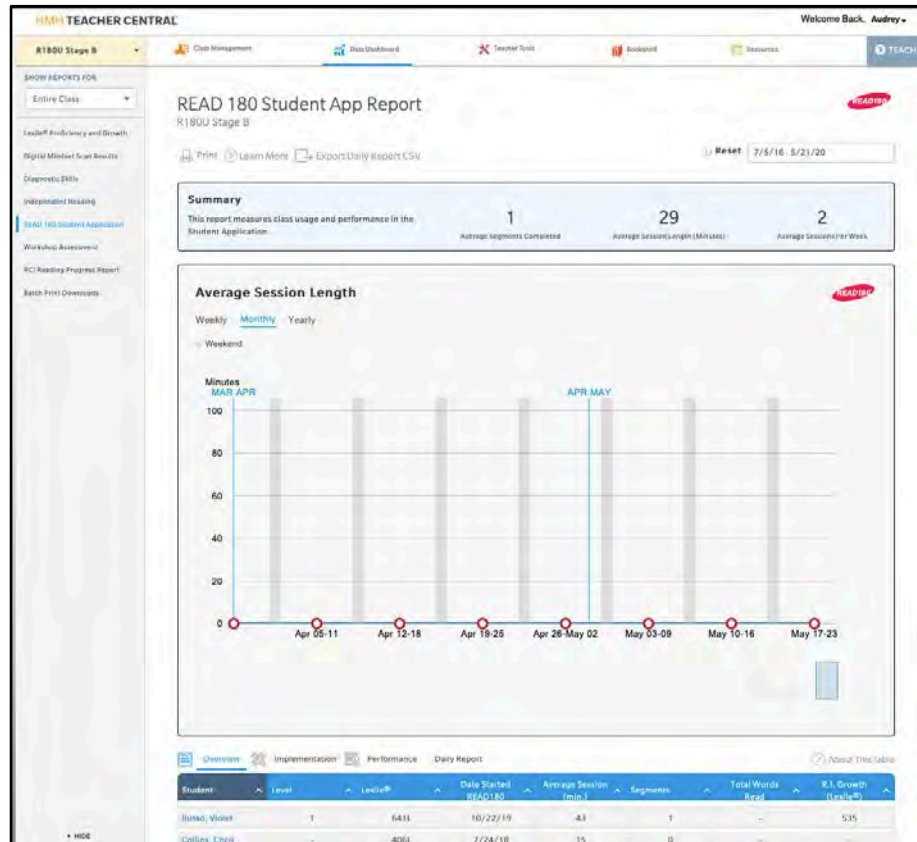
Fluency Score	Decoding Status	Recommended Instruction
0-10	Pre-Decoder	Phonemic awareness, letter names, letter-sound correspondence
0-10	Beginning Decoder	Foundational Phonics
11-22	Developing Decoder	Targeted phonics remediation

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

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



### READ 180 Student App Class Report



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

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

Four tabs at the bottom of the report provide detailed class information. These tabs can be sorted by clicking the column headers:

Student	Level	Lexile®	Date Started READ180	Average Session (min.)	Segments	Total Words Read	R.I. Growth (Lexile®)
Russo, Violet	1	641L	10/22/19	43	1	-	535

- **Overview** shows student data by level, Lexile, and amount of time spent in the program.

Student	Level	Sessions	Segments	Time (min.)	Average Session (min.)	Average Sessions/Week
Collins, Chris	-	4	0	60	15	2

- **Implementation** displays specific program data for individual students.



Student	Level	Explore Zone	Reading Zone	Language Zone	Word Assessment	Spelling Assessment	Success Zone
Russo, Violet	1	99%	87%	95%	75%	71%	100%
Averages		99%	87%	95%	75%	71%	100%

- **Performance** displays students' results in the different zones of the program, with class averages.

Student	Date	Session (min.)
Russo, Violet	10/22/19	12.5

- **Daily Report** shows students' daily usage of the program, for use in an at-home learning environment.

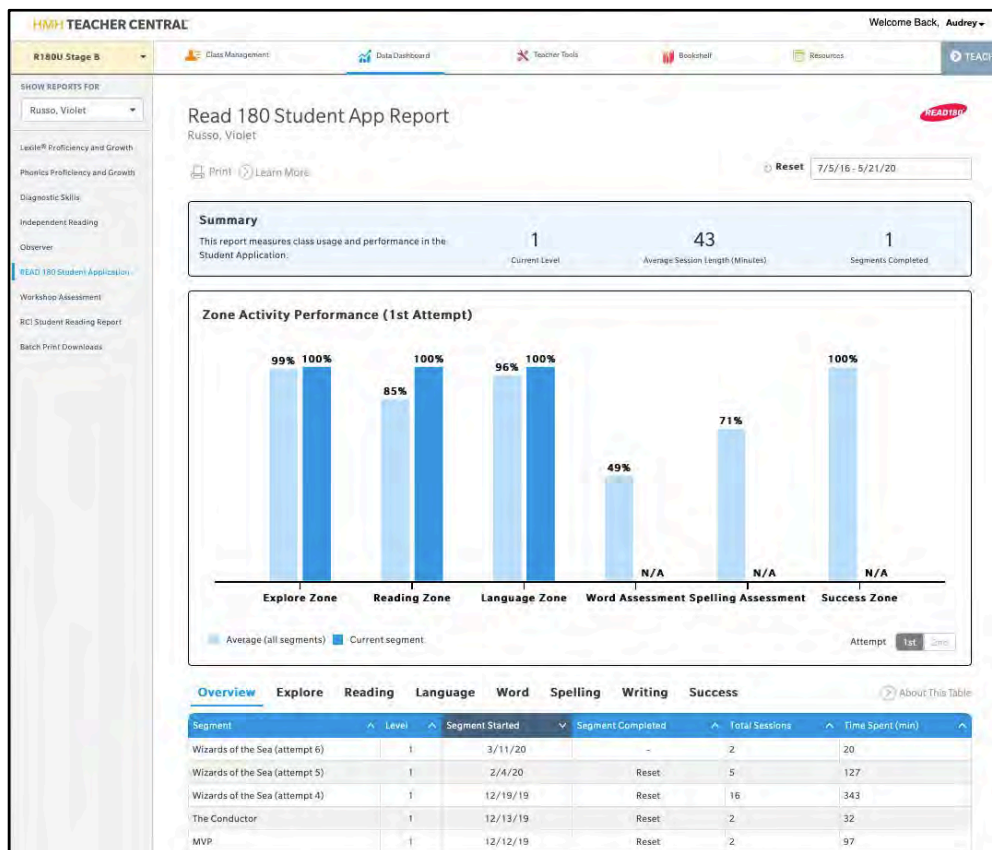
To view the report for individual students, click the student's name from the class pull-down menu or click the student's name on the report table at the bottom of the screen.

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





### READ 180 Student App Student Report



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

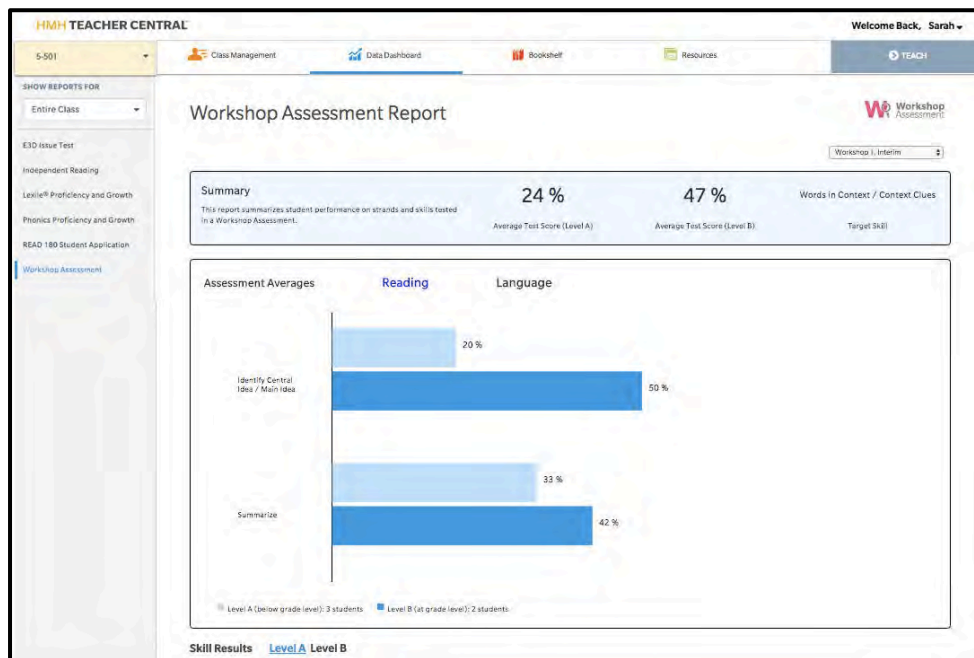
The bottom field gives an overview of student work in the segments, then provides a detailed breakdown of the segment work through the zones.

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





### Workshop Assessment Class Report



The Workshop Assessment Class Report displays a summary of class performance in the Workshop Assessment. (For more information on the Workshop Assessment, see the [READ 180 Workshop Assessment Technology User's Guide](#) at the [READ 180 Universal Product Support](#) site, page 106). The report shows cumulative data for the class. The graph displays these results by strand.

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

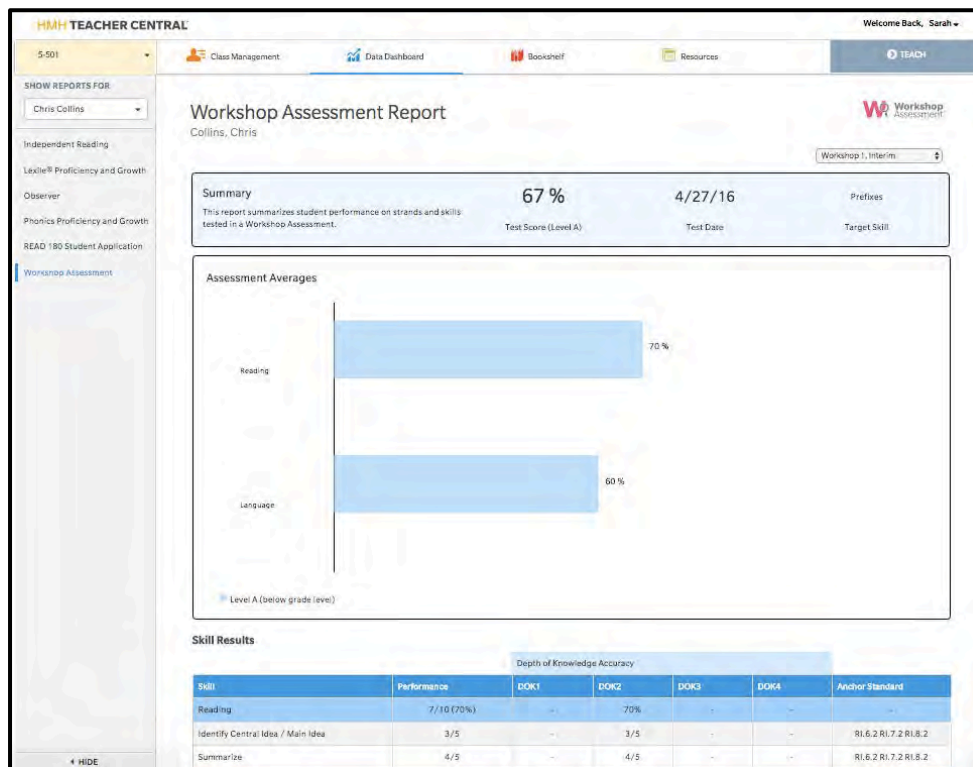
Student	Test Date	Reading		Language		Test Score
		Identify Central Idea / Main Idea	Summarize	Preface	Words in Context / Context Clues	
Amy Chu	4/27/16	2 / 5	1 / 5	1 / 2	1 / 3	33 %
Chris Collins	4/27/16	0 / 5	2 / 5	0 / 2	0 / 3	13 %
Level A Average		20 %	33 %	33 %	11 %	24 %

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

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



### Workshop Assessment Student Report



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

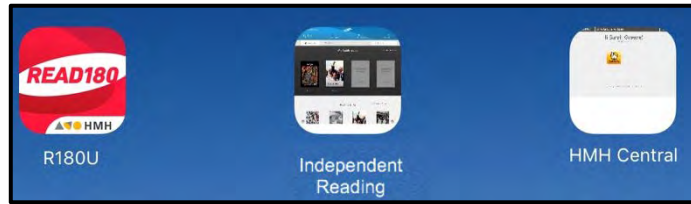
The report displays cumulative data over an assessment as well as a breakdown of student results by strand. The skill-by-skill score breakdown shows strengths and challenges.

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



## Mobile Access

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



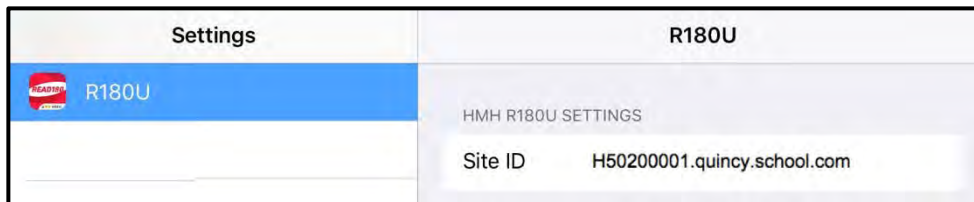
### Student App Mobile Access

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

- iPad 2 or later
- iOS 7 or later

To configure the Student App on the iPad:

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



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

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

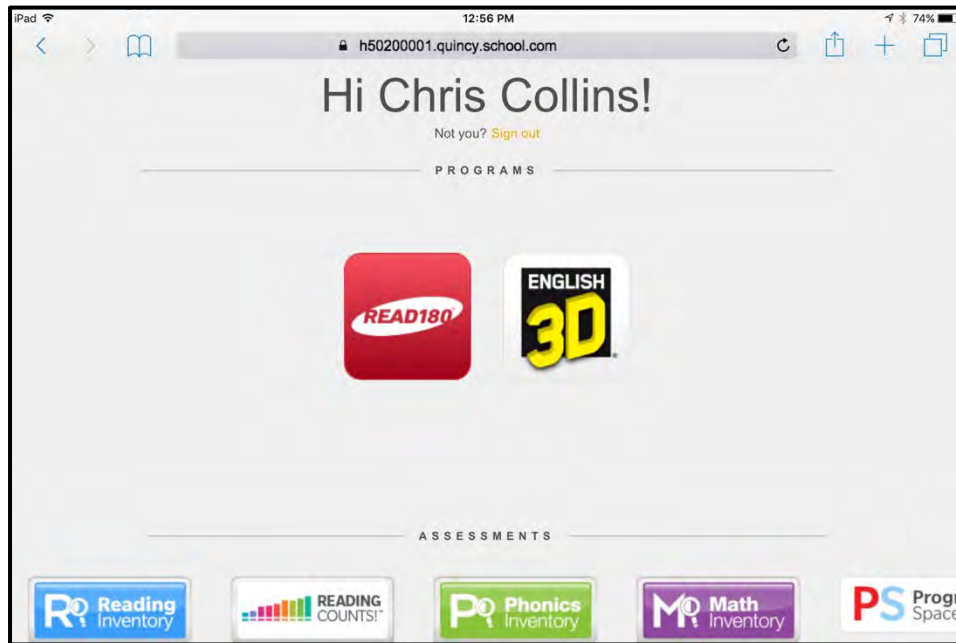
SAM Server URL information is also available from the district SAM administrator.

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

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



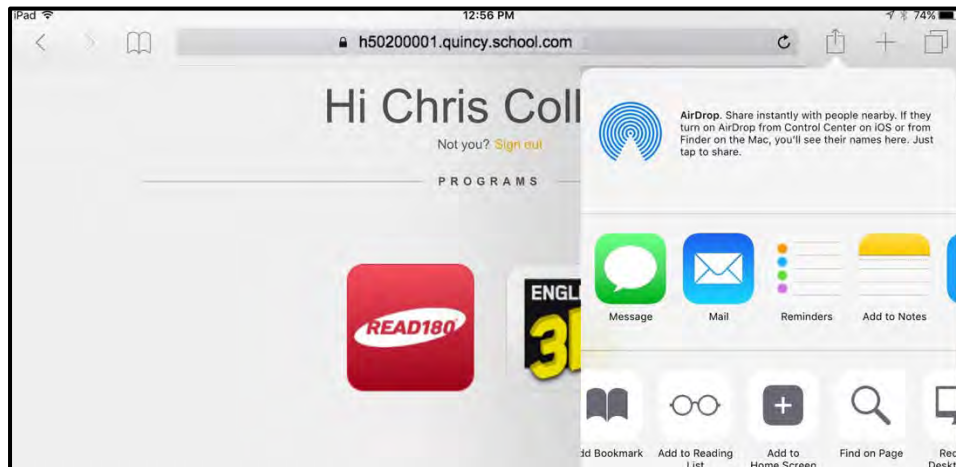
## Student Central, Independent Reading, and Teacher Central Mobile Access



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

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

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

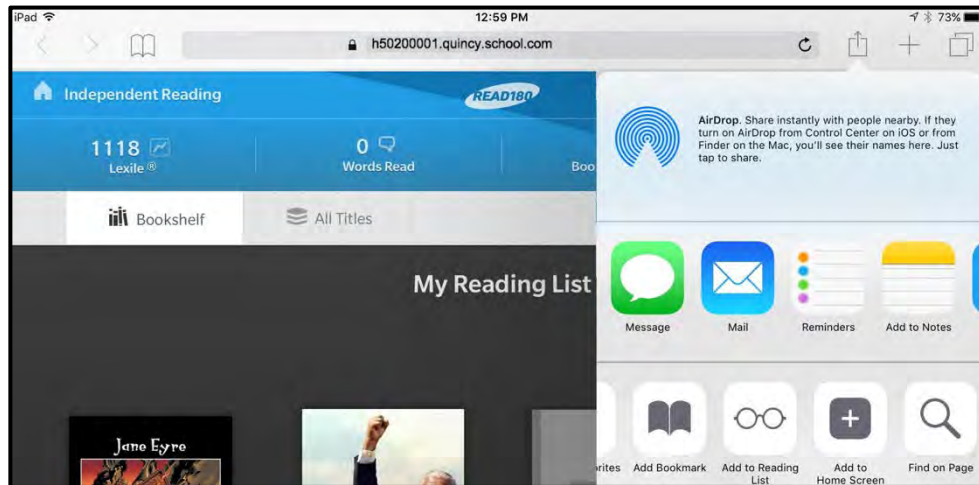
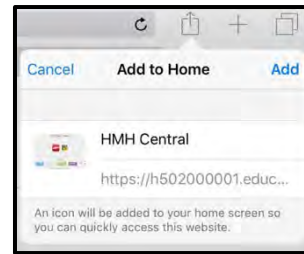


2. Tap the Share icon at the bottom of the browser screen.
3. Tap the Add to Home Screen icon.
4. Tap **Add** from the screen. The site will now appear on the Home Screen as an icon.

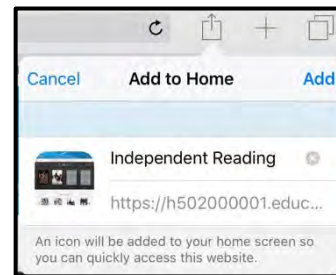


To bookmark Independent Reading:

1. Open Student Central in Safari.



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



## Mobile Device Functionality

READ 180 Universal Student App functions identically on a workstation or mobile device, with the exception that users tap buttons and links on the user interface, rather than use a mouse or pointer as they do on workstations.

## Guided Access

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

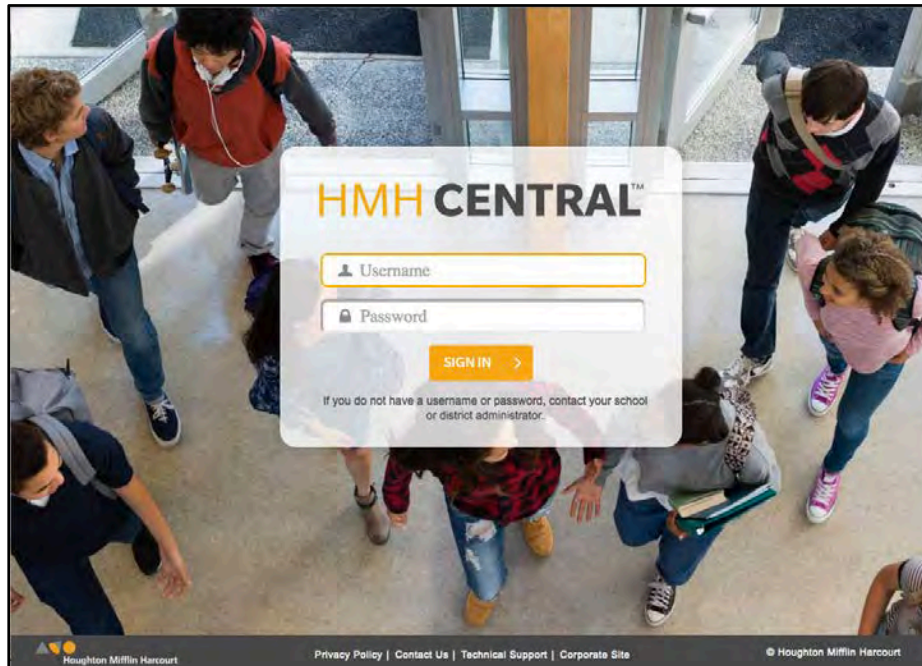


## HMH Leader Central

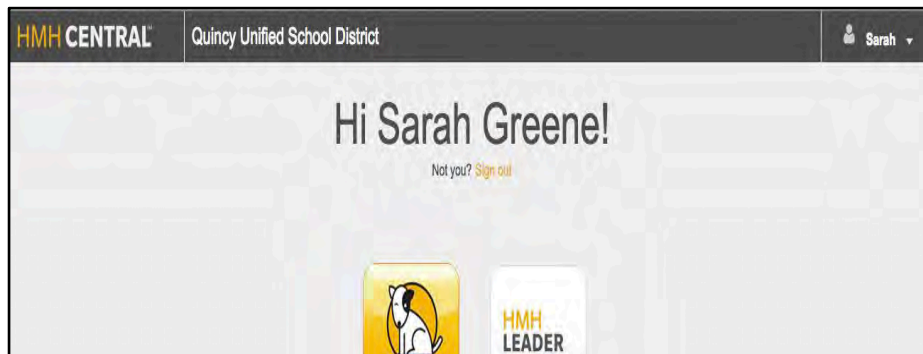
HMH Leader Central provides district and school administrators and curriculum leaders access to *READ 180* Universal usage data to ensure the product is being implemented properly across their districts or schools.

Through the District Snapshot, administrators may view district-wide data and also drill down to school, class, and student data.

### Logging in to HMH Leader Central



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

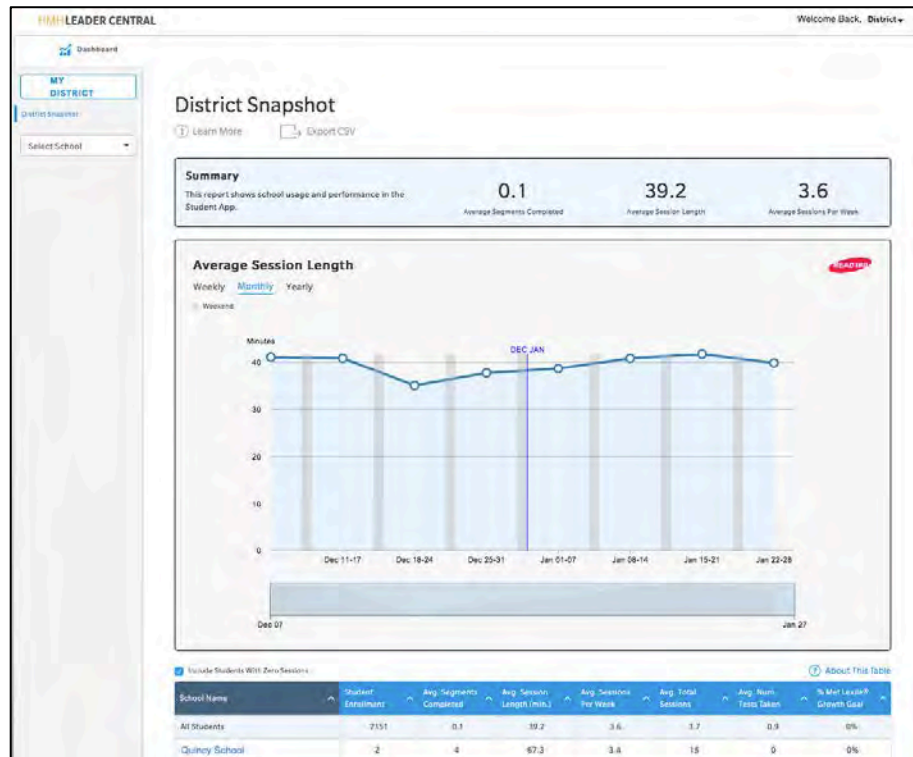


From the HMH Gateway, click the HMH Leader Central icon.

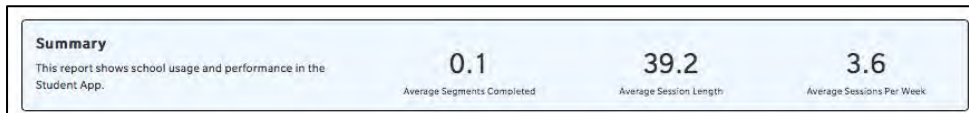
See *page 8* for instructions on bookmarking HMH Central.



### District Snapshot



HMH Leader Central opens on the District data snapshot. The Snapshot shows district-wide data, and also provides links for more focused reporting.



The Summary shows usage data for the district.

Below the Summary the report shows a graph of average session length across the district. Click the links to view weekly, monthly, or year-to-date data. [





School Name	Student Enrollment	Avg. Segments Completed	Avg. Session Length (min.)	Avg. Sessions Per Week	Avg. Total Sessions	Avg. Num. Tests Taken	% Met Lexile® Growth Goal
All Students	2151	0.1	39.2	3.6	3.7	0.9	0%
Quincy School	2	4	67.3	3.4	15	0	0%

Below the graph is usage data broken down by school.

Click **About This Table** to view detailed information about each data heading. Click the arrow in the column heading to sort the data by that heading.

To include students with zero sessions in the counts and averages, click the checkbox marked **Include Students With Zero Sessions**. (The default setting is unchecked.)

**About This Table**

**Student Enrollment** Total numbers of students in the school enrolled in READ 180 Universal.

**Avg. Segments Completed** Average number of segments completed per student across every student in the school.

**Avg. Session Length** Time spent per student per session using the READ 180 Universal Student App, averaged across every student in the school.  
Multiple log-ins in a single day equal 1 session.

**Avg. Sessions Per Week** Average number of sessions per week per student, averaged across every student in the school.  
Only weeks during which a student had at least one log-in session factor into the per-student values.

**Avg. Total Sessions** Average number of days per student in which a student has logged into the READ 180 Universal Student App at least once.

MY DISTRICT
Quincy School

District Snapshot

Quincy School

School Snapshot

Select Class

**Summary**

This report shows class usage and performance in the Student App.

0.6  
Average Segments Completed

19.3  
Average Session Length

3.6  
Average Sessions Per Week

**Average Session Length**

Weekly Monthly Yearly

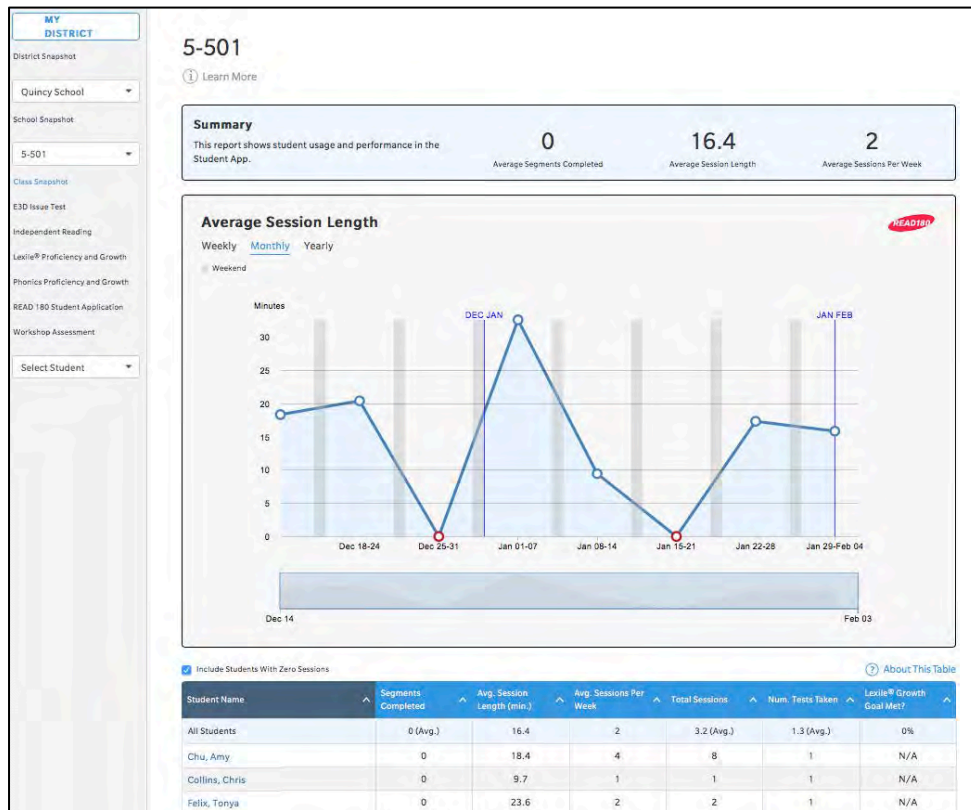
Weekend

Class Name	Teacher	Student Enrollment	Avg. Segments Completed	Avg. Session Length (min.)	Avg. Sessions Per Week	Avg. Total Sessions	Avg. Num. Tests Taken	% Met Lexile® Growth Goal
All Students	N/A	23	0.6	19.3	3.6	7.1	2.5	0%
S-501	Sarah Greene	6	0	16.4	2	3.2	1.3	0%

To view data on just one school, click the school name in the table, or choose the school from the **Select School** pull-down menu.

When viewing the school data, click the class name in the table, or choose the class from the **Select Class** pull-down menu to view data for a single class.

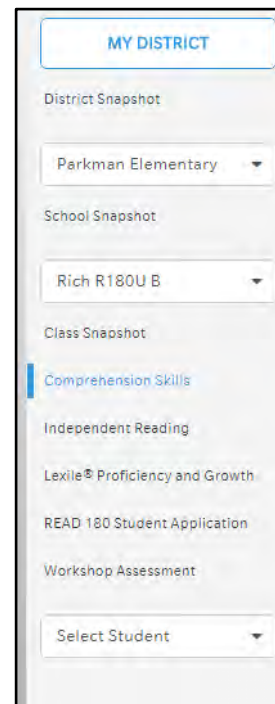
District administrators may view data for the district, schools, and classes. School administrators may view data for the school, classes, and students.



At the class level, the screen opens on the Summary for the selected class, but administrators may view the full menu of class reports (page 80). Click the report name in the sidebar to view the selected report for the class.

To view student data, click the student's name in the table, or choose the student's name from the **Select Student** pull-down menu. At the student level, the screen opens on the Summary for the selected student, but administrators may view the full menu of student reports. Click the report name in the sidebar to view the selected report for the student.

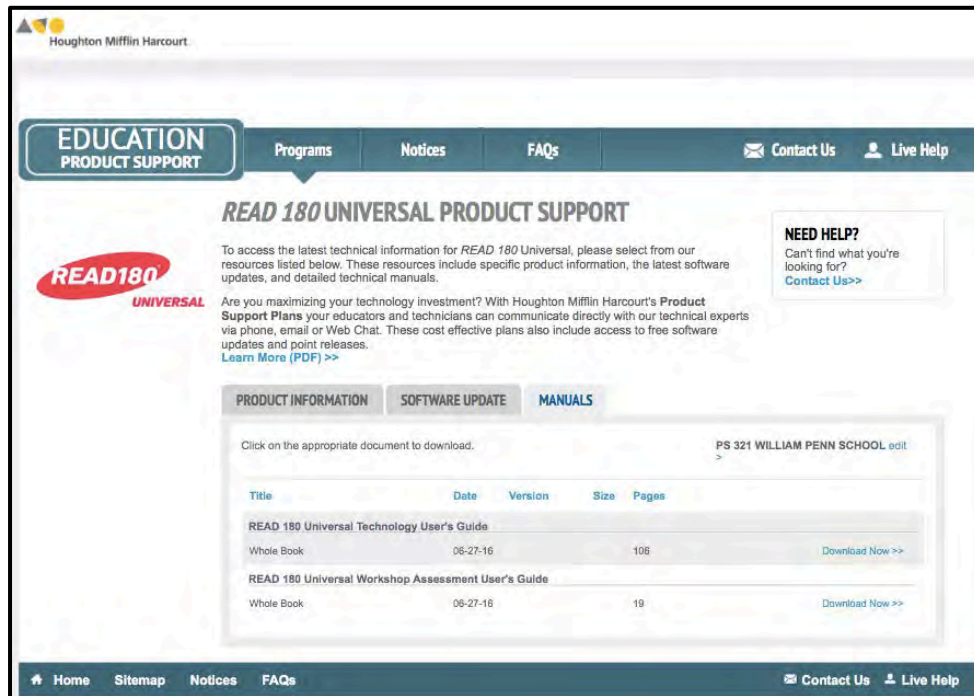
To move back from the student reports to the class, school, or district reports, click the appropriate field in the pull-down menu.





## Technical Support

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



At the site, users will find program documentation, manuals, and guides, as well as Frequently Asked Questions and live chat support.

For specific questions regarding *READ 180* Universal, contact customer service to speak to a Houghton Mifflin Harcourt technical support representative at 1-800-283-5974, or go to the [READ 180 Universal Help Center](http://downloads.hmlt.hmco.com/Help/R180/#t=READ_180_Universal_Help.htm) at [http://downloads.hmlt.hmco.com/Help/R180/#t=READ\\_180\\_Universal\\_Help.htm](http://downloads.hmlt.hmco.com/Help/R180/#t=READ_180_Universal_Help.htm).