

TUTORING WITH THE LIGHTNING SQUAD



User's Guide

Tutoring with the Lightning Squad User's Guide

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We wish to acknowledge the creative contributions of our collaborators at Sirius Thinking, Ltd.

Tutoring with the Lightning Squad is brought to you by Sirius Thinking, Ltd., and the Success for All Foundation in partnership with Sesame Workshop, the non-profit educational organization behind *The Electric Company*.



A Nonprofit Education Reform Organization

The mission of the Success for All Foundation is to develop and disseminate research-proven educational programs to ensure that all students, from all backgrounds, achieve at the highest academic levels.

These programs were originally developed at Johns Hopkins University.

300 E. Joppa Road, Suite 500, Baltimore, MD 21286

PHONE: (800) 548-4998; FAX: (410) 324-4444

E-MAIL: sfainfo@successforall.org

WEBSITE: www.successforall.org

Table of Contents

Tutoring with the Lightning Squad Technical Specifications	ii
Introduction	1
School and District Administration	1
Getting Started	2
Tutor Administration	4
Dashboard	4
Manage Students	5
Assess Student	5
Manage Teams	7
Scheduler	8
Reports	9
Tutor Summary Report	9
Student Report (Parent Progress Note)	10
School Summary Report	10
District Summary Report	10
Resources	11
Student Transfer	11
Annual Cut-off	12
Activity Overview	13
General Information	13
Creating Your Lightning Squad	14
Solo Play Option	15
Power Reader	16
Letter Launch (Stories 4–48 only)	21
Letter Quest (Stories 4–48 only)	24
Word Blender (Stories 4–48 only)	26
Super Speller	29
Word Quest	32
For Stories 4–48	32
For Stories 49–70	35
Story Quest	38
Tutor Check	42
Rewards (The Prize Spot)	45
Appendix	47
Home Link	48
Importing Data from Member Center	49
Scope and Sequence	50
Home Link Certificates	58
Home Link Letter (English)	59
Home Link Letter (Spanish)	60

Tutoring with the Lightning Squad

Technical Specifications

Tutoring with the Lightning Squad is delivered via an HTML5-compatible web browser. Users can access the application on computers and devices that are connected to the Internet. Therefore, no additional hard drive space is needed for the application. SFAF will support schools that meet the minimum system requirements listed below. Testing has been performed using the minimum hardware and software combinations listed below.

Basic Hardware/Software in the classroom:

- PC Recommended: Windows 10
- MAC Recommended: Mac OS 10.13–10.15
- iPad, Apple Recommended: iOS 10–15
- Chromebook
- Display: 7-inch or larger
- Browsers: Microsoft Edge, Google Chrome 40 and newer, Apple Safari 10
- Speakers for sound

Network and Server Settings at the school:

- To check internet speed at the school, go to a student computer/device during peak internet usage times, open an internet browser, and go to <http://speedtest.net>. Click the word **GO** in the circle and the test will begin. Be sure to look at your speed in Kbits/Sec.
- Ability to open a standard https:// (TCP/IP, Port 80) and https:// (SSL, Port 443) web connection to all SFAF websites.
- Network and server firewalls set to allow all SFAF websites through the firewall.
 - <https://lightningsquad.successforall.org>
 - <https://lsapi.successforall.org>
 - <https://lightningsquad.s3.amazonaws.com>
- If your school uses a proxy server, caching must be disabled for SFAF websites.
- If your school uses a content filter with or without a proxy server, content filtering must be disabled for SFAF websites.

Individual Computer and Internet Options Settings

- JavaScript and cookies are enabled.

NOTE: We do not recommend setting up shortcut links on student computers.

Introduction

Welcome to Tutoring with the Lightning Squad (TwLS), a web-based reading-intervention program for struggling readers. TwLS is a powerful tutoring program that tutors use to assess students, place them appropriately, and deliver effective, fun instruction.

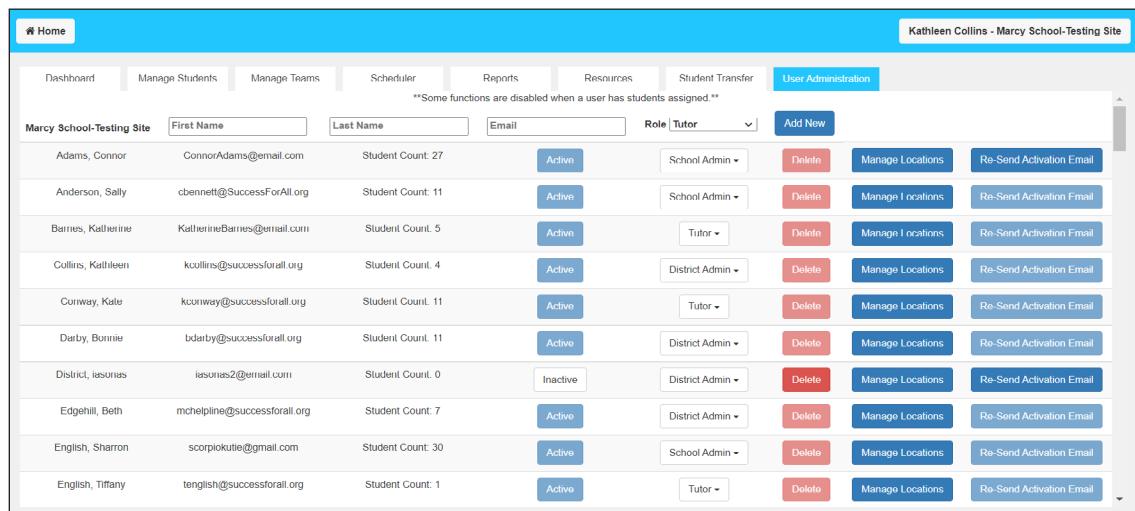
TwLS provides the assessment, planning, and instructional tools for tutoring students in pairs or individually. The program provides reading instruction and practice at the first- through third-grade levels and addresses skill development in fluency, phonemic awareness, phonics, vocabulary, and comprehension.

In a TwLS classroom, student pairs work at a computer or on a device. During the activities partners take turns completing activities and providing feedback on each other's performances. The tutor circulates among the teams providing support and conducting quick checks to verify team mastery. In cases of **one-to-one tutoring**, the tutor sits with the student and provides feedback as he or she completes the activities on the computer or device.

For technical assistance with Tutoring with the Lightning Squad call (800) 548-4998.

School and District Administrators

Once an administrator from the school or district is designated, the SFA Member Center will set up the administrator account. Administrators are responsible for adding tutors (users) to the program using the User Administration tab. If the administrator makes a mistake while adding a tutor, they must delete that account and add the tutor again. Once the tutor is added, they will be automatically be sent a welcome email with instructions to activate their account. Tutors will not show as active until they have set up their accounts. If the administrator needs to deactivate a tutor, any students assigned to that tutor must be transferred before deactivating the tutor's account.



Marcy School-Testing Site		First Name	Last Name	Email	Role	Tutor	Add New
Some functions are disabled when a user has students assigned.							
Adams, Connor	ConnorAdams@email.com	Student Count: 27	Active	School Admin	Delete	Manage Locations	Re-Send Activation Email
Anderson, Sally	cbennett@Successforall.org	Student Count: 11	Active	School Admin	Delete	Manage Locations	Re-Send Activation Email
Barnes, Katherine	KatherineBarnes@email.com	Student Count: 5	Active	Tutor	Delete	Manage Locations	Re-Send Activation Email
Collins, Kathleen	kcollins@successforall.org	Student Count: 4	Active	District Admin	Delete	Manage Locations	Re-Send Activation Email
Conway, Kate	kcconway@successforall.org	Student Count: 11	Active	Tutor	Delete	Manage Locations	Re-Send Activation Email
Derby, Bonnie	bderby@successforall.org	Student Count: 11	Active	District Admin	Delete	Manage Locations	Re-Send Activation Email
District, Isomia	isomias2@email.com	Student Count: 0	Inactive	District Admin	Delete	Manage Locations	Re-Send Activation Email
Edgehill, Beth	mchelpine@successforall.org	Student Count: 7	Active	District Admin	Delete	Manage Locations	Re-Send Activation Email
English, Sharron	scorpiokutie@gmail.com	Student Count: 30	Active	School Admin	Delete	Manage Locations	Re-Send Activation Email
English, Tiffany	tenglish@successforall.org	Student Count: 1	Active	Tutor	Delete	Manage Locations	Re-Send Activation Email

Getting Started

Using the activation email sent from mchelpline@successforall.org, click on the URL to create your account. Please check your spam folder if you have not received the email.

- Create a username.
- Create a password

Please set your username

New Username

Please set your password

New password

Verify password

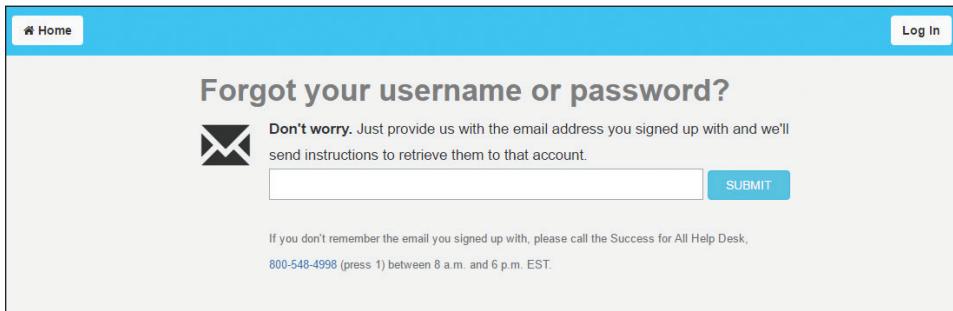
Your account has been activated.

You can now login to the Lightning Squad applications

If you have already created an account, but forget your username and/or password, please click on the Forgot username/password button from the drop-down menu.



You will receive an email to recover or reset your account information.



To log off, click on the button with your name in the upper right corner of the screen. A drop-down will appear with the Log-out option.

Tutor Administration

After your account is created, click on Administrative from the drop-down menu.



You will use the Administrative section to:

- Manage students
- Manage teams
- Create a schedule
- Run reports
- Find resources
- Transfer students

Dashboard

When you login to the Administrative section, you will land in the Dashboard tab. This tab gives you a summary of your current teams and their status. The Dashboard shows you the current level and topic for each team, and what activities the teams have mastered or are currently working through.

Team: S.Francis/A.Fenwick	
Time Slot	Grade
Current Story	7
Francis-Sally	1
Fenwick Anderson	1
Activity	Attempt Count
Power Reader	1

Manage Students

In the Manage Students tab, you will add students to be tutored and their basic information, as well as access the initial assessment. To add a student, enter first name, last name, gender, grade, and teacher and then click Add New Student. The Manage Teams tab remains inactive until at least one student is assessed. When students complete the program, you can generate a certificate by clicking Student Certificate in the row with their name.

Students can be deactivated by clicking on Edit, then click Deactivate.

Manage Students									
First Name	Last Name	Gender	Grade	Teacher	Story	Student	Teammate	TimeSlot	Action
Frances	Anderson	F	1	Muggs	Story 10	Archie Andrews	Teammate not assigned	09:30 - 10:00	<input type="button" value="Edit"/> <input type="button" value="Student Certificate"/>
Archie	Andrews	M	1	Street	Story 10	Frances Anderson	Teammate not assigned	09:30 - 10:00	<input type="button" value="Edit"/> <input type="button" value="Student Certificate"/>
Connor	Bravo	F	4	Diamond	Assess Student	Teammate not assigned	Timenslot not assigned		<input type="button" value="Edit"/> <input type="button" value="Student Certificate"/>
Brooklyn	Brown	F	1	Stone	Story 52	Everett Electric	Teammate not assigned	10:00 - 10:30	<input type="button" value="Edit"/> <input type="button" value="Student Certificate"/>
James	Carver	M	4	Shale	Assess Student	Teammate not assigned	Timenslot not assigned		<input type="button" value="Edit"/> <input type="button" value="Student Certificate"/>
Betty	Cooper	F	1	Stone	Assess Student	Teammate not assigned	Timenslot not assigned		<input type="button" value="Edit"/> <input type="button" value="Student Certificate"/>
Raegan	Cov	F	1	Shale	Assess Student	Teammate not assigned	Timenslot not assigned		<input type="button" value="Edit"/> <input type="button" value="Student Certificate"/>
Collin	Crow	M	1	Stone	Assess Student	Teammate not assigned	Timenslot not assigned		<input type="button" value="Edit"/> <input type="button" value="Student Certificate"/>
Everett	Electric	M	2	Stone	Story 52	Brooklyn Brown	Teammate not assigned	10:00 - 10:30	<input type="button" value="Edit"/> <input type="button" value="Student Certificate"/>
Daena	Prince	F	4	Stone	Assess Student	Teammate not assigned	Timenslot not assigned		<input type="button" value="Edit"/> <input type="button" value="Student Certificate"/>
Edward	Richardson	M	1	Stone	Assess Student	Teammate not assigned	Timenslot not assigned		<input type="button" value="Edit"/> <input type="button" value="Student Certificate"/>
Elizabeth	Robinson	F	1	Stone	Assess Student	Teammate not assigned	Timenslot not assigned		<input type="button" value="Edit"/> <input type="button" value="Student Certificate"/>
David	Stroup	M	5	Shale	Assess Student	Teammate not assigned	Timenslot not assigned		<input type="button" value="Edit"/> <input type="button" value="Student Certificate"/>
Bunny	Velveteen	F	3	Shale	Assess Student	Teammate not assigned	Timenslot not assigned		<input type="button" value="Edit"/> <input type="button" value="Student Certificate"/>
Winona	Wire	F	2	Martie	Assess Student	Teammate not assigned	Timenslot not assigned		<input type="button" value="Edit"/> <input type="button" value="Student Certificate"/>
Wonder	Woman	F	1	Johns	Assess Student	Teammate not assigned	Timenslot not assigned		<input type="button" value="Edit"/> <input type="button" value="Student Certificate"/>

Assess Student

The purpose of the assessment is to determine initial story placement of each student. To assess a student, you will sit with the student at one computer or device. When you and the student are ready to begin, click on the Assess Student button in the appropriate student's record in the Manage Students tab.

As the student reads the words, click on the Right or Wrong button as appropriate. Continue having the student read words until their assigned story appears. If you agree with the assigned story, click Done. If not, click Reassess.

The image consists of two screenshots of a digital assessment interface. The left screenshot shows a student reading the word 'Dad'. At the bottom, there are two buttons: 'RIGHT' and 'WRONG'. The right screenshot shows the assessment complete message for student 'Laura' with the assigned story 'Leaves Fall'.

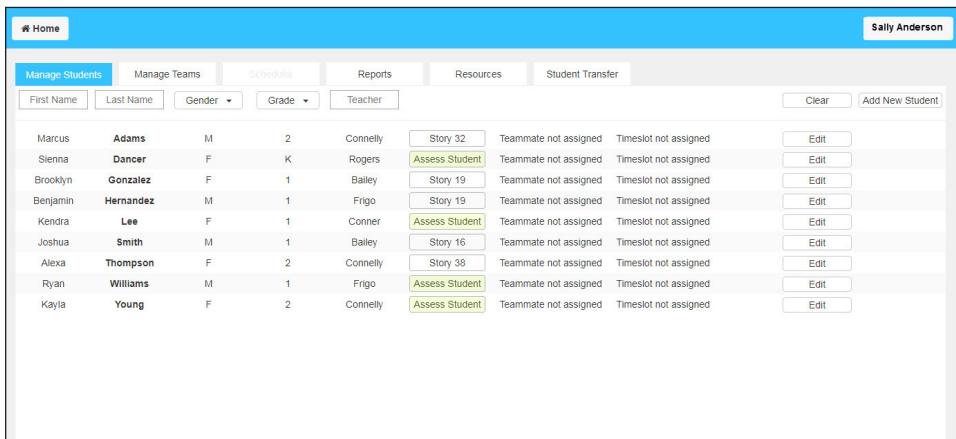
Left Screenshot (Lightning Squad Assessment):

- Header: Home, Porter House
- Section: Read the word
- Word: Dad
- Buttons: RIGHT 1, WRONG 2
- Footer: LIGHTNING SQUAD ASSESSMENT, Wily t. Coyote, First

Right Screenshot (Assessment Complete):

- Header: Home, Sally Anderson
- Section: ASSESSMENT COMPLETE
- Message: Good job, Laura!
- Message: Assigned Story #29 "Leaves Fall"
- Buttons: REASSESS, DONE
- Footer: LIGHTNING SQUAD ASSESSMENT, Laura Holt, Third

After clicking Done, the screen will return to the Manage Students tab where you will now see the students' assigned story instead of the Assess Student button. The Manage Teams and Scheduler tabs should now be active.



First Name	Last Name	Gender	Grade	Teacher	Story assigned	Status	Actions	
Marcus	Adams	M	2	Connally	Story 32	Teammate not assigned	Timeslot not assigned	<button>Edit</button>
Sienna	Dancer	F	K	Rogers	Assess Student	Teammate not assigned	Timeslot not assigned	<button>Edit</button>
Brooklyn	Gonzalez	F	1	Bailey	Story 19	Teammate not assigned	Timeslot not assigned	<button>Edit</button>
Benjamin	Hernandez	M	1	Frigo	Story 19	Teammate not assigned	Timeslot not assigned	<button>Edit</button>
Kendra	Lee	F	1	Conner	Assess Student	Teammate not assigned	Timeslot not assigned	<button>Edit</button>
Joshua	Smith	M	1	Bailey	Story 16	Teammate not assigned	Timeslot not assigned	<button>Edit</button>
Alexa	Thompson	F	2	Connally	Story 38	Teammate not assigned	Timeslot not assigned	<button>Edit</button>
Ryan	Williams	M	1	Frigo	Assess Student	Teammate not assigned	Timeslot not assigned	<button>Edit</button>
Kayla	Young	F	2	Connally	Assess Student	Teammate not assigned	Timeslot not assigned	<button>Edit</button>

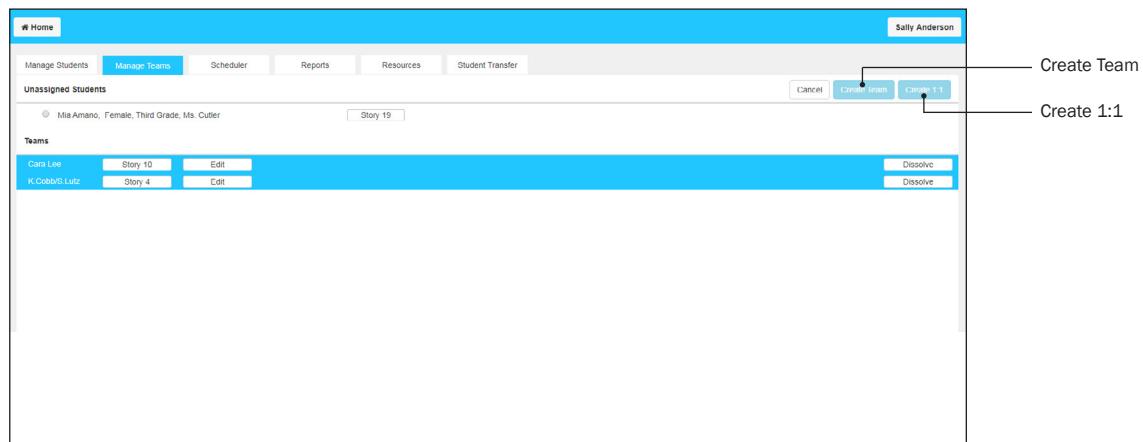
If you are using the Success for All reading program and you are interested in importing current student data from Member Center to Tutoring with the Lightning Squad program, please refer to the section Importing Data from Member Center on page 49.

Manage Teams

In the Manage Teams tab, you will choose two students at a time to be a tutoring team. Select two students then click “Create Team.” The tutoring team will be assigned to the higher of the assigned stories for the individual students. Once a team is created you can manually change the team’s assigned story by clicking on Edit.

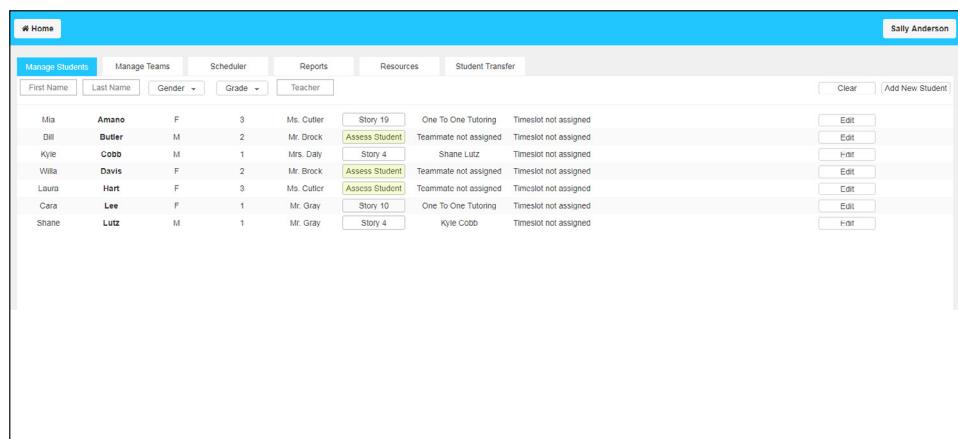
Alternatively, you can assign students to individual tutoring by selecting them and then clicking “Create 1:1.”

Existing teams are listed below unassigned students. Click Dissolve to reassign team members.



The screenshot shows the 'Manage Teams' tab in the application. At the top, there are tabs for Home, Manage Students, Manage Teams (which is selected and highlighted in blue), Scheduler, Reports, Resources, and Student Transfer. A user profile for 'Sally Anderson' is at the top right. Below the tabs, there are sections for 'Unassigned Students' and 'Teams'. In the 'Unassigned Students' section, a student 'Ma Amano, Female, Third Grade, Ms. Cutler' is listed with a story of 'Story 19'. In the 'Teams' section, two students, 'Cara Lee' and 'K. Cobb@Lutz', are listed with their assigned stories ('Story 10' and 'Story 4' respectively). To the right of these sections are three buttons: 'Cancel', 'Create Team', and 'Create 1:1'. A callout line points from the 'Create Team' button to the text 'Create Team' in the caption below. Another callout line points from the 'Create 1:1' button to the text 'Create 1:1' in the caption below.

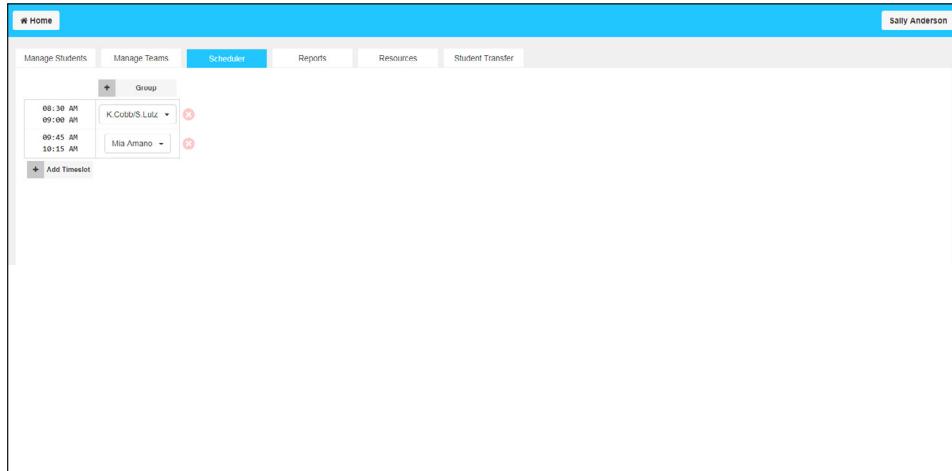
When you create a team, students' teammates are listed in the Manage Students tab as well.



The screenshot shows the 'Manage Students' tab in the application. At the top, there are tabs for Home, Manage Students (selected and highlighted in blue), Manage Teams, Scheduler, Reports, Resources, and Student Transfer. A user profile for 'Sally Anderson' is at the top right. Below the tabs is a search bar with fields for 'First Name', 'Last Name', 'Gender', 'Grade', and 'Teacher', and buttons for 'Clear' and 'Add New Student'. The main area displays a table of student data. Each student row includes columns for First Name, Last Name, Gender, Grade, Teacher, Story assigned ('Story 19' for Ma Amano, 'Story 4' for others), Teammate assigned ('Teammate not assigned' for most, 'Shane Lutz' for one), and Timeslot assigned ('Timeslot not assigned' for most, 'One To One Tutoring' for one). To the right of each row are 'Edit' and 'Halt' buttons. A callout line points from the 'Edit' button in the first row to the text 'Edit' in the caption below.

Scheduler

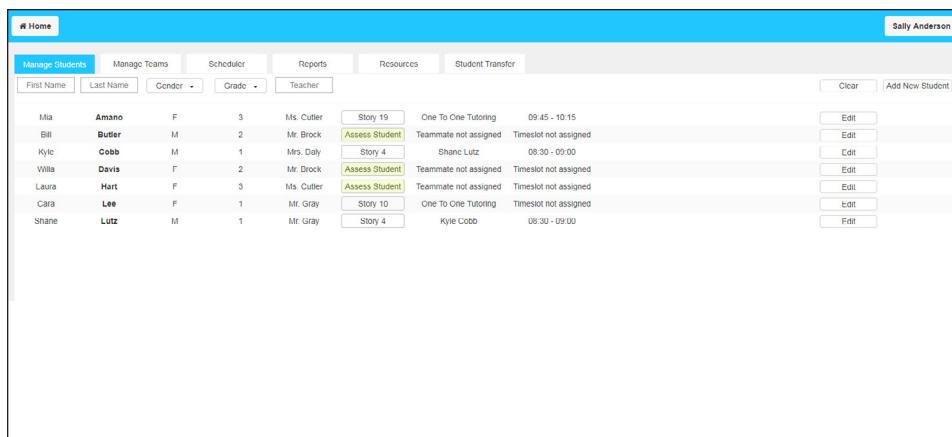
In the Scheduler tab, you create timeslots when you will tutor, then add tutoring teams or one-to-one students to the timeslots. You can also print the schedule for reference.



The Scheduler tab interface shows a list of timeslots (08:30 AM, 09:00 AM, 09:45 AM, 10:15 AM) and students assigned to them. A 'Group' button is visible above the list.

Timeslot	Student Assigned
08:30 AM	K. Cobb/S. Lutz
09:00 AM	Mia Amano
09:45 AM	
10:15 AM	

When you assign timeslots, students' timeslots are listed in the Manage Students tab as well.



The Manage Students tab interface shows a list of students with their assigned timeslots and tutors. The 'Manage Students' tab is selected.

First Name	Last Name	Gender	Grade	Teacher	Timeslot	Tutor		
Mia	Amano	F	3	Ms. Cutler	Story 19	One To One Tutoring	09:45 - 10:15	<input type="button" value="Edit"/>
Bill	Butler	M	2	Mr. Brock	Assess Student	Teammate not assigned	Timeslot not assigned	<input type="button" value="Edit"/>
Kyle	Cobb	M	1	Mrs. Daly	Story 4	Shane Lutz	08:30 - 09:00	<input type="button" value="Edit"/>
Willa	Davis	F	2	Mr. Brock	Assess Student	Teammate not assigned	Timeslot not assigned	<input type="button" value="Edit"/>
Laura	Hart	F	3	Mr. Brock	Assess Student	Teammate not assigned	Timeslot not assigned	<input type="button" value="Edit"/>
Cara	Lee	F	1	Mr. Gray	Story 10	One To One Tutoring	Timeslot not assigned	<input type="button" value="Edit"/>
Shane	Lutz	M	1	Mr. Gray	Story 4	Kyle Cobb	08:30 - 09:00	<input type="button" value="Edit"/>

Reports

The Reports tab includes varying reports depending on your role. If you have questions about which reports you have access to, please call (800) 548-4998.

Reports include:

- Tutor Summary Report
- Student Report (Parent Progress Note)—English and Spanish
- School Summary Report
- District Summary Report

Tutor Summary Report

The Tutor Summary Report provides current individual student data on:

- Total Sessions
- Story Mastery: The report provides each student's:
 - **Individual Assessed Level:** This is the story number recommended by the software when the tutor assessed the student.
 - **Start Level:** This is the story number the student started at when placed into a tutoring team.
 - **Last Tutor Check Date:** This is the most recent date a tutor performed a Tutor Check to record mastery of a story level.
 - **Last Mastered Level:** This is the last story in the program that the student's team has mastered.
 - **Year End Target Level:** This is a standard story number determined by the student's grade level.
 - **Rate of Progress:** This is determined by comparing the student's Start Level to their Current Level and provides the tutor with a gauge on how a student is progressing.

$$\text{(current level} - \text{starting level}) / (.5 \times \text{total \# of sessions})$$

- Satisfactory (++): greater or equal to 1.1
- Progressing (+): greater or equal to .6 and less than 1.1
- Developing (?): less than .6
- Fluency: The report provides each student's:
 - **Last WCPM** (word correct per minute): This comes from the Tutor Check, which the students take after completing all activities for a story.
 - **Year End Target WCPM** (word count per minute): This is a standard WCPM determined by the student's grade level.

NOTE: A session is counted when students have started at least one activity during the tutoring period.

Student Report (Parent Progress Note)

The Parent Progress Note (English and Spanish) shows parents how their student is progressing in Tutoring with the Lightning Squad. It provides sample questions from the stories the student has mastered, as well as words the students can read and spell.

The report also includes a graph that shows the students' growth in both story mastery and fluency.

See the back of this guide for a Family Letter to explain the Parent Progress Note and the tutoring program to families. Make copies of the letter and send them home to families when students begin Tutoring with the Lightning Squad.

School Summary Report

The School Summary Report provides a summary of tutoring data across an entire school and can be viewed by school leadership. The report groups summary data by tutor, then by grade level and includes:

- Number of Active Students
- Total Sessions
- Average Start Level
- Average Last Mastered Level
- Average Last WCPM
- Rate of Progress Totals

NOTE: A session is counted when students have started at least one activity during a tutoring period.

District Summary Report

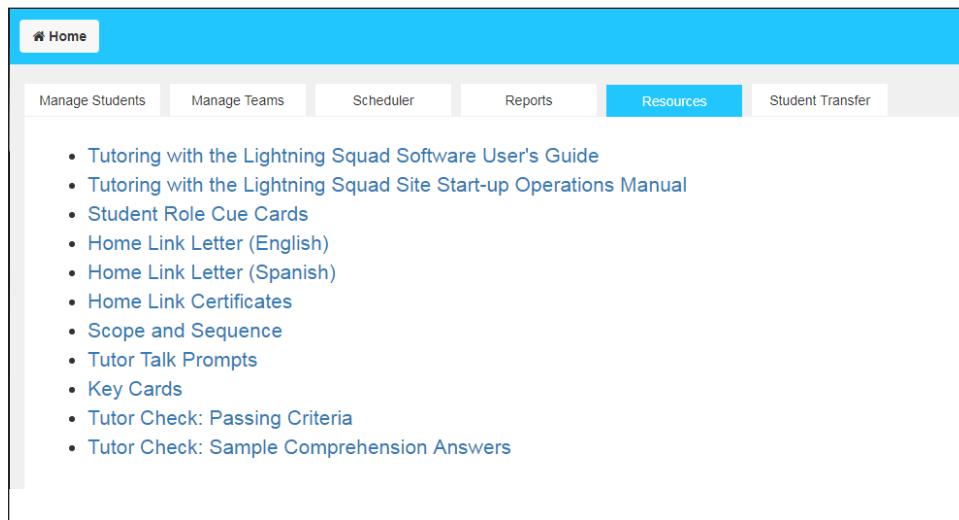
The District Summary Report provides a summary of tutoring data across an entire district and can be viewed by district leadership. The report groups summary data by school, then by grade level and includes:

- # of Active Students
- Total Sessions
- Average Start Level
- Average Last Mastered Level
- Average Last WCPM
- Rate of Progress Totals

NOTE: A session is counted when students have started at least one activity during a tutoring period.

Resources

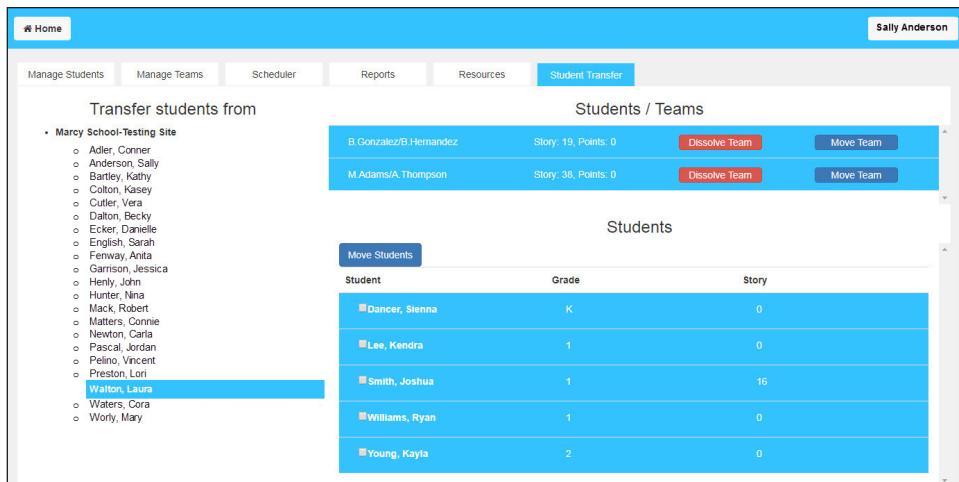
The Resources tab includes links to multiple documents to support implementation of Tutoring with the Lightning Squad, including this User's Guide. The resources include optional materials for both tutors and students.



- Tutoring with the Lightning Squad Software User's Guide
- Tutoring with the Lightning Squad Site Start-up Operations Manual
- Student Role Cue Cards
- Home Link Letter (English)
- Home Link Letter (Spanish)
- Home Link Certificates
- Scope and Sequence
- Tutor Talk Prompts
- Key Cards
- Tutor Check: Passing Criteria
- Tutor Check: Sample Comprehension Answers

Student Transfer

The Student Transfer tab allows school and district personnel to dissolve teams, move teams, and move individual students between tutors.



Student	Grade	Story
Dancer, Sienna	K	0
Lee, Kendra	1	0
Smith, Joshua	1	16
Williams, Ryan	1	0
Young, Kayla	2	0

To transfer a student or team:

- Select School (school user's will default to their own school).
- Select current tutor.
- Choose student or team to transfer from list.
- Click Move Students button
- Choose tutor to transfer for and click Transfer Now! (or Back).

NOTE: Unassigned students will be in a separate list with an option to transfer all selected students.

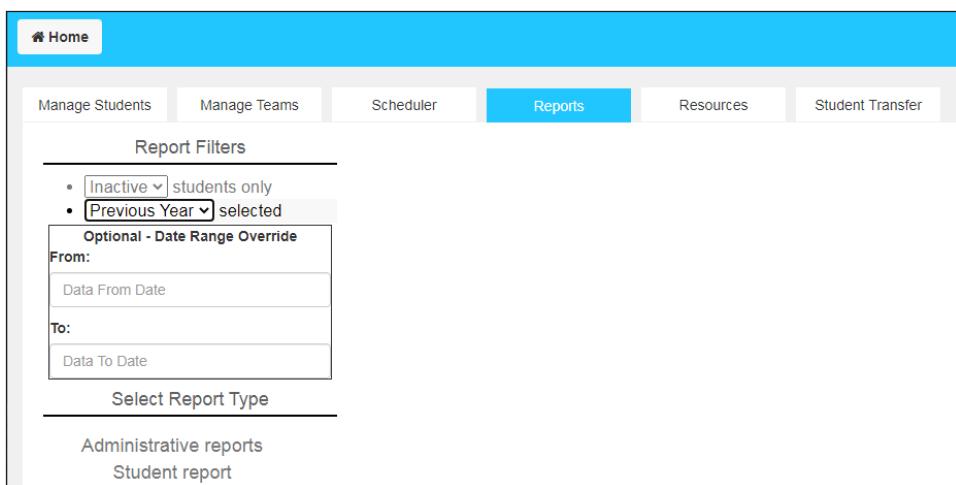
For assistance with transferring students, please call (800) 548-4998.

Annual Cutoff

Each year on August 1, student data from the previous academic year will be re-set in order to get accurate growth on reports for the current school year. All students who remain in Tutoring with the Lightning Squad need to be reassessed at the beginning of each new school year. Data will default to the current school year, but tutors and administrators can choose to view reports with the previous year's data by selecting the previous year from the drop-down list.

Active/Inactive Filter

Filter defaults to active students. Tutors and Administrators can choose to view inactive students by selecting Inactive from the drop-down list.



The screenshot shows the 'Reports' section of a software interface. At the top, there are tabs for 'Home', 'Manage Students', 'Manage Teams', 'Scheduler', 'Reports' (which is highlighted in blue), 'Resources', and 'Student Transfer'. Below the tabs is a 'Report Filters' section with the following settings:

- Inactive students only (selected)
- Previous Year selected

Below the filters is an 'Optional - Date Range Override' section with 'From' and 'To' fields, each containing 'Data From Date' and 'Data To Date' respectively.

At the bottom of the section, there are two buttons: 'Select Report Type' and a list of report types: 'Administrative reports' and 'Student report'.

To change the annual cutoff date from August 1 to a different date, please call (800) 548-4998.

Activity Overview

Tutoring with the Lightning Squad consists of stories 4–70. Each story has activities associated with it during which student teams and students receiving one-to-one tutoring accumulate points. After they've mastered the activities for a story, they complete a Tutor Check when the tutor assesses their progress and determines if they've mastered the story. If they have, they can celebrate by cashing in their points for rewards like videos and games.

The story activities include:

- **Power Reader:** Students hear fluent reading modeled, and then practice fluent reading individually.
- **Letter Launch (Stories 4–48 only):** Students practice saying letter or letter combination sounds and are provided with clues for help.
- **Letter Quest (Stories 4–48 only):** Students practice identifying the letter for the sound presented.
- **Word Blender (Stories 4–48 only):** Students practice word blending and are provided with clues for help.
- **Super Speller:** Students practice spelling words that they hear and are provided with clues for help.
- **Word Quest:** Students practice the vocabulary associated with the story they're working on.
- **Story Quest:** Students read the story and answer comprehension questions. Note: The Story Quest button is grayed out until students have mastered the previous five activities.

General Information

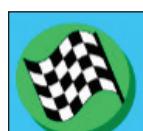
Buttons provide support and cues throughout the program.



You can click on the Home button to return to the main activity menu. A password must be entered to ensure students don't accidentally leave an activity.



You can click on the Help button to hear instructions on how to play each activity.



The Tutor Check button signals it is time for the Tutor Check. Click the button and enter your password to begin.



You can click on the Prize Spot button to access the games and videos at any time. A password must be entered to ensure students can't access on their own.

Creating Your Lightning Squad

To get your students started after you have created their teams, ask them to select their names from the drop-down menu on the main page of Tutoring with the Lightning Squad.



The first time they choose their team, they will then get to choose their avatars and team color that will stay with them for the entire time their team is together. The software prevents the second teammate from choosing the same avatar as the first to avoid confusion. When they are finished, they click Done to get to the main activity menu. Students receiving **one-to-one tutoring** get to choose an avatar and team color. On the activity menu the llama avatar will display as the tutor.





As students complete activities, they will return to this menu to choose a new activity. Activities should be completed in order. Buttons will be inactive when 1) a particular activity is not available for a story, or 2) the students have mastered it for the current story.

Solo Play Option (only for teams)

When one partner is absent, the partner in attendance should complete Tutoring with the Lightning Squad using the Solo Play option. The student in attendance chooses their team from the drop-down as they normally would. On the main menu screen, they should press the Solo Play button.



Upon choosing Solo Play, the student will choose a previous story and then play either Super Speller, Word Quest, or Story Quest. The avatar boxes will be empty and the student will not accrue points for the team.

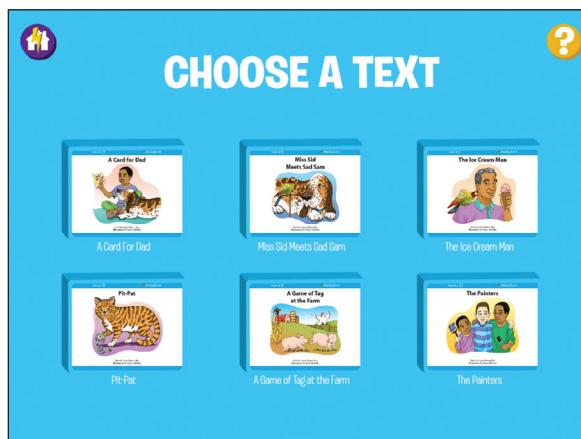
Power Reader

In Power Reader the partners take turns practicing fluent reading before reading for a fluency score based on words correct per minute (wcpm). Mastery of the activity is when both students meet the wcpm goal for the story. Students gain points on the Bonus Meter for meeting the fluency goal for their story level. If they both master the activity, they get five extra points at the end of the activity and the Power Reader button on the activity menu for the current story will become inactive.

After a team chooses Power Reader from the main activity menu, they see this screen that tells them which student will be the first reader, and which student will be the first coach. The reader should have the mouse and the coach should have the keyboard if using a device without touchscreen. When they are both ready for their roles, they click Start.



After clicking Start, the team can choose what to read from a selection of familiar texts.

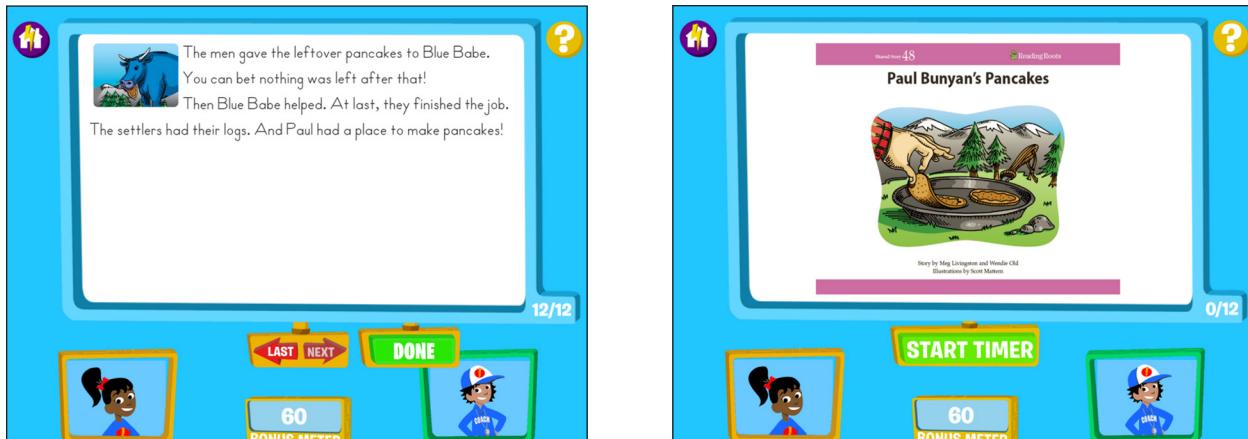


After the story is selected, the cover of the story will appear and the software will read aloud the title, author, and illustrator. Students can then click the Start button below the window to hear an example page of the story being read aloud.

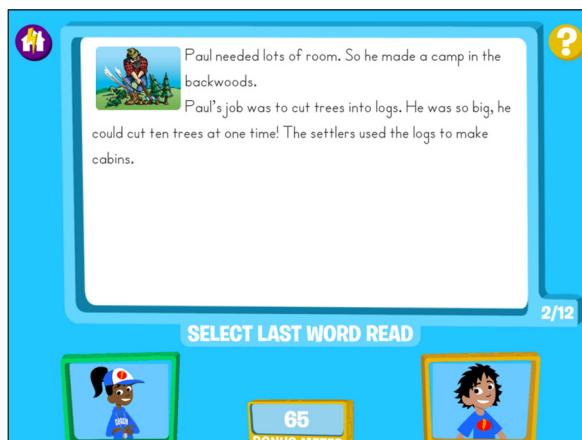


Students then click the Start Practice button. Once the text appears, the students take turns reading, switching after each page, for three minutes. They use the Last and Next buttons to navigate between pages. When the text on the page is longer, the scrollbar will be active to reach the lower text. If the students do not scroll down to see all of the text, the next button will remain inactive until they do. The scrollbar will sparkle to prompt them to scroll. When there is one minute left, the story frame will pulse. If the students finish reading the text before the time is up, the next button on the last page of the story will take them to the assessment.

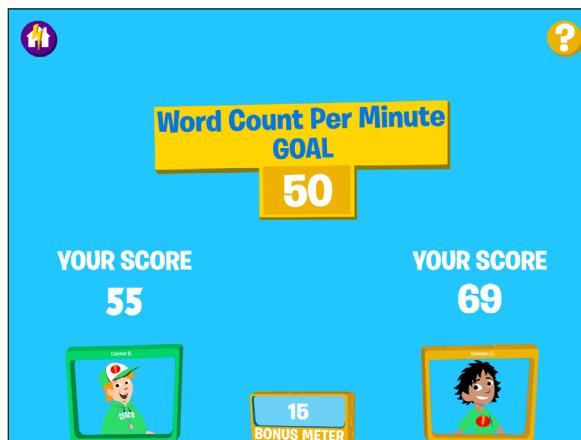
After the three-minute practice reading, a Start Timer button appears below the text window to show students it's time to start the assessment. The avatars signify who is the reader and who is the coach. As one student reads for one minute, the coach clicks on words read incorrectly. The frame will pulse when 1 minute is nearly up. The students can click the Done button on the last page if they finish before time is up.



When time is up for the reader, the Last and Next buttons go away, and the screen instructs the coach to click on the last word their partner read. If the reader met the wcpm goal for the story, s/he gets five points on the Bonus Meter. Then the partners switch roles and the coach becomes the reader.

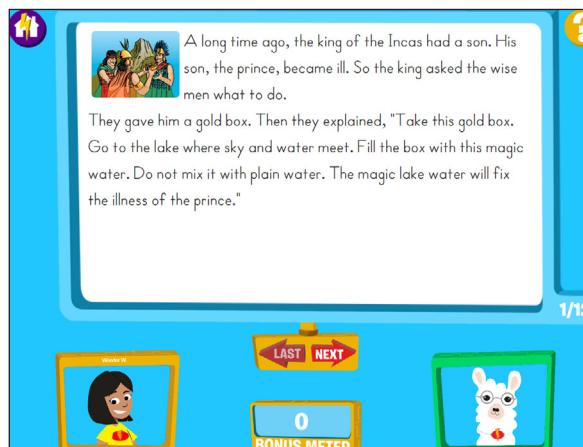


When both partners have read, they see a celebration screen that shows the wcpm goal for the story and each partner's wcpm score. If both partners reach the wcpm score for the story, they get five extra points on the Bonus Meter. The Power Reader button on the activity menu will be inactive once the team masters Power Reader. If the team does not master Power Reader on the first try, they have to repeat the activity until they do in order to move on to the next story level.



WCPM Goals					
Stories	WCPM	GLE	Stories	WCPM	GLE
4-6	5	0.8	37-39	54	1.7
7-9	10	1.0	40-42	56	1.8
10-12	15	1.2	43-45	58	1.9
13-15	20	1.2	46-48	60	2.0
16-18	25	1.3	49-51	70	2.1
19-21	30	1.3	52-54	75	2.2
22-24	35	1.4	55-57	80	2.4
25-27	40	1.5	58-60	90	2.8
28-30	45	1.5	61-63	100	3.0
31-33	50	1.6	64-66	110	3.4
34-36	52	1.6	67-70	120	3.8

Students receiving **one-to-one tutoring** do the same activities for Power Reader, only without taking turns. The tutor functions as the coach. If the student reaches the wcpm goal for that story, he or she gets five extra bonus points. If the student does not master Power Reader by reaching the wcpm goal on the first try, they have to repeat the activity until they do in order to move on.



Letter Launch (Stories 4–48 only)

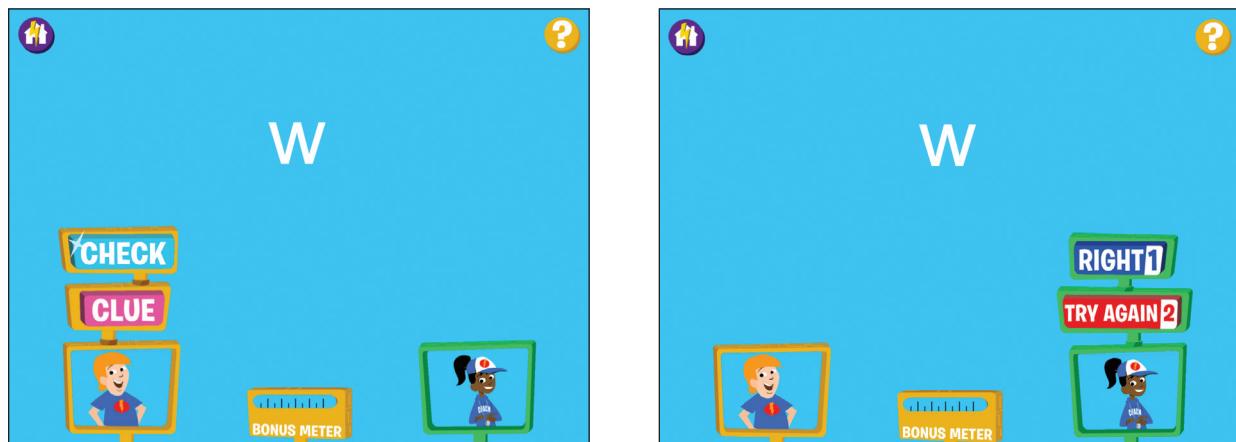
Letter Launch and Letter Quest activities alternate; Letter Quest displays on odd number days and Letter Launch displays on even number days.

If one of the activities is mastered the other displays regardless of the type of day. In Letter Launch the first player gives the sounds for ten phonemes as the other partner coaches them, then they switch roles. Mastery for each student is 80% or eight out of ten phonemes. Students gain points on the Bonus Meter for each phoneme they get correct without using a clue. If they both master the activity for the story, they get five extra points at the end of the activity and the Letter Launch button on the activity menu for the current story will become inactive.

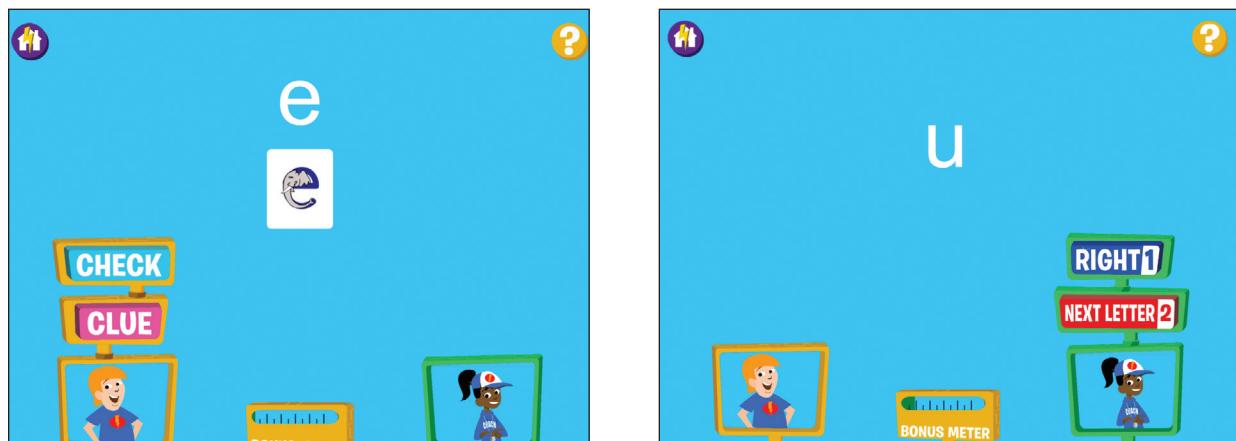
After a team chooses Letter Launch from the main activity menu, they see this screen that tells them which student will be the first reader, and which student will be the first coach. The reader should have the mouse and the coach should have the keyboard if using a device without touchscreen. When they are both ready, they click Start.



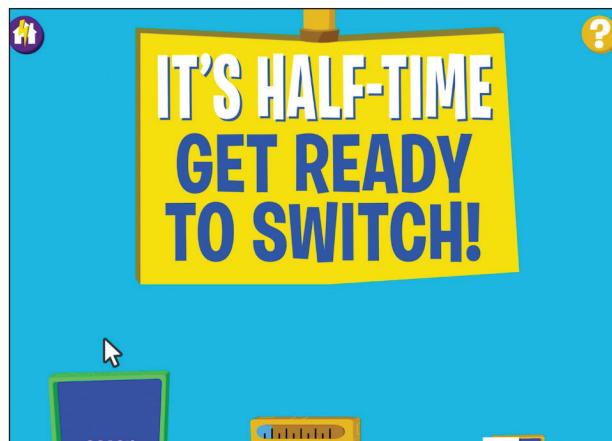
After clicking Start, letters appear for the reader. The reader can either try the sound and have their coach check it, or use a clue to help. If the reader said the phoneme correctly without using the clue, they gain a point on the Bonus Meter. If the reader did not say the word correctly, the coach clicks Try Again and the reader can use the clue for the phoneme and can try the sound again by saying it then clicking Check.



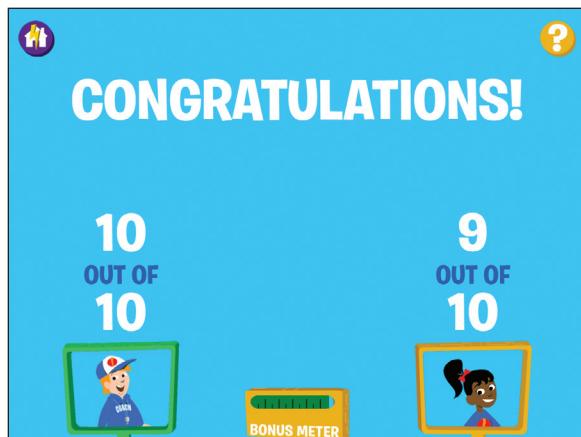
If the reader clicks on Clue, the key card for the phoneme appears. The reader can then click on the key card for the associated phrase that helps them with the sound. After using the clue, and trying the sound, the reader clicks Check. Then the coach either clicks Right or Next Letter to move on.



After the reader completes ten phonemes, the screen will show that it's half-time and the teammates get ready to switch roles.



When both partners have completed their ten phonemes, they see a celebration screen that counts each partner's total correct without using a clue, and adds five points to the Bonus Meter if both students got at least eight out of ten words correct. The Letter Launch button on the activity menu will be inactive once the team masters Letter Launch. If the team does not master Letter Launch on the first try, they have to repeat the activity until they do in order to move on to the next story level.



Students receiving **one-to-one tutoring** do the same activities for Letter Launch, only without taking turns. The tutor functions as the coach. The student will receive a point for each phoneme he or she gets correct without using a clue. Once the student completes ten phonemes, the celebration screen counts his or her total correct without using a clue. If the student gets at least eight out of ten phonemes correct, five bonus points are added to Bonus Meter. The one-to-one student can move on to the next activity once he or she has gotten 80% or better.

Letter Quest (Stories 4–48 only)

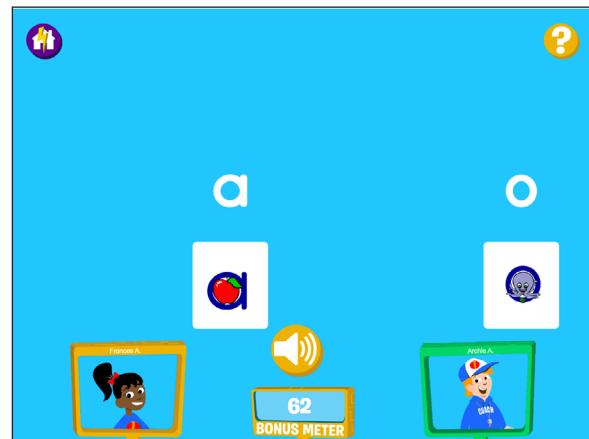
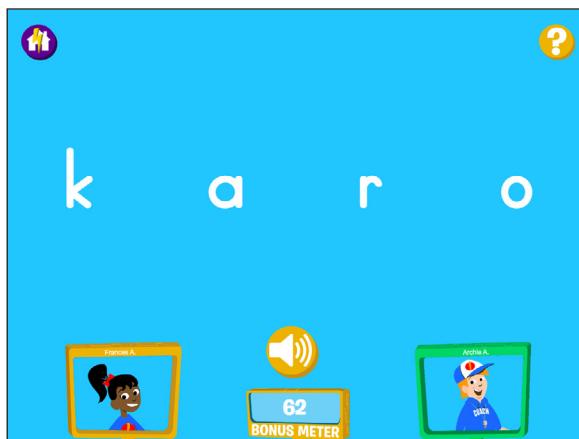
In Letter Quest the first player selects the letters that represent 10 phonemes as the other partner coaches them. Mastery for each student is 80% or 8 out of 10 letters correct. Students gain points on the Bonus Meter for each letter they get correct without using a clue. If they both master the activity for the story, they get five extra points at the end of the activity and the Letter Quest button on the activity menu for the current story will become inactive.

After a team chooses Letter Quest from the main activity menu, they see a screen that tells them which student will be the first reader, and which student will be the first coach. The reader should have the mouse and the coach should have the keyboard if using a device without touchscreen. When they are both ready, they click Start.

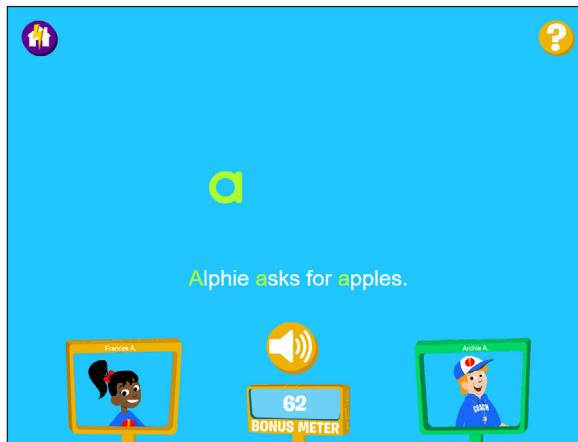


After clicking Start, four letters appear for the reader. The reader listens to the sentence that includes the sound that the student needs to identify. For example—"What says /m/ as in mom?" If the student selects the correct letter, the letter becomes bigger and the next set of four letters display.

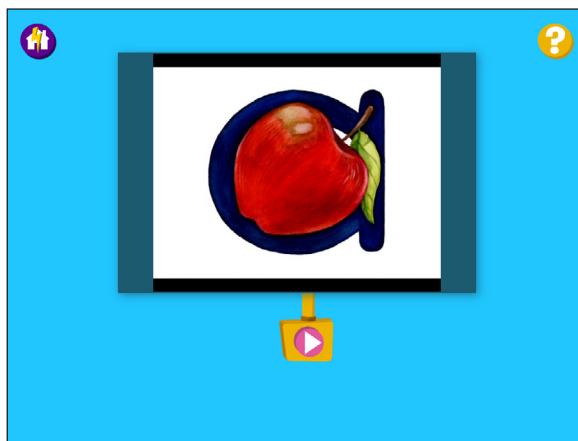
If the reader clicks on the incorrect letter, two letters will display with key cards. The students can click on the key card to hear the alliterative phrase for the letter.



If the reader clicks on the incorrect letter again, the correct letter displays with the alliterative phrase, with the correct letter highlighted.



The animated alphabet video for the correct letter displays to reinforce the sound of the letter.



After the video ends, the next set of letters displays. After the reader completes several sets of letters, the screen will show that it's halftime and the teammates get ready to switch roles. When both partners complete the activity, they see a celebration screen that counts each partner's total correct without using a clue, and adds five points to the Bonus Meter if both students got at least eight out of ten letters correct. The Letter Quest button on the activity menu will be inactive once the team masters Letter Quest. If the team does not master Letter Quest on the first try, they have to repeat the activity until they do in order to move on to the next story level.

Students receiving one-to-one tutoring do the same actions for Letter Quest, only without taking turns. The tutor functions as the coach. The student will receive a point for each letter he or she gets correct without using a clue. Once the student completes ten letters, the celebration screen counts his or her total correct without using a clue. If the student gets at least eight out of ten letters correct, five bonus points are added to Bonus Meter. The one-to-one student can move on to the next activity once he or she has gotten 80% or better.

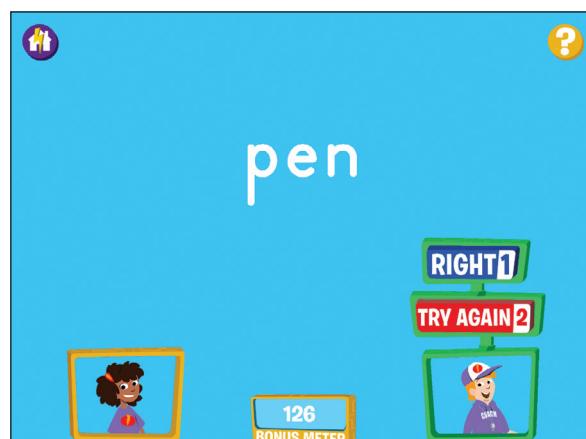
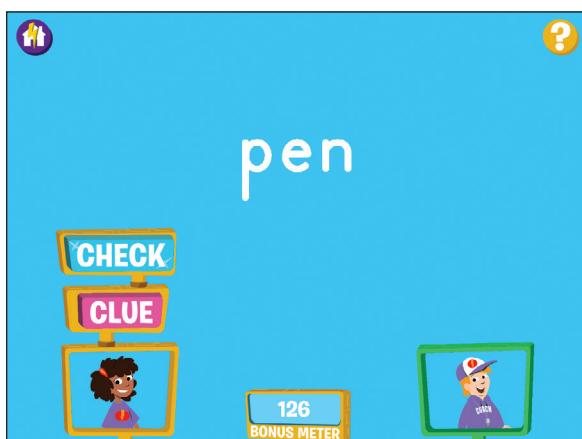
Word Blender (Stories 4–48 only)

In Word Blender the first player reads ten words as the other partner coaches them, then they switch roles. Mastery for each student is 80% or eight out of ten words. Students gain points on the Bonus Meter for each word they get correct without using a clue. If they both master the activity for the story, they get five extra points at the end of the activity. The Word Blender button on the activity menu will be inactive once the team masters Word Blender.

After a team chooses Word Blender from the main activity menu, they see this screen that tells them which student will be the first reader, and which student will be the first coach. The reader should have the mouse and the coach should have the keyboard if using a device without touchscreen. When they are both ready for their roles, they click Start.



After clicking Start, words appear for the reader. The reader can either try the word and have their coach check it, or use a series of clues to help. If the reader clicks Check, the coach either clicks Right (1) or Try Again (2). If the reader said the word correctly without using a clue, they gain a point on the Bonus Meter. If the reader did not say the word correctly, the coach clicks Try Again and the reader can use the clues for the word and can try the word again by saying it then clicking Check.

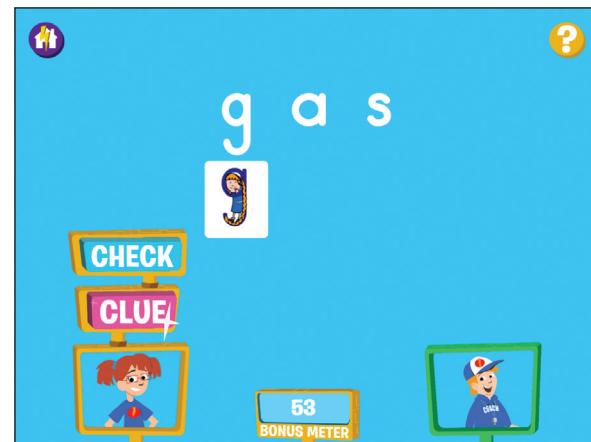


Here is the clue sequence in Word Blender:

First click: The word is stretched or chunked, and letters can be clicked on for key cards.

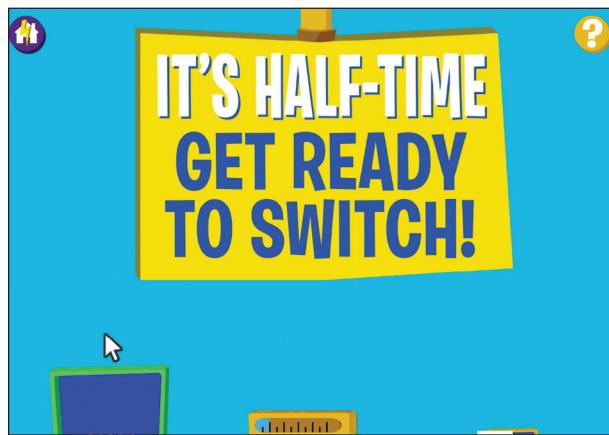


Second click: The word is sounded out stretched or chunked.

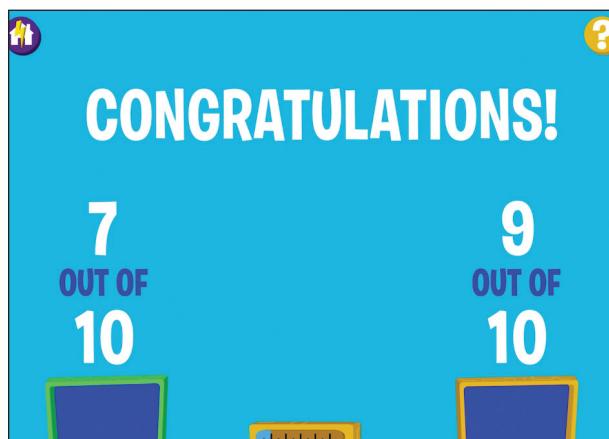


Third click: The word is said completely for the reader and the game proceeds to the next word.

After the reader does ten words, the screen will show that it's half-time and the teammates get ready to switch roles.



When both partners have completed their ten words, they see a celebration screen that counts each partner's total words correct without using a clue, and adds five points to the Bonus Meter if both students got at least eight out of ten words correct. The Word Blender button on the activity menu will be inactive once the team masters Word Blender. If the team does not master Word Blender on the first try, they have to repeat the activity until they do in order to move to the next story level.



One-to-one tutoring students will do the Word Blender activities without taking turns. The tutor functions as the coach. The student will receive a point for each word he or she gets correct without using a clue. After the student completes twenty words, the celebration screen counts the total words correct without using a clue. If the student got at least sixteen out of twenty words correct, he or she receives five extra bonus points and may proceed to the next activity.

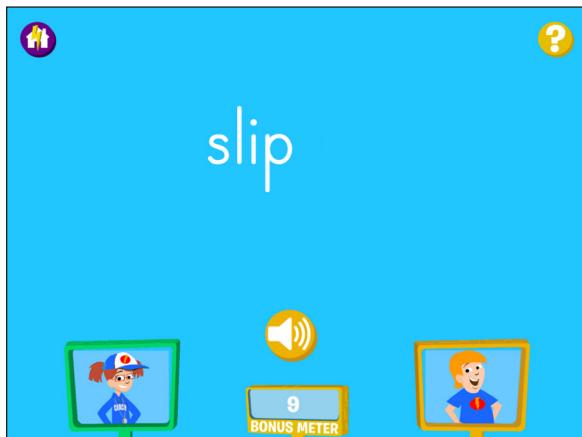
Super Speller

In Super Speller each player spells seven words as the other partner coaches them, switching roles after all seven words are spelled. Mastery for each student is 80%. Students gain points on the Bonus Meter for each word they spell correctly without making a mistake. If they both spell at least five out of seven words correctly, they get five extra points at the end of the activity. The Super Speller button on the activity menu will be inactive once the team masters Super Speller.

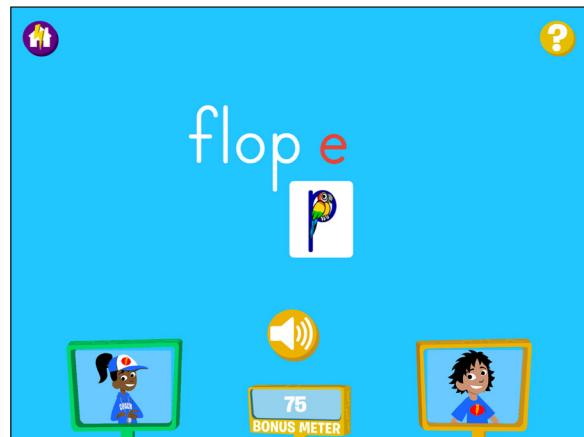
After a team chooses Super Speller from the main activity menu, they see this screen that tells them which student will be the first speller, and which student will be the first coach. The speller should have the keyboard if using a device without touchscreen. When they are both ready for their roles, they click Start.



After clicking Start, an audio button and a touchscreen keyboard (on student tablet) appear for the speller. The speller clicks on the audio button to hear the word, a sentence that uses the word, and then the word again. When the cursor appears the student tries to spell it using the touchscreen keyboard, or their regular keyboard. If the speller is correct without making a mistake, they gain a point on the Bonus Meter. If the speller types an incorrect letter, that letter will appear red, the software will say “What says [the sound]?” while showing the key card for the correct sound. The student can then try again.

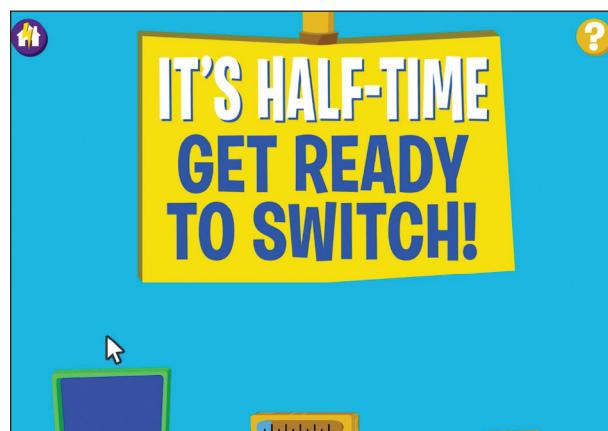


Correct Letter

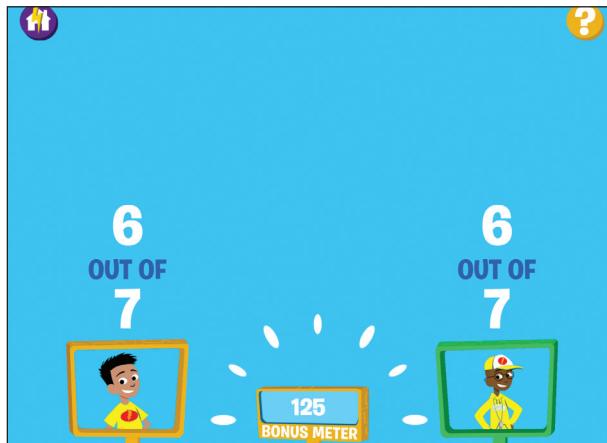


Incorrect Letter

After the speller does seven words, the screen will show that it's half-time and the teammates get ready to switch roles.



When both partners have completed their seven words, they see a celebration screen that counts each partner's total correct without making a mistake, and adds five points to the Bonus Meter if both students got at least five out of seven words correct. If a team does not master Super Speller on the first try, they have to repeat the activity one more time. If they do not master Super Speller on their second try, they do not have to repeat it again. It will **not** prevent them from moving to the next story level.



One-to-one tutoring students complete the same activities for Super Speller without taking turns. After the student completes fourteen words, the celebration screen counts that student's total correct without making a mistake. If he or she got at least ten out of fourteen correct, five extra points are added to the Bonus Meter. One-to-one students are able to move on to the next activity once they achieve mastery (80% correct), or after they have tried the activity twice.

Word Quest

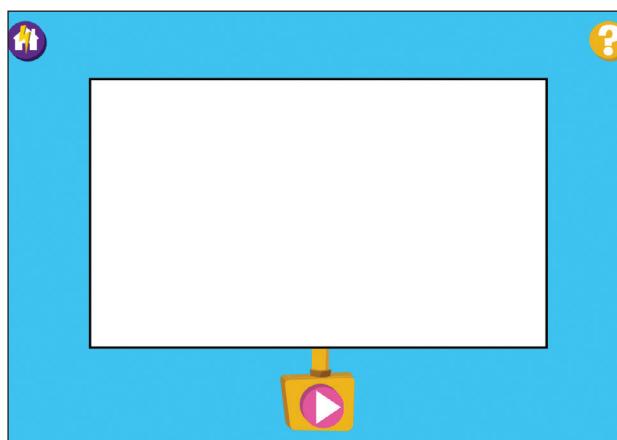
In Word Quest partners practice vocabulary words and demonstrate mastery by correctly completing cloze sentences. The vocabulary activities differ for stories 4–48 and stories 49–70. Mastery for Word Quest for all stories is based on a cloze activity (80% is mastery). Students earn one point for each sentence they get correct on the first try. The team earns five bonus points for answering all cloze sentences correctly. The Word Quest button on the activity menu will be inactive once the team masters Word Quest.

After a team chooses Word Quest from the main activity menu, they see this screen that tells them which student will be the first reader, and which student will be the first coach. The reader should have the mouse and the coach should have the keyboard if using a device without touchscreen. When they are both ready for their roles, they click Start.

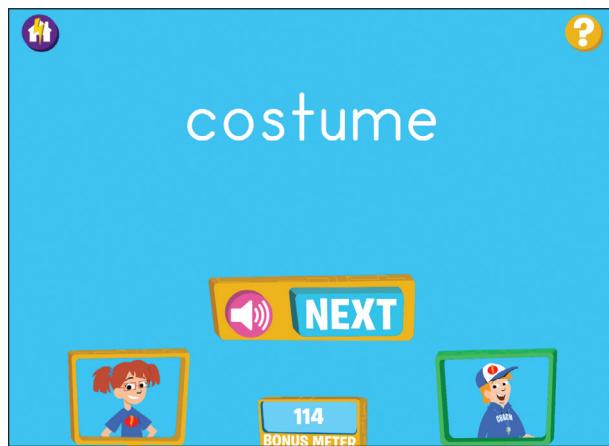


For Stories 4–48:

After clicking Start, a screen will appear to show a short video to review vocabulary words and content from the story. Students click the arrow to play the short video.



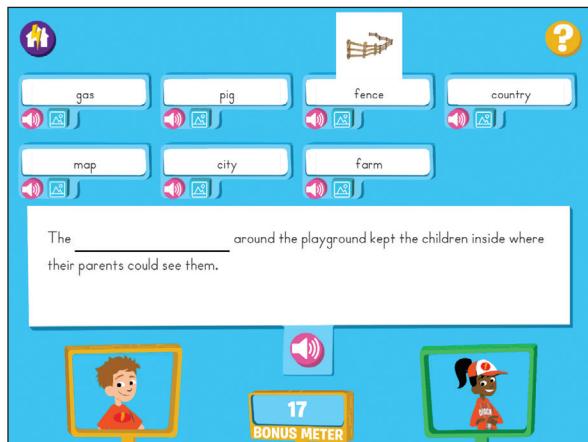
When the video is finished, a screen will appear to allow partners to practice reading all the vocabulary words from the story (the number of words will vary by story). The screen will indicate which partner will read the words first and which partner will be the coach first. After the first partner reads through all the words, the avatars will indicate that it's time to switch and the second partner will read all the words. Readers click Next to advance to the next word. If partners need help reading a word, they can click the audio button to hear the word.



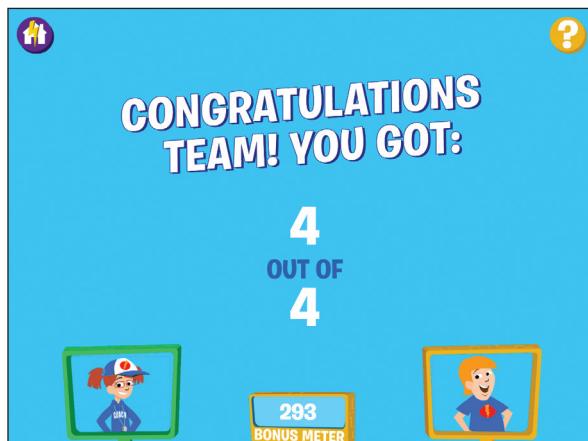
Once both students have read all the vocabulary words, the cloze activity screen will appear. Partners will take turns reading each sentence and dragging the correct word onto the line to complete the sentence. The avatars will switch after each sentence to indicate that partners should switch roles. The bonus meter will ding and add a point when partners correctly complete the sentence. If partners choose an incorrect word, it will beep and allow the partners to try again. The screen will not advance to the next sentence until they choose the correct word.



Partners can click the audio button below a word to hear it, or they can click the picture icon and a small picture clue will appear. Some words do not have a picture clue. To hear the sentence read, they can click the audio button below it.

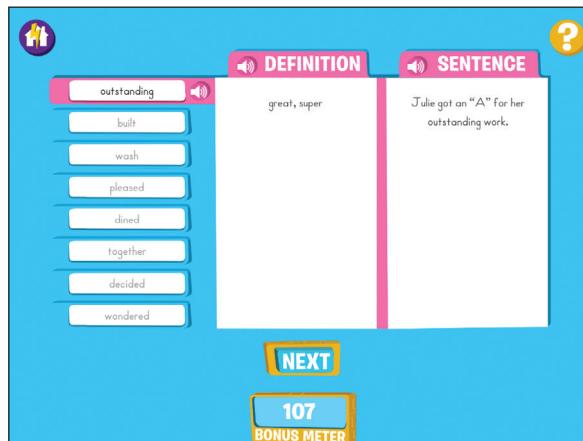


When partners have completed all sentences, a celebration screen will appear to indicate the total number of correct sentences. For this activity, it is a team total. If both partners get all sentences correct, the team earns five bonus points.



For Stories 49–70:

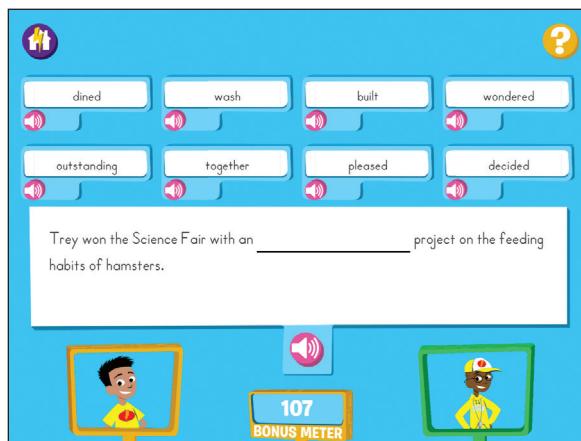
After clicking Start, a screen will appear to listen to the words, definitions, and sentences using the words. Partners click the audio buttons to listen to the word, definition, and sentence. When they are ready, they click Next to move on to next part of the activity.



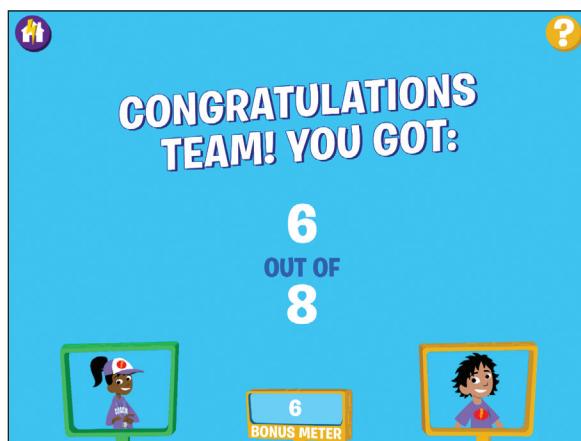
For the next activity, partners match the word to its definition. They drag the word to fit like a puzzle to its definition. If they are correct, the next definition will appear. If they are incorrect, it will beep and they will try again. It will not advance to the next definition until they find the correct match.



Once they correctly match all words and definitions, the screen with the cloze activity will appear. This cloze activity is similar to the one for Stories 4–48, however there are no picture clues. Partners will take turns reading each sentence and dragging the correct word onto the line to complete the sentence. The avatars will switch after each sentence to indicate that partners should switch roles. The bonus meter will ding and add a point when partners correctly complete the sentence. If partners choose an incorrect word, it will beep and allow the partners to try again. The screen will not advance to the next sentence until they choose the correct word. They can click the audio button to hear a word or the sentence read.



When partners have completed all sentences, a celebration screen will appear to indicate the total number of correct sentences. For this activity, it is a team total. If both partners get all sentences correct, the team earns five bonus points. The Word Quest button on the activity menu will be inactive once the team masters Word Quest. If the team does not master the activity on the first try, they have to repeat the activity until they do in order to move to the next story level.



One-to-one tutoring students complete the same activities for Word Quest without taking turns. The student will receive a point for each sentence he or she gets correct. After the student has completed all sentences for their story, the celebration screen indicates the total number of correct sentences. If the student gets all sentences correct, he or she earns five extra bonus points. If the student does not master the activity (80% correct) on the first try, he or she will have to repeat the activity until achieving mastery in order to move to the next story level.

Story Quest

Story Quest allows partners to show off what they've learned by reading the story and answering comprehension questions. Partners will earn a point for each question they answer correctly on the first try. If a team answers all questions correctly, they will earn five bonus points. Mastery is 80% correct. The Story Quest button on the activity menu will be inactive once the team masters Story Quest.

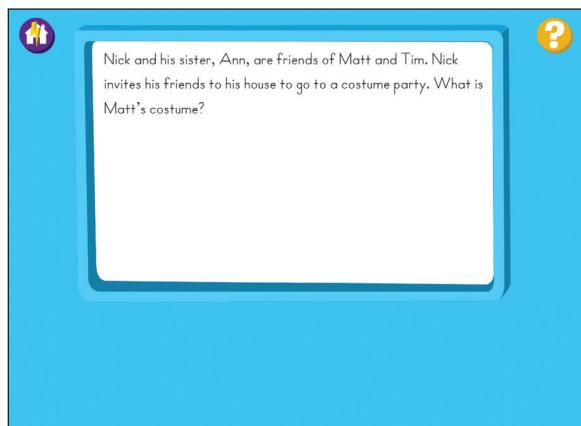
The Story Quest button only becomes available after they have mastered the other five activities (it is grayed out until the other five activities are completed). After a team chooses Story Quest from the main activity menu, they see this screen that tells them which student will be the first reader, and which student will be the first coach. The reader should have the mouse and the coach should have the keyboard if using a device without touchscreen. When they are both ready for their roles, they click Start.



The first screen will appear with the cover of the story, and the software will read aloud the title, author, and illustrator.



After clicking Start on the title page, the first page of text will appear and will be read aloud.

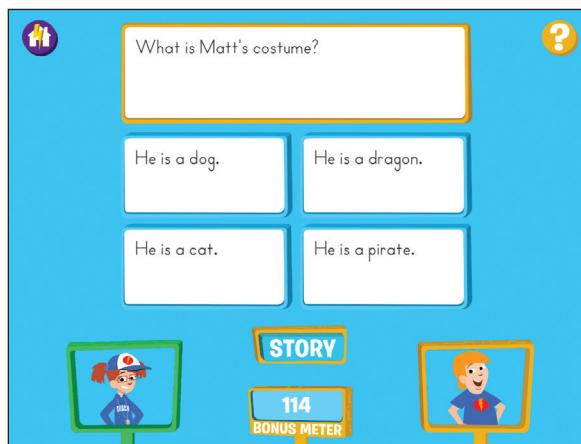


On the next page, the reader reads the text on the page. The coach listens as the reader reads. If the reader has trouble with a word, the coach can click on it. Some words from this story's or previous stories' activities may be clickable and provide an audio clue. If those words are phonetically regular, they will be highlighted in green when clicked. Sight words will be highlighted in red. An audio clue will be available for both types of words. When the reader is done, the Question button is clicked to bring up the question screen.

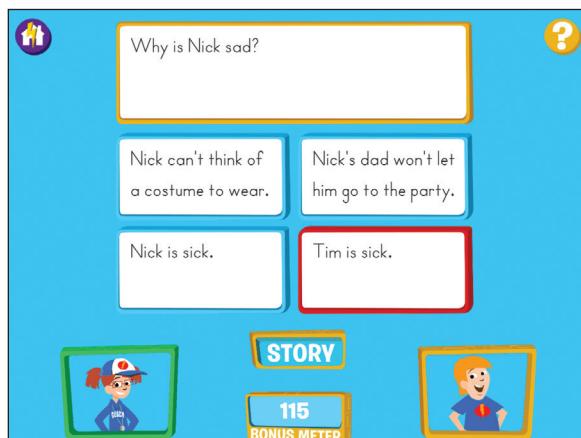


For stories 4–15, the question and answers will be read by the software. For stories 16–70, the reader reads the question and answers. If students need to look back at the story in order to answer the question, they can click the Story button on the bottom of the screen. Partners click on a box to select an answer. If the question is answered correctly, the bonus meter will ding and a point will be added.

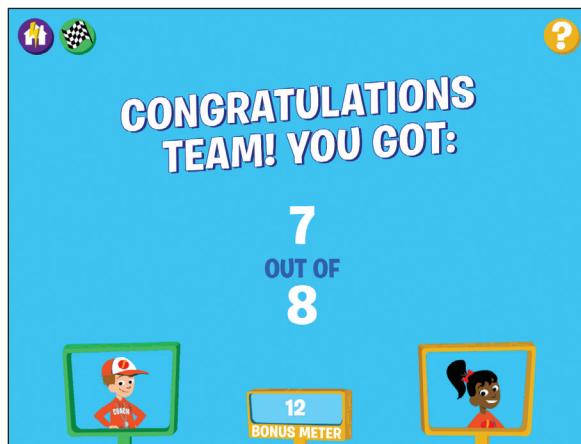
The avatars will indicate that it is time to change roles, and the reader will now become the coach.



If the incorrect answer is clicked, the box will highlight in red, and the partners will have the chance to choose another answer.



Partners will continue alternating roles until all questions have been answered. A celebration screen will appear to indicate how many questions the team answered correctly.

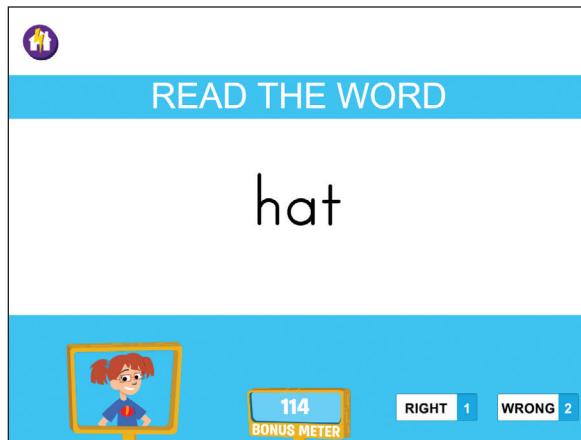


If the team mastered Story Quest, the checkered flag will appear next to the Home button. When the tutor is ready, click the checkered flag to get to the Tutor Check.

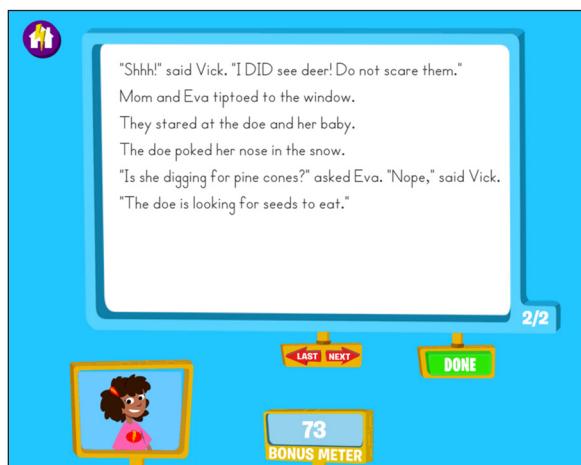
One-to-one tutoring students complete the same activities for Story Quest without taking turns. The tutor functions as the coach. After all the questions have been answered, a celebration screen will appear to indicate how many questions the student answered correctly. Mastery is 80% correct. Students will receive five extra bonus points if they get to mastery. Once the student masters Story Quest and all the other activities, the checkered flag will appear next to the Home button. When the tutor is ready, click the checkered flag to get the Tutor Check.

Tutor Check

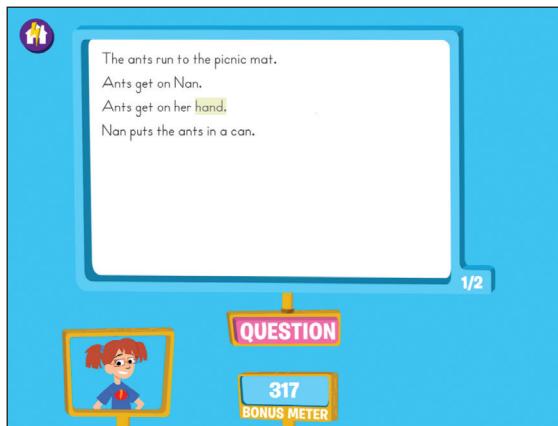
The first activity has partners read words. The tutor clicks Right or Wrong for each word. The avatar will indicate which partner reads first. After the first partner is done reading the words, the avatar will switch to indicate it is the other partner's turn.



The next activity assesses their fluency. A page of text appears and the tutor will click Go to start the one-minute timer. As the student reads, the tutor clicks on any incorrect words to determine WCPM. The tutor or student can click Done if they finish before time is up.



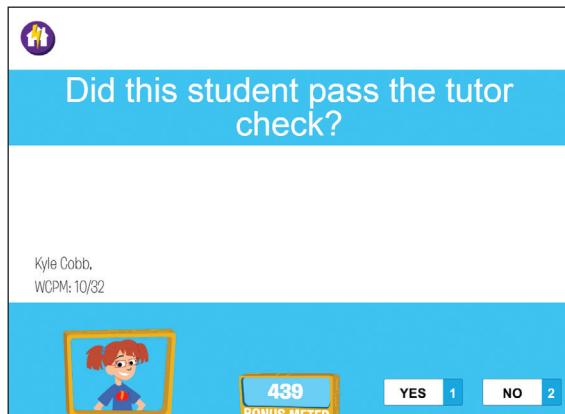
After the time is up and the student has stopped reading, the tutor clicks the last word the student read. A Question button appears on the bottom of the screen and the tutor clicks it to bring up the comprehension question screen.



The question screen appears and the tutor clicks Right or Wrong based on the response.



The tutor will then repeat this process for the other partner. The final screen will allow the tutor to click Yes or No to indicate if the student passed the Tutor Check. The student must pass the Tutor Check to advance to the next story.



A Tutor Check for a **one-to-one tutoring** student follows the same sequence, but there is no taking turns.

Tutor Check: Passing Criteria

Score for passing*	
Read words	75% of words read correctly.
Comprehension question	1/1
Fluency	Tracked for growth and comparison to grade level standards but doesn't prevent a student from passing unless lack of fluency interferes with comprehension and word attack.

*In general these are rule of thumb guidelines for passing. Tutor judgment should be used to determine passing as well. For example, if a student did excellent work on the level, did very well on the comprehension question, is a fluent reader, happened to miss 2 of the words rather than 1 and their partner passed all of the criteria, it could be a judgment call to go ahead and pass them to the next level (be sure to monitor carefully afterwards to be sure student is progressing well with the new level).

Rewards (The Prize Spot)

After completing mastery for a story, a rewards screen called The Prize Spot will appear. The total number of points accumulated by a team will show on the Bonus Meter on the bottom of the screen. The Prize Spot shows videos and a game that the teams can use points to watch or play. Each video or game shows how many points it's worth. As the team watches a video or plays a game, the point total on the Bonus Meter will go down by that number of points.



Students click the pink arrow button to start a video. When a video is complete, they click the red X button to return to The Prize Spot. At the end of the session any remaining points will remain in the bank for the next lesson.

If students use all of their points, they will go back to the main menu for the next story.

Appendix

Home Link



Home Link shows are short video programs that students will view at home to share what they are learning with their families. The Home Link programs will be briskly-paced and “Lightning Squad” themed, and will feature media from The Electric Company; short movies from Success for All’s literacy-education library; and “dictionary definition” animations created by Sirius Thinking. Students and families will view each show as a celebration after the student masters the skills associated with a story (about one or two shows per week). Each program will feature content that reviews what students have recently been learning, so they can show it off for their families; in the process, parents and caregivers will gain insight into what the student is working on in school so they can reinforce it at home. Shows will be about 5–6 minutes in length so students can easily fit them into their evening schedules along with other homework.

The shows will be accessed through Vimeo, and students will receive a certificate listing the correct show as they complete each story.

<https://vimeo.com/channels/lightningsquadtutoring>



Tutors will give students a certificate after they master a story with the number of that story's Home Link. Use the blackline master on page 51 to make copies of certificates. Cut out the certificates and write in the correct story number so students know which show to watch when they get home.

To see all the available Home Link shows, they click on "45 Videos" under Browse This Channel.

Importing Data from Member Center

Success for All reading program customers who use Member Center can import students from Member Center into TwLS once tutors are set up in TwLS.

- In Member Center navigate to Classrooms & Groups.
- Choose Export Students to Lightning Squad.
- Search for students using the drop-downs at the top of the page.
- Select all students who will go to a particular tutor by clicking the check box to the left of their names.
- Select the TwLS tutor for these students from the dropdown above the student names. Click "Export to."

After clicking "Export to" the students who were exported to TwLS will have a note next to their name in Member Center to show that they were transferred. The following information will be available for these students in TwLS in the appropriate tutor's account:

- Student First and Last Name
- Grade Level

For assistance with importing data, please call (800) 548-4998.

The screenshot shows a web-based application for managing student exports. The left sidebar has a 'Testing Site' button. The main area has a header 'Classrooms & Groups > Export Students to Lightning Squad'. The interface is divided into three sections:

- 1. Search for students:** A 'Student Search' form with dropdowns for School Year (2017/2018), Grading Period (4th), Grade (Grade 2), Class Period (1), and Reading Teacher (dropdown). Below the dropdowns is a 'Eligible For Tutoring' section with a dropdown and a 'Search' button.
- 2. Select students to export:** A dropdown menu 'Export to > Edgehill, Beth' and a 'All/None' checkbox.
- 3. Select the Lightning Squad tutor and click Export to:** A note: 'Note: Tutors must exist in Lightning Squad prior to exporting.' Below is a table:

Select	Student Name	Grade	Export Status
<input checked="" type="checkbox"/>	Adams, WILLIAMS ()	2	
<input checked="" type="checkbox"/>	Adams, YONTZ ()	2	
<input type="checkbox"/>	Adams, Znya ()	2	
<input type="checkbox"/>	Amber, Tyler ()	2	
<input type="checkbox"/>	Angelista, Felicia (10004A)	2	Exported to: Sharron English
<input type="checkbox"/>	Darry, Angie ()	2	Exported to: Porter House
<input type="checkbox"/>	Horst, Brooks (A1245783)	2	

Tutoring with the Lightning Squad Scope and Sequence

Key:

CE = Cause/Effect

CH = Characterization

CL = Clarify

g MI = Main Idea

PL =

Plot PR = Predicting

PS = Problem/Solution QU = Questioning SQ = Sequencing SS = Story Structure ST = Setting SU = Summarizing TH = Theme

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Tutoring with the Lightning Squad Scope and Sequence

	32. Home with a Cold	33. Slippery Steps	34. The Ice Storm	35. Did That Tree Eat My Kite?	36. Who is Wilfred?	37. Planting Seeds in May	38. The Land of the Midnight Sun	39. The Three Wishes	40. The Artists of Benin City
Phonemic Awareness									
Letter Launch/ Letter Quest									
	a	a_e	ay	ch	a	ai	a	ch	ai
	a_e	e	ce	ee	a_e	ar	aw	ee	ee
	i	ee	ch	i	aw	ay	i	i	i
	i_e	h	ea	i_e	ch	i_e	i_e	ou	l_e
	j	i_e	f	j	j	igh	igh	sh	l
	o_e	ie	igh	o	oo	ir	o	th	o
	oo	o	ing	o_e	r	oa	ou	u	oo
	ou	o_e	oi	ou	sh	ou	sh	u_e	qu
	v	oy	or	sh	v	ue		w	th
	w	y	v	u	w			y	z
Word Skills									
Word Blender									
	about	boys	asleep	chasing	chatted	may	awful	chairs	airplane
	alone	care	blankets	cheered	children	away	crawled	dashed	artists
	books	crept	checked	chin	chomp	blue	drawing	dawn	crafts
	closed	dress	closing	chomp	chop	cloud	drawn	forest	dry
	doe	himself	dinner	crunch	draw	first	fawn	hamlet	flies
	dose	problem	faces	face	feel	garden	hay	hawk	hundreds
	drove	rose	fence	fly	good	grow	lawn	jaw	invites
	hide	safe	fireplace	free	keep	lay	midnight	lawn	market
	hiding	shine	hopes	inside	moon	pail	pay	lunch	middle
	nose	skating	ice	joke	project	planting	rain	paw	path
	pine	sleet	lights	kites	share	raincoats	raw	stomped	products
	poked	slid	mice	marched	stories	right	saw	than	queen
	ride	tried	nice	outside	wagged	sang	shared	thank	quick
	ripe	yam	poke	place	waved	shop	shawl	things	quickly
	room	yanked	raced	reach	when	shut	shining	think	quilts
	scared	yaps	shore	rice	white	sky	sounds	thinking	quit
	shrugged	yelling	story	silly	wish	stay	straw	those	quite
	snow	yikes	traced	smashed	write	stung	summer	thrilled	square
	tide	yuck	upon	space	writing	while	wait	wishes	that
	tiptoed	yum	vote	yuck	wrote	wings	winter	yanked	wings
Super Speller									
	close	lap	face	chase	bank	day	bow	bath	crafts
	hat	lip	fence	cheer	check	gain	dawn	math	invites
	hate	safe	fight	chin	sand	lay	draw	than	play
	hide	shine	ice	chip	tank	mail	grow	thank	quacks
	home	skate	lace	chop	wag	may	law	that	queen
	make	slap	mice	crunch	wake	pail	lawn	then	quick
	nose	slid	nice	free	wave	pain	low	thick	quilt
	poke	slide	night	inch	web	play	paw	thin	quilts
	ride	slip	place	joke	weed	rain	raw	things	quit
	rode	yank	race	kite	well	sail	saw	think	quite
	scare	yell	rice	lunch	west	stay	shawl	thinking	rain
	side	yes	safe	rich	wet	trail	snow	those	stay
	snow	yet	space	smash	wig	train	straw	thrill	trail
	take	yikes	trace	space	wish	tray	yawn	with	train
Fluency Goal	50	50	52	52	52	54	54	54	56
Comprehension	CE	CE	PS	CE, SQ	PL	CH, CE	MI	PS	SQ
Literary/Informational	L	L	L	L	L	L	I	L	I

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Tutoring with the Lightning Squad Scope and Sequence

	41. Anansi, the Spider	42. A Farm in China	43. Woo Zen, A Cinderella Story	44. A Trip to the Inca Kingdom	45. The Magic Lake	46. Pen Pals in the U.S.A.	47. How Turtle Flew South for the Winter	48. Paul Bunyan's Pancakes
Phonemic Awareness								
Letter Launch/ Letter Quest	_y ai ay ea ee i_e ie igh ph y	ai ch e i o oo ow qu th z	a_e ay i _i_e l o o_e th u v z	e ge h l o oa oo ow ph th	_y dge j oa ow ur v w x z	a_e ai dge ew ge igh oo ow ph ur	ar er ir or ou ph oo ow tch ur z	aw ch ew oo ow ph qu sh x z
Word Skills								
Word Blender	bright could daylight east feast fight meanwhile might peanuts quacks should teeny tied tightly vine waist West would yams yank	bamboo cane chopsticks cool fifty game hopscotch invented kites lake light name night north pool right soon spoon stretch year	boots bride food fool froze fuzz grateful haze hoop right root scales shoot sigh sight size ugly unzipped wives zig-zag	boats carts coast coats cool fuzz hawk hiked lawn loaded loads low moon roads roof rows showed wheels wool zip	ax exclaimed exit expect explained fix glow goat grow hissed illness jail low moon next plucked poor road roar thankful teased whales wooden throw	beach creek deep flippers grows hoof hook miles plains sails shade shake shook skate sleet state take teased seat spring start stir turtle	beaks chirped crash firm floated fond forget grip hurt leash longer meal mouth ordered rushing seat spring start stir thawed tune	backwoods barn branch cabins cute dirt fern flour mixed mules pancakes sawmill settlers short spun squirted steamboat surf thawed tune
Super Speller	bright fight flight light lights might night sight tight vine waist west	bamboo cool cow draw lawn mood moon pool soon spoon spoons tool wow zoo	bride bright buzz fizz froze fuzz haze light right sight size zap zip zoom	blow boat bow coast coat froze goat load loaded loads low road row show	ax box exit expect fix glow hook how load loaded loads low road row thank throw	book books cook firm good hoof hook look looking mix next now six trail train wooden wool	after curl farmer first forget garden hurt longer shirt sister start stir winter	blue branch crunch cube cute glue mule mules rule spun tube tune use true
Fluency Goal	56	56	58	58	58	60	60	60
Comprehension	CE	MI, CE	PS	MI, CE	CE	MI	TH	SQ
Literary/Informational	L	I	L	I	L	I	L	L

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g SQ = Sequen

SS = Story S

Structure ST = Setting

SU = Summary

q TH = Theme

Tutoring with the Lightning Squad Scope and Sequence

	49. Mollie and the Parrot	50. Maggie and Millie	51. Grandpa John's Canes	52. Tanya's Recipes	53. Apes Are Great!	54. All About Reptiles	55. From the Telegraph to the Internet	56. Serena's Simple Shoes	
Phonemic Awareness									
Letter Launch/ Letter Quest									
Word Skills									
Word Blender									
Super Speller	barked barking begged biting brushed bumped finished floated flopped flying grabbed grasped greeted named	butter cabins chases chicken children clipper dinner project quickly rabbit rubber runner rushes sadly	grabbed pretty ripped rubbed running rushed saved saving scared thawed thrilled ticked tightly tripped	farmer faster longer played plopped poked propelled raced raked raking running slipper weeding yelled	frozen garden grateful hamlet handles helmet hidden morning needed stuffed swayed taking tapped tapping	classmates cupcake cupcakes daylight handles helmet hidden morning needed stuffed swayed taking tapped tapping	finish flippers forest hundreds illness jacket mittens ordered ordered patted patting pecked quilts skids slept	crept crunch drops invented invited jabbed jumped screamed seemed shaped slips smiles sniffs sounds	
Fluency Goal	70	70	70	75	75	75	80	80	
Comprehension	CE	CL	CL	PR	CL	CL	PR	SU	
Literary/Informational	L	L	L	L	I	I	I	L	

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Tutoring with the Lightning Squad Scope and Sequence

	57. Sea Animals	58. Run! Jump! Throw! The World of Track and Field	59. Mole's Big Dig	60. Tryouts	61. Walter's Week	62. The Razorbacks	63. Eyesight: You've Got to See This!	
Phonemic Awareness								
Letter Launch/ Letter Quest								
Word Skills								
Word Blender								
Super Speller	chirping clapping feasts feelings fifteen fifty gasps grand grant happening jackets kisses window winter	football himself hugged kisses liked netted picked pinned showed spilled started stayed string wishes	cheered chirped drawings dreamed eating faded helped melts plant plates spring stand steps string	branch bumps cannot chased chasing chatted cheered chopsticks creeping dashed farmers products settlers wooden	dashed hiked hitting peanuts raincoats shared shifted shining splat split spoons temper wagged waved	closing crawled expect happening hated heated hickeys hiked hundred market peanuts spend spent spins	dragged drawing farmer forget hands hiccups hopscotch inside looking masts picnic plastic spent splash	
Fluency Goal	80	90	90	90	100	100	100	
Comprehension	QU	SU	QU	CL	CL	PR	CL	
Literary/Informational	I	I	L	L	L	L	I	

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Tutoring with the Lightning Squad Scope and Sequence

	64. Animals in Trouble: Endangered Species and How to Help Them	65. Sights and Sounds of the Orchestra	66. Changes	67. Cocoa	68. Peaks of Interest: Exploring the World's Tallest Mountains	69. Sports and Games You Might Not Know	70. The Yo-yo New Kid
Phonemic Awareness							
Letter Launch/ Letter Quest							
Word Skills							
Word Blender							
Super Speller	drawing landed leaped missing mopping princess problem sawmill steamboat tipped tired unpack unsnap upset	faster forests hiding making midnight outside pancakes passes planting riding stops stream sudden until	airplane cleaned closed facts fifty problems quickly sadly sister slippers spits spots stump tightly	airplane backpack clapped dived facts helmet hidden problems products reading sitting skating sticks stones	grinned handed happened himself liked showed shrugged street stretch tighter sitting tramped trapped unsnaps wishes	backwoods fattest forget hopped meanwhile sledding sleeping standing staying stopped tramped trapped tossed traced	children farmer forgot garden marched meanwhile planted sledding slipped smiled strong stump unpacked unzipped
Fluency Goal	110	110	110	120	120	120	120
Comprehension	CL	PR	SU	QU	QU	SU	QU
Literary/Informational	I	I	L	I	I	I	L

Key:

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 PS = Problem/Solution QU = Questioning SQ = Sequencing SS = Story Structure ST = Setting SU = Summarizing TH = Theme

Great Job!

Go to:

<https://vimeo.com/channels/lightningsquadtutoring>



Check out the

Home Link
for **STORY**



Go to:

<https://vimeo.com/channels/lightningsquadtutoring>

Check out the **Home Link** for

STORY



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Check out the

Home Link for:

STORY



Go to:

<https://vimeo.com/channels/lightningsquadtutoring>

Find your **Home Link**
for today's story!

TUTORING WITH THE LIGHTNING SQUAD

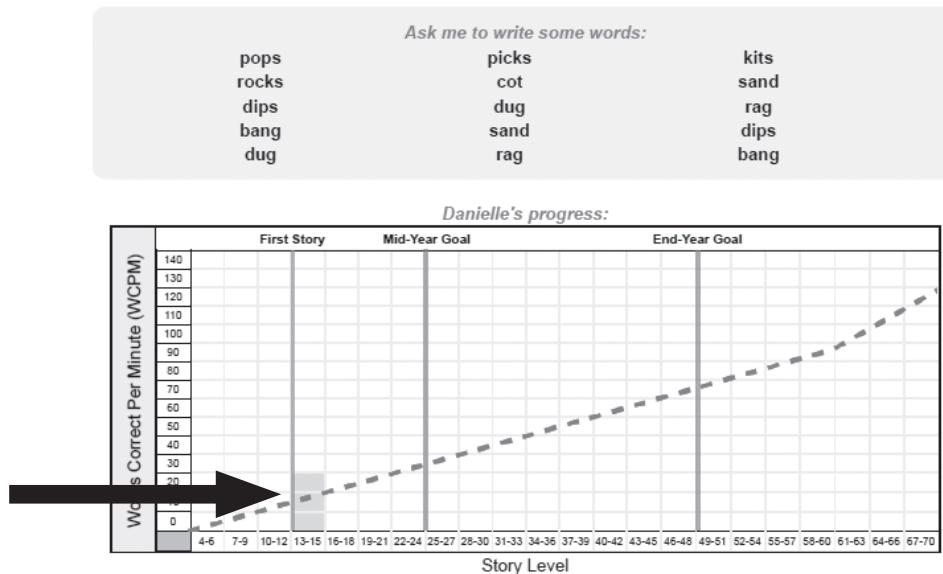
Dear Family,

Your child has started an exciting new tutoring program called Tutoring with the Lightning Squad. Students work at a computer to complete reading activities, and a tutor monitors their progress and delivers effective, fun instruction.

Two pieces of information will be coming home with Tutoring with the Lightning Squad—Home Link certificates and Parent Progress Notes. After each story that your child completes, a Home Link certificate will be sent home with a link to a show for that story on Vimeo. The shows can be accessed on any device with internet access including a smartphone. The Home Link shows are a series of short videos to watch with your child so that he or she can show you what they are learning. Keep an eye out for the certificates and enjoy watching these fun videos with your child.



The Parent Progress Note tells you about some of the stories and words that your child can read. The chart on the bottom of the page shows your child's progress towards meeting mid-year and end of the year goals. The chart shows how many words your child is reading per minute (WCPM) and which group of stories they are reading (these are the numbers across the bottom of the chart, Stories 4–70). If your child's bar is above or at the dotted line, then they are on track for meeting their goals.



Please contact your child's teacher with any questions about the Tutoring with the Lightning Squad program or your child's progress.



Querida familia,

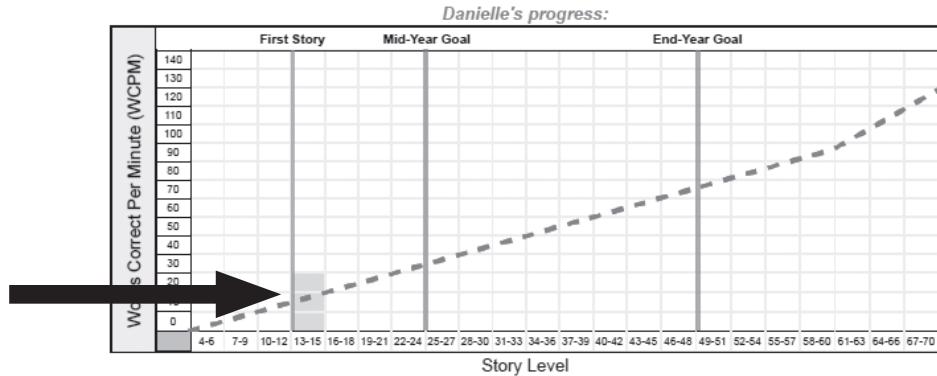
Tu hijo está empezando un nuevo programa llamado Tutoring with the Lightning Squad. En este programa, los estudiantes trabajan con un tutor haciendo tareas de leer por computador. El tutor monitoriza al progreso de los estudiantes y crea instrucción efectiva y divertida.

Pronto tu hijo llevará certificados (Home Link certificates) y notas del progreso a la casa (Parent Progress Notes). Cuando tu hijo completa un cuento, recibirá un certificado. Cada certificado contiene un link a internet para ver el programa del cuento. Se necesita un aparato con conexión a internet como un smartphone. Los programas Home Link son videos cortos y muestran lo que tu hijo está aprendiendo en clase. ¡Ojalá que les gustan los programas!

La Parent Progress Note contiene una lista de cuentos y palabras. Esas son lo que tu hijo saben leer. La gráfica que está en el final de esta página, tiene las metas para el año y muestra el progreso de tu hijo. También ella muestra cuantas palabras tu hijo puede leer por minuto (WCPM) y en cual grupo que está leyendo (Se nota los números al final de la gráfica , Cuentos 4-70). Si la barra de tu hijo está por encima de la línea punteada o directamente en la línea punteada, está haciendo bien y está en un buen camino.



Ask me to write some words:		
pops	picks	kits
rocks	cot	sand
dips	dug	rag
bang	sand	dips
dug	rag	bang



¿Tienes preguntas Tutoring with the Lightning Squad? Por favor habla con el maestro de tu hijo.



The mission of the Success for All Foundation is to develop and disseminate research-proven educational programs to ensure that all students, from all backgrounds, achieve at the highest academic levels.

These programs were originally developed at Johns Hopkins University.

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