

## Using the CD

The install program will start automatically after you insert the CD into the drive. If it does not run automatically, follow these steps if you are working on a PC:

1. Double-click **My Computer**.
2. Double-click the **CD-ROM** icon.
3. Double-click **Spotlight1.exe**.

If you are working on a Mac, double-click **Spotlight On Reading 1**. See page 7 if you have any problems installing or running this program.

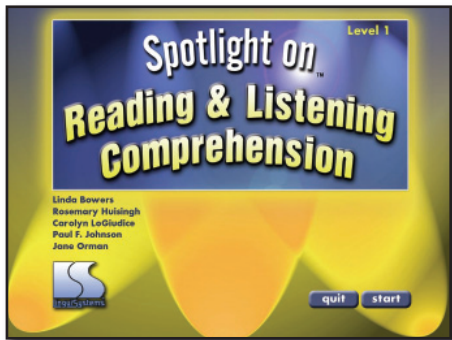


## Getting Started

After you've installed the program, click **start** from the Opening screen.

You will then advance to the **Users** screen. From this screen you can add, delete, and select student names. You must select a name from this screen before advancing.

Click the **add user** button and a pop-up window will appear. Type in a name to add it to the list. Select **begin with this user** to move on or click **add user**. Then choose a name from the list and click the **choose user** button to continue.



## Session Setup

*Spotlight on Reading & Listening Comprehension, Level 1* contains 10 stories in each of 6 skill areas (60 total stories). The stories are presented in readability levels 2.0-4.9. Each story is followed by 8 skill-specific multiple choice reading comprehension questions (480 total questions). From the **Setup** screen (shown below), you can access any story in the program, see results for previously completed stories, and have a student re-attempt a previously completed story. The student's last score for any completed story is tracked and displayed.

To select a story, click on the skill area (each rectangular orange button to the left of the grid represents a skill area) and then click the white box next to the story. Click the **begin** button in the lower right-hand corner of the screen.

At the bottom of the grid are two **total** boxes. The box on the left is the student's total score for all lessons attempted in the program. The box on the right is the student's cumulative score for the currently selected skill. You can print the currently displayed grid for record-keeping by choosing **print grid** from the orange **options** button.

**options** Lauren Johnson

Click on a white box to select a story. You may select a story that has already been completed.

	Story No.	Reading Level	Topic	Results	Date
Characters & Actions	1	2.2	<input type="checkbox"/> Punishment	7/8 87.5%	4/18/07
Comparing & Contrasting	2	2.3	<input type="checkbox"/> Sleepover	5/8 62.5%	4/18/07
Figurative Language & Exclusion	3	2.5	<input type="checkbox"/> Gift	6/8 75%	4/18/07
Making Inferences and Drawing Conclusions	4	3.0	<input type="checkbox"/> Horses	5/8 62.5%	4/18/07
Persuading & Summarizing	5	3.3	<input type="checkbox"/> Lost Cat	8/8 100%	4/23/07
Sequencing & Problem Solving	6	3.5	<input type="checkbox"/> Sledding	4/8 50%	4/18/07
<input type="checkbox"/> ON OFF	7	3.6	<input type="checkbox"/> Special Day	7/8 87.5%	4/18/07
<input checked="" type="checkbox"/> Percentage Counter	8	4.0	<input type="checkbox"/> Skunk	6/8 75%	4/23/07
<input checked="" type="checkbox"/> Audio: Narration	9	4.0	<input type="checkbox"/> Concert	7/8 87.5%	4/18/07
<input checked="" type="checkbox"/> Review Story Option	10	4.1	<input type="checkbox"/> Worms	7/8 87.5%	4/18/07

total all skills: 69/88 78.40      total this skill: 62/80 77.5%

**begin**

## Other Setup Options

The following are some on/off functions you can select on the Setup screen:

- **Percentage Counter** – Determines whether the percentage of questions answered correctly is displayed on question screens
- **Audio: Narration** – Allows or suppresses narration of the story and its questions and answers
- **Review Story Option** – Allows or removes the option to review story text from the question screens

## Reading a Story

Each story in the program consists of three separate screens. Stories at a lower reading level will have very little text per screen. Stories at higher reading levels are a bit longer.

To hear the story read aloud (and if the **Audio: Narration** option is active), click the **play** button to the left of the text. Click it again to stop the narration. The **next** button in the lower right-hand corner of the screen advances to the next story screen. Story screens can also be directly accessed by clicking the numbers **1**, **2**, or **3**.

If you would like your student to have a printed version of the story, see the instructions on page 6 for printing individual stories.

Click the **next** button on the third story screen to load the first story question.



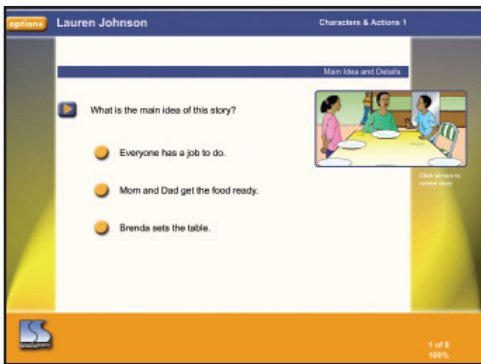
# Answering Story Questions

Each story is followed by eight multiple choice questions, and all questions must be answered to complete the session and register a score. Each question contains three choices.

To hear the question and answers read aloud (if the **Audio: Narration** option is activated), click the **play** button to the left of the question. Click it again to stop the narration. (You can also click each individual line of text to hear it read separately.) Click a yellow button beside an answer to choose it. Both visual and auditory cues will reinforce whether the answer selected was correct or incorrect, and the **next** button will appear in the lower right-hand corner of the screen. Click it to move to the next question.

If the **Review Story Option** was activated on the **Setup** screen, you can click on the picture to return to the story screens before choosing an answer to a question. This option is helpful if a student needs to review the story text in order to successfully answer the question. Click the **return to question** button in the bottom center of the **Story** screen to return to the question.

When the last question is completed, click the **next** button to view the **Results** screen.



## Results

After advancing beyond the final question, the **Results** screen appears. This screen contains details of the session and can be printed by clicking the **print these results** button. Click the **next** button in the lower right-hand corner to navigate back to the **Setup** screen, where you can select another story for the current user or make any other selections available on that screen from the **options** button (selecting a different user, printing the setup grid, quitting the program, etc.). When you return to the **Setup** screen the scoring grid will be updated to reflect the questions just completed.

options Lauren Johnson Characters & Actions 1

Congratulations! You've completed this story.  
Here are your results. **print these results**

Question	Score
Punishment 1	4/30/07
1 Main Idea and Details	Correct
2 Main Idea and Details	Correct
3 Main Idea and Details	Incorrect
4 Vocabulary and Semantics	Incorrect
5 Vocabulary and Semantics	Correct
6 Characters and Actions	Correct
7 Characters and Actions	Correct
8 Characters and Actions	Correct
6/8 75%	

Totals	Stories in This Skill	61/60 76.25%
	All Skills	68/68 77.272727

Click the **next** button to choose another story from this skill or make a choice from the **options** menu above.

next

## Printing Individual Stories from the CD

You might want students to have a printed copy of the story as they are attempting the questions or to take home for reading practice. You can print each story directly from the program CD (Adobe Acrobat Reader is required and can be downloaded for free at [www.adobe.com](http://www.adobe.com)).

Insert the CD into your computer's drive. Open the **Stories** folder on the CD and then the skill area folder where the story is located. Open a story and print it from Adobe Reader.

Characters & Actions Story 1

Everyone in Jon's family has a job to do at mealtimes. Mom and Dad get the food ready. Brenda sets the table. Jed and Mike do the dishes. Jon's job is to feed Max, the dog.

When Jon got to the table, his place was not set. "Where's my plate?" he asked.

"You didn't feed Max today," said Mom. "This is the third time this week you didn't feed Max. Max was hungry. You need to learn a lesson. You may sit with us while we eat. You can think about your job and Max. You can think about being hungry. After we eat, you may have your dinner."

Spotlight on Reading & Listening Comprehension  
Diagnostic Software, Level 2

Readability: 2.2  
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## Troubleshooting

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- *The program won't completely fit on my screen. What's happening and how do I fix it?*

Your monitor resolution must be set to a minimum display of 1024 x 768 pixels to run this program. If you are experiencing display problems, open the [Troubleshooting.pdf](#) document located on the program CD for step-by-step instructions for adjusting your monitor's display.

- *I am unable to install the program or save program data because I do not have administrative rights to my computer.*

If you receive an error message regarding administrative rights during installation, contact your technical services staff or network administrator for installation assistance. Your technical services staff will also need to grant you rights to write files to the program's folder.

## About the Authors

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Linda Bowers, Rosemary Huisingsh, Carolyn LoGiudice, Paul Johnson, and Jane Orman collaborated to create *Spotlight on Reading & Listening Comprehension, Level 1*. Together, they have many years of experience in creating educational materials and working with students to boost their language, thinking, and reading skills. They share a zest for life and a passion for high-quality instruction for all students.

## Evidence-Based Practice

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- Instruction in comprehension can help students understand, remember, and communicate with others about what they read.
- Good readers use metacognitive strategies to think about and have control over their reading (NIFL, 2003).
- Teacher questioning improves students' learning from reading because it gives them a purpose for reading, focuses their attention on what they are to learn, helps them think actively as they read, encourages them to monitor their comprehension, and helps them review content and relate what they've learned to what they already know (NIFL, 2003).
- Teaching students to ask their own questions improves their active processing of text and their comprehension (NIFL, 2003).
- Digital supports, such as sound, speech, animation, and video, remove many barriers to independent reading and comprehension (Labbo, 2006).

## References

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Labbo, L.D. (2006). Literacy and pedagogy and computer technologies: Toward solving the puzzle of current and future classroom practices. *Australian Journal of Language and Literacy*, 29(3), 199-207.

National Institute for Literacy (NIFL) (2003). *Put reading first: The research building blocks for teaching children to read*. Available from [www.nifl.gov/nifl/publications.html](http://www.nifl.gov/nifl/publications.html)

This software program incorporates the above principles and is also based on expert professional practice.

## Production Credits

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Project Manager: Paul Johnson

Production Coordinator: Jim Johnson

Graphic Designer: Chris Claus

Illustration: Margaret Warner

Art Coloring: Jamie Bellagamba

Story Programming: Rodrigo Tapia

Application Programming: nerdwerx, Rock Island, IL Jon Folker, President

Audio Engineering: Brass Sail Recording, Rock Island, IL

Voice Talent: Chris Wood, Chris Zayner

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