Tutoring with ThemeReads

User's Guide

The Tutoring with ThemeReads User's Guide

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We wish to acknowledge the coaches, tutors, and children who piloted the program and provided valuable feedback.

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Tutoring with ThemeReads uses the TExT model which was originally developed by Dr. Elfrieda Hiebert.
Tutoring with ThemeReads is also adapted from Tutoring with the Lightning Squad which was originally developed in collaboration with Sirius Thinking, Ltd.
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Success for All FOUNDATION®

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.

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Tutoring with ThemeReads Program Guide

Vision and Mission

Success in life is built on a solid foundation of learning. The first critical step is to learn how to read. Children who aren't reading well by third grade are unlikely to graduate from high school, and are unprepared for college or a career. Unfortunately, the reality is that more than half of American students are not effective readers by fourth grade.

Success for All seeks to break the cycle of failure with thoroughly researched, proven-to-work literacy programs. Partnering with pre-kindergarten to eighth-grade schools across the country, Success for All has helped millions of children to read, achieve, and gain a new vision for their futures.

Supplemental tutoring programs are an effective tool to improve struggling students' reading comprehension. Success for All adds Tutoring with ThemeReads, a web-based reading intervention for struggling readers in grades four through eight to its offerings to help students improve their fluency, vocabulary, and comprehension. Tutoring with ThemeReads uses the TExT model that was also used in QuickReads, developed by Elfrieda Hiebert.

In Tutoring with ThemeReads, passages contain the most frequently used words in texts in grades three through nine to promote word familiarity and fluency. The number of words increases with each level. For example, passages in Level A use the 500 most frequently used words. By Level C, students are reading the 1000 most frequently used words. By Level F, they are reading the 5000 most frequently used words. Passages use short sentences to promote reading comprehension and keep Lexile levels low for students reading below grade level. Passages repeat words and use a variety of inflections (walk/walks/walked) to increase familiarity with words and their different prefixes or suffixes. These qualities help students with automaticity as they read, which then helps students improve their fluency and concentrate their efforts on new vocabulary and overall understanding of the topic and passages.

The QuickReads program has been proven to be successful in three studies with diverse student groups. Following are some key studies on supplemental tutoring and interventions:

- Vadasy, P. F., & Sanders, E. A. (2009). "Supplemental fluency intervention and determinants of reading outcomes." *Scientific Studies of Reading*, *13*(5), 383–425.
- Vadasy, P. F., & Sanders, E. A. (2008). "Benefits of repeated reading intervention for low-achieving fourth- and fifth-grade students." *Remedial and Special Education*, *29*(4), 235–249.
- Vadasy, P. F., & Sanders, E. A. (2008). "Repeated reading intervention: Outcomes and interactions with readers' skills and classroom instruction." *Journal of Educational Psychology*, *100*(2), 272–290.

At the Success for All Foundation (SFAF), our vision is that all children have the education they need to be successful. To achieve this vision and reach our goals, our mission is to deliver proven education programs to ensure children's success.

Introduction

Tutoring with ThemeReads is a small group, web-based reading program for struggling readers in grades four through eight. Students work in pairs to improve fluency, vocabulary, and comprehension through interactive, partner-supported games. The philosophy behind Tutoring with ThemeReads emphasizes the need for students to build fluency with the vocabulary commonly used in upper elementary and middle grades texts to meet the demands of reading on grade level. Tutoring with ThemeReads provides structure for tutoring in an engaging computer-based game environment, tailored to each student's reading level. This tutoring practice, with peer and tutor support and real-time feedback and opportunities to advance, motivates students to push forward and achieve big results in reading.

In a Tutoring with ThemeReads session, each partnership of students works at one computer or other device. During Tutoring with ThemeReads activities, partners take turns completing activities and providing feedback on each other's performances. The tutor circulates among the partnerships, providing both instructional and motivational support and conducting quick assessments to verify student mastery of the reading objectives.

Purpose

Tutoring with ThemeReads combines the work of Dr. Elfrieda Hiebert's Text Elements by Task (TExT) model with the Success for All Foundation's proven computer-based tutoring model. The TExT model focuses on multiple tasks involved in successful reading:

- recognizing familiar words
- decoding unfamiliar words
- obtaining meaning and comprehension from the text

Beginning and struggling readers benefit when the number of unfamiliar words in a text is kept low so that they can concentrate more on comprehension of the text. The task of decoding a large number of new or unfamiliar words can overwhelm readers and prevent them from extracting meaning from the text. This affects their overall proficiency when reading.

The purpose of Tutoring with ThemeReads is to increase vocabulary, fluency, comprehension, and background knowledge. Tutoring with ThemeReads passages are brief, content-rich texts meant to be read quickly and with understanding, allowing practice both with reading and with acquisition of specialized vocabulary and knowledge in content areas. The program helps students gain automaticity with high-value words with related structure or syllable patterns. These words are repeated often within and among the texts. With an increase in automaticity, students are able to improve overall fluency and concentrate their efforts on new vocabulary and overall understanding. Tutoring with ThemeReads focuses on various content area themes, with multiple passages on each topic. This provides more opportunity to practice reading content area words and synthesizing across texts to develop deeper knowledge in each topic.

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Reading Standards

The goal of Tutoring with ThemeReads is to give a boost to students who have fallen behind in reading. College- and career-readiness standards emphasize the importance of fluency, vocabulary acquisition and use, and comprehension. Tutoring with ThemeReads targets these elements of reading instruction through the activities used in each tutoring session.

Expected Student Outcomes

Due to the research-proven practice focusing on college- and career-readiness standards in Tutoring with ThemeReads, you can expect to see dramatic growth and development in the following areas of reading instruction. For each area, the specific skills that students are expected to achieve are outlined below.

Oral-Language and Vocabulary Development

Students will:

- speak in elaborate sentences using complex vocabulary.
- connect ideas and experiences with partner discussion.

Fluency

Students will:

- read smoothly and accurately with expression.
- use appropriate emphasis and inflection.
- read with one-to-one correspondence, without losing place or skipping words.
- read at an appropriate rate.

Comprehension

Students will:

- identify the main idea and supporting details in expository texts.
- monitor for meaning.
- use context clues.

Cooperative Learning

The late Dr. Robert Slavin and his colleagues at Johns Hopkins University have dedicated the past thirty years to the research and development of cooperative learning methods. To ensure that each team member values the learning goal, teamwork, and the team's success in achieving the learning goal, their research concluded that the following three central concepts must be present:

- team recognition
- individual accountability
- equal opportunities for success

In Tutoring with ThemeReads, cooperative-learning routines and practices occur at the partnership level. Partnerships receive points for completing the activities, and can only progress when both members of the partnership are successful. On the individual level, students' answers are recorded and scored within the Tutoring with ThemeReads software. This information helps inform tutors and teachers on each student's progress. Moreover, both students in a partnership have equal opportunities for success within the program.

Success for the partnership allowing advancement to the next level is achieved when both students in the pair have mastered the skills they are working on. Therefore, they learn to help and encourage their partners to progress.

Promoting Good Partner Work

It is essential that students are aware of and understand the expectations for positive partner work. Two simple goals identify behaviors that are important for building positive and productive partner interactions.

- **Be a Focused Reader and Attentive Coach**
  Students learn that there are expectations for both the partner whose turn it is (the Reader) and for the partner who is waiting for their turn (the Coach). The software prompts students when their roles change, giving each student a chance to practice their skills. Students need to pay attention and listen carefully to their partners while they wait their turn because students have to keep track of their partner's progress. Students also have to be ready for their turn to begin.
- **Help and Encourage Each Other**
  Students learn that part of being a good partner is encouraging and helping their partner to do their best work. They learn this does not mean giving answers, but it does involve encouragement and reminding partners of tools or strategies they can use to find out the answer on their own. Look for evidence of these behaviors by listening to partner conversations and students' thinking. When tutors see students demonstrating the desired behaviors, they provide clear positive feedback, being specific as possible. For instance, the tutor might say, "Great job helping and encouraging each other! I like how you gave a hint instead of just giving away the answer. That's exactly the kind of helping that your crew needs."

A Tutoring with ThemeReads room should be a friendly, welcoming, and motivational environment for students. Tutors can consider creating posters that remind students of the strategies they will use as they work through the activities. For example, what

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reading strategies (clarifying, drawing conclusions, identifying causes and effects, comparing and contrasting, etc.) will students use as they answer the Key Note, comprehension, and Building Connections questions? What cooperative learning strategies will students use as they work with their partners (active listening, helping and encouraging each other, explaining their ideas, etc.)? Tutoring classrooms should have no more than six students (three partnerships) working at a time so that tutors can effectively monitor and assess students. The tutoring classroom should be quietly buzzing with cooperative student work. Students should be actively listening and encouraging their partners as they read passages aloud, discussing topic vocabulary, and collaborating on the answers to comprehension questions. Teams should celebrate whenever they meet goals and master the activities. Tutors can provide students a variety of cheers to mark their accomplishments, and appropriate rewards from the Celebration Station.

Assessment and Acceleration

Assessment

Students who will benefit the most from Tutoring with ThemeReads are those not reading at grade level. Students may be identified by their teachers or benchmark test results. They are referred to the tutoring coordinator and placed in Tutoring with ThemeReads groups. The coordinator/facilitator considers assessment data and information from students' reading teachers (and as the school year progresses, tutoring assessment data). On this basis, it is decided who should be placed in Tutoring with ThemeReads classes. If students assess lower than Tutoring with ThemeReads Level A, they should be started with an appropriate Tutoring with the Lightning Squad story level.

Based on students' formal assessment data and other information, the coordinator/facilitator assigns students to Tutoring with ThemeReads groups that are as homogeneous as possible. Next, the tutor administers the student assessment to each student who has been grouped into the class. The student assessment is administered individually by the tutor with a computer-based tool. Administration should occur before the Tutoring with ThemeReads begin meeting to avoid the logistical problem of keeping the group occupied while giving the test to one student. The student assessment evaluates word skills.

If the student being assessed has reached a ceiling (high number of incorrect answers in a row), Tutoring with ThemeReads prompts the tutor to stop the assessment because enough data has been collected for grouping and planning purposes. The tutor has the option to accept the level or reassess.

The tutor uses the list of students to group students into two-person teams. Students are grouped into two-person teams with other students who are closest to them in reading-skill level. The tutor may choose to group students to create partnerships that work well together.

As teams work on Tutoring with ThemeReads activities, the tutor moves around the room to monitor partnerships and offer instructional support and encouragement or conduct quick assessments, or Tutor Checks, as necessary. The Tutor Check flag on each partnership's computer serves as a visual cue that it is time to conduct a quick

assessment to verify mastery. A checkered flag appears after students have completed all three activities. The tutor clicks the button and logs in. The tutor clicks on the Assess button, and a short assessment appears. The tutor administers the assessment to each student individually.

If both students on a team pass the assessment, the Tutoring with ThemeReads software automatically moves onto the next topic. If students do not pass the assessment, then the software continues presenting objectives at the current level. The Tutor Checks must be completed for the student to continue with the activities.

Acceleration

After each end-of-grading-period assessment, review the tutoring list and make changes as needed. Tutors track the progress of students assigned to tutoring very carefully. Some tutored students catch up to grade-level reading or more in the first grading period of the year. Others progress and graduate out of tutoring later in the year. Some students may benefit from tutoring all year. Classroom scores along with tutoring reports can provide an indication of a student's progress in relation to peers. Remember that tutoring is a short-term intervention. Once students are able to perform successfully in class, tutoring resources should be shifted to provide assistance to another student.

If a student is exceeding the fluency goals for their assigned topic within the software, a tutor can manually change the topic the student is working in. Students can be moved up in topic level without reassessment. Students sometimes make rapid progress during tutoring, and the tutor should take every opportunity to accelerate students to make sure they are moving toward grade level texts as quickly as they can. Forward movement can motivate students to work even harder to achieve success.

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Scheduling Tutoring Sessions

The tutoring timeline takes place over the course of a grading period.*

Weeks 1:
• Students in grade 4 and above are assessed. If assessments are not scheduled at the beginning of the year, use data from the previous year. • Students are selected for tutoring.
Week 2:
• Tutors meet with the students they will tutor one-to-one. • The Tutoring with ThemeReads assessment is administered. The assessment will assign a level and topic. The tutor has the option to accept the level or reassess. • Tutors assign students to teams and create the schedule.
Throughout the grading period:
• Students work through the Tutoring with ThemeReads activities. • When prompted by the program, tutors conduct Tutor Checks and teams celebrate progress. • Students continue by moving to the next topic assigned. • Teachers, tutors, and parents communicate about the students in tutoring, what each student is learning, and what they need to work on. • Tutors accelerate students as needed, based on data and progress.
Near the end of the grading period:
• Information is collected about daily student progress from classroom teachers for all students and from tutors for students who are in tutoring.
At the end of the grading period:
• New student data is collected. Based on assessment results and information from the reading teachers and tutors about daily progress during the grading period, decisions are made regarding whether each student should remain in tutoring or be replaced by another student. • The tutoring process begins again.

*The number of days/weeks required at the beginning of the year will vary based on the number of students in the school and the number of assessors. The number of weeks in a grading period will vary from school to school based on school calendars. Most schools use the first two weeks for assessment and assignments to reading groups and tutoring slots. Grading periods tend to average eight weeks in length.

Creating the Tutor's Schedule

The program coordinator and the facilitator should work together to create the tutoring schedule.

1. Consider when you may be able to offer Tutoring with ThemeReads classes. Tutoring with ThemeReads classes can serve up to six students (if you have three networked computers together) and are scheduled in thirty-minute time slots.
2. Create individual schedules for each tutor illustrating back-to-back thirty-minute tutoring slots and other duties, if applicable.
3. Collect schedule information.
    - lunch times for each grade level
    - math and reading times for each grade level or class
4. List the students that you would like to have tutored (name and grade level) in order of need from greatest to least.
5. Match students, tutors, and time slots beginning with the neediest students first. (Remain cognizant of schedule conflicts, travel distance, etc.)
6. Create a back-up list of the students who you were unable to assign to tutoring. These students should be considered when tutoring assignments are revised at the end of each grading period.
7. Distribute the schedule to tutors, homeroom teachers, reading teachers, and the front office so students can be located during the day. The easiest way to do this is to distribute one master list.

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Tutoring with ThemeReads Software User's Guide

Tutoring with ThemeReads Technical Specifications

Tutoring with ThemeReads 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**. Follow the instructions in the pop-up window. Click on the yellow pyramid, 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://themereads.successforall.org**
  - **https://sfa-wa-tr-api-prod.azurewebsites.net**
  - **https://themereadsprod.s3.us-east-1.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 ThemeReads, a web-based reading intervention program for struggling readers. Tutoring with ThemeReads is a powerful tutoring program that tutors use to assess students, place them appropriately, and deliver effective, fun instruction.

Tutoring with ThemeReads provides the assessment, planning, and instructional tools for tutoring students in pairs or individually. The program provides reading instruction and practice at the fourth- through eighth-grade levels and addresses skill development in fluency, vocabulary, and comprehension.

In a Tutoring with ThemeReads 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.

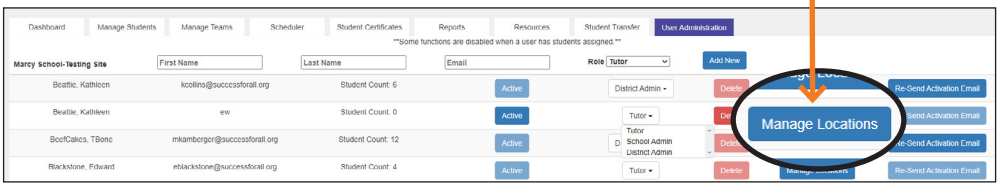
For technical assistance with Tutoring with ThemeReads call (800) 548-4998.

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.

Administrators can also use the User Administration tab to assign tutors to multiple schools within a district. Click on the **Manage Locations** button next to the tutor's name. Available schools will appear in the pop-up window. Click the school names to highlight them, then click **Done**. If you want to remove a tutor from a school, click on the school and then click **Done**.

Manage Locations Button



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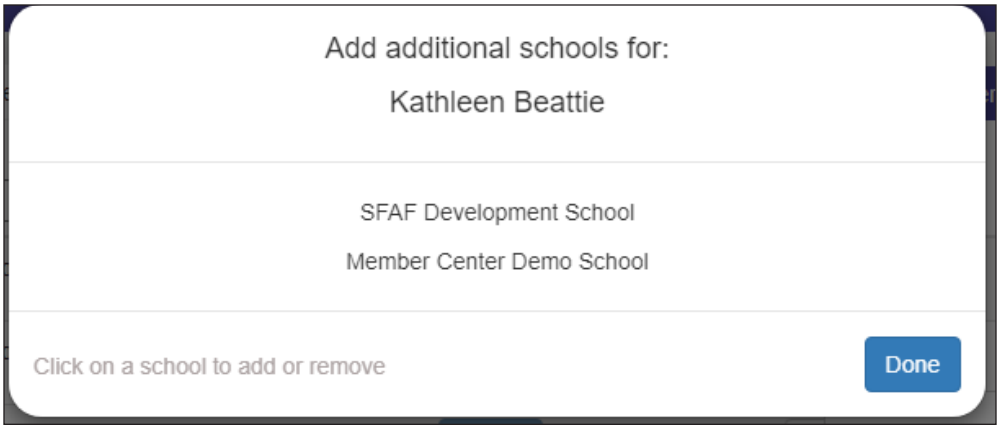
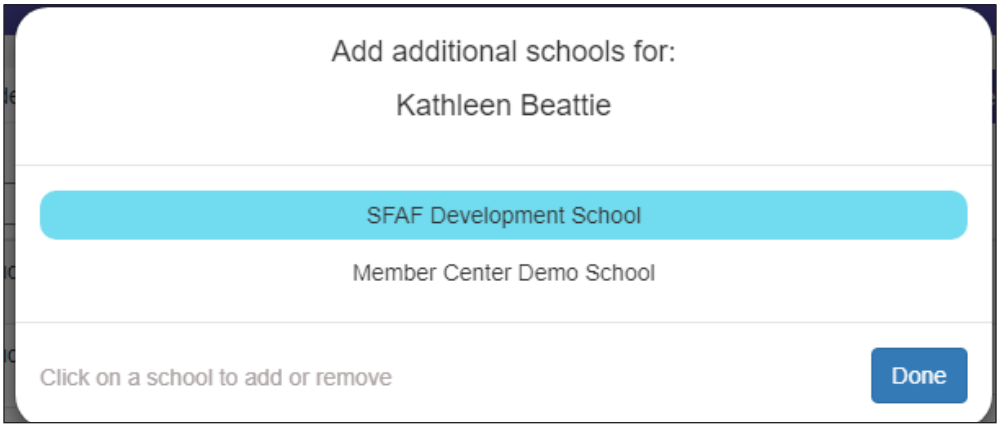




Student Transfer

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

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.

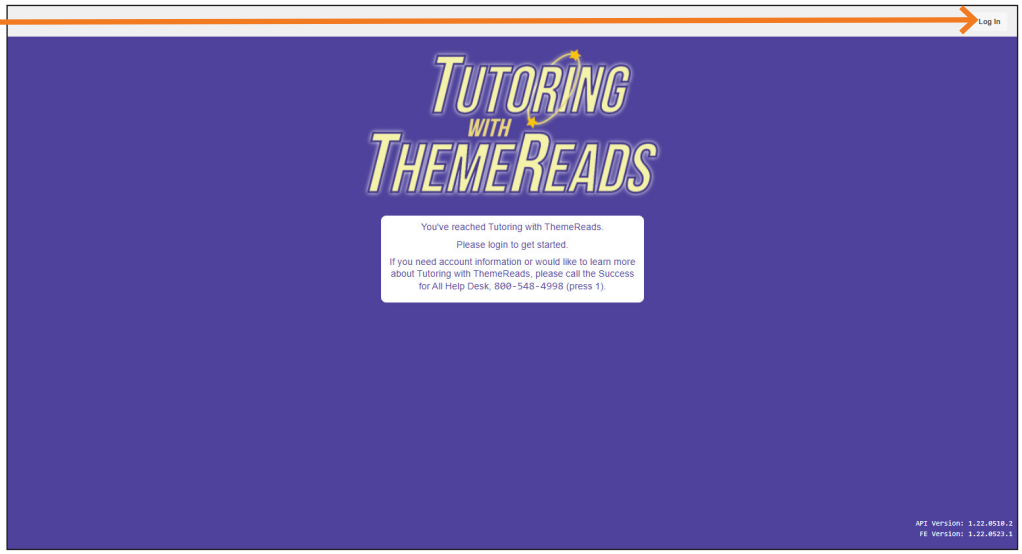
For assistance with transferring students, please call (800) 548-4998.

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.

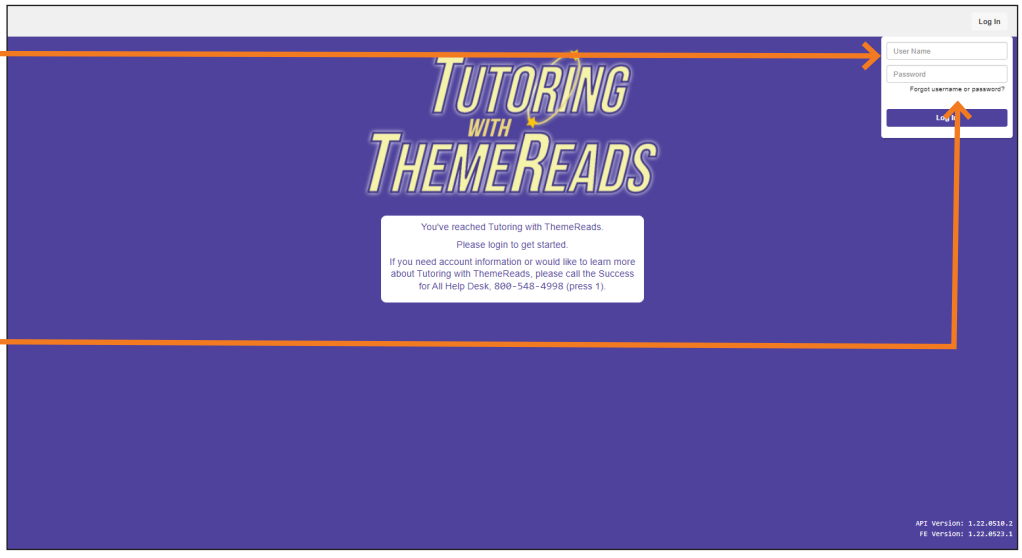
- Create a username.
- Create a password

Login Button



Enter Username and Password

Forgot Username or Password?



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.

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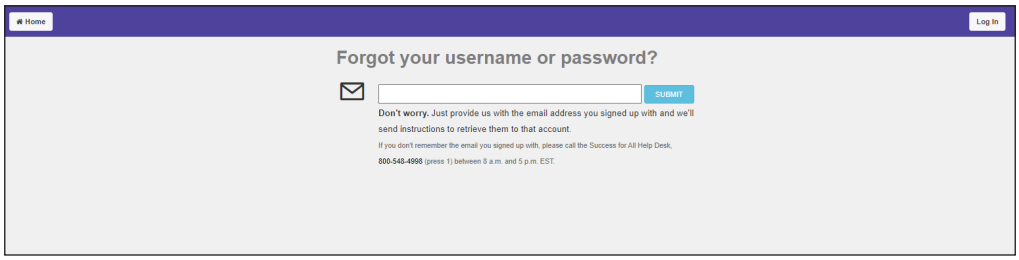
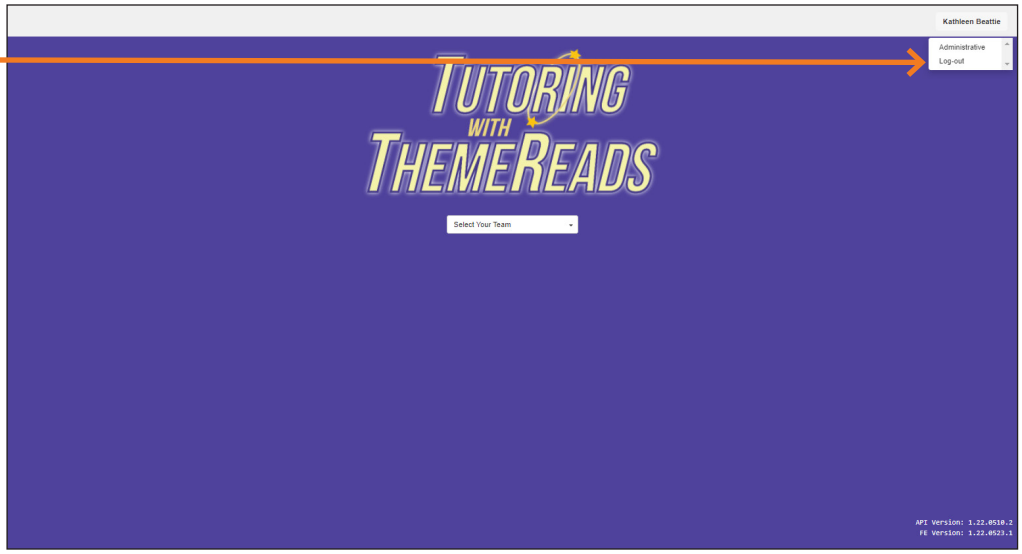
You will receive an email to recover or reset your account information.



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.

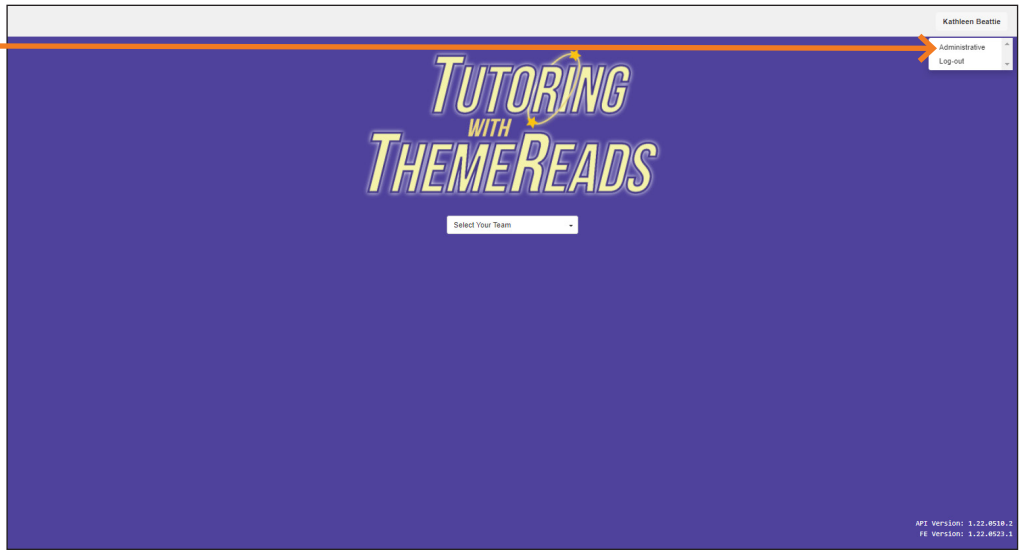
Log-out Button



Tutor Administration

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

Administrative Button



You will use the Administrative section to:

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

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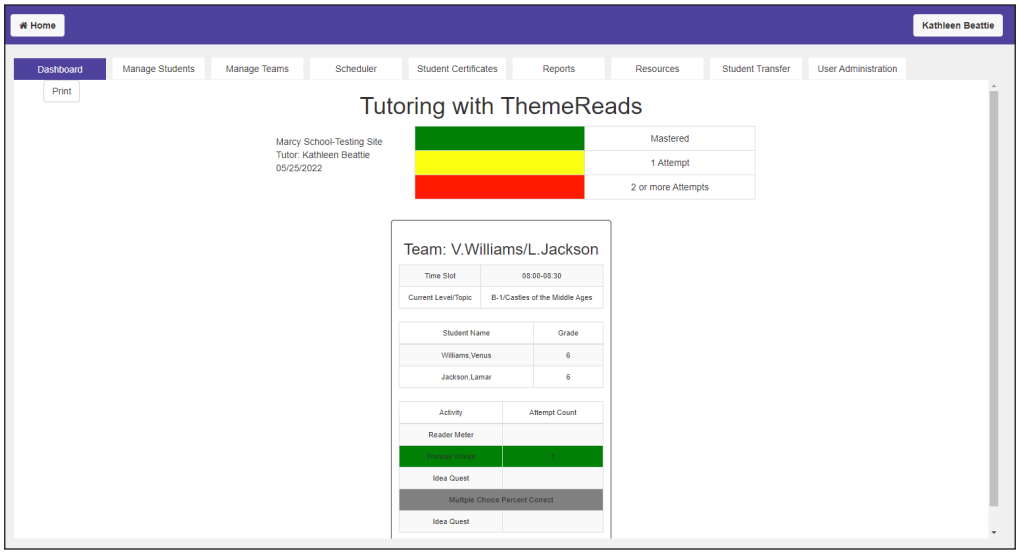
Dashboard

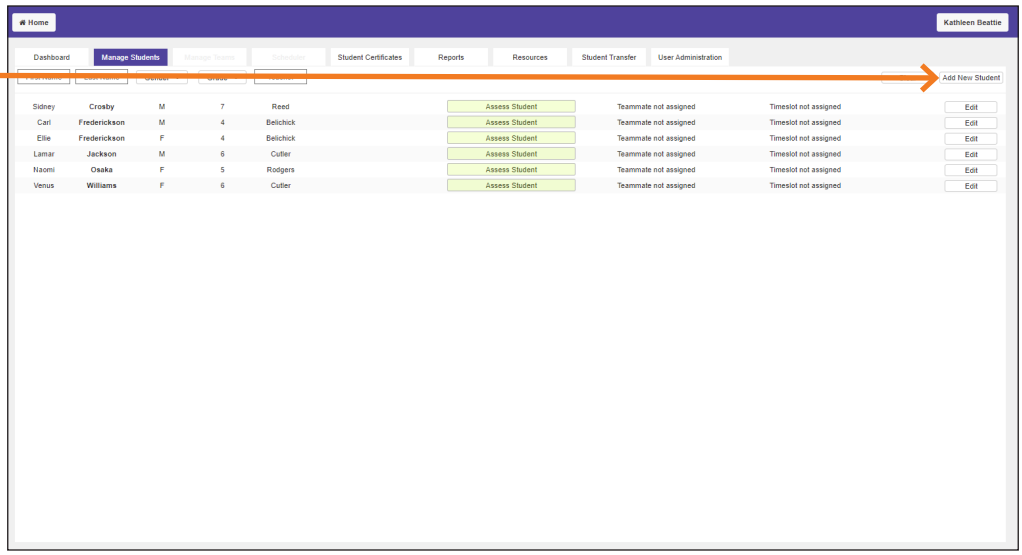
When you login to the Administrative section, you will land in the Dashboard tab. This tab gives you a summary of your current teams and their status. The Dashboard shows you the current level and topic for each team, and what activities the teams have mastered or are currently working through.



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.

Add New Student Button



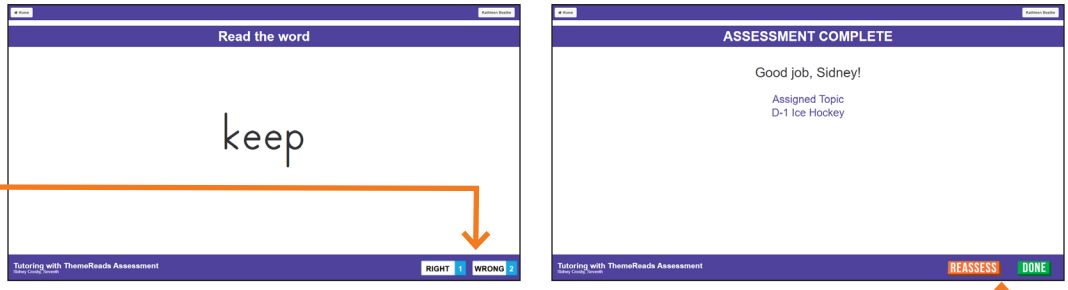
Assess Student

The purpose of the assessment is to determine initial topic 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 topic appears. If you agree with the assigned topic, click **Done**. If not, click **Reassess**. If a student reads all of the words correctly, the highest level assigned is D-1.

Right/Wrong Buttons

Reassess/Done Buttons

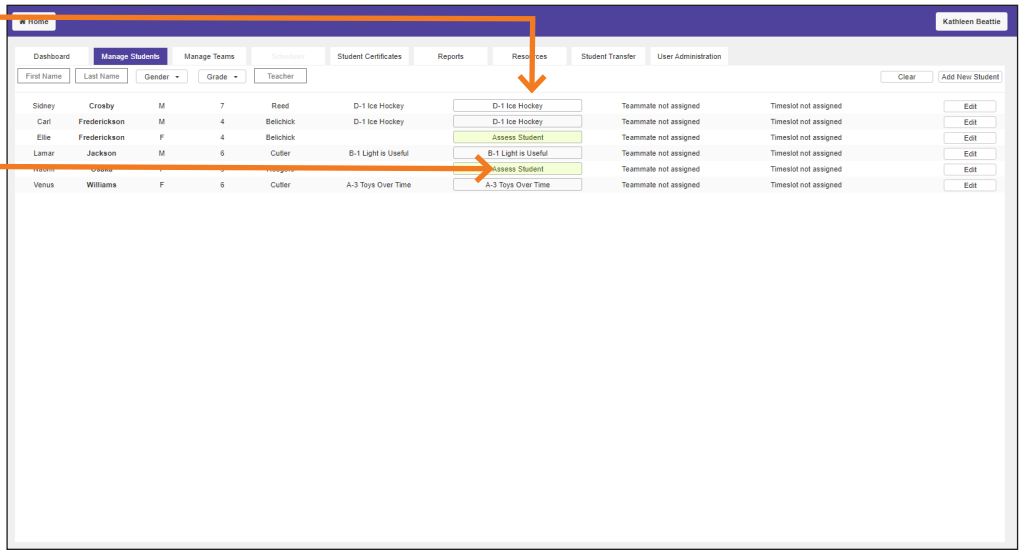


After clicking Done, the screen will return to the Manage Students tab where you will now see the students' assigned topic instead of the Assess Student button. The Manage Teams and Scheduler tabs should now be active.

If a student does not score high enough to be assigned a level in Tutoring with ThemeReads, the program will display a message to go to Tutoring with the Lightning Squad. The Tutor will go to Tutoring with the Lightning Squad and continue with that program's assessment. The student's name will display and does not need to be entered. The student will display as unassessed in Tutoring with ThemeReads.

Assigned topics

Assess Student Button



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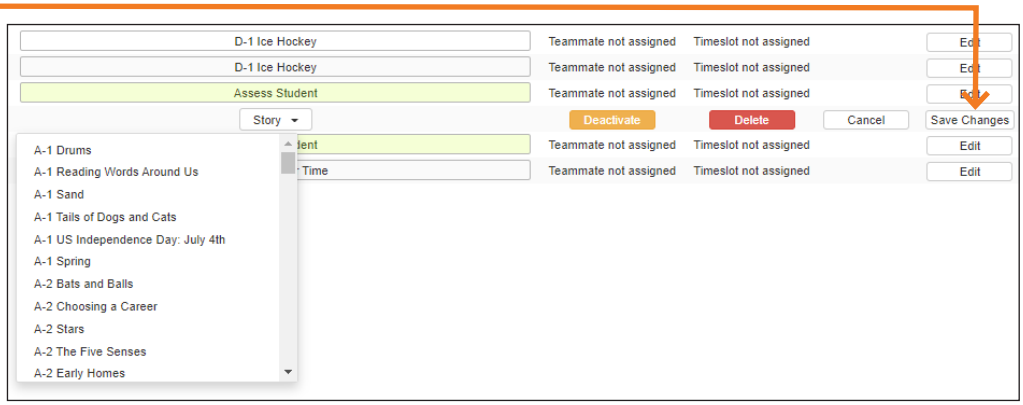
After a student is assessed, you can manually change the topic level that was selected by the software. You may determine that a student can be placed in a later topic than the software algorithm selected, or that they should be placed in an earlier topic. Click the **Edit** button next to the student whose assigned topic you wish to change. An arrow will appear beside the topic. Click the topic to reveal a drop-down menu. Select the topic you wish to assign to the student, then click **Save Changes**.

Save Changes



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 ThemeReads program, please refer to the section Importing Data from Member Center on page 37.

Manage Teams

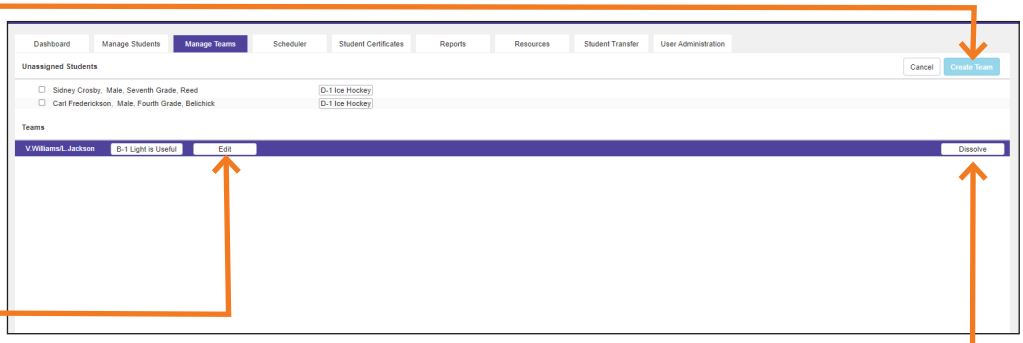
In the Manage Teams tab, you will choose two students at a time to be a tutoring team. Select two students then click **Create Team**. The tutoring team will be assigned to the higher of the assigned stories for the individual students. Once a team is created you can manually change the team's assigned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

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

Create Team Button

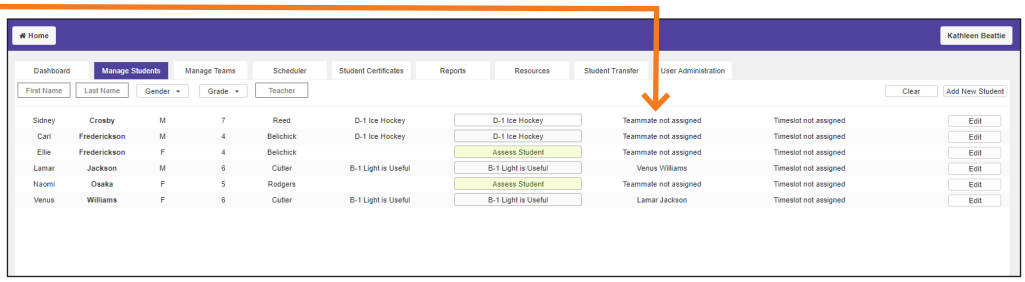
Edit Button

Dissolve Button



When you create a team, students' teammates are listed in the Manage Students tab as well. The Scheduler tab should now be active.

Teammates



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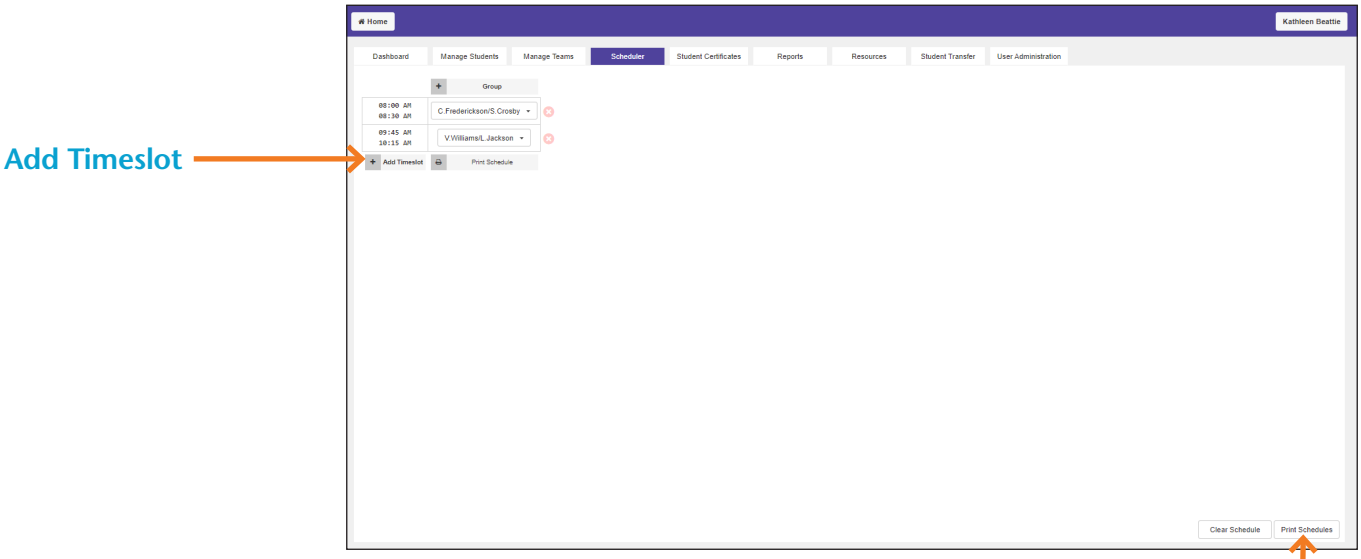
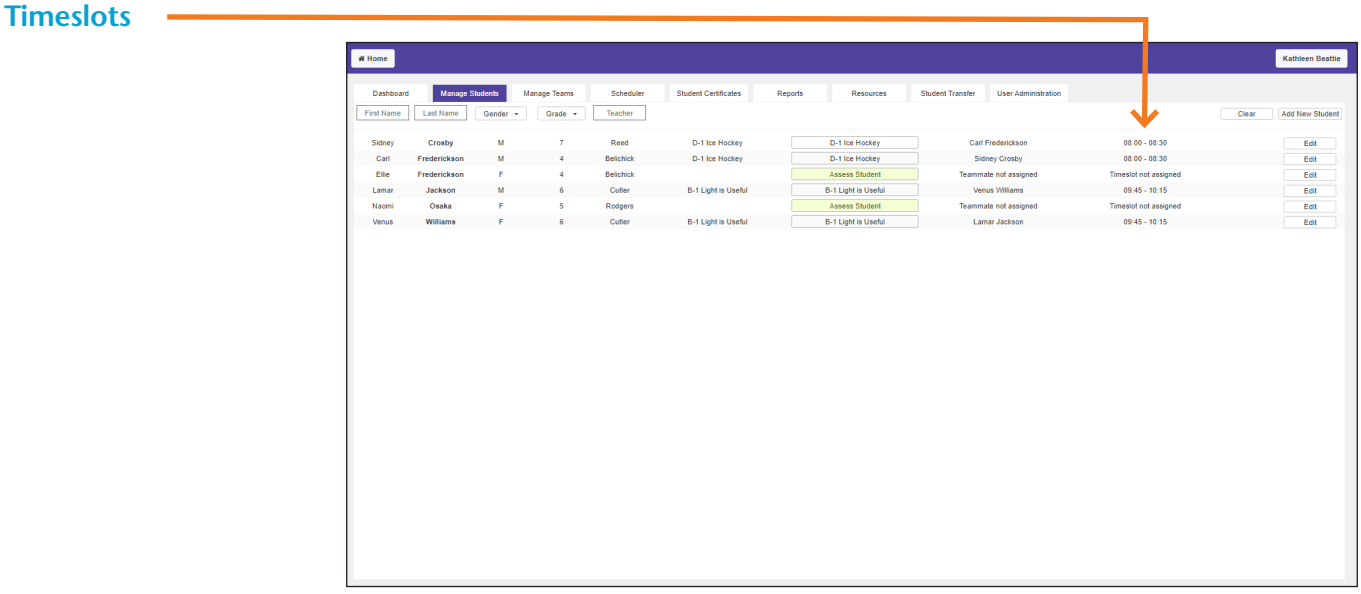
Scheduler

In the Scheduler tab, you create timeslots when you will tutor, then add tutoring teams to the timeslots. You can also print the schedule for reference. Once inside the Scheduler tab, click **Add Timeslot**. Choose the beginning and ending times for a tutoring session, then click **Add**.

Your timeslots will appear in a list on the left. Click the drop-down arrow in a timeslot to choose a team for that session. Below the schedule and at the bottom right of the screen, there is an option to print the schedule.



Once assigned, students' timeslots are listed in the Manage Students tab as well.



Activity Overview

Tutoring with ThemeReads consists of six levels with 72 passages in each level. Each topic has activities associated with it during which student teams accumulate points. After they've mastered the activities for a passage, they complete a Tutor Check when the tutor assesses their progress and determines if they've mastered the topic. If they have, they can celebrate.

The passage activities include:

- **Wonder Words:** Students practice the vocabulary associated with the topic they're working on.
- **Reader Meter:** Students hear fluent reading modeled, and then practice fluent reading individually.
- **Idea Quest:** Students read the passage and answer comprehension questions.

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 is required 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 **Celebration Station** button to access videos and Flex Fun at any time. A password must be entered to ensure students can't access it on their own.

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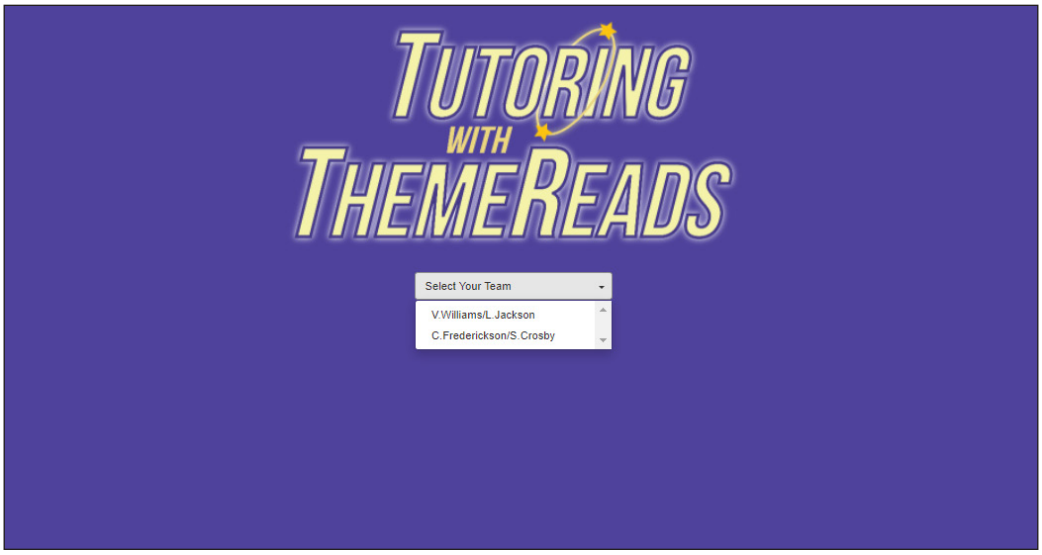
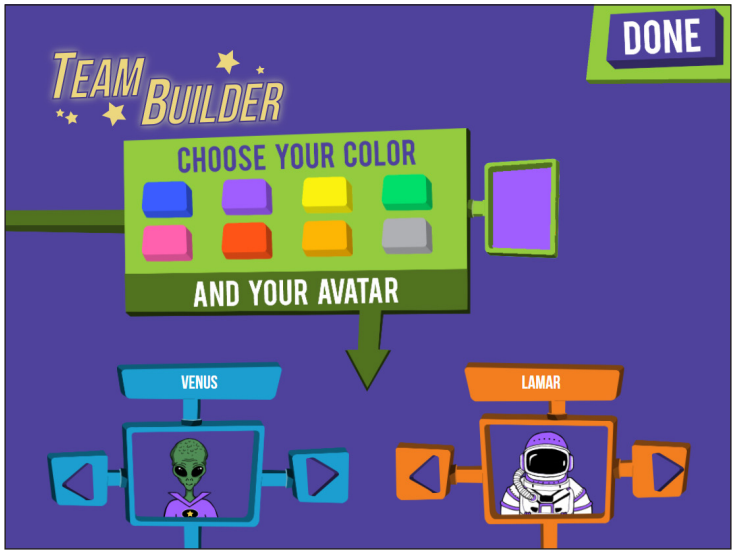
Creating Your Crew

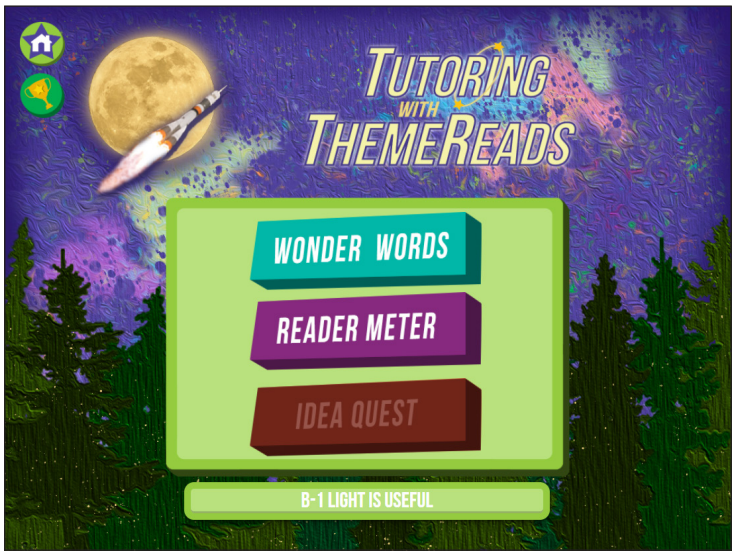
To get your students started after you have created their teams, ask them to select their names from the drop-down menu on the main page of Tutoring with ThemeReads.



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.



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 students have mastered it for the current topic, but will become active again once they master Idea Quest and are waiting for a Tutor Check.



Students are able to use Tutoring with ThemeReads on their own if their partner is absent. When students select their team from the drop-down, they will see buttons to select **Team** or **Solo**. If both students are present, they should click on Team. If a student is working alone, they should click Solo and then click on their avatar. When the partner returns, they can continue working as a team. **Note**: This is not one-on-one tutoring. When a student works alone, they will progress without their partner. When the absent partner returns, they will rejoin at the passage their partner progressed to without them. See the Tutor Check section for more information about handling students working Solo.

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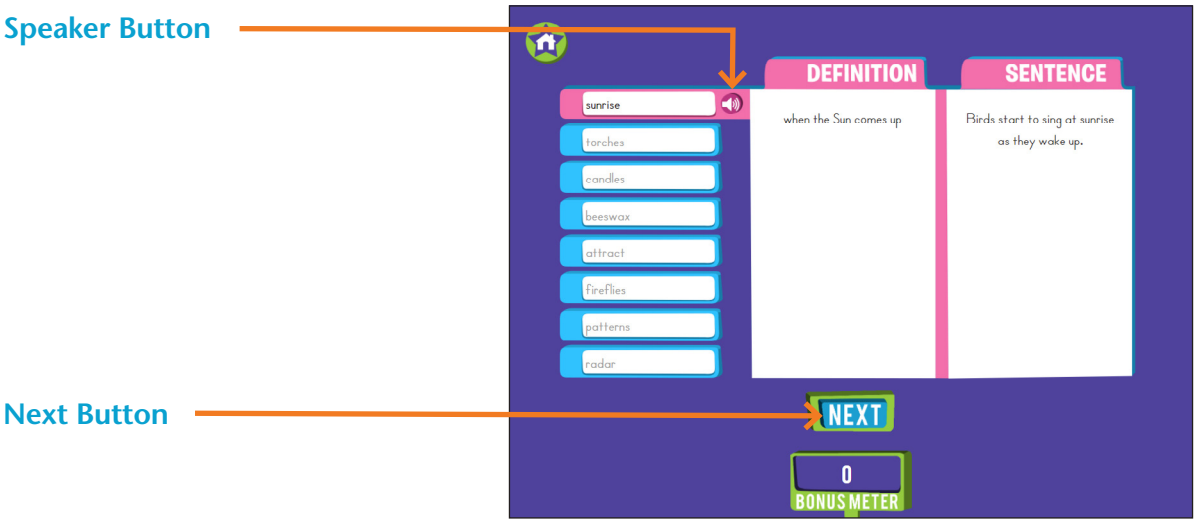
Wonder Words

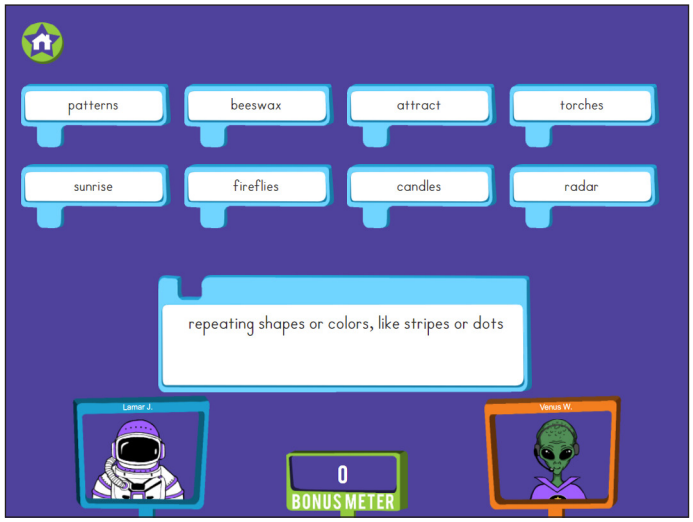
In Wonder Words, partners practice vocabulary words and demonstrate mastery by correctly completing cloze sentences. Mastery for Wonder Words for all topics is based on a cloze activity (80% is mastery). The Wonder Words button on the activity menu will be inactive once the team masters Wonder Words.

After a team chooses Wonder Words 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 for their roles, they click **Start**.

After clicking Start, a screen will appear to read the definitions and sentences using the words. If students need to hear the word, they can click the speaker button to listen to it. When they are ready, they click **Next** to move on to next part of the activity. These words will be highlighted in the passages in Reader Meter (practice only) and Idea Quest. If students need a reminder about vocabulary words while reading the passages, they can click the highlighted words to open pop-up windows with the definitions. Clicking the red X in the lower left corner of the window will close the definition window.



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. 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. 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. The Bonus Meter will ding and the team will earn 1 point for each sentence that is correct on the first try.

Bonus Meter

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When partners have completed all sentences, a celebration screen will appear to indicate the total number of correct sentences and points. For this activity, it is a team total. The Wonder Words button on the activity menu will be inactive once the team masters Wonder Words. 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 passage level.

Reader Meter

In Reader Meter, 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 topic. If they both master the activity, the Reader Meter button on the activity menu for the current topic will become inactive.

After a team chooses Reader Meter 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 for their roles, they click **Start**. After clicking Start, the software will display a photo collage and the title of the topic.

Students can then click the **Start** button below the window to bring up the title page for the first passage. The title of the passage and a caption for the photograph appear in the window.

Title and Caption

Start Practice Button

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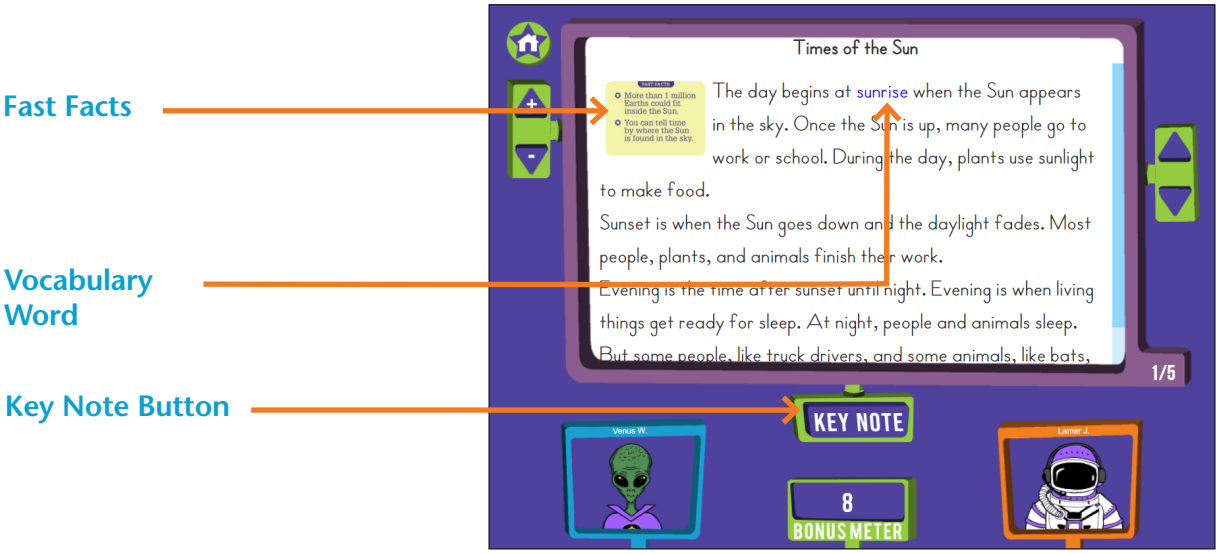
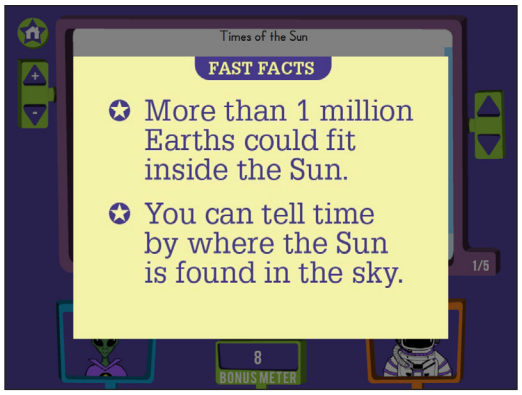
Students then click the **Start Practice** button. Once the text appears, students take turns reading. When the text on the page is longer, the scrollbar will be active to reach the lower text. The vocabulary words from Wonder Words are highlighted in the passages. Students can click on the words to see the definition as they read aloud. Clicking the red X in the lower left corner of the window will close the definition window. There is a yellow box of Fast Facts in the top left corner of the passage. If students click this square, it will enlarge to display some facts related to the topic. Clicking the red X in the right corner of the screen or anywhere outside of the Fast Facts box will close the Fast Facts window.





Fast Facts

Definition for the vocabulary word *sunrise*

Before students switch roles, they must answer a Key Note question. Students can click the **Key Note** button to bring up the question for that passage. The student who is reading is prompted to type their answer to the question in the space provided. They can click **Passage** to go back to the passage if needed. When they have answered, they click **Save** and switch roles. Please note, students must type at least twenty characters (not including spaces) in the box in order to save their answers.

Written responses are not scored for correctness, however, tutors should encourage students to answer questions using the following Written Response Checklist as a guide:

★★★ Written answer uses complete sentences to correctly answer question, includes supporting evidence from the text, and makes a connection in their answer to the text evidence.

★★ Written answer uses complete sentences to correctly answer question, and includes supporting evidence from the text.

★ Written answer uses complete sentences to correctly answer question.

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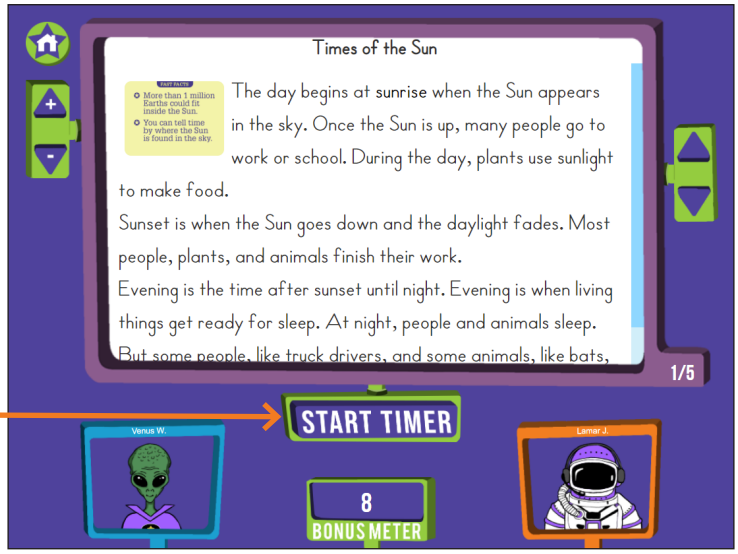
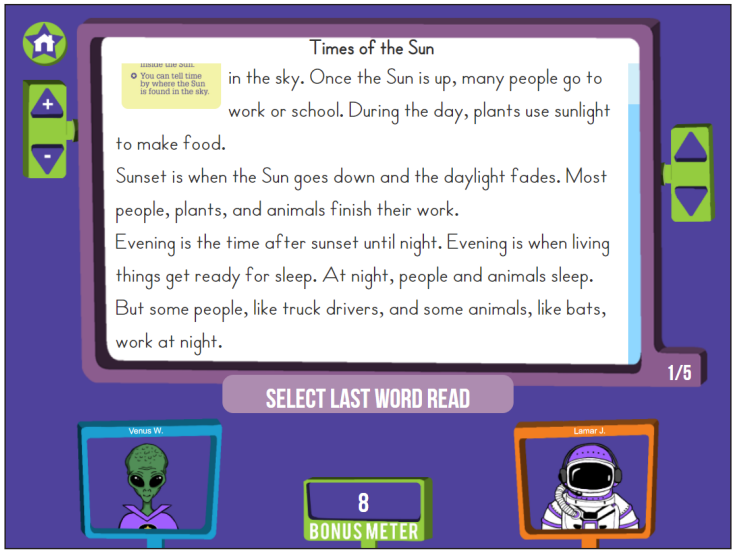
After students answer the Key Note question, the software will read the passage aloud. Then a Start Timer button appears below the text window to show students it's time to start the assessment. The avatars signify who is the reader and who is the coach. As one student reads for one minute, the coach clicks on words read incorrectly. The frame will pulse when one minute is nearly up. Students can click the **Done** button on the last page if they finish before time is up.



If 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 topic frame will pulse. If students finish reading the text before the time is up, the next button on the last page of the topic will take them to the assessment.

When time is up for the reader, the screen instructs the coach to click on the last word their partner read. The reader's WCPM will display on the screen after their timed read. If the reader met the WCPM goal for the topic, the partners switch roles and the coach becomes the reader. The bonus meter will ding and each student will earn 2 points for answering the Key Note question and for meeting the WCPM goal for the passage.



When both partners have read all four passages for the topic, they see a celebration screen that shows the WCPM goal for the topic and each partner's WCPM score. If the team meets the WCPM for 80% of the passages, the team will earn an additional 10 points in the Bonus Meter. The Reader Meter button on the activity menu will be inactive once the team masters Reader Meter. Each student must meet the goal for at least one passage for the activity to be mastered. If the team does not master Reader Meter on the first try, they have to repeat the activity until they do in order to move on to the next passage level.

Minimum Words Correct per Minute (WCPM) Goals					
Topic Level	**WCPM**	**GLE**	**Topic Level**	**WCPM**	**GLE**
A-1	70	2.2	D-1	100	5.2
A-2	75	2.5	D-2	105	5.5
A-3	80	2.8	D-3	110	5.8
B-1	80	3.2	E-1	110	6.2
B-2	85	3.5	E-2	115	6.5
B-3	90	3.8	E-3	120	6.8
C-1	90	4.2	F-1	120	7.2
C-2	95	4.5	F-2	125	7.5
C-3	100	4.8	F-3	130	7.8

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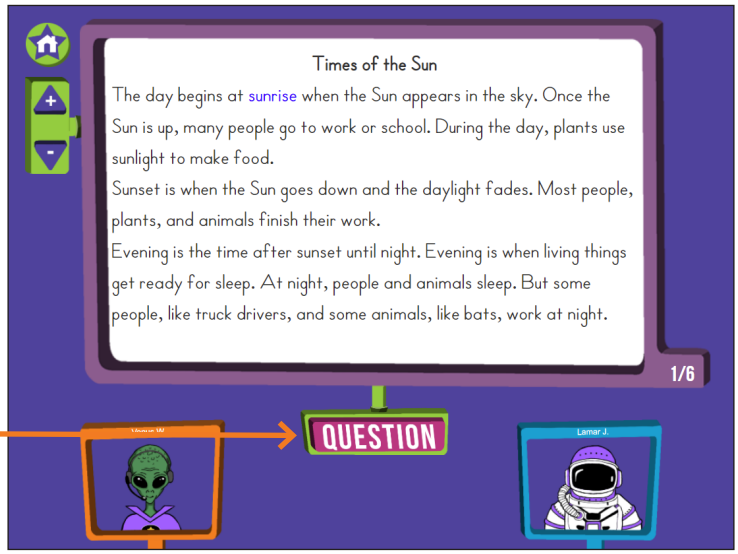
Idea Quest

Idea Quest allows partners to show off what they have learned by reading the passage and answering comprehension questions.

The Idea Quest button only becomes available after they have mastered the other two activities. After a team chooses Idea 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 for their roles, they click **Start**.

The first screen will appear with the cover of the topic. After clicking **Start** on the topic title page, the passage title page will appear. Students click the **Read Passage** button.

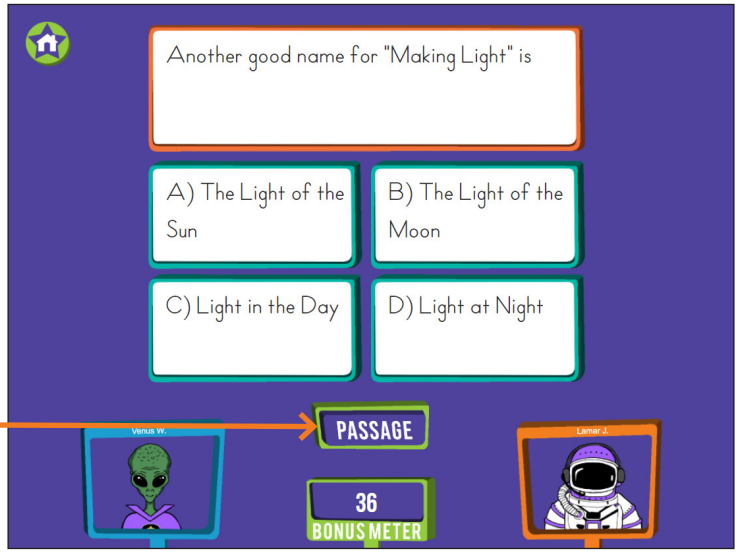
On the next page, the reader reads the text on the page. The coach listens as the reader reads. The vocabulary words from Wonder Words are highlighted in the passages. Students can click on the words to see the definition as they read aloud. When the reader is done, the **Question** button is clicked to bring up the question screen.



Question Button

The reader reads the question and answer choices. If students need to look back at the passage in order to answer the question, they can click the **Passage** button on the bottom of the screen. Partners click on a box to select an answer. The Bonus Meter will ding and the team will earn 1 point for each correct answer to a multiple-choice question on the first try.

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



Passage Button

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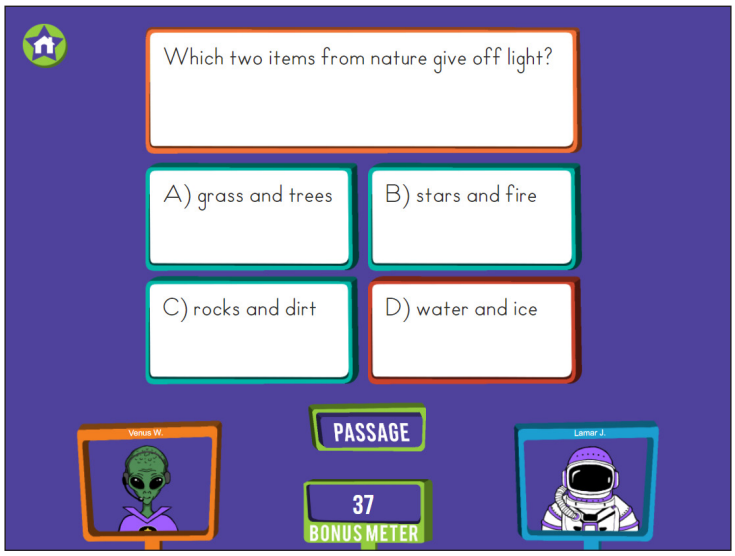
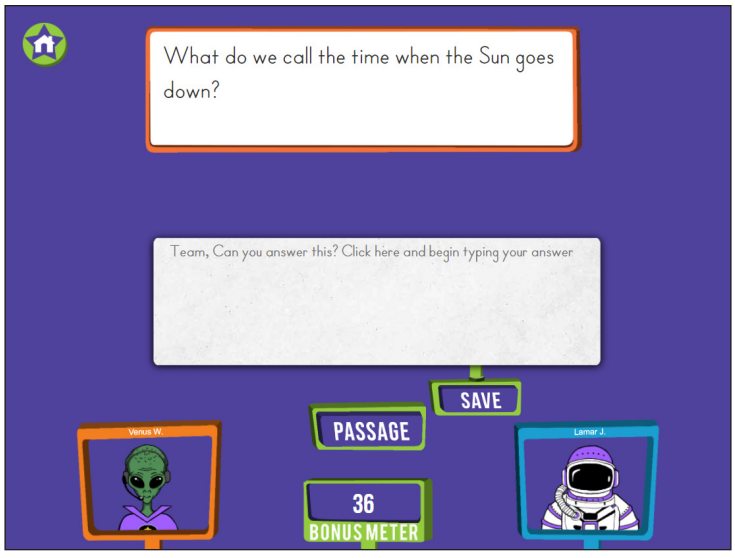
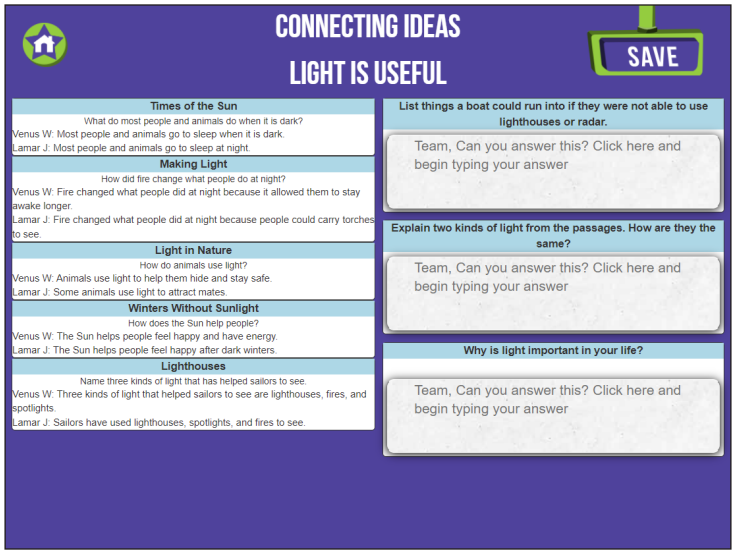
If the incorrect answer is clicked, the box will highlight in red, and the partners will have the chance to choose another answer.



Some questions are open response and require students to type an answer in the box. Students must type at least twenty characters, not including spaces, in the box in order to save their answers. Remind students to use the Written Response Checklist as they write their answers.



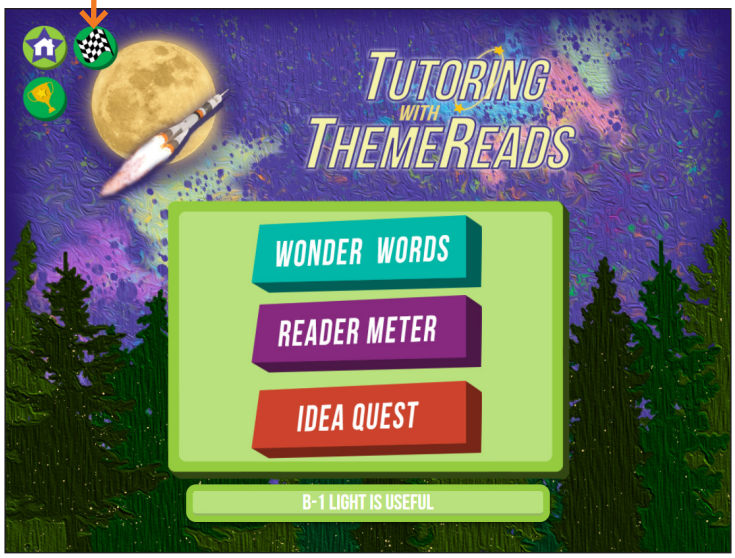
After students answer the questions for each passage, the Connecting Ideas screen will display. The Key Note questions and answers from Reader Meter will appear on the left side of the screen. On the right side, the team will answer three questions about the topic. Students must type at least twenty characters, not including spaces, in the box in order to save their answers.



Students click **Save** and are brought back to the main menu. The team will earn 10 points for answering the Connecting Ideas questions.

If the team mastered Idea 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**.

Tutor Check Button



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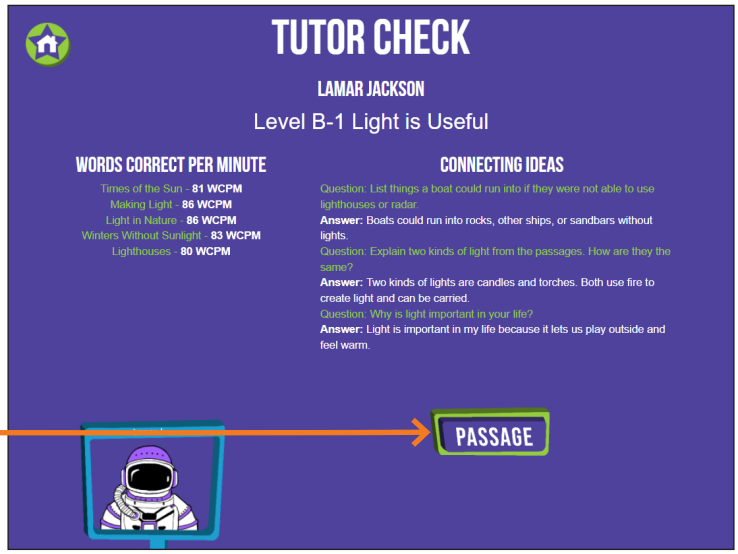
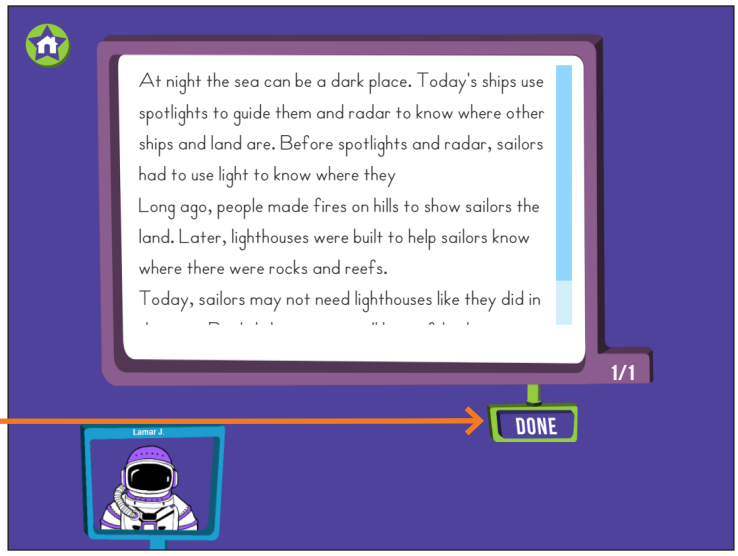
Tutor Check

The first page of Tutor Check displays the topic completed and the WCPM score and Connecting Ideas answers provided by one student in the team. While on this screen, perform a comprehension check by asking the student at least one of the Connecting Ideas questions. Click **Passage** to move onto the fluency check.



Passage Button

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.

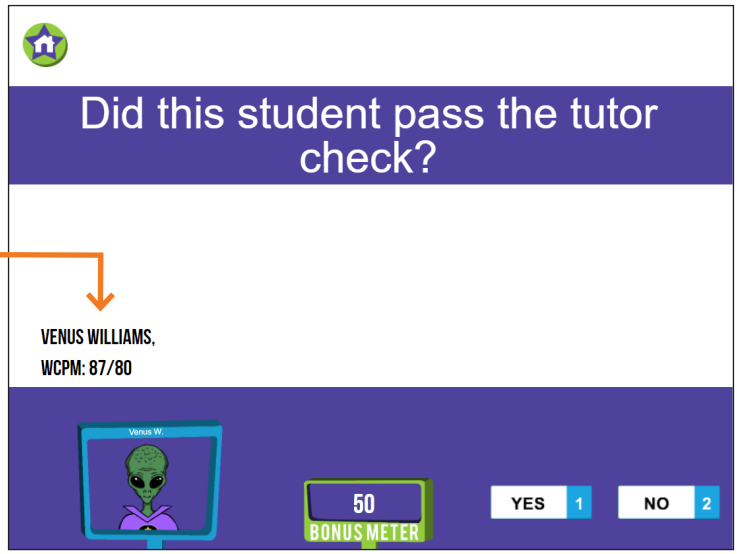


Done Button

After the time is up and the student has stopped reading, the tutor clicks the last word the student read.

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 topic. The tutor will repeat this process for the other partner. The Bonus Meter will ding and each student will earn 10 points for passing the Tutor Check. When both students pass the Tutor Check, they will see a celebration screen.

The numerator shows the student's WCPM, the denominator shows the target for the level.



If a student completes a topic without their partner by working Solo, the Tutor Check will only be for the student who was not absent. Absent students will resume team tutoring with the next topic. Tutors can informally assess the absent student to determine whether to perform a Tutor Check or to manually change their topic in the administrative screens.

Tutor Check: Passing Criteria

Score for Passing*	
Comprehension Question	Students can discuss at least one of the Connecting Ideas questions when assessed.
Fluency	Students meet or exceed the fluency goal set for each level.

*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 two of the words rather than one 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 afterward to be sure student is progressing well with the new level).

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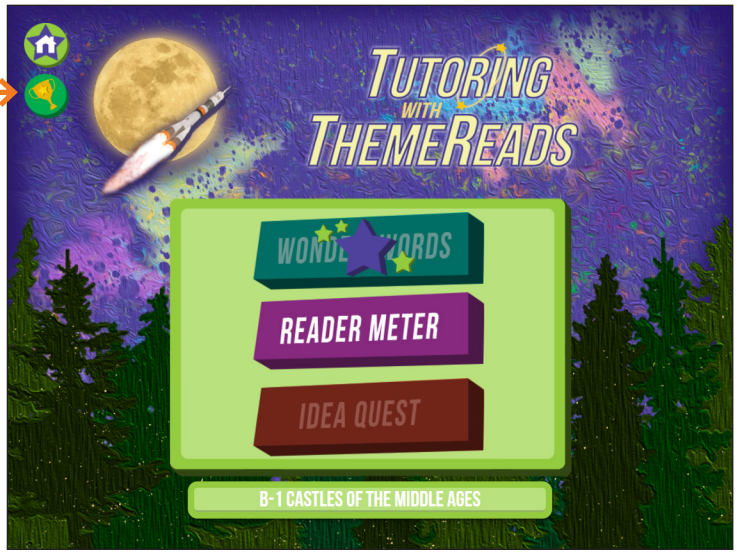
The Celebration Station

After completing mastery for a topic, a rewards screen called the Celebration Station will appear. The total number of points accumulated by a team will show on the Bonus Meter on the bottom of the screen. The Celebration Station is where students can use their points as rewards for their hard work. Students can exchange points to watch fun and informational videos. The Flex Fun option allows tutors to decide the reward for their students or use a school-based reward system where applicable.

Click Here for Celebration Station



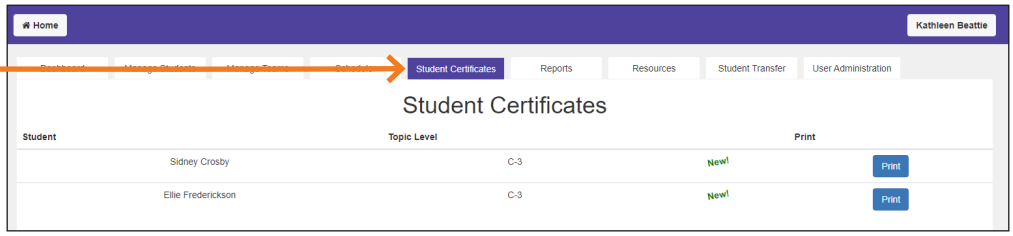
Students click the arrow button to start a video. When a video is complete, they click the red X button to return to the Celebration Station. At the end of the session any remaining points will remain in the bank for the next lesson.

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

Student Certificates

Certificates for each student can be generated when the student masters the last topic of a level. When the tutor logs into the Administrative section, there will be a message that says, "You have new certificates to print." The certificates are located on a separate Student Certificates tab. A sample can be found in the appendix of this guide.

Student Certificates Tab



Importing Data from Member Center

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

- In Member Center, navigate to Classrooms & Groups.
- Choose Export Students to Tutoring with ThemeReads.
- 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 TwTR tutor for these students from the dropdown above the student names. Click **Export To**.

After clicking **Export To** the students who were exported to TwTR 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 TwTR in the appropriate tutor's account:

- Student First and Last Name
- Grade Level

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

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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
- School Summary Report
- District Summary Report
- Student Open Response Report
- Student Progress Report

Tutor Summary Report

The Tutor Summary Report provides current individual student data on:

- Total Sessions
- Average Sessions per Week
- Topic Mastery: The report provides each student's:
  - **Individual Assessed Mastery Level–Grade Level Equivalent:** This is the topic recommended by the software and that topic's grade level equivalent. The value displayed will be one level below the placement level from the assessment.
  - **Start Level–Grade Level Equivalent:** This is the topic and grade level equivalent the student started at when placed into a tutoring team.
  - **Last Mastered Level–Grade Level Equivalent:** This is the last topic and its grade level in the program that the student's team has mastered.
  - **Last Tutor Check Date:** This is the most recent date a tutor performed a Tutor Check to record mastery of a topic.
  - **Year End Target Level:** This is a standard topic determined by the student's grade level.
- Fluency: The report provides each student's:
  - **Current WCPM (word correct per minute):** This comes from the Tutor Check, which the students take after completing all activities for a topic.
  - **Year End Target WCPM:** This is a standard WCPM determined by the student's grade level.
- Grade Level Equivalency Growth (Last Mastered Level – Individual Assessed Mastery Level): This is determined by comparing the student's Start Level to their Last Mastered Level and provides the tutor with a gauge on how a student is progressing.

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

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 students in each grade
- Total Sessions
- Months of Growth: The months of growth is calculated from the initial mastery to the last mastered level. The report displays the number of students in 0–3, 4–6, or greater than 6 months of growth.
- Below Grade Level: The total number of students that are below grade level (1–11 months and more than 12 months, according to the year-end target level.)

At Grade Level: The total number of students where their last mastered level is equal to or greater than the year-end target level.

District Summary Report

This is a summary of all students' progress by school, tutor, and grade level. All columns are the same as the school summary report.

Student Open Response Report

The Student Open Response Report displays all of the written responses for the Key Notes, Idea Quest, and Connecting Ideas questions for each student. In order to run the report, select the topic, tutor's name, and then student's name.

Sample answers for open-response questions can be found under the Resources tab.

Student Progress Report

This report can be generated for each student after the student masters the last topic of a level. The report includes:

- Start Level and Date
- Last Mastered Level and Date
- Target Level and Date
- Vocabulary words from the last mastered topic
- Key Note questions and answers from the last mastered topic

The Student Progress Report shows parents how their student is progressing in Tutoring with ThemeReads. 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 table that shows the students' growth in both story mastery and fluency.

See the back of this guide for a Family Letter to explain the Student Progress Report

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and the tutoring program to families. Make copies of the letter and send them home to families when students begin Tutoring with ThemeReads.

Annual Cutoff

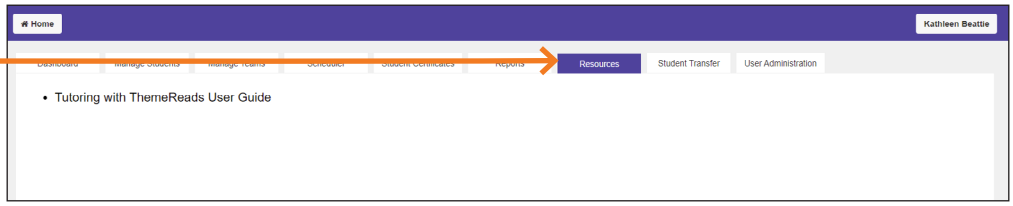
Each year on August 1, student data from the previous academic year will be reset in order to get accurate growth on reports for the current school year. All students who remain in ThemeReads need to be reassessed at the beginning of each new school year. Data will default to the current school year, 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.

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

Resources

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

Resources Tab



Appendix

Look, listen, and read.

Complete the activity.

Click **to move the page when reading.**

Helpful tips!

- If there are words you don't know, use your reading strategies.
- When finished reading the passage, get feedback from the Coach on fluency (accuracy, smoothness and expression).
- If you need to look back at the text to give a quality answer, click PASSAGE
  Make sure your answer has details from the text!
- After finishing written answers, click SAVE

Look and listen to your partner read.

If your partner gets stuck, suggest a reading strategy like:

- Blend it
- Chunk it
- Use context clues
- Reread

Help your partner!

- Give feedback after they read the passage: accuracy, smoothness and expression
- Ask questions to make sure they understood the passage, like:
  What do you think about...?
  How do you know that...?
  What was the most important information?
- Click words they get wrong during fluency timing
- Make sure your partner is writing a quality answer during Idea Quest

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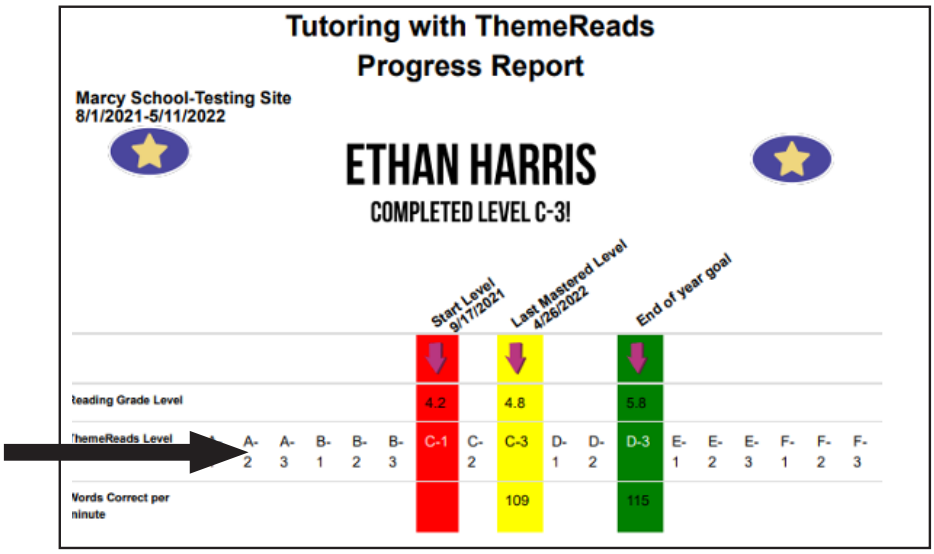
Dear Family,

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

The Student Progress Report will be coming home to provide information about your student's progress. The report displays a sample of new vocabulary words to help your child understand what he or she is reading, as well as your child's written responses to questions about passages he or she has read. The table within the report shows your child's progress toward meeting their end of the year goals.



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

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Tutoring with ThemeReads Scope and Sequence

A-1	Communities								Science								Social Studies							
	Drums				Reading Words Around Us				Sand				Tails of Dogs and Cats				U.S. Independence Day: July 4th				Spring			
	Drums Keep the Beat	How Drums Work	The Uses of Drums	Drummers in Bands	Words All Around You	Making a Cake	Watching a Game	Words at School	Where Does Sand Come From?	The Colors of Sand	Uses of Sand	Fun with Sand	Dogs' Tails	Dogs' Tails Tell Us Things	Kinds of Tails: Cats	Cats' Tails Tell Us Things	A Summer Holiday	Independence Day	Fireworks	Parades	Spring Has Sprung!	Frogs	Snowdrops	Melting Snow and Ice
Vocabulary																								
Wonder Words	battles coverings metal plastic scratching snare soldiers wonderful				amount another directions goal labels logo scored signs				bricks bucket clams colors crabs cream desert mixing				angry between bobtail bushes fluffy scared stripes tail				capital England fireworks holiday independence parades picnics thrilling				flowers leaves mountains poke seasons snowdrops tadpoles tilted			
Fluency Goal																								
WCPM	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
Comprehension																								
Author's Purpose																								
Cause and Effect		*	*	*	*	*	*		*	*	*	*	*	*	*	*			*	*		*	*	*
Clarifying	*	*	*			*	*								*		*	*						
Compare and Contrast															*							*		
Drawing Conclusions	*							*		*	*	*				*		*	*	*	*			
Fact and Opinion																	*							
Main Ideas	*	*	*	*	*	*	*	*	*	*		*	*	*			*	*		*	*		*	*
Problem and Solution																								
Sequencing																			*					

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Tutoring with ThemeReads Scope and Sequence

A-2	Communities								Science									Social Studies							
	Bats and Balls				Choosing a Career				Stars				The Five Senses					Early Homes				Travel Then and Now			
	Bats and Balls	Baseball	Softball	Cricket	Careers	Working in Music	Careers in the Trades	Working in Fashion	What is a Star?	Stars at Night	Star Patterns	How Stars Get Old	Seeing the World	Hearing the World	Smelling	Tasting	Touching	The First Homes	Better Tents	Homes in Warm Places	Homes of Wood	Travel by Foot and Horse	Travel by Water	Travel by Train	Travel by Car
Vocabulary																									
Wonder Words	batsmen cricket favorite inning leather pitching stitches wicket				career construction fashion machines radio recordings salespeople stylist				billions blown buildings larger nearest North America number star patterns				eardrum message nerve odor protects taste tongue vibrates					adobe bottom branches knives mountains stacked underground wooden				canals invented oxen railroads sailboats steamboats travel wagon			
Fluency Goal																									
WCPM	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
Comprehension																									
Author's Purpose	*												*						*						
Cause and Effect		*	*				*		*	*		*		*	*	*	*		*		*	*			
Clarifying	*	*	*		*		*					*											*		*
Compare and Contrast		*		*		*			*							*			*				*	*	
Drawing Conclusions					*	*	*	*			*			*	*			*			*				*
Fact and Opinion				*																*					
Main Ideas	*				*	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*	*	*
Problem and Solution																									
Sequencing													*												

Tutoring with ThemeReads Scope and Sequence

A-3	Communities								Science								Social Studies							
	Americans Who Dream				What is Realistic Fiction?				Evergreen Trees				Solids, Liquids, and Gases				The Stone Age				Toys Over Time			
	Jacob Lawrence	Kristi Yamaguchi	Charles Drew	Theodore Roosevelt	What is Realistic Fiction?	Walter Dean Myers	A Realistic Character	Reading Realistic Fiction About the Past	Cones	Needles	Redwood Trees	Evergreen Wood	Matter	Solids	Liquids	Gases	The Earliest People	Food in the Stone Age	Using Animals in the Stone Age	Stone Age Art	Toy Hall of Fame	The Yo-Yo	Teddy Bears	Toys that Can Do Things
Vocabulary																								
Wonder Words	acres African areas doctor ice skating natural Olympics paintings				character control events fiction goals problems realistic teenagers				coast cone evergreens giant instruments musical needles redwoods				change container example form liquid matter solid spreads				carvings edges grains grind herd storing tools wheat				axle bounces clothing handle skateboard stuffed thousands yo-yo			
Fluency Goal																								
WCPM	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80
Comprehension																								
Author's Purpose					*																			
Cause and Effect	*	*	*	*		*					*	*		*	*	*	*	*		*	*			*
Clarifying							*		*				*									*	*	
Compare and Contrast						*				*			*	*	*	*			*					*
Drawing Conclusions								*	*		*	*				*					*	*		
Fact and Opinion																							*	
Main Ideas	*	*	*	*	*	*	*	*	*	*			*	*	*		*	*	*	*	*		*	*
Problem and Solution			*				*																	
Sequencing																								

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Tutoring with ThemeReads Scope and Sequence

B-1	Communities								Science								Social Studies							
	The Story of Books				Taking Care of a Pet Dog				A World of Ants				Light is Useful				Castles of the Middle Ages				Mapping Our World			
	Scrolls and Codex	Paper and Printing	The Printing Press	The Books of Today	Picking a Pet	What Dogs Need	Clean and Fresh	Lost Dogs	Inside an Ant Home	A Look at Ants	Ant Work	Kinds of Ants	Times of the Sun	Making Light	Light in Nature	Lighthouses	Castles as Forts	Walls and Towers	Moats and Ditches	Inside the Castle	Early Maps	Maps of World Explorers	Paper Maps	Satellite Maps
Vocabulary																								
Wonder Words	codex copied electronic scrolls smartphones tablets website woodblock				breath cage checkup exercise friends owner tank trait				army carpenter colony females sawdust teamwork tunnels underground				attract beeswax candles fireflies patterns radar sunrise torches				attackers enemies moats platforms prisons servants soldiers towers				adventurer carvings common continents explorers interactive routes satellite			
Fluency Goal																								
WCPM	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80
Comprehension																								
Author's Purpose																								
Cause and Effect			*	*		*	*	*	*		*	*	*	*	*	*	*	*				*	*	*
Clarifying			*		*								*				*							*
Compare and Contrast	*	*		*		*								*				*	*					*
Drawing Conclusions				*								*								*				
Fact and Opinion																								
Main Ideas		*	*	*	*	*		*	*	*	*	*		*	*	*	*			*	*	*	*	
Problem and Solution		*								*									*	*				
Sequencing	*				*								*									*		

Tutoring with ThemeReads Scope and Sequence

B-2	Communities								Science								Social Studies							
	Popular Foods				Writing for Myself				Seeds and Plants				Water in Your Life				Parks for Everyone				Kinds of Money			
	Popular Foods	Pizza	Tacos	Hamburgers	Writing for Yourself	Writing Around the World	Anne Frank's Diary	Writing a Blog	Plants and Seeds	Seeds from Grain and Nuts	Seeds of Flowers	How Seeds Move	Water in Your Life	Fresh Water and Salt Water	The Water Cycle	Clean Water	America's Parks	America's First Park	Special Parks	Parks in Cities	Kinds of Money	Coins	Paper Money	Bank Cards
Vocabulary																								
Wonder Words	flatbread hamburgers pizza popular sandwich shortened tacos waffles				author blog diaries internet hiding journals publish remember				brightness cereal coconuts dandelions grain pumpkins sunflower walnuts				addition chemicals cycle factories filtered oceans quarters vapor				cactuses desert geysers government grizzly independence liberty national				bank cards computers customers different feathers plastic scales trading			
Fluency Goal																								
WCPM	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85
Comprehension																								
Author's Purpose																				*				
Cause and Effect		*	*	*	*		*	*	*		*	*		*	*	*	*		*			*	*	*
Clarifying					*					*								*						
Compare and Contrast			*					*		*	*			*							*		*	*
Drawing Conclusions	*					*	*					*											*	
Fact and Opinion				*														*						
Main Ideas	*	*		*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*		*	*
Problem and Solution	*																					*		
Sequencing		*	*												*									

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Tutoring with ThemeReads Scope and Sequence

B-3	Communities								Science								Social Studies							
	Dance				From Books to Movies				Do Animals Talk?				Using Force				Cars Then and Now				National Symbols			
	Dance Long Ago	African Dance	Hip-Hop	Ballet	Making Movies	Making Fantasy Real	From Comics to Movies	Showing Ideas and Feelings	How Animals Communicate	The Honeybee Dance	Body Talk	Danger Signals	Push and Pull	The Force Behind Magnets	Energy and Work	Smooth and Rough	Car History	The First Cars	Today's Cars	From Gas to Electric	America's Symbols	The Bald Eagle	The White House	The Flag
Vocabulary																								
Wonder Words	ancient ballet celebrate communities contests events theater traditional				characters comics costumes fantasy hobbits imagined portrays screenwriter				communicate danger gorillas information language nectar prairie signals				energy force friction iron magnets metal object surfaces				battery comfort electric engines future history plugs steamboats				freedom holidays liberty president stripes symbols union value			
Fluency Goal																								
WCPM	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
Comprehension																								
Author's Purpose	*														*									
Cause and Effect	*		*	*		*		*	*	*	*	*	*	*	*	*		*	*	*		*	*	*
Clarifying		*	*				*						*			*					*			
Compare and Contrast				*	*		*		*		*	*						*						
Drawing Conclusions										*							*			*				
Fact and Opinion																								
Main Ideas	*	*	*	*	*	*	*		*		*	*	*	*	*	*	*	*	*	*	*	*	*	*
Problem and Solution																	*					*		
Sequencing						*																		

Tutoring with ThemeReads Scope and Sequence

C-1	Communities								Science								Social Studies							
	T-Shirts				Outdoor Art				The Buzz About Bees				Earth's Moon				Ancient Egypt				Ways to Communicate			
	Warm Weather Clothing	The First T-Shirts	Personalize It	Upcycling T-Shirts	Art for Everyone	Outdoor Art	Community Art	A Street of Art	What are Bees?	Bees Collect Pollen	Bees are Essential	Disappearing Bees	The Moon and the Solar System	Earth's Satellite	The Moon and Tides	Humans on the Moon	Ancient Egyptians	Writing it Down	What Did They Wear?	Work and Play	The Braille System	Germany's Secret Code	Morse Code	Computer Code
Vocabulary																								
Wonder Words	cartoon character dyeing fabric loose personalize swirling upcycling				attractive courage mural officials ordinary pride statue utility				colonies disappearance essential identified pollinated reproduce survive transfer				astronauts considered countless galaxy gravity satellite solar system				artifact clues hieroglyphics jewelry papyrus scribes symbols temples				Braille crack eyesight Morse code radio represented videos wire			
Fluency Goal																								
WCPM	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
Comprehension																								
Author's Purpose																					*			
Cause and Effect	*	*		*		*	*	*			*	*		*	*	*	*		*	*		*	*	
Clarifying			*				*				*							*						
Compare and Contrast	*	*	*						*	*									*					
Drawing Conclusions		*	*	*	*							*					*					*		
Fact and Opinion																					*			
Main Ideas	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Problem and Solution																								
Sequencing																								

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Tutoring with ThemeReads Scope and Sequence

C-2	Communities								Science								Social Studies							
	Adventure Writing				Masks Through Time				Under the Ocean				What is an Earthquake?				Posters Over Time				The United States Government			
	What is Adventure Writing?	*The Call of the Wild*	Is it Fantastic or True?	*Adrift* : A True Adventure Story	Masks Through Time	Egyptian Death Masks	Masks from the Continent of Africa	Masks for Health	Under the Ocean	The Ocean Floor	Coral Reefs	Coasts	What is an Earthquake?	Predicting and Measuring Earthquakes	Underwater Earthquakes	Old Stories About Earthquakes	Early Posters	Posters as Art	Advertisement Posters	Pop Art Posters	Who's In Charge?	Leading the Way	Making the Laws	A Law's Meaning
Vocabulary																								
Wonder Words	adventure dangers fantastic hero imagine overcome problems successfully				afterlife ancestors ceremonies mold museum operating pandemic stretchy				cliff coast continental shelf continents coral reef land masses particles variety				crust earthquake movements plates predicting Richter scale tsunami vibrations				advertisement best-known billboard decoration express popular printing press town crier				armed forces branches enforcement executive judicial legislative likewise Supreme Court			
Fluency Goal																								
WCPM	95	95	95	95	95	95	95	95	95	95	95	95	95	95	95	95	95	95	95	95	95	95	95	95
Comprehension																								
Author's Purpose													*											
Cause and Effect	*		*	*	*	*	*	*	*		*	*			*	*		*	*	*		*		*
Clarifying			*							*				*	*				*	*				
Compare and Contrast			*							*		*				*	*				*		*	
Drawing Conclusions														*										
Fact and Opinion												*												*
Main Ideas	*	*		*	*	*	*	*	*	*	*		*	*		*	*	*	*	*	*	*	*	*
Problem and Solution																								
Sequencing						*											*							

Tutoring with ThemeReads Scope and Sequence

C-3	Communities								Science								Social Studies							
	Comics & Cartoons				Jazz				Inventions that Changed the World				Exercise Your Body				Public Spaces				Secret of the Caves			
	The Comic Strip	Cartoons at the Movies	Computer Animation	Graphic Novels	Jazz Begins	Making Jazz	Jazz Changes	Duke Ellington and Ella Fitzgerald	What is an Invention?	Finding the Right Use	An Invention that Saves Lives	An Invention that Keeps Changing	What Happens to Your Body?	Exercise and the Skeleton	Exercise and Skin	Exercise and Your Brain	Open to Everyone	Places to Play	Places Free of Traffic	Places to Read	The Deep Secret	Why was the Art Made?	Cave Lessons	Caves in Other Places
Vocabulary																								
Wonder Words	animation captions cartoons comic strips depth graphic novels industry studios				albums careers classical music enslavers improvised instruments performers rhythms				calculators inventions Kevlar® knowledge patients researchers solution television				evaporation exercise flexible focused liquid memory responses systems				community culture demonstrations donated festivals history landmark officials				archeologists beliefs celebrating distant relatives represent scientists secret spiritual			
Fluency Goal																								
WCPM	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Comprehension																								
Author's Purpose																								
Cause and Effect	*	*	*	*	*	*	*	*		*	*		*	*	*	*	*	*	*		*		*	*
Clarifying	*							*	*										*					
Compare and Contrast		*		*			*					*												
Drawing Conclusions								*				*										*		
Fact and Opinion																								
Main Ideas	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*		*	*	*	*	*	*
Problem and Solution									*									*		*				
Sequencing			*															*						

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Tutoring with ThemeReads Scope and Sequence

D-1	Communities								Science								Social Studies							
	Ice Hockey				Arabic				Sneezing and Yawning				Rocks We Use				Ancient Rome and the U.S.				Temporary Homes			
	A Popular Game	Where Did Hockey Come From?	Ice Hockey Today	A Hat Trick	Early Trade and Arabic	Animal Names	Clothes	Numbers	Why Do People Sneeze?	What Happens When You Sneeze?	How Far Does a Sneeze Travel?	Why Do We Yawn?	Rocks on Earth	Graphite	Diamonds	Basalt	The Beginnings of Ancient Rome	Roman Engineering	Ancient Rome and the English Language	Ancient Mythology	Why Do People Need Temporary Homes?	Tents	Mobile Homes	Shared Temporary Homes
Vocabulary																								
Wonder Words	immigrants lacrosse official opponent penalty rink techniques tradition				algebra algorithm costume distinctive numerals original sequins unique				droplets infect muscles pollen pressure reaction signal vocal cords				basalt carbon diamonds graphite insulators minerals texture volcano				borrowed columns empire engineers invaders Latin mythology quests				attach berthing damaged destroyed dormitories mobile permanently temporary			
Fluency Goal																								
WCPM	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Comprehension																								
Author's Purpose																								
Cause and Effect	*			*	*		*		*	*		*	*	*			*		*		*	*	*	
Clarifying			*	*		*		*								*			*					*
Compare and Contrast		*						*				*		*	*			*					*	*
Drawing Conclusions						*	*			*	*						*	*				*		
Fact and Opinion											*													
Main Ideas	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*
Problem and Solution																							*	
Sequencing																								

Tutoring with ThemeReads Scope and Sequence

D-2	Communities								Science								Social Studies							
	Wearable Art				Creating Ads				Volcanoes				Life in a Group				Immigrants				Our North American Neighbors			
	What Is Wearable Art?	Jewelry as Art	Getting the Message Out	Trashion	Why Ads?	The Ad Campaign	Making TV Commercials	Ads and You	Active and Extinct Volcanoes	How Volcanoes Form	When Volcanoes Erupt	Volcanic Islands	Living Together	Zebra Herds	Schools of Fish	Flocks of Birds	Immigrants	Getting to the United States	Ellis Island	Angel Island	North American Countries	Canada	A Country with Two Official Languages	Mexico
Vocabulary																								
Wonder Words	continue designers gems jade jewelry necklaces trashion wearable				advertising agency campaign commercials entertaining internet sites mislead protection				erupting extinct eventually injured magma mantle poisonous shiny				alert attacking herds members predators protection stallions swoop				detention harbor immigration medical merchants opportunities refugees voyages				coastal compared continent languages official prairie provinces territories			
Fluency Goal																								
WCPM	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105
Comprehension																								
Author's Purpose																								
Cause and Effect	*	*	*	*	*		*				*	*		*	*	*			*	*			*	*
Clarifying			*					*	*	*		*				*	*							
Compare and Contrast							*			*								*				*		
Drawing Conclusions		*					*	*					*											
Fact and Opinion		*																				*		*
Main Ideas	*	*	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*
Problem and Solution																								
Sequencing						*					*	*			*	*				*				

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Tutoring with ThemeReads Scope and Sequence

D-3	Communities								Science								Social Studies							
	Art and Technology				What is Fashion?				Taking Care of the Human Body				Wind and Solar Energy				From Feather Pens to Webcams				The History of Sports			
	Art and Technology	Digital Photography	Music and Computers	Digital Performance Art	What Is Fashion?	Where Fashion Comes From	For Us, By Us	Fashion Editors, Bloggers, and Influencers	The Systems of the Human Body	The Circulatory System	The Body's Repair Kit	The Body's Control Center	Wind Energy	Wind Farms	Solar Energy	Getting Creative with Solar Power	Letters	Telegrams	Telephones	Computers	Streetball	Snowboarding	Double Dutch Jump Rope	Stock Car Racing
Vocabulary																								
Wonder Words	audience digital experiences keyboard performance photography synthesizer technologies				bloggers comfortable editors fashionable influencers kimono pattern versions				arteries circulatory nervous oxygen protective repair systems veins				electricity engineers generator renewable solar panels toxic gases turbine windmill				code communicate internet invention telegram telegraph telephone webcam				association balance business craze origins rhymes tournament twirling			
Fluency Goal																								
WCPM	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110
Comprehension																								
Author's Purpose																								
Cause and Effect	*	*	*	*	*	*				*	*		*		*		*	*			*	*		*
Clarifying			*				*					*			*			*		*			*	
Compare and Contrast	*	*						*		*				*					*		*	*	*	*
Drawing Conclusions										*										*				
Fact and Opinion																								
Main Ideas	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*		*
Problem and Solution													*	*		*				*				
Sequencing					*		*					*						*			*		*	

Tutoring with ThemeReads Scope and Sequence

E-1	Communities								Science								Social Studies							
	Music in the Movies				Spanish				Eating for Energy				Heat and Energy				Living in Zoos				Travel by Water			
	Movie Music	Music Sets the Scenes	Music Sets the Mood	Will Smith	The Spanish Language	Food Words	Animal Words	Weather Words	Healthful Eating	MyPlate Nutrition	Nutrition Labels	Vitamins and Minerals	Generating Heat	Temperature	Colors and Heat	Melting Ice Caps	Living in Zoos	San Diego's Zoos	The Benefits of Zoos	The Story of Knut	Early Boats	Sailing Ships	Steamships	Diesel Engines
Vocabulary																								
Wonder Words	conscious convey increasingly industry particular popular rhythm romantic				armadillo coyote fiesta hurricane ingredients jalapeño piñata tornado				balanced calories label mineral muscles nutrition percentages vitamin				absorb conductor friction generate molecules particles reflect temperature				exhibits extinct habitat interact polar safari specific zookeepers				canoes carriers diesel engine indestructible inflatable raft vessels			
Fluency Goal																								
WCPM	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110
Comprehension																								
Author's Purpose																								
Cause and Effect	*	*	*	*					*		*	*	*	*	*	*	*		*	*	*	*	*	
Clarifying					*	*	*	*														*		
Compare and Contrast									*						*		*	*				*	*	*
Drawing Conclusions				*														*					*	
Fact and Opinion					*	*	*			*														
Main Ideas	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*
Problem and Solution																*	*		*	*				
Sequencing				*																*				

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Tutoring with ThemeReads Scope and Sequence

E-2	Communities								Science								Social Studies							
	People in Pictures				What is Mystery Writing?				Measuring and Predicting Weather				Ocean Exploration				Civil Rights				Mysteries in Stone			
	Portraits	Paintings	Caricatures	Photographs	What is Mystery Writing?	Mystery History	Edgar Allan Poe	"The Tell-Tale Heart"	Why We Predict the Weather	Early Tools to Measure Weather	Weather from Space	Special Weather Instruments	Ocean Exploration	Diving In	Underwater Machines	Robert Ballard, Deep-Sea Explorer	What Are Civil Rights?	Equal Rights	Equal Education	Children's Rights	Ancient Structures around the World	Easter Island	Cleopatra's Palace	The Yonaguni Monument
Vocabulary																								
Wonder Words	couple entire exaggerate famous invention married profile realistic				challenges forgotten haunting narrator puzzles suspense thrill tricky				barometer meteorologists parachute predictions pressure satellites thermometer weather				acronym ecosystems exploration mimic sturdy tsunamis vaccines vessel				amendment civil rights devote enslaved equal facilities promise treatment				artifacts century debate dwellers origins pyramid structure transport			
Fluency Goal																								
WCPM	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115
Comprehension																								
Author's Purpose																								
Cause and Effect		*	*	*	*			*	*	*	*	*	*	*	*	*	*			*		*	*	*
Clarifying	*	*	*		*				*	*				*										
Compare and Contrast				*		*													*	*	*			
Drawing Conclusions			*		*			*	*							*		*						
Fact and Opinion	*	*									*							*			*			
Main Ideas	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Problem and Solution																								
Sequencing																		*		*				

Tutoring with ThemeReads Scope and Sequence

E-3	Communities								Science								Social Studies							
	Water Sports				Firefighters				Condors				Taking Flight				Professional Basketball				The U.S. Civil War			
	Competitive Diving	Surfing	Underwater Sports	Extreme Kayaking	Firefighters Leap into Action	Arriving at a Fire	Rescuing People	Some Firefighters Do Not Get Paid	The Vulture Family	California Condors	What Hurt the Condors?	Condors in Captivity	Hot-Air Balloons	Airplanes	Biplanes	Spacecraft	Professional Basketball	The NBA	The Boston Celtics	The Los Angeles Lakers	The Civil War Begins	The Battle of Gettysburg	Civil War Soldiers	Women in the Civil War
Vocabulary																								
Wonder Words	athletes competitive courage environments gracefully gymnastics snorkels techniques				balconies determine emergency extensively immediately likelihood rural volunteers				breed conservation decrease endangered environment extinct launched species				accurately aerodynamic astronauts drifted hydrogen propellers sensation successful				association championship conference disadvantage exception financial informal professional				disguised enlisted honor illegal income perish service spies			
Fluency Goal																								
WCPM	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120
Comprehension																								
Author's Purpose																								
Cause and Effect		*	*	*	*	*	*	*	*	*	*	*	*	*	*			*		*	*	*	*	*
Clarifying							*			*										*				
Compare and Contrast	*							*		*				*			*							
Drawing Conclusions					*	*												*						
Fact and Opinion									*															
Main Ideas	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Problem and Solution																								
Sequencing																						*		

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Tutoring with ThemeReads Scope and Sequence

F-1	Communities								Science								Social Studies							
	Murals				Words from China and Japan				Environmental Disasters				Unusual Animals				Purchasing Power				Speeches that Inspire			
	What Are Murals?	Diego Rivera	A Mural that Honors Women	Graffiti	Words in English and Chinese	Tsunamis	Language Changes	Martial Arts	What Causes Environmental Disasters?	Killer Smog	Deadly Substances	Oil Spills	Unusual Animals	Mudskippers	Blue-Footed Booby	The Tapir	The Value of Money	Dollars, Pesos, and Yen	A Common Currency	Credit Cards	The Power of Speech	A Call to Service	I Have a Dream	Declaration of Conscience
Vocabulary																								
Wonder Words	achieve commitment depicts enlarged exterior graffiti images interior				alphabet destruction ensured erupting martial arts originated tsunamis typhoon				compounds deposits drowned fumes ore smelting substances toxic				ability adapt expect feature humid pluck survive unusual				accepted application circulates convenient currency exchange financial institution				accused challenged character conscience content inaugural address inspire senator			
Fluency Goal																								
WCPM	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120
Comprehension																								
Author's Purpose																								
Cause and Effect		*	*	*	*	*	*		*	*	*	*	*	*	*			*	*	*	*	*	*	
Clarifying	*												*				*	*						
Compare and Contrast							*	*							*		*							
Drawing Conclusions	*					*		*			*				*	*			*		*	*	*	*
Fact and Opinion																								
Main Ideas	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*		*	*		*	*	*	*
Problem and Solution																								
Sequencing												*												

Tutoring with ThemeReads Scope and Sequence

F-2	Communities								Science								Social Studies							
	Amazing Architecture				Myths				Invasive Species				Why isn't Pluto a Planet?				Ancient Greece				Children and Teens as Spies			
	What is Architecture?	Pueblo Dwellings	Sports Stadiums	Earthships	What are Myths?	Egyptian Myths	Trickster Myths	African Zebra Myth	What's Invasive?	The Zebra Mussel Invades	An Invasive Plant: Kudzu	Non-Native isn't Always Invasive	Why isn't Pluto a Planet?	Pluto and the Planets	Rocky Planet or Gas Giant?	The Kuiper Belt	The Ideas of Ancient Greece	Greek Myths	Greek Classics	Olympic Athletes	Children and Teens as Spies	Supporting American Independence	The Origins of the Boy Scouts	The French Resistance
Vocabulary																								
Wonder Words	alternative appearance architects architecture dwellings expensive recycled retractable				creation crocodiles divinities emotions guarded mischief regarded villain				ecosystems eliminate invasive plankton predators species survival well-intended				astronomers classify composed decision gaseous orbit sphere telescopes				burdens considered echo influenced journey literature thriving warrior				colonies engaged formation independence rebel resistance scout terrorists			
Fluency Goal																								
WCPM	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125
Comprehension																								
Author's Purpose																								
Cause and Effect	*	*	*	*	*	*	*	*	*	*	*	*					*			*			*	*
Clarifying		*						*					*	*		*		*	*					
Compare and Contrast			*				*								*	*								
Drawing Conclusions	*																							
Fact and Opinion													*											
Main Ideas	*	*	*	*	*	*	*		*	*	*	*		*	*	*	*	*	*	*	*	*	*	*
Problem and Solution																								
Sequencing									*								*					*		

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Tutoring with ThemeReads Scope and Sequence

F-3	Communities								Science								Social Studies							
	Designing for All				Native American Languages				Why Cats Do What They Do				Computers				China: Past and Present				The Search for Longitude			
	What is Universal Design?	Universal Design at Home	Technology Helps	Inclusive Playgrounds	The Origins of Some Words	Names for Vehicles	Names for Homes	Names of Places	Cuties or Killers?	Cats are Made to Hunt	Eyes and Ears for Hunting Prey	Do Cats Have Nine Lives?	What is a Computer?	Computer Hardware	Computer Software	Computer Jobs	China	China's Megacities	Chinese New Year	China's Boy Emperor	Where in the World Am I?	Knowing Geographical Location	West? East? Which Way?	A Race for a Prize
Vocabulary																								
Wonder Words	accessible activated disabilities entrance mobility navigate summon universal				arched bison inhabitants origins possessions resin territory toboggan				ability communicate companions inward pounces prey sensitive wrestling				compatible components data logical process programmed technical various				access advanced cylinders elaborate revolution sanitation sorrow transportation				altitude astronomy calculated concepts disastrous establish geographical proposed			
Fluency Goal																								
WCPM	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130
Comprehension																								
Author's Purpose																								
Cause and Effect	*	*	*	*		*	*		*	*	*	*	*	*						*	*			
Clarifying															*					*		*		
Compare and Contrast								*									*					*	*	
Drawing Conclusions	*	*								*														*
Fact and Opinion																					*			
Main Ideas	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Problem and Solution																		*					*	
Sequencing																				*				

Tutoring with ThemeReads

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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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