

# Reading Reference Guide

## What is SuccessMaker?

SuccessMaker Reading is a supplemental K-8 adaptive personalized learning system proven to accelerate reading growth for all students. The SuccessMaker Reading program:

- Adapts in real time to student performance, adjusting and personalizing instruction just as a personal tutor would.
- Correlates to state standards and Common Core Standards for reading in grades K-8.
- Offers educators the option of creating and providing target skills or standards assignments, which allows teachers to create customized courses by skills or standards.
- For maximum effectiveness, students should use SuccessMaker Reading for 60 minutes each week (typically three 20-minute sessions per week).
- Designed to accelerate reading growth for all students, including special education students and multilingual learners.
- Is based on research that includes extensive analysis of state standards by leading researchers and teams of experts.
- Provides detailed reports that promote data-driven instruction and at-a-glance progress monitoring.
- Includes Prescriptive Scheduling report to help students meet target individualized learning goals.

# SuccessMaker Reading Strands Aligned to Science of Reading

## SuccessMaker: Built on Reading Science Research

Successful literacy programs should incorporate systematic phonics instruction along with authentic texts in order to ensure that children become successful readers. Research has demonstrated that there are several essential skills that children must learn in order to become successful readers (see Fooreman & Torgesen, 2001; Gambrell, Morrow, & Pressley, 2007; National Reading Panel (NRP), 2000; Snow, 2002). Specifically, children must be able to decode words quickly and accurately, read with fluency, activate vocabulary knowledge, and utilize comprehension strategies to understand the text they are reading (Vacca & Vacca, 2007). Children in the lower grades (i.e., K-3) should receive extensive instruction on emergent reading skills such as phonological awareness, word recognition, fluency, and vocabulary development, whereas reading instruction in the upper grades (i.e., grades 4+) should focus more on comprehension and vocabulary development to better understand increasingly difficult texts.

## Program Strand: Phonological Awareness

*SuccessMaker Reading* builds a solid Phonological Awareness foundation through focused instruction and practice aimed at improving children's understanding and awareness of spoken sounds in words. A variety of interactive and engaging activities are embedded in the course to build students' Phonological and Phonemic Awareness. For example, students interact with words, letters, and sounds in activities by blending phonemes into words or segmenting words into phonemes. Through varied instruction and practice, students will be able to identify words in a set that begin with the same sound (e.g., map, mat, and maze all have a /m/ at the beginning), identify the initial and final sound in a word (e.g., the beginning sound of cat is /k/, the ending sound is /t/), blend sounds into words (e.g., what word is /v/ /a/ /n/? - van), and segment words into sounds (e.g., how many sounds in the word big? - /b/ /i/ /g/), all

of which are considered essential skills for helping children understand and use the alphabetic system to read and write.

## **Program Strand: Phonics**

*SuccessMaker Reading* provides focused, systematic phonics instruction and practice using various interactive, engaging activities that address a number of skills including letter-sound associations, syllabification, consonant blending, onsets and rimes, and word analysis. For example, students are exposed to onsets and rimes in sorting activities by categorizing words based on sound patterns. Students are then able to integrate and apply learned phonics skills in context during decodable reading passages.

## **Program Strand: Vocabulary**

*SuccessMaker Reading* comprehensively and systematically embeds focused vocabulary instruction and practice through text passages and interactive practice activities that introduce high frequency and grade-level appropriate words as well as reinforce effective word learning strategies. Target words were selected based on their difficulty (e.g., irregular, multisyllabic, and multiple meaning words) and criticality with regards to text passage comprehension. Students interact with vocabulary words in a variety of activity structures including matching and cloze procedures in addition to word building, replacement, and identification. Students are also indirectly exposed to key words from text passages that are hyperlinked to the glossary. The glossary provides definitions and semantic (e.g., synonyms and antonyms) or contextual (e.g., sentences, visual representations, or audio clips) examples as appropriate.

## **Program Strand: Comprehension**

*SuccessMaker Reading* addresses reading comprehension skills and strategies by embedding focused instruction and practice throughout the online adaptive learning system. Targeted skills and strategies are introduced and modeled during focused instruction to explain why the strategy helps comprehension, and when and how the strategy should be utilized

during reading. Narrative and expository text passages written using the Lexile® Framework (i.e., a scale that measures student reading ability and text difficulty) are provided to enable students to apply the newly learned skills and strategies in context. Students can independently read the text. Educators may also choose to turn on the Read-to-Me audio functionality for individual or groups of students to have the passage read aloud, offering a proficient model of fluency. Graphic organizers and other print materials are also provided to support and extend student learning.

## SuccessMaker Reading Overview

SuccessMaker Reading addresses the most essential reading skills for Grades K-8 by providing instruction, practice, and formative assessment and is used with students in demographic grades K-12.

- Content that integrates social studies, science, and interdisciplinary themes.
- Initial Placement (IP), which uses diagnostic sessions to determine the student's starting level.
- Adaptive Motion that focuses instruction time on content students have yet to master with:
  - Explicit Instruction and Guided Practice that provides students with scaffolded instruction based on instructional reading level until they're ready to advance to the next level of complexity.
  - On-demand intervention including scaffolded feedback and prerequisite instruction triggered when a learner encounters challenges.

- Additional Scaffolding activities to support the student in skills identified as not yet mastered.
- Effective, research-based instructional strategies that increase the amount and quality of learning time and accelerate achievement.
- Reading practice that allows the student to hone the skills they have been building without instructional support, such as the coaches and “read to me” audio.
- Increased student exposure to nonfiction texts with a range of digital reading selections.
- A completely customized learning path built around the program's ongoing, real-time analysis of each learner's actual performance.
- Print Partners, which provides additional targeted practice to keep the student learning after the school day ends.
- Powerful data management tools to monitor student progress, customize lessons, and forecast achievement.
- Age-appropriate themes, characters, cognitive coaches, and tools based on the student's demographic grade level.
- SuccessMaker Reading allows educators to enable translations in 100+ languages for guided and independent practice activities for an individual student or groups of students.

## General Pedagogy

An extensive analysis of state standards throughout the country helped create the list of essential skills for each grade level as well as each reading strand. Further direction comes from the National Institute for Literacy. The Institute funded Armbruster, Lehr, and Osborn's piece, *Put Reading First: The Research Building Blocks for Teaching Children to Read*, which provides detailed definitions and guidance for instruction for each strand.

A sampling of the sources used for additional guidance includes *Bringing Words to Life: Building a Robust Vocabulary* by Isabel Beck, Margaret McKeown, and Linda Kucan; *Classroom Strategies That Work* by Robert Marzano; *Mosaic of Thought* by E. O. Keene and S. Zimmerman; *Phonics They Use* by Patricia Cunningham; *Word Matters* by Irene C. Fountas and Gay Su Pinnell; and *Words Their Way* by D. Bear, M. Invernizzi, S. Templeton, and F. Johnston.

Although the volume of reading research is overwhelming, the SuccessMaker Reading course is guided by agreements and conclusions supported by well-respected names in the field.

# Reading Initial Placement

The Initial Placement (IP) experience for learners in grades K-8 provides a consistent and adaptive learning assessment. The process ensures that students are placed at the appropriate learning level by completing two key components: Part 1 (Word Reading) and Part 2 (Comprehension). This two-part structure helps tailor learning pathways based on individual performance.

## Part 1: Word Reading Component

- Questions: Part 1 contains questions displayed in random order, with answer options randomized as well.
- Starting Level: Students begin at their enrolled grade level (or an assigned starting level).
- Assessment Flow: Students must complete the Word Reading questions before moving to the Part 2 component.



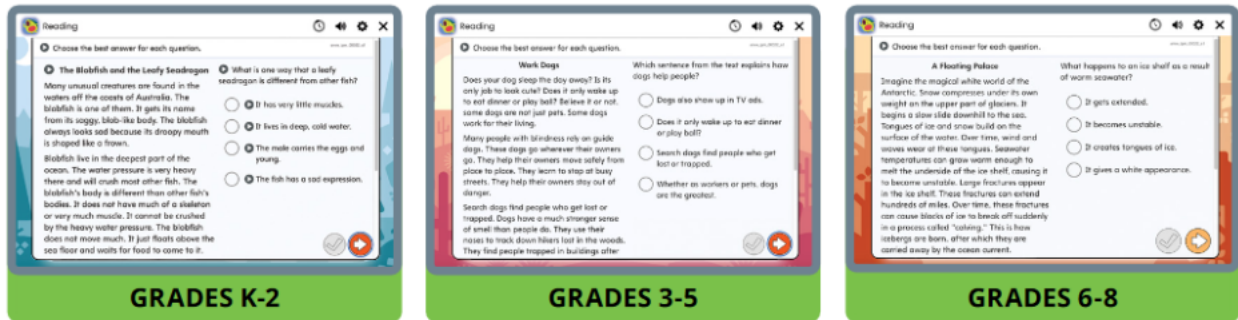
## Part 1 Adaptive Movements

After completing a Part 1 set, the system will determine the student's movement within the level hierarchy based on their score. The adaptive movements occur based on the number of correct answers. The process is repeated until the student reaches the Part 1 exit state.

Once the student exits Part 1, they proceed to the Part 2 comprehension component.

## Part 2: Comprehension Component

- Part 2 contains a set of questions assessing comprehension.
- Starting Level: The first Part 2 set is determined by the exit level from Part 1.



## Part 2 Adaptive Movements

The system uses two adaptive processes depending on the student's Part 1 performance:

- **Process A:** If the student's Part 1 exit level is less than or equal to their starting level, adaptive movements will judge movement based upon student's correct answers.
- **Process B:** If the student's Part 1 exit level is higher than their starting level, adaptive movements will be based upon the student's correct answer.

This process repeats until the student reaches one of the Part 2 exit states. Once the Part 2 component is completed, the student is assigned a level for the post-IPM instructional model, which serves as their starting point for further explicit instruction.

## Post-Initial Placement Motion Instruction

The final level reached in the Part 2 component becomes the student's initial instructional level in the explicit instruction phase. This ensures that each learner begins at a point tailored to their assessed abilities, enabling a personalized learning path going forward.

## Key Points to Remember



- The IP process is adaptive, continually adjusting based on student performance.
- Part 1 focuses on Word Reading while Part 2 assesses Comprehension.
- Exit states in both Part 1 and Part 2 ensure that students are placed at an appropriate level for future learning.

This IP approach provides a consistent experience across K-8, ensuring every student is given the opportunity to start at the level most suitable for their skills and knowledge.

## Additional Initial Placement Information

- Placement generally occurs between 30 and 50 questions depending on the student's reading rate.
- Interrupted sessions are bookmarked at the interruption point, and student progress is saved.
- If IP is turned off, the student is directly launched into the course at the demographic grade level unless the teacher changes it prior to the student starting the course. Custom courses created by a teacher do not leverage IP.

## Reading Adaptive Motion Learning Model

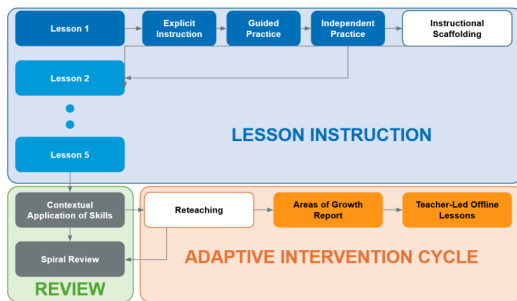
SuccessMaker Reading's adaptive instructional model directs each student's path through the content. As a student moves through the SuccessMaker Reading full course or custom by settings course, the choice of strands and subsequent learning objectives is not random. Learning objectives within and across strands have been organized into a coherent sequence. Therefore, movement is personalized by the student's responses to and interaction with the course learning objectives. The decision to move forward, extend the time on a learning objective, or review prerequisite skills depends on the student's mastery performance. For students in demographic grades K-12, the adaptive engine will provide the appropriate K-8 reading content based on the assigned level and the student's performance.

High school students can be enrolled in their current demographic grade levels 9-12 and SuccessMaker will correctly adapt to the students based on their abilities and needs.

The SuccessMaker adaptive engine differentiates instruction for each student through constant analysis of individual progress relative to the course content and level. Prerequisite reinforcement, Reteach, and Spiral Review are all part of the SuccessMaker Reading full courseware.

Once the student has mastered a learning objective, this objective is presented later as a part of maintenance. If the student has not maintained mastery of the objective, the student receives review presentations as determined by the sequencing logic. The necessity and intensity of the review presentations are mediated by each individual student's performance on individual learning objectives and bundles of related learning objectives.

## SuccessMaker Reading Adaptive Instructional Model



## SuccessMaker Reading Lesson Instruction: Gradual Release of Responsibility Model

SuccessMaker Reading uses an “I do, we do, you do” gradual release of responsibility when students learn and practice reading skills.

## Step 1 Explicit Instruction

Students are introduced to the primary objective of each reading lesson through an animation or video that provides explicit instruction on a specific skill. Explicit instruction videos are concise - typically anywhere from 2 to 4 minutes

## Step 2 Guided Practice

Students apply the skills introduced in Explicit Instruction (and other previously introduced skills) within the context of a connected text. For students working on grade 3 content and up, Coaches model metacognitive strategies. Typical time spent in Guided Practice varies by individual student and may be 5-10 minutes in Grades K-2 to 10-15 minutes in Grades 3+.\*

## Step 3 Independent Practice

Students practice the specific skills taught in the lesson. Independent Practice activities are designed to be age-appropriate and game-like. Independent Practice activities may range from 5 to 10 minutes, depending on the specific skill being learned.

## Immediate Instructional Scaffolding in All Practice Activities

Throughout Guided and Independent Practice, students automatically receive immediate instructional feedback on their answers. Correct answers are affirmed, and precise instructional scaffolding targets any student misunderstandings.

## SuccessMaker Reading Review and Reteaching

If the student is struggling with the content of a SuccessMaker Reading lesson, the adaptive engine makes the following decisions about a student's progress through the course:

- To provide additional Scaffolding activities in an effort to support the student in this content area. If the decision is made to present Scaffolding, it occurs at the end of the

lesson.

- To place an activity in Reteach, whereby the student takes a break from the content that is too challenging. The content is presented again later after the student has had the opportunity to receive instruction elsewhere or acquire the skill through maturation while the delayed activity is on hold. Once Reteach occurs, the student is moved on to the next objective in the sequence.

The decision for Review or Reteaching is based on the student's performance. If the student's performance in a lesson is less than 65%, then SuccessMaker Reading marks items for Scaffolding and Reteaching.

## Spiral Review in SuccessMaker Reading

For full SuccessMaker Reading and custom by settings SuccessMaker Reading courses, if a student passes the objective within the lesson, the lesson is marked for Spiral Review by the adaptive engine. Spiral Review activities are presented to students at the end of each SuccessMaker Reading lesson cycle, beginning with the sixth cycle.

## Higher-Order Thinking Skills in SuccessMaker Reading

In addition to fundamental reading skills and print concepts, SuccessMaker Reading incorporates a variety of activities and assessments that are specifically designed to address all levels of critical thinking. Here is a summary of how the course accomplishes this:

- Students encounter text and activities that require practice and application of both skills and strategies. The activities are usually varied and call for different levels of student response; for example, students are asked to select the synonym of a given word or identify the main character in the text.
- Students are presented with focused instruction pieces that model metacognitive thinking and reading strategies/processes, which the students then practice within the

lessons that follow.

- Students encounter formative and summative assessment questions that are specifically written to address a variety Webb’s Depth of Knowledge levels (e.g., recall, skill-s/concepts, and strategic thinking).
- Students practice writing activities in the Print Partners that capture higher-level, generative critical thinking skills (e.g., summarizing).
- Students receive specific, detailed correct-answer and wrong-answer feedback that models, explains, and scaffolds student thinking about an objective (e.g., “ask yourself how these two items are the same?”).
- Students interact with content in a variety of interactive activities. Each activity requires a different type of cognition (e.g., matching versus fill in the blank).

## SuccessMaker Reading Mastery

A mastery status is tracked for every skill that a student attempts and is determined by the most recent 15 attempts for the skill. Once assessed, the SuccessMaker Reading mastery status for a skill or standard will be **Not Mastered**, **At Risk**, or **Mastered**.

This performance data is stored for each student and displayed in the **Mastery** module and in the reports. For details, see “Mastery” and “Reports Overview” in the SuccessMaker Help.

## Readability and Lexile Metrics of Guided Practice Passages

The text in the Guided Practice passages was crafted specifically to address instructional objectives, topics, themes, key vocabulary, and the designated Lexile range for each grade level.

### Lexile Metrics

Grade Level	Controlled Texts		Read Alouds	
	Lexile-Level Range	Number of Words	Lexile-Level Range	Number of Words
K-1	BR*-850	50-120	200-900	200-500
2-3	420-820	100-400	N/A	N/A
4-5	740-1010	350-500	N/A	N/A
6-8	920-1190	500-650	N/A	N/A



A select number of passages within each grade may fall outside the designated range due to content-specific vocabulary; however, course features such as roll-over audio, corrective feedback, glossary links, and images compensate for the higher readability score.

The Lexile range for grades K-2 is expanded to enable exposure to a variety of texts and topics. Many of the texts in grades K-2 are read aloud, which means audio support is initially enabled and the texts are read to the students. Students are not expected to read these texts on their own.

These texts are similar to picture books that are read-alouds to students in the classroom. The read-alouds provide an opportunity for emergent and early readers to listen to rich text while viewing vivid illustrations, which are essential in developing advanced vocabulary and listening comprehension skills.

In addition to read-alouds, another type of text students can experience is controlled text. Controlled text passages were crafted to address specific phonics objectives, high-frequency vocabulary objectives, and content area objectives. The words students encounter in these texts are words within the program for which they have received focused instruction.

Students have the option of selecting a read-to-me function in a controlled text;



therefore, even though the words and phrases in a controlled text passage have been previously introduced to students, they can still request additional support via the audio functionality. The audio support in the controlled text passages is available at the word level in grades K-2. The student is able to select individual words to hear them pronounced correctly.

## Read to Me Feature for Guided Practices

When creating a custom course or editing an assignment, teachers can disable the passage text audio support for Guided Practice passages,, preventing students from hearing the passage text read aloud. This helps students prepare for their high stakes tests where audio may not be available. This can be configured for grade K-2 and grade 3+ students separately.

**Read to Me** for grade K-2 students is on by default, while **Read to Me** for grade 3+ students is off by default.

- **Read to me** option can be enabled/ disabled at the Student, Teacher, or Group assignment level for any new or in-progress assignment.
- Teachers can also enable or disable the **Read to me** option when creating a new Custom by Settings, Custom by Skills, or Custom by Standards course.

When the student runs a course with **Read to me** disabled:

- Passage text audio is disabled for guided practice passages and the **Read to Me** button is disabled, preventing the student from hearing the passage text read aloud.
- Auto play, hover text, and click-to-play audio for the passage text WILL NOT play.
- Instruction audio, activity questions, answer options, Glossary entries, and Coach prompts WILL play.
- The default setting when creating a new course is disabled. All audio in the course is disabled.

For more information on using the **Read to me** feature, see "Reading Course and Assignment Settings" in SuccessMaker Help.

## Genres

The texts in SuccessMaker Reading are approximately 40% fiction and 60% nonfiction.

Fiction Genre		
Cultural Fiction	Legends	Fables
Mysteries	Fairy Tales	Myths
Fantasy	Narratives	Folk Tales
Historical Fiction	Pattern and Picture Books	Realistic Fiction
Humorous Fiction	Tall Tales	

Non-Fiction Genre		
Biographies	Technical Manuals and Instructional Texts	Expository Articles
Editorials	Interviews	Resources: Dictionaries, Glossaries, and Thesauruses
Textbooks	Journals	Business and Friendly Letters
Letters to the Editor	Cultural Nonfiction	Encyclopedias



Non-Fiction Genre		
Magazine and Newspaper Articles	How-To Articles	Speeches

Types of Poetry	
Cinquain	Haiku
Blank Verse	Free Verse
Rhyme	

## Reading Course Content and Organization

SuccessMaker Reading is organized around the strands recommended by the National Reading Panel and recognized as contributing to the development of foundational and life-long reading skills.

If a student exits prior to completing a full lesson, the progress at the activity level is bookmarked. This allows the student to start the next session at the same point where the student's last session ended.

### Instructional Strands

The scope and sequence of SuccessMaker Reading incorporates the six strands of reading instruction for course-level grades K-1, six strands for course-level grades 2-5, and three strands for course-level grades 6-8:

- Concepts of Print (course-level grade K)
- Phonological Awareness (course-level grades K-1)

- Phonics (course-level grades K-5)
- Vocabulary (course-level grades K-8)
- Comprehension (course-level grades K-8)
- Grammar (course-level grades 2-8)
- Spelling (course-level grades 2-8)

## **Scope and Sequence**

Although SuccessMaker Reading is designed as a self-contained curriculum, you can also customize the content of courses to provide intervention or complement your existing curriculum. You can preview the skill objectives by signing in to the LMS. See “Create a Custom Course” in the SuccessMaker Help for more information.

To help you customize course content, supplemental scope and sequence guides are also available on the SuccessMaker Announcements and Resources website.

### **Concepts of Print (Course-Level Grades K-1)**

The Concepts of Print content is embedded within the instruction for course-level grades K-1 and guides students through the fundamental strategies of print.

### **Phonological Awareness (Course-Level Grades K-2)**

The Phonological Awareness strand helps students distinguish sound structures of language and parts of speech, such as syllables and phonemes. The objectives in this strand focus on the student's ability to blend and segment phonemes, which is critical to the development of decoding and spelling skills.

### **Phonics (Course-Level Grades K-5)**

The Phonics strand helps students with the basic principles of phonics, including how to connect sounds with letters or groups of letters.

### **Vocabulary (Course-Level Grades K-8)**

The Vocabulary strand provides instruction, practice, and assessment to improve reading comprehension in recognition of the direct correlation between vocabulary development and improved comprehension.

SuccessMaker Reading distinguishes between exposure to and mastery of vocabulary words. The model used in this course also distinguishes between high-frequency, content-area, and academic vocabulary.

As part of the guided instruction, the academic vocabulary connects words to concepts, increases student comprehension, and mirrors the item types of new state and national assessments by providing;

- Instructional videos explicitly expose students to vocabulary topics and specific words.
- Lexile-leveled reading passages demonstrate the function and meaning of words in context.
- Practice activities, including a Print Partner Pack (Grades 3-8), require various types of interaction to help solidify student understanding.
- A media-enhanced glossary that is student-accessible at any point during the course.

Each grade level has a grade-level-appropriate database consisting of appropriate words a child may and should be exposed to. In addition, each grade level has an identified list of words that should be mastered. The goal is for each child to identify the mastery words automatically.

The mastery words for each grade level are a cross-reference of high-frequency words from both the Fry list and the Dolch list.

### **Comprehension (Course-Level Grades K-8)**

The Comprehension strand provides lessons and activities designed to provide instruction and practice of reading strategies as well as assess understanding of the text.

### **Grammar (Course-Level Grades 2-8)**

The Grammar strand provides instruction and activities designed to reinforce student understanding of parts of speech, sentence structure, subject and verb agreement, and punctuation.

### **Spelling (Course-Level Grades 2-8)**

The Spelling strand provides instruction and activities designed to reinforce student understanding of spelling applications that involve vowel combinations, consonant and syllable patterns, common endings, and unusual spellings.

## **Reading Standard Adaptive Motion and Lesson Structure**

### **Course-Level Grades K-2:**

Based on performance, students at course-level grades K-2 are navigated through a carefully articulated sequence of steps. Movements within these steps are personalized to each student and prerequisite skill mapping improves opportunities for Scaffolding when using the default Reading course.

- **Adaptive Initial Placement:** The default Reading course, and optionally for custom by settings courses, places the student at the course level that is most appropriate for the student's ability in key skills.
- **Explicit Instruction and Guided Practice:** The core of the Reading program where the student receives instruction based on the student's instructional reading level and the appropriate strand level. The grades K-2 sequence is comprised of four lessons in the Lexile levels range 80-410. Additional Text Readers are Lexiled at a higher level to ensure students are exposed to a wider range of vocabulary and to build listening comprehension.

- **Instruction:** Focused Instruction introduces the lesson objective.
- **Practice:** Interactive Practice and Print Partners provide practice activities.
- **Application:** Text Readers provide passages.
- **Scaffolding:** Follows each Explicit Instruction and Guided Practice lesson in the default Reading course when the student is assessed at less than 65% accuracy on responses to phonics, comprehension, or vocabulary items. Scaffolding activities that are not passed are reintroduced in Reteach.
- **Reteach:** Presents any items not passed in Scaffolding. Scaffolding activities that are not passed in Reteach are delivered again in Reteach 2, which follows Contextual Application of Skills in the next Explicit Instruction and Guided Practice cycle.
- **Spiral Review:** Provides a mixed presentation of Spiral Review items or those items that the student passed before moving to the next lesson set.

#### Course-Level Grades 3-5:

- **Adaptive Initial Placement:** The default Reading course, and optionally for custom by settings courses, places the student at the course level most appropriate for the student's ability in key skills.
- **Explicit Instruction and Guided Practice:** The core of the Reading program where the student receives instruction based on the student's instructional reading level and the appropriate strand level. The grades 3-5 Explicit Instruction and Guided Practice sequence is comprised of four lessons in the Lexile levels range 450-1010. Some Text Readers are Lexiled at a higher level to ensure students are exposed to a wide range of vocabulary and to build listening comprehension.
  - **Instruction:** Focused Instruction introduces the lesson objective.
  - **Practice:** Interactive Practice and Print Partners provide practice activities.
  - **Application:** Interactive Text Readers provide passages.

- **Scaffolding:** Follows each Explicit Instruction and Guided Practice lesson in the default Reading course when the student is assessed at less than 65% accuracy on responses to phonics, comprehension, or vocabulary. Scaffolding activities that are not passed are reintroduced in Reteach.
- **Contextual Application of Skills:** Beginning at grade level 2.5, Contextual Application of Skills lessons provide the student with texts and assessments that can be read at an independent reading level. The student will read texts at a lower Lexile level than what is presented in Explicit Instruction and Guided Practice, the student's instructional reading level, or the level at which motion determines the student can comprehend with 90% accuracy. There is no read-to-me audio support in Contextual Application of Skills because students are working at their independent reading level.
- **Reteach:** Presents any items not passed in Scaffolding. Scaffolding activities that are not passed in Reteach are delivered again in Reteach 2, which follows Contextual Application of Skills in the next Explicit Instruction and Guided Practice cycle.
- **Spiral Review:** Provides a mixed presentation of Spiral Review items or those items that the student passed before moving to the next lesson set.

### Course-Level Grades 6-8:

- **Adaptive Initial Placement:** The default Reading course, and optionally for custom by settings courses, places the student at the course level that is most appropriate for the student's ability in key skills.
- **Explicit Instruction and Guided Practice:** The core of the Reading program where the student receives instruction based on the student's instructional reading level and the appropriate strand level. Strategies include the key skills in which readers at the middle grades must be proficient: summarizing, questioning, predicting, previewing, and understanding organizational patterns of text. The grades 6-8 Explicit Instruction and Guided Practice sequence is comprised of three lessons in the Lexile levels range 840-1100

(approximately the end of grade 3 to grade 9).

- **Instruction:** Focused Instruction introduces the lesson objective.
- **Practice:** Interactive Practice and Print Partners provide practice activities.
- **Application:** Interactive Text Readers provide passages.
- **Scaffolding:** Follows each Explicit Instruction and Guided Practice lesson in the default Reading course when the student is assessed at less than 65% accuracy on responses to phonics, comprehension, vocabulary, grammar, or spelling items. Scaffolding activities that are not passed are reintroduced in Reteach.
- **Contextual Application of Skills:** Beginning at grade level 2.5, Contextual Application of Skills lessons provide the student with texts and assessments that can be read at an independent reading level. The student will read texts at a lower Lexile level than what is presented in Explicit Instruction and Guided Practice, or the level at which motion determines the student can comprehend with 90% accuracy. There is no audio support in Contextual Application of Skills because students are working at their independent reading level. Students who successfully complete the top level of the standard Reading course will be able to continue in adaptively-presented Contextual Application of Skills lessons of challenging Lexile levels.
  - **Mini Vocabulary Passage:** Text that consists of 1-2 paragraphs using five targeted vocabulary words in context.
  - **Practice:** An activity using the five words from the mini passage.
  - **Application:** A 500-750 word passage of text in the Lexile range of 200-1300 followed by five general comprehension (multiple-choice) questions.
  - **Vocabulary Review:** The final activity using the five words from the mini passage.
- **Reteach:** Presents any items not passed in Scaffolding. Scaffolding activities that are not passed in Reteach are delivered again in Reteach 2, which follows Contextual Application of Skills in the next Explicit Instruction and Guided Practice cycle.

- **Spiral Review:** Provides a mixed presentation of Spiral Review items or those items that the student passed before moving to the next lesson set.

## Reading Extension Activities

Offline Print Partners are available for extending practice beyond the student's computer sessions. Print Partners provide offline reinforcement of key skills, concepts, and strategies, as well as practice with writing in response to open-ended questions or prompts. See [Using the Course in Your Classroom](#).



## Hands On Tour: Reading

The best way to get acquainted with the SuccessMaker Reading course is to take a session. This section shows you what you may see when you sample some exercises in SuccessMaker Reading.

### Explore the Student Dashboard

The Student Dashboard in SuccessMaker offers an at-a-glance view into the student's progress to help the student view their progress. Students can see their active assignments/courses and are presented with information specific to each assignment including score, weekly goal, and weekly activity. From the dashboard, the student is able to select **Go!** to launch any of their active assignments.

successmaker® Log out

**Welcome, Jane O'Daniels!**  
West Street Elementary School

**Math**  
⌚ 15 minutes

Go!

**WEEKLY GOAL**

30/60 minutes

**Reading**  
⌚ 15 minutes

Go!

**WEEKLY GOAL**

0/60 minutes

**Measurement, Addition and Subtraction**  
⌚ 15 minutes

Go!

**RECENT SESSIONS**

Date	Correct
Thurs, Feb 2	18/20
Tues, Jan 31	7/10
Mon, Jan 30	7/10

**Reading**  
⌚ 15 minutes

Complete

**RECENT SESSIONS**

Date	Correct
Thurs, Feb 2	18/20
Tues, Jan 31	7/10
Mon, Jan 30	7/10

**Measurement, Addition and Subtraction**  
⌚ 15 minutes

Complete

**RECENT SESSIONS**

Date	Correct
Thurs, Feb 2	18/20
Tues, Jan 31	7/10
Mon, Jan 30	7/10

**Math**  
⌚ 15 minutes

Complete

**RECENT SESSIONS**

Date	Correct
Thurs, Feb 2	18/20
Tues, Jan 31	7/10
Mon, Jan 30	7/10

The Assignment panel listed on the dashboard includes all active, paused, and completed SuccessMaker assignments to which the student is currently assigned for the academic year. Students can have assignments from more than one school. By default, it displays SuccessMaker Math and Reading courses and custom courses. Students can have assignments from more than one school.

The **Weekly Goal** section displays a quick view of your students' progress toward weekly goals. It shows the number of minutes the student has spent in Math and/or Reading courses against the duration of the course. As the student participates in their learning sessions each week, the time spent in session is counted towards the weekly goal. Only full and custom by settings courses have a weekly goal. The goal is a fixed value set at 60 minutes per week. There are no adjustments to the goal based on holidays or other school specific scheduling activities.

The **Recent Session** section shows the recent three sessions logged on by the students and their activities.

## Taking a Session

1. Prepare a sample student user and course for the assignment:
  - Create a student user account. See “Adding a Student” in SuccessMaker Help.
  - Choose a course. You can choose the Reading (default) course or you can customize a course by settings, skills, or standards, or aligned to a Savvas core program. See “Creating Custom Courses” in SuccessMaker Help.
  - To experience Initial Placement (IP), turn on the IP option when you edit the course settings.
  - Assign the course to the student user account. See “Assigning Courses/Assignments to Students” in SuccessMaker Help.
2. Sign in to SuccessMaker as the student user you created.
3. Select the assigned Reading course.
4. Select or tap the **Play** button to continue and begin the lesson.



The **Play** button is presented once per each new browser session.



5. As you progress through the course, use a variety of answering techniques to see how the course reacts to your responses, such as:
  - Answer questions correctly and incorrectly.
  - Answer correctly on a second attempt.
6. Select the **Progress**, **Volume**, and **Settings** buttons in the upper right to explore the tools and features available to your students. See [Reading Student Navigation and Resources](#) for a description of each of the available menu items.
7. During your session, allow yourself to exhaust the idle time for a question. SuccessMaker is monitoring the inactivity (mouse movement, keyboard entry, etc.).






## Reading Student Navigation and Resources

Students use navigation tools as they move through the course using the toolbar at the top of the window. As you move through the session, select each resource to learn its function.

Most resources are available when the student's assignment uses the default course/assignment settings. If a resource is deactivated, the resource button is unavailable.

The following buttons are available in the standard toolbar at the top of the screen. Additional buttons are available for certain content.

Menu Bar Buttons	
Button	Purpose
	<p>The <b>Progress</b> button tracks session time and opens a window that displays session time, total number of questions, and correct answer percentage.</p> <p> After the third time a student clicks this button, it will be disabled for the remainder of the session. It will continue to track session time.</p>

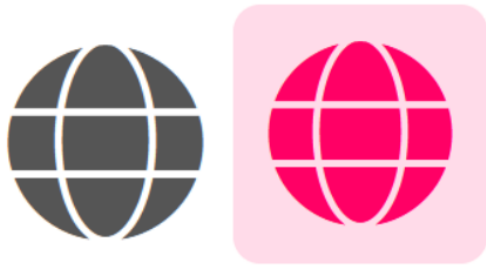
Menu Bar Buttons	
Button	Purpose
	The <b>Volume</b> button opens a volume slider that can be used to control volume level of audio played in the session.
	The <b>Settings</b> button opens a window that allows configuration for playing animations, video and audio autoplay, subtitles, and video toolbar autohide.
	<p>The <b>Exit</b> button opens a window that confirms whether the student would like to end their session.</p> <p> After the student has completed their assigned session length (20 minutes by default), the session will end automatically.</p>
	The <b>Glossary</b> button opens a window with a glossary tool. Students can use this word to learn the meaning of unfamiliar words. The glossary is available in both English and Spanish.

## Reading Student Tools

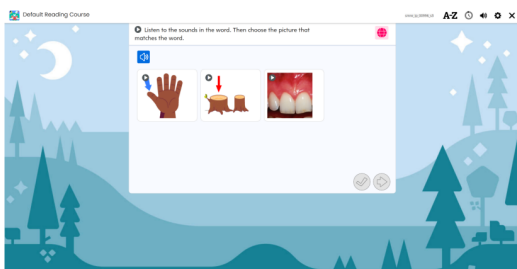
The following student tools are available throughout the Reading course.

### Translations in 100+ Languages

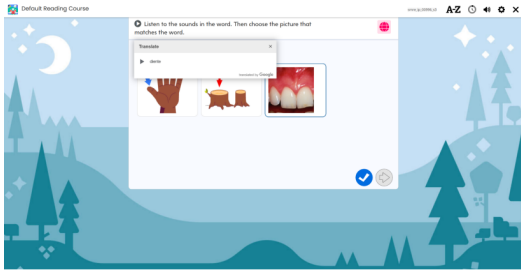
If you have the **Translate** enrollment option turned on for the course, the globe icon displays in the upper right corner of the lesson.



Select or tap the globe icon to turn on the translation for the question or statement in the default Language which is course-specific. The speaker icon turns pink. The page border, to the right of the sidebar, turns red.



With the translation on, the pink speaker icon appears on the pointer inside the red border. Translated text is displayed to the top left of the region marked with a red border.



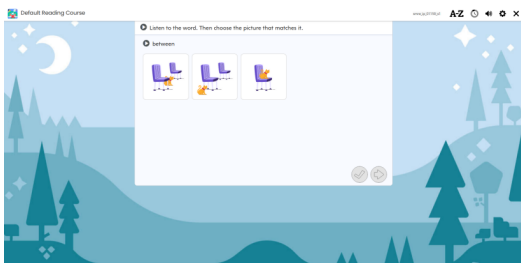
The question is read aloud in the selected language, and the Translation window displays the question or statement in the translated text.

## Reading Response Item Types

To successfully complete interactive assessment items, such as Multiple Choice, Selectable Text or Objects, Drag and Drop activities, and others; students will use a variety of response item types.

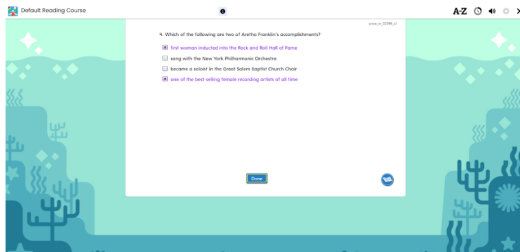
### Multiple Choice Single Select

The Multiple Choice Single Select item type displays a word and a series of images, one of which corresponds with the word above.



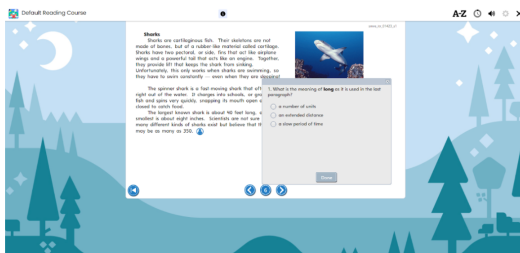
### Multiple Choice Multiple Select

The Multiple Choice Multiple Select item type is represented by a square checkbox button next to each answer option. Instructions and question stems let students know that they are to select more than one correct answer.



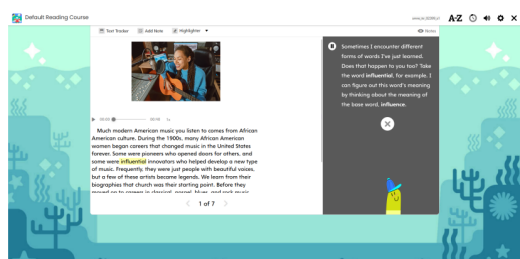
## Contextual Multiple Choice

The Contextual Multiple Choice item type displays on a specific page within the text, which allows the student access to the text while answering the question. Wrong answer feedback is given by the avatar previously selected by the student. In addition to audio feedback, key points in the text are highlighted to draw the student's attention to areas of focus.



## Selectable Hot Text (Highlight End Activity)

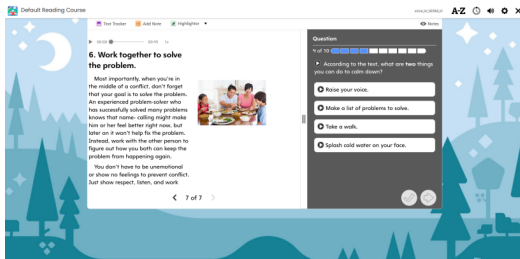
The Selectable Hot Text (Highlight End Activity) item type allows students to highlight answers directly in the text. Assessment items may be single-select or multiple-select answers.





## Evidence-Based Selected Response

The Evidence-Based Selected Response item type combines a selected-response question with a second selected-response question. In the second selected-response question, the student is asked to show evidence from the text that supports the answer provided to the first question.



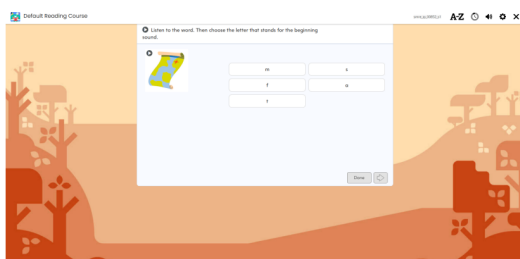
## Types of Reading Digital Activities

As students move through a course, they will experience the following types of digital activities. Previously, these were called learning objects.

### Name Letters and Sounds

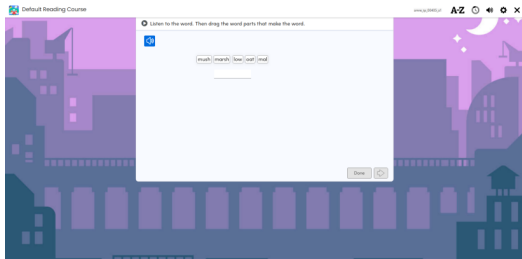
In Name Letters and Sounds digital activities, students must select specific letters as instructed. Click or tap a letter to move it from the boxes at the top of the screen to the answer boxes. When the answer is complete, select **Done**.

To clear an answer selection before selecting **Done**, point to the answer selection to display the eraser, and then click the selection. On mobile devices, tap the answer selection to clear the box.



## Blend, Segment, and Build Words

In some Blend, Segment, and Build Words digital activities, students drag or click the parts of a word presented in the audio. When the parts of the word are in the correct order, select the **Done** button.

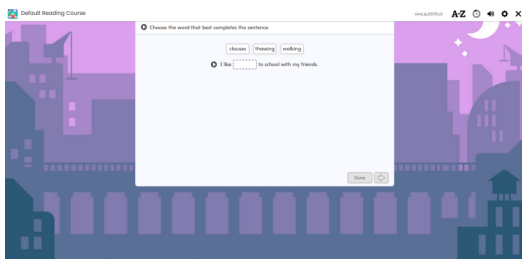


- To clear an answer selection before selecting the **Done** button, drag the part of a word back up.
- If the question is answered incorrectly twice, mouse over or tap the word part to hear the word part read aloud.

In other content, students mouse over or tap and hold the letters presented in the train cars to sound out a word, and then select the picture that represents the word. Once the matching picture is selected, select the **Done** button.

## Complete the Sentence

In some Complete the Sentence digital activities, students drag the word from the list that completes the sentence to the blank in the sentence. When the answer is complete, select the **Done** button to submit the answer.



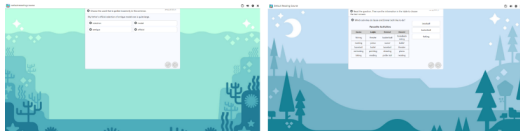
In other Complete the Sentence digital activities,, students listen to a word, then use the keyboard to type the word that completes the sentence. When the answer is complete, select the **Done** button to submit the answer.



To clear an answer selection before selecting the **Checkmark** button, point to the answer selection to display the eraser, and then click or tap the selection.

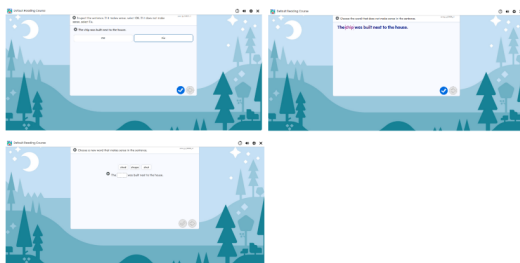
## Find Similarities and Differences

In Find Similarities and Differences digital activities, students use a grid or map to answer a question. The question may have one single correct answer, or multiple correct answers.



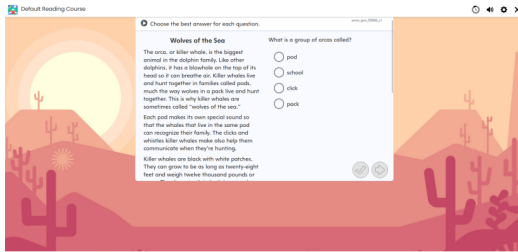
## Find the Mistakes

After correctly picking the incorrect word in the sentence, drag a correct word into the blank from the list provided that is correct for the sentence, and then select the **Checkmark** button.



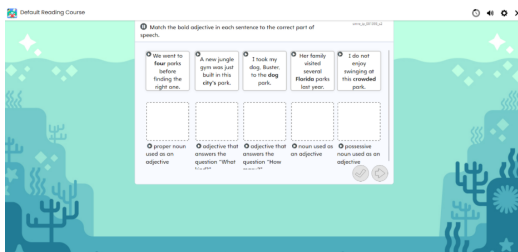
## Comprehension

In Comprehension digital activities, students read a series of passages, each with a multiple choice question.



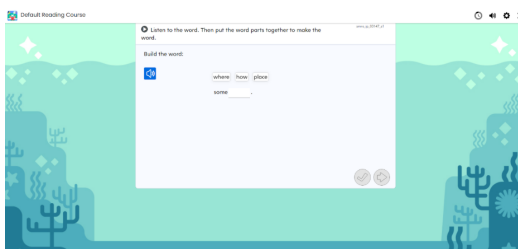
## Match Vocabulary Words

In Match Vocabulary Words digital activities, students select a sentence, and then its corresponding word to fill in the blank within the sentence. Once all pairs are matched, select the Checkmark button.



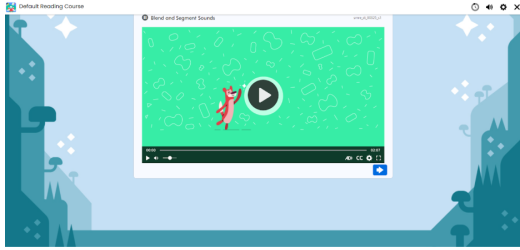
## Build Words

In Build Words digital activities, students listen to a word, then click or tap to select parts of words to make a complete word.



## Movie Player

In explicit instruction content, students watch an informative video, with no questions or assessment.



When watching a video, use the following controls:

**Play Video** – Displays when an instructional video is playing. Select the **Play Video** button to play the video.

**Pause Video** – Displays when an instructional video is playing. Select the **Pause Video** button to temporarily stop the video.

**Volume** – Adjusts the audio volume.

**Audio Descriptions** – Note that this functionality is not available for all Movie Player content.

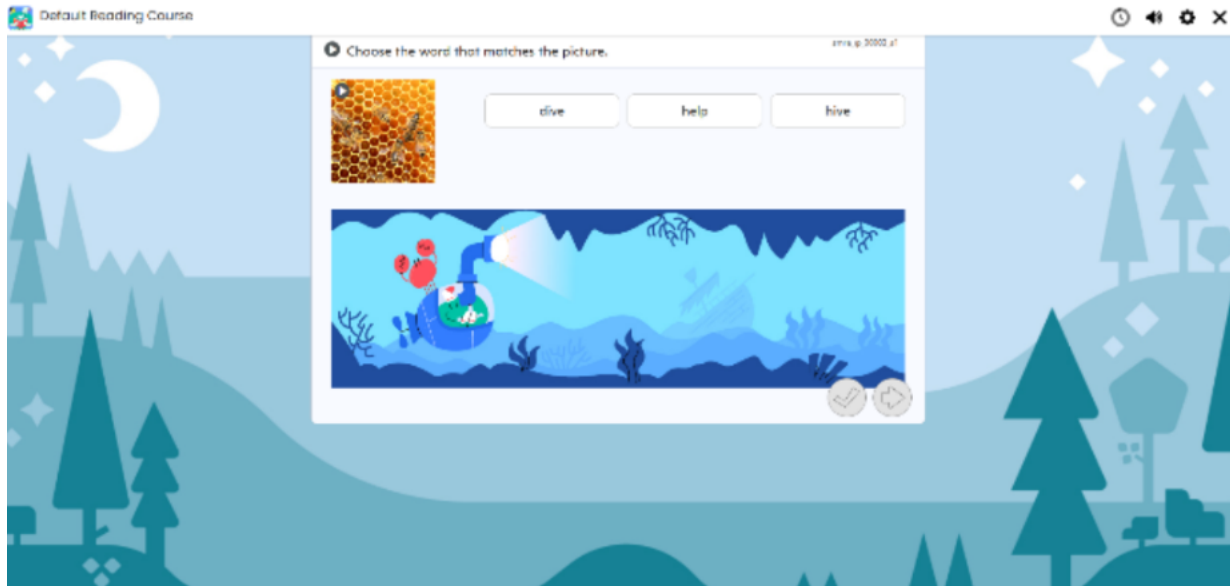
**Closed Captions** – Turns on closed captions.

**Show Settings** – Displays the following settings:

- **Video Speed:** Speeds up or slows down the rate of video playback.
- **CC Language:** Changes the language of closed captions.
- **Toolbar:** Shows or hides the video toolbar at the bottom of the content.

## Match the Words

In Match the Words digital activities, students select the word that matches the picture. After selecting the word that matches each picture, the illustration progresses.

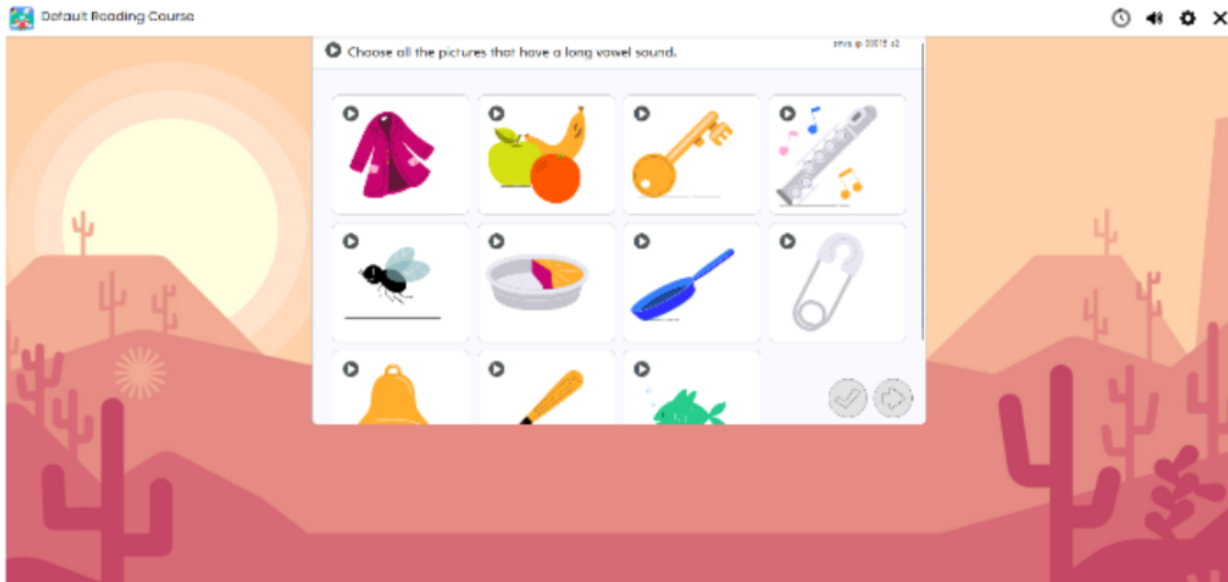


## Spell the Word

In Spell the Word activities, students are instructed to select all pictures that have a particular sound. In the example below, the student is asked to select a picture that has the short vowel sound /i/.

After selecting a correct picture(s), the student must then build the word for the selected picture.

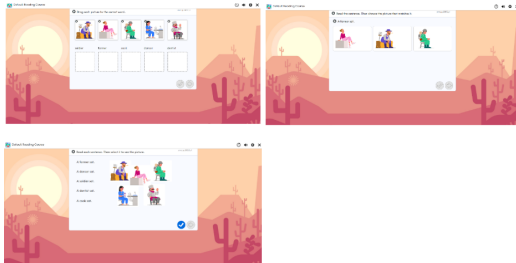
Drag the letters to place them in the spaces.



To clear an answer selection before selecting the **Checkmark** button, drag the answer out of the box.

## Read with Me

In Read with Me activities, students first match a series of pictures with words by selecting the picture, and then selecting the corresponding word. Next, the student matches a series of sentences with a correct picture. Then, the student is prompted to read each sentence of the story. As the student points to or taps each sentence, a corresponding picture appears.



## Sort the Words

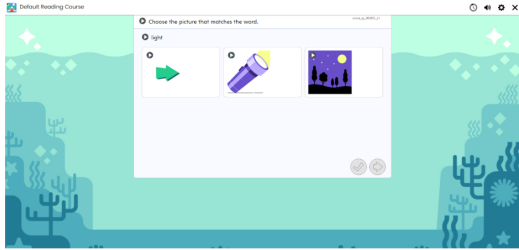
In Sort the Words activities, students pick the category in which the word or picture shown above the characters belong. In some activities, the categories are displayed below each character. In others, point to or tap and hold the character to hear the category read aloud. If an image representing a word is displayed, point to or tap and hold the image to hear the word read aloud. If the wrong category is selected before selecting **Done**, click or tap the alternate category to change the answer.



## Analyze and Choose

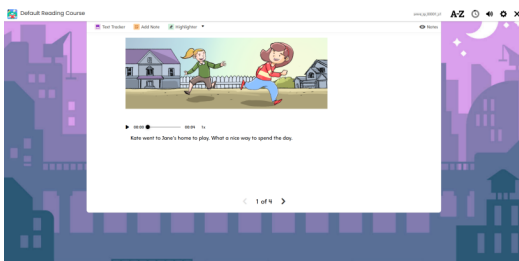
In Analyze and Choose digital activities, students answer multiple choice questions by choosing text or an image.



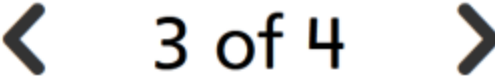







## Read and Apply - Grades K-2

Read and Apply digital activities are Lexiled passages followed by a comprehension activity.




When presented with a Read and Apply digital activity, students in demographic grades K-2 are provided with the following additional tools to support the learning environment.



Button	Purpose
	<b>Go Forward</b> and <b>Go Back</b> buttons enable the student to page forward or back within the Read and Apply.
 <b>Text Tracker</b>	The <b>Text Tracker</b> button helps the student track the line being read.
 <b>Add Note</b>	The <b>Add Note</b> button enables the student to make a note within the text.
 <b>Highlighter</b>	The <b>Highlighter</b> button enables the student to highlight the text or to erase highlighter marks.




Button	Purpose
 <b>Notes</b>	The <b>Hide/Show Notes</b> button toggles the visibility of <b>Sticky Notes</b> that the student has placed within the text.
	The <b>Replay Audio</b> controls allow students to pause and replay an audio reading of the activity questions.

## Read and Apply - Grades 3-12

Read and Apply passages are designed for students in demographic grades 3-12. When presented with a Read and Apply passage, students are provided with a variety of additional tools to support the learning environment.

-  While students in demographic grades 3-12 who are working below third-grade level will continue to have content presented in the same age-appropriate environment, they may see texts without Coaches. See Grades 3-8 for information about Coaches.

Button	Purpose
 <b>Text Tracker</b>	The <b>Text Tracker</b> button helps the student track the line being read.
	<p>The <b>Read to Me</b> controls play an audio reading of the text.</p> <p>This button is disabled if the <b>Read to Me</b> setting has been turned <i>Off</i> for the assignment in the course or assignment settings. See Read to Me for Read and Apply for more information.</p>

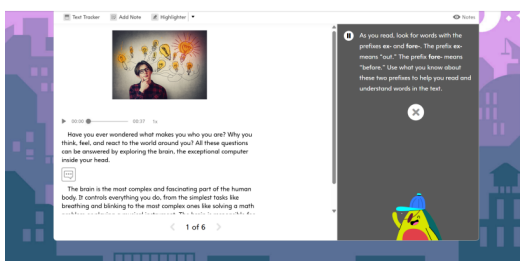
Button	Purpose
 <b>Highlighter</b>	The <b>Highlighter</b> button enables the student to highlight the text or to erase highlighter marks.
 <b>Add Note</b>	The <b>Add Note</b> button enables the student to make a note within the text.
 <b>Notes</b>	The <b>Hide/Show Notes</b> button toggles the visibility of <b>Sticky Notes</b> that the student has placed within the text.

## Coaches in Grades 3-8

Students working in grades 3-8 course-level content encounter coaches during Guided Practice. Coaches model metacognitive reading strategies.

The coach provides prompts, cues, and feedback to help students master the key concepts and strategies presented in the lesson. Students cannot exit a page of text where the coach button is displayed until they have selected the button and played the coach prompt.

To close the reading coach prompt before moving forward, click or tap the small X in the note when the coach audio is complete.



The coach will also provide incorrect-answer feedback during some assessments and help to guide students to areas of the text where answers can be found.

Students in demographic grades 3-12 who are working below third-grade level will continue to have content presented in the same age-appropriate environments, although they may experience Read and Apply text without the Coach prompts.

Students above demographic grade 2 may occasionally experience a prerequisite learning object from a lower grade. When this occurs, guided practice texts without the coach may appear.

## SuccessMaker Reading Technical Tips

### Session Time and Idle Time

SuccessMaker monitors idle time when there is no mouse movement, keyboard, or touchpad activity, etc. The Idle Timer displays 60 seconds prior to the expiration of the set Idle Time. For example, if the Idle Time is set at five minutes, the pop-up appears at four minutes and remains for 60 seconds unless action is taken.

### Ending a Session

When a session expires, is closed due to inactivity, or is ended by the student:

- Digital activities completed within the session are recorded.
- Incomplete learning objects within the session are saved. When the student revisits the assignment, they will begin on the last unanswered question. Results for the learning object are only recorded once it has been completed.

### Session Expires

When the session time expires, SuccessMaker displays the student their progress made for the session, signs the student out of the course, and then returns the student to the **Sign In** page.

### Session Closed for Inactivity

If a session is inactive for more than **30 minutes**, the session is closed and the student is returned to the **Sign In** page.

### Session Closed by Teacher or Student

Students can end a session by selecting the blue **X** (Close) button in the upper-right corner of the SuccessMaker window. After selecting **Close**, a confirmation prompt appears. The student selects **Yes** to confirm, the session data is saved, and the student is returned to the **Assignments** page.



Using the **X** in the title bar of the browser window to close out of SuccessMaker could result in the loss of data. You should always close the course with the **Close** button, and sign out of SuccessMaker when finished running the courseware. If the browser window is abruptly closed, or a student on an iPad® presses the Home button twice, and then swipes up on the browser window in which SuccessMaker is running, session data may be lost, the student left online, or the license may be left "in-use" for up to 30 minutes. This can prevent other students from being able to sign in and run the courseware during that time.

### Accessing Reading on a Mobile Device

In general, students running the SuccessMaker courseware on a supported mobile device can use standard gestures common to most mobile devices with touchscreen capabilities.

## Preparing for Use with Students

Effective implementation of SuccessMaker Reading in a lab setting or in your classroom involves careful scheduling of computer time as well as proper attention to the procedures provided by the LMS.

This chapter outlines what is required to get students started on the system and provides suggestions for scheduling in your classroom.



If you need assistance in getting started, contact your system administrator.

## Getting Students Started

Getting your students started with SuccessMaker Reading involves several steps, including:

- Choosing the type of course
- Assigning the course to students
- Selecting the enrollment option values for your students
- Creating an appropriate schedule for student sessions
- Introducing the course to students

## Strategic Course Selection

There are four types of reading courses in SuccessMaker:

- **Reading (full course)** – The Reading default course includes all SuccessMaker reading curriculum and places students at their functioning level. The course then uses the features of Adaptive Motion to move students through the content, allowing students to work at their own pace.
- **Custom by Settings** – Provides identical content as the default course but allows you to turn IP Off or On and manually set the course start level for the student.
- **Custom by Skills\*** – In addition to changing course parameters, custom by skills courses allow you to select specific reading skills to target students' individual needs.
- **Custom by Standards\*** – In addition to changing course parameters, custom by standards courses allow you to select a standards framework such as a specific state standard or a framework aligned to a Savvas core program. With both custom by skills and custom by standards courses, teachers select the content and level, ideal for on-level or above-level students.

Step-by-step procedures for creating custom courses can be found in the SuccessMaker Help.



\* Custom by skills and custom by standards, and courses aligned to a Savvas core program in SuccessMaker Reading do not utilize Reteach, and Spiral Review features. Reading Adaptive Motion is sequential. When creating a custom by skills or custom by standards course, the teacher selects the specific skills or standards the student needs, eliminating the need for Scaffolding, Reteach, and Spiral Review features.

## Assigning the Course

Step-by-step procedures for assigning courses to students can be found in the SuccessMaker Help. You will need to be familiar with the following functions:

- Creating groups
- Adding new students
- Selecting the proper starting level
- Assigning the course to newly created groups
- Assigning a custom course

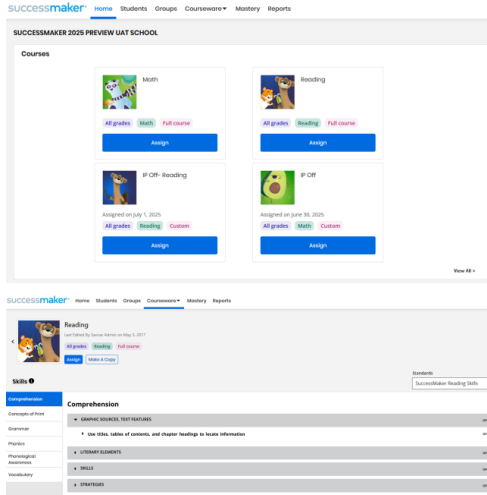
If your school has a system administrator, you may want to consult with that resource about adding your students to the system and assigning the courses you have selected.

## Customizing Course Settings

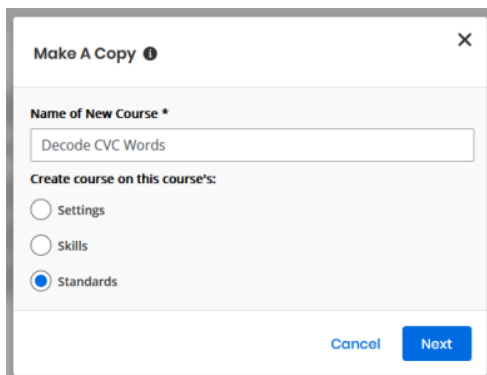
Teachers can customize the course settings for students by changing the course parameters, such as session length and timing settings. See “Editing Course Settings” in the SuccessMaker Help for details.

To create a custom course, follow these steps:

1. From the home screen, select the full **Reading** course and select **Make a Copy**.

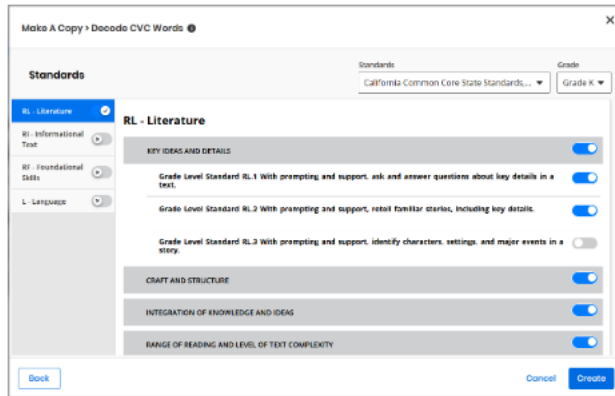


2. Name the assignment (e.g., Decode CVC Words) and select **Create a Course** based on *Standards*.



3. Use the dropdown at the top right of the screen. To create an assignment based on specific skills or state standards, choose **SM Skills** or your state standards from the dropdown menu. Select the appropriate skill or state standards, grade level, and toggle *On/Off* specific strands to target instruction. Select **Create**, then assign the targeted practice to the appropriate student.





## Scheduling Students in the Course

The default session length for this course is 20 minutes. This gives the average student enough time to complete a full lesson. When using the course in its default (full) state without customizing by skill or standard, scheduling should ideally be 20 minutes. If you need to dictate the scheduling, you can adjust the session length using the course settings. Student progress during a shorter (or longer) session can be bookmarked at the activity (Explicit Instruction, Guided Practice, Independent Practice, etc.) where the student left off. When customizing the course by skill or standard, you can modify the session length, but it cannot be lower than five minutes. Units, which consist of 3-6 lessons, are approximately 120 minutes in length.

## Introducing the Course to Students

Before your students begin their first SuccessMaker Reading session, introduce them to some features of the computer and of the course. It is a good idea to take your students to a computer station and review hardware and software features with them in a hands-on activity.

Demonstrate the equipment the students will use at the computer, such as the headphones, mouse, and keyboard. Also show the software features of the course, such as using the Menu bar and Toolbar to navigate through the course.

See [The Learning Environment](#) for more information.

# Using the Reading Course in Your Classroom

## Ideas for Classroom Use

SuccessMaker Reading was designed to be used as supplemental instruction for individual students. However, it can also be customized for smaller, performance-level groups and whole-group presentations.

### Individual Student Instruction

Most students experience the course in its default mode, using the automatic initial placement tool to begin instruction and having the adaptive agent guide their progress through the course.

### Small Group Instruction

Perhaps your whole class is enrolled in SuccessMaker Reading, but you want to work with small groups of students grouped according to their reading levels and course performance.

You can use sorted reports or dashboard data from the LMS to determine appropriate groups. Once the groups are established, you can develop strategies for each of the groups based on common needs. Then create a custom course for each group. You can monitor the progress in the custom course using the same methods as in a standard course. See “Creating a Custom Course” and “Getting Started with Reports” in the SuccessMaker Help.

### Whole Group Instruction

SuccessMaker Reading lends itself to whole-group instruction by allowing a teacher to pinpoint selected skills or standards through a custom course. The teacher can sign in to the custom course on an interactive white board or while projecting the computer screen for the whole class instruction.

### Targeted Lessons

Run the Areas for Growth report weekly and deliver targeted small group instruction based on students' learning needs. Adjust groupings weekly based on student performance as indicated in the Areas for Growth report. SuccessMaker Reading's print resources can be found online [here](#).

## Assessing Student Progress

In addition to providing students with quality learning time, SuccessMaker Reading helps teachers improve the instructional experience by providing real-time, “on-demand” performance data and Print Partners for offline practice.

The Learning Management System (LMS) gives you a variety of tools to assess student progress in SuccessMaker Reading.

The reports are the primary tool, providing the data needed to measure student progress and intervene when necessary. They also enable you to assist your students in several ways, including:

- Monitoring individual student performance over short- and long-term periods
- Identifying each student's strengths and weaknesses and planning appropriate instruction or intervention
- Reporting and comparing long-term student progress within student groups or between classes

As each student progresses through the course, the LMS maintains continuous records on the student's performance, which it then uses to make decisions about the student's path in the course.

## Print Partners

Print Partners are offline writing activities that capture higher-level, generative critical-thinking skills (e.g., summarizing). Students encounter these activities in the course, but Print Partners offer the classroom teacher a method of extending practice beyond the student's

computer sessions. Print Partners require written response, thus giving students opportunities to practice writing. Answer Keys are provided for each Print Partner.

## Print Partner Example

SuccessMaker®

Name \_\_\_\_\_



### Mixed Skills: Recognizing Elements of Plot and More

**Directions:** Read the story. Then read each question and circle the correct answer.

#### Summer Storms

Summer storms can be fun. First, the clouds grow thick and dark in the afternoon sky. Thin bolts of lightning flash. Then loud thunder makes everything shake. The wind whistles through the leaves.

Everyone waits for the rain. A child feels a raindrop on her cheek. The other children also feel raindrops on their faces. It rains and rains.

Soon, sheets of rain pour from the sky. Where will all the water go? The car wheels splash in the puddle. The ground is no longer dry.

Then the rain stops. The clouds go away. The sun shines.

Boys and girls chase each other outside. They run and jump in the puddles of water.

1. What is the main idea of the passage?
  - A. Summer storms can be fun.
  - B. Summer storms can be boring.
  - C. Summer storms can be dry.

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Name \_\_\_\_\_

2. What happens at the beginning of the passage?

- A. The rain falls from the sky.
  - B. The sky clears up, and the sun comes out.
  - C. The clouds grow thick and dark in the afternoon sky.

3. What happens at the end of the passage?

- A. The boys and girls run and jump in the puddles of water.
  - B. The boys and girls watch the rain fall from the dark sky.
  - C. The boys and girls read to each other as rain falls in the street.

4. What do you think happens after the boys and girls run and jump into the puddles?

- A. The children stay dry.
  - B. The children get all wet.
  - C. The children read a book.

5. Which of the following best summarizes the passage?

- A. The children wait for the sun to come out, so they can go inside and play.
  - B. First, the clouds grow dark. The children chase each other. Soon sheets of rain pour from the sky.
  - C. Summer storms can be fun. They bring a lot of rain and leave puddles for children to play in.



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