



Tom Snyder Productions[®]
A Scholastic Company

Thinking Reader[™]

Teacher's Guide

 SCHOLASTIC

Credits

Design and Content

Hedrick Ellis, Ed.M., Executive Producer and Project Manager
Lisa Hamanaka, Ed.M., Executive Producer and Content Manager

Original design by Dr. David Rose and Dr. Bridget Dalton at the
Center for Applied Special Technology (CAST)

Engineering

Eric Hilfer, Director of Software Engineering
Jim Park, Software Engineer and Software Project Manager
Marc Hughes, Software Engineer
Denis Knjazihhin, Software Engineer

Art

Robert Thibeault, Art Director
Sean Hagan and Liz Hurley

Audio

Editing and Synchronizing: Robert English and Jimmy Park
Voice Talent: Sean Hagan, Fatima Moore, and Jamielyn Mosca

Quality Assurance

Mark Lynch, Director of Quality Assurance
Kevin Kennedy-Spaen, QA Lead
Mark Airey, Robert Bitgood, Glenn Daly, and Zlatka Shishkova

Literature Content Authors

Roll of Thunder, Hear My Cry and *Dragonwings*: Susan DeStefano
Tuck Everlasting and *My Brother Sam Is Dead*: Pamela Giller
The Giver and *Bridge to Terabithia*: Lisa Hamanaka
Esperanza Rising and *A Wrinkle in Time*: Jeannette Sedgwick
Bud, Not Buddy: Karen Thompson

Print

Writers: David Dockterman, Hedrick Ellis, Lisa Hamanaka, and David O'Neil
Editors: Annette Donnelly, Laurel Kayne
Graphic Designer: Tina Bourgeois
Proofreader: Pauline Chin

Interns

Kassandra Shay and Alison Sherman

Rights Management

Brett Crandall, Rachel Daniell, and Nathan Henninger

Spanish Translation

Agustina Gomez and Yurima Guilarte

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students, and friends:**

Susan Deysher, Annette Donnelly, Gaby King, Carole Marcacci, Pat Previte.
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Hemenway Elementary School in Framingham, MA; Moody Elementary School in Lowell, MA

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What Is Thinking Reader?

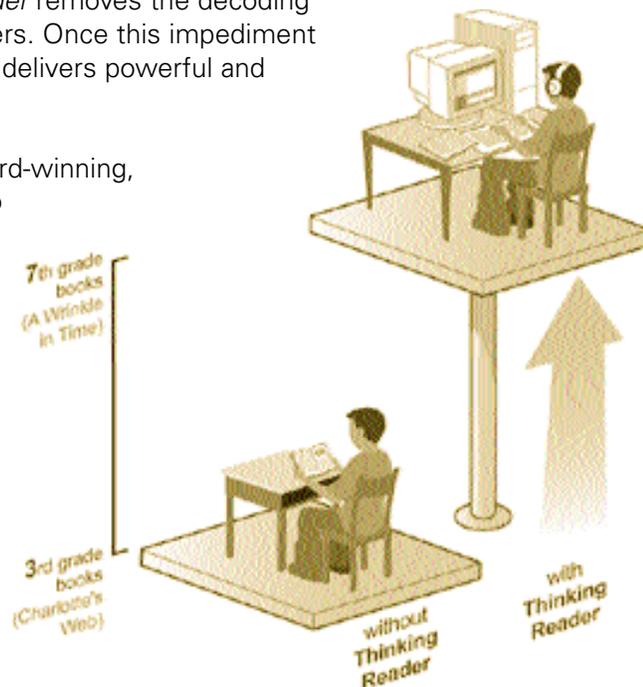
▶ Thinking Reader Improves Comprehension for Struggling Readers

Recent brain research has revealed that poor readers often use large amounts of mental energy simply to decode words, leaving little brain power for understanding what the words mean. Consequently, they aren't able to develop their comprehension skills until they improve their decoding skills. As these struggling readers enter middle school, they are often left reading elementary stories that match their decoding ability while their classmates move on to more age-appropriate literature and the important subject matter and themes these books contain. Because these students are stuck reading content that is below both their grade level and their intellectual potential, their comprehension skills suffer, causing them to fall further and further behind. Over time this decoding and comprehension gap isolates those students who most need to be engaged in learning, and perpetuates a cycle of underachievement.

▶ A Supported Reading Environment

Thinking Reader was developed to reverse this cycle and dramatically improve reading comprehension. *Thinking Reader* removes the decoding barrier faced by many struggling readers. Once this impediment has been eliminated, *Thinking Reader* delivers powerful and effective comprehension instruction.

Thinking Reader takes the text of award-winning, grade-level literature and presents it to students in audio format, unabridged, using human voice narration. The text of each book is also presented on-screen to reinforce and strengthen reading skills. This supported reading environment gives students access to grade-appropriate literature and provides a rich context in which they can develop essential comprehension skills.



▶ Strategies and Scaffolding for Individualized Instruction

The goal of *Thinking Reader* is to increase students' reading comprehension by training them to read strategically. What does it mean to read strategically? Why not just focus on increasing comprehension?

Research has demonstrated that students — and even adults — who read well achieve a high level of comprehension by employing a number of reading strategies. By equipping struggling readers with these strategies explicitly, *Thinking Reader* not only increases reading comprehension — it gives students tools that they can apply in an organized fashion, independently, with any piece of literature, whenever they are having difficulty comprehending what they read.

Thinking Reader employs seven proven reading comprehension strategies in conjunction with a scaffolded support system of prompts, hints, models, and feedback. Reading comprehension strategies are embedded throughout the reading activity, so students are reminded of the strategies and have opportunities to practice them directly within the context of the literature. The program also provides students with individualized support and feedback.

▶ Universal Design for Learning

The *Thinking Reader* software was created using principles of Universal Design for Learning, which means the program accommodates learners of all abilities, including those with disabilities who need extra support. Text size can easily be changed. Keyboard navigation is available for students with physical disabilities. And users can quickly alter the color of on-screen text and backgrounds to achieve different types of contrast. In addition, vocabulary words are presented in both English and Spanish, which improves students' understanding of the language and content. These comprehension and accessibility supports combine to offer all students the opportunity to excel.

▶ Student Management and Assessment

Thinking Reader includes a student management system that automatically records students' written responses, quiz results, time-on-task, and other performance indicators. These data can be viewed on-screen, printed, or exported to a spreadsheet program. Teachers can look at aggregated data for an entire class or see details for each student. With this information, teachers can see where students are showing improvement, and where they need additional support.

▶ A Research-Validated Approach

Thinking Reader embraces and builds upon the Reciprocal Teaching method, designed by literacy scholars Anne-Marie Palincsar and Ann L. Brown. Reciprocal Teaching is one of the best-researched and solidly validated methods for teaching reading comprehension. Several studies, across grade levels and with diverse learners, have concluded that the method is a powerful intervention technique. Positive effects on students' reading comprehension, as well as gains on standardized tests, have been found. Students of all abilities benefit from the method, and some of the most dramatic improvements have been seen with struggling readers.

Reciprocal Teaching centers on the use of four strategies that students employ to increase comprehension and build skills. Through collaboration with the Center for Applied Special Technology (CAST), *Thinking Reader* has been developed to utilize and expand upon the Reciprocal Teaching strategies. Additional strategies have been added to better accommodate diverse learning styles, to encourage students to create mental representations of the information in the text, and to enhance students' self-awareness. Such reflection and self-monitoring have been shown to facilitate reading comprehension.

▶ Reciprocal Teaching

Palincsar and Brown identify four strategies that good readers use to construct meaning from text which can help poor readers enhance their reading comprehension abilities. These four strategies are:

- ▶ Summarizing
- ▶ Question generating
- ▶ Clarifying
- ▶ Predicting

Summarizing encourages students to synthesize and explain important information from the text in their own words. Question generating requires that students identify information from the text that is central enough to warrant a question. Clarifying calls students' attention to the various reasons why the text may be difficult for them to understand, and assists them in resolving those situations. Predicting helps students analyze the content of the text and hypothesize what might happen next. Each of these strategies successfully facilitates reading comprehension. Palincsar and Brown's strategies take abstract concepts of reading comprehension and transform them into concrete, explicit strategies that students can practice and internalize.

Overview ▶▶

Thinking Reader also employs the following three additional reading comprehension strategies:

- ▶ Visualizing
- ▶ Feeling
- ▶ Reflecting

Visualizing asks students to imagine what a character or setting looks like. Feeling encourages students to relate personally to the story. Reflecting requires that students think back on their own work and responses throughout the text and evaluate how they are progressing as a reader. These strategies help students expand their understanding of the text by enlisting a broader range of senses and types of analysis. They also help students identify with their growing role as readers. The result is a deeper, more personal connection to the literature, which brings with it more engaged and active learning.

▶ Proven Results

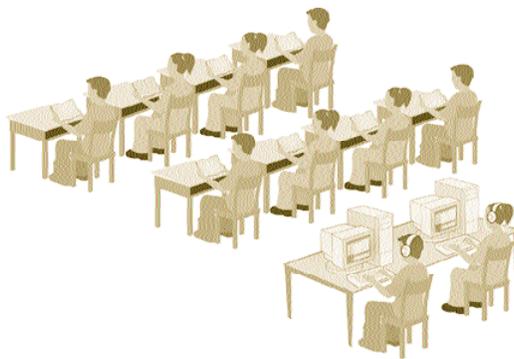
Research on *Thinking Reader* completed by CAST confirms the program's effectiveness. Students who used *Thinking Reader* over a seven-month period gained approximately a half-year in grade level in reading comprehension, as compared to students exposed to traditional teaching methods over the same time period. Furthermore, students using *Thinking Reader* spent more time focused and "on-task," and expressed a greater sense of being in control of their learning and understanding the reading comprehension strategies.

Who Can Benefit from Thinking Reader?

Thinking Reader was developed with a focus on struggling readers and special needs students. However, all students can benefit from the program's focus on strategic reading. Here are some ways to use *Thinking Reader* for a variety of student audiences and technology configurations.

Struggling Readers/Special Needs Students in a Mainstream Education Classroom

In an inclusion model, students with special needs are, when possible, included in classrooms with their mainstream education classmates. *Thinking Reader* works well in this type of setting because it allows struggling readers to participate with their peers in the reading and analysis of core, grade-level literature, an opportunity that would previously have been difficult for them to achieve.



To implement the program in this setting:

First use the introductory lesson on being a strategic reader (found on page 24) with the students who will be using the *Thinking Reader* software. Then have these students read a book on the computer using *Thinking Reader* while the rest of the class reads the print version. Meet briefly with each student who is using the software to answer questions and discuss their use of the reading strategies. Use the questions and other materials in the Discussion Guide booklet to bring all students back together to engage in periodic conversations about the book throughout the reading process.

Whole class option:

You can use the introductory lesson on being a strategic reader with the whole class to introduce everyone to the reading strategies. Assign your struggling readers to read a book with *Thinking Reader* while the rest of the class reads the print version. Occasionally rotate your strong readers through a chapter in the *Thinking Reader* software. Readers at all levels can benefit from a more explicit understanding of strategies that they can use to broaden and deepen their reading comprehension.

Struggling Reader/Special Needs Students in a Pull-Out Program or Resource Room

Thinking Reader can easily be used with students who have been pulled out of the mainstream education classroom to receive extra reading instruction. *Thinking Reader* allows these students to read the same core, grade-level literature that is being read by their peers in mainstream classrooms — an experience that would likely be a struggle for them without the special supports the program provides.

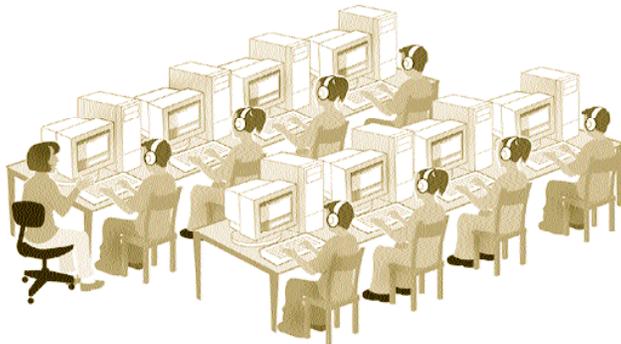
If students in the pull-out program move in and out of the mainstream classroom, they will find that *Thinking Reader* allows them to participate in class discussions about a book with a larger group of peers, possibly for the first time. If your students remain in the resource area for all of their reading instruction, they can benefit from the same kind of class discussions within their smaller group.

To implement the program in this setting:

First use the introductory lesson on being a strategic reader (found on page 24). Then have students read a book on the computer using *Thinking Reader*. Meet briefly with each student who is using the software to answer questions and discuss their use of the reading strategies. Use the questions and other materials in the Discussion Guide booklet to involve students in conversations about the book periodically throughout the reading process.

Whole-class option:

Have students who rejoin the mainstream classroom read the same book their peers are reading. As they progress through the book with *Thinking Reader*, use the material in the Discussion Guide booklet to help them prepare for group discussions within the mainstream classroom.



After-School Programs

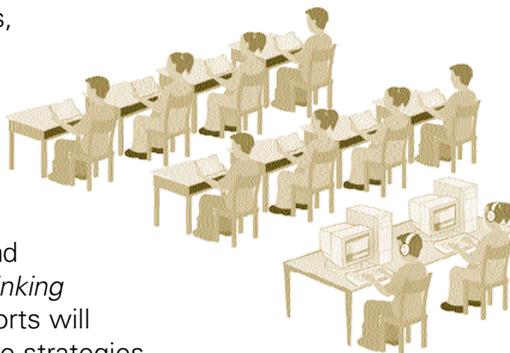
Thinking Reader is ideal for use with after-school and enrichment programs. Struggling readers can receive the extra time and support they need to improve their reading comprehension.

Adequate and Strong Readers in the Classroom

Because reading comprehension is rarely taught explicitly, all students, even good readers, can typically benefit from some practice with strategic reading.

To implement the program in this setting:

If you have several computers in your classroom, you can have all students read an occasional chapter in a book using *Thinking Reader*. The strategy prompts and supports will remind even the strongest readers of the strategies they should use to make sense of the text. And the program's built-in Work Log will capture each student's use of the strategies, giving you insight into how they are responding to the literature. In this implementation, *Thinking Reader* boosts reading comprehension and assists in student assessment.

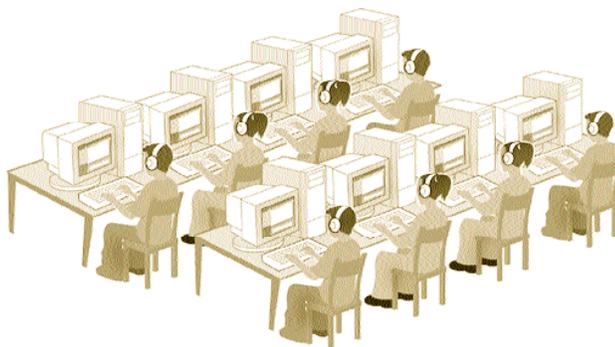


Adequate and Strong Readers in a Computer Lab

Some teachers have achieved very positive results having all of their students — both strong and struggling readers — read an entire novel with *Thinking Reader*. Everyone benefits from practicing the reading strategies, and everyone gains from the modeled fluency *Thinking Reader* provides. If you have the technology to give every student access to the program on a regular basis, you can reap the benefits of sustained and explicit exposure to strategic reading.

To implement the program in this setting:

Schedule a reading period in the computer lab for your entire class 2–3 times a week. Follow up periodically with whole-class discussions using the questions and materials in the Discussion Guide booklet.



ELL Students

The reading needs of English language learners are often similar to those of lower-level readers. Often ELL students have well-developed oral proficiency but lack the academic language skills they need to read grade-appropriate texts. *Thinking Reader* removes the burden of decoding and helps ELL students develop the reading skills they need to become successful students. Below are some ways in which *Thinking Reader* directly addresses the needs of English language learners.

ELL Students' Needs	Thinking Reader
▶ Age-appropriate reading material	▶ Provides access to high-quality, age-appropriate literature from and about students' North American culture
▶ Content-learning skills	▶ Teaches reading strategies
▶ Language-learning skills	▶ Provides reading supports, such as text-to-speech, vocabulary with English and Spanish definitions, and the ability to modify the speed of audio delivery
▶ Ability to use academic language to talk about the subject matter	▶ Provides continuous exposure to reading strategy terminology
▶ Improved fluency	▶ Models fluent reading with human voice narration
▶ Ability to successfully complete tasks on their own	▶ Gives students the opportunity to read books independently

To implement the program in this setting:

First use the introductory lesson on being a strategic reader (found on page 24 of this guide). Then have students read a book on the computer using *Thinking Reader*. Students can listen to a sentence or passage as many times as they need to feel comfortable with the text. You may wish to have students go back and listen sentence by sentence, pausing in between to read the sentence themselves out loud.

Use the Discussion Guide booklet to involve students in conversations about the book periodically throughout the reading process. You may wish to include a discussion of how the cultural experiences reflected in each book are similar to or different from students' own experiences.

What You Get & What You Need

What You Get

- *Thinking Reader* CD-ROM
- Teacher's Guide with instructional support for teachers, lessons, and worksheets
- Literature discussion guide with cross-curricular extension ideas
- Paperback copies of the book
- Reading Strategies poster
- Reading Strategies bookmarks

What You Need				
Computer	System	RAM	Hard Disk	Monitor
Windows 350 MHz Pentium	Windows 98 or later*	64 MB of RAM (128 recommended)	160 MB of hard drive space if installed on a local machine	800 x 600 resolution or higher
Mac 333 MHz Power PC or higher	Mac OS X 10.2 or higher	128 MB of RAM	160 MB of hard drive space if installed on a local machine	800 x 600 resolution or higher

* For Windows 98, *Internet Explorer* 5 (or later) is required for text-to-speech to work.



Meeting the IRA/NCTE and State Standards

The learning objectives of *Thinking Reader* correlate to the IRA/NCTE Standards for the English Language Arts as outlined below.

IRA/NCTE Standards

Standard	Addressing the Standards
<p>Standard 1: Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world.</p>	<p><i>Thinking Reader</i> addresses Standard 1 by encouraging students to:</p> <ul style="list-style-type: none"> • develop a deeper understanding of themselves and the culture in which they live through reflection on core literature • read a variety of literature about different ethnic groups across time periods
<p>Standard 2: Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience.</p>	<p><i>Thinking Reader</i> addresses Standard 2 by encouraging students to:</p> <ul style="list-style-type: none"> • relate the readings to their personal experiences and emotions • discuss literature they read with their peers and teachers
<p>Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features.</p>	<p><i>Thinking Reader</i> addresses Standard 3 by encouraging students to:</p> <ul style="list-style-type: none"> • become skilled at using the comprehension strategies within a variety of texts • relate the use of the strategies to everyday life and to generalize their use to new reading situations • approach comprehension systematically • build vocabulary within the context of authentic literature
<p>Standard 11: Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</p>	<p><i>Thinking Reader</i> addresses Standard 11 by encouraging students to:</p> <ul style="list-style-type: none"> • actively construct meaning from the literary text • reflect on their progress and improvement as readers

We have also matched *Thinking Reader* to the standards for all 50 states. Please visit www.tomsnyder.com/standards and look for your state. Below is an example of how *Thinking Reader* meets the Texas state standards.

State Standards

Standard	Addressing the Standards
<p>Standard 9: The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:</p> <p>A) develop vocabulary by listening to selections read aloud</p>	<p><i>Thinking Reader</i> addresses Standard 9 by encouraging students to:</p> <ul style="list-style-type: none"> • build vocabulary within the context of authentic literature
<p>Standard 10: The student comprehends selections using a variety of strategies. The student is expected to:</p> <p>A) use his/her own knowledge and experience to comprehend</p> <p>C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions</p> <p>D) describe mental images that text descriptions evoke</p> <p>G) paraphrase and summarize text to recall, inform, or organize ideas</p> <p>K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer</p>	<p><i>Thinking Reader</i> addresses Standard 10 by encouraging students to:</p> <ul style="list-style-type: none"> • visually interpret the text in the form of a picture in their minds • summarize the important information from the text • ask clarifying questions about the text • answer a variety of question types through discussions and comprehension quizzes • relate personal experience and knowledge to the book's themes
<p>Standard 11: The student expresses and supports responses to various types of texts. The student is expected to:</p> <p>A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts</p> <p>C) support responses by referring to relevant aspects of text and his/her own experiences</p>	<p><i>Thinking Reader</i> addresses Standard 11 by encouraging students to:</p> <ul style="list-style-type: none"> • suggest questions that get at the important aspects of the text • react emotionally and personally to the text

The Seven Strategies at a Glance

Thinking Reader teaches students to use seven different reading comprehension strategies. Below is a description of each strategy and suggestions for use. There is also a similar reproducible that students can use as a reference. This can be found in the Reproducibles section on page 134.

Strategy	Description	When to Use It
Summarize	Students are asked to summarize what they've read.	Summary works well: <ul style="list-style-type: none"> • in passages that contain critical events to the overall plot • within long chapters that contain multiple episodes • after a critical event that needs to be remembered in relation to the overall plot
Question	Students pose a question about book content that is important to know and remember.	Question works well: <ul style="list-style-type: none"> • with any passage, since it focuses on things that are interesting or important to remember • to capture a character's inferential or symbolic statements
Clarify	Students have the opportunity to ask about something they don't understand in the text. Their question may be about a word or phrase, historic/background information, or anything else requiring additional explanation.	Clarifying works well: <ul style="list-style-type: none"> • when the text assumes background knowledge that the reader is unlikely to have • when a phrase or vocabulary word is likely to be unfamiliar • with sentences that are syntactically complex • with long paragraphs • when flashbacks or time jumps are used • when there is a switch in narrator (from one character to another, or from first-person to third-person narrative) • with other text features that make the reading complex

Strategy	Description	When to Use It
Predict	Students use what they know to make a prediction about what will happen next.	Prediction works well: <ul style="list-style-type: none"> • after an eventful chapter that ends with a cliffhanger • after students encounter a foreshadowing event • after characters face a problem in the storyline • after students receive new information that might change the course of the plot
Visualize	Students visualize the setting or an important event. They can either record or write their visualization.	Visualizing works well: <ul style="list-style-type: none"> • when detailed physical descriptions of the setting, characters, or events are presented • when a powerful action occurs • when a character expresses deep emotions
Feeling	Students are asked to make a personal connection to the text or to put themselves in a character's place.	Feeling works well after a student completes a book, or when the text is likely to evoke: <ul style="list-style-type: none"> • an emotional response • a personal connection • character identification and/or empathy • a student response to a conflict or resolution
Reflect	Students reflect on their progress as a reader.	In <i>Thinking Reader</i> , students stop twice in the book to reflect — once in the first half of the book and once in the second half. Ideally, when reading on their own, students will stop and reflect on their progress at least twice over the course of a book.

Literature Selection

Thinking Reader uses some of the most well-read and award-winning adolescent literature. Each selection was carefully chosen because it matches what teachers are teaching in their classrooms, represents multicultural perspectives, and tells an engaging and purposeful story.

Our list of award-winning core literature for grades 6–8 includes:

Book	Author	Awards
<p><i>The Giver</i> Twelve-year-old Jonas lives in a perfect Community — no crime, no pain, no poverty, and no sickness. When Jonas is chosen to be the community's Receiver of Memories, he discovers the disturbing truth about his perfect world.</p>	Lois Lowry	<ul style="list-style-type: none"> • ALA Notable Book 1994 • Boston Globe – Horn Book Award 1993 • Newbery Medal 1994
<p><i>Tuck Everlasting</i> The Tuck family has found a magic spring in the woods that has given them eternal life. But is this a blessing or a curse? Ten-year-old Winnie Foster stumbles upon their secret and must grapple with this question herself.</p>	Natalie Babbitt	<ul style="list-style-type: none"> • Christopher Award Winner 1975 • IBBY Honour List 1978 • ALA Notable Book
<p><i>Esperanza Rising</i> Esperanza lived a privileged life in Mexico, until she and her mother were forced to flee to the U.S. and work as migrant farmers. Living in the labor camps of southern California, Esperanza confronts the challenges facing Mexican farm workers during the Great Depression.</p>	Pam Muñoz Ryan	<ul style="list-style-type: none"> • ALA Notable Book 2002 • ALA Best Book for Young Adults
<p><i>Bridge to Terabithia</i> Jess doesn't care that his best friend Leslie Burke is a girl, or that she dresses and acts different from other kids in school. Leslie's vivid imagination draws Jess to her and helps him to realize his own potential.</p>	Katherine Paterson	<ul style="list-style-type: none"> • ALA Notable Book 1978 • Newbery Medal 1978
<p><i>Roll of Thunder, Hear My Cry</i> This is the story of how one African-American family perseveres in the racially divided Deep South of the 1930s. Nine-year-old Cassie Logan has never before experienced racism, but one terrible year her entire family is tested and threatened.</p>	Mildred D. Taylor	<ul style="list-style-type: none"> • ALA Notable Book 1977 • Newbery Medal 1977

Book	Author	Awards
<p><i>Dragonwings</i></p> <p>Everything changes for 8-year-old Moon Shadow when he leaves his life in China behind and sails to America to live with the father he has never met. Life in America is very hard, but Moon Shadow grows to love and respect his father, who dreams of building a flying machine.</p>	<p>Laurence Yep</p>	<ul style="list-style-type: none"> • Newbery Honor 1976 • Boston Globe – Horn Book Award 1976
<p><i>A Wrinkle in Time</i></p> <p>Motivated by a visit from a mysterious stranger, Meg Murry, her younger brother Charles Wallace, and their friend Calvin O'Keefe set off on a journey through space to find Meg's father, who might have been lost while studying time travel.</p>	<p>Madeleine L'Engle</p>	<ul style="list-style-type: none"> • Newbery Medal 1963
<p><i>Bud, Not Buddy</i></p> <p>Even though times are tough in 1936, and 10-year-old Bud is an orphan, he optimistically sets out on an adventure to find the man he believes to be his father. Bud hits some obstacles along the way, but nothing can stop him.</p>	<p>Christopher Paul Curtis</p>	<ul style="list-style-type: none"> • Newbery Medal 2000 • ALA Notable Book 2000
<p><i>My Brother Sam Is Dead</i></p> <p>Tim Meeker has always looked up to his brother, Sam. But now that Sam has joined the American Revolutionary Army and wants to fight the British, Tim feels torn between his brother and his father's Loyalist beliefs.</p>	<p>James Lincoln Collier, Christopher Collier</p>	<ul style="list-style-type: none"> • Newbery Honor 1975 • ALA Notable Book 1975

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Using Thinking Reader with Your Students

The following pages describe five steps for successfully using *Thinking Reader* with your students. Each step in the process brings your students closer to becoming thinking, strategic readers who can monitor their comprehension as they read.

▶ Introduction

Step 1: Model strategic reading

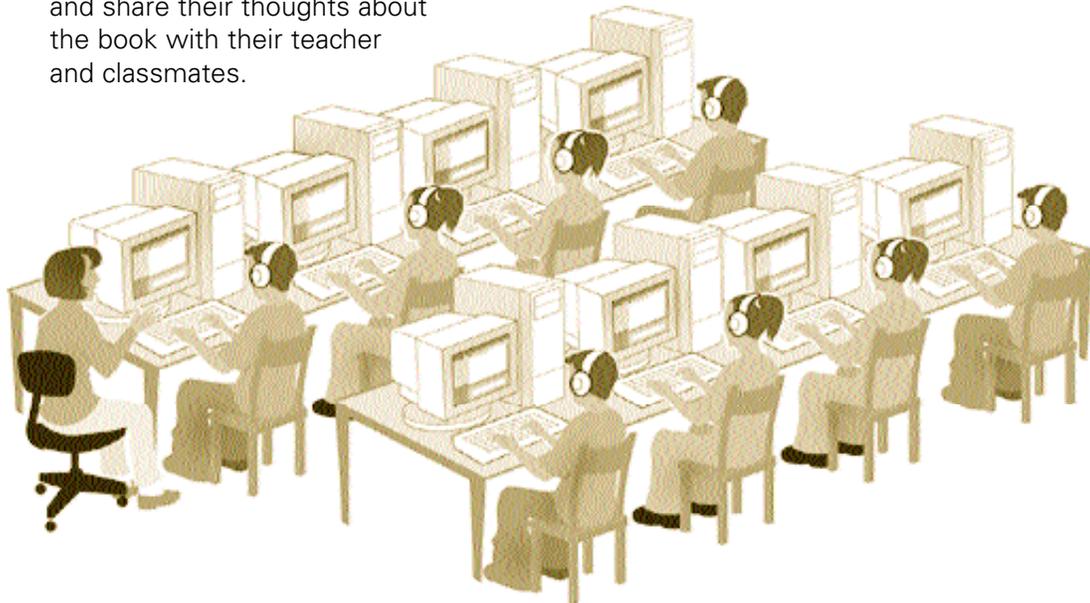
Use the supplied short story and lesson plan to walk your students through how strategic readers read. This exercise introduces students to the process of reading strategically and establishes a model for their own reading.



Implementing the Program ▶▶

Step 2: Build reading comprehension skills with *Thinking Reader*

Complete the first passage of a book with your students on the computer. Then they will be off and reading on their own with the *Thinking Reader* program, building their comprehension as they practice reading strategies and share their thoughts about the book with their teacher and classmates.



Step 3: Assess and evaluate student progress

Use the Work Log, student-teacher conferences, and comprehension quizzes to track each student's growth with the reading strategies and comprehension of the book.



Work Log: [Cahill, Beth]						
Sort by		Chapter	View	Teacher Comments		
Date	Ch. & Pgs.	Level	Strategy	Response	View	Print All
Nov 13 2003 3:48	1. 1	1	Visualize Justin's Model Destiny's Model	The sun is beating down, the dust rises, and there is hardly any grass. The house looks like it's telling people to go away.		<input type="checkbox"/>
Nov 13 2003 3:48	3. 1	1	Feeling Justin's Model Destiny's Model	I feel excited because Winnie is going to have an adventure.		<input type="checkbox"/>
Nov 13 2003 3:51	5. 4	1	Clarify Justin's Model Destiny's Model	A confusing part of this passage is why can't Winnie drink the water?		<input type="checkbox"/>
Nov 13 2003 3:54	10. 1	1	Visualize Justin's Model Destiny's Model	The house is really messy and dirty. And it's very small, too. I imagine it's very cluttered and full of all sorts of weird things Winnie hasn't seen before.		<input type="checkbox"/>
Nov 13 2003 3:55	10. 2	1	Clarify Justin's Model Destiny's Model	A confusing part of this passage is why does the family only get together every 10 years? Why not more often? Don't they like to see each other?		<input type="checkbox"/>

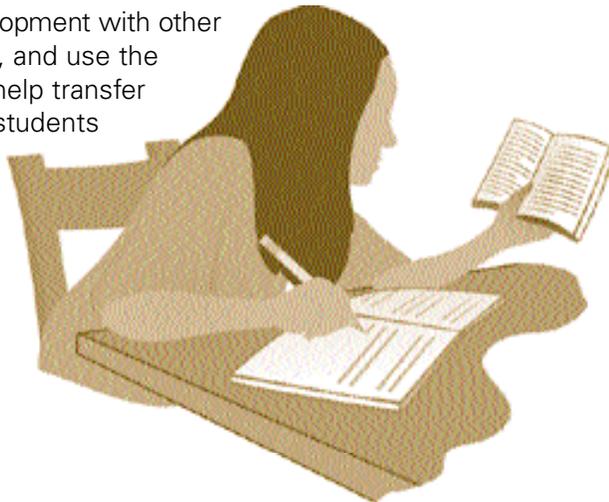
Step 4: Engage students in a discussion of the literature and strategies

Discussions help students gain additional meaning from the literature as they participate in seeing the text through the eyes of their peers. It is also valuable for students to discuss their use of the strategies and compare approaches.



Step 5: Extend the strategies

Continue strategy development with other *Thinking Reader* books, and use the Response Journals to help transfer learning to everything students are reading.



Implementing the Program ▶▶

▶ Step 1: Model Strategic Reading

The goal of *Thinking Reader* is to increase students' reading comprehension by training them to read strategically. What does it mean to read strategically? Why not just focus on increasing comprehension?

Research has demonstrated that students — and even adults — who read well achieve a high level of comprehension by employing a number of reading strategies. By equipping struggling readers with these strategies explicitly, *Thinking Reader* not only increases reading comprehension — it gives students tools that they can apply in an organized fashion, independently, with any piece of literature, whenever they are having difficulty comprehending what they read.

The following lesson introduces students to the strategies they will encounter in *Thinking Reader* and helps them understand what it means to be a strategic, thinking reader.

Lesson Overview

The teacher will introduce six of the *Thinking Reader* strategies to students — Summarize, Question, Predict, Clarify, Feeling, and Visualize. The teacher will read aloud an excerpt from *Tom Sawyer*, by Mark Twain, stopping at key points to have mini-discussions about each strategy. This is a sample literature excerpt. You can choose any piece of literature that you feel is appropriate for your students and follow the same lesson plan.

Note

The seventh strategy used in *Thinking Reader* is Reflect, which is hard to practice with a short passage. Students will encounter the Reflect strategy twice within a *Thinking Reader* book, and the software provides instructions for how to respond.

This exercise will give students a model of what it means to be a strategic reader. We have provided step-by-step directions and a script that you can use as-is or modify to suit your needs.

Materials

- 1 copy of the *Tom Sawyer* excerpt for each student (pages 27–32)
- a pencil for each student

Lesson

“Good readers are always responding to a book as they read. They use different strategies to help them understand the story, the action, and the characters. This is called being a strategic reader. This lesson will show you how you can be a strategic reader.”

1. Gather students in a group and read the excerpt aloud. The first time you read the excerpt, read it continuously and ignore the stopping points.
2. Pass out one copy of *Tom Sawyer* to each student. Make sure all students have a pencil. Then read the short story again while your students follow along.
3. When you come to the first stopping point, read the strategy explanation out loud. It explains what the strategy is and why it is valuable for students to use. Here’s the first one for Feeling:

“Reading is not just about knowing, it’s also about feeling and connecting. What you feel about the story is just as important as what you remember. How do you feel about what’s happening? How would you feel if you were the main character?”

“Start by underlining all the words in the passage we just read that show how Tom feels.”

4. Give students several minutes to underline words in the passage.

“After you have underlined the text, complete the sentence on your own by filling in the blanks on the worksheet.”

5. Have students respond individually by writing on their worksheet.

“Now turn to your neighbor and discuss question two: If I were Tom, I would feel _____ because _____. Just spend a minute or two discussing how you filled in the blanks.”

6. Keep the discussion short — one or two minutes is plenty of time.
7. Choose a few students to share their strategy response with the class.

“You can see that people have different responses to the text. That’s because these responses are about your personal feelings, and we all have different feelings. There are different ways to respond to each strategy. There is no right or wrong way to respond.”

8. Continue reading the excerpt until you come to the second strategy prompt.

Implementing the Program >>

9. Repeat this process through the remainder of the story.

Note

When students are asked to underline text, they should focus only on the passage that was just read. They should not go back through the entire text of the excerpt, or move beyond the portion you have read.

“The strategies we have learned about today are the strategies that good readers use to help them understand a book. You will be using these strategies when you read books with Thinking Reader. They will help you become good, strategic readers.”

Excerpt from *The Adventures of Tom Sawyer* by Mark Twain

Saturday morning was come, and all the summer world was bright and fresh, and **brimming** with life. There was a song in every heart; and if the heart was young the music **issued** at the lips. There was cheer in every face and a spring in every step. The locust-trees were in bloom and the fragrance of the blossoms filled the air...

...Tom appeared on the sidewalk with a bucket of **whitewash** and a long-handled brush. He **surveyed** the fence, and all gladness left him and a deep **melancholy** settled down upon his spirit. Thirty yards of board fence nine feet high. Life to him seemed hollow, and existence but a burden. Sighing, he dipped his brush and passed it along the topmost plank; repeated the operation; did it again; compared the **insignificant** whitewashed streak with the far-reaching continent of unwhitewashed fence, and sat down on a tree-box discouraged...

Feeling

Reading is not just about knowing, it's also about feeling and connecting. What you feel about the story is just as important as what you remember. How do you feel about what's happening? How would you feel if you were the main character?

How to do it:

1. Underline all the words above that show how Tom feels.

2. Complete the sentence:

If I were Tom, I would feel _____

because _____

Vocabulary

brimming – overflowing

issued – came from

whitewash – white paint

surveyed – looked at; examined

melancholy – sadness, gloom

insignificant – small in size or amount

Implementing the Program >>

...He began to think of the fun he had planned for this day, and his sorrows multiplied. Soon the free boys would come tripping along on all sorts of delicious expeditions, and they would make a world of fun of him for having to work – the very thought of it burnt him like fire. He got out his worldly wealth and examined it – bits of toys, marbles, and trash; enough to buy an exchange of WORK, maybe, but not half enough to buy so much as half an hour of pure freedom. So he returned his straitened means to his pocket, and gave up the idea of trying to buy the boys. At this dark and hopeless moment an inspiration burst upon him! Nothing less than a great, magnificent inspiration. He took up his brush and went tranquilly to work.

Predict

A prediction is an educated guess about what will happen next. It helps you connect what you know and what you've learned in the book so that your understanding is richer. When you make predictions look for details, hints, and clues in the text to help you.

How to do it:

1. Underline words and sentences that help you guess what might happen next.
2. Make a prediction about what is going to happen.

Ben Rogers hove in sight presently – the very boy, of all boys, whose ridicule he had been dreading. Ben's gait was the hop-skip-and-jump – proof enough that his heart was light and his anticipations high. He was eating an apple, and giving a long, melodious whoop, at intervals, followed by a deep-toned ding-dong-dong, ding-dong-dong, for he was personating a steamboat...

...Tom went on whitewashing – paid no attention to the steamboat. Ben stared a moment and then said: "Hi-YI! YOU'RE up a stump, ain't you!"

No answer. Tom surveyed his last touch with the eye of an artist, then he gave his brush another gentle sweep and surveyed the result, as before. Ben ranged up alongside of him. Tom's mouth watered for the apple, but he stuck to his work.

Vocabulary

sorrows – reasons for sadness
expeditions – journeys, trips
straitened means – valuables, treasures
inspiration – a creative idea
tranquilly – calmly, steadily
hove - moved

ridicule – teasing
anticipations – hopes, expectations
melodious – tuneful; pleasing to the ear
personating – playing the role of
surveyed – looked at; examined
ranged – wandered, roamed

Ben said: “Hello, old chap, you got to work, hey?”

Tom **wheeled** suddenly and said: “Why, it’s you, Ben! I warn’t noticing.”

“Say – I’m going in a-swimming, I am. Don’t you wish you could? But of course you’d druther WORK – wouldn’t you? Course you would!”

Tom **contemplated** the boy a bit, and said: “What do you call work?”

“Why, ain’t THAT work?”

Tom **resumed** his whitewashing, and answered carelessly: “Well, maybe it is, and maybe it ain’t. All I know, is, it **suits** Tom Sawyer.”

“Oh come, now, you don’t mean to let on that you LIKE it?”

The brush continued to move. “Like it? Well, I don’t see why I oughtn’t to like it. Does a boy get a chance to whitewash a fence every day?”

Question

Outside of school, you ask questions all the time so you can understand better and find out the answers to things you want to know. Asking questions while you are reading is an effective reading strategy. When you ask a question about something important to know and remember, it shows that you understand the text.

How to do it:

1. Underline the most important things about this passage.
2. Choose one of them and complete the sentence.

An important question to ask about this passage is: _____

That put the thing in a new light. Ben stopped nibbling his apple. Tom swept his brush daintily back and forth – stepped back to note the effect – added a touch here and there – **criticized** the effect again – Ben watching every move and getting more and more interested, more and more absorbed. Presently he said: “Say, Tom, let ME whitewash a little.”

Vocabulary

wheeled – turned around

contemplated – considered carefully; thought about

resumed – continued

suits – pleases, satisfies

criticized – judged; found fault with

Implementing the Program >>

Tom considered, was about to consent; but he **altered** his mind: “No – no – I reckon it wouldn’t hardly do, Ben. You see, Aunt Polly’s awful **particular** about this fence – right here on the street, you know – but if it was the back fence I wouldn’t mind and SHE wouldn’t. Yes, she’s awful particular about this fence; it’s got to be done very careful; I reckon there ain’t one boy in a thousand, maybe two thousand, that can do it the way it’s got to be done.

“No – is that so? Oh come, now – lemme just try. Only just a little – I’d let YOU, if you was me, Tom.”

“Ben, I’d like to, honest injun; but Aunt Polly – well, Jim wanted to do it, but she wouldn’t let him; Sid wanted to do it, and she wouldn’t let Sid. Now don’t you see how I’m **fixed**? If you was to tackle this fence and anything was to happen to it – ”

“Oh, shucks, I’ll be just as careful. Now lemme try. Say – I’ll give you the core of my apple.”

“Well, here – No, Ben, now don’t. I’m afeard – ”

“I’ll give you ALL of it!”

Tom gave up the brush with **reluctance** in his face, but **alacrity** in his heart. And while the late steamer Big Missouri worked and sweated in the sun, the retired artist sat on a barrel in the shade close by, dangled his legs, munched his apple, and planned the slaughter of more innocents. There was no lack of material; boys happened along every little while; they came to jeer, but remained to whitewash...

Visualize

Visualize is a reading strategy where you create a mental image or make a drawing or movie in your head about what you’ve just read. Stopping at key points while you are reading to visualize the characters, events, or setting will help you remember and understand the text.

How to do it:

1. Underline the most important events from this passage.
2. Visualize what is happening, then describe what you see in your mind.

Vocabulary

altered – changed
particular – fussy, picky
fixed – not able to change

reluctance – unwillingness
alacrity – eagerness

...Tom had traded the next chance to Billy Fisher for a kite, in good repair; and when he played out, Johnny Miller bought in for a dead rat and a string to swing it with — and so on, and so on, hour after hour. And when the middle of the afternoon came, from being a poor poverty-stricken boy in the morning, Tom was literally rolling in wealth. He had besides the things before mentioned, twelve marbles...a piece of blue bottle-glass to look through, a spoon, a cannon, a key that wouldn't unlock anything, a fragment of chalk, a glass stopper of a **decanter**, a tin soldier, a couple of tadpoles, six fire-crackers, a kitten with only one eye, a brass doorknob, a dog-collar — but no dog — the handle of a knife, four pieces of orange-peel, and a **dilapidated** old window sash. He had had a nice, good, **idle** time all the while — plenty of company — and the fence had three coats of whitewash on it! If he hadn't run out of whitewash he would have **bankrupted** every boy in the village.

Summarize

Summarizing is a short, quick way of retelling what is most important. It doesn't include every little detail — only the most important events. If you stop and summarize at key points while you are reading, you will get better at understanding what you read.

How to do it:

1. Underline words and sentences that help you guess what might happen next.
2. Summarize the passage.

Vocabulary

decanter — a bottle used for holding wine
dilapidated — broken-down, shabby

idle — lazy
bankrupted — financially ruined; taken valuables from

Implementing the Program >>

Tom said to himself that it was not such a hollow world, after all. He had discovered a great law of human action, without knowing it – namely, that in order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to attain. If he had been a great and wise philosopher...he would now have comprehended that Work consists of whatever a body is obliged to do, and that Play consists of whatever a body is not obliged to do. And this would help him to understand why constructing artificial flowers or performing on a tread-mill is work, while rolling ten-pins or climbing Mont Blanc is only amusement.

Clarify

Clarifying is a good strategy to use when you are confused about something that you are reading. It might be a word, phrase, a part of the story that doesn't make sense, anything! If you stop to clarify while you are reading, it will help you have a better understanding of what's going on in the story.

How to do it:

1. Underline any word or part of the story that is confusing to you.
2. Complete the sentence:

A confusing part of this passage is: _____

Vocabulary

covet – to want; to wish for
attain – to reach; to gain

comprehended – understood
obliged – done out of duty or service

▶ Step 2: Read a Book with Thinking Reader

This section describes how to familiarize your students with the *Thinking Reader* software before they set out on their own. You will be using the software while students watch the computer screen and listen to your explanations. We have provided step-by-step directions and a script that you can use as-is or modify to suit your needs.

Classroom Setup

If you have a small group of students, arrange their chairs so they can gather around your computer and see the screen. For a larger group of students it is helpful to have a projection device connected to your computer.

Showing the Software

“First we’ll start the Thinking Reader software.”

1. Launch *Thinking Reader*. Show students how to do this based on the type of computer they will be using.

Windows: Go to the Start menu and select *Thinking Reader* from Programs.

Macintosh: Double-click the *Thinking Reader* icon on your desktop.

“Log in to the program by typing your first and last name and your password. Then click the Log In button.”

2. Type your name and password, if you have one, or type Guest for both the user name and password. Then click Log In. (If you log in as a teacher you will first need to click View Book on the Teacher Main Menu.)



Enter Your First and Last Name: Password:

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Log In screen

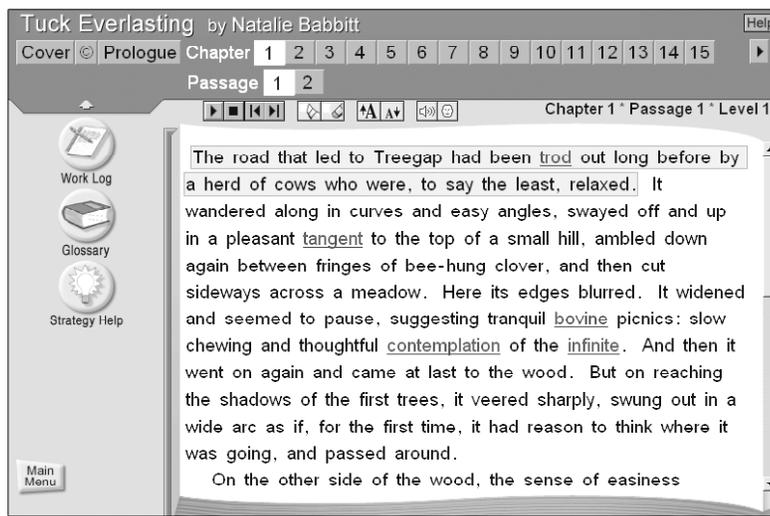
Implementing the Program ▶▶

“To start reading a book, click Chapter 1. If you’re in the middle of a book, just log in and the program will remember where you left off. Since we’re just beginning this book, we’ll click Chapter 1.”

3. Click Chapter 1.

“Here’s the book. Click the Play button near the top of the screen and the program will begin to read the book to you, highlighting the text as it goes along. Follow along — this is a great book!”

4. Click the Play button. 

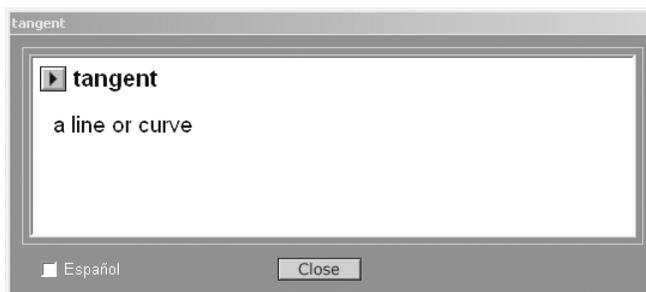


Book Reader screen

“Vocabulary words are underlined. If you want to look up a word, click the Pause button to pause the story. Then click the underlined word. Let’s try looking up the first word together.”

5. Click the Pause button. 

6. Click the first vocabulary word you see. We’ve shown a word from *Tuck Everlasting* below as an example.



Vocabulary window

“You’ll see the word and a definition. Click the Play button next to the word to hear it spoken.”

7. Click the Play button. 

“Click the box next to Español to see the word in Spanish.”

8. Click the box next to Español.

“Click the Close button to close the window.”

9. Click the Close button.

“Let’s keep listening to the story.”

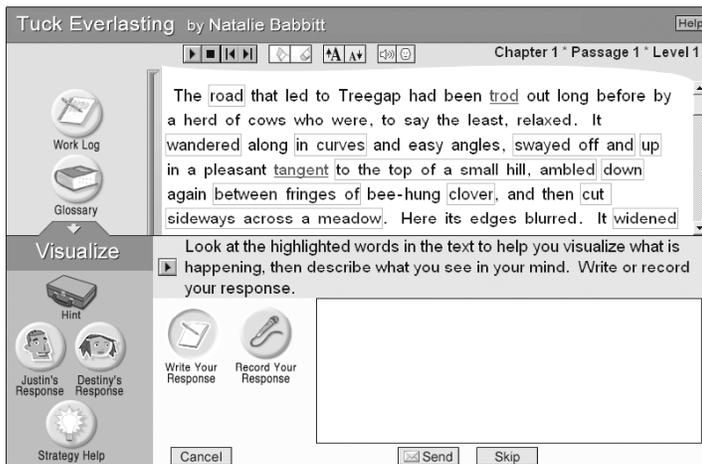
10. Click the Play button to resume the story. Listen until the story stops and you see the following message:



This is a good place to stop and think about the story.

“At the end of the passage, you will be asked to think about what you have read. Click the message.”

11. Click the message. You will see a screen that looks similar to the one below. The contents of the screen will vary depending on which strategy you encounter.



Strategy prompt screen

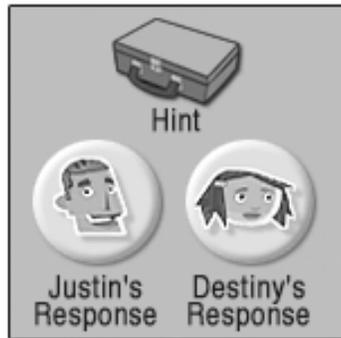
Implementing the Program ▶▶

“After you click the message, you will see directions asking you to use a reading strategy to respond to what you have just read.”

12. Read the prompt out loud.

“If you know how to respond to the directions, you can go ahead and type your answer. But if you’re wondering what this strategy is and how to use it, you can get help.”

13. Point to these buttons on the screen:



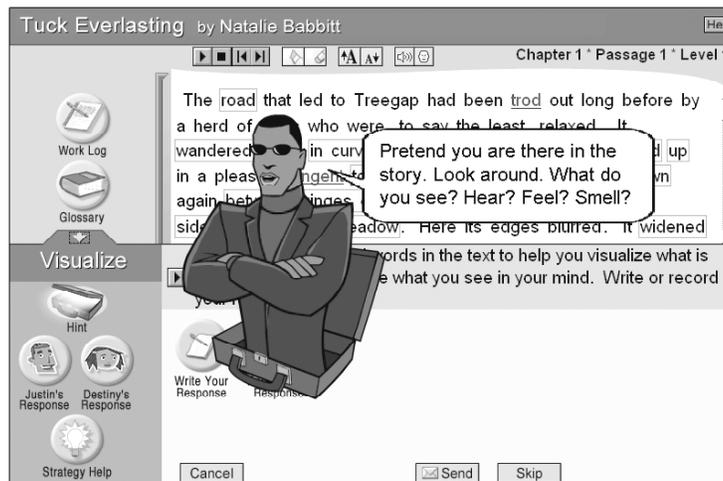
Strategy prompt supports

“You can click these buttons to help you learn how to use this strategy with this passage.”

14. Click Hint.

“When you click Hint, the agent appears to give you an idea about how to answer the prompt.”

15. Listen to what the agent has to say.



Strategy Hint

“When you click either Justin’s Response or Destiny’s Response you will see an example of how to use the strategy.”

16. Click Destiny’s Response.



“Each character shares their ideas about how they answer the question. This is called a Think-Aloud. Sometimes their response will also appear under their thoughts.”

17. Read Destiny’s Think-Aloud to your students or click Destiny to hear a computer voice read the text.

An interactive interface for a character named Destiny. At the top left is a "Go back" button. In the center, a character with dark hair is sitting at a desk under a lamp. A thought bubble next to her contains the text: "There were several places in the passage with strong descriptions. I could clearly see the house standing neatly and squarely by the road. I pictured the cut grass and the tall fence. I reread the description, then wrote my visualization." Below the character is a button that says "Click Destiny to hear her thinking." Below that is a section titled "Destiny's Response" containing a text box with a scroll bar. The text in the box reads: "The sun is beating down, the dust rises, and there is hardly any grass. The first house is a square and tidy cottage. The grass around it is closely cut. A tall iron fence stands around the house. The house". Below the text box is a play button and the text "Click to hear Destiny's response."

Think-Aloud and Model Response

“In the Think-Alouds, Justin and Destiny describe how they use the strategy to help them think about the story. Now let’s look at Destiny’s response.”

18. Read Destiny’s response out loud. If you want, click Go back and look at Justin’s response as well.

“Justin’s and Destiny’s responses should give you an idea of how you can use this strategy yourself. How do you think you would respond?”

Implementing the Program ▶▶

19. Click Go back to return to the main strategy prompt.

“Let’s enter a response.”

20. Solicit possible responses from your students. Type a response based on what students have said.

Visualize

▶ Look at the highlighted words in the text to help you visualize what is happening, then describe what you see in your mind. Write or record your response.

Hint

Justin's Response

Destiny's Response

Strategy Help

Write Your Response

Record Your Response

Cancel

Send

Skip

Strategy prompt screen

“After you’ve entered your response, click Send. This sends your response to your Work Log, which saves everything you do.”

“Now you’re ready to move on to the next passage. You will follow these same steps when you’re working on your own. With practice you will get better using the strategies and knowing how to think about what you are reading.”

“There are some other buttons and features in the software that might help you along the way. Feel free to explore them. If you have questions, you can always ask me. Are there any questions now?”

21. Respond to questions as best you can.

“You’re ready to read a wonderful book. I think you’ll enjoy it!”

▶ Step 3: Assess and Evaluate

Strategy and Comprehension Assessment

Thinking Reader includes many ways to provide ongoing assessment as your students progress through a book. The Work Log, student-teacher conferences, and comprehension quizzes will help you gauge progress, address areas of confusion, and assess students' level of comprehension.

Informal vs. Formal Assessment

Some assessments can be done informally, such as reading a student's Work Log. Other assessments are more formal and may involve a student-teacher conference, a rubric, or a comprehension quiz. Decide which assessments you want to perform and how often. For example, you might decide to review student Work Logs once a week and have a student-teacher conference twice during the course of a book. Pick a combination of assessments that is appropriate for you and your students.

The Work Log

The Work Log captures a student's strategy responses over the course of an entire book. As it grows, it contains a wealth of information about a student's progress. You can use the Work Log for student-teacher conferences and to help set students' reading levels. For more information on retrieving Work Log data for a student or whole class see page 81.

Tip

The Clarify Strategy

Sort Work Logs by strategy and focus on Clarify. This will help you identify events, phrases, and words that the students find confusing. Address these in a class discussion.

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If the Work Log shows that a student has been successful at the current reading level, the reading level can be adjusted upward. Likewise, if a student is working at an advanced level and the Work Log shows that she or he is having difficulty, the reading level should be adjusted downward.

Tip

Model Responses

Browse Work Logs in search of excellent responses. Share them with your class and discuss what makes the responses strong.

Levels

Thinking Reader contains five levels to support students as their reading comprehension skills improve.

The number of supports available to students corresponds to their level in the program. Students working at Level 1 have the most supports; students working at Level 5 have the fewest. At the lower levels, the supports pertain largely to the content of the specific book. At the higher levels, the supports tend to be more general and focus on the use of the strategies.

In addition, the type of strategy prompt varies from level to level. At the lower levels, strategy prompts often appear as a multiple-choice item or a sentence starter. At the higher levels, strategy prompts are open-ended and require more thought from the student.

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Multiple-choice questions and sentence starters • 2 context-specific Think-Alouds • 1 hint 	<ul style="list-style-type: none"> • Multiple-choice questions and sentence starters • 1 context-specific Think-Aloud • 1 hint 	<ul style="list-style-type: none"> • Open-ended questions • 1 context-specific Think-Aloud • 1 hint 	<ul style="list-style-type: none"> • Open-ended questions • 1 Think-Aloud • 1 hint 	<ul style="list-style-type: none"> • Free-choice • Open-ended questions • 1 hint

Changing Levels

We recommend that all students begin using *Thinking Reader* at Level 1, regardless of their reading proficiency. Level 1 has the most supports, but as students gain more independence and confidence as readers, they will come to rely on them less. When this happens, it's a good time to consider adjusting students' levels. The student-teacher conference is another appropriate time to consider changing a student's level.

To adjust a level, log in and go to either the Student Progress or Student Options screen. More information about these screens can be found on page 81 and page 85 in this guide.

Student-Teacher Conferences

Conferences are a great way to do a more formal assessment of student progress. Twice during a *Thinking Reader* book (about one-third and two-thirds of the way through the book) students will encounter a reflection prompt. These prompts ask students to reflect on the book, review their Work Log, and then set up a conference with their teacher to summarize their progress and set new goals.



Tip

After a student completes a reflection response you will get a message the next time you log in to the *Thinking Reader* software suggesting that you set up a conference with this student.

Steps to a successful student-teacher conference:

- 1** The student reaches a reflection prompt and the software reminds him to set up a student-teacher conference.
- 2** The student completes page one of the Conference Worksheet, using his Work Log to help.
- 3** The student and teacher meet and complete the During the Conference section of the worksheet.
- 4** The student completes the After the Conference section and turns in the worksheet.
- 5** The teacher adds any comments or notes about the conference and student progress.

Option: Peer Conferences

Peer conferences are another way for students to share their responses and get feedback on their work. Pair students up and have them complete the first page of the Conference Worksheet on their own. Then have them meet with their partners, taking turns to share their thoughts and responses and to set goals.

Implementing the Program ▶▶

Rubric Assessment

The rubric is a great way to measure student progress with the strategies over an extended period of time. You might want to do a formal rubric assessment at the end of a novel, before starting a second novel. Then do another assessment at the end of the second book to document student progress.

Rate of Progress

Remember, it takes time for students to make and demonstrate progress. The goal of *Thinking Reader* is to slowly remove the supports available to students so that they eventually become independent, comprehending readers.

Progress will not be immediate, but using the rubric as students advance from book to book will help make the progress evident.

Thinking Reader Assessment Rubric

3 – responses demonstrate understanding and are consistently thoughtful, accurate, and complete
 2 – responses demonstrate understanding, but contain errors or lack detail
 1 – responses demonstrate limited understanding
 0 – no understanding is demonstrated

Student Name: _____ Book Title: _____ Date: _____	3	2	1	0	N/A
Summarize Student condenses all the main events using his or her own words and in the right amount of detail.					
Question Student identifies a significant event and asks a thoughtful question about it.					
Visualize Student's visualizations recreate an important or memorable scene from the book using vivid language and detail.					
Feeling Student makes a personal connection with a character from the story or demonstrates the ability to consider events from the character's point of view.					
Clarify Student identifies a word, phrase, historical/background information, or an event and poses a question about it.					
Predict Student incorporates his or her experience and uses an understanding of the characters and plot to make a reasonable guess at what will happen next.					
Reflect Student reviews previous work, uses concrete examples to determine his or her progress as a reader, and sets new learning goals.					

Tip

Enriching the Rubric

You can enrich the assessment by attaching examples of student work to the rubric. Go through the student's Work Log and find an example of each strategy response that you feel is representative of the student's overall level of achievement and progress. Compile them onto a page and attach it to the rubric as a supporting document.

Comprehension Quizzes

Each *Thinking Reader* book title contains four to six comprehension quizzes that can be found in the software, in the Discussion Guide booklet, and in the printable Teacher Resources (also within the software). These quizzes contain recall, inference, and vocabulary questions. When used in conjunction with a conference, these quizzes help to paint a complete picture of a student's understanding.

Ideas for using quiz results in assessment:

- Quiz reports can be printed from the software and discussed at the student-teacher conference
- To gauge at a glance how well your class comprehends a book, review the Class Quiz Results screen. If you see that quiz results are generally low, stop and have a class discussion about the events of the book.

If a student continually scores well on the comprehension quizzes, consider adjusting his or her level upward; if the results are low, adjust the level downward.

▶ Step 4: Discuss the Literature

One of the best parts of reading a wonderful book is the discussions you have with peers about the themes and content of the story. With *Thinking Reader*, all students — from proficient readers to students struggling with decoding — can share in that discussion. The *Thinking Reader* package includes several tools to help students participate in the discussion and to help you manage it.

Discussion Guide

Within the *Thinking Reader* package you will find a separate Discussion Guide booklet that will help you plan, organize, and lead engaging and instructional examinations of the book your students are reading. The Discussion Guide suggests multiple points in the book to orchestrate group discussions. Questions, activities, and extension ideas will enable you to highlight important themes and ideas in the text. Just follow the instructions in the Discussion Guide and you will be well on your way to some of the most dynamic literature conversations you could ever imagine your students enjoying.

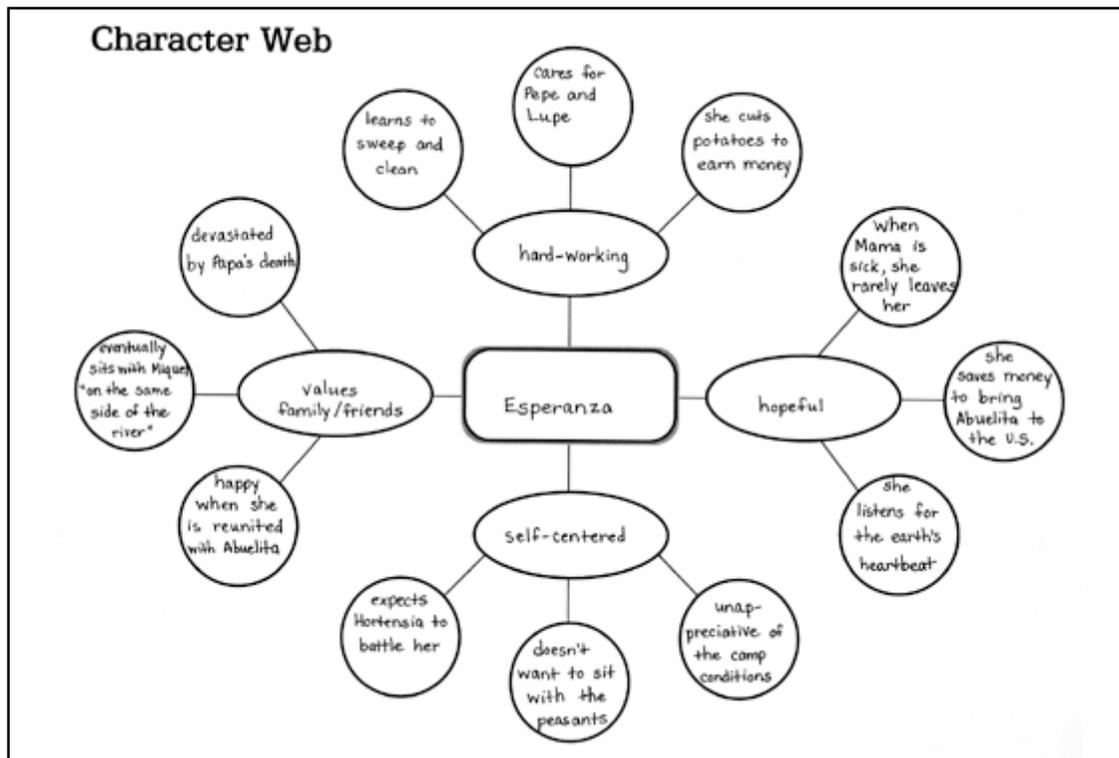
Graphic Organizer Templates

Graphic organizers are diagrams that show relationships among ideas and concepts. When the right organizer is used, it can enhance students' understanding of the books they are reading. By organizing and mapping out character traits, relationships, and plot sequences, students can better understand the interrelationships of complex ideas and themes in a book.

Pages 123-129 of this guide contain six graphic organizer reproducibles that your students can use to help them prepare for literature discussions over the course of reading a book. On the following pages you will find a description of each organizer, along with an example of completed organizers (using books in the *Thinking Reader* series).

Character Web

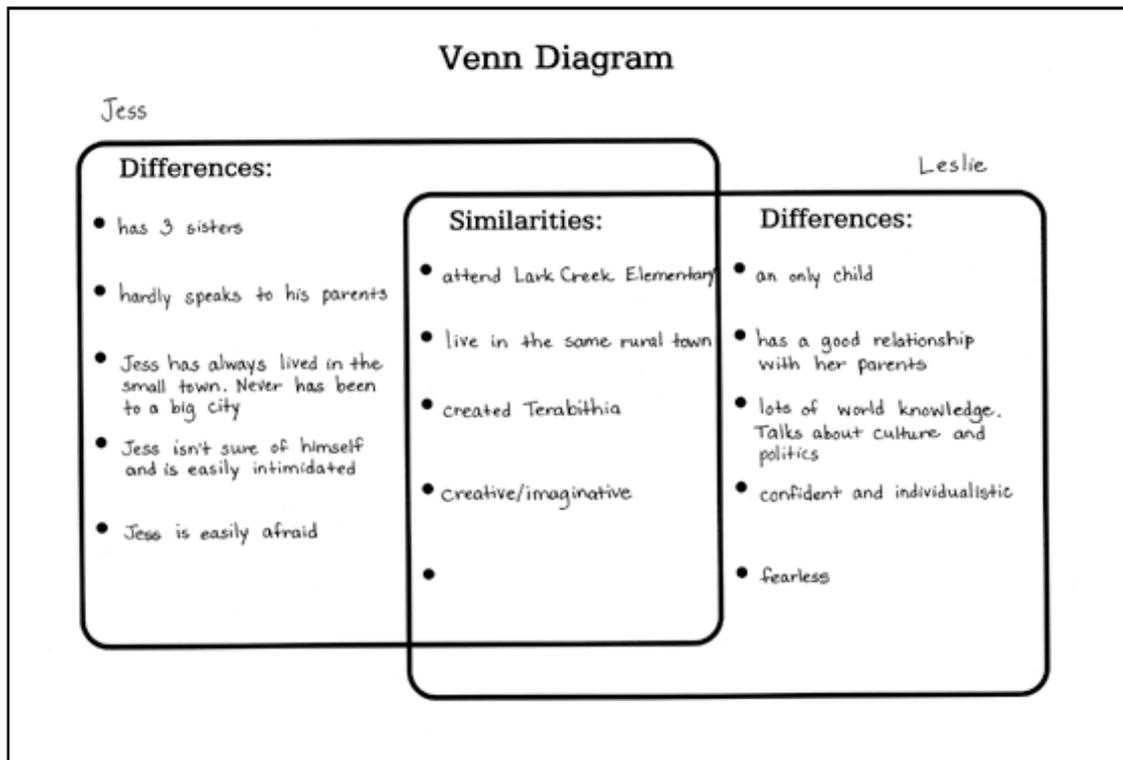
A character web helps students analyze a character. To use this organizer, put a character's name in the center rectangle. This is the character that students will be analyzing. In each oval, students should list a quality that the character possesses (e.g., trustworthy, devious, creative, etc.) Have students find examples in the text that demonstrate the quality and write each example in a supporting circle. Below is an example from the book *Esperanza Rising*.



Implementing the Program ▶▶

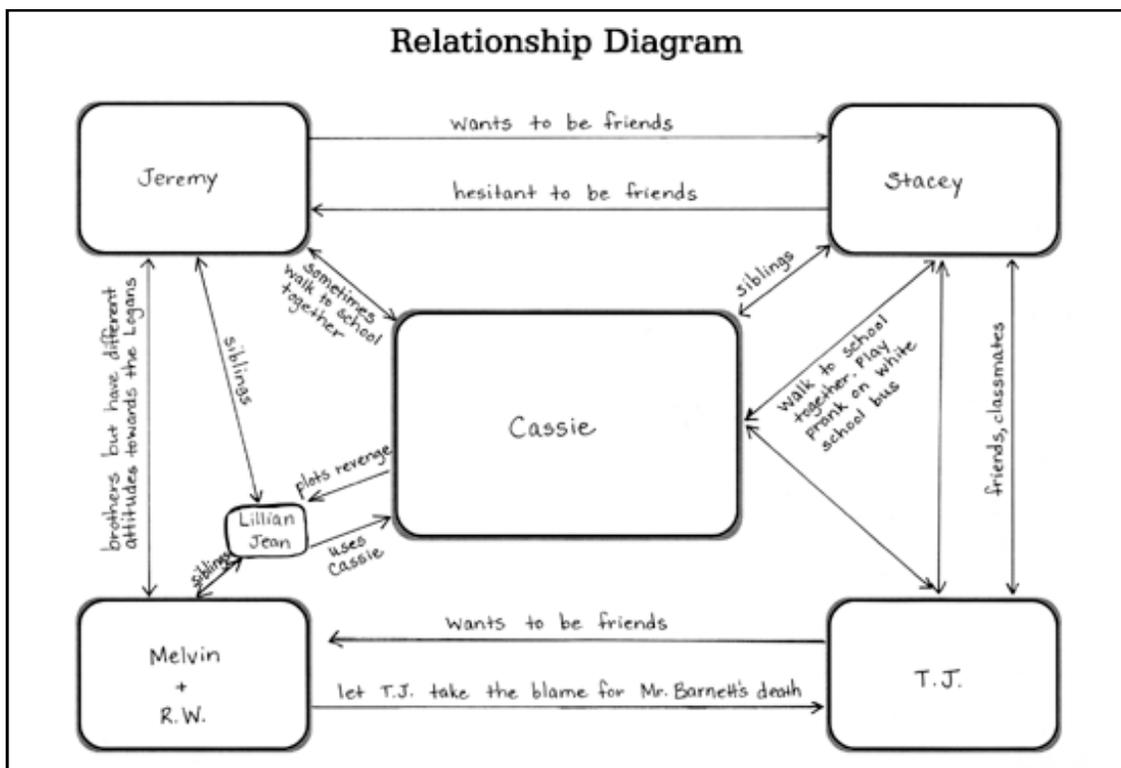
Venn Diagram

Venn diagrams are useful in comparing one thing to another. Students can compare two different characters, settings in a story, time periods, or any other difference that occurs in a book. To use the Venn Diagram, assign or have students choose two things to compare. Have students label each half of the diagram so they know what they are comparing. In the center rectangle, students list similarities. List differences in the outer rectangles. Below is an example from the book *Bridge to Terabithia*.



Relationship Diagram

A relationship diagram is used to show the relationships among characters. A central character's name goes in the center rectangle, and additional characters' names appear in the outer rectangles. Students then connect rectangles with lines and write a short description of the relationship between the characters. For many books, you might want to have students complete a relationship diagram in the beginning of the book and a second one at the end of a book. Often, relationships between characters change, and the diagrams help to make that change evident. Below is an example from the book *Roll of Thunder, Hear My Cry*.



Implementing the Program ▶▶

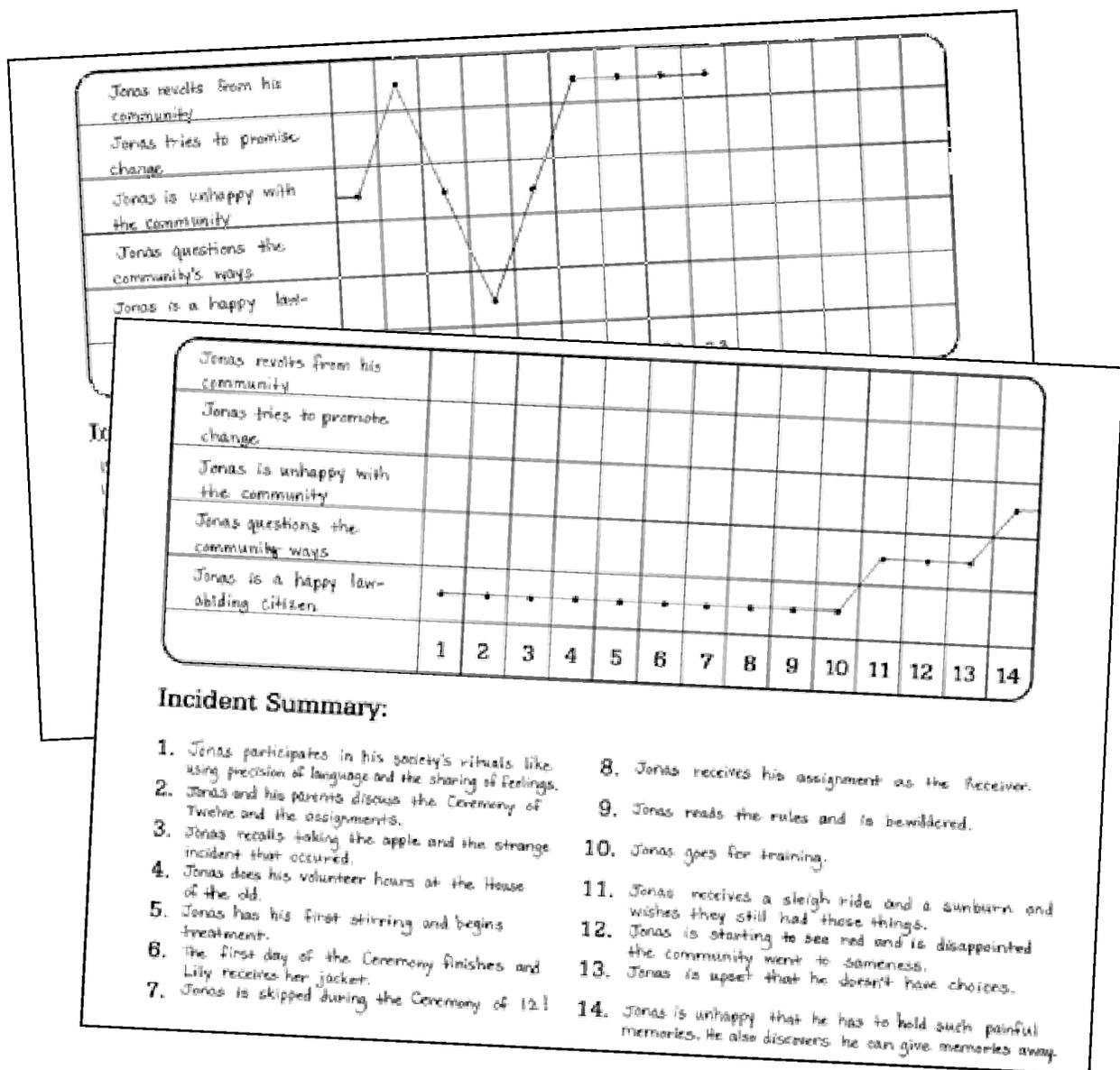
Story Map

A story map captures the problem, or major conflict, in the story as well as a variety of events that lead toward a resolution. After students have completed a novel, pass out the story map. Students should write down all the characters in the story, describe the setting of the book, and outline the problem. Students then summarize several key events that move the plot toward its resolution. Finally, students describe the theme, or message, that underlies the book and explain how the problem is resolved. Below is an example from the book *Tuck Everlasting*.

Story Map	
Title: Tuck Everlasting	
Author: Natalie Babbitt	
Characters: Winnie, Jesse, Miles, Pa Tuck, Ma Tuck, Man in Yellow Suit, Constable, Toad	
Setting: The countryside - a small cottage near a large wood, and the Tucks' house	
Problem: A sip of water from the spring in the wood gives immortality. The Tuck family is immortal and Winnie sees Jesse drink from the spring. Winnie wants to drink tea, so the Tucks must divulge their secret.	
Event 1: Winnie Foster is tired of being told what to do. She sees a dog on the other side of the fence and tells it her intent to run away.	
Event 2: A Man in a yellow suit approaches the Fosters inquiring about a certain family.	
Event 3: Winnie escapes from her yard, wanders into the wood, and sees Jesse Tuck sip water from the spring.	
Event 4: The Tucks kidnap Winnie and bring her back to their house. Along the way, they tell Winnie that they drank from the spring and are immortal.	
Event 5: The Tucks try to show Winnie that death is a natural part of the cycle, but Jesse gives her a bottle of spring water and encourages her to drink it when she's 17.	
Event 6: The Man in the yellow suit has overheard the Tuck's story and has a plan to sell the spring water. Ma Tuck hits him on the head and he dies.	
Event 7: Ma Tuck is imprisoned and Winnie helps to free her. The Tucks flee.	
Resolution: Years later, Ma + Pa Tuck return to the village and inquire about the Fosters. They see Winnie's gravestone and realize she made the right decision.	
Story Theme: (What is the story really about?) Immortality. If given a choice, would you choose to live forever?	

Incident Summary

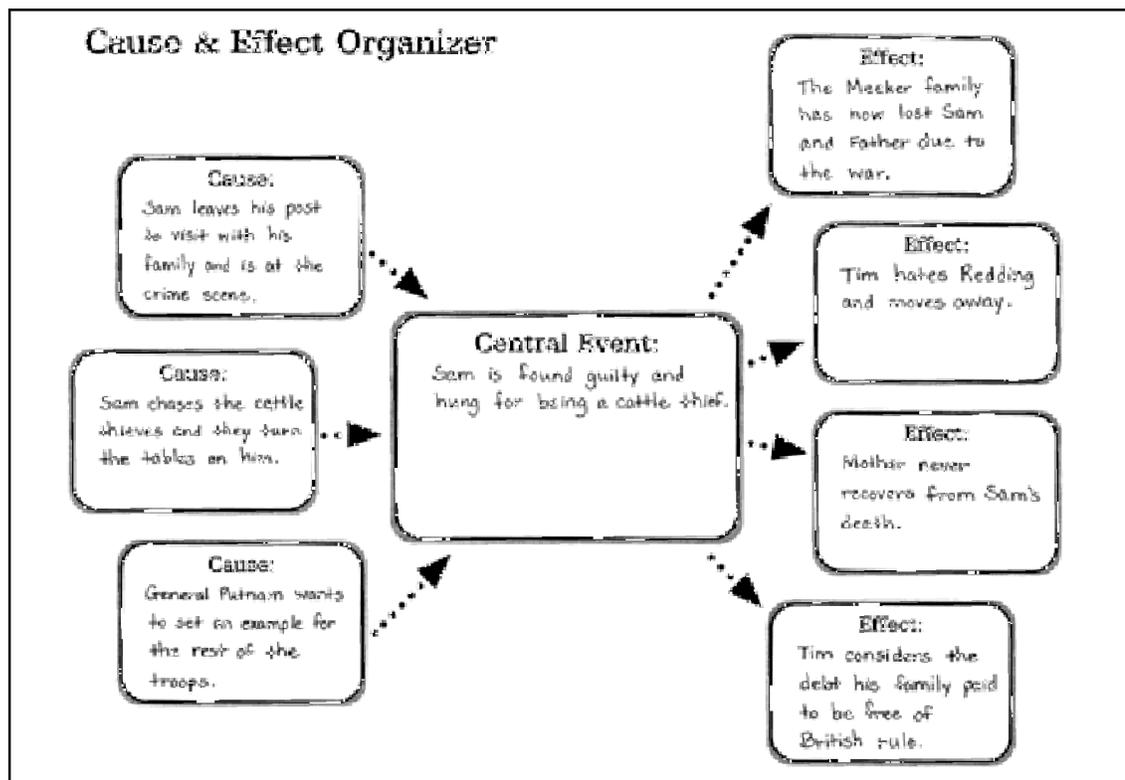
An incident summary is used to show the story plot over time and visually highlights the climax of the book. Before your students begin charting and plotting, pre-determine the criteria for the left-hand column. This criteria should be important to the book and must be suited to a 4- or 5-point scale. (For example, if the criteria is happiness, it can be scaled 1=unhappy, 2=ambivalent, 3=content, 4=happy, 5=exuberant.) At the end of each chapter, students can plot how the character is feeling. Below the chart, students should write a sentence describing their rationale for the placement of their marks. Below is an example from the book *The Giver*.



Implementing the Program ▶▶

Cause and Effect

Often in a story you'll want students to investigate a chain of events in more depth. The cause and effect organizer can help students do this. You or your students should identify a passage where there is a cause and effect relationship between events. Have students write the central event in the organizer. Then have them think about causes of that event and record the causes and effects in the organizer. Below is an example from the book *My Brother Sam Is Dead*.



▶ Step 5: Extending the Strategies

Completing a book in *Thinking Reader* is just one step in an extended process of becoming a strategic reader. As students progress through multiple books with *Thinking Reader*, they will grow increasingly independent of the program's supports and structure. In addition, you want to encourage students to develop their use of strategies beyond the *Thinking Reader* experience.

The Strategy Response Journal can help you extend the development of strategic reading beyond the program. You can have your students continue using the *Thinking Reader* approach with any book they choose. Copy the journal pages and assemble them into a booklet for each student. Students can select a book at their reading level and use the journal to write their responses to strategy prompts at break points that they choose.

Strategy Response Journal		
Directions:		
Throughout the book, find good places to stop reading and respond to a strategy prompt. Choose one of the strategies below, and then write your response.		
(S) Summarize	Write a summary, then self-check and revise if needed.	
(Q) Question	Ask a question about something important to know and remember. Be sure to include the answer to your question.	
(V) Visualize	Visualize what is happening, then describe what you see in your mind.	
(F) Feeling	What were you feeling as you read the story? Make a personal connection.	
(C) Clarify	Ask for clarification about something that is confusing to you or another reader.	
(P) Predict	Make a prediction about what is going to happen.	
(R) Reflect	Reflect on your progress. How are you changing as a reader?	
Chapter/ page #	Strategy	Response

The journal will remind students to apply the strategies to every book that they read. You may want to have students choose break points frequently at the beginning, but as they become independent readers, the break points can become more sporadic.

Tip

The *Thinking Reader* Strategy Bookmarks are an easy way for students to carry the strategies with them to everything they read. You can purchase additional bookmarks by calling 800-342-0236.

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Quick Tour

This tour assumes that *Thinking Reader* has been installed to a network location. If not, please see your network administrator or the Installation Instructions file on the CD.

Thinking Reader can also be installed on individual classroom computers. To do this, double-click the installer and follow the on-screen prompts. We recommend printing the Installation Instructions from the CD and having them handy.

Important!

We highly recommend that one person in the school be designated the administrator for *Thinking Reader*. This person should set up the program, create teacher and student accounts, maintain the program's databases, etc. For more information, see page 86.

1. Double-click the *Thinking Reader* icon, or go to the Start menu and select *Thinking Reader* from Programs to start the program.

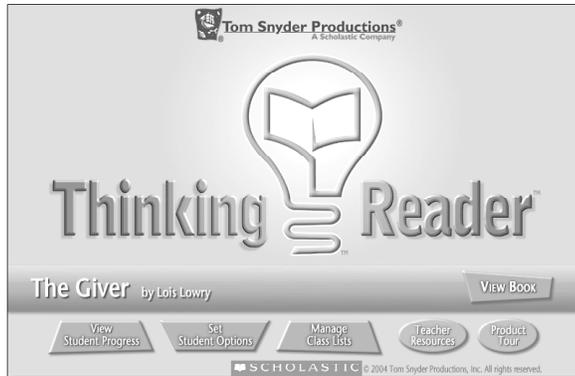
2. On the Log In screen, enter your user name and password.

If you haven't set up or been assigned a user name and password, enter "Guest" in both fields. This will enable you to experience *Thinking Reader* as students will, without having to create student or teacher accounts.

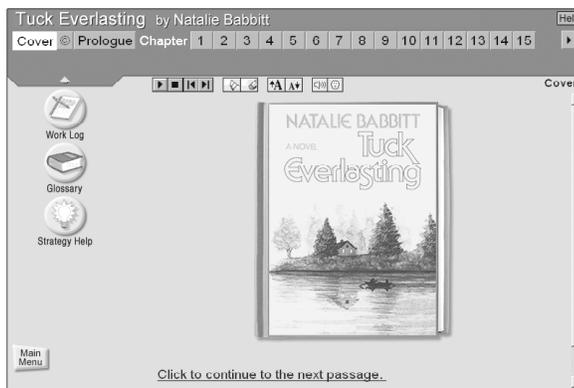
3. Click Log In. If you already have multiple classes set up, you will be prompted to select one.

Software Reference: Quick Tour ▶▶

- If you logged in with a teacher user name and password, you will see the Teacher Main Menu. (If you used the guest login, skip to step 5.) Click View Book. The Book Reader screen appears and displays the cover of the book.



Teacher Main Menu

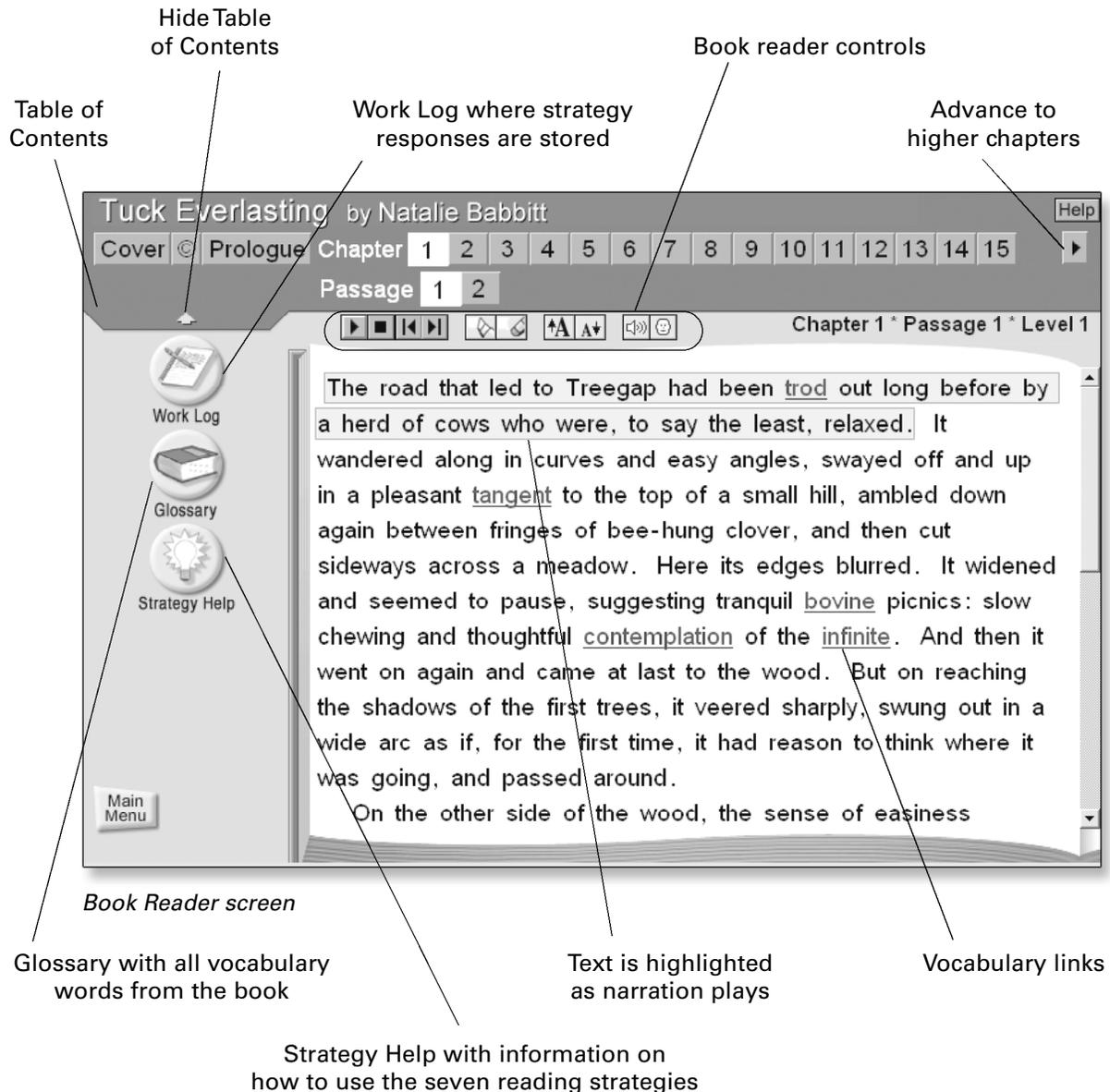


Book Reader screen

Student Passwords

When students are added to the Class List Manager they can be assigned a password. If they are not assigned a password, they can choose their own password during their first login. This will become their password. If you have logged in with a student account, the program brings you directly to the book.

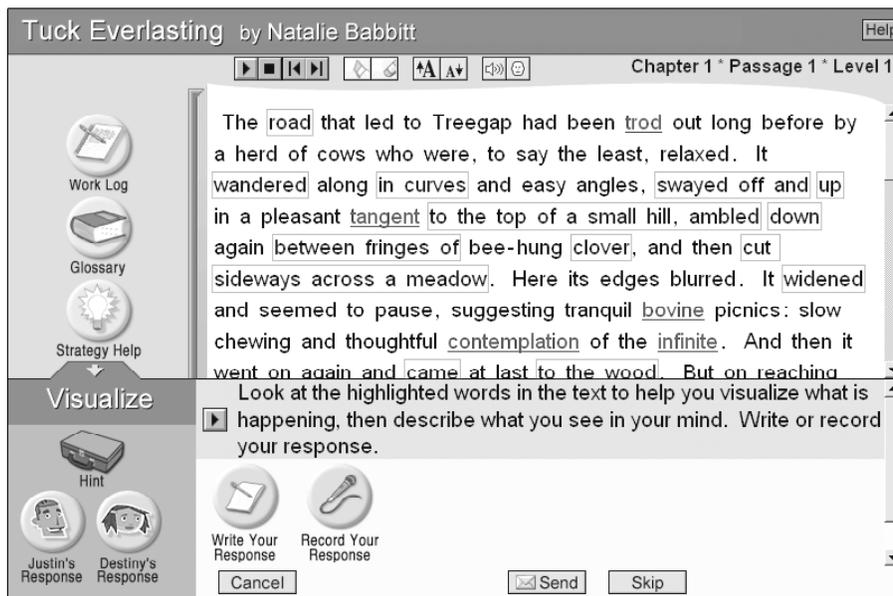
- Click Chapter 1. The text of the book is displayed with many built-in supports. See the screen below for a description of the supports.



- Click the green Play button  to hear a recorded voice read the book. The text is highlighted sentence by sentence as the text is read.

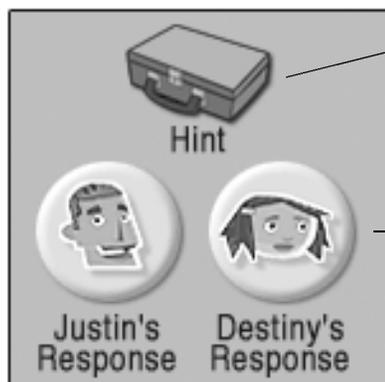
Software Reference: Quick Tour ▶▶

- At the end of the passage a message appears with the text “This is a good time to stop and think about the story.” Click this message and a strategy prompt appears. This is one of the key features of *Thinking Reader*. The program teaches students to use seven reading strategies to help them understand what they read: Visualize, Summarize, Predict, Question, Feeling, Clarify, and Reflect.



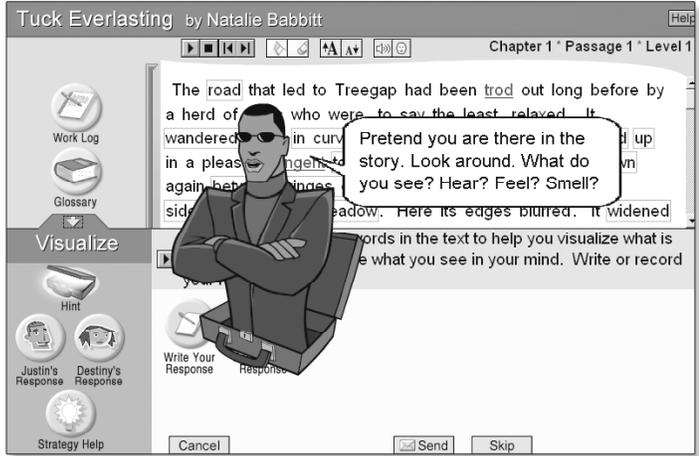
Strategy prompt screen

- The prompt asks students to respond to the preceding passage using one of the seven strategies. There are two kinds of support buttons to help students respond.

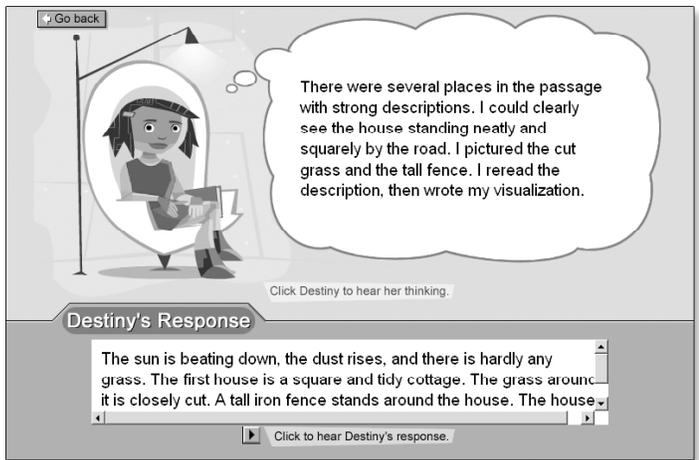


The Hint button brings up the Agent, who provides general support for students in using a given strategy.

Destiny and Justin provide passage-specific support in the form of model responses and/or Think-Alouds. Think-Alouds help students see different ways to approach the strategy prompts.



Strategy Hint



Strategy Think-Aloud and Model Response

Note At higher levels these supports progressively diminish.

- Students write or record their response on the Strategy prompt screen and then click Send. A cellphone message confirms that their work has been received. Students' responses are saved in their Work Logs. Students are then moved to the next passage where they repeat the process with a different strategy prompt.

Software Reference: Quick Tour >>

This Quick Tour has shown you the basics of *Thinking Reader*, largely from a student's perspective. The Full Tour of Features & Functions beginning on the next page describes many important features of *Thinking Reader*, such as:

- The supports available to students as they progress through a *Thinking Reader* book
- Tracking and viewing student progress
- Setting student options
- Creating student and teacher accounts

We recommend that you read the Full Tour before using *Thinking Reader* with your students. While you and your students are using the program, you can always access the online Help for additional information.

Full Tour of Features & Functions

This section assumes that you have launched *Thinking Reader* and have logged into the program. If you haven't, please refer to the Quick Tour on page 57.

▶ Book Reader Control Bar

Buttons on the top of the screen help you control the reading of the book.

Play: Plays the book audio. After Play is clicked it becomes a Pause button. Click it again to continue from this point.

Skip Back: Skips to the previous sentence or word.

Highlighter: Click and drag to highlight text in the book. Click again to deselect the Highlighter. Highlighting is saved and appears the next time a student opens a book.

Increase Font/ Decrease Font: Increases or decreases the font size in the book.

Volume: Increases or decreases the volume.



Stop: Stops the narration. The next time you click Play you will start at the beginning of the passage.

Skip Forward: Skips to the next sentence or word.

Eraser: Click and drag to erase highlighting. Click again to deselect the Eraser.

Voice Preferences: Click to adjust the voice. By default the program uses a recorded human voice that highlights each sentence as it is read. Or you can choose among three computer voices whose speed and pitch can be adjusted. The computer voices also allow you to highlight each word as it is read.

Tips

- You can double-click anywhere in a passage to start playing from that point.
- You can click a word to hear the word spoken with the computer voice.

> Vocabulary

Vocabulary definitions are provided for challenging words in the text. Vocabulary words are blue and underlined. For more on language support see page 10.

1. Click a blue, underlined vocabulary word in the story text to open its vocabulary window. (You may need to scroll through the text to find a vocabulary word.)

The screenshot shows a window titled 'commerce' with a play button icon and the word 'commerce' in blue. Below it is the definition 'the buying and selling of goods' and a photograph of a man and a woman in a clothing store. At the bottom left is a checkbox labeled 'Español' and at the bottom right is a 'Close' button. Annotations include: 'Click to hear the word pronounced' pointing to the play button; 'Click to view the word and definition in Spanish' pointing to the 'Español' checkbox; and 'Click to return to the story' pointing to the 'Close' button. A yellow 'Note' box on the right contains text about the purpose of the vocabulary links.

Note The purpose of the vocabulary links is to explain unfamiliar words while students are reading so they will better understand the text. Definitions were written using simple words when possible to make them easy to understand. Definitions were written for the use of the word in the context of the novel.

2. Vocabulary windows have text-to-speech support. Click the Play button  to hear the word pronounced. Some vocabulary words include a picture.
3. In the lower left corner of the vocabulary window is a checkbox labeled Español. Click this box to see each word displayed and defined in Spanish.
4. Click the Close button to return to the story.

▶ Glossary

The glossary displays all the vocabulary words for a book in alphabetical order.

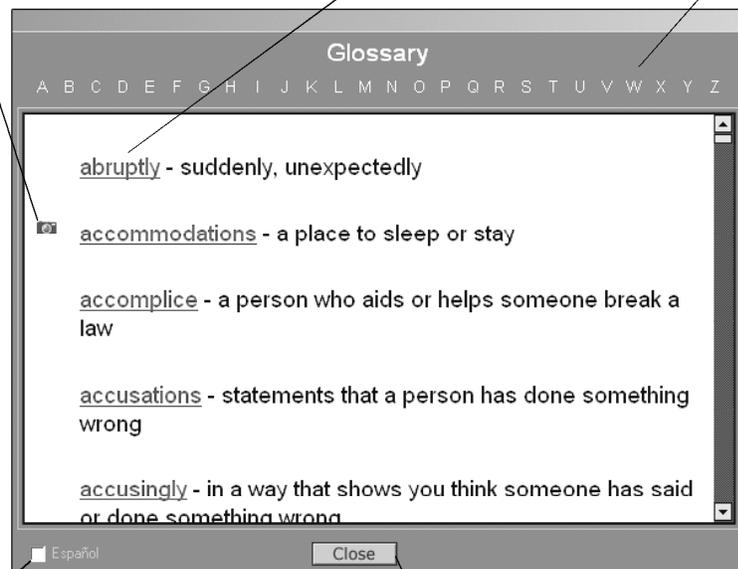
1. Click the Glossary button.



Click to see a graphic

Click a word to open its vocabulary window

Click a letter to jump to words that begin with that letter



Glossary window

Click to view the word and definition in Spanish

Click to return to the story

2. Click a letter at the top of the Glossary window to jump to words that begin with that letter. (If no words begin with that letter, the screen will not change.)
3. A camera icon displayed next to a word indicates that there is a picture of the word. Click the camera to see the picture.
4. Click any word to open its vocabulary window. Vocabulary windows have text-to-speech support so you can hear words and definitions spoken in English.
5. Click the Español checkbox to view the words and definitions in Spanish.
6. Click the Close button to return to the story.

▶ Strategy Help

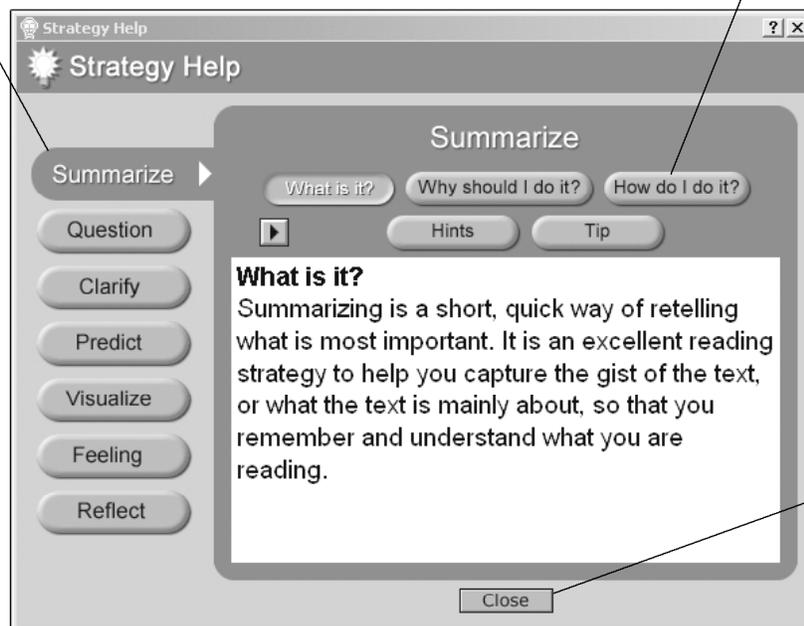
Strategy Help provides a handy reference section with instructions and tips on using the seven reading strategies.

1. Click the Strategy Help button.



Click one of the seven Reading Strategy buttons

Click a Help button to access specific strategy information



Strategy Help window

2. Click one of the seven Reading Strategy buttons on the left side of the window to open its help information. (The window opens with the Summarize Strategy Help already open.)

3. Click each of the Help buttons to access specific strategy information. These Help buttons are described below.

What is it? – A brief overview of the strategy.

Why should I do it? – Advice about how the strategy helps the reader.

How do I do it? – Specific tips for how and when to use the strategy.

Hints – Reminders of how to use the strategy effectively with examples of good use.

Tip – Advice about avoiding common mistakes with helpful examples.

4. Click the Close button to return to the story.

▶ The Work Log

The Work Log is where all student responses to strategy questions are stored. The program maintains a detailed Work Log for every student who logs into the program.

Student Access to the Work Log

Students can view their own Work Logs to review their work by clicking the Work Log button from the Book Reader screen. In the Work Log, students can select individual responses to revise, print, or export into a word processing file.



Teacher Access to Work Logs

Teachers can view the individual Work Logs of all students in their classes. Viewing a student Work Log is a great way to see how students are progressing through a book. Read their responses to the strategy prompts to monitor how well they are using the reading strategies to comprehend the book. See View Student Progress on page 81 for more information on accessing student Work Logs.

Click to choose a sort-by category

Click to review the strategy prompt

Click to choose which responses to view

Click to view comments posted by the teacher

Click to select all responses for exporting or printing

Click to revise the response

Check individual response boxes to select them for exporting or printing

Click for online Help

Click to return to the story

Click to print selected responses

Click to export selected responses

Date	Ch. & Pass.	Level	Strategy	Response	View	Select All
Nov 13 2003 3:48	1. 1	1	Visualize Justin's Model Destiny's Model	The sun is beating down, the dust rises, and there is hardly any grass. The house looks like it's telling people to go away.		<input type="checkbox"/>
Nov 13 2003 3:49	3. 1	1	Feeling Justin's Model Destiny's Model	I feel excited because Winnie is going to have an adventure.		<input type="checkbox"/>
Nov 13 2003 3:51	5. 4	1	Clarify Justin's Model Destiny's Model	A confusing part of this passage is why can't Winnie drink the water?		<input type="checkbox"/>
Nov 13 2003 3:54	10. 1	1	Visualize Justin's Model Destiny's Model	The house is really messy and dirty. And it's very small, too. I imagine it's very cluttered and full of all sorts of weird things Winnie hasn't seen before.		<input type="checkbox"/>
Nov 13 2003 3:55	10. 2	1	Clarify Justin's Model Destiny's Model	A confusing part of this passage is why does the family only get together every 10 years? Why not more often? Don't they like to see each other?		<input type="checkbox"/>

Work Log

Sorting and Filtering Work Log Data



The image shows a user interface element with two dropdown menus. The first menu is labeled 'Sort by' and has 'Chapter' selected. The second menu is labeled 'View' and has 'Today' selected. Both menus have a small downward-pointing arrow on the right side.

By default, responses in the Work Log are sorted by chapter and passage. Responses can also be sorted by date, level, and strategy using a pull-down menu.

1. Click and hold the Sort By pull-down menu.
2. Choose a new sort option and release the mouse.

In addition, Work Log information can be filtered to show only work from the current day, the last 5 days, the last 10 days, or specific responses that you select using the View pull-down menu.

1. Click and hold the View pull-down menu.
2. Choose a new option and release the mouse.

Date Column

This column tracks the date on which the response was written or last revised.

Chapter and Passage Column

This column displays the chapter and passage about which the response was written.

Level Column

This column tracks the level the student was at when the response was written. See page 81 for more information on changing levels.

Strategy Column

The Strategy column lists the reading strategy the student used when creating his or her response. Clicking the strategy word will display the passage from the book and the prompt that the student answered. This is helpful for seeing the context in which the response was written.

Depending on the student's level, buttons such as Justin's Model may appear under the strategy word. Click these buttons to display the Think-Aloud and model response that was available to the student when he or she was answering the question for this passage. These supports diminish as students' level increases.

Response Column

The Response column shows students' responses to the strategy prompts.

Revise/View Column

This column appears as View for teachers and Review for students.

Revise: Lets students revise their Work Log responses.

View: Lets teachers view student responses while seeing the passage from the book to which the prompt pertains.

Select Column

Click the checkboxes next to individual or multiple responses that you want to print or export.

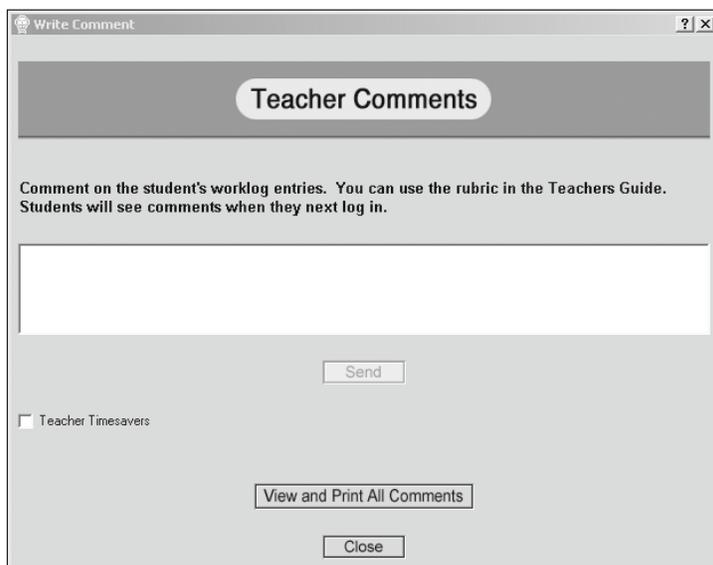
Teacher Comments

Student Use

A student can click this button to view any comments the teacher may have written. Past teacher comments are saved so teachers and students can view and print all teacher comments related to a book at any time. To do this, click View and Print All Comments in the Teacher Comments dialog box. A Teacher Comment Report that you can view or print appears.

Teacher Use

If you are logged in as a teacher and you are viewing an individual student Work Log, you can click the Teacher Comments button at the top of the screen



The screenshot shows a window titled "Write Comment" with a "Teacher Comments" header. Below the header, there is a text area for writing a comment. Below the text area, there is a "Send" button. At the bottom left, there is a checkbox labeled "Teacher Timesavers". At the bottom center, there is a "View and Print All Comments" button. At the bottom right, there is a "Close" button. The window also has a title bar with a question mark and a close button.

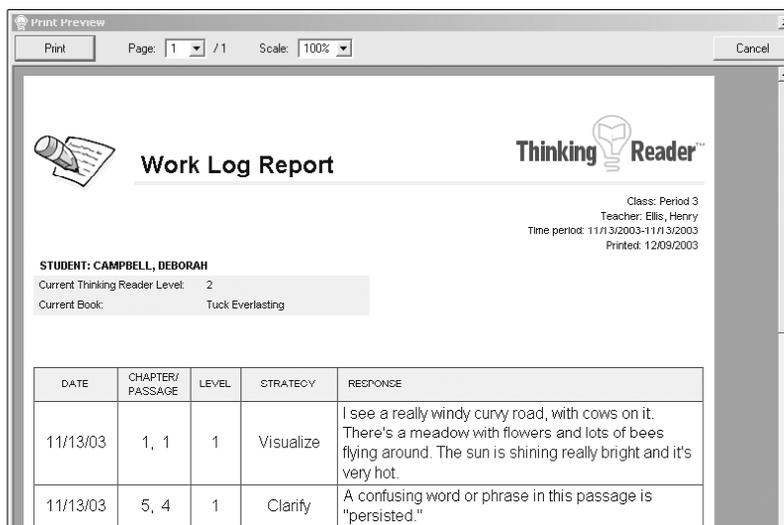
Teacher Comments

to write a comment to a student. Click the Teacher Timesavers box to access a list of ready-made comments to help get you started. Comments will appear the next time the student logs in to the program and opens his or her Work Log. Past teacher comments are saved so teachers and students can view and print all teacher comments related to a book at any time. To do this, click View and Print All Comments in the Teacher Comments dialog box. A Teacher Comment Report that you can view or print appears.

Printing Work Log Responses

You can print all or some of the Work Log responses.

1. Click the Select All box at the top of the far-right Work Log column to print all responses. Or, to print specific responses, click the individual boxes of the responses you want to print.
2. Click the Print Selected button at the bottom of the window. A print preview appears showing a Work Log report.
3. Click the Print button at the top of the report.



Work Log Print Preview

Exporting Work Log Responses

Work Log responses can be exported from *Thinking Reader* and then imported into popular spreadsheet programs such as *Microsoft Excel* or *AppleWorks*.

1. Click the Select All box at the top of the far-right Work Log column to export all responses, or to export specific responses click the individual boxes of the responses you want to export.
2. Click Export Selected.

▶ Quizzes

Taking a Quiz

Each book contains 4–6 comprehension quizzes. Quizzes are presented to students after the last passage of certain chapters in the book. Each quiz consists of 10 multiple-choice questions: 5 recall, 2 vocabulary, and 3 inference questions.

By default, students must take all quizzes. If you do not want students to take quizzes you can change this option by clicking Set Student Options on the Teacher Main Menu and turning this option off. See Student Options on page 84 for more information.

The Discussion Guide for each book contains a complete list of the quiz questions and answers. Teachers can access the quizzes by clicking Teacher Resources on the Teacher Main Menu. A printed Discussion Guide is also included with each *Thinking Reader* title.

Note: Questions appear in random order, so question numbers will be different for each student.

Click to hear question read aloud

Click for help

Click when done with quiz

Click to choose a response

Review Later

Next Question

Click to skip the current question and come back to it later

Click to access the next quiz question

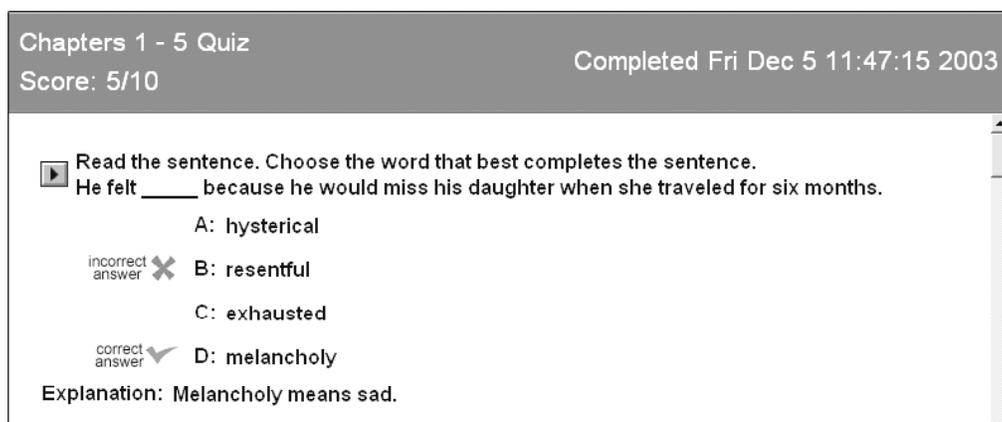
The image shows a screenshot of the 'Thinking Reader' software interface for a quiz. The window title is 'Thinking Reader' and the menu bar includes 'File', 'Edit', 'Book', 'Response', 'Level', 'Debug', 'QA', and 'Help'. The main content area is titled 'Quiz 1 (Chapters 1-3)'. At the top, there is a 'Questions' section with 10 numbered buttons (1-10) and a 'Done' button. Below this is a 'Review' section with a 'Turn In Quiz' button. The main question area contains the text: 'Choose the best answer to each question. Are rules followed in the Community?' followed by four multiple-choice options (A, B, C, D) with checkboxes. A 'Review Later' checkbox is located below the options. At the bottom of the screen, there is a 'Next Question' button. Annotations with arrows point to various elements: 'Click to hear question read aloud' points to a speaker icon; 'Click for help' points to the 'Help' button; 'Click when done with quiz' points to the 'Turn In Quiz' button; 'Click to choose a response' points to the checkboxes; 'Review Later' points to the 'Review Later' checkbox; 'Next Question' points to the 'Next Question' button; 'Click to skip the current question and come back to it later' points to the 'Review Later' checkbox; and 'Click to access the next quiz question' points to the 'Next Question' button. The text 'Quiz screen' is located at the bottom left of the screenshot.

Software Reference: Full Tour >>

Students can answer the questions in any order. If students are unsure of an answer they can click the Review Later checkbox and come back to it later. When students have completed a quiz they should click the Turn In Quiz button.

Quiz Feedback

After a student has “turned in” a quiz, the quiz questions are displayed showing the correct answers and an explanation of each answer.



The screenshot shows a quiz feedback interface. At the top, it says "Chapters 1 - 5 Quiz" and "Score: 5/10" on the left, and "Completed Fri Dec 5 11:47:15 2003" on the right. Below this is a question: "Read the sentence. Choose the word that best completes the sentence. He felt _____ because he would miss his daughter when she traveled for six months." There are four options: A: hysterical, B: resentful, C: exhausted, and D: melancholy. Option B is marked as an "incorrect answer" with a red X, and option D is marked as a "correct answer" with a green checkmark. Below the options is an "Explanation: Melancholy means sad."

Quiz Feedback screen

After looking at the feedback, students click Return to Book and begin the next chapter. Student quiz results can be viewed by the teacher on the Student Progress screen. For more information on the Student Progress screen, please see page 81.

Note

If a student is prompted to take a quiz and quits the program, a Quiz button will appear on the book reader screen when they next log in, and they will not be able to continue in the book until the quiz has been completed.

▶ Reports

In a time of increasing emphasis on assessment and accountability, *Thinking Reader* allows you to generate a variety of reports that help you monitor student progress. Student activity can be viewed on-screen, or printed as customized reports that can be used as permanent records of student performance to share with students, parents, teachers, and administrators. Reports can be created for individual students or an entire class.

Each report is described in the following pages. We have included instructions on how to create the reports, the main purpose of each report, and suggestions for follow-up with your students.

Thinking Reader
Class: Period 3
Teacher: Elin Perry
Time period: 11/13/2003-11/13/2003
Printed: 11/14/2003

Work Log Report

STUDENT: Campbell, Deborah
Current Thinking Reader Level: 1
Current Book: Tuck Everlasting

DATE	CHAPTER/PASSAGE	LEVEL	STR
11/13/03	1, 1	1	Vis
11/13/03	5, 4	1	C
11/13/03	8, 1	1	P
11/13/03	10, 2	1	
11/13/03	20, 1	1	
11/13/03	20, 2	1	

Using this report:
Purpose: This report shows student activity in the Thinking Reader software. Follow-up: Reviewing the quiz performance part of the student text whether a student's reading level

Thinking Reader
Class: Period 3
Teacher: Elin Perry
Time period: 11/13/2003-11/13/2003
Printed: 11/14/2003

Class Work Log Report

Current Book: Tuck Everlasting

NAME	DATE	CHAP	PAGE
Cahill, Beth	11/13/03		
Campbell, Deborah			
Campbell, Deborah			

Thinking Reader
Class: Period 3
Teacher: Elin Perry
Time period: 11/13/2003-11/13/2003
Printed: 11/14/2003

Quiz Results Report

STUDENT: BESA, JENNY
Current Thinking Reader Level: 1
Current Book: Tuck Everlasting
Quizzes Taken: 5
Quiz Average: 74%

Comprehension & Vocabulary

SKILL	CORRECT	% CORRECT
Recall	22 out of 25	88%
Inference	9 out of 15	60%
Vocabulary	9 out of 13	69%

BENCHMARK: 70%

Quiz Results

Quiz	Score	Percentage
Quiz 1	3/5	60%
Quiz 2	4/5	80%
Quiz 3	3/3	100%
Quiz 4	1/2	50%
Quiz 5	2/2	100%

Using this report:
Purpose: This report shows student performance on quizzes in the Thinking Reader software. Quiz performance data includes the skills of recall, inference, and vocabulary.
Follow-up: If you see that a student is struggling with a particular skill, direct them to the built-in supports in Thinking Reader such as the glossary for vocabulary and Summary Strategy Help for recall.

Page 1

Student Work Log Report

How to Create Report

From the Teacher Main Menu click View Student Progress. Find the student whose Work Log you want to view and click the Work Log button in the row next to the student's name. The student's Work Log appears.

In the far-right column you can select individual responses to print, or you can click the Select All checkbox to select all the responses. Click Print Selected in the lower right to print a report.

Purpose

This Work Log report shows student responses to the strategy prompts in the *Thinking Reader* software.

Follow-Up

Reviewing the quality of the responses in the Work Log is an essential part of monitoring how students are progressing with their use of the reading strategies. We recommend bringing some sample Work Log responses to the student-teacher conference (or viewing them together on-screen). The Work Log is also useful for determining whether a student's reading level should be adjusted in the software.



Work Log Report



Class: Period 3
Teacher: Ellis, Henry
Time period: 11/13/2003-11/13/2003
Printed: 12/09/2003

STUDENT: CAMPBELL, DEBORAH

Current Thinking Reader Level: 2
Current Book: Tuck Everlasting

DATE	CHAPTER/ PASSAGE	LEVEL	STRATEGY	RESPONSE
11/13/03	1, 1	1	Visualize	I see a really windy curvy road, with cows on it. There's a meadow with flowers and lots of bees flying around. The sun is shining really bright and it's very hot.
11/13/03	5, 4	1	Clarify	A confusing word or phrase in this passage is "persisted."
11/13/03	8, 1	1	Predict	I think Winnie is going to sneak away and drink from the stream. And the Tucks will find out and be very angry with her. <i>Maybe</i> the water will make her sick.
11/13/03	10, 2	1	Clarify	A confusing part of this passage is whether the magical stream is a blessing or a curse for the Tucks.
11/13/03	20, 1	1	Clarify	A confusing word or phrase in this passage is "Leastways, not yet."
11/13/03	20, 2	1	Predict	I predict that Mae is going to escape from the jail.

Using This Report:
 Purpose: This report shows student responses to the reading strategy questions in the Thinking Reader software.
 Follow-Up: Reviewing the quality of the responses in the Work Log is an essential part of the student-teacher conference. It is also useful for determining whether a student's reading level should be adjusted in the software.

Page 1

Class Work Log Report

How to Create Report

From the Teacher Main Menu click View Student Progress. When the Student Progress screen appears click the Class Work Log button in the upper right corner.

Purpose

This report shows student responses to the strategy prompts in the *Thinking Reader* software. It is particularly interesting to sort the Work Log by strategy and compare student responses to the same questions.

Follow-Up

Look for Clarify responses to identify and guide instruction. Address students' clarification questions in a class discussion. You can also identify particularly good strategy responses to share as models with the rest of the class.

NAME	DATE	CHAPTER/ PASSAGE	LEVEL	STRATEGY	RESPONSE
Cahill, Beth	11/13/03	1, 1	1	Visualize	The sun is beating down, the dust rises, and there is hardly any grass. The house looks like it's telling people to go away.
Cahill, Beth	11/13/03	3, 1	1	Feeling	I feel excited because Winnie is going to have an adventure.
Cahill, Beth	11/13/03	5, 4	1	Clarify	A confusing part of this passage is why can't Winnie drink the water?
Cahill, Beth	11/13/03	10, 1	1	Visualize	The house is really messy and dirty. And it's very small, too. I imagine it's very cluttered and full of all sorts of weird things Winnie hasn't seen before.
Cahill, Beth	11/13/03	10, 2	1	Clarify	A confusing part of this passage is why does the family only get together every 10 years? Why not more often? Don't they like to see each other?
Campbell, Deborah	11/13/03	1, 1	1	Visualize	I see a really windy curvy road, with cows on it. There's a meadow with flowers and lots of bees flying around. The sun is shining really bright and it's very hot.

Using This Report:
Purpose: This report shows student responses to the reading strategy questions in the *Thinking Reader* software. It is particularly interesting to sort the Work Log by strategy and compare student responses.
Follow-Up: Look for Clarify responses to identify and guide instruction. Address students' clarification questions in a class discussion. You can also identify particularly good strategy responses to share as models with the rest of the class.

Page 1

Student Quiz Results Report

How to Create Report

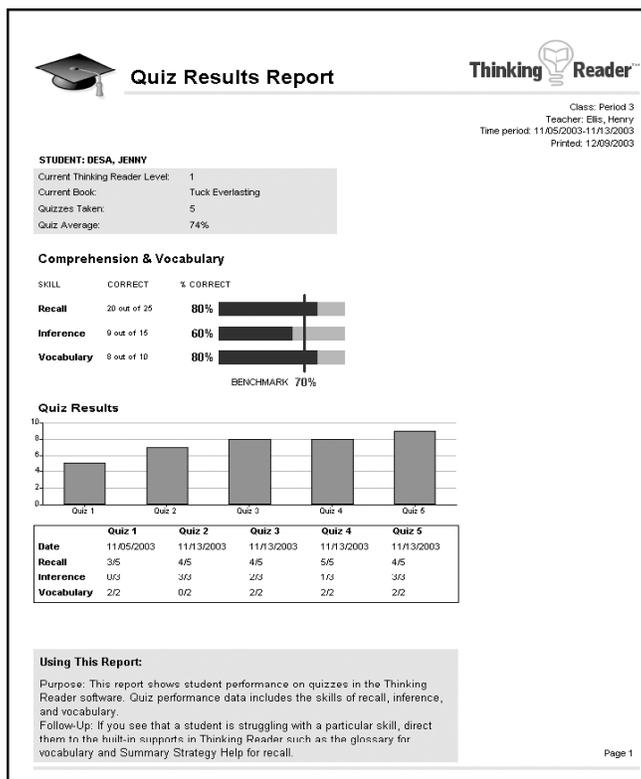
From the Teacher Main Menu click View Student Progress. Find the student whose quiz results you want to view and click the Quiz button in the row next to his or her name.

Purpose

This report shows student performance on quizzes in the *Thinking Reader* software. Quiz performance data includes the skills of recall, inference, and vocabulary.

Follow-Up

If you see that a student is struggling with a particular skill, direct them to the built-in supports in *Thinking Reader* such as the Glossary and Strategy Help.



Class Quiz Results Report

How to Create Report

From the Teacher Main Menu click View Student Progress. When the Student Progress screen appears click the Class Quiz Results button in the upper right corner.

Purpose

This report is an overview of the performance of all class members on the quizzes in the *Thinking Reader* software. It is a helpful snapshot to compare students within the class as well as to see if certain parts of the book are more challenging to students.

Follow-Up

Compare the performance of this class to that of all students who are using the *Thinking Reader* software.



Class Quiz Results Report



Class: Period 3
Teacher: Ellis, Henry
Printed: 12/09/2003

Current Book: Tuck Everlasting

NAME	QUIZ 1	QUIZ 2	QUIZ 3	QUIZ 4	QUIZ 5	QUIZ AVERAGE
Cahill, Beth	70%	30%	None	None	None	50%
Campbell, Deborah	60%	70%	80%	90%	None	75%
Clavert, Juwan	80%	40%	60%	None	None	60%
Desa, Jenny	50%	70%	80%	80%	90%	74%
Hengelbrok, Rick	30%	None	None	None	None	30%
Moniak, Steve	50%	None	None	None	None	50%
Moore, Ashaela	None	None	None	None	None	None

Using This Report:
Purpose: This report is an overview of students' performance on the quizzes in the *Thinking Reader* software. Note changes in performance from quiz to quiz.
Follow-Up: Compare the performance standard of this class against that of all students who are using the *Thinking Reader* software.

Page 1

Student Progress Report

How to Create Report

From the Teacher Main Menu click View Student Progress. The Student Progress screen appears. Click the Select All checkbox to select all students in the class, or select individual students. Click the Print Selected button in the lower right corner to print the reports you have selected.

Purpose

This report is an overview of an entire class's progress in the *Thinking Reader* software during the selected time period. It shows how far students have progressed in the book, their current reading level, the total amount of time they've used the program, and their quiz average.

Follow-Up

Identify low-performing students and examine individual quiz reports. Share the report with identified students to discuss results and set goals.

NAME	CHAPTER/ PASSAGE	LEVEL	TIME ON TASK	QUIZ AVERAGE
Cahill, Beth	10, 2	2	30:05:00	50%
Campbell, Deborah	20, 2	3	0:16:52	75%
Clavert, Juwan	16, 2	2	0:10:05	60%
Diesa, Lenny	25, 3	4	5:39:45	74%
Hengelbrok, Rick	5, 4	1	0:23:00	30%
Moniak, Steve	10, 2	2	0:21:40	50%
Moore, Ashaela	0, 0	1	None	None

Using This Report:
 Purpose: This report is an overview of an entire class's progress in the Thinking Reader software during the selected time period.
 Follow-Up: Identify low-performing students and examine individual quiz reports. Share the report with identified students to discuss results and set goals.

Page 1

Teacher Comments Report

How to Create Report

From the Teacher Main Menu click View Student Progress. The Student Progress screen appears. Find the student whose Teacher Comments you want to view and click the Work Log button in the row next to his or her name. When the Work Log screen appears click the Teacher Comments button in the upper right corner. The Teacher Comments screen appears. Click the View and Print All Comments button to print the comments.

Purpose

This report shows all the comments that a student has received from the teacher about their strategy responses while using the *Thinking Reader* software. Teacher comments are written in response to the student's Work Log.

Follow-Up

View the student Work Log and see how students have addressed the teacher comments. Look for improvement in the reading strategies mentioned in the teacher comments.



Teacher Comments Report



Class: Period 3
Teacher: Ellis, Henry
Time period: 11/14/2003-12/09/2003
Printed: 12/09/2003

STUDENT: CAMPBELL, DEBORAH

Current Thinking Reader Level: 3

Current Book: Tuck Everlasting

DATE	COMMENT
11/14/03	Ellis wrote: Your summaries are getting much better. I like the way that you focus on characters and the main themes of the book without going into too much detail. Try spending some more time on your visualizations.
12/09/03	Thinking Reader wrote: Ellis has changed your level to 2
12/09/03	Thinking Reader wrote: Ellis has changed your level to 3

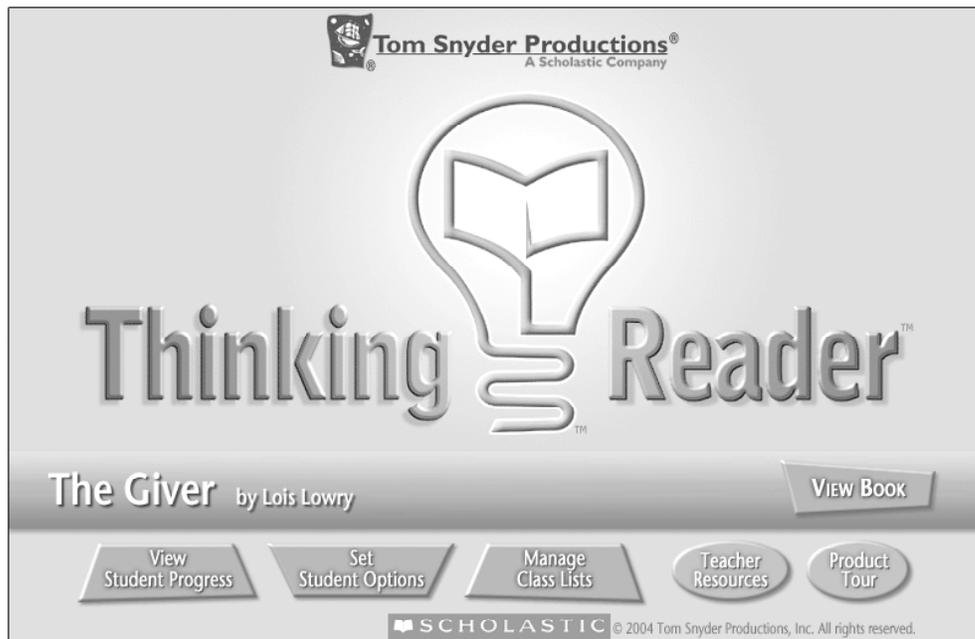
Using This Report:

Purpose: This report shows all the comments that a student has received from the teacher about his/her strategy responses while using the Thinking Reader software. Teacher comments are written in response to the student's Work Log.

Follow-Up: View the student Work Log and see how students have addressed the teacher comments. Look for improvement in the reading strategies mentioned in the teacher comments.

Page 1

▶ Teacher Management Features



Teacher Main Menu

The following buttons are available from the Teacher Main Menu after you log in to the program with a teacher's account:

- **View Student Progress** – Allows you to view student Work Logs and quiz results and create and print individual or class reports.
- **Set Student Options** – Lets you set levels and other program parameters for individual students or an entire class.
- **Manage Class Lists** – Allows you or an administrator to set up and manage student and teacher accounts and class lists.
- **Teacher Resources** – Provides easy access to printable worksheets and other support materials.
- **Product Tour** – A 5-minute overview of *Thinking Reader* and why it works to build reading comprehension.
- **View Book** – Access to the story text and student strategy prompts.

These buttons lead to numerous teacher management features, which are described in detail in this section.

View Student Progress

This section allows you to view student progress in their Work Logs and online quizzes and create and print individual or class reports. Click View Student Progress from the Teacher Main Menu. If you have more than one class using *Thinking Reader*, choose a class. The Student Progress screen appears.



Highest chapter and passage that student has reached

The student's current level (click the up and down arrows to adjust)

Time spent using the software

Click to view the class Work Log

Student Progress for Period 3								
Class Work Log Class Quiz Results								
Name	Ch. & Pass.	Level	Time on Task	Recent Progress	Work Log	Quiz Results	Quiz Average	Select All
Cahill, Beth	10, 2	1	30:05:00				50%	<input type="checkbox"/>
Campbell, Deborah	20, 2	1	0:16:52				75%	<input type="checkbox"/>
Clavert, Juwan	16, 2	1	0:10:00				60%	<input type="checkbox"/>
Desa, Jenny	25, 3	1	2:18:21				74%	<input type="checkbox"/>
Hengelbrok, Rick	1, 1	1	0:00:48				None	<input type="checkbox"/>
Moniak, Steve	1, 1	1	0:00:24				None	<input type="checkbox"/>

Main Menu Close Print Selected Export Selected Help

Click to access class quiz results

Average quiz score

Click to view recent work

Click to view the student's Work Log

Click to access a student's quiz results

Click to access online help

Student Progress screen

Click to print student data

Click to export student data

For each student, the Student Progress screen indicates:

- Highest chapter and passage that student has reached
- The student's current level (this can be adjusted here)
- Time on task (the total time the student has used the program)
- Average quiz score

From this screen you can also access more detailed information about student performance.

Software Reference: Full Tour ▶▶

Recent Progress



Click to view last 5 Work Log responses and most recent Reflection response. This is a quick way to review student performance and determine if levels should be adjusted. Please see page 40 for more information on levels.

Date	Ch. & Pass.	Response
Nov 13 2003 4:31	5, 4	A confusing part of this passage is when Jesse says he is 104 years old!
Nov 13 2003 4:35	20, 1	A confusing word or phrase in this passage is "marionette." A confusing part of this passage is _____.
Nov 13 2003 4:37	20, 2	I predict that they will try to hang Mae but she won't die and the secret will be out.
Nov 13 2003 4:39	22, 2	Multiple choice: Correct after 1 try She is going to pretend to be Mae in the jail cell, so the constable doesn't notice Mae is gone.
Nov 13 2003 4:40	25, 3	A confusing part of this passage is why does Winnie want the toad to live forever?

Date	Ch. & Pass.	Response

Recent Progress screen

Work Log



Click to view an individual student Work Log.

Quiz Results



Click to view a summary of quiz results for an individual student, which can be printed as a student report.

Class Work Log

Click this button to view a Work Log for all students in the class. The data can then be sorted to make it easier for you to identify patterns in students' work (for example, to view all specific strategy responses, such as clarification, at a glance).

Class Quiz Results

Click this button to view every student's score on every quiz and quiz averages for the class, which can be printed as a report. Click a specific quiz score to see the quiz feedback screen for that quiz.

Class Quiz Results for Period 3						
Click a student's quiz score to see the quiz details.						
Name	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Quiz 5	Quiz Average
Cahill, Beth	70%	30%	None	None	None	50%
Campbell, Deborah	60%	70%	80%	90%	None	75%
Clevert, Juwan	80%	40%	60%	None	None	60%
Desa, Jenny	50%	70%	80%	80%	90%	74%
Hengelbrok, Rick	30%	None	None	None	None	30%
Moniak, Steve	50%	None	None	None	None	50%

Main Menu Close Print All Export All Help

Class Quiz Results screen

Print Selected

You can print all or some of the student progress data as a report.

1. Click the Select All box at the top of the last Work Log column to print all responses. Or, to print specific responses, click the individual boxes of the responses you want to print.
2. Click the Print Selected button at the bottom of the window. A print preview appears showing a Work Log report.
3. Click the Print button at the top of the report.

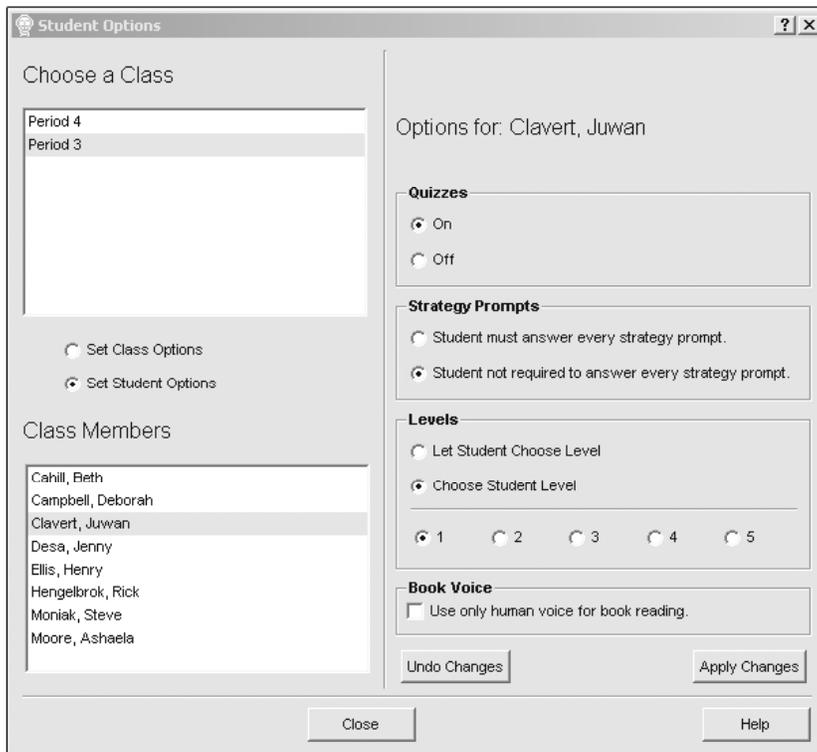
Export Selected

Student progress data can be exported from *Thinking Reader* and then imported into popular spreadsheet programs such as *Microsoft Excel* or *AppleWorks*.

1. Click the Select All box at the top of the far-right Work Log column to export all responses. Or to export specific responses, click the individual boxes of the responses you want to export.
2. Click Export Selected.

Set Student Options

This feature lets you customize students' experience with *Thinking Reader*, which allows for differentiated instruction if you have students with a range of abilities.



Student Options dialog

1. Click the View Student Progress button on the Teacher Main Menu.
2. Click to choose a class.
- 3a. If you want to set the same options for the whole class, click the button next to Set Class Options and then make selections on the right side of the screen (see detailed information about each option on the next page). When done, click Apply Changes.
- 3b. If you want to set options for individual students, click the button next to Set Student Options. Then select a class member from the list that appears, and make selections on the right side of the screen (see detailed information about each option on the next page). When done, click Apply Changes.

Student Options

Quizzes

If Quizzes are on, students will be presented with a quiz after certain chapters in the book, and they must complete each quiz before proceeding to the next passage. If Quizzes are off, no quizzes will be presented. See page 71 for more information about quizzes.

Strategy Prompts

Here you can choose whether or not students are required to respond to every strategy prompt. If you select “Student must answer every strategy prompt,” students must respond to each reading strategy prompt before proceeding to the next passage. Choosing “Student not required to answer every strategy prompt” allows students to continue through the story without responding to every strategy prompt.

Levels

If you select “Let Student Choose Level,” students can change their own level after logging in to the program. You can also choose to set student levels yourself. (See pages 40–41 for more information on levels.)

Book Voice

There are two types of voices available to read the story text. A human voice is the default. With this option, the story is read at a non-adjustable speed while sentences are highlighted on-screen. Computer-generated voices are also available. Their speed and tone can be adjusted, and each word is highlighted as it is read, which some students may find more helpful. If you select “Use only human voice for book reading,” students will not be able to switch to a computer voice.

Manage Class Lists

This button opens the Class List Manager, where you set up and maintain administrator, teacher, and student login accounts for *Thinking Reader*. An account must be set up for every student and teacher who uses the program. This enables teachers to track student performance, time on task, quiz results, written work, and more. Once you've set up the Class List Manager, you can use the login accounts for other titles in the *Thinking Reader* series and for other programs from Tom Snyder Productions.



Note

This section contains important information about the Class List Manager, which enables you to track student performance, time on task, and more. We recommend that you learn about the Class List Manager before using *Thinking Reader* with your students.

With the Class List Manager you can:

- Set up student accounts with user names and passwords
- Add and remove students from class lists
- Set up teacher accounts with user names and passwords*
- Remove student accounts*

*These functions available only to administrator accounts.

Types of Accounts

There are three types of login accounts that you can set up with the Class List Manager.

Student accounts

Allow access only to the book content, reading comprehension strategies, and personal Work Logs. Every student who uses the program will need a personal login account in order to track individual work and progress.

Teacher accounts

Allow teachers access to everything in a student account, including each student's Work Log. They also allow access to the Student Options feature, where you can set levels and other parameters for students, and the Class List Manager. Teachers can also add student accounts and classes. (Administrators can restrict this feature.)

Administrator accounts

Allow the same access as teacher accounts, plus provide special access to the Class List Manager, including the ability to:

- Create teacher accounts
- Delete student accounts
- See classes created by all teachers
- Access options in the Tools menu
 - Preferences: Lets you change program settings and school information.
 - Import Students Wizard: Starts the Import Students Wizard.
 - Import Teachers Wizard: Starts the Import Teachers Wizard.
 - Promote Students: Lets you promote students automatically from one grade to the next at the end of the year.
 - Refresh: Reloads the database to pick up changes made by other concurrent users. (Available to teachers and administrators.)

Note

Caution

Once a student account is deleted, all student work is permanently deleted.

Universal Login

The Universal Login is needed to create accounts the first time you use *Thinking Reader*. We recommend that you use this login for the initial setup only. The first time you launch *Thinking Reader*, a setup Wizard will prompt you to create an administrator account with your own name and password. Enter the following information into the login screen:

Universal User Name: **Administrator**
Universal Password: **Roster101**

For additional security, the program has an option to turn off the Universal Login.

Caution

If you disable the Universal Login and you lose all other administrator passwords, you will not be able to access the Class List Manager. If this happens, please call our toll-free technical support at 800-342-0236, or email tech@tomsnyder.com.

Guest Student Account

If you want to try *Thinking Reader* without setting up any accounts, launch the program and enter the following information on the login screen:

User Name: **Guest**
Password: **Guest**

You will be able to use all aspects of the program as a student would.

Creating Accounts

There are several steps involved in setting up the Class List Manager. The first time you launch *Thinking Reader* after installation, a setup Wizard will prompt you to create a new administrator account. It will then walk you through the process of setting up accounts for students and teachers and using that information to set up class lists.

The setup Wizard only appears once (the first time you launch the program). If you need to create accounts and set up class lists later on, follow these steps:

1. Create an Administrator account (see below)
2. Create Student accounts (see page 89)
3. Create Teacher accounts (see page 92)
4. Create class lists (see page 95)

Creating Administrator Accounts

To create a new Administrator account, you must first log in as an administrator. The first time you will need to use the Universal Login.

1. Launch the program and enter the following information on the login screen.

Universal User Name: **Administrator**
Universal Password: **Roster101**

2. At the Teacher Main Menu click Manage Class Lists.
3. Click the Teacher tab, then click Add.
4. Enter a first and last name and a password (all other fields are optional).
5. Click the Administrator box and then click OK. You can create as many administrator accounts as you'd like.

For security purposes, please use the Universal Login for initial login and setup only. For additional security, the program has an option to turn off the Universal Login.

Caution

If you disable Universal Login and you lose all other administrator passwords, you will not be able to access the Class List Manager. If this happens, please call our toll-free technical support at 800-342-0236, or email tech@tomsnyder.com.

Creating Teacher Accounts (Administrators Only)

There are two ways to add teachers to the Class List Manager database. Below we explain how to type information for each teacher, or you can import an entire list of students from an existing file (see Importing Teacher Accounts on page 93).

1. Log in as an administrator. From the Teacher Main Menu, click Manage Class Lists.
2. Click the Teachers tab.
3. Click Add to open the Add Teacher window.

Teacher ID
0785-6

Title First* Middle Last* Suffix
Mrs. Maria Jean Fletcher

Nickname Password*
Mary abcd

* Required field. All other fields are optional.

Administrator

Add Another

OK Cancel Help

Add Teacher window

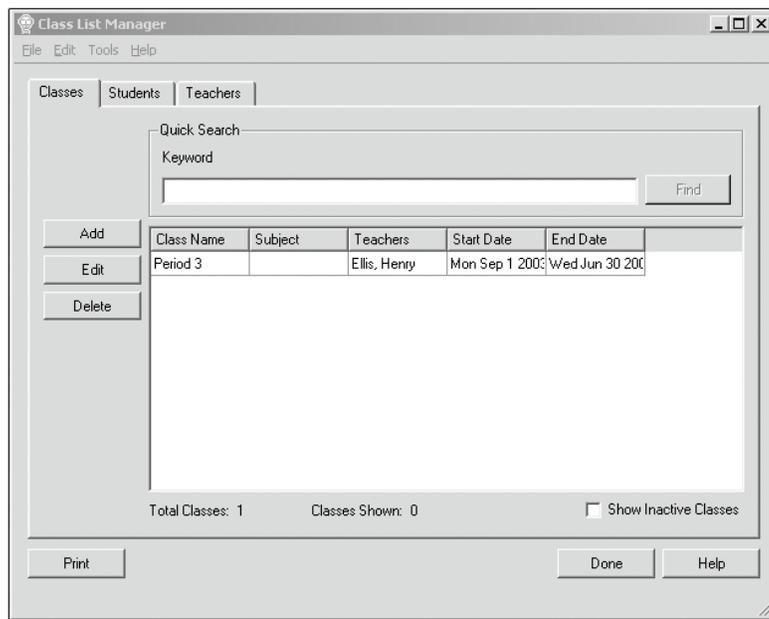
Enter the information for this teacher. The only required fields are first name, last name, and password. All other fields are optional.

Click Add Another to add another teacher, or click OK to return to the main screen of the Class List Manager.

Creating Student Accounts

There are two ways to add students to the Class List Manager. You can type information for each student (see below), or you can import an entire list of students from an existing file (see Importing Student Accounts on page 91).

1. Log in to *Thinking Reader* as a teacher or administrator. From the Teacher Main Menu, click Manage Class Lists.



Class List Manager main screen

2. Click the Students tab.

Note

A guest student account is available so you can try *Thinking Reader* without having to do any setup. See Guest Student Account on page 87 for more information.

3. Click Add to open the Add Student window.

The 'Add Student' window is a dialog box with a title bar containing a question mark and a close button. It features several input fields and buttons. The fields are: Student ID (text box with '0167-3'), First* (text box with 'Paul'), Middle (text box with 'Wilson'), Last* (text box with 'Davis'), Suffix (dropdown menu with 'Jr.'), Nickname (text box with 'Pauly'), Gender (dropdown menu with 'Male'), Password** (text box with 'abcd'), Grade (dropdown menu with '8'), Meal Status (dropdown menu with 'None'), English Proficiency (dropdown menu with 'English Only'), Ethnicity (dropdown menu with 'Caucasian'), Special Education (dropdown menu with 'Hearing Impaired'), Migrant Status (dropdown menu with 'No'), and Other (text box with 'After School Program'). There are buttons for 'Add Another', 'OK', 'Cancel', and 'Help'. A note at the bottom left states: '* Required field. All other fields are optional.' A note at the bottom right states: '** If the Password field is left blank, students will be asked to create their own password.'

Add Student window

4. Enter the information for this student. The following information is required:

- First name
- Last name

All other fields, including student ID and demographic information, are optional.

If you leave the Password field blank, students can create their own passwords. Just distribute each student's login name (first name and last name) and the program will prompt each student to create his or her own password. This saves you from having to create passwords for each student.

Tips

Students can log in using just their first name, nickname, or last name. They do not need to type their entire name during log in. If there are two or more students with the same name, the program will prompt them to pick from a list to log in.

5. Click Add Another to add another student, or click OK to return to the main screen of the Class List Manager.

Importing Accounts

Importing Student Accounts (Administrators Only)

If you have a long list of students, you can import them directly into the Class List Manager. The process requires you to set up a text file with the appropriate student information. Here's how:

Prepare an Import File

You will need to create a tab-delimited text file that is set up in the following manner. It is very important that the file be set up in this way. Please check that the correct information is in the proper column.

Header Row	First	Last
First Record	Grace	Ellis
Second Record	Ruby	Antinori

Import File Setup

The only fields required to create a student account are First Name and Last Name. If you leave the Password field empty, students will be prompted to create their own passwords when they log into the program. The header row is optional, but we recommend that you have a row of column headers so you can check the file for accuracy before importing.

Other name and demographic fields are available for import:

- Student ID
- Middle name
- Suffix
- Nickname
- Gender
- Password
- Grade
- Meal status
- English proficiency
- Ethnicity
- Special education
- Migrant status
- Other (user defined)

For information on the values for each field, see Student Demographics on page 99.

There are many ways to prepare the import file. One way is to use *Microsoft Excel*.

1. If you can export the information from another database, export the file as a "plain text" or "text only" (.txt on Windows and Macintosh file.)
2. Start *Excel* and from the File menu, choose Open. In the Open dialog you can choose to show different types of files. Choose Text Files (.txt).
3. Select the file you exported and click Open.
4. *Excel* has its own import Wizard, so follow the steps to bring the data into a spreadsheet document.
5. Within *Excel* organize the columns and check the data so they match the sample on page 92. Be sure to check the data for accuracy.
6. Save the file as a Text File (.txt) and proceed to the steps below to import the text file.

Import the Text File

1. Launch *Thinking Reader* and log in as an administrator.
2. Click Manage Class Lists on the Teacher Main Menu.
3. Choose Import Students Wizard from the Tools menu and follow the on-screen instructions.

Importing Teacher Accounts (Administrators Only)

If you have a long list of teachers, you can import them directly into the Class List Manager. The process requires you to set up a text file with the appropriate teacher information. Here's how:

Prepare an Import File

You will need to create a tab-delimited text file that is set up in the following manner. It is very important that the file be set up in this way. Please check that the correct information is in the proper column.

Header Row	ID	Title	First	Middle	Last	Suffix	Nick-name	Pass-word	Privileges
First Record	2345	Mr.	Nicolas		Gonzales	Jr	Nick	Teach	yes
Second Record	12346	Ms.	Julia	Hill	Weaver			Jacks	

Sample Import File

The header row is optional, but we recommend that you have a row of column headers so you can check the file for accuracy before importing.

The only required fields are first name, last name, and password. All other fields are optional.

Note

To give a teacher administrator privileges to the Class List Manager, type "yes" in the Privileges field.

There are many ways to prepare the import file. One way is to use *Microsoft Excel* to prepare the file.

1. If you can export the information from another database, export the file as a "plain text" or "text only" (.txt on Windows and Macintosh file.)
2. Start *Excel* and from the File menu, choose Open. In the Open dialog you can choose to show different types of files. Choose Text Files (.txt).
3. Select the file you exported and click Open.
4. *Excel* has its own import Wizard, so follow the steps to bring the data into a spreadsheet document.
5. Within *Excel* organize the columns and check the data so they match the sample above. Be sure to check the data for accuracy.
6. Save the file as a Text File (.txt) and proceed to the steps below to import the text file.

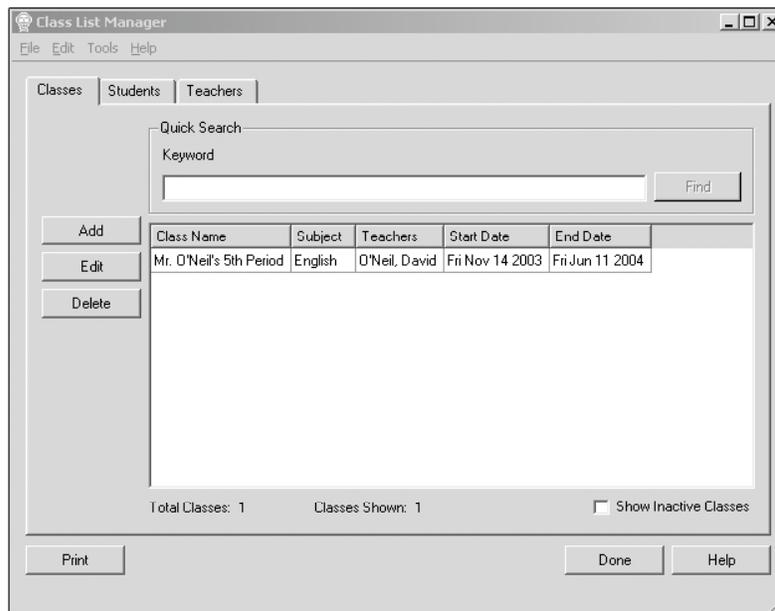
Import the Text File

1. Launch *Thinking Reader* and log in as an administrator.
2. Click Manage Class Lists on the Teacher Main Menu.
3. Choose Import Teachers Wizard from the Tools menu and follow the on-screen instructions. The most important task is to check the data for accuracy in Step 3.

Creating Classes

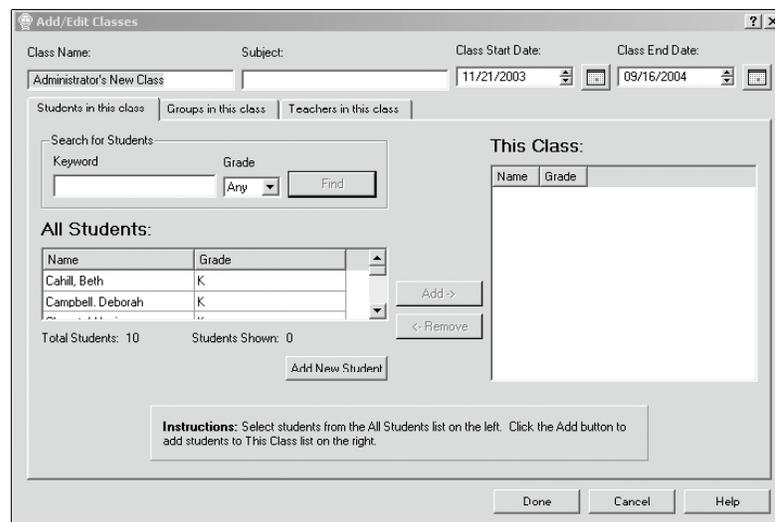
You will need to create a class and then add students to it.

1. Log in as a teacher or administrator.
2. Click Manage Class Lists from the Teacher Main Menu.
3. Click the Classes tab.



Classes tab

4. Click Add to open the Add/Edit Classes window.



Add/Edit Classes window

Software Reference: Full Tour >>

5. Enter information about the class name and subject.
6. Set the start and end dates for the class. Click the Calendar button  to find the dates quickly.

Adding Students to a Class

1. Log in as a teacher or administrator.
2. With the Class List Manager open, click the Classes tab.
3. Select a class from the list and click Edit.
4. Click the top left tab, Students in this class.
5. From the All Students list on the left, select the name of a student you want to add to your class, then click the Add button in the center of the window.

If the All Students list is long, use Search for Students to narrow the list. In the Keyword field, type a first name, last name, or any parts thereof. The list will show only names that match what you've typed. You can also search by grade.

If a student does not appear in the All Students list, you can add that student to the master student list. Click Add New Student and the Add Student window will appear. Add a student as you had previously.

Tip

To select many students at once, click the top name, then while holding down the Shift key click the bottom name. All names between the top and the bottom names will be highlighted. Click Add to add them to your class.

Note

Be careful not to add duplicate names to the All Students list. Search the entire list carefully before adding any new students. Once added, only those with administrator privileges can remove a student from the Class List Manager.

6. Repeat this process for all students in your class.

Removing Students from a Class

1. Log in as a teacher or administrator.
2. With the Class List Manager open, click the Classes tab.
3. Select a class from the list and click Edit.
4. Click the top left tab, Students in this class.
5. Click that student's name in This Class.
6. Click Remove to take the student out of your class list.

Creating Groups within a Class

The Groups feature is not available in *Thinking Reader*.

Adding Teachers to a Class

1. Log on as a teacher or administrator.
2. With the Class List Manager open, click the Classes tab.
3. Select a class from the list and click Edit.
4. Click the top right tab, Teachers in this class.
5. From the All Teachers list on the left, click the name of a teacher you want to add to your class, then click the Add button in the center of the window.

If the All Teachers list is long, use Search for Teachers to narrow the list. In the Keyword field, type a first name, last name, or any parts thereof. The list will show only names that match what you've typed.

If a teacher does not appear in the All Teachers list, you can add that teacher to the master teacher list (if you have Administrator privileges). Click Add New Teacher and the Add Teacher window will appear. Add a teacher as you did previously.

Removing Teachers from a Class

1. Log in as an administrator.
2. With the Class List Manager open, click the Classes tab.
3. Select a class from the list and click Edit.
4. Click the top right tab, Teachers in this class.
5. Select the teacher you want to remove and click Remove.

Inactive Classes

On the Classes window you'll see a "Show Inactive Classes" checkbox. When unchecked, this feature hides classes that are outside the current term. This includes classes from previous years or classes that have been set up for future terms.

Auto-Promoting Students

Each student account has an optional field where you can enter the student's grade level. The auto-promote feature can be used at the end of the school year to move all students to the next grade level. Students in grade 12 will be changed to "Grad."

1. Launch *Thinking Reader* and log in as an administrator.
2. Click Manage Class Lists from the Teacher Main Menu.
3. Choose Promote Students from the Tools menu.
4. You will be asked if you want to proceed.
Warning! This process cannot be undone.
5. Click OK. Students will be promoted to the next grade.

Preferences for the Class List Manager

1. Start *Thinking Reader* and log in as an administrator.
2. Click Manage Class Lists from the Teacher Main Menu.
3. Choose Preferences from the Tools menu.
4. Here you can change School Information and Settings (see each below).

Preferences: School Information

To change the school name simply type in the field next to Name of School.

To set the number of terms (or semesters) and the start and end times for each, do the following:

1. Using the pop-up menu, select the number of terms.
2. The window will expand to accommodate the number of terms you entered.
3. To change the dates, click the up/down arrows or click the Calendar button.



Preferences: Settings

Here you have two options; both are selected by default:

1. Add Students

You can allow teachers (those without Administrator access) to add students to the Class List Manager database. You may want to prevent too many teachers from adding students if this causes too many errors in the database. If you want certain teachers to access this functionality, give them Administrator access. To do this open a teacher’s account and click the checkbox next to Administrator.

2. Activate Login

Unchecking this box disables the Universal Login.

Warning! If you uncheck this box, and you lose all Administrator passwords, you will not be able to access the Class List Manager. If this happens, call us toll-free at 800-342-0236, or email tech@tomsnyder.com.

Student Demographics

The Class List Manager allows you to track student demographics for various reporting purposes. Here is a list of the fields and their values. You can enter your own values for any item.

Gender	Ethnicity	English Proficiency	Meal Status	Special Education	Migrant	Other (User Defined)
Unspecified	Not Provided	English Only	Unknown	Unspecified	Unspecified	
Female	American Indian /Alaskan Native	Fluent English Proficient	None	Blind	Yes	
Male	Asian/Pacific Islander	Limited English Proficient	Free	Visually impaired	No	
	Black/African-American	Non-English Speaking	Reduced	Deaf		
	Hispanic	Re-designated Fluent English Proficient		Hearing impaired		
	White/Caucasian	Excellent or Fluent		Orthopedic impairment		
	Other	Good		Learning disability		
		Fair		Speech or language impairment		
		Poor		Other		
		Unacceptable				

Database Management

Backup Databases

Thinking Reader uses databases to store student and teacher accounts and students' Work Logs. We strongly recommend that you back up these databases regularly.

Note

We strongly recommend that you back up the *Thinking Reader* databases regularly!

If the server where *Thinking Reader* is installed is automatically backed up on a regular basis (daily or weekly), you should easily be able to recover your *Thinking Reader* data in the event of data corruption or data loss.

If you need to back up the databases manually, do the following:

1. Find where *Thinking Reader* is installed on the server. Usually *Thinking Reader* is installed in a folder called "Tom Snyder Applications," unless the name was changed during installation. Performing a search for a folder called "Databases" should also locate the correct folder.
2. Copy the Databases folder along with all its contents to a backup location. The backup location could be another area on the same server, another server, a writeable CD, or some other storage device. This will back up all data for the Class List Manager and the Work Log.

Database Errors

Each time *Thinking Reader* launches, it automatically checks the databases to make sure they are intact and functional. If it finds minor problems, the program fixes them automatically. However, if there is a major problem with a database (missing data, corrupt data) you will be prompted to replace the database.



Database Error screen

When you see this message, there are serious problems with one or more of the databases. You have two options:

1. Click Cancel and access the backup you created (see Replace Database from Backup below), or
2. Replace the damaged database. This deletes the damaged database and automatically replaces it with **new, empty** databases. **All work will be permanently lost unless you have a backup.** To proceed, enter the Universal Login (found on page 87) and click Replace. Then click OK.

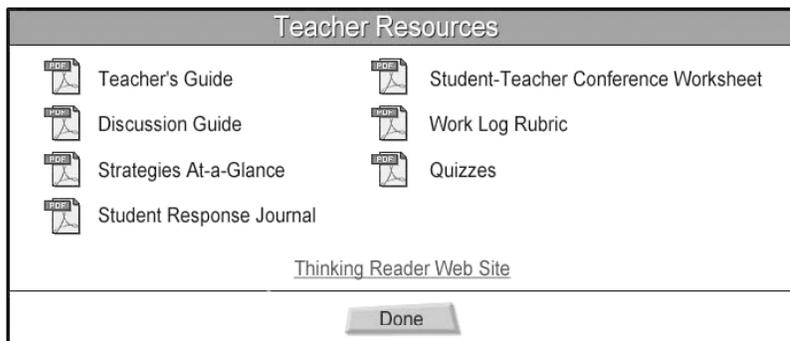
Replace Database from Backup

To restore a damaged database from a backup, do the following:

1. Locate the backup you created of the Databases folder.
2. Copy the Databases folder to the Tom Snyder Applications folder. This will replace the damaged Databases folder and restore all Class List Manager and Work Log data with the backup information. Note that any changes to the database made after your last backup will be lost.

Teacher Resources

Click Teacher Resources to access a variety of printable PDF files of teacher support materials. This screen also includes a link to a *Thinking Reader* Web site with links to many sites focused on reading comprehension.



Teacher Resources

Product Tour

Click this button to view a short movie describing the major features and benefits of *Thinking Reader*.



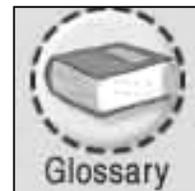
Accessibility Features

Thinking Reader was designed to meet the requirements of the Section 508 Legislation, which aims to make technology universally accessible.

Some of *Thinking Reader's* accessibility features include:

Keyboard Navigation

Thinking Reader can be used without a mouse. Users can move to different buttons on each screen using the Tab key. When a button is selected it is usually indicated by dashed lines around the outside of the button. Press the space bar or Enter key to activate a selected button.



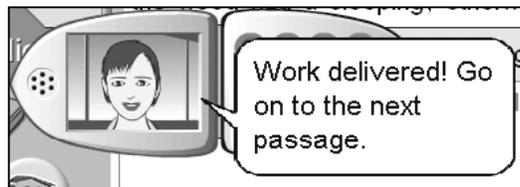
Font Size Control

The Increase and Decrease Font buttons on the Book Reader screen allow the user to adjust the font size for the book text as well as other text in the program such as the vocabulary, strategy prompts, and quizzes. This feature is helpful for users who are visually challenged.



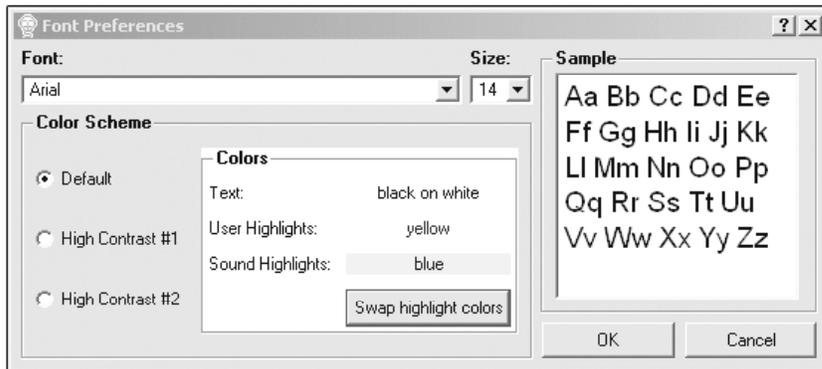
Text Captioning

When animations are displayed, the text that is spoken by the animated characters is always displayed in captioned text. This feature is helpful for users who have auditory challenges.



Color Contrast Settings

The text of the book can be viewed in three different color contrast settings. This feature is helpful for users who are visually challenged and can see certain color contrasts more clearly than others. The default setting is black text on a white background. To view the other settings choose Font Preferences from the Options menu. The other settings are blue text on a yellow background and yellow text on a blue background.



Font Preferences

Menus

File Menu

Print Setup

Opens the Print dialog box, where you can view and modify print settings and choose a printer.

Exit (Windows only)

Exits *Thinking Reader*. The program saves all work automatically when you exit.

Thinking Reader Menu (Macintosh only)

About Thinking Reader

Opens a window containing credits and copyright information.

Preferences

Opens the Font Preferences dialog, which lets you modify the size and style of the book text, and change the text-background color scheme.

Quit

Quits *Thinking Reader*. The program saves all work automatically when you quit.

Edit Menu

The Edit menu is enabled when a student answers a strategy prompt. The strategy prompt window opens and the student can type their answers in the window, depending on whether the question calls for a written response. As with any text editor, the Edit menu allows students to modify their typed text by cutting or copying all or part of it and pasting it into other areas of the response window.

Cut

Allows students to cut text from their response and insert it in a different place.

Copy

Allows students to copy part or all of their response for pasting into other text editors or elsewhere in the strategy prompt window.

Paste

Allows students to insert previously cut or copied text into other areas of the prompt response window.

Book Menu

The Book menu is enabled only when a *Thinking Reader* book is open. The options provided in the Book menu correspond to the buttons on the Book Reader control bar and to the three round buttons on the left side of the book screen.

Read

Plays the book. The text highlights one sentence at a time as it is read aloud, or one word at a time if the voice preferences are set to use the computer voice and highlight word-by-word.

Pause

Pauses the book narration. To resume the narration, choose Read (as described above).

Stop

Stops the narration and resets your place to the beginning of the passage.

Skip Forward

Skips forward to the next sentence or word. If the narration is currently playing, the recorded voice will read the next sentence and then continue on. If the narration is not currently playing, the recorded voice will read just the sentence that you skip to.

Skip Back

Skips back to a previous sentence or word. If the narration is currently playing, the recorded voice will read the previous sentence and then continue on. If the narration is not currently playing, the recorded voice will read just the sentence that you skip to.

Open Work Log

Opens the Work Log for a given student.

Open Glossary

Opens the *Thinking Reader* Glossary window.

Open Strategy Help

Opens the Strategy Help window. Strategy Help is a reference section with instructions and tips on using the seven reading strategies employed by *Thinking Reader*.

Increase Font

Increases the size of the text by one increment. There are 12 font sizes in all.

Decrease Font

Decreases the size of the text by one increment. There are 12 font sizes in all.

Options Menu**Font Preferences**

Opens the Font Preferences dialog, which lets you modify the size and style of the book text, and change the text-background color scheme.

Voice Preferences

Lets students choose a computer voice for reading the book. Students can also select individual preferences for the computer voice such as speed, pitch, and highlighting options.

Note: This option is available only if the teacher has set the class or student options to allow students to select a computer voice for reading the passages.

Select Level

Lets students select a level.

Note: This option is only available to students if the teacher has set the class or student options to let students choose their own level.

Select Level Help

Opens Thinking Reader Help to the Level topic, which provides information about how levels work in *Thinking Reader*.

Teacher Menu

The Teacher menu is enabled at all times if the current user has teacher or administrator access privileges. The menu provides five options:

View Book

Opens the Book Reader screen.

View Student Progress

Opens the Student Progress screen, which displays information about the progress of each student in a class.

Set Student Options

Opens the Student Options dialog box, which allows you to set various options for each student in a class.

Manage Class Lists

Opens the Class List Manager, which allows you to create, add to, and manage the class list database for the program.

Teacher Web Site

Launches the *Thinking Reader* Web site, which has links to many sites focused on reading comprehension.

Help Menu

Thinking Reader Help

Launches the Thinking Reader Help system.

About Thinking Reader (Windows only)

Opens a window containing credits and copyright information.

Research & Validation

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The Research Behind Thinking Reader

▶ The Need for Effective Reading Comprehension Instruction

At a time when national attention seems completely focused on early reading and decoding, every middle and high school teacher experiences an equally urgent problem —the lack of reading comprehension skills among their students. Early reading skills like decoding, while necessary as a foundation for “higher order” reading, are simply not sufficient. Even students with adequate decoding skills often reach middle school lacking the strategies and skills that they need to comprehend grade-level texts.

The RAND Report (Grissmer, Flanagan, Kawata, & Williamson, 2000) recently focused particular attention on the national need to improve reading comprehension instruction. Although there is a solid scientific basis for teaching reading strategies (National Institute of Child Health and Human Development, *Report of the National Reading Panel*, 2000), research has shown that teaching reading comprehension strategies to students, especially to struggling readers, is immensely challenging. In spite of this apparent progress in identifying effective reading instruction approaches, the current practice of research-based methods is quite limited. For example, Pressley’s (1998) study of grade 4 and 5 classrooms indicated that there was very little comprehension instruction going on, results that are consistent with those found by Durkin (1979) two decades ago. This state of affairs underlines the need for greater attention to issues of reading comprehension instruction in today’s diverse classrooms.

The scarcity of adequate instruction in reading comprehension is not the result of a lack of effective methods that have been well researched. Among other methods, there is a well-established research base supporting reading strategy instruction to develop comprehension for students with and without learning disabilities (National Institute of Child Health and Human Development, *Report of the National Reading Panel*, 2000). Other research-validated methods include the instruction of self-monitoring and self-evaluation (Englert et al., 1991; Paris, Cross, & Lipson, 1984), the use of dynamic and embedded assessment (Campione & Brown, 1987; Cioffi & Carney, 1997; Feuerstein, Rand, & Hoffman, 1979), supports for vocabulary (MacArthur & Haynes, 1995), and anaphoric reference (Boone & Higgins, 1993). Why are these methods not more widespread?

▶ Barriers to Effective Reading Comprehension Instruction

There are three prominent barriers to successful instruction in reading comprehension. First, teachers — especially upper elementary and middle school teachers — are often inadequately trained or prepared for the teaching of comprehension strategies. Recent research suggests that it takes teachers several years to learn how to provide reading strategy instruction, since it requires a shift from teacher-directed instruction with a focus on asking and answering questions, to teaching that is focused on thinking processes, problem solving, and interactive learning with students (Duffy, 1993). In general many teachers find this approach very difficult to implement with students (Duffy). As a result, teachers are ill prepared to deliver the direct, systematic instruction that struggling readers often need.

Second, effective strategy instruction requires an abundance of opportunities for supported practice because good results depend upon frequent and sustained practice with plentiful, individualized feedback. With 8–15 students in a resource room or 20–30 in a regular classroom, the typical teacher of students with learning disabilities lacks the time and resources to achieve intensive strategy interventions or to provide the accumulated opportunities for supported practice that struggling readers will need.

A third barrier to the implementation of strategy instruction is the increasing diversity of today's classrooms. In the wake of the IDEA '97 amendments, classrooms host much more varied student populations, presenting a broad spectrum of unique strengths and weaknesses. To meet students' varied needs and preferences, teachers are finding that they need yet additional training, time, and resources in order to properly individualize instruction. With regard to students with reading difficulties in particular, teachers are rarely able to provide the ongoing support or adaptations within the curriculum that would allow individual students to overcome their difficulties and make progress. The kinds of instruction and support that a student with decoding-based learning disabilities (like dyslexia) will need are very different from those that will be required for students with other disabilities, such as Asperger's syndrome, Specific Language Disabilities, and so forth. Teachers simply do not have the skills or resources to individualize instruction for the range of students that they now encounter.

▶ The Limits of Printed Books as the Foundation for Teaching Reading Comprehension

In most classrooms printed books are the prevailing technology for teaching reading comprehension skills. While a venerable medium, and even a preferable medium for most proficient readers, printed books are often inadequate platforms as the primary technology for instruction. This is true because they provide little relief for the three barriers outlined above.

First, printed books provide little support for the teacher at the point of instruction. What support is available for the teacher is usually provided only within the Teacher's Edition of a basal series. For teachers who are not yet skilled in the systematic teaching of comprehension skills, this indirect support is rarely sufficient, usually not available at the teachable moments, not contextualized to the content, and not individualized to the student. What is needed is more support for instruction within the pupil's edition, not the teacher's edition.

Second, printed books provide little support for the emergent or struggling reader who is trying to practice new skills of comprehension. The book is a "deep end of the pool" for most readers who really need the practice. On the one hand, many students are still investing much of their cognition in decoding the words rather than striving for meaning. For those students there is little payoff or hope in trying to focus on learning new comprehension strategies at the same time. Even for students who are able to decode fluently, the early trials of new strategies often need considerable modeling, scaffolding, and monitoring. With a teacher in a tutorial role, or with elaborate classroom preparation for such interventions as Reciprocal Teaching Method (Palincsar & Brown, 1984) these supports can be available. For the vast majority of time, the student reading alone with a printed book has no supports whatsoever for their apprenticeship in learning to use strategies for reading.

Third, existing print technologies deliver the same book, the same reading challenge, to each student — one size fits all. With the palpable individual differences in students that every teacher actually faces, this creates enormous barriers from individual differences. At any one time, not only would nearly every student differ in their level of skill with any single strategy, but students would differ also in the kinds of strategies that are within their zone of proximal development. With printed books, the entire burden of individualizing instruction and support is left to the teacher — if she has an opportunity to work with a specific child that day. Few teachers have the knowledge to individualize instruction without help, and almost none have the time to do so on a consistent individual basis with their students. As a result, most students receive instruction and support that is actually appropriate for some other student, and they continually face reading material that is not in their zone of proximal development.

▶ A New Approach: Thinking Reader

Thinking Reader is designed to do one thing: to ensure that students, even struggling students, get the systematic support and practice they will need to become skillful, strategic, self-aware, and motivated young readers.

Drawing on reciprocal teaching research (Palincsar & Brown, 1984), and other research on effective strategy instruction (National Institute of Child Health and Human Development, *Report of the National Reading Panel*, 2000; Pressley, 1990), CAST and Tom Snyder Productions developed the *Thinking Reader* approach. It provides for the explicit use of strategies with an integrated system of prompts, hints, models, and feedback designed to encourage students to make predictions, ask questions, summarize, clarify, visualize, and make personal responses about what they are reading. A multi-level strategy system of scaffolds provides different levels of challenge and support for each student and teaches them directly about the strategies they use in *Thinking Reader*. Additionally, through an electronic work log, students are prompted to review and reflect on their work in relation to their learning goals, supporting student goal-setting, self-monitoring, and self-efficacy. Teachers have access to the work logs and are able to use them for evaluation and to guide instruction.

Thinking Reader succeeds in this task by embedding these teaching techniques directly within a new and flexible medium for reading, creating an apprentice reading environment, one that replaces “fixed” and inert reading materials with “dynamic” and supportive instructional ones. Within *Thinking Reader*, every apprentice reader finds an appropriate level of challenge, and the systematic individualized support and guided practice that they will need to succeed.

The pedagogies and new technologies that underlie *Thinking Reader* have been researched and developed over many years. Specific prototypes have been refined and tested experimentally in middle school resource rooms and regular classrooms. The final outcome is a unique combination: solid research-based methods for comprehension instruction embedded within an innovative new classroom medium for reading. The effect is to reduce many of the barriers to teaching reading comprehension.

First, *Thinking Reader* provides needed support for the teacher. By embedding research-based instruction and support directly within the materials, teachers have a powerful ally. Each student consistently finds, within the pupil edition, a fully supported apprentice reading environment that extends the reach of their teacher: virtual “mentors” that teach and model effective practices of good readers, prompts that scaffold students as they practice new strategies, and feedback that helps them continue to grow.

Second, *Thinking Reader* provides an opportunity for the kind of structured, systematic, and extended practice that is necessary for true skill building. Unlike printed books, which provide challenges but no support or guidance, *Thinking Reader* provides both. As a result, students don’t just practice; they practice with focus and concentration. For example, *Thinking Reader* can provide support for decoding. Consequently, even readers who struggle to decode can concentrate on building strategies for comprehension rather than having to focus entirely on overcoming the barriers of decoding. As another example, students who are early apprentices in a reading strategy need considerable “mentoring” and “prompting” to guide them as they develop toward independence. In the *Thinking Reader* such guidance is available consistently and systematically — and directly within the book at the point of contact.

Third, and most importantly from an instructional standpoint, within *Thinking Reader* the instruction, supports, and guidance are all adaptable to the individual. Where print books are “fixed” and one size fits all, *Thinking Reader* is flexible and customizable. That flexibility is used to make sure that the pedagogy “fits” the child — that the level of support and challenge, the guidance and instruction, are all focused on exactly what the child needs to learn. It is not just the content that is “leveled,” it is the instruction itself. Like a good tutor, *Thinking Reader* can adjust the levels of support and challenge — the pedagogy — to keep every child in their “Zone of proximal development” for maximal success.

▶ Research Bases and Evidence of Effectiveness

Thinking Reader, while innovative, is based upon a solid and reliable foundation of research.

Reading Strategy Research

There is a paucity of comprehension instruction in the elementary grades (Pressley, 1998) despite the robust knowledge base regarding the positive outcomes of effective comprehension instruction. Meta-analyses reported by the National Reading Panel (National Institute of Child Health and Human Development, 2000); Swanson & Hoskyn (1998); and Gersten, Williams, Fuchs, & Baker (1998), among others, suggest that we know a good deal about specific strategies that enhance comprehension, the effective instruction of those strategies, and the relationship between strategy instruction and engagement and learning. In fact, across meta-analyses of instructional research, the greatest effect sizes have been obtained for research on strategy instruction (e.g., Swanson & Hoskyn reported a 3.46 effect size for strategy cuing instruction with students with learning disabilities). One of the best-researched and validated methods is Reciprocal Teaching.

Reciprocal Teaching Research

Anne-Marie Palincsar and Ann L. Brown collaborated to design and investigate the methods of Reciprocal Teaching, a dialogic form of instruction in which teachers and students engage in the concurrent use of four comprehension-monitoring and -fostering strategies for the purpose of constructing the meaning of text. Studies of Reciprocal Teaching conducted by its designers (Palincsar & Brown, 1984) and meta-analyses of their and others' replications (Rosenshine & Meister, 1994), indicated that Reciprocal Teaching is a robust intervention leading to positive gains in students' comprehension of instructed text, as well as transfer text, and modest gains on standardized measures of reading comprehension. For example, Rosenshine & Meister found effect sizes of .88 for experimenter-designed tests and .32 for standardized tests. Reciprocal Teaching was determined to be effective as a means of promoting both reading comprehension (with middle school students) and listening comprehension (with primary grade students). Reciprocal Teaching forms one of the key foundations of the *Thinking Reader*.

Universal Design for Learning Research

For the past decade, CAST research has focused on the role of technology and digital text in supporting diverse learners' literacy achievement. Recent work has applied research on reading comprehension instruction, specifically reciprocal teaching (see above) and principles of universal design for learning (Rose & Meyer, 2002) to the design of interactive digital texts with embedded strategy

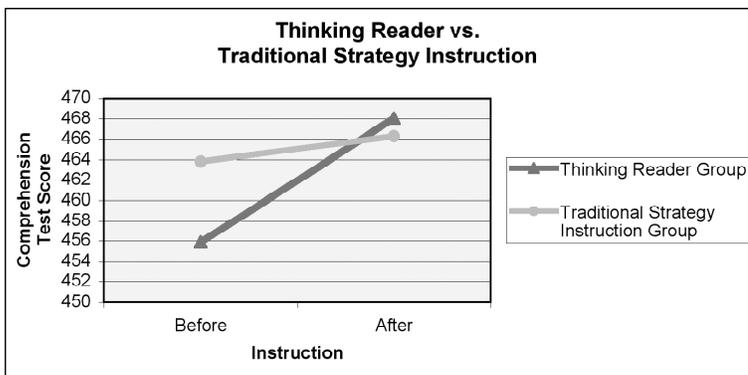
instruction (Dalton & Pisha, 2001; Dalton, Pisha, Eagleton, Coyne, & Deysher, 2001). Universal design originated in the field of architecture, where structures are designed to accommodate the full range of users, including those with disabilities, with the result that all benefit (e.g., consider the multiple uses of curb cuts and captioned video). Universal Design for Learning (UDL) extends this concept of access to learning by applying recent advances in the neurosciences regarding how the brain processes information to instructional design. Like all UDL applications, *Thinking Reader* is designed to be accessible to students with a wide range of disabilities.

Brain Research

The overall approach of Universal Design for Learning is based upon a framework derived from current brain research (see Rose & Meyer, 2002). That framework recognizes the distributed nature of processing in reading and intentionally addresses each of the major kinds of learning involved in applying reading strategies. Specifically, *Thinking Reader* addresses: 1) The way that the brain learns to recognize the elements of text; 2) the way the brain learns new strategies for operating on text; and 3) the way that the brain differentially engages in reading strategies. One of the principle investigators of *Thinking Reader*, David Rose, teaches a course called “Neuropsychology and Instructional Design” at the Harvard Graduate School of Education which applies the same principles to instructional design generally.

Thinking Reader Efficacy Research

In a recent federally funded experimental study (Dalton et al., 2001), CAST evaluated the *Thinking Reader* with 102 students, most with learning disabilities and all performing below the 25 percentile in reading. After controlling for gender and pre-test scores on comprehension and vocabulary, students in the *Thinking Reader* condition demonstrated significantly greater gains in comprehension on the Gates MacGinitie Reading Achievement Test than did their peers in a traditional strategy instruction condition.



Research & Validation >>

Moreover, qualitative analyses of student and teacher interviews and questionnaires indicate that students viewed the *Thinking Reader* digital text as extremely helpful and that there was substantial variation in how students used the various supports. Teachers reported positive impact on students' engagement and self-efficacy. A comparison of the two groups' on-task behavior revealed that students reading in *Thinking Reader* spent significantly more time "on task" and had significantly more opportunities to respond and practice strategies than did their peers using traditional strategy instruction (Coyne, Pisha, Dalton, Deysher & Eagleton, in preparation). More research, supported by the Institute for Educational Sciences of the U.S. Department of Education is now underway.

Technology Research

In order to overcome the inherent limitations of print-based materials for reading instruction, CAST has received grants totaling over \$2 million for research and development of supported reading comprehension environments for struggling readers. That work in turn has been built upon over \$10 million in research and development on learning technologies that are flexible enough to achieve results for a wide variety of learners, including students with disabilities. Unlike traditional print-based materials, technology-based materials are inherently flexible and therefore customizable for a wide range of learners. Furthermore, these new reading environments allow students multiple opportunities to practice using strategies in context and to access models of successful performance, critical elements to successful reading strategy instruction.

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► Questions & Answers

Can I change the speed of the reading of the text?

The human voice audio speed cannot be changed. However, if you use the computer voice you can adjust the speed. To do this, click the Voice Preferences button at the top of the book reader or choose Voice Preferences from the Options menu. Click the button next to Use Computer Voice. Drag the slider next to Speed to adjust it to your preferred speed.

A student forgot her password. How can I find it?

From the Main Menu click Manage Class Lists. Select the class the student is in from the list of classes. Click the Students tab. A list of students appears. Click on the student's name and click Edit. The student's password appears in the third row of information.

I forgot my password. How can I find it?

You must have administrator privileges to access teacher passwords. Ask your network administrator, technology coordinator, or the person who originally installed *Thinking Reader* for your password.

If the program administrator does not have a record of the password, he or she can access it in the software using the following instructions:

1. Log in and click Manage Class Lists from the Teacher Main Menu.
2. Click the Teachers tab. A list of teachers appears.
3. Click the teacher's name and click Edit. The teacher's password appears in the third row of information.

If you just want to try out *Thinking Reader* without using any of the teacher management features, you can use the guest account.

User Name: Guest

Password: Guest

I just want to try the program. Do I need to set up an account and a password?

No. We have set up a guest account so you can try *Thinking Reader* without setting up an account and password. When you are asked for a user name and password, enter "Guest" in both fields. This will enable you to access the program as a student would. You will not see any of the teacher management features.

I don't want to require my students to answer all the strategy prompts or take all the quizzes. What do I do?

Strategy prompts and quizzes are optional features in *Thinking Reader*. By default these features are turned on. To turn them off, follow these steps:

1. Click Set Student Options from the Teacher Main Menu and choose a class.
2. Click the circle next to Set Class Options to make changes for the whole class, or click the circle next to Set Student Options to make changes for individual students.
3. On the right of the screen click the Off button under Quizzes to turn quizzes off.
4. Click the button next to "Student is not required to answer every strategy prompt" so students don't have to answer the prompts at the end of every passage.

If students are listening to a book, how does that improve their reading?

Decoding text can be a significant barrier for struggling readers. Recent brain research has revealed that poor readers often use large amounts of mental energy simply to decode words, leaving little brain power for understanding what the words mean. The narrated and highlighted text in *Thinking Reader* serves as a model of fluent reading that students can follow along with, thereby freeing them to focus on comprehending the text.

Using the built-in reading strategy supports, students can more easily understand age-appropriate literature, which engages them and in turn motivates them to read more. Over time, as students' reading comprehension improves, they will rely less and less on the supports and narration in *Thinking Reader* and be able to read more effectively on their own.

How are the reading strategies assigned to different parts of the books?

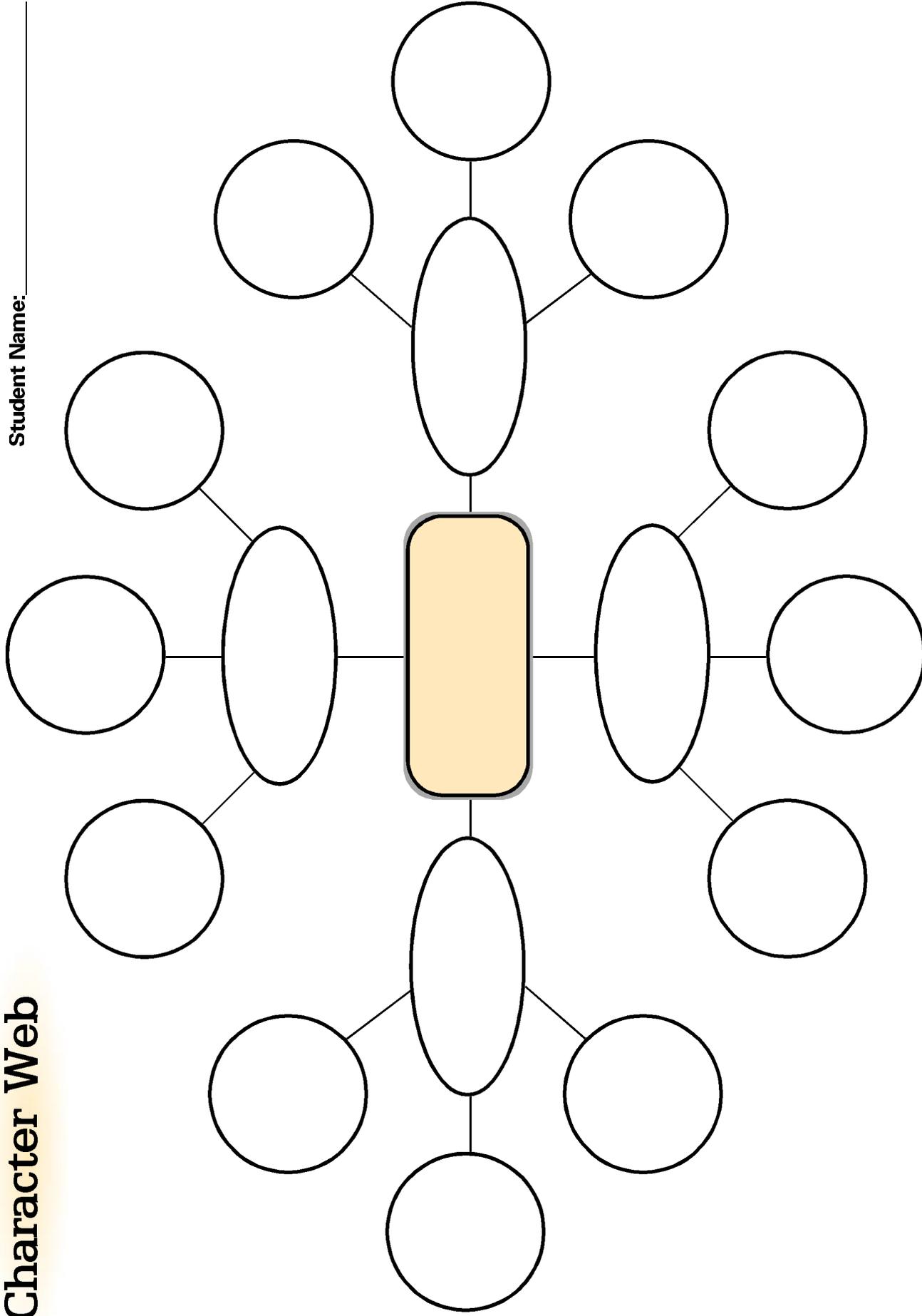
Reading specialists authored the strategy prompts in the software (as well as the model answers and Think-Alouds). Each book was divided into passages. For each passage, the authors determined what they consider to be an appropriate reading strategy to help students comprehend the passage. In addition, they tried to incorporate a good mix of all seven strategies so students can practice all of them. At level 5 in the software, students have the freedom to pick their own strategies for each passage.

Technical Support

If you experience problems with *Thinking Reader*, check to make sure that your computer meets the specifications outlined in the What You Get & What You Need section on page 11. You can also check for late-breaking information by visiting our Web site (<http://www.tomsnyder.com/contactus/faq.asp>). If you continue to have trouble, please call our toll-free technical support number at 800-342-0236, ext. 255. Our Customer Service Team is available Monday through Thursday, 8 a.m. to 7 p.m. EST., and Friday, 8 a.m. to 5 p.m. EST. You can also e-mail us at tech@tomsnyder.com for assistance.

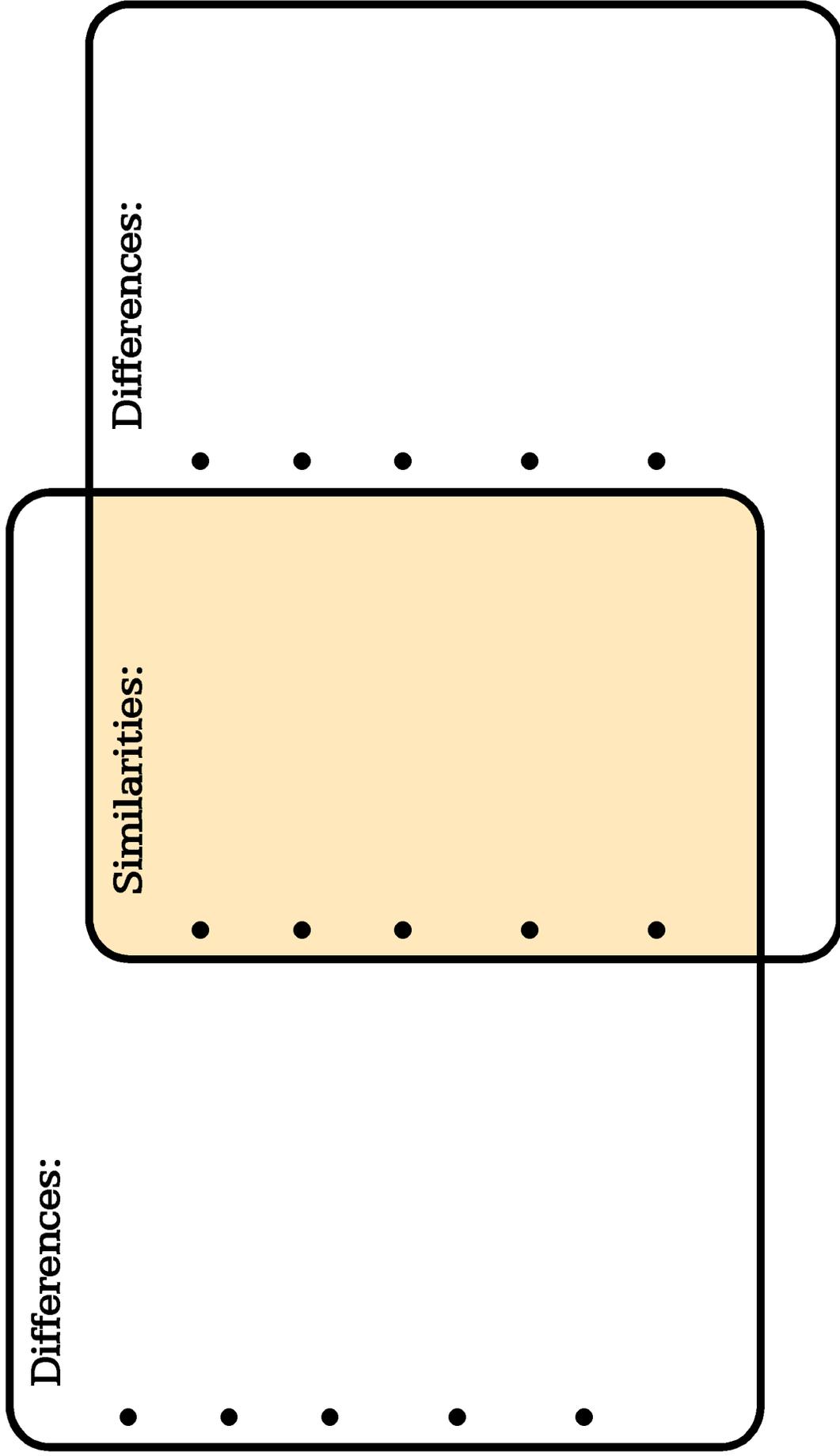
Character Web

Student Name: _____



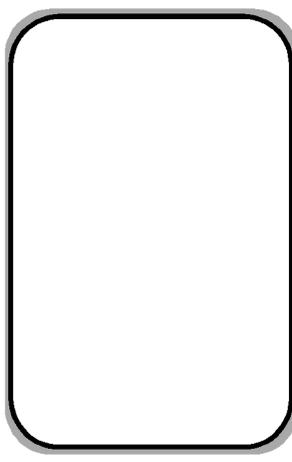
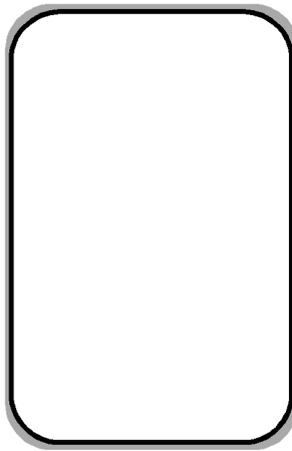
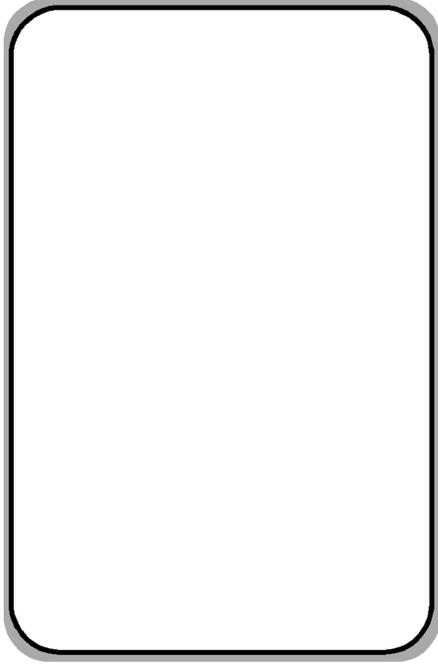
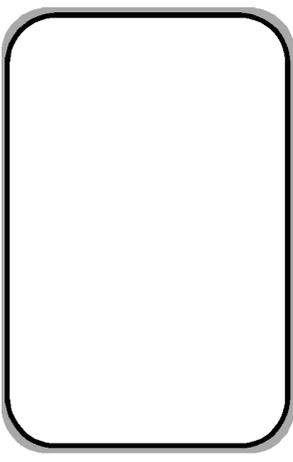
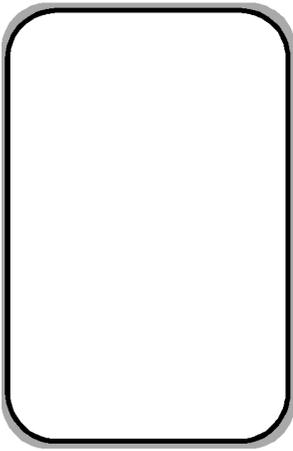
Venn Diagram

Student Name: _____



Relationship Diagram

Student Name: _____



Story Map

Student Name: _____

Title:

Author:

Characters:

Setting:

Problem:

Event 1:

Event 2:

Event 3:

Event 4:

Event 5:

Event 6:

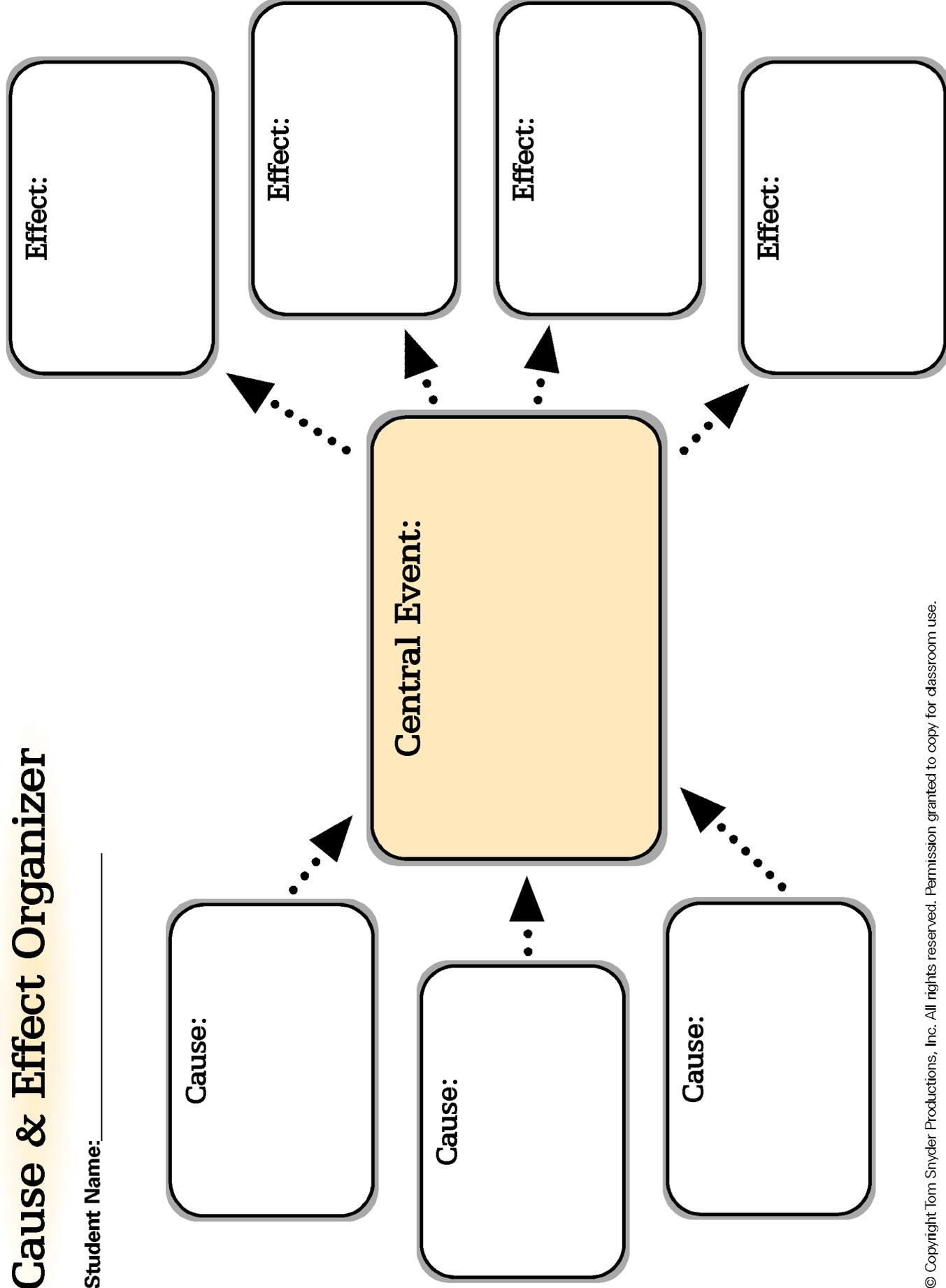
Event 7:

Resolution:

Story Theme: (What is the story really about?)

Cause & Effect Organizer

Student Name: _____



Conference Tips for Teachers

▶ Before the Conference

1. Review the Work Log

Spend a few minutes looking at the student's Work Log or the Recent Progress screen. Make note of a few entries to talk about such as best examples or ones that could be improved. If possible, conduct the conference near a computer so you can easily refer to these examples.

2. Review Quizzes

Review the student's quiz results. Has the student consistently been doing well or is he/she having difficulty?

▶ During the Conference

1. Listen

Start off by listening to the student — how does he think it's going? What are his best examples? What does he want to improve?

2. Accentuate the Positive

Let the student know what he or she is doing well. Be specific and use examples from the Work Log. Talk about what makes the student's responses strong.

3. Set Goals

Choose the most critical area for improvement and discuss it with the student. Choose only one area for improvement, even if all strategies are weak. Suggest ways to improve and set achievable goals for the next check-in.

4. Adjust Levels

If the student has consistently been doing well on the comprehension quizzes and is writing strong responses to the strategy prompts, consider adjusting the level upwards. Likewise, if the student is not doing well on the quizzes and isn't writing thorough responses, adjust the level down.

▶ After the Conference

Follow Up

Over the next few weeks, monitor the student's responses to the strategy prompts, keeping in mind the goals you set at the conference. Use the Teacher Comments feature in the software to send the student encouraging messages or to point out improvement.

Tip

Less is more

Students won't remember a slew of comments or suggestions. Try to set 1-2 goals and reinforce them at the end of the conference.

Conference Worksheet

Name: _____ Date: _____

Teacher: _____

Book: _____

Where did I stop reading? Chapter _____ Passage: _____

Before the Conference

Complete this section before the start of your conference.

1. How do I feel about the book so far?

2. Review my Work Log.

3. Find my best work.

3a. Which chapter and passage? _____

3b. Which strategy is it? _____

3c. What makes this my best work?

4. Find something I would like to work on.

4a. Which chapter and passage? _____

4b. Which strategy is it? _____

4c. Why do I want to work on this?

Conference Worksheet (continued)

▶ During the Conference

Complete this section with other students or your teacher.

1. Talk about how I feel about the book so far.
2. Share my best work and why it is my best work.
3. Share what I would like to work on and why.
4. Set goals.

4a. So far, my best strategy is _____

4b. I want to get better at _____

4c. How will I do this?

▶ After the Conference

Complete this section after your conference.

1. Here is what I learned from this conference:

2. Overall, how am I doing with my reading?

Peer or Teacher Comments:

Thinking Reader Assessment Rubric

3 – responses demonstrate understanding and are consistently thoughtful, accurate, and complete

2 – responses demonstrate understanding, but contain errors or lack detail

1 – responses demonstrate limited understanding

0 – no understanding is demonstrated

Student Name: _____ Book Title: _____ Date: _____	3	2	1	0	N/A
Summarize Student captures all the main events using his or her own words and in the right amount of detail.					
Question Student identifies a significant event and asks a thoughtful question about it.					
Visualize Student's visualizations recreate an important or memorable scene from the book using vivid language and detail.					
Feeling Student makes a personal connection with a character from the story or demonstrates the ability to consider events from the character's point of view.					
Clarify Student identifies a word, phrase, historical/background information, or an event and poses a question about it.					
Predict Student incorporates his or her experience and uses an understanding of the characters and plot to make a reasonable guess at what will happen next.					
Reflect Student reviews previous work, uses concrete examples to determine his or her progress as a reader, and sets new learning goals.					

Strategies at a Glance

Strategy	When to use it	How to do it
Summarize	<ul style="list-style-type: none"> • after an important or exciting event 	Use your own words to capture the most important events in the story.
Question	<ul style="list-style-type: none"> • after any passage since it focuses on things that are interesting or important 	Ask a question about something important to know and remember from the story.
Clarify	<ul style="list-style-type: none"> • when there's something that you find confusing in the story 	Ask questions about things you find confusing in the story. It might be a word, a phrase, a character's actions, or background information.
Predict	<ul style="list-style-type: none"> • after an eventful chapter • after characters encounter a problem 	Use what you know from the story to predict what will happen next.
Visualize	<ul style="list-style-type: none"> • when the passage contains lots of details 	Use details from the story to help you create a picture in your head. Look for descriptions of the setting, characters, events, or actions.
Feeling	<ul style="list-style-type: none"> • when something important happens to one of the main characters 	Think about how you are feeling about the story, the characters, and what's happening. Put yourself in the character's situation and imagine how he or she might feel.
Reflect	<ul style="list-style-type: none"> • after you've read half the book • after you've finished the book 	Think about how you are changing as a reader. What are you doing well? What is still hard to do? Set goals for ways you can improve.

Strategy Response Journal

Student Name: _____

Directions:

Throughout the book, find good places to stop reading and respond to a strategy prompt. Choose one of the strategies below, and then write your response.

- (S) Summarize Write a summary, then self-check and revise if needed.
- (Q) Question Ask a question about something important to know and remember. Be sure to include the answer to your question.
- (V) Visualize Visualize what is happening, then describe what you see in your mind.
- (F) Feeling What were you feeling as you read the story? Make a personal connection.
- (C) Clarify Ask for clarification about something that is confusing to you or another reader.
- (P) Predict Make a prediction about what is going to happen.
- (R) Reflect Reflect on your progress. How are you changing as a reader?

Chapter/ page #	Strategy	Response

Strategy Response Journal (continued)

Chapter/ page #	Strategy	Response

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