CLARK COUNTY SCHOOL DISTRICT - ENGLISH LANGUAGE LEARNER DIVISION
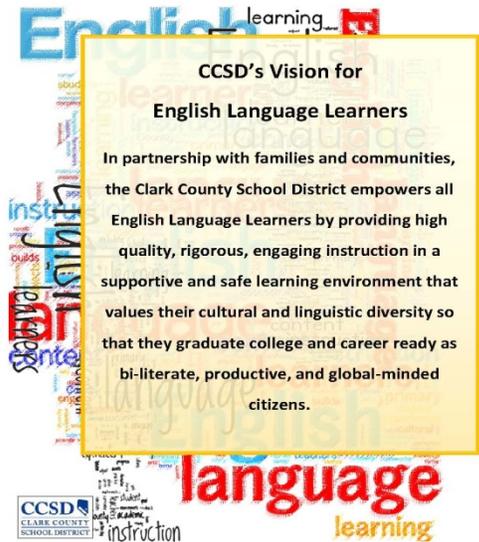## READING HORIZONS ELEVATE

Reading Horizons is a web-based and direct instruction program that promotes gains in reading achievement and assists English Language Learners (ELLs) in reaching English language and literacy proficiency. Research has found that ELLs have the most success learning to read when taught with instruction that is explicit, systematic, and multi-sensory in nature. The Reading Horizons method leverages the power of this research-based approach in a way that is practical for teachers to teach and simple for students to learn. With just 40-60 hours of web-based instruction, coupled with face-to-face instruction, Newcomers, students who have received less than two years of instruction in U.S. schools, can develop strong foundational reading and literacy skills in English. The Reading Horizons Elevate program assesses each ELL's Phonemic Awareness and Lexile® level, then provides a Diagnostic Assessment to create individualized learning plans to increase proficiency in decoding, vocabulary, fluency, and reading comprehension. As growth occurs, the computer adaptive software increases text complexity to adapt to students' needs and abilities and unlocks additional informational texts in the online RH Elevate Library. CCSD ELLs' reading growth is measured by Lexile gains from Reading Assessments automatically administered biannually.

CCSD's Vision for English Language Learners

In partnership with families and communities, the Clark County School District empowers all English Language Learners by providing high quality, rigorous, engaging instruction in a supportive and safe learning environment that values their cultural and linguistic diversity so that they graduate college and career ready as bi-literate, productive, and global-minded citizens.

Reading Horizons supports the ELL Master Plan by providing Newcomers a supplemental resource that teachers can offer to diversify instructional models as needed.

Reading Horizons Elevate links:
- http://www.readinghorizons.com/
- http://www.readinghorizons.com/method
- http://www.readinghorizons.com/esl-reading-instruction/approach

Who is Eligible?

During 2016-17, this Title III supplemental program will be offered to all secondary CCSD ELL Newcomers, students who have received less than two years of instruction in U.S. schools. Eligibility is determined by each student's 2016 annual English Language Proficiency Assessment WIDA ACCESS Composite or Reading scores of 1.0-2.9. Students new to the country or new to CCSD who have taken the WIDA placement assessment (W-APT) will also be eligible for Reading Horizons if they have earned a score of 1.0-2.9.

To Access Reading Horizons Elevate:
Visit www.rhelevate.com from any internet browser or download Puffin Academy for Apple iOS on iTunes.
.
To request a Teacher or Administrator account, please contact your assigned ELL Coordinator.

Please note that teachers **_must use students' names and personal IDs_** when adding eligible ELLs into the program.

- Materials provided to your teachers will include a Teacher's Kit, student workbooks, and one set of the Reading Library for the site.

- It is recommended that schools use their Title III budgets to purchase ear buds or headphones for students' use of program.

For Reading Horizons Elevate Assistance:

For RH Elevate support, visit http://www.readinghorizons.com/support or call 1-800-333-0054 (Toll-Free)

Please visit the Reading Horizons Conference icon for information pertaining to our district's implementation. The path is: Interact Desktop> Ed Link> ELL Services 738> Reading Horizons

For additional assistance, you may also contact your ELL Coordinator via e-mail or contact the ELLD Office at (702) 799-2137

Instructional Recommendations

Usage recommendations for optimal achievement:
- Use 20 minutes daily for 30 weeks to reach 40 hours minimally
- Use the blended learning approach with software and direct instruction from teachers' kit lessons
- Promote students' acquisition of the English language by planning for student interaction with games and responding to text through discourse and in writing
- Promote independent practice in students' workbooks
- Utilize data to build differentiated, flexible, small groups

Implementation Options

Implementation options include:
- Elective or Block Class
- Before or After School Tutoring Program
- Access from home on iPad or home computer

Recommendations for teachers:
- Create rotation schedule
- Provide data based instruction to small groups while other students independently work through software activities or in-group.

Reports in RH Elevate can provide an overview of how your entire class of ELLs is doing or drill down to each individual ELL's lesson results. Teachers can use this data to plan for targeted interventions and to confer with each individual ELL.

Data available includes:
- Lexile® level with easy-to-read Lexile® Gain Chart
- Phonemic Awareness Score
- Diagnostic Scores with Progress Monitoring Assessments
- Chapter Test Results
- Most Common Word Assessment Scores

Reports in RH Accelerate are an exciting new development! These reports now assist teachers in the following ways:
- Groups students into 3 categories – Mastered, Progressing, or Needs Help
- Provides differentiation activities for each group and for each skill

Teachers will need to register for RH Accelerate.

Administrators can request usage data to monitor implementation.

To request a data analysis meeting or phone conference, contact your assigned ELL Coordinator.

Tier I Connections

ELL Newcomers need to learn foundational literacy skills to access and begin to master content and language standards in English. Reading Horizons breaks the basics of the English language into a step-by-step process that provides ELLs a thorough explanation of the rules and structure of English by teaching phonics and layering in activities that promote pronunciation, vocabulary, grammar, and comprehension development. This bottom-up approach for teaching reading must be coupled with a top-down approach. It is therefore heavily recommended that lesson planning include the use of the set of *Reading Library* expository texts provided to each site. Since research supports the development of a second language through the integration of listening, speaking, reading, and writing, extending the provided comprehension questions to include rich, grade-level, rigorous learning opportunities through the implementation of NVACS English Language Arts Standards, is a must.

Does Reading Horizons work?

All Middle and High Schools students 1 – 3.9

An analysis of 2015-16 data shows that secondary CCSD ELL students who used the resource made growth in both WIDA ACCESS Literacy and Overall. ELLs who did not use the resource showed less growth.

N = 7975

With Reading Horizons

N = 2133

Middle and High School ELL Students 1 – 3.9