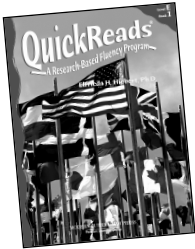# Quick Reference for Using the *QuickReads* Books and Technology Together

Beginning a *QuickReads* Lesson With the Books

MODELING Begin a lesson with whole-class or group instruction, demonstrating with a book how students should scan for new words, monitor their comprehension, and use a graphic organizer. Describe the steps you use as you perform these activities.

Alternating the Books and the Technology

ROTATING GROUPS Cycle students through a *QuickReads* lesson, with some using the technology while others work with the books. Struggling students might begin by using the technology so that they can take advantage of **Word Help** and narrator prompts. Then pair these students with more proficient readers who can act as reading buddies.

CONFERENCING Have individual students use a book to read to you on a regular basis. Reinforce their use of self-monitoring strategies, and check their comprehension by asking them to summarize what they have learned.

INTERVENING Suggest that struggling readers read a passage one paragraph at a time, assessing their work with **Read to Me**, **How Am I Doing?**, and **Play Back**. Once they record an entire passage, have them read to a peer or to you to check their progress.

ASSESSING Have students **Read and Record** a passage once to establish a baseline and **Read to Me** to model fluent reading. Then have them use a book to practice reading to each other, returning to the technology to **Read and Record** again. Finally, discuss their progress with them. Check that students remember new words and make connections across the passages.

After Using the Technology

PAIRING Have pairs of students read completed passages aloud to each other. After both students have read, have them work together to write the answers to the Review questions.

INCLUDING THE FAMILY Allow students to take a book home to practice reading and listening with a parent, other adult, or older siblings. Encourage students to discuss new words and key points with a family member. Distribute copies of the Parent Guide for Supporting Reading. (See the Teacher Resources folder on the Library Disc or pages 57–58 of this Software Manual.)
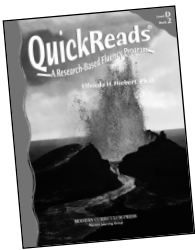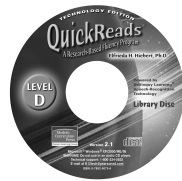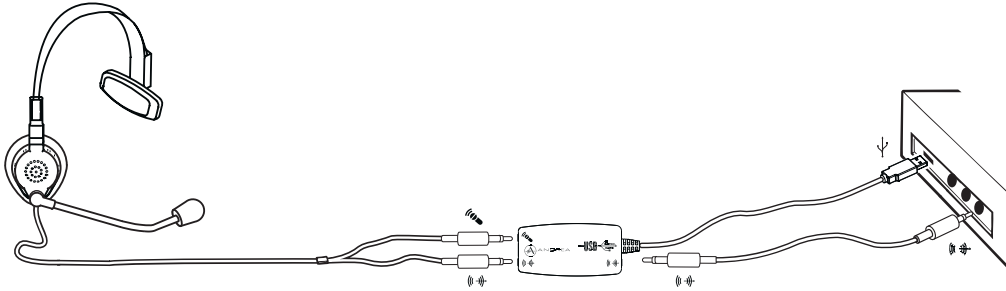
Quick Reference for Headset Use

Connecting the Headset

Windows®: Plug the headset directly into the computer.

Macintosh®: Plug the headset into the supplied USB adapter, then connect the adapter to the computer's USB port. Plug one end of the headphone cable into the USB adapter, and plug the other end into the computer as shown.

NOTE: Double-check that connections are secure and in the correct outlets.

v3 NEW: Students using Macintosh computers no longer have to select a microphone in the Control Panel or in System Preferences.

Positioning the Headset

Use the following instructions to help students position their headset.

1. Tell students to place the tip of the microphone at the side of their mouth, at a spacing of about two fingers wide.

2. Ensure that the colored dot on the microphone (on the plastic collar next to the foam microphone cover) faces the user.

Microphone Check Error Messages

The numbers next to these help messages correlate with error codes in the Microphone Wizard and Continuous Microphone Check dialog boxes. These messages can help you troubleshoot a suspected microphone problem.

01	The problem may lie with the USB adapter or the USB port. Ensure that the headset is connected correctly and securely, then retry the Microphone Check. If the same error message appears, try a different USB port. If the error message appears again, replace the adapter and try again.

Click to check your Progress, to adjust Sound Levels, and check your microphone.

Click to quit the program.

Marta Lopez

Options

Quit

Click to go to the Topics page.

Topics

Click to see a word's meaning.

Word Help

Click to record a passage.

Read and Record

Completed Readings 0

Click to hear a passage.

Read to Me

Completed Readings 0

Click to hear your reading.

Self-Check

Play Back

Click to see the words you've read correctly.

How Am I Doing?

When Volcanoes Erupt

A volcanic eruption happens when magma is forced up through a volcano. The magma that erupts from volcanoes is called lava. Lava can reach a temperature of 2,000 degrees Fahrenheit. A temperature of 2,000 degrees Fahrenheit is almost four times hotter than the hottest setting on an oven. As lava flows, it burns the plants and trees in its path. Even trees that are miles away can die because the heat from the eruption dries out their sap.

Clouds of hot, poisonous gases from inside Earth also escape when a volcano erupts. These poisonous gases are dangerous to breathe. An eruption's blast shatters cooled lava into tiny bits of ash. Volcanic ash can fall like snow for miles around.

Volcanoes

Erupting volcanoes can hurt trees and people many miles away.

Click to manage the workstation roster.

Click to highlight or clear all names.

Click to reset students' settings.

Click to import a list of students.

Click to print students' passwords.

Click to quit the program.

Click to select Student, Teacher, or Default User.

View the workstation roster of students and teachers.

Click to adjust Pronunciation Correctness and Intervention settings.

Use this box to safeguard your access to the program.

Click to free hard-drive space.

Click to set students' ability to select passages.

Click to cancel or save changes.

QuickReads® Administration

Add User

Delete User

Select All Users

Unselect All

Set to Default

Import Users

Print Passwords

Quit

QR

Select User Type

Students

General | Speech Recognition | Sound | Display | User Settings | Disk | Set Mode

First: James   MI: Last: Knoll

User ID: James Knoll

User Type: Student

Password:

Verify:

Hint:

Levon Carter
Anthony P Cillo
Allyson B Kloss
☑ James Knoll
Marta Lopez
Mia Yamashita

Revert   Save

Mode Settings

The **Reading Mode** determines the amount of choice students have in selecting topics. To set students' mode, click on **Mode**, which is in the menu bar at the top of the screen. Then, select a class, reading group, or individual student(s), and adjust this setting as desired. Click on **Save** to save your changes.

In all three modes, students must complete a passage before they move on to the next passage in their assignment. To complete a passage, students must read a passage twice, listen to it once, and answer all of the Review questions.
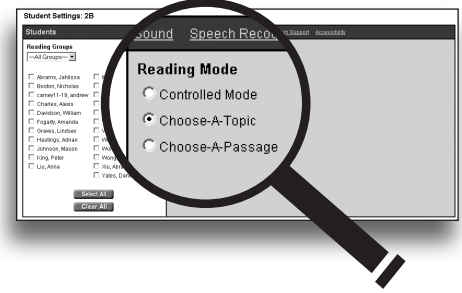
Settings	Options
Controlled Mode	Students begin in the first passage of a level and proceed in sequential order through their assignments.
Choose-A-Topic	Students choose a topic from their assignment and read the passages in any order. Once students choose a topic by opening a passage, they must complete all five passages before they choose another topic.
Choose-A-Passage	Students choose any passage they have been assigned.

NOTE: The last topic of each passage has two Connect Your Ideas questions that make connections across the five passages. To ensure that students have enough information to answer these questions correctly, suggest that students who are in the Choose-A-Topic and Choose-A-Passage modes read the fifth passage in a topic last.

Quick Reference for *QuickReads Technology Edition* Accessibility Features

Pearson Learning Group has made every effort to ensure that the *QuickReads Technology Edition* is compliant with Section 508 of the Rehabilitation Act of 1973, and amended (29 U.S.C. 794d) in 1998. This act specifies that special features allow access by students and teachers with disabilities to all program features.

Accessibility options for the passages' text color and size and text boxes that correspond to all of the program's audio messages can be turned on in **Student Settings**. Additional accessibility options are built into the computer's OS and are made available through the program to students with special needs.

Program Settings

To turn on the options for text color and size and for text boxes, click on **Student Settings,** which is on the **Class Management** screen. Then click on **Accessibility**. Checking a box means that the setting is turned on. Click on the box again if you wish to turn the setting off. Click on **Save** to save your changes.

To override application settings for text colors and size with OS settings: Click on this setting to meet selected students' individual needs. These preferences are set on a student's workstation or attached to the student's user name.

To provide visual dialog boxes for all audio messages: Click on this setting to provide a text version of every audio message.

User Interface Settings

In addition to the **Accessibility** settings described above, the *QuickReads Technology Edition* has many user features that are integrated into the user interface and are seen by all users, regardless of their settings. These include the following:

Single-switch devices: The *Cross-Scanner* software is most useful for Windows®, Mac OS® 9.x, and OS X users. This software works with the keyboard accessibility and scrollbar features in Version 3. For more information on Cross-Scanner software, visit: http://rjcooper.com/cross-scanner/index.html.

NOTE: Single-switch devices are enabled with settings found in the accessibility menu of the computer's operating system, not in the *QuickReads Technology Edition.*

Colors: Colors and color combinations were selected to provide maximum visibility for users who are color blind. For users who require reverse-video, click on **Override application settings for text colors and size with OS settings**. In addition, this option should be set in the workstation's OS.

Text: Although the minimum font size in this program is 16 point, the passages can be enlarged with the computer's magnifier options. (Check your computer manual or the computer's Help feature for assistance.) While reading, users can move the mouse to track with the magnifier and follow the highlighter.

In addition, ToolTips are provided for all text that is not accessible by the OS and thus cannot be set to font and color options. ToolTips also respect the OS setting for size and color.

Bitmap Elements: All bitmap elements (pieces of art that serve as clickable buttons) present their information to assistive technology—the identity, operation, and state of the element. In addition, ToolTips are provided for each bitmap element.

The Options Menu: Most of the program's additional features are accessible through **Options**, the drop-down menu at the top of the student screen. This menu is accessible by mouse, keyboard, and assistive devices, and it respects the OS settings for font, font size, and font color for menus.

Keyboard Access: Users can tab from element to element and select elements by using a key-activated shortcut. When an element is selected, the focus on that element is clear. When the focus is on an element, the user can hit the space bar or **Enter** to activate the element. The focus is controlled with a high-contrast (interwoven black and white) dotted line that surrounds individual screen elements.

When tabbing to elements that are lists or that contain options, the arrow keys are used to move among the list items and options. Some functions have specific keyboard shortcuts, such as those in the following table:

Shortcut	Function
Cmd+Q (Macintosh®) Alt1F4 (Windows®)	**Exit**
Ctrl1M (Macintosh®) Alt1O (Windows®)	Open the **Options** menu
Cmd/Ctrl+M	Launch the **Microphone Check**
Ctrl+back arrow	Go to **Previous Screen**
Ctrl+forward arrow	Go to the **Next Screen** or back to **Start of Passage** (as appropriate)
Cmd/Ctrl+L	Return to the **Library**
Cmd/Ctrl+R	Launch **Read & Record**
Cmd/Ctrl+G	Launch **Word Help**
Cmd/Ctrl+Y	Launch **Play Back**
Cmd/Ctrl+E	Launch **Read to Me**
Cmd/Ctrl+W	Close **Window** (applies to any window in the program)
Cmd/Ctrl+P	Print **Report**

Enabling Keyboard Access

In the Windows® and Macintosh® OS X operating systems, a user can use the **Tab** key to navigate forward among screen elements (or **Shift-Tab** to move in reverse). This field navigation, however, cannot be done Mac OS 9. Mac users who need keyboard accessibility are advised to upgrade to Mac OS X.

While this feature is always enabled in Windows, it must be switched on in Mac OS X. Complete the following steps to enable keyboard accessibility in OS X.

For 10.3: Go to **System Preferences**, select **Keyboard & Mouse**, select the **Keyboard Shortcuts** tab, then select the **Turn on full keyboard access** checkbox.

For 10.2: Go to **System Preferences**, select **Keyboard & Mouse**, select the **Keyboard Access** tab, then select the **Turn on full keyboard access** checkbox.

For 10.1: Go to **System Preferences**, select **Keyboard**, select the **Full Keyboard Access** tab, then select the **Turn on full keyboard access** checkbox.

Accessibility Options for Teachers

In addition to the accessibility options noted above, the Software and Network Manuals are available to teachers and other administrative users in Accessible HTML format. These are on the Installation Discs of both the *Network Edition* and the *Workstation Edition*. All of these options make it possible for students and teachers to make full use of the *QuickReads Technology Edition*.

QuickReads Pre-Reading Assessment

Before Using QuickReads

Begin using *QuickReads* by administering a Benchmark. Use this procedure:

1. Make two copies of Benchmark 1. (See the Teacher Resources folder on the Library Disc for the appropriate level.)
2. Allow the student to quickly scan the text before he or she reads it aloud to you.
3. Ask the student to read for **one minute** and to begin with the title. Keep time, and follow along on your copy of Benchmark 1. Indicate substitutions and omissions with a checkmark. Self-corrections do not count as errors.
4. At the end of one minute, stop the student.
5. Assess comprehension with the Review questions.

Use Benchmark 2 as a post-test.

Interpreting the Benchmarks

Step 1: To compute the number of words students read correctly in one minute (WCPM):

1. Take the number of words read in one minute.
2. Subtract the number of errors.

> Words Read in One Minute − Errors =
> Words Correct Per Minute (WCPM)

Step 2: To compute accuracy:

1. Take the WCPM.
2. Divide this number by the total number of words in the passage.
3. Multiply by 100 to find the percentage of words read accurately.

$$\frac{\text{Words Correct Per Minute (WCPM)}}{\text{Number of Words in Passage}} \times 100 = \%\,\text{Accuracy}$$

Step 3: See the chart for scoring information, but also consider the following:

- standardized test scores, report cards, and evaluations from previous teachers
- your own knowledge of the student.

Using the Complete Instructional Routine

Students who can read Benchmark 1 with the speed and accuracy detailed in the "Interpreting the Benchmarks for all *QuickReads* Levels" chart can use the complete Instructional Routine. (For more information on this routine, see the Teacher Resources folder on the Library Disc.)

Using the Modified Instructional Routine

For students who cannot meet these criteria, suggest that they **Read and Record** one paragraph at a time. Students should assess their work with **Play Back** and **How Am I Doing?**, noting words that need additional study. Then they should listen to **Read to Me** to model a fluent reading of the paragraph. Alternatively, have students use **Read to Me** before they record a paragraph.

Answer Key for the *QuickReads* Benchmarks

Level A

Benchmark 1: **1.** *C* **2.** *Skunks stay safe by giving off a bad smell.*

Benchmark 2: **1.** *B* **2.** *Older musk oxen stand next to each other in a circle and hide a young musk ox.*

Level B

Benchmark 1: **1.** *C* **2.** *Animals that blend in can be safe from animals that might harm them.*

Benchmark 2: **1.** *C* **2.** *Coral snakes have red and black bands. Animals know that they will get sick if they are bitten by a coral snake.*

Level C

Benchmark 1: **1.** *B* **2.** *Bee flies and bees have different numbers of wings. Bee flies do not sting or make honey.*

Benchmark 2: **1.** *C* **2.** *Walking sticks move at night. They are hard to see because they move slowly and they look like sticks.*

Level D

Benchmark 1: **1.** *D* **2.** *An individual zebra is hard to see because its stripes run together with the stripes of other zebras. Also, a zebra can blend in with the tall grass.*

Benchmark 2: **1.** *C* **2.** *The snowshoe hare stays safe from its enemies by growing fur of different colors for different seasons.*

Level E

Benchmark 1: **1.** *B* **2.** *Porcupine fish take in enough water to grow large and to make their spines stand out. This makes them look scarier to their enemies.*

Benchmark 2: **1.** *D* **2.** *Some animals change color so that they can blend in with their surroundings and protect themselves from their enemies.*

Interpreting the Benchmarks for All of the *QuickReads* Levels

The guidelines below will help you interpret students' performance on the Benchmarks for each level. However, you should consider several factors in deciding if the student should use the complete Instructional Routine or a modified routine:

• the student's success on Benchmark 1

• standardized test scores, report cards, and evaluations from previous teachers

• your own knowledge of the student.

The field studies show that students who exceed the scoring criteria still benefit from the regular use of *QuickReads*. All students have been found to increase their fluency, vocabulary, and content knowledge through the regular use of *QuickReads*.

Level	If a student reads Benchmark 1 at:	Consider using:
Level A	a rate of at least 40 WCPM* *and* with at least 90% accuracy	the complete Instructional Routine with Level A.
	a rate of fewer than 40 WCPM* *or* with at least 90% accuracy	use your knowledge of the student to determine the Instructional Routine, or use *Ready Readers*.
	a rate of fewer than 40 WCPM* *and* with less than 90% accuracy	use *Ready Readers*.
Level B	a rate of at least 50–80 WCPM* *and* with at least 90% accuracy	the complete Instructional Routine with Level B.
	a rate of fewer than 50–80 WCPM* *or* with at least 90% accuracy	use your knowledge of the student to determine the Instructional Routine, or Level A.
	a rate of fewer than 50 WCPM* *and* with less than 90% accuracy	use Level A.
Level C	a rate of at least 60–90 WCPM* *and* with at least 90% accuracy	the complete Instructional Routine with Level C.
	a rate of fewer than 60–90 WCPM* *or* with at least 90% accuracy	use your knowledge of the student to determine the Instructional Routine, or Level B.
	a rate of fewer than 60 WCPM* *and* with less than 90% accuracy	use Level B.
Level D	a rate of at least 70–100 WCPM* *and* with at least 90% accuracy	the complete Instructional Routine with Level D.
	a rate of fewer than 70–100 WCPM* *or* with at least 90% accuracy	use your knowledge of the student to determine the Instructional Routine, or Level C.
	a rate of fewer than 70 WCPM* *and* with less than 90% accuracy	use Level C.
Level E	a rate of at least 80–110 WCPM* *and* with at least 90% accuracy	the complete Instructional Routine with Level E.
	a rate of fewer than 80–110 WCPM* *or* with at least 90% accuracy	use your knowledge of the student to determine the Instructional Routine, or Level D.
	a rate of fewer than 80 WCPM* *and* with less than 90% accuracy	use Level D.

*WCPM = Words Correct Per Minute

Bee Flies

Bee flies are insects that act and look just like bees. Bees go from flower to flower, drinking nectar. Bee flies also go[25] from flower to flower, drinking nectar. Bees have hairy bodies. Bee flies have the same kind of hairy bodies.

You have to look closely to[50] see how bees and bee flies are different. Bees have two pairs of wings. Bee flies have only one pair of wings. Bee flies do[75] not sting like bees. Also, bee flies do not make honey. Only bees make honey. When you see an insect that you think is a[100] bee, look again. You may be seeing a bee fly.[110]

Review

1. How are bee flies and bees alike?

Ⓐ Bee flies and bees have two pairs of wings.

Ⓑ Bee flies and bees act and look the same.

Ⓒ Bee flies and bees make honey.

Ⓓ Bee flies and bees like to be near people.

2. How are bee flies and bees different?

_____

_____

_____

Quick Reference for the *QuickReads* Instructional Routine

First Read

Word Help
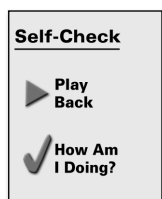
Read and Record

Self-Check
▶ Play Back
✓ How Am I Doing?

1. **PREVIEW** Say to students, "Think about what you know about this topic. Then look for any words that are new or challenging. **Word Help** will help you say the underlined words, and it will explain what they mean."

2. **RECORD** When students are ready, say, "Click on **Read and Record**. Then begin reading at the first word in the title." Students should take as much time as they need for this first reading.

3. **RESPOND** After they have read and recorded the passage, ask students to fill in the graphic organizer.

4. **SELF-CHECK** Encourage students to click on **How Am I Doing?** to see which words they need to review and on **Play Back** to listen to their recording.

Second Read

Read to Me

1. **GET READY** Say to students, "Now it is time to listen to someone else read the passage. Read along with the narrator."

2. **LISTEN** Have students click on **Read to Me** to begin listening.

3. **RESPOND** Ask, "What does the author want you to remember about this topic?"

Third Read

Read and Record

Self-Check
▶ Play Back
✓ How Am I Doing?

1. **GET READY** Say to students, "Now it's time for you to read the passage again and record yourself. This time, your goal is to read the passage in one minute."

2. **RECORD** Say, "When you are ready, click on **Read and Record** and begin reading." Explain to students that they can record the passage more than once.

3. **MONITOR** Students can review their work by clicking on **How Am I Doing?** to see their review words and on **Play Back** to listen to their recording.

4. **RESPOND** Tell students to complete the Review questions to check that they have understood the passage.

! **NOTE**: For the complete Instructional Routine, see pages 36–38 of this Software Manual.

3 Getting Started for TEACHERS
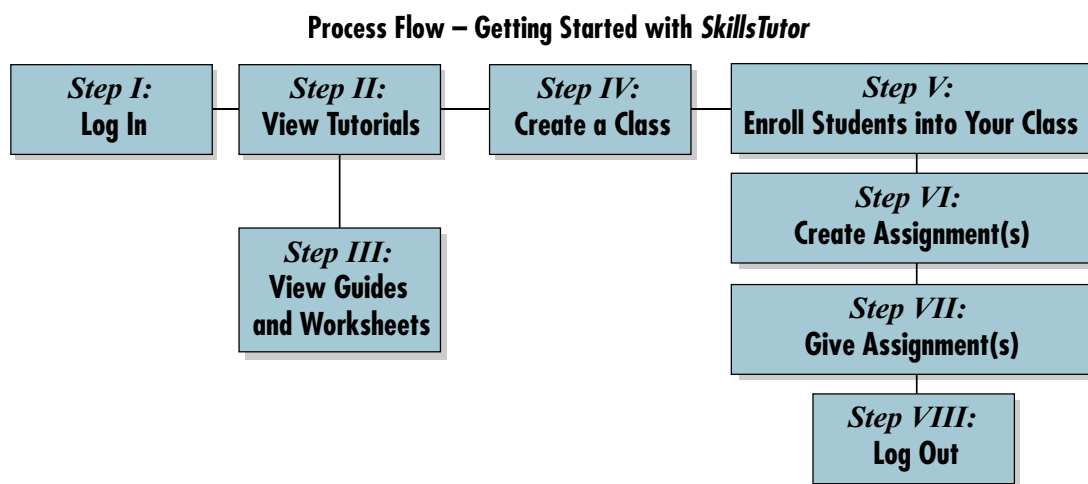
Introduction

SkillsTutor is a comprehensive resource for diagnosing and meeting the needs of your students. It gives students a guided review of basic skills covered by national standardized tests such as the California Achievement Tests (CAT), the Comprehensive Tests of Basic Skills (CTBS), the Iowa Tests of Basic Skills (ITBS), and the Stanford Achievement Test (SAT). It also provides students with important practice for the standardized tests by presenting questions in the same format used by national tests in a variety of subject areas.

The three principal activities in the teacher program are setting up classes, creating assignments, and viewing/printing reports. This document provides a quick overview of these activities to help you get started.

Classroom Guide (**online**): See page 3-4 on viewing online documentation. Each Classroom guide contains Lesson Summaries and assignment sheets. Many Classroom Guides also contain worksheets to support lessons within the module.

About Getting Started for Teachers

The information on subsequent pages of this section is organized according to the process defined in the diagram shown below:

Process Flow – Getting Started with *SkillsTutor*

Step I: Log In	Step II: View Tutorials	Step IV: Create a Class	Step V: Enroll Students into Your Class
	Step III: View Guides and Worksheets		Step VI: Create Assignment(s)
			Step VII: Give Assignment(s)
			Step VIII: Log Out

We recommend that you go through each of the steps identified in this process to successfully get started with *SkillsTutor*.