Scholastic
READING COMPREHENSION

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Scholastic Reading Comprehension is a program that helps students practice and sharpen their reading comprehension skills. In its most basic form, it follows the standard format of most reading tests—read a passage, then answer a series of multiple-choice questions. But with the use of a series of teacher-controlled options, *Scholastic Reading Comprehension* can be used to teach as well as test comprehension skills.

The teacher-controlled options include:

- Providing help for students by highlighting portions of the passage in which the students can find the answers to the questions for that passage

- Allowing students to review or reread the passage while answering the questions

- Allowing students to review their incorrect answers and then the correct answers

To use *Scholastic Reading Comprehension*, you will need a Passage disk. You can use one of Scholastic's Passage disks or create your own. The Passage disks provided by Scholastic contain passages which have been selected from popular Scholastic books. The questions were carefully written to emphasize eight standard focus elements that are taught to students as they master skills of reading comprehension. When creating your own Passage disks, you can use these focus elements, or change or eliminate some or all of them. In this way, you can tailor the program to meet the specific needs of your students.

To help make the most of the program in your classroom, you can keep records of each student's progress as he or she uses *Reading Comprehension*. You and your students will find these records easy to read, appropriate, and informative.

In addition to offering the standard "read a passage, then answer a series of multiple-choice questions" format, this program offers a unique form of student response. This form allows students to answer the questions by underlining the appropriate portion of the passages they have read. This "underline answer" type of student response is a challenging and innovative way to improve reading comprehension skills.

The *Scholastic Reading Comprehension* package includes the Utility disk and the Program disk, and a backup of the Program disk. You will use the Utility disk to create and edit Passage disks, create and edit record disks, control program options, and print records and passages. Students will use the Program disk and a Scholastic Passage disk, or a Passage disk you have created to read passages and answer questions.

This teacher's handbook provides all the information you need to use *Scholastic Reading Comprehension* with your students. In addition to this Introduction, the handbook includes the following sections:

* *Teacher Guide to the Program Disk* This section explains the features of the Program disk and takes you through the program as your students will use it.

* *Teaching Guide* This section includes suggestions for introducing *Scholastic Reading Comprehension* to your class, and pre- and postcomputer activities.

* *Teacher Reference Guide* This section explains all the features of the *Reading Comprehension* Utility disk.

* *Using* Scholastic Reading Comprehension *with Underline Answer Passage Disks* This section explains how to use the Utility disk with Underline Answer Passage disks.

* *Student Quick Start Guide* This section briefly explains to the student how to load and use the Program disk.

Equipment and Materials You Need

To use *Scholastic Reading Comprehension* to the fullest, you need the following:

* An Apple *IIe*, IIc, IIGS or a II Plus with at least 64K memory
* A monitor
* A disk drive
* The *Scholastic Reading Comprehension* Program disk
* The *Scholastic Reading Comprehension* Utility disk
* A *Scholastic Reading Comprehension* Passage disk

Optional Equipment:

* A second disk drive
* A printer
* Some blank disks if you want to create your own Passage disks and record disks

GETTING STARTED USING *SCHOLASTIC READING COMPREHENSION*

The best way to begin to familiarize yourself with *Scholastic Reading Comprehension* is to use the program as your students will. To do this, see the section, Teacher Guide to the Program Disk.

Once you feel you understand how your students will use the program, read the Teaching Guide and the Teacher Reference Guide to learn what you can do to use *Scholastic Reading Comprehension* to its full potential. The Teacher Reference Guide will help you if you want to create and customize Passage disks, set up records for your students, and control the program options.

Your students can use the Student Quick Start Guide to help them learn to use the program. There are two sections in the Student Quick Start Guide. One section is used with Multiple-choice Passage disks and the other section is used with Underline Answer Passage disks. You can make a copy of the appropriate section for each computer. This guide will tell your students how to load the Program disk and get them started using *Scholastic Reading Comprehension*.

Before you begin using *Scholastic Reading Comprehension*, you should make a backup copy of the Utility disk and the Scholastic Passage disk. If you have a backup copy of a disk, you can use that in case something happens to your original disk. (For instructions on how to make backup copies, see the section, Making Backup Copies, on page 62 of the Teacher Reference Guide.) You should make backup copies of any of the Passage disks or record disks you create.

TEACHER GUIDE TO THE PROGRAM DISK

Introduction

Your students will use the *Scholastic Reading Comprehension* Program disk along with a Passage disk to read passages and then answer the questions that follow the passages. The following sections contain step-by-step instructions on the use of the *Reading Comprehension* Program disk. The best way to learn how to use the program is to do each step yourself. Then go through the program with your students, showing them how to use it. There is a brief section, Student Quick Start Guide, for the students to read. However, the instructions below contain more detail and often refer you to even more explicit sections in the Teacher Reference Guide.

Loading the *Scholastic Reading Comprehension* Program Disk

If your computer is turned off, insert the *Reading Comprehension* Program disk in Drive 1 (label facing up) and turn the computer and the monitor on.

If the computer is already on, insert the Program disk in Drive 1 (label facing up) and press the Control key, the Open Apple key, and the Reset button all at the same time.

The disk drive light will go on. In a few seconds, the *Scholastic Reading Comprehension* Title screen will appear. Then the SCHOLASTIC READING COMPREHENSION MAIN MENU will appear.

Changing the Passage Disk Drive Setup

When you are at the MAIN MENU, you can change your Passage disk drive setup. Notice that just below the last menu item is the prompt, "Passage Disk Drive: 1." This means the program is set up for a one-drive system. If you are using a two-drive system, press D to change the 1 to a 2. Press D again if you want to change back to 1.

Selecting Menu Items

To select an item from any of the *Reading Comprehension* menus, press any of the arrow keys to highlight your choice. Then press Return.

THE SCHOLASTIC READING COMPREHENSION MAIN MENU

The SCHOLASTIC READING COMPREHENSION MAIN MENU consists of three items: Introduction, Read Passage, and See Your Records.

```
                Scholastic
        READING COMPREHENSION
              MAIN MENU
        ::::::::::::::::::::::::::::::::::::::::::::

              INTRODUCTION
             READ PASSAGE
             SEE YOUR RECORDS

        ::::::::::::::::::::::::::::::::::::::::::::

        Passage Disk Drive: 1

    Arrows highlight. RETURN selects.
  Press 'D' to change Passage Disk Drive.
```
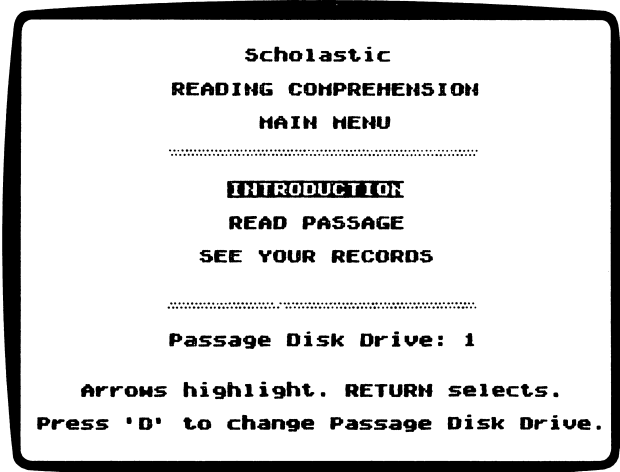
Figure 1

Introduction

Select Introduction for a brief explanation of the *Scholastic Reading Comprehension* program and the Credits screen. After the Credits screen, you will be asked the question "Are you keeping records?" If you want to read a passage without keeping records, press N. Then go to Step 3 of the section, Read a Passage Without Keeping Records, below. If you want to read a passage and keep records as you do so, press Y. Then go to Step 3 of the section, Read a Passage While Keeping Records, on page 7.

Read Passage

Select Read Passage to begin reading a passage. You can read passages with or without keeping records.

Read a Passage Without Keeping Records

1. Select Read Passage from the MAIN MENU.

2. The next screen will present the question, "Are you keeping records?" Press N to avoid keeping records.

3. A menu will appear containing two items: Read Passage and Change Settings.

The default setting for each of the program options is Yes.

• When Passage Review is set to Yes, the student will be able to see the passage while answering questions.

• When Help Mode is set to Yes, the student will be able to get help while answering questions. Help is given in the form of a highlighted section or sections within the passage that assist the student in finding the answer.

- When Answer Review is set to Yes, the student will be able to see the correct answer for any question answered incorrectly.

NOTE: For a more detailed description of each option see Set Student Options on page 43 of the Teacher Reference Guide.

If you do not want to change the settings, select Read Passage and go to Step 5 below.

If you want to change the program options settings, select Change Settings.

4. The Change Settings screen will appear. The items on this screen are: Passage Review, Help Mode, and Answer Review. Use any of the arrow keys to highlight any setting you wish to change. Press the Space Bar to change the setting of a highlighted option. Press Return when you have finished setting the program options.

5. You will be told to insert a Passage disk in Drive 1 or 2 depending on your setup. Put the Passage disk in the disk drive and press Return.

6. The disk name, level, and passage type for this Passage disk will appear on the screen. The prompt on this screen will read, "Is this the Passage Disk that you want to use? Press Y or N."

If this is not the Passage disk you want to use, press N and repeat Steps 5 and 6. If this is the Passage disk you want to use, press Y.

7. When you press Y, the list of passages contained on the disk will appear on the screen. At the top of this screen, you will see the disk name, the level, and the number of passages currently on the disk.

8. Use an arrow key to highlight the name of the passage you want to read. Then press Return.

NOTE: Only the first passage will be selected by the student. If the student reads more than one passage during a session at the computer, the program will automatically select the next passage on the list. Passages on the Scholastic Passage disk are listed in order of difficulty.

9. At the next screen, you will select Question Set A or B by highlighting your choice and pressing Return.

10. When you press Return, the passage will appear on your screen.

11. Read the entire passage by using the Right Arrow key (→) or the Down Arrow key (↓) to move through the text. Moving through the text using the arrow keys is called *scrolling*. (On the Apple II Plus, use the Right Arrow key.)

If you press the Right Arrow key or the Down Arrow key once, the text will move up one line. Your students may need to practice scrolling before they are completely comfortable with this manner of reading text.

There are different ways of scrolling. You can scroll through the passage one line at a time. This means you will be reading one line of the passage, scrolling one line, then reading the next line. Or, you can read the entire screen of passage text. Then press either the Right Arrow key or the Down Arrow key until that last line disappears off the top of the screen. You have then moved to the next screen of the passage. A screen contains eight lines of passage text.

If you need to go back to the beginning of the passage press Ctrl-B or use the Left Arrow key (←) or the Up Arrow key (↑) to move one line at a time. (On the II Plus use the Left Arrow key.) If the Sound option is turned on, you will hear a beep when you reach the end of the passage text. The sound option is teacher-controlled. (For more information on changing the sound, see the section, Using The PROGRAM OPTIONS MENU, on page 56 of the Teacher Reference Guide.)

Press Return when you are finished reading.

12. The first question will appear on the screen.

- For a Multiple-choice Passage disk:

    There will be from two to four answer choices following the question.

    If Passage Review is on, there will be a prompt at the bottom of the screen which says "Press 'R' to Review." If you press R, you will be able to review the passage. You can do this at any time while answering passage questions when this prompt appears on the screen.

    If Help Mode is on, there will be a prompt at the bottom of the screen which says "Press 'H' for help." If you press H you will be sent to a highlighted section of the passage that will help you answer the question.

    Read the question and the answer choices. Then type the letter of your answer and press Return. If you want to change your answer before you press Return, press the letter of another answer choice.

- For an Underline Answer Passage disk:

    The question will appear at the top of the screen and the passage will appear directly below it. You must underline the section of the passage that will answer the question.

NOTE: Passage Review and Help Mode are not available for Underline Answer Passage disks, since the passage must be on the screen in order for you to answer the question.

    Read the question. Use the arrow keys to scroll through the passage text and find the answer in the text. Use any of the arrow keys to move the cursor to the beginning of the answer and press Return. Then, use the Right Arrow key to move the cursor to the end of the answer. You will notice that, as you press the arrow key, you will be underlining the answer. Press Return when you have finished underlining.

The prompt on the screen will be "Is this the correct answer? (Y/N)." You can scroll through the text to be sure that you have underlined the section that best answers the question. If the answer you selected is not correct, press N and repeat this procedure to underline the correct answer. If the answer you selected is correct, press Y.

13. The next question will appear on your screen. You can continue answering the questions in the same manner until you have answered all the questions.

14. After the last question, you will be told if you left any questions unanswered and asked if you want to review or change any of your answers.

If you do not want to take another look at your answers, press N and go to Step 19. If you want to look at or change any of your answers, press Y.

15. If you press Y, the first question will appear on the screen.

- For a Multiple-choice Passage disk:

  Your answer will be highlighted, and the letter of that answer will be in the box at the bottom of the screen.

  If you did not answer a question, there will not be a letter in the box and no answer will be highlighted. You may now select an answer if you wish.

- For an Underline Answer Passage disk:

  Your answer will be underlined.

  If you did not answer a question, no underlining will appear on the screen for that question. You may now select an answer if you wish.

16. You can keep your original answer or change it:

- For a Multiple-choice Passage disk:

  To keep your original answer, press Return. To change your answer, press the letter of the new answer and press Return.

- For an Underline Answer Passage disk:

  To keep your original answer, press Y at the prompt "Is this the correct answer? (Y/N)." To change your answer, press N. You may now select an answer if you wish.

17. When you accept an answer, the next question will appear on your screen. Repeat Steps 16 and 17 until you have reviewed all the questions.

18. After you review the last question, the screen with the question, "Do you want to review or change your answers?" will reappear. You may review your answers as many times as you want. Just repeat the steps above, starting at Step 15. Or, press N and go to Step 19.

19. If the Answer Review program option is on, you will receive an extra screen when you press N to answer "Do you want to review or change your answers?" If you answered all the questions for this passage correctly, this screen will read "Excellent Work! You have answered all the questions correctly. Press RETURN to continue." If you answered any of the questions incorrectly, this screen will tell you how many questions you answered incorrectly and ask if you want to see the correct answers.

If the Answer Review program option is not on, go to Step 20.

- **For a Multiple-choice Passage disk:**

  If you press Y, the first question you answered incorrectly will appear along with your answer. Press Return once to see the correct answer. Press Return again to see the passage. (If Help is available for that question, you will see a highlighted section or sections which will help you find the answer to the question.) When you press Return again, the next question you answered incorrectly will appear, and the same sequence of events will occur. When you press Return after the last question, you will be able to see the correct answers again. If you want to see the correct answers again, repeat the sequence described here. If you do not want to see them, press N.

- **For an Underline Answer Passage disk:**

  If you press Y, the first question you answered incorrectly will appear along with your answer. Press Return to see the correct answer. When you press Return again, the next question you answered incorrectly will appear, and the same sequence of events will occur. When you press Return after the last question, you will be able to see the correct answers again. If you want to see the correct answers again, repeat this sequence. If you do not want to see them, press N.

20. The End of Passage screen will appear. Here you have two options: Go to the Next Passage and End this Session.

If you select Go to the Next Passage, the next passage on the disk will appear on your screen. Repeat the instructions above, starting at Step 10, to read the passage and answer the questions.

If you select End this Session, the Results of this Session screen will appear. This screen lists the number of questions you were asked during this session, the number of questions you answered correctly, and the number of questions you did not answer.

NOTE: A session is whatever length of time you spend working with Reading Comprehension *without rebooting the Program disk, selecting End this Session, or returning to the MAIN MENU.*

21. When you press Return at the Results of this Session screen, the MAIN MENU will appear.

Read a Passage While Keeping Records

A student can only keep records if you have created a record disk and added the student's name to the student list on that disk. (For more information see Creating a Record Disk on page 36 and Add a Student to List on page 40 of the Reference Guide.)

1. Select Read Passage from the MAIN MENU.

2. On the next screen you will see the question, "Are you keeping records?" Press Y to keep records.

3. You will be told to insert the record disk in Drive 1. Take the Program disk out of Drive 1, replace it with the record disk, and close the disk drive door. Then press Return.

4. A list of student names will appear on the screen. Use any of the arrow keys to highlight a name on the list and press Return.

5. If this is the first time you are keeping records on this record disk, you will be asked to enter the date on the next screen.

If you have already used this record disk to read a passage while keeping records, the next screen will show your name, the last Passage disk you used, the passage number of the last passage you read, and the date you read that passage. If you are using the same Passage disk, note the passage number so you can select the passage that comes after the last one you read. When you press Return, you will be asked to enter the date.

6. Type the date using only numerals. For example, type: **04 26 87**. Then press Return.

7. You will be asked if the date is correct.

If it is not correct, press N and type a new date. If the date is correct, press Y.

8. Now, go to the section, Read a Passage Without Keeping Records, on page 2. Follow Steps 5–19. Then, instead of continuing with Step 20, go to Step 9 below.

9. The End of Passage screen will appear. Here you have two options: Go to the Next Passage and End this Session.

If you select Go to the Next Passage, the next Passage on the disk will appear on your screen. Repeat the instructions above to read the passage and answer the questions.

If you select End this Session, the words "Saving Records..." will appear on your screen. The results of this session will be saved on your record disk. When saving has been completed, the Results of this Session screen will appear. This screen lists the number of questions you were asked during this session, the number of questions you answered correctly, and the number of questions you did not answer. The prompts at the bottom of this screen will read "Press 'R' to view your records. Press RETURN to continue."

NOTE: A session is whatever length of time you spend working with Reading Comprehension *without rebooting the Program disk, selecting End this Session, or returning to the MAIN MENU.*

NOTE: If you read five passages or more before ending your session at the computer, the program will automatically save your records. (Saving will occur after every five passages that you read without ending your session.)

10. If you press R, you will be asked to select how you would like to view your records. You can see the short form of your records on your computer monitor if you select View Records on Screen. Or, if your computer is properly connected to a printer, you can print either the short form or the long form of your records. Select either Print Short Form or Print Long Form. For a description of the short form of the records see the section, The Short Form of the Records, on page 31 of the Teacher Reference Guide. For a description of the long form of the records see the section, The Long Form of the Records, on page 33 of the Teacher Reference Guide.

For step-by-step instructions on how to view records on the screen or print the short or the long form of the records, see the appropriate section below.

View Records on Screen
Start from the screen that says "Select how you would like to view your records."

```
        Select how you would like
          to view your records.

  ..................................................

          VIEW RECORDS ON SCREEN

            PRINT SHORT FORM

            PRINT LONG FORM

  ..................................................

  Arrows highlight. RETURN selects.
          Press ESC to quit.
```
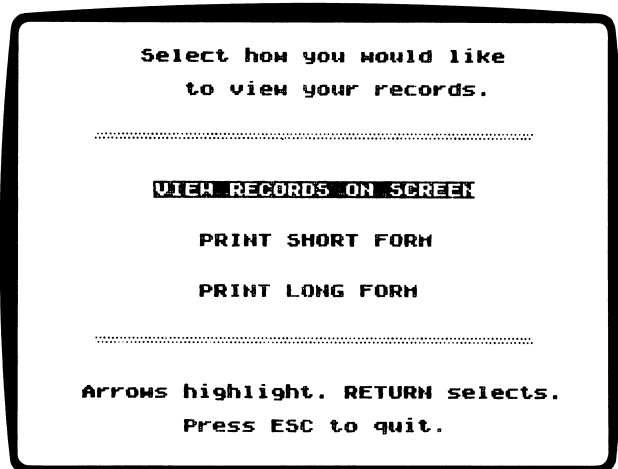
Figure 2

NOTE: If you want to see your records without reading a passage first, see the section See Your Records, on page 11.

1. Select View Records on Screen.

2. The next screen will show the short form of your records. (For a description of this form see the section, The Short Form of the Records, on page 31 of the Teacher Reference Guide.) If there are enough records to fill more than one screen, use any of the arrow keys to scroll to see all your records.

   At the bottom of this screen you will see a prompt that says "Press RETURN to see skills assessment."

3. If you have answered a significant number of questions, when you press Return, you will see an assessment of your progress on the Reading Skills Assessment screen. If you have not answered enough questions, you will get a message telling you that you need to answer more questions before you can get an assessment of your progress. (For a description of the Reading Skills Assessment part of the short form of your records see the section, The Short Form of the Records, page 31 in the Teacher Reference Guide.)

4. When the Reading Skills Assessment screen is on your monitor, you can press R to see the first part of your records again. Or, press Return to see the MAIN MENU.

Print Short Form

Start from the screen that says "Select how you would like to view your records."

NOTE: If you want to see your records without reading a passage first, see the section, See Your Records, on page 11.

1. Select Print Short Form.

2. On the next screen you will indicate the location of your printer card following the words "Printer Slot Number."

   • The program assumes your card is in Slot 1. If it is, leave the 1 on the screen and press Return.

   • If your printer card is located in a slot other than 1, press the Space Bar. The number shown on the screen will change each time you press the Space Bar. The slot number may be 1 through 7. Select a slot number and then press Return.

NOTE: If the computer you are using is an Apple IIc, you will skip Step 2, above, because you do not need to select the location of a printer card for the IIc.

3. The next screen will tell you to press Return if your printer is ready. Adjust the paper so that the printhead is at the top of the page. There are two ways to do this:

   • Turn off you printer. Manually adjust the paper so that the printhead is at the top of the page. Then turn your printer on again.

   • Or, leave the printer on. Use the linefeed button or the formfeed button to position the paper. Turn the printer off and then on again.

IMPORTANT: If you do not position the paper in your printer correctly, printing may not begin at the top of each sheet of paper as it should. When positioning your paper before printing a passage or records, be sure to use one of the two methods described above.

NOTE: Reading Comprehension allows for a very small left margin on your printout. If you wish to see a larger left margin, adjust the paper in your printer as far to the left as possible.

Be sure the printer is properly connected to the computer. Make sure the printer is turned on and the Select or On-Line button is pressed. When the printer is ready, press Return and then go to Step 4.

If the computer you are using is an Apple *IIe*, a IIGS, or an Apple II Plus, you may receive one of two messages other than the message telling you to press Return when your printer is ready.

- The message "Are you sure there is a printer card inSlot___?" may appear on your screen. (The slot number will be the one you selected.) If this message appears, it indicates that there is a card in the slot you selected, but the computer cannot tell what type of card it is. It may be something other than a printer card.

If you know that the card in the slot you selected is your printer card, press Y. You are now at the beginning of Step 3.

If you are not sure that the slot you selected has your printer card, press N. The screen at which you indicate your printer slot number will reappear and you will be able to select the slot number again. If you know the correct slot number, enter it at Printer Slot Number. If you do not know the location of your printer card, turn off your computer. Carefully open the lid of the computer. Find your printer card and note the number of the slot where it is located. Then, to get to your records quickly, see the section, See Your Records, on page 11.

- The message "Sorry, you do not have your printer in Slot___?" may appear on your screen. (The slot number will be the one you selected.) If this message appears, it means that there is no card in the slot you selected.

If you press Esc here, you will be sent to the MAIN MENU.

If you press Return, you will be able to select another printer slot number. If you know the correct slot number, enter it at Printer Slot Number. If you do not know the location of your printer card, turn off your computer. Carefully open the lid of the computer. Find your printer card and note the number of the slot where it is located. Then, to get to your records quickly, see the section, See Your Records, on page 11.

4. Printing will begin. When printing has been completed, the MAIN MENU will appear.

NOTE: Press Esc if you want to stop printing before it is completed.

Print Long Form

Use Print Long Form if you want to print the long form of your records. (For a description of this form see the section, The Long Form of the Records, on page 33 of the Teacher Reference Guide.)

To print the long form of your records, follow the same procedure as the one listed in the section, Print Short Form with the exception of Step 1. Select Print Long Form instead of Print Short Form.

See Your Records

Select See Your Records from the MAIN MENU to see your records without reading a passage or answering any questions.

A student can only keep records if you have created a record disk and added the student's name to the student list on that disk. (For more information see Creating a Record Disk on page 36 and Add a Student to List on page 40 of the Reference Guide.)

1. Select See Your Records from the MAIN MENU.

2. You will be told to insert the record disk in Drive 1.

3. Take the Program disk out of Drive 1, replace it with the record disk, and close the disk drive door. Then press Return.

4. A list of student names will appear on the screen.

5. Use any one of the arrow keys to highlight a name and press Return.

NOTE: If the name of a student who does not yet have records is selected from the list, the message "Sorry, there are no records for you yet" will appear on the screen. Press Return. The MAIN MENU will appear.

6. The next screen that will appear will ask you to select how you would like to view your records. You can see the short form on the screen if you select View Records on Screen. Or, if your computer is properly connected to a printer, you can print either the short form or the long form of your records. Select either Print Short Form or Print Long Form. (For a description of the short form of the records see the section, The Short Form of the Records, on page 31 of the Teacher Reference Guide. For a description of the long form of the records see the section, The Long Form of the Records, on page 33 of the Teacher Reference Guide.)

NOTE: For step-by-step instructions on how to view your records on the screen, or print the short form or the long form of your records, see the appropriate section above.

TEACHING GUIDE

Introduction

This teaching guide provides information, suggestions, and instructions to help you put *Scholastic Reading Comprehension* to work in your classroom. As the pages that follow show, *Reading Comprehension* is a very powerful and flexible tool for diagnosing, teaching, and testing essential reading skills—skills that many students find difficult and frustrating to master.

The Problem

Recent research indicates that many students have low levels of reading comprehension skills. For example, while most middle and junior high school students can decode and process words from a printed page, many of these same students have great difficulty grasping the varied meanings and conclusions found within a given passage. To understand what they are reading, students must develop a wide range of skills. They must recognize and recall important facts and details, focus on key words, sift through the subtleties and ambiguities of language, locate the main idea, and draw inferences and conclusions. These are difficult, complex, and time-consuming tasks—tasks that can frustrate and "turn off" many young readers.

While the basal reading texts used in many schools can help teach the more fundamental reading skills, most don't go far enough. Basals typically feature a very structured approach that focuses students on decoding and defining words, locating the topic sentence within a passage or paragraph, and recalling basic facts. Most basal texts place much less emphasis on the higher-order comprehension skills, particularly those skills that involve students in inferring meaning, drawing conclusions, and predicting outcomes. In addition, very few basals offer the kind of relevant and engaging literature that attracts and maintains students' interest. As a result, many students quickly come to feel that reading involves a great deal of effort and frustration, but very little reward and enjoyment.

How Can *Scholastic Reading Comprehension* Help?

The *Scholastic Reading Comprehension* program addresses the problems facing teachers and young readers by:

- Providing high-interest, high-quality reading experiences for students

- Helping teachers pinpoint where and when students are having trouble with specific comprehension skills

- Offering special forms of assistance tailored to meet the needs of individual students

- Maintaining detailed records of students' progress

- Providing teachers with a mechanism for creating their own comprehension passages, with material drawn from any text or curriculum area

- Allowing teachers to print passages and questions for students to read and review at their desks

In its most basic form, *Reading Comprehension* follows the standard approach found in many basal texts and most standardized reading tests—students read a passage and then answer comprehension questions.

```
   Question 1       Set A     Passage #01
.........................................................................................
   When Ted said to his parents, "What
   a way to kill a guy's vacation!" He
   was feeling _____.
.........................................................................................

A> happy

B> upset

C> bored

D> sick


            Enter the answer ■■■
            and press RETURN.
```
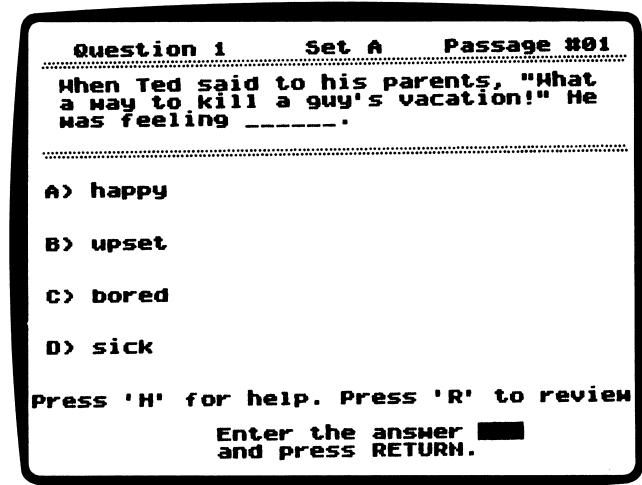
Figure 3

With the use of many teacher-controlled options, you can use *Reading Comprehension* to teach, extend, and enhance a wide variety of comprehension skills.

TEACHER-CONTROLLED OPTIONS

Reading Comprehension features a number of options that allow teachers to tailor the program to meet the needs of individual students. For example, teachers can determine whether the program should:

• Highlight areas of text where students can find information that will help them answer the comprehension questions that follow each passage.

• Allow students to review or reread the passage while answering questions.

• Permit students to see the correct answers to questions that they answered incorrectly.

```
   Question 1      Set A      Passage #01
...........................................................
  When Ted said to his parents, "What
  a way to kill a guy's vacation!" He
  was feeling _____.
...........................................................

 A) happy

 B) upset

 C) bored

 D) sick

Press 'H' for help. Press 'R' to review
            Enter the answer ▨
            and press RETURN.
```

Figure 4

A student who is given the opportunity to see the correct answers will go through the following sequence of events. The first question answered incorrectly will appear on the screen with the answer choices for that question below the question and the incorrect answer selected by the student highlighted. The student will be prompted to press Return to see the correct answer. When Return is pressed, the highlight will move to the correct answer. When Return is pressed again, the program will move to the passage text displaying highlighted areas of the passage where the information needed to answer the question appears. If there is no area highlighted, the beginning of the unhighlighted passage text will appear. This helps show students that by reading carefully and reviewing the passage, they can locate information that will help them answer most comprehension questions correctly.

```
 Question 1       Set A       Passage #01
 ..........................................................................
 When Ted said to his parents, "What
 a way to kill a guy's vacation!" He
 was feeling _____.
 ..........................................................................
          Ted groaned, running his

 fingers through his curly brown

 hair.  "Oh, How.  Come on!  What a

 way to kill a guy's vacation!"  How

 could he ever explain this to his

 friends?  His father interrupted

 sharply.
 ..........................................................................
Note highlight for better comprehension
    Arrows scroll.  RETURN continues.
```
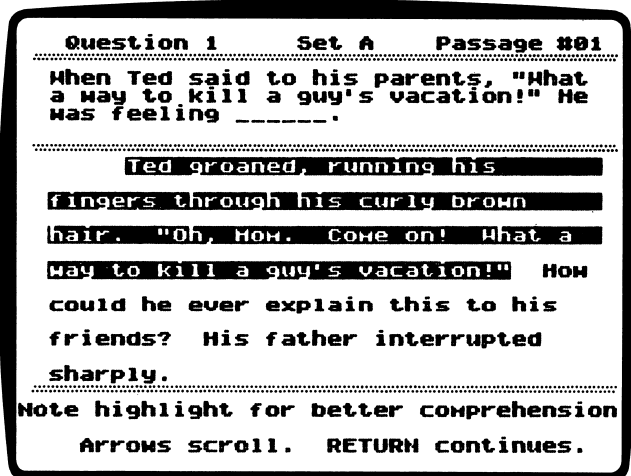
Figure 5

Teachers who use *Reading Comprehension* to prepare their own passages and comprehension questions can also use the program's unique Underline Answer option. With this option, students answer questions by underlining the areas in the passage where the correct answers are found, rather than simply selecting a response from a list of multiple-choice answers. This option requires students to show where they found the answer, so you can be sure that they are focusing on the key details in a passage.

```
  Question 1      Set A      Passage #01

 Why is it that Ted has never met his
 cousin Cindy?


  forward to the very thing that

 worried him.

       Ted's mother babbled on about

 Cindy's visit.  Cindy had lived all

 over the world.  That's why Ted had

 never met her before.  "But you'll

 know her right away.  Remember

   Is this the correct answer?  (Y/N)
 Press arrow keys to move through text.
```
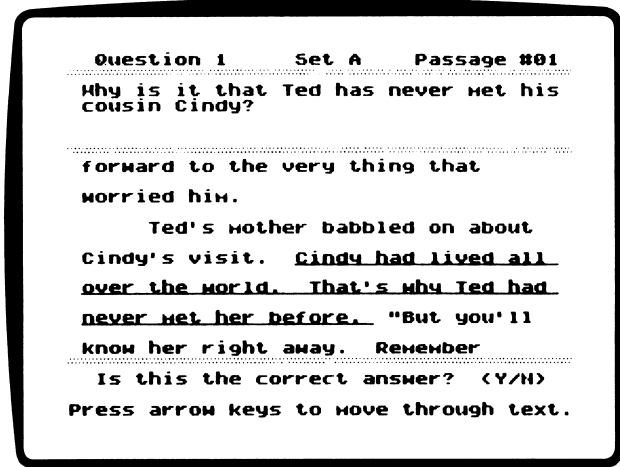
Figure 6

The Underline Answer option also creates the opportunity for class debates in which students must defend the inferences and conclusions that they have drawn from a passage by showing where they found details that support their answers.

For more information about these program options, see the Teacher Reference Guide section of this handbook.

RECORD KEEPING

Scholastic Reading Comprehension allows you to keep complete records of your students' progress. The records indicate which passages students have completed and how successfully they answered the questions that follow the passages. Even more importantly, the records provide a summary of how well students have fared on different types of comprehension questions. Using this information, you can determine where students are having trouble. Are they finding it difficult to recall important facts? Or do they stumble on drawing conclusions and inferences from those facts?

When you review student records, you can choose either of two display formats: the short form or the long form. As the figure on the next page indicates, the short form tells you which passages students have completed, which question sets they answered, and how many questions they answered correctly. It also provides a quick summary of how students are progressing in the different skill areas. Please note, however, the program will not provide this progress analysis until students have answered enough questions in the skill areas to permit a valid assessment of their performance.

The short form is available for students to review on the computer screen as they use the program. This allows students to see for themselves the areas where they are doing well and the areas where they need to place more effort.

Compared to the short form of student records, the long form printout provides much more detail. As Figure 8 on pages 8 and 9 indicates, the long form tells you the date a passage was read, the Passage disk name, the passage number of the passage read, the Question Set selected, and the question number. In addition, the long form of the records provides an indication of whether the question was answered correctly or incorrectly or not at all, the number of the focus element emphasized by the question, the type of Passage disk that was used (Multiple-choice or Underline Answer), and what program options were available to the student when the passage was read. At the end of this data, the focus elements for the Passage disk will be listed and a percentage score will appear beside each focus element. If there were no questions asked for a focus element, "N/A" will appear next to the focus element on the list instead of a percentage score.

```
   Mary Jones

 Disk   Date    Psg   Ques Set   Total
........................................................
 Scholastic Passages
         1/11/87   1            A       5/5
         1/11/87   1            B       4/5
         1/11/87   1            A       5/5
         1/11/87   2            A       4/5
         1/11/87   3            A       4/5
         1/11/87   4            A       5/5
         1/11/87   5            A       5/5



.............................................................
        Arrow keys scroll records.

 Press RETURN to see skills assessment.
           Press ESC to quit.
```

Screen 1

```
        Reading Skills Assessment
........................................................

   For Mary:

     Meaning            > Excellent
     Who, What, ...     > Excellent
     Recall Facts       > Very Good
     Sequence           > Very Good



.............................................................


      Press RETURN to continue.

   Press 'R' to view your records.
```

Screen 2

Figure 7

```
        Student:   Mary Jones
        Page 1
-------------------------------------------------------------------


        Date:   1/11/87
        Disk Name: Scholastic Passages
        Psg     Ques Set   Ques    Rt/Wrng   Foc El   Options
         1          A        1        +        5       Mult Ch: AR/H/PR
                             2        +        1
                             3        +        3
                             4        +        8
                             5        +        7

        Date:   1/11/87
        Disk Name: Scholastic Passages
        Psg     Ques Set   Ques    Rt/Wrng   Foc El   Options
         1          B        1        +        6       Mult Ch: AR/H/PR
                             2        +        1
                             3        +        4
                             4        +        5
                             5        -        2

        Date:   1/11/87
        Disk Name: Scholastic Passages
        Psg     Ques Set   Ques    Rt/Wrng   Foc El   Options
         1          A        1        +        1       Undrln: AR/H/PR
                             2        +        7
                             3        +        7
                             4        +        1
                             5        +        4

        Date:   1/11/87
        Disk Name: Scholastic Passages
        Psg     Ques Set   Ques    Rt/Wrng   Foc El   Options
         2          A        1        +        1       Mult Ch: AR/H/PR
                             2        -        4
                             3        +        5
                             4        +        8
                             5        +        2

        Date:   1/11/87
        Disk Name: Scholastic Passages
        Psg     Ques Set · Ques    Rt/Wrng   Foc El   Options
         3          A        1        +        6       Mult Ch: AR/H/PR
                             2        -        1
                             3        +        5
                             4        +        4
                             5        +        8

        Date:   1/11/87
        Disk Name: Scholastic Passages
        Psg     Ques Set   Ques    Rt/Wrng   Foc El   Options
         4          A        1        +        1       Mult Ch: AR/H/PR
                             2        +        4
                             3        +        3
                             4        +        7
                             5        +        2
```

Figure 8 (a)

```
       Student:  Mary Jones
       Page 2
       ------------------------------------------------------------


       Date:   1/11/87
       Disk Name: Scholastic Passages
       Psg     Ques Set  Ques    Rt/Wrng  Foc El  Options
        5          A       1       +        6      Mult Ch: AR/H/PR
                           2       +        3
                           3       +        2
                           4       +        7
                           5       +        5
       ------------------------------------------------------------


       Focus Element           Percent Correct

       1   Recall Facts            85%
       2   Main Idea               75%
       3   Key Words              100%
       4   Sequence                80%
       5   Meaning                100%
       6   Think/Infer            100%
       7   Who, What, ...         100%
       8   Conclusions            100%
```

Figure 8 (b)

For more information on the records see the section, The Record Manager, on page 31, in the Teacher Reference Guide.

THE FOCUS ELEMENTS

Each of the comprehension questions used in *Reading Comprehension* is keyed to one of eight focus elements. The focus elements used with the passages and questions prepared by Scholastic, and a brief explanation of each follows:

Recall Facts   Locating facts contained in the text in response to direct questions about the passage.

Main Idea   Understanding what a passage is about. Often, the topic of a selection is either stated or implied in a sentence or phrase within the text.

Key Words   Searching for words in the text which give the reader specific clues as to what the given selection means.

Sequence   Understanding the order in which things happen in a given passage.

Meaning   Comprehending the implied or direct meaning of a sentence within a passage.

Think/Infer   Using information given in the passage to understand relationships, actions, or events that are not directly stated in the text.

Who, What, ..   (Who, What, Where, When, Why and How) Answering questions to determine the identity, location, details, and chronology of the events, or the identity or motives of the people in a given passage to better understand the complete meaning of the selection.

Conclusions   Using implied and direct clues given in the text as well as one's prior knowledge to come to a decision or conclusion about the passage.

Selected by reading experts, these focus elements cover the major skill areas that comprise the complex process that we call "reading comprehension." As a result, *Reading Comprehension* can provide a very useful assessment of students' performance in all stages of the comprehension process—from literal recall of facts to drawing inferences and predicting outcomes.

When you create passages and questions, you can use Scholastic's focus elements, or you can enter your own. This allows you to shape the program to the needs of your students.

```
            FOCUS ELEMENTS
..............................................................................

1) Recall Facts      5) Meaning

2) Main Idea         6) Think/Infer

3) Key Words         7) Who, What, ...

4) Sequence          8) Conclusions
..............................................................................


Are these the focus elements you want?

            Press Y or N.


        Press ESC to quit.
```
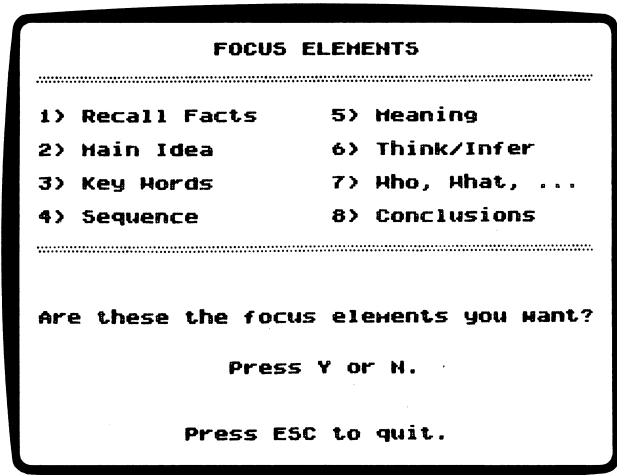
Figure 9

With younger or less advanced readers, you might want to create a passage disk that emphasizes the more basic levels of reading comprehension. In contrast, with older or more sophisticated readers, you might want to create a passage disk that requires students to read and interpret passages at a much higher level of comprehension.

MANAGING *SCHOLASTIC READING COMPREHENSION* IN THE CLASSROOM

Scholastic Reading Comprehension can be easily managed in the classroom. If each student has his or her own computer, then *Reading Comprehension* functions much the same as an independent reading program. Once the program is loaded and the student understands its various features, he or she can proceed at his or her own pace. This allows the teacher to spend time with those students who most need special help while those students who learn the skills of reading comprehension a bit faster can continue at their own pace. As with independent reading, it is important that the students keep track of their work. Students can keep records while they use the *Reading Comprehension* program. The information recorded can be used as a basis for discussing weaknesses at student conferences.

If fewer computers are available, the teacher may want to set up group reading. Several students can work on a series of passages together. They can read each passage, and then discuss the answer choices until they decide on the correct answer to each question.

If you have only one computer in your classroom, you can use *Scholastic Reading Comprehension* with the class. You, a student, or a few students can read the passage for the class. Then the class can discuss the passage and the answer choices for each question, and select the answers, giving reasons for their choices.

Your students can use *Reading Comprehension* off the computer in a variety of ways.

• You may print out the passages for your students with the questions and the multiple-choice answer choices printed out after the passage. You can print either Question Set A, Question Set B, or both Question Set A and Question Set B. Your students can read the passages and answer the multiple-choice questions by circling the letter of the correct answer.

• You may print the passages and the questions after the passages without the answer choices. Have the students write their answers for each question instead of selecting one of the multiple-choice answers.

• You may print the passages and the questions after the passages without the answer choices. Instead of having your students write the answers, have them underline the part of the passage where the answer can be found.

These methods offer you varying ways of testing your students' abilities. The method of having your students answer multiple-choice questions either on the computer or on paper offers the familiar test situation of most standard reading tests. This method serves as a quick indicator of your students' comprehension skills. You can easily note the areas of comprehension in which students may need help. With the use of the Record Manager, you can track your students' progress over a period of time. You can use the teacher-controlled options to determine the situations in which your students most need assistance. Are your students able to answer questions correctly only when assistance is available to them in the form of highlighted sections in the passage? Or, can they answer questions correctly without assistance? How do they react to test situations? You can use what you learn to decide what you can do to improve your students' comprehension skills.

The methods of either writing the answers to questions or underlining portions of the passage text to answer questions about a passage offer unique means of testing the students' analytical and inferential skills. The written answers quickly assess where the students are in their level of comprehension and also show the level of their writing skills. Written answers to questions about the main idea of a passage show a student's grasp of expository language and his or her ability to make inferential conclusions. They also serve to gauge where a student is in relationship to his or her understanding of character development and plot sequence. This moves the student towards higher-level thinking skills. The method of underlining answers allows you to assess what the student reads. It causes the student to focus on what has happened in the passage and what is crucial to the story line. The method of underlining answers is a test of all the skills encountered in the Scholastic Reading Comprehension program.

It is important to vary the test situations. This will give you a more complete view of each student's comprehension skills and help pinpoint the areas in which the student may need help. You will be able to see patterns in your students' reading habits and where each student's weaknesses and strengths lie.

CLASSROOM ACTIVITIES

To read with true comprehension, students must read on three levels: literal, analytical, and cumulative.

On the literal level, students are primarily involved with recalling facts and understanding the sequence of events.

On the analytical level, students become involved with understanding the writer's intent and drawing conclusions from facts presented in the passage. They must locate the main idea, understand how that idea is developed within the passage, and research and validate their conclusions about the writer's message.

On the cumulative level, students draw on their past and present reading experience to infer more subtle meanings and to predict and project outcomes. At this level, students must also determine how the author's message fits with their knowledge of the world. Do they agree with the author? Does the passage enhance or extend their existing knowledge of the subject matter?

Of course, to do any of this, students must be able to decode and understand the language of the passage. However, as mentioned earlier, most students master this fundamental skill at a relatively early stage. But they begin to stumble as they climb the comprehension hierarchy, particularly when they are asked to draw conclusions and infer the writer's intent.

Earlier sections of this teaching guide described how *Scholastic Reading Comprehension* can help students master these important skills at the computer. This section provides pre- and postcomputer activities that help prepare students to gain the maximum benefit from their computer time. With these activities, *Reading Comprehension* can serve as the core of a complete instructional program in teaching students to read and think critically. *Scholastic Reading Comprehension* can also help build students' confidence, so they are more willing to read independently.

PRECOMPUTER ACTIVITIES

The activities in this section suggest ways that you can prepare students for reading *Scholastic Reading Comprehension* passages and answering questions at the computer. Several of the activities can also serve as general prereading exercises.

Precomputer Activity 1:
Predicting What a Book Is About

All the passages on the *Scholastic Reading Comprehension* Passage disks are excerpts from books. Select one of these passages and ask your students to predict what the book that the passage was taken from is about. Since you will be asking students to predict what the story is about, be sure to pick a book that is available in your school library or classroom, that was written by an author with whom your students are familiar, or that has a title that offers hints about the story. Here are some suggested titles:

Fourth Grade: *Charlotte's Web, The Wright Brothers at Kitty Hawk, Peter Pan*

Fifth Grade: *Sara Crewe, Helen Keller, A Christmas Carol*

Sixth Grade: *The Adventures of Tom Sawyer, The Door in the Wall, The Wizard of Oz*

Once you have selected a story, share the cover art (if the book is available), title, and author's name with students. Then ask them to predict what the story is about. When and where do they think the story is set? What kind of story is it? (Biography? Mystery? Science Fiction?) Who are the main characters? How will the plot develop? Ask students to explain what clues and cues they used to come up with their answers.

During the discussion, you might also ask if any students have read other books by the author. What were those books like? Do they think that this book might include some of the same characters and themes?

To take the activity a step further, you can use *Scholastic Reading Comprehension* to print the first paragraph of the passage from the disk. Once they have read this paragraph, ask students to make more detailed predictions about the story.

Tell students to record their predictions on notebook paper (or in their reading logs, if your students use them), so they can refer back to them. Then, once they have read the passages, students can validate or revise their predictions.

Precomputer Activity 2: Biography Building Blocks

The Passage disks prepared by Scholastic include several biographical selections. For example, *Helen Keller* and *Helen Keller's Teacher* are biographies. You may want to begin this activity by helping students to understand what a biography is and how it is different from an autobiography—the main difference between the two being the point of view from which the author tells the story.

Ask students what biographies they have read. Then ask them to list the main components of a biography. As students offer their suggestions, write them on the blackboard.

Most biographies:

• Tell the life story, or part of the life story, of a real (rather than fictional) individual

• Highlight the key events—especially turning points—in the subject's life

• Are written about a famous (or infamous) person

• Are written in the third-person point of view

• Are based on fact

• Are the result of careful research

• Include interviews with or the accounts of people who knew the subject (or who may still know the subject, if he or she is still living)

• Try to present an unbiased, objective account of the subject's life

Once students have established the elements of a biography, ask them who they might like to write a biography about. Why would this person be a good person to write about?

After your students have selected a subject for their biographies, have them write down details about their choices' personalities. Then have them list the main events in each subject's life in chronological order. Finally, have your students select the most important event in the subject's life from their list. If necessary, students may have to conduct research outside of class to fill in some of the details.

By completing this exercise, students will be practicing skills in the following areas: literal recall, sequencing of events, identifying the main idea, and drawing conclusions. Students will also be learning about the structure of biographies—a literary form that they will encounter frequently on the *Scholastic Reading Comprehension* Passage disk and in their general reading.

At the end of the activity, some students may want to share the information gathered through their research. Others may want to use the information to write an actual biography of their subject.

Precomputer Activity 3: Comparing and Contrasting

For this activity, you will need to print one or two pairs of passages from a *Scholastic Reading Comprehension* Passage disk. To form the pairs, pick passages that feature similar characters, conflicts, or themes. For example, you might pair a passage from *Emil and the Detectives* with *The Adventures of Tom Sawyer*, since they both deal with young characters who come into conflict with their environments.

Distribute copies of the passages and the accompanying comprehension questions to your students, and have them read both passages in the pair. Then go through the questions that accompany the passages, showing students where they can find answers to the questions within the text.

Once you are sure that your students have read and understood the text, ask them to compare and contrast the two passages. Do the passages feature similar themes, situations, settings, and events? How do the main characters respond to those situations and conflicts?

You should also ask your students to draw more subtle comparisons and inferences. For example, when the passages are set in different time periods, does that difference affect the way that characters act and react? In addition, even though the situations and exact circumstances may differ between passages, are there similar themes and outcomes? Do characters make comparable decisions about the conflicts and challenges they face?

Through this sort of exercise, students practice searching for meaning at several different levels. They also become familar with the format of reading a passage then answering a series of multiple-choice questions that is used with the *Scholastic Reading Comprehension* Passage disks.

Precomputer Activity 4: Fair Play

List on the board several characters from the selections that the class will be reading. Briefly describe the role that each character plays in the story. Then have the class predict what these characters are like. In particular, how fair are these characters? How would they be as teammates? Would they play fair?

Now have the class choose two teams to run an imaginary marathon race. Keep in mind that this will be a team effort. First of all, which of the characters would actually run the race? Who would be the coach? Why? How successful would the characters be in their chosen roles? Then have the remaining characters be either reporters reviewing and reporting on the race or judges at the end. The students may just want some of the characters to be spectators. What would their reactions to the race be? Would they report it accurately? Would they be fair judges? What kind of spectators would they be?

To take the activity a step further, have your students decide how long the race will be. Plot a course for the race. Now decide who will win the race. Why would that particular character win? How much would their endurance and will to win have to do with their winning the race? How much would their physical characteristics have to do with their winning? Would the character be a good winner? A good loser? What would the character want to win as a prize?

You may want to have the students record their reactions in a computer log. Then have them share their thoughts after they have read the passages and answered the questions.

Precomputer Activity 5: Back to the Future

Pass out sections from some of the historical selections. Here are some suggested titles:

Fourth Grade: *The Wright Brothers at Kitty Hawk*

Fifth Grade: *Heidi*

Sixth Grade: *The Adventures of Tom Sawyer*

Then, ask your students to put that character or characters in modern times. How would the characters react? What would they be like?

If your students were going to put the characters in a music video, which group and song would they use to describe the characters and their actions? Why? How would the characters react to the group who sings the song? How would they react to videos? Then, have your students write a short encounter of each of the characters and the group that is singing their theme songs.

This exercise sharpens students' skills in character analysis and drawing conclusions about the influence of a book's setting on the characters and plot.

POSTCOMPUTER ACTIVITIES

The activities in this section suggest ways that you can enhance and extend the reading that students will complete at the computer.

Postcomputer Activity 1: Exploring Literary Genres

The selections on the *Scholastic Reading Comprehension* Passage disks cover a wide range of literary genres—from general nonfiction to tall tales and mysteries. At the chalkboard, list the different literary genres represented on the Passage disks. (The fourth-grade Passage disk (Passage disk Level D) contains: historical fiction, biography, contemporary fiction, fantasy, science-fiction, classics, and nonfiction.) Explain that these are literary genres—categories or types of stories that share some similar features. For example, most mystery stories share the following characteristics:

- The reader is kept in suspense about the outcome of the story.

- The writer leaves false clues to make the mystery harder to solve.

- There is usually one central character—often a detective or member of the police force—who is primarily responsible for solving the mystery.

- The mystery usually involves murder, kidnapping, or some other serious crime.

- Plot development is more important than character development (with the result that characters in mystery stories are often less fully developed than they are in many other types of fiction).

Ask your students if they know any other types of literary genre—or any genre from other types of media (situation comedies and police dramas on television; comedy, science fiction, horror, and suspense films; etc.).

Once your students understand what a genre is, have each student choose two genres from the list on the chalkboard. Then have your students select titles from the Passage disks that fall under either of these categories. How do they know whether a particular title fits? What criteria are they using to make their judgments? Which genre do students prefer to read? Why?

Once your students have finished listing titles under their two categories, ask them to pick a title from the Passage disk that did not fit under either of the genres they selected. What would they have to change to help make this book fit into one of their categories? For example, let's say that one of the genres that a student selected was fantasy, and that one of the selections listed under that category was *Peter Pan*. What changes would need to be made to a biography—*The Wright Brothers at Kitty Hawk*, for example—to make it fit under the fantasy category? In this example, they might retain the element of flight, but change the way that the Wright brothers achieved flight. What other changes would they need to make to the characters and plot? Would they also need to change the writer's style, tone, and point of view?

Encourage students to complete this exercise with a number of different titles. As an extension activity, you might also want to ask students to write essays or short stories in a specific genre. They should start by listing the elements common to that genre that they should include in their story or essay. Then, once they have completed their writing, they can use the list of elements as a checklist to evaluate their work.

As an extra twist, have students give their checklist and finished story or essay to a second student. This second student should act as a reviewer, evaluating the first student's work as an example of this particular genre. For example, if the student's story is a mystery and the checklist indicates that one of the elements of a mystery is "misleading clues," the reviewer might note that there were not enough false clues to keep the reader from solving the mystery long before the end of the story.

Through this activity, students learn to define and draw distinctions among different literary genres. In doing so, they learn about the more subtle elements of a written work that influence comprehension—including style, tone, and point of view.

Postcomputer Activity 2: Celebrity Interviews

If students had a chance to interview a favorite character from the *Scholastic Reading Comprehension* Passage disks, what would they want to ask the character? First ask students to select a favorite character. Then they should write down questions that would make for an interesting and informative interview.

If students are having trouble coming up with questions, ask them to think about interesting interviews they have seen on television, heard on the radio, or read in newspapers or magazines. As examples, you might want to bring copies of good interviews from news or celebrity magazines.

What kinds of questions make for a good interview? As students will see, most good interviewers will focus on unique or challenging situations and conflicts that the subject has faced—particularly those events and conflicts that have shaped the subject's life in some significant way.

Once students have listed their questions, they should place themselves in the role of the character and try to provide answers. When possible, they should use information from the *Scholastic Reading Comprehension* passages, or from the book itself, to support their answers. If the character is a real figure from history, you may want to ask students to support their responses with evidence from encyclopedias or other reference sources.

For an interesting twist to this activity, have students imagine that they are the "coaches" for characters who are about to be interviewed on a radio or TV talk show. If the character is a real or fictional figure from history, what would they need to know about modern times to answer the interviewer's questions? What image would students want their characters to present in the interview? How might they want that image to differ if the character was being interviewed on a music video television program? On the "Tonight Show?" On a Sunday morning news program?

You can also have students adopt their characters' roles and interview each other. If you do this, be sure to have students alternate between being the interviewer and interviewee.

This activity encourages students to draw conclusions about a literary character's opinions and attitudes. It also encourages students to support their conclusions and inferences with information from the text.

Postcomputer Activity 3: The Time Frame Game

Have your students play the "time frame game" with a character from the *Scholastic Reading Comprehension* Passage disks. First, each student should select a real or fictional character from a passage that they have read. Then, using their imaginations, they should transport the character to a different time period. If the character is a historical figure, they should place the character in the present or future. If the character is a contemporary figure, they should place the character in the past.

Students should place their characters in fairly specific situations. Then they should describe how the characters would respond to those situations. For example, assume that a student has selected Tom Sawyer. In placing Tom Sawyer in the present, they might ask how he would fare as an astronaut or a race-car driver? What would he think about today's schools or living in a modern city? What kind of teenager would Tom be? What would his interests be?

Ask students to write a news report or short story that describes how their "time frame" characters handle their new surroundings. In the Tom Sawyer example, students might write a story called "Tom Sawyer in Space." Or they might write a cover story called "Tom Sawyer—Man of the Year" for a national news magazine.

If the character is a real figure from history, students can imagine how the character's attitudes might differ if they were placed in another time period. For example, would Squanto, a friend to the Pligrims, have also helped settlers during the great western expansion of the 19th century? Students can also set up imaginary meetings between historical figures from different eras. For example, what would Harriet Tubman and Martin Luther King Jr. have said to each other? Would they have agreed upon the methods that should be used to bring freedom to blacks?

Like the previous activity, the time frame game encourages students to look carefully at characters that they have met in their reading, to draw conclusions and inferences about those characters, and to support their inferences with information from the text.

Postcomputer Activity 4: Neverending Stories

Using a passage from a Scholastic Passage disk as a starting point, have students work together to create a "neverending story." The students can work on separate stories in small groups, or the entire class can build a single story. If students will be working in small groups, you may still want to start with a full-class demonstration of how the process works.

Students must first select a starting passage. You might want to print and distribute copies of several passages from a *Scholastic Reading Comprehension* Passage disk, and then let students choose the one they like best.

Once you have determined the starting selection, students should take turns adding sentences to the story. Remind students that their main goal is to move the story along in a logical and interesting way. To help do this, students will want to use transition words, for example: then, next, suddenly, now, after, later. You may want to list some of these words on the chalkboard.

If you are conducting the exercise as a full-class activity, you can write students' sentences on the board. Or you can appoint one student to record the sentences on paper. If the class is working in small groups, one group member should act as the recorder.

At several points during the story-building process, have the recorder read the story in its current state, as a way of helping students keep track of how the plot has developed.

If there is a computer with a word processor available in the classroom, students can take turns adding their sentences at the computer. Later, you or they can use the word processor to edit and print the story.

Students should feel free to add characters or change the setting—as long as the additions and changes make sense.

When the class or groups have finished, ask them to review their stories. Does the plot make sense? Is there any evidence of character development?

If the book from which the starting passage was taken is available in your classroom or school library, have students compare their version of the story with the actual story.

As an extension to this activity, ask students to develop comprehension questions with multiple-choice answers for the stories that they developed. How would they test someone to make sure that they understood the story? If you like, you can use the *Scholastic Reading Comprehension* text editor to enter the students' stories and comprehension questions on a Passage disk. Students can then have the unique experience of reading each other's stories, and answering each other's questions on the computer.

This activity helps students develop their understanding of plot sequencing and character development. It also helps prepare them for writing their own stories.

Postcomputer Activity 5: Mix and Match

Have your students choose a series of characters from several passages that they have read. Then have them select a series of settings and action verbs from different passages. (You may want to have one of the students write the characters, settings, and action verbs on the board or on a word processor.)

Once all of this preparation is compete, have students randomly match the characters, settings, and verbs from the different passages.

For example, from *Charlotte's Web*, you might list the following characters: Wilbur, Templeton, Mr. Zuckerman, and Lurvy. You could list the following settings: the private tunnel, Wilbur's yard, and the living room in Mr. Zuckerman's house. Finally, you could list the following action verbs: climbing, spying and hiding.

From *Peter Pan*, you might list the following characters: Peter, Wendy, and Tinker Bell. You could list the following setttings: Kensington Gardens, the nursery, and the home under the ground. Finally, you could list the following action verbs: skipping, screaming and talking.

Now have your students mix and match the characters, settings, and action verbs from *Charlotte's Web* with the characters, settings, and action verbs from *Peter Pan*. Then have students use the resulting constructions (e.g., Wilbur and Tinker Bell spying and hiding at Kensington Gardens) as the starting scenario for a story. The goal is to have your students use their writing skills and the reading skills they have been developing with *Scholastic Reading Comprehension* to create new versions of these stories. Or to create entirely new stories!

To take the activity a step further, discuss the differences between books, and movies and TV shows. Keep in mind that movies and TV shows are very visual, while books rely more heavily on character analysis and plot development. Ask your students to decide whether the stories would be better movies or TV shows, or books. Some students may want to act out the movie or even film it if video equipment is available.

Later, you and your class may want to view some films taken from some of the books (for instance, *Heidi*, or *The Adventures of Tom Sawyer*). How are the two media (print and film) different? How are they similar? Which version do your students like better? Why?

This activity enhances students' understanding of the elements that comprise a story and allows them to compare different media used to tell a story.

CONCLUSION

Scholastic Reading Comprehension sounds good, but will it really help improve your students' comprehension skills? While no program can offer a guarantee, Scholastic Inc. has been designing and developing materials that support the teaching of reading for more than 65 years. The *Scholastic Reading Comprehension* program reflects Scholastic's continuing commitment to developing flexible, fully-tested, and "classroom-friendly" products that help teachers work with students to develop essential learning skills.

One key strength of *Scholastic Reading Comprehension* is the many options that allow teachers to tailor the program to meet the needs of individual students. As described earlier, teachers can control when students receive help from the program, as well as the nature of that help. This makes *Scholastic Reading Comprehension* a very flexible teaching and testing tool. In addition, by drawing on the information available from the *Scholastic Reading Comprehension* records system, teachers can use the program to diagnose where students are having trouble with specific comprehension skills.

Scholastic Reading Comprehension also provides students with challenging, high-quality reading experiences. Field testing of the program indicates that once students have been introduced to the *Scholastic Reading Comprehension* passages at the computer, they are eager to read the books from which the passages were taken. Because the passages cover a range of genres and subject matter, this also opens up opportunities to extend the benefits of the *Scholastic Reading Comprehension* program into subject areas other than reading and language arts—particularly social studies and science. Success in both of these subject areas often hinges on students' ability to read and comprehend text material.

As earlier sections of this teaching guide have shown, *Scholastic Reading Comprehension* can be used successfully in classrooms where only one computer is available, or in computer lab settings where each student has access to a computer. Because the program allows teachers to print out passages and questions, students can continue working at their desks once they have finished their turn at the computer.

Just as important, *Scholastic Reading Comprehension* offers teachers the option to create their own Passage disks. You can enter passages from textbooks, from fiction and nonfiction books, or from original material created to meet a specific classroom need. When you enter passages, you can also change the focus elements used in the record-keeping system. This allows teachers to create Passage disks tailored to track a specific set of comprehension skills. In schools where all students are tested for these specific skills, several teachers may want to create and share Passage disks that focus students on those skills.

Taken together, these features and options make *Scholastic Reading Comprehension* a very powerful and flexible classroom resource—a resource that will open up new and exciting opportunities for using the computer to teach and reinforce reading skills.

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TEACHER REFERENCE GUIDE

This Teacher Reference Guide explains all the features on the *Scholastic Reading Comprehension* Utility disk. It includes information for loading the program and step-by-step instructions for using all of *Reading Comprehension*'s features.

Loading the *Scholastic Reading Comprehension* Utility Disk

If your computer is turned off, insert the *Scholastic Reading Comprehension* Utility disk in Drive 1 (label facing up) and turn the computer and the monitor on.

If the computer is already on, insert the Utility disk in Drive 1 (label facing up), and press the Control key, the Open Apple key and the Reset button all at the same time.

The disk drive light will go on. In a few seconds, the *Scholastic Reading Comprehension* Title screen will appear, and then the READING COMPREHENSION UTILITY DISK MENU will appear.

Changing the Data Disk Drive Setup

When you are at the UTILITY DISK MENU, you can change your data disk drive setup. Notice that just below the last menu item is the prompt, "Data Disk Drive: 1."

This means the program is set up for a one-drive system. If you are using a two-drive system, press D to change the 1 to a 2. Press D again if you want to change back to Drive 1.

Selecting Menu Items

To select an item from any of the *Reading Comprehension* menus, press an arrow key to highlight your choice and then press Return.

THE UTILITY DISK MENU

The UTILITY DISK MENU consists of three items: Text Editor, Record Manager, and PROGRAM OPTIONS MENU. These are described below.

```
           READING COMPREHENSION

               UTILITY DISK
      ....................................................

                  TEXT EDITOR

              RECORD MANAGER

            PROGRAM OPTIONS MENU

      ....................................................

             Data Disk Drive: 1

       Arrows highlight. RETURN selects.
     Press 'D' to change Data Disk Drive.
```
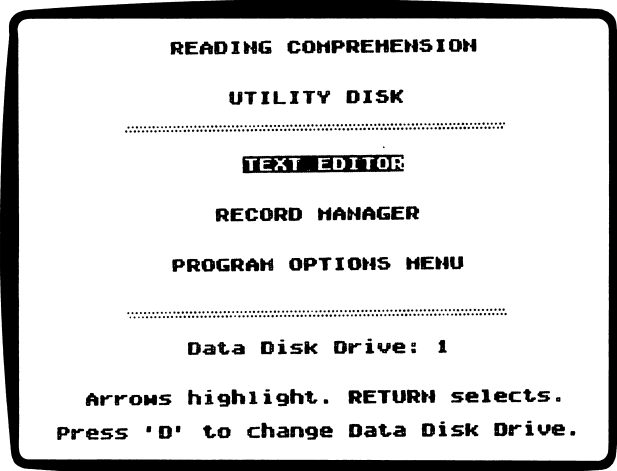
Figure 10

Text Editor
Use the Text Editor to:

- Create your own Passage disks.
- Write and edit text passages, questions, and answer choices.
- Select the focus elements that each question emphasizes.
- Erase any unwanted passages from a Passage disk.
- Print out the passages contained on a disk.

Record Manager
Use the Record Manager to:

- Create record disks on which you will set up record files for your students.
- Set program options for those students who will be keeping records.
- View your students' records on the computer screen.
- Print out the short form or the more detailed long form of these records.

PROGRAM OPTIONS MENU
Use the PROGRAM OPTIONS MENU to:

- Set program options for those students who will not be keeping records.
- Change the Sound option of the program.

Using the Text Editor

Use the Text Editor to create new Passage disks, type new passages, or edit old ones. You can also erase passages you no longer want on a Passage disk or print out passages contained on a Passage disk.

NOTE: In this guide and on the computer screen the term, "passage" refers to the passage text, the questions, and the answer choices that belong with that passage text.

The TEXT EDITOR MENU

When you select the Text Editor from the UTILITY DISK MENU, the TEXT EDITOR MENU will appear. It contains four items:

- Enter a Passage
- Edit a Passage
- Print a Passage
- Erase a Passage

```
                    TEXT EDITOR
    ...............................................................

              Enter a Passage

              Edit a Passage

              Print a Passage

              Erase a Passage
    ...............................................................


     Arrows highlight. RETURN selects.
              Press ESC to quit.
```
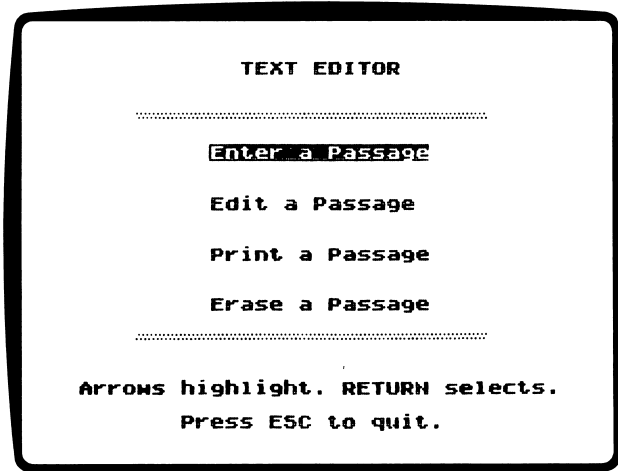
Figure 11

- Use Enter a Passage when you want to create a Passage disk, and type a new passage and save it on this disk or, type a new passage and save it on a Passage disk you already have.

- Use Edit a Passage when you want to add to, edit, or change a passage you have already typed on a Passage disk.

NOTE: Edit a Passage must be selected whether you wish to edit all or some parts of a passage. This includes editing the passage text, questions, or answer choices, as well as the focus elements or highlighted sections selected for each question.

- Use Print a Passage when you want to print out a passage and at least one question set.

- Use Erase a Passage when you want to permanently delete an entire passage (including passage text, questions, and answer choices) from a Passage disk.

Enter a Passage—Creating a Passage Disk

Use Enter a Passage when you want to type a new passage and save it on a Passage disk. If you do not have a Passage disk (other than a Scholastic Passage disk provided with this package), you will use Enter a Passage to create one. Follow the steps below to create a new Passage disk.

NOTE: When you create a Passage disk, the disk you use will be completely overwritten. This means that any information you may have on that disk will be erased. Thus, when creating a Passage disk, you will need a blank disk or a disk which contains information you no longer need.

1. When you choose Enter a Passage from the TEXT EDITOR MENU, the next screen will present you with the question "Do you have a Passage Disk?"

2. Press N if you wish to create a Passage disk.

3. You will then be told to insert a disk in Drive 1 or 2, depending on your setup.

```
You will need to initialize a disk.

       Place a blank disk,
   or a disk with information
   you no longer need in Drive 1.

     Type 'GO' when you are ready.




         Press ESC to quit.
```
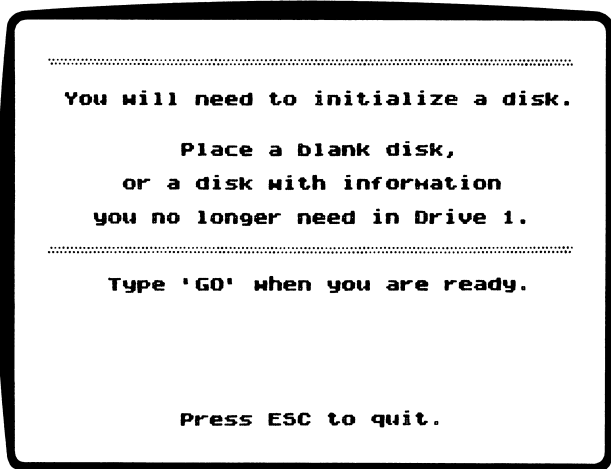
Figure 12

IMPORTANT: The disk you use here will be completely overwritten. Any information on that disk will be erased.

Put a blank disk or a disk with information you no longer need in the designated drive and type **GO**.

4. A warning screen will then appear.

```
..............................................................................
This will erase the disk in Drive 1.

            OK to proceed?


            Press Y or N.
..............................................................................






            Press ESC to quit.
```
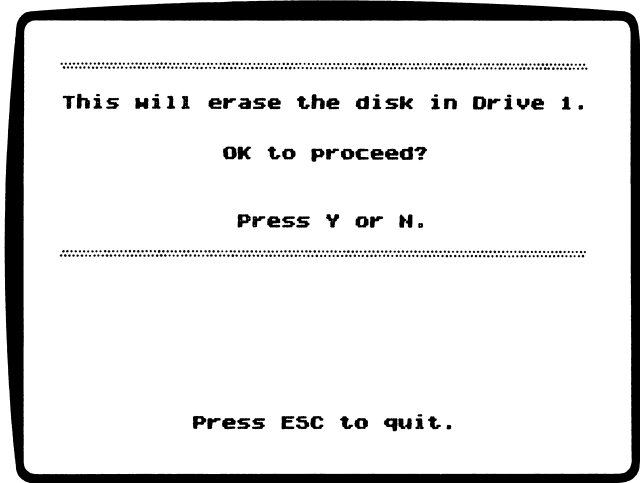
Figure 13

Make sure that the disk you inserted is the one you wish to use. If it isn't, replace it with a blank disk or one that you do not need. When you are ready, press Y.

5. The word "INITIALIZING" will appear on the screen. The disk drive light will go on and the drive will make a whirring sound. When the noise stops and the light goes off, the screen at which you will enter the disk name and level, and the Passage disk type will appear.

```
..............................................................................
Disk Name: ■
    Level:
    Passage Type: MULTIPLE CHOICE
..............................................................................




Enter the disk name and press RETURN.

        Press ESC to quit.
```
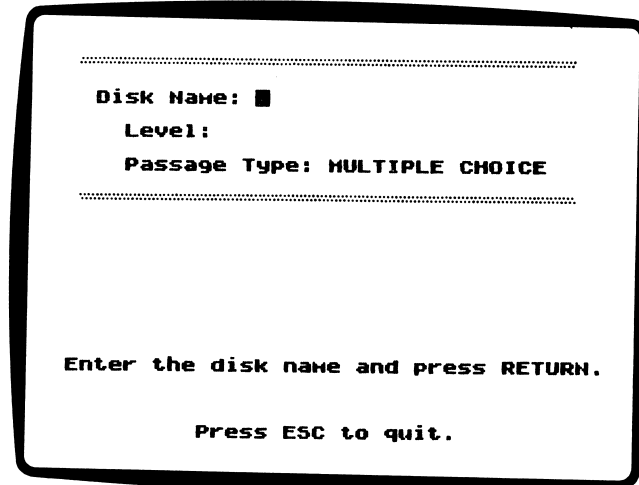
Figure 14

6. Type a disk name and press Return.

Next, type the level (a letter from A to Z) and press Return.

On a Scholastic Passage disk, the *Level* is the grade level of the reading material on the disk. A Level D Passage disk contains passages from books written on the fourth-grade level. Level E contains passages from books written on the fifth-grade level, and Level F contains passages from books written on the sixth-grade level.

Then select the passage type for this Passage disk—Multiple Choice or Underline Answer. A Passage disk can only contain one type of question.

To create an Underline Answer Passage disk, see the section Using *Scholastic Reading Comprehension* with Underline Answer Passage Disks.

To create a Multiple-choice Passage disk, just press Return.

7. The prompt that will appear on the screen will be "Do you want to keep this disk name, level and passage type? Press Y or N."

To keep the disk name, level, and passage type that appear on the screen, press Y.

To change the disk name, the level, or the passage type, press N. Then, repeat Steps 6 and 7 above.

8. When you press Y, the Focus Elements screen will appear. The prompt on this screen will be "Are these the focus elements you want? Press Y or N."

```
            FOCUS ELEMENTS
..........................................................

 1) Recall Facts      5) Meaning

 2) Main Idea         6) Think/Infer

 3) Key Words         7) Who, What, ...

 4) Sequence          8) Conclusions
..........................................................



Are these the focus elements you want?

         Press Y or N.


      Press ESC to quit.
```
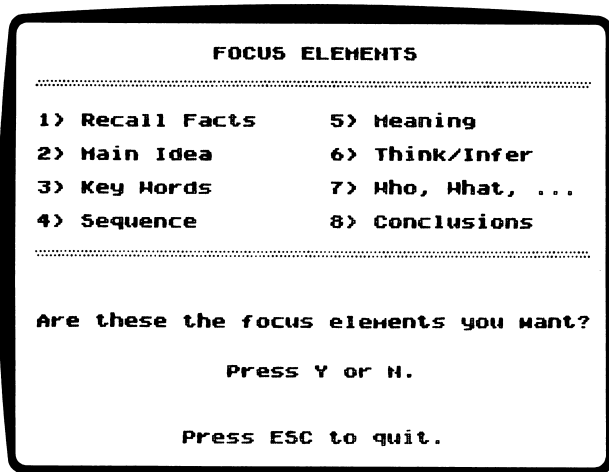
Figure 15

9. To keep all the focus elements as they appear on the screen, press Y.

To change or eliminate some or all of the focus elements on the screen, press N. Then turn to the section, Assigning Focus Elements, on page 58 for step-by-step instructions on entering your own focus elements.

10. When you press Y, the disk name, level, passage type, and focus elements chosen will appear. The prompt on the screen will read, "Is this the Passage Disk that you want to use? Y/N."

NOTE: "Room for 32 Passages" appears above the focus elements on the screen. This is an estimate of the number of passages that will fit on a Passage disk. This number will change according to the length of the passages entered, but it will not necessarily change every time a passage is entered on a disk. (About 32 passages will fit on the disk if they are no longer than 50 lines.)

11. If you want to use a disk other than the one you have just created, press N. You will be told to put a Passage disk in Drive 1 or 2, depending on your setup. Put the disk you want to use in the drive and press Return to continue.

If you want to use the disk you have just created, press Y. Now, you are ready to enter passages on this newly created Passage disk. Follow the instructions listed below in Enter a Passage—Entering Passage Text beginning at Step 4.

Enter a Passage—Entering Passage Text
Use Enter a Passage when you want to type a new passage and save it on a Passage disk. You will use Enter a Passage if you want to create a new Passage disk to save your passage on. See the section, Enter a Passage—Creating a Passage Disk, on page 4 of this Reference Guide for more information on creating new Passage disks.

1. Select Enter a Passage from the TEXT EDITOR MENU. The next screen will present you with the question, "Do you have a Passage Disk?"

If you have a Passage disk on which to enter passages, press Y and go on to Step 2 below.
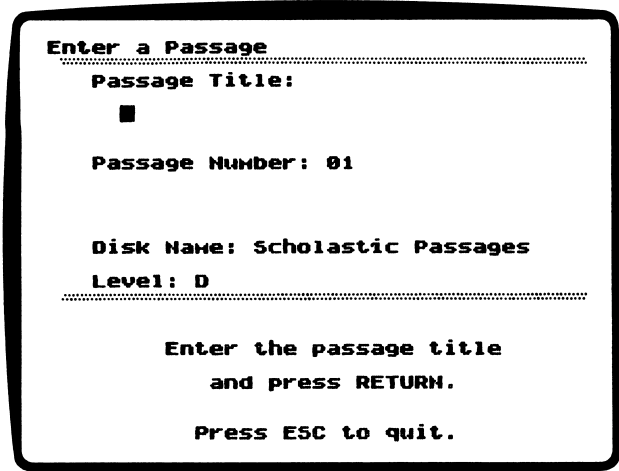
If you do not have a Passage disk, press N. Follow the instructions listed in the Enter a Passage—Creating a Passage Disk section on page 4 beginning with Step 3.

2. You will then be told to insert a Passage disk in Drive 1 or 2, depending on your setup. Put the Passage disk you wish to use in the drive and press Return.

3. The disk name, level, passage type, and focus elements for this Passage disk will appear on the screen. The prompt on this screen will read, "Is this the Passage Disk that you want to use? Y/N."

If this is not the Passage disk you wish to use, press N and then repeat Steps 2 and 3, or create a new Passage disk. (See the section, Enter a Passage—Creating a Passage Disk page 4.)

If this is the Passage disk you wish to use, press Y.

4. The Enter a Passage screen will appear.

```
┌─────────────────────────────────────────┐
│  Enter a Passage                         │
│  ......................................  │
│      Passage Title:                      │
│      ■                                   │
│                                          │
│      Passage Number: 01                  │
│                                          │
│                                          │
│      Disk Name: Scholastic Passages      │
│      Level: D                            │
│  ......................................  │
│                                          │
│          Enter the passage title         │
│             and press RETURN.            │
│                                          │
│          Press ESC to quit.              │
│                                          │
└─────────────────────────────────────────┘
```

Figure 16

- *Passage Title*. A passage title can be a maximum of twenty characters. No two passages on one disk can have the same title.

- *Passage Number*. The first passage on a Passage disk will automatically be designated passage number 01. The next passage that is entered will automatically be passage number 02 and so on.

- *Disk Name*. This is the name that was given to this Passage disk when it was created.

- *Level*. This is the level that was assigned to this Passage disk when it was created.

The prompt on the screen will be "Enter the passage title and press RETURN."

5. Type a title for your passage and press Return. (The Passage title can be a maximum of 20 characters.)

NOTE: For information on correcting typing errors, see Correcting Mistakes While Entering or Editing Passages on page 61 of this Reference Guide.

6. If this is the title you want, press Y at theprompt, "Keep this passage title and number?"

If the title is incorrect Press N, and repeat Steps 5 and 6.

7. On the top of the next screen is the title of your passage. At the bottom are prompts to help you proceed. Notice the cursor at the top left-hand side of the screen. This is where you will begin typing the text of your new passage. Begin typing now.

```
┌──────────────────────────┐
│    Radio Days            │
│ ........................ │
│ ■                        │
│                          │
│                          │
│                          │
│                          │
│                          │
│ ........................ │
│    Arrow keys Move the cursor. │
│ DELETE erases to the left of cursor. │
│   Press ESC when you are finished. │
└──────────────────────────┘
```
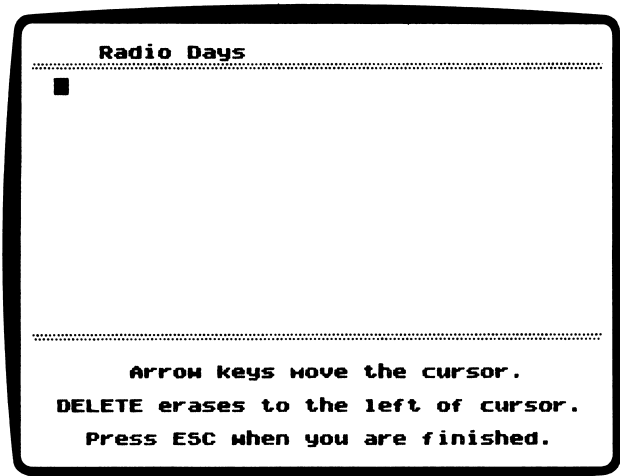
Figure 17

NOTE: You will be entering text using a simple word processor. You will find a list of this word processor's features in the section, Utility Disk—Word-Processing and Special Features, on page 68 of this Reference Guide.

8. When you are finished typing the passage text, press the Esc key. The prompt at the bottom of the screen will then be: "Do you want to save this passage? Press Y or N."

If you want to keep the text you just typed, press Y. The message "Saving..." will then appear on the screen. Your passage text is being saved on the Passage disk.

If you do not want to keep or save the text, press N. The prompt that will appear is: "Do you want to clear this text passage? Press Y or N." If you would like to permanently erase the entire passage, press Y. The screen will be clear of text, and you can begin typing again. Then repeat Step 8.

If you do not want to permanently erase the entire passage, press N at "Do you want to clear this text passage?" Another prompt will then appear: "Do you want to work with this text passage? Press Y or N." If you decide that you want to keep this text passage, or you wish to correct or add to the text passage at this point, press Y. Make any changes you want to the text passage. Then repeat Step 8. If you press N at "Do you want to work with this text passage?," the TEXT EDITOR MENU will appear on your screen, and your passage text will not be saved.

NOTE: You must press Y at "Do you want to save this passage?" if you wish to keep or save any text passage you have created or changed during a session at the computer.

9. After the text passage has been saved, the Question screen will appear.

If you want to stop working on the passage you have just been entering, press Esc. A screen will appear with the message, "You have just finished working on the first set of questions. Press Return to work on the second set of questions. Press ESC to quit." If you want to stop working, press Esc again. The prompt, "Are you sure you want to quit? Press Y or N," will appear at the bottom of the screen. Press Y. A screen will appear with the question, "Do you want to save this passage before quitting? Press Y or N." Press Y if you want to do so. The message "Saving...." will appear on the screen. When saving is completed, the TEXT EDITOR MENU will appear.

If you wish to continue entering questions for this passage, go to the next section, Entering Questions and Answer Choices.

Entering Questions and Answer Choices
On the Question screen the first line indicates the number of the question, the question set, and the passage you are working with at that time.


```
    Question 1        Set A        Passage #01
..................................................................
■



.................................................................


        Arrow keys move the cursor.

  DELETE erases to the left of cursor.

    Press ESC when you are finished.


        Press CTRL-C to clear.
```
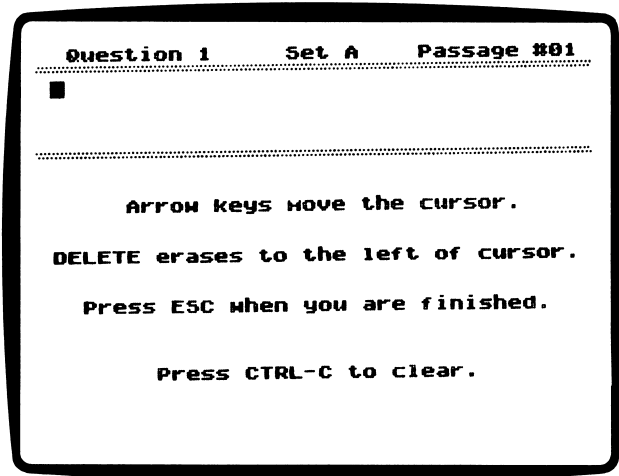
Figure 18

For each passage you can have up to two question sets (Question Set A and Question Set B) with a maximum of five questions in each set.

NOTE: For information on correcting typing errors, see Correcting Mistakes While Entering or Editing Passages on page 61 of this Reference Guide.

1. Type a question. It can be a maximum of four lines long with a maximum of 36 characters per line.

If you want to clear a question, press the Control key and the C key at the same time. The prompt, "Do you want to clear this question? Press Y or N," will appear. Press Y to clear the question. Then type a new question. If you do not want to clear the question, press N.

2. When you are finished typing the question, press Esc. The prompt, "Is this correct? Press Y or N," will then appear.

3. If you want to accept the question as it appears, press Y. To erase or correct the question, press N. The prompt, "Do you want to clear this question? Press Y or N," will appear again. (Follow the same steps for clearing text as noted above.)

4. When you press Y to accept the question, the letters A, B, C, and D will appear on the left-hand side of the screen. You will enter your answer choices here.

```
   Question 1      Set A      Passage #01
   This passage is mainly about___



   A>  ■

   B>

   C>

   D>


   Press ESC after entering each answer.
        CTRL-C clears answer choice.
```
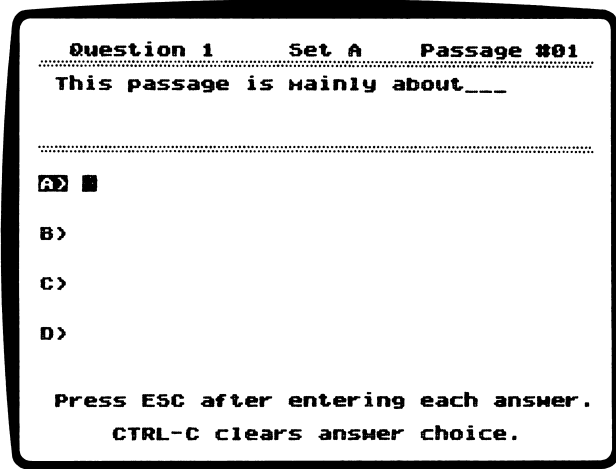
Figure 19

NOTE: Each answer choice may be a maximum of two lines containing a maximum of 33 characters per line.

If you make a mistake while typing, see the section, Correcting Mistakes While Entering or Editing Passages, on page 61 of this Reference Guide.

5. Type the first answer choice for this question. When you finish, press Esc.

6. When Esc is pressed the cursor moves to B. Type your answer choice for B and press Esc.

7. The cursor will now move to C. Type your third answer choice and press Esc.

8. The cursor will now move to D. Type your fourth and last answer choice and press Esc.

NOTE: You must enter at least two answer choices for each question. If you enter less than two answer choices for a question, you will not be able to save that question and those answer choices.

To enter only two answer choices (for example, true and false), type an answer choice for A and press Esc. Then type an answer choice for B and press Esc twice. To enter three answer choices, press Esc twice after typing an answer choice for C.

9. After you type the last answer choice and press Esc, the prompt, "Do you want to keep these answers? Press Y or N," will appear on the screen.

If you want to erase or correct one or all of the answer choices you entered, press N. Then repeat Steps 5 – 9.

If you typed the answer choices correctly, press Y. The prompt that appears is "Enter the correct answer and press RETURN."

10. Type the letter of the answer choice that will answer the question (A, B, C, or D).

11. When you type the letter of the correct answer, it will appear in the highlighted box at the prompt at the bottom of the screen. In addition, the answer choice selected will be highlighted.

If you wish to change your selection at this point, simply type the letter of the answer choice desired.

12. After typing the letter of the correct answer, press Return to enter your selection. The Question Emphasis screen will then appear.

13. If you want to stop working on this passage, press Esc. The prompt, "Are you sure you want to quit? Press Y or N" will appear at the bottom of the screen. If you press Y, you will have the opportunity to save your passage before quitting. Press Y if you want to do so. Then the TEXT EDITOR MENU will appear.

NOTE: When you press Y, the message "Saving..." will appear on the screen. The first focus element listed on the screen will be saved as the question emphasis for that question. If the first focus element is not the correct one for this question, you will have to use Edit a Passage to enter the correct question emphasis during another session at the computer.

If you want to continue entering information for this passage, go to the next section, Selecting Question Emphasis and Adding Highlighting.

Selecting Question Emphasis and Adding Highlighting

1. When you press Return after you enter the correct answer to a question, the Question Emphasis screen will appear.

```
   Question 1       Set A       Passage #01
........................................................................
   This passage is mainly about___

........................................................................


   This question emphasizes:
   Recall Facts         Meaning
   Main Idea            Think/Infer
   Key Words            Who, What, ...
   Sequence             Conclusions


   Arrows highlight. RETURN selects.
          Press CTRL-S to save.
```
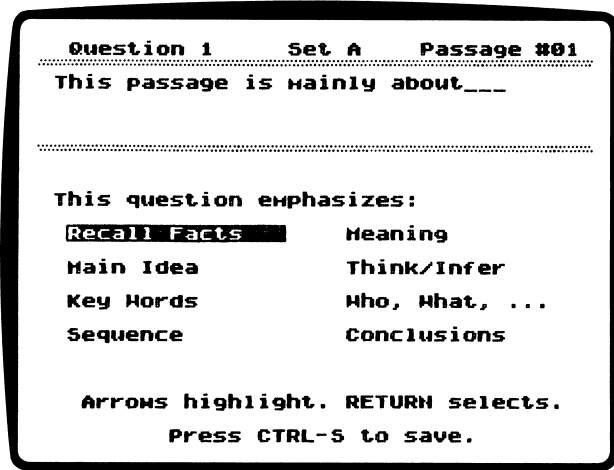
Figure 20

2. Notice that the line that indicates the number of the question, the question set, and the passage you are working with is at the top of the screen. Below that line is your question. The focus elements from the Passage disk you will be using are listed in the center of this screen. The first focus element will be highlighted.

3. Decide which of these focus elements the question emphasizes. To select the focus element, use any of the arrow keys to highlight the desired focus element and then press Return.

4. The question, "Is this correct?" will appear on the screen.

5. Press Y if your selection is correct.

If you wish to select a different focus element, press N. Then repeat Steps 2 – 5.

6. When you press Y the Highlighting screen will appear.

```
   Question 1       Set A      Passage #01
   This passage is Mainly about___


   Back in the 1930s, children raced
home from school. They couldn't wait
to find out: WILL BUCK ROGERS SAVE
THE WORLD FROM THE EVIL KILLER KANE?
WILL JACK ARMSTRONG, THE ALL-
AMERICAN BOY, FIND HIS WAY OUT OF

           Avoid highlighting? Y/N
     (Arrows scroll text for reviewing.)
```
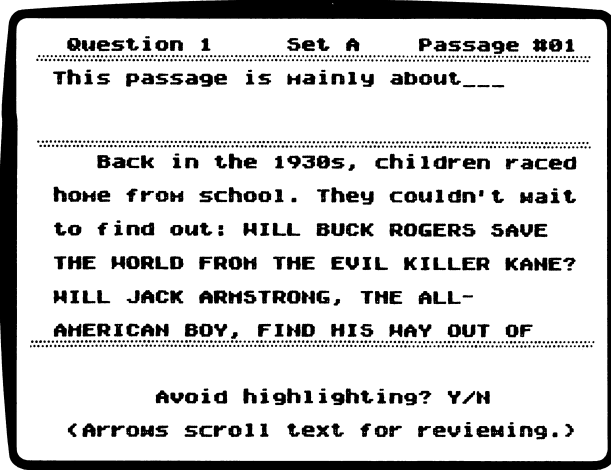
Figure 21

For Multiple-choice Passage disks, this is the screen at which you will choose the
sections of text that will be highlighted for the Help Mode. (See page 43 for more
information on the Help Mode.) For each question, you can choose to highlight from
zero to six sections of text.

7. If you do not want to highlight any area of the text, press Y at the prompt, "Avoid
   highlighting? Y/N." Be aware that if you press Y in response to "Avoid
   highlighting?" there will be no help available for this question when a student is
   reading this passage. Thus, if the Help option is turned on and the student presses
   H at this question, the message, "Help is not available for thisquestion," will appear
   on the screen. After you press Y, go to Step 12.

If you wish to highlight at least one section of text, press N in response to "Avoid
highlighting?"

8. The prompt at the bottom of the screen will change to "Move cursor to beginning of
   highlight and press Return." Using the arrow keys, move the cursor to the first
   character of the section you wish to highlight and press Return.

9. The prompt at the bottom of the screen will change to "Move cursor to end of
   highlight and press Return." Using the arrow keys, move the cursor to the last
   character of the section you wish to highlight and press Return.

10. The next prompt that will appear is "Do you want to highlight more? Press Y or N."

    Press Y if you wish to highlight another section of text, and then repeat Steps 8 – 10.

*REMEMBER: A maximum of six sections may be highlighted for one question. If you
have highlighted six sections, you will not be able to highlight anymore. "You cannot
highlight anymore." will appear on the screen. Press Return.*

    If you do not want to highlight anymore sections, press N.

11. The prompt that will appear is "Keep these passage highlights? Y/N (Arrows scroll text for reviewing.)."

If you press N, the highlighting will disappear, and the prompt, "Avoid Highlighting? Y/N," will appear again. You are then back at Step 7.

Press Y to accept the highlighted section or sections as help for this question.

12. When you press Y, the program will move to the next Question screen. The heading for this screen is "Question 2 Set A Passage 01."

13. You are now ready to enter Question 2 for Set A. To do so, follow the steps listed above beginning with Step 1 of "Entering Questions and Answer Choices."

14. You can enter from one to five questions for Question Set A. If you enter five questions, a message will appear when you have finished entering the fifth question. If you want to enter fewer than five questions, press Esc. You will then get the same message. That message is:

"You have just finished working on the first set of questions. Press Return to work on the second set of questions. Press Esc to quit."

15. If you want to enter questions for Question Set B, press Return. The Question screen for Question 1 Set B will appear. To enter the questions for Question Set B, follow the same procedure listed above for entering questions for Set A. Begin at Step 1 of "Entering Questions and Answer Choices."

If you enter five questions for Set B, a message will appear when you have finished entering the fifth question. If you want to enter fewer than five questions, press Esc. You will then get the same message. That message is:

"Would you like to review the Passage, Questions, Answers, and accompanying information? Press Y or N."

If you want to review or edit any of this information, press Y. If you do not need to see this information now, press N. Your Passage will be saved and then the TEXT EDITOR MENU will appear on your screen.

If you do not want to enter questions for Set B, press Esc. The question, "Are you sure you want to quit?" will appear on the screen. Press Y and go to Step 16.

16. The message, "Do you want to save this passage before quitting? Press Y or N," will appear on the screen. If you press Y, the message "Saving..." will appear on the screen. This means all the information you have just entered is being saved on the Passage disk. When saving is completed the TEXT EDITOR MENU will appear on the screen.

IMPORTANT: Pressing N at the prompt, "Do you want to save this passage before quitting? Press Y or N," will send you to the TEXT EDITOR MENU without saving any of the information you just entered. All the questions, answer choices, correct answers, question emphasis selections, and highlighted sections for this passage, entered during this session at the computer, will be erased. Only the text passage will remain on this disk since it was saved onto the disk immediately after it was written.

NOTE: If you wish to erase an entire passage including the text passage, use Erase a Passage. (See the section Erase a Passage on page 29 for instructions.)

Edit a Passage

Use Edit a Passage when you want to add to, edit, or change text passages, questions, answer choices, question emphasis selections, or highlighted sections that you have already written and saved on a Passage disk.

Editing Passage Text

1. When you select Edit a Passage from the TEXT EDITOR MENU, a message will appear on the screen, telling you to put a Passage disk in Drive 1 or 2, depending on your setup. Put the Passage disk you wish to use in the drive and press Return.

2. The disk name, level, passage type, and focus elements for this Passage disk will appear on the screen. The prompt on the bottom of this screen will read, "Is this the Passage Disk that you want to use? Y/N." Press Y if this is the Passage disk you want.

   If this is not the Passage disk you want to use, press N. Then repeat Steps 1 and 2. (If you need to create a new Passage disk, see the section Enter a Passage—Creating a Passage disk on page 4.)

3. When you press Y, the list of passages contained on the disk will appear on the screen. The disk name, the level, and the number of passages currently on the disk will appear at the top of this screen.

```
   Disk Name: Scholastic Passages
  Level D    # of Passages on Disk  8
    Psg#     Title
    .............................................................

      1      Radio Days

      2      Go Fly A Kite!

      3      Superstitions

      4      Dreams

      5      Artificial Hearts

      6      All About Hurricanes

      7      Mighty Travelers
    .............................................................
  Arrows highlight. RETURN selects.
```
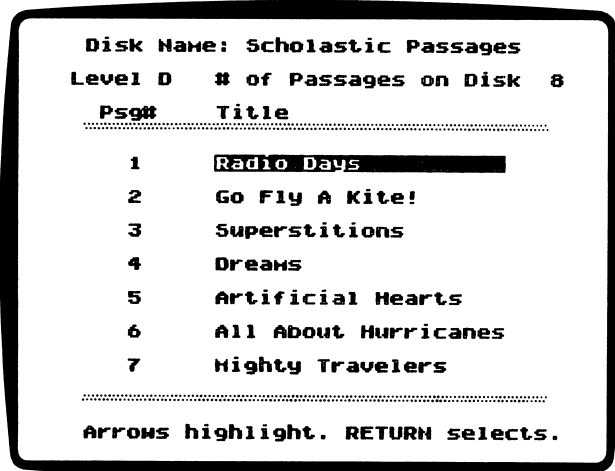
Figure 22

4. Using the arrow keys, highlight the passage you want to work with, and press Return.

5. The Edit a Passage screen will appear. The prompt at the bottom of this screen is "Keep this passage title and number? Press Y or N."

```
Edit a Passage
.............................................................................................................
      Passage Title:
        Radio Days

      Passage Number: 01


      Disk Name: Scholastic Passages
      Level: D
      ...........................................................................................................


   Keep this passage title and number?
              Press Y or N.
           Press ESC to quit.
```
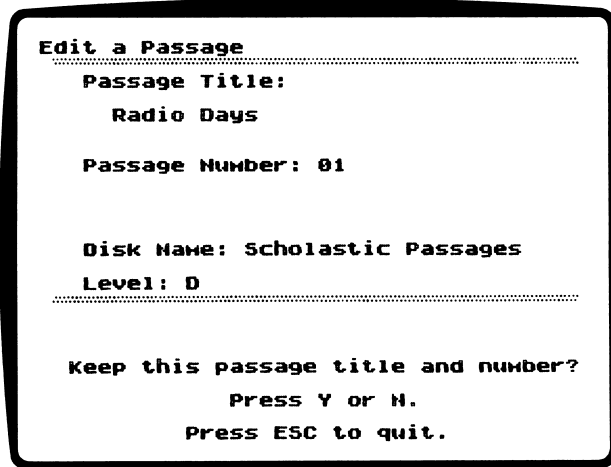
Figure 23

6. If you want to keep the passage title and number as they appear, press Y. Then go to Step 11.

   If you want to change the passage title and/or the passage number, press N.

7. When you press N, the cursor will appear at the first letter of the current passage title. Make changes to the title if necessary and then press Return.

NOTE: To erase a character, use the Right Arrow key to move the cursor to the right of the character to be erased. Then press the Delete key. Or, type the new title or any change you need to make at the start of the old information, and use the Space Bar to push any extra characters off the screen. (For more information on erasing while typing, see the section, Correcting Mistakes While Entering or Editing Passages, page 61.)

8. The cursor will then appear over the first digit of the current passage number. If you want to keep the number, just press Return. If you want to change the number, type the change now. Then press Return. The message, "Keep this passage title and number? Press Y or N," will appear on the screen again.

9. If the information is still incorrect, press N. Repeat Steps 7–9.

If the information is now correct, press Y.

10. If you have made any changes, a message will appear on the screen when Y is pressed: "WARNING: This will rename/renumber the passage(s) on this Passage Disk. OK to proceed? Press Y or N."

IMPORTANT: This warning will appear if you have edited either the passage title, or number, or both. If you press Y, your changes will be saved to the Passage disk. If you have renumbered this passage, the passage will now have the number you designated. But, to renumber this passage, all the other passages on the disk will move down one number. The next time you come to the List of Passages screen, you will notice the changes on the list.

If you do not wish to save any changes, press N. Then repeat Steps 7 – 10.

11. After you have accepted the passage title and number, a screen will appear showing the passage text of the passage with which you are working. The title of the passage will appear above the text passage. The prompt on this screen will be "Do you want to edit this text passage? (Arrows scroll text for reviewing.) Press Y or N."

```
    Radio Days
......................................................................................
       Back in the 1930s, children raced

hoMe froM school. They couldn't wait

to find out: WILL BUCK ROGERS SAVE

THE WORLD FROM THE EVIL KILLER KANE?

WILL JACK ARMSTRONG, THE ALL-

AMERICAN BOY, FIND HIS WAY OUT OF

THE JUNGLE?

       They learned the answers by
......................................................................................

Do you want to edit this text passage?
   (Arrows scroll text for reviewing.)
             Press Y or N.
```
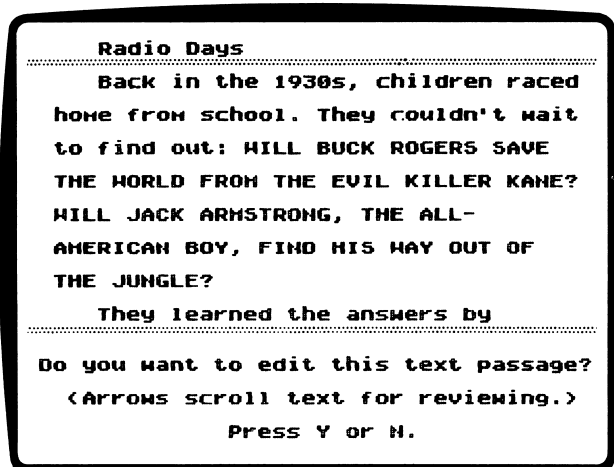
Figure 24

12. Use the arrow keys to scroll through the text passage to see if there are any changes to be made.

NOTE: If the text passage is not longer than one screen, scrolling will not be possible.

13. If you do not wish to edit the text passage but you do wish to edit or add to some or all of the questions, answer choices, correct answers, question emphasis selections, or highlighted sections, press N. Then go to the section, Editing Questions and Answer Choices, on page 19.

    If you want to edit any part of this text passage, press Y.

IMPORTANT: If you edit the passage text by adding or removing text, any highlighted text may be incorrect. So, if you edit the passage text, be sure to check that your highlighting is still correct.

14. If you press Y, the cursor will appear on the first letter of the passage text. Make your changes to the text passage now.

NOTE: To erase a character, use the arrow keys to move the cursor to the right of the character you wish to delete. Then press the Delete key. Delete erases the character to the left of the cursor. You will find a list of the word processor's features on page 68.

15. When you are finished editing, press the Esc key. This prompt will then appear at the bottom of the screen: "Do you want to save this passage? Press Y or N."

16. To keep your changes, press Y. The message "Saving..." will appear on the screen. This means your passage text is being saved to the Passage disk. After the text passage has been saved, the Question screen will appear. If you wish to continue, go to the section Editing Questions and Answer Choices below. If you want to stop working on this passage, press Esc and follow the prompts on the screen to quit, or, just press Esc three times.

    If you do not want to save the changes to your text, press N. The prompt that will appear is "Do you want to clear this text passage? Press Y or N."

    If you would like to erase the entire passage from your screen, press Y. The screen will then be cleared of text and you can begin typing again.

    If you do not want to erase the entire passage, press N at "Do you want to clear this text passage?" Another prompt will then appear: "Do you want to work with this text passage? Press Y or N."

    If you decide that you want to keep this text passage, or you wish to correct or add to the text passage at this point, press Y. Correct or add to the passage and then repeat Steps 15 and 16.

    If you press N at "Do you want to work with this text passage?" the message that will appear on the screen is "Do you want to save this passage before quitting? Press Y or N." If you press N, the TEXT EDITOR MENU will appear on your screen and any changes you may have made to your passage text will not be saved.

    If you press Y, the message "Saving..." will appear and your passage text will be saved on to your Passage disk. Then the TEXT EDITOR MENU will appear.

NOTE: You must press Y at "Do you want to save this passage?" or at "Do you want to save this passage before quitting?" if you wish to keep or save any text passage you have created or changed during an editing session at the computer.

Editing Questions and Answer Choices

If no questions were entered for Question Set A, when the Question screen appears on your monitor, the question area of the screen will be blank. If you want, you can enter questions now. You will do this as you did when you selected Enter a Passage from the TEXT EDITOR MENU. (See the section, Entering Questions and Answer Choices, page 10.)

NOTE: If Question 1, Set A is blank, all of Question Set A will be blank. However, questions may have been entered for Set B. If you want to see Question Set B, press Esc at this blank Question screen for Question 1, Set A. A message will appear telling you to press Return to work on the second set of questions. Press Return. If any questions were previously entered for Set B, Question 1 will appear on the screen.

1. If a question was previously entered for Question 1, Set A of this passage, that question will appear on this screen.

At this point, you can skim through all the questions previously entered in this question set by using the arrow keys. If you press the Right Arrow key or the Down Arrow key once, you will move forward one question. If you press the Left Arrow key or the Up Arrow key once, you will move backward one question. If there are less than five questions in a question set, the arrows will stop allowing you to move through when you come to the first blank question.

2. If the question is correct as it appears on the screen, press Y in response to "Is this correct?" Then go to Step 6.

   If you want to erase or correct the question, press N in response to "Is this correct?"

3. The prompt that will appear is "Do you want to clear this question? Press Y or N."

   Press Y to clear the question. The question will disappear. The Enter a Question screen will appear. If you want to type a new question, do it now.

   If you press N in response to "Do you want to clear this question?," the cursor will appear, and you will be able to add to or change the question at that point.

4. When the question is the way you want it, press Esc. The cursor will disappear, and the prompt, "Is this correct? Press Y or N. Arrow keys move through questions," will reappear on the screen.

5. If you want to make more changes to the question, press N and repeat Steps 3–5.

   If the question is correct, press Y.

6. The letters A, B, C, and D and any answer choices that you previously entered will appear on the left-hand side of the screen. The prompt at the bottom of the screen will be: "Do you want to keep these answers? Press Y or N."

7. If the answer choices are correct, press Y. Then go to Step 10.

   If you need to add to or change any of these answer choices, press N. The cursor will appear at the first answer choice for this question. Make any changes and press Esc when you are finished.

8. The cursor will then move to B. Make any changes, then press Esc. Do the same for C and D.

NOTE: Each question must have at least two answer choices. If you enter less than two answer choices, you will not be able to save that question and those answer choices.

9. After the last answer choice has been typed or edited and you have pressed Esc, the prompt, "Do you want to keep these answers? Press Y or N," will appear on the screen. Repeat Steps 7–9.

10. If an answer was previously chosen for this question, that answer will be highlighted. The prompt at the bottom of the screen will be "Is this the correct answer? Press Y or N." If the answer is correct, press Y. The Question Emphasis screen will appear.

If the answer is incorrect, press N. The prompt will change to "Enter the correct answer and press RETURN." To change the answer, type the letter of the new answer and press Return. To keep the letter shown, just press Return. When you press Return, the Question Emphasis screen will appear.

11. If you are finished editing information for this passage, press Esc and then follow the prompts on the screen. You will have the opportunity to save what you have done and then return to the TEXT EDITOR MENU.

To continue editing information for this passage, go to Editing the Selection of Question Emphasis and Adding Highlight, below.

Editing the Selection of Question Emphasis and Adding Highlighting

1. After the correct answer choice has been verified, the Question Emphasis screen will appear. The focus elements from this Passage disk will be listed in the center of this screen. If a focus element for this question was previously selected, that element will be highlighted. The prompt at the bottom of the screen will be "Is this correct? Press Y or N."

2. To keep the current selection, press Y.

   To select a different focus element, press N. Use an arrow key to highlight the desired focus element, then press Return. "Is this correct?" will appear on the screen again. Press Y to confirm your selection.

3. The Highlighting screen will then appear.

NOTE: On this screen, you will choose the sections of text which will be highlighted for the Help Mode. (See the section, Set Student Options, on page 43 for more information on the Help Mode.) For each question, you can choose to highlight from zero to six sections of text.

4. If highlighted sections were previously chosen for this question, the first section will be shown on the screen. The prompt at the bottom of this screen will be "Keep these passage highlights? Y/N (Arrows scroll text for reviewing.)".

   If highlighting was not previously chosen, no highlighting will appear. The prompt at the bottom of the screen will be "Avoid highlighting? Y/N (Arrows scroll text for reviewing.)". Go to Step 6.

5. Press Y to keep the current highlighting.

   Press N to change the highlighting for this question. All the current highlighting will disappear and the prompt, "Avoid highlighting? Y/N (Arrows scroll text for reviewing.)," will appear.

IMPORTANT: If the passage text has been edited by adding or removing text, the highlighting may be incorrect. So, if you edited the passage text, be sure to check that your highlighting is still correct.

6. If you do not want to highlight any text, press Y at the prompt, "Avoid highlighting? Y/N." The program will then move to the next question screen where you will write or edit the next question. Go to Step 8.

If you do want to highlight text, go to Step 7.

7. To highlight text:

   a. Press N in response to "Avoid highlighting?" The prompt at the bottom of the screen will change to "Move cursor to beginning of highlight and press RETURN."

   b. Using the arrow keys, move the the cursor to the first character of the section you want to highlight and press Return.

   c. The prompt at the bottom of the screen will change to "Move cursor to end of highlight and press RETURN."

   d. Using the arrow keys, move the cursor to the last character of the section you wish to highlight and press Return.

   e. The next prompt will be "Do you want to highlight more? Press Y or N."

   f. Press Y if you wish to highlight another section of text, and then repeat Steps 7a–f.

If you do not want to highlight more sections, press N.

REMEMBER: A maximum of six sections may be highlighted for one question.

   g. The prompt that will appear now is "Keep these passage highlights? Y/N (Arrows scroll text for reviewing.)."

   h. Press Y to keep the highlighted section or sections. The program will then move to the next question screen where you will write or edit the next question.

If you press N, highlighting will disappear. The prompt "Avoid highlighting? Y/N" will appear and you will be back at Step 6.

8. You are now ready to enter or edit the next question for this question set. To do so, follow the steps listed above. (See Editing Questions and Answer Choices, page 19.)

9. Continue entering or editing questions in this manner. When you have finished working on Question 5 of Question Set A this message will appear:

"You have just finished working on the first set of questions. Press RETURN to work on the second set of questions. Press ESC to quit."

10. If you want to work on questions for Question Set B, press Return. Then follow the same procedure listed above to enter or edit questions for Set B. (See Editing Questions and Answer Choices, page 19.)

If you do not want to work on questions for Set B, press Esc and then follow the prompts on the screen. You will have the opportunity to save what you have done and then you will return to the TEXT EDITOR MENU.

Print a Passage

Use Print a Passage when you want a printout of a passage. You can make different types of printouts. You can print:

- A passage and Question Set A.

- A passage, Question Set A, and the answer choices for those questions.

- A passage, Question Set A, the answer choices for those questions, and the answer key for those answer choices.

- A passage and Question Set B.

- A passage, Question Set B, and the answer choices for those questions.

- A passage, Question Set B, the answer choices for those questions, and the answer key for those answer choices.

- A passage and Question Sets A and B.

- A passage, Question Sets A and B, and the answer choices for those questions.

- A passage, Question Sets A and B, the answer choices for those questions, and the answer key for those answer choices.

Follow these steps to print a passage:

1. Select Print a Passage from the TEXT EDITOR MENU.

2. You will then be told to insert a Passage disk in Drive 1 or 2, depending on your setup. Put the Passage disk with the passage you wish to print in the drive and press Return.

3. The disk name, level, passage type, and focus elements for this Passage disk will appear on the screen. The prompt on this screen will read, "Is this the Passage Disk that you want to use? Y/N."

```
    Disk Name: Scholastic Passages

      Level: D

    Passage Type: MULTIPLE CHOICE


    Focus Elements on this disk:

 1) Recall Facts       5) Meaning
 2) Main Idea          6) Think/Infer
 3) Key Words          7) Who, What, ...
 4) Sequence           8) Conclusions

      Is this the Passage Disk

    that you want to use?  Y/N
```
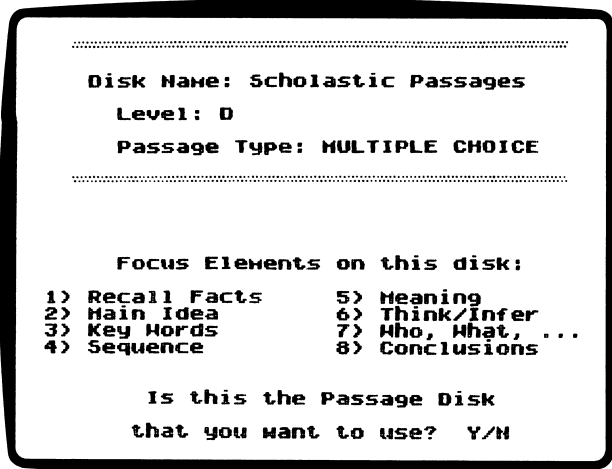
Figure 25

If this is the Passage disk you want to use, press Y.

If this is not the Passage disk you want to use, press N and repeat Steps 2 and 3.

4. When you press Y, the list of passages contained on the disk will appear on the screen. The disk name, the level, and the number of passages currently on the disk will appear at the top of this screen.

5. Using an arrow key, highlight the title of the passage you wish to print and press Return.

6. The Print a Passage screen will appear on your monitor with the first print option displayed: Print Question Set. Notice that there is a letter A next to that option.

```
           Print a Passage

 Print Question Set:        A




          Space Bar changes option.
          Press RETURN to select.
            Press ESC to quit.
```
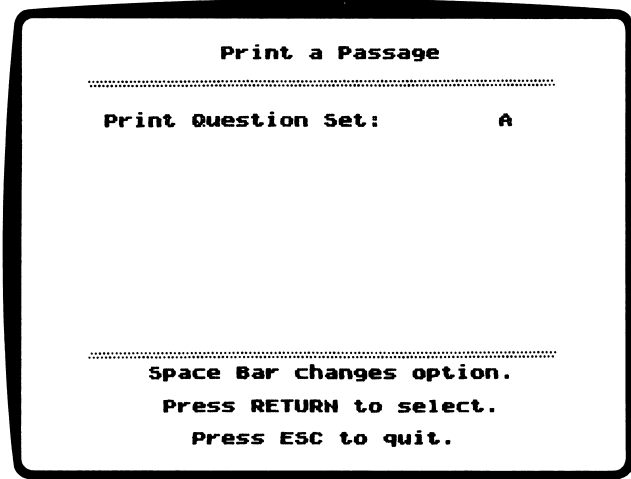
Figure 26

- If you want to print only Question Set A, leave the A on the screen and press Return.

- If you want to print only Question Set B, press the Space Bar once. The A will change to a B. Then press Return.

- If you want to print Question Sets A and B, press the Space Bar twice. The B will change to A&B. Then press Return.

NOTE: If, when setting up your print options, you choose to print a question set that does not yet have questions, only the passage text will be printed. If you choose to print Question Sets A and B and only one set actually has questions, the passage text and that one set of questions will be printed.

7. When you press Return, the second print option, Print Answer Choices, will appear on the screen below the first one. Notice the word Yes appears next to that option.

```
┌─────────────────────────────────────────┐
│          Print a Passage                 │
│  ....................................... │
│                                          │
│   Print Question Set:       A&B          │
│                                          │
│   Print Answer Choices:     Yes          │
│                                          │
│                                          │
│                                          │
│                                          │
│  ....................................... │
│      Space Bar changes option.           │
│      Press RETURN to select.             │
│         Press ESC to quit.               │
└─────────────────────────────────────────┘
```
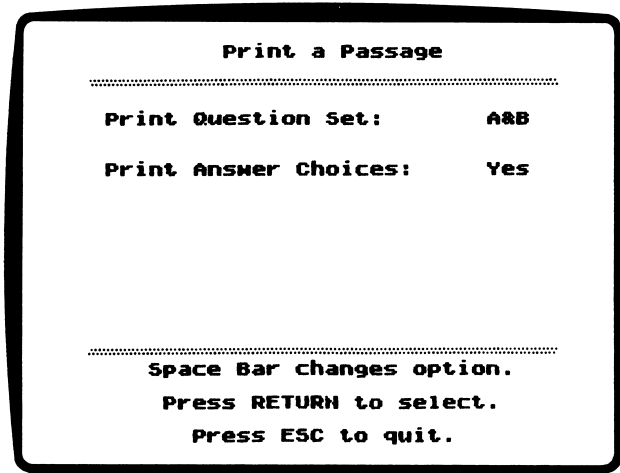
Figure 27

- If you want to print the answer choices for the questions you have selected, leave Yes on the screen and press Return.

- If you do not want to print the answer choices, press the Space Bar once to change Yes to No. Then press Return.

8. If the second option is set at Yes, the third option, Print Answer Key, will appear on the screen when Return is pressed. When Print Answer Key appears on the screen, notice that the word, No is beside this option.

```
        Print a Passage
..................................................................

Print Question Set:        A&B

Print Answer Choices:      Yes

Print Answer Key:          No



.................................................................
        Space Bar changes option.
         Press RETURN to select.
           Press ESC to quit.
```
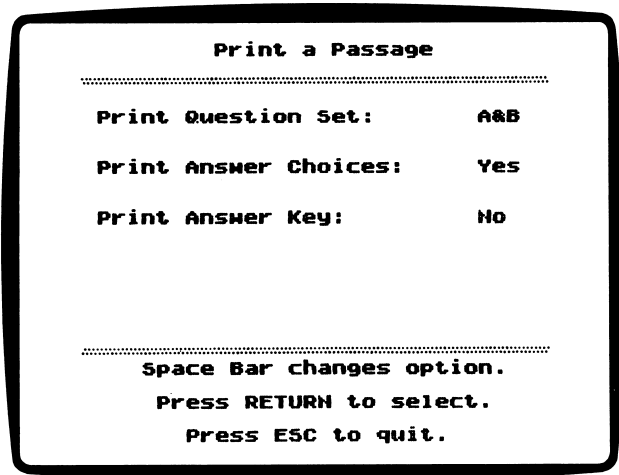
Figure 28

- If you do not want to print the answer key for the questions, leave No on the screen and press Return.

- If you want to print the answer key for the questions, press the Space Bar once to change No to Yes. Then press Return. When the passage is printed, the letter of the correct answer and the focus element that is emphasized by this question will also be printed.

NOTE: *If the second option, Print Answer Choices, is set at No, the third option will not appear when Return is pressed. Instead the fourth option, Number of Copies (1 – 99), will appear on the screen.*

9. After you select the setting for the third option, Print Answer Key, press Return and the fourth option, Number of Copies (1–99), will appear on the screen with the number 1 beside it.

```
┌─────────────────────────────────────────┐
│            Print a Passage               │
│ ....................................     │
│                                          │
│   Print Question Set:       A&B          │
│                                          │
│   Print Answer Choices:     Yes          │
│                                          │
│   Print Answer Key:         Yes          │
│                                          │
│   Number of Copies (1-99):  ■1           │
│                                          │
│                                          │
│   ...............................        │
│                                          │
│ Enter the number and press RETURN.       │
│                                          │
│          Press ESC to quit.              │
└─────────────────────────────────────────┘
```

Figure 29

- If you want one copy of your printout, leave 1 on the screen and press Return.

- If you want more than one copy of your printout, type the number of copies you want printed and then press Return. You may make from 1 to 99 copies during any one print session.

10. When you press Return, the last option, "Printer Slot Number," will appear on your screen with 1 next to it.

```
┌─────────────────────────────────────────┐
│            Print a Passage               │
│ ....................................     │
│                                          │
│   Print Question Set:       A&B          │
│                                          │
│   Print Answer Choices:     Yes          │
│                                          │
│   Print Answer Key:         Yes          │
│                                          │
│   Number of Copies (1-99):   1           │
│                                          │
│   Printer Slot Number:       1           │
│   ...............................        │
│       Space Bar changes option.          │
│        Press RETURN to select.           │
│           Press ESC to quit.             │
└─────────────────────────────────────────┘
```

Figure 30

- If your printer card is located in Slot 1, leave the 1 on the screen and press Return.

- If your printer card is located in a slot other than 1, press the Space Bar. The number shown on the screen will change each time the Space Bar is pressed. The slot number can be 1, 2, 3, 4, 5, 6, or 7. Select a slot number and then press Return.

NOTE: If the computer you are using is an Apple IIc, the program will skip Step 10 above since you do not need to select the location of a printer card for the IIc.

11. When you press Return, the prompt at the bottom of the screen will change to "Keep this setup? Press Y or N."

    If you want to change any of the print settings, press N. The original Print a Passage screen will appear. Repeat Steps 6 – 11.

    If the print options are set the way you want them, press Y.

12. When you press Y, you will be told to press Return if your printer is ready. Adjust the paper so that the printhead is at the top of the page. There are two ways to do this:

    - Turn off your printer. Manually adjust the paper so that the printhead is at the top of the page. Then turn your printer on again.

    - Or, leave the printer on. Use the linefeed button or the formfeed button to position the paper. Turn the printer off and then on again.

IMPORTANT: If you do not position the paper in your printer correctly, printing may not begin at the top of each sheet of paper as it should. When positioning your paper before printing a passage or records, be sure to use one of the two methods described above.

NOTE: Reading Comprehension *allows for a very small left margin on your printout. If you wish to see a larger left margin, adjust the paper in your printer so that it is as far to the left as possible.*

    Be sure the printer is properly connected to the computer, turned on, and the Select or On-Line button is pressed. When the printer is ready, press Return and then go to Step 13.

If the computer you are using is an Apple IIe, a IIGS or an Apple II Plus, you may receive one of two messages other than the message telling you to press Return when your printer is ready.

- The message, "Are you sure there is a printer card in Slot __?" may appear on your screen. (The slot number will be the one you selected.) If this message appears, it indicates that there is a card in the slot you selected but the computer cannot tell what type of card it is. It may be something other than a printer card.

If you know that the card in the slot you selected is your printer card, press Y. You are now at the beginning of Step 12.

If you are not sure that the slot you selected has your printer card, press N. The Print a Passage screen will appear on your screen, and you will be able to select print options again. If you know the correct slot number, enter it at Printer Slot Number now. If you do not know the location of your printer card, turn off your computer. Carefully open the lid of the computer. Find your printer card and note the number of the slot where it is located. Then repeat this procedure for printing a passage.

- The message, "Sorry, you do not have your printer in Slot __ " may appear on your screen. (The slot number will be the one you selected.) If this message appears, it means that there is no card in the slot you selected.

If you press Esc here, the TEXT EDITOR MENU will appear on your screen.

If you press Return, the Print a Passage screen will appear and you will be able to select print options again. If you know the correct slot number, enter it at Printer Slot Number now. If you do not know the location of your printer card, turn off your computer. Carefully open the lid of the computer. Find your printer card and note the number of the slot where it is located. Then repeat this procedure for printing a passage.

13. Printing will begin and a screen will appear indicating the title of the passage being printed, and which copy is being printed. When printing has been completed, the TEXT EDITOR MENU will appear on the screen. If you want to stop the printing before it is completed, press Esc.

Erase a Passage

Use Erase a Passage when you want to permanently delete a passage from a Passage disk. Erasing a passage means erasing the text passage, the questions for that passage, the answer choices, the correct answer, the question emphasis, and any highlighted sections for that passage.

1. Select Text Editor from the UTILITY DISK MENU.

2. When the TEXT EDITOR MENU appears, use the arrow keys to highlight Erase a Passage and press Return.

3. You will then be told to insert a Passage disk in Drive 1 or 2, depending on your setup. Put the Passage disk with the passage you wish to erase in the drive and press Return.

4. The disk name, level, passage type, and focus elements for this Passage disk will appear on the screen. The prompt on this screen will read, "Is this the Passage Disk that you want to use? Y/N."

   If this is the Passage disk you wish to use, press Y.

   If this is not the Passage disk you wish to use, press N and then repeat Steps 3 and 4.

5. When you press Y, the list of passages contained on the disk will appear on the screen. Using the arrow keys, highlight the passage you wish to erase and press Return.

NOTE: If you see the List of Passages and then you realize that the passage you wish to erase is not on this disk, press Esc. The TEXT EDITOR MENU will again appear. At that point, repeat Steps 2–5.

6. The Erase a Passage screen will appear.

```
Erase a Passage
    Passage Title:
      Radio Days

    Passage Number: 01


    Disk Name: Scholastic Passages
    Level: D


          Are you sure you want
        to ERASE this passage?

          Press Y or N.
```
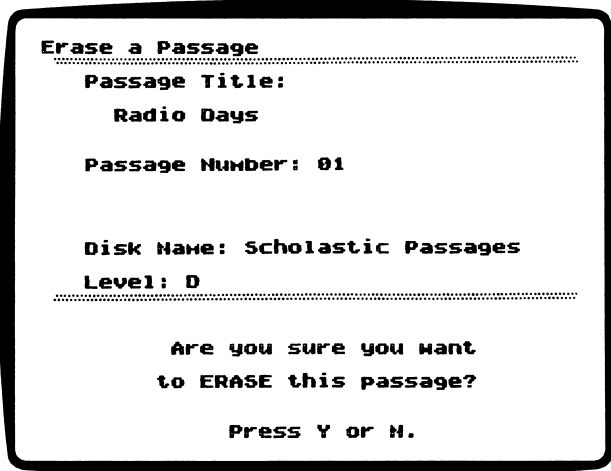
Figure 31

The prompt that appears on the bottom of the screen will be "Are you sure you want to ERASE this passage? Press Y or N."

7. Check all the information on the screen and be sure this is the passage you wish to erase. Once you erase a passage, it will be gone forever. Remember, when you erase a passage, you are erasing the passage text, the questions, and the answers.

8. If you decide that you do not want to erase this passage, press N. The List of Passages screen will again appear. Select the passage you wish to erase or press Esc to leave Erase a Passage and return to the TEXT EDITOR MENU.

   If you want to erase the passage you have selected, press Y in response to "Are you sure you want to ERASE this passage?"

9. The passage will then be erased from the Passage disk and the TEXT EDITOR MENU will reappear.

The Record Manager

Record Manager is the second item on the UTILITY DISK MENU. Use the Record Manager to create record disks on which you will set up record files for your students. One record disk can hold the records for up to 40 students. For each student you can store scores for up to 60 passages. (If you store the scores for more than 60 passages for one student, you may have trouble retrieving those records.) You can use the Record Manager to set program options for those students who will be keeping records. Also, use the Record Manager to view the short form of your students' records on the computer, or print the short form or the more detailed long form of these records on paper. The short form and the long form of the records are described below.

The Records

The Short Form of the Records

The short form of a student's records lists scores for each passage read. The following information is recorded:

• Passage disk name

• Date the passage was read

• Passage number of the passage read

• Question set selected

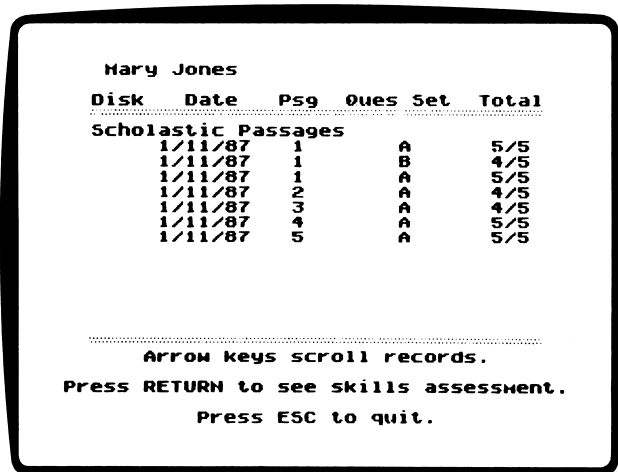• Total number of correct answers over the total number of questions asked

```
     Mary Jones
    Disk    Date    Psg   Ques Set   Total
    .............................................
    Scholastic Passages
            1/11/87   1        A       5/5
            1/11/87   1        B       4/5
            1/11/87   1        A       5/5
            1/11/87   2        A       4/5
            1/11/87   3        A       4/5
            1/11/87   4        A       5/5
            1/11/87   5        A       5/5




    .............................................
        Arrow keys scroll records.
    Press RETURN to see skills assessment.
            Press ESC to quit.
```

Figure 32

In addition to the information above, the student will be able to receive reading skills assessment information when he or she has been asked at least five questions emphasizing the same focus element. Those focus elements will be listed below the student's name on the Reading Skills Assessment screen. One of four comments will appear next to each of those focus elements. The four possible comments are Excellent, Very Good, Good, or Need Practice.

```
      Reading Skills Assessment
.................................................................................

  For Mary:

     Meaning            > Excellent
     Who, What, ...     > Excellent
     Recall Facts       > Very Good
     Sequence           > Very Good



.................................................................................

       Press RETURN to continue.

    Press 'R' to view your records.
```
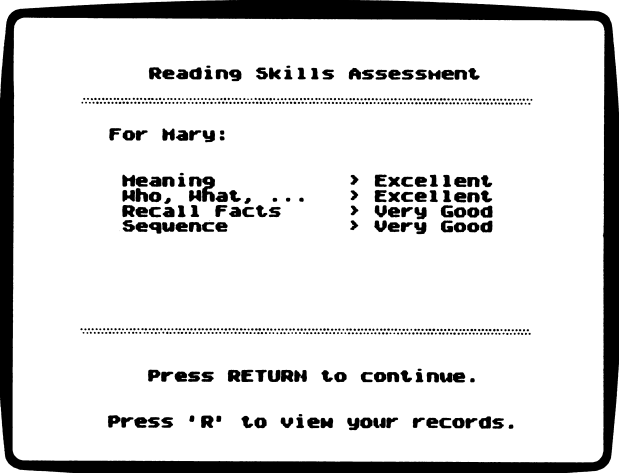
Figure 33

The comments are directly related to the student's performance during his or her use of the *Reading Comprehension* program. Each time a student is asked a question, two things are recorded and tallied. The computer will record the total number of questions from each focus element that the student was asked. Of those questions, the computer will record the number of correct responses the student makes for each focus element.

NOTE: If a student does not answer a question, that question will be recorded as incorrect but will show up on the long form printout as an unanswered question.

When the student has been asked at least five questions for any one focus element, the student will be able to receive a comment for that focus element at the Reading Skills Assessment screen. For each focus element, a percentage score will be derived from the calculation of the total number of questions asked divided by the total number of questions answered correctly. The score will determine which comment the student will receive.

- For scores of 100 to 90 percent, the comment will be "Excellent."

- For scores of 89 to 80 percent, the comment will be "Very Good."

- For scores of 79 to 66 percent, the comment will be "Good."

- For scores of 65 percent or less, the comment will be "Need Practice."

After each session at the computer, the student's scores will be updated.

If the student has not answered at least five questions for at least one focus element, this message will appear on the Reading Skills Assessment screen: "After you answer more questions you will receive an assessment of your progress."

```
        Reading Skills Assessment
......................................................................

   For Barbara:

   After you answer more questions
you will receive an assessment of
your progress.


......................................................................


        Press RETURN to continue.

   Press 'R' to view your records.
```
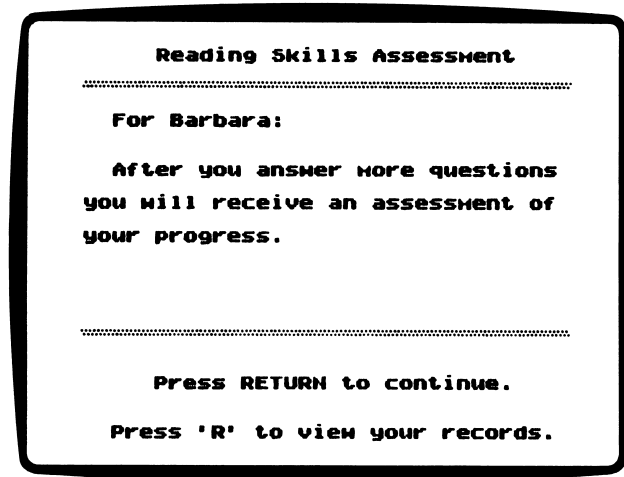
Figure 34

The Long Form of the Records

The long form of a student's records is more detailed than the short form and is only available as a printout—it will never appear on the computer screen. The following information is recorded on the long form of a student's records:

- Date the passage was read
- Passage disk name
- Passage number of the passage read
- Question set selected
- Question number
- An indication of whether the question was answered correctly, incorrectly, or not at all. (A plus sign will appear for a correct answer, a minus sign will appear for an incorrect answer, and a blank space will indicate an unanswered question.)
- The number of the Focus Element emphasized by the question.
- An indication of whether the Passage disk used was Multiple Choice or Underline Answer and what program options were available to the student when the passage was read.

```
        Student:   Mary Jones
        Page 1
---------------------------------------------------------------


        Date:   1/11/87
        Disk Name: Scholastic Passages
        Psg     Ques Set   Ques    Rt/Wrng   Foc El   Options
         1          A        1        +         5       Mult Ch: AR/H/PR
                             2        +         1
                             3        +         3
                             4        +         8
                             5        +         7


        Date:   1/11/87
        Disk Name: Scholastic Passages
        Psg     Ques Set   Ques    Rt/Wrng   Foc El   Options
         1          B        1        +         6       Mult Ch: AR/H/PR
                             2        +         1
                             3        +         4
                             4        +         5
                             5        -         2


        Date:   1/11/87
        Disk Name: Scholastic Passages
        Psg     Ques Set   Ques    Rt/Wrng   Foc El   Options
         1          A        1        +         1       Undrln: AR/H/PR
                             2        +         7
                             3        +         7
                             4        +         1
                             5        +         4


        Date:   1/11/87
        Disk Name: Scholastic Passages
        Psg     Ques Set   Ques    Rt/Wrng   Foc El   Options
         2          A        1        +         1       Mult Ch: AR/H/PR
                             2        -         4
                             3        +         5
                             4        +         8
                             5        +         2


        Date:   1/11/87
        Disk Name: Scholastic Passages
        Psg     Ques Set   Ques    Rt/Wrng   Foc El   Options
         3          A        1        +         6       Mult Ch: AR/H/PR
                             2        -         1
                             3        +         5
                             4        +         4
                             5        +         8


        Date:   1/11/87
        Disk Name: Scholastic Passages
        Psg     Ques Set   Ques    Rt/Wrng   Foc El   Options
         4          A        1        +         1       Mult Ch: AR/H/PR
                             2        +         4
                             3        +         3
                             4        +         7
                             5        +         2
```

Figure 35 (a)

```
        Student:  Mary Jones
        Page 2
_____


        Date:   1/11/87
        Disk Name: Scholastic Passages
        Psg      Ques Set   Ques    Rt/Wrng   Foc El   Options
         5          A        1        +         6       Mult Ch: AR/H/PR
                             2        +         3
                             3        +         2
                             4        +         7
                             5        +         5
_____



        Focus Element            Percent Correct

        1  Recall Facts              85%
        2  Main Idea                 75%
        3  Key Words                100%
        4  Sequence                  80%
        5  Meaning                  100%
        6  Think/Infer              100%
        7  Who, What, ...           100%
        8  Conclusions              100%
```

Figure 35 (b)

The Options column of the printout contains abbreviated information. Below is an explanation of each of these abbreviations.

Mult Ch	=	Multiple Choice	AR	=	Answer Review
Undrln	=	Underline Answer	H	=	Help Mode
			PR	=	Passage Review

Any option appearing on the printout was available while that passage was being read by the student. See Set Student Options on page 43 of this Reference Guide for more information on program options.

REMEMBER: If a student does not answer a question, that question will be recorded as incorrect but will show up on the long form printout as an unanswered question. The space for that question in the Rt/Wrng (Right/Wrong) column will be blank.

At the end of the data mentioned above, the focus elements for the Passage disk will be listed and a percentage score will appear beside each focus element. The score is calculated the same way as the on the short form. For each focus element, the score is the calculation of the total number of questions asked divided by the total number of questions answered correctly. (See The Short Form of the Records on page 31 of this Reference Guide for more information on the records.)

The student must answer at least five questions for a focus element before a percentage score will appear for that focus element on the long form printout. If less than five questions have been asked for a focus element, "N/A" will appear next to that element at the list of focus elements on the long form printout.

Using the Record Manager

If you do not yet have a record disk, see the section, Creating a Record Disk, below. If you have a record disk, see the section, The RECORD MANAGER MENU, on page 39.

Creating a Record Disk

1. From the UTILITY DISK MENU, use an arrow key to highlight Record Manager and then press Return.

NOTE: You may get a message telling you to put the Utility disk in the drive. If you get this message, just press Return to continue.

2. On the next screen you will be asked "Do you have a Record Disk?"

3. Press N if you want to create a record disk.

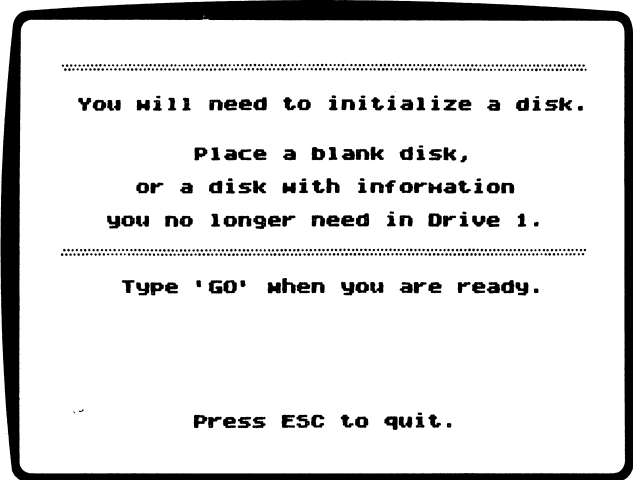4. You will then be asked to insert a disk in Drive 1 or 2, depending on your setup.

```
.............................................................................

   You will need to initialize a disk.

          Place a blank disk,
      or a disk with information
   you no longer need in Drive 1.
.............................................................................

       Type 'GO' when you are ready.




          Press ESC to quit.
```

Figure 36

IMPORTANT: The disk you use here will be completely overwritten. Any information on that disk will be erased.

Put a blank disk or a disk with information you no longer need in the designated drive and type **GO**.
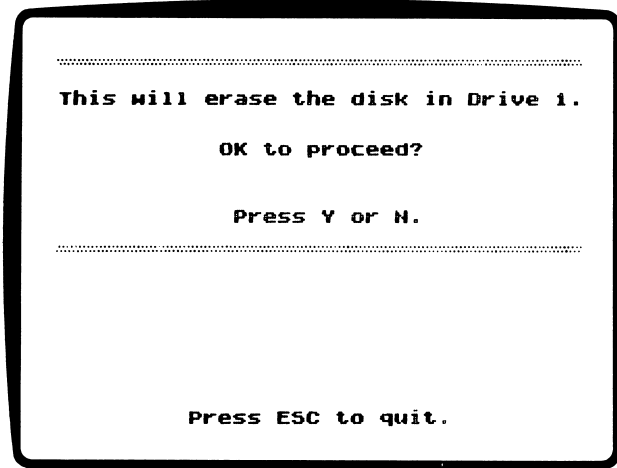
5. Then a warning screen will appear.

```
.......................................................................................
This will erase the disk in Drive 1.

          OK to proceed?


         Press Y or N.
.......................................................................................




         Press ESC to quit.
```

Figure 37

Make sure that the disk you inserted is the one you wish to use. If it isn't, replace it with a blank disk or one that you do not need. When you are ready, press Y.

6. The word "INITIALIZING" will appear on the screen. The disk drive light will go on and the drive will make a whirring sound. When the noise stops and the light goes off, the screen at which you will enter the record disk name will appear.

7. Type a record disk name and press Return. (A record disk name can be a maximum of 20 characters.)

8. The prompt that will appear on the screen is "Do you want to keep this Record Disk name? Press Y or N."

To keep the disk name, press Y.

To change the disk name, press N. Then repeat Steps 7 and 8.

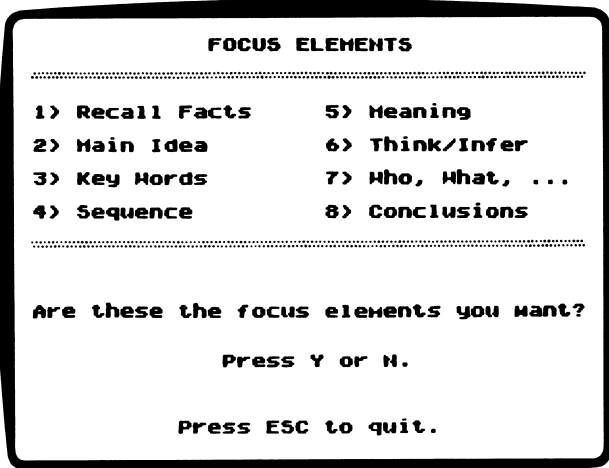**9.** When you press Y, the Focus Elements screen will appear.

```
┌─────────────────────────────────────────┐
│          FOCUS ELEMENTS                  │
│  ......................................  │
│                                          │
│   1> Recall Facts      5> Meaning        │
│   2> Main Idea         6> Think/Infer    │
│   3> Key Words         7> Who, What, ... │
│   4> Sequence          8> Conclusions    │
│  ......................................  │
│                                          │
│                                          │
│  Are these the focus elements you want?  │
│                                          │
│            Press Y or N.                 │
│                                          │
│            Press ESC to quit.            │
└─────────────────────────────────────────┘
```

Figure 38

If you worked with, or read from a Passage disk immediately before creating a record disk, the focus elements that will appear on the Focus Elements screen will be the same ones that were on that Passage disk. If you began your session at the computer by loading the Utility disk and then proceeded to create a record disk, the focus elements that will appear on this screen will be the focus elements that appear on Scholastic Passage disks. These are the default focus elements. Figure 38 above shows the default focus elements.

The prompt on this screen will be "Are these the focus elements you want? Press Y or N."

10. If you press N, you will be told to put the Passage disk with the focus elements that you want into Drive 1 or 2, depending on your setup. Put this disk in and press Return. The new Focus Elements screen will appear along with the prompt "Are these the focus elements you want? Press Y or N."

NOTE: The record disk that you wish your students to use when reading passages must have exactly the same focus elements as that Passage disk. (For more information about assigning focus elements when creating Passage disks and record disks, see the section, Focus Elements on page 58.)

If you press Y in response to "Are these the focus elements you want?" the disk name and the focus elements chosen will appear. The prompt on this screen reads "Is this the Record Disk that you want to use? Press Y or N.

11. When you press Y, the RECORD MANAGER MENU will appear. Now you are ready to enter student names on this newly created record disk. Follow the instructions listed in the Add a Student to List section on page 40.

The RECORD MANAGER MENU

1. After you have loaded the Utility disk, the UTILITY DISK MENU will appear. Use any of the arrow keys to highlight Record Manager and press Return.

2. On the next screen you will be asked, "Do you have a Record Disk?"

   If you have a record disk that you wish to use, press Y and go to Step 3.

   If you do not have a record disk, press N. Follow the instructions listed in the Creating a Record Disk section on page 36 beginning with Step 4.

3. You will then be asked to insert a record disk in Drive 1 or 2, depending on your setup.

4. Put the record disk you wish to use in the designated drive and press Return.

5. The disk name and the focus elements for this disk will appear on the screen. The prompt on this screen will read, "Is this the Record Disk that you want to use? Press Y or N."

   If this is the record disk you wish to use, press Y.

   If this is not the record disk you wish to use, press N and then repeat Steps 3–5.

6. When you press Y, the RECORD MANAGER MENU will appear. The four items on this menu are List Students, Set Student Options, View Records, and Print Records.

List Students

Use List Students if you wish to:

- View your student list.
- Add a student name to your student list.
- Edit a student name on your student list.
- Delete a student record from your student list and your record disk.

Select List Students from the RECORD MANAGER MENU. The LIST STUDENTS MENU will appear. The four items on this menu are View Student List, Add a Student to List, Edit Student Name, and Delete Student Record.

View Student List

1. Select View Student List from the LIST STUDENTS MENU.

2. The Student List will then appear. You can only view the Student List here. You can't add to, edit, or delete from the list.

3. Use the arrow keys to scroll through the list to see all the student names.

NOTE: Scrolling only functions when there are more than seven names on the list.

4. Press Return when you have finished viewing the list. The LIST STUDENTS MENU will then appear again.

5. Select an item from this menu and press Return. Or, press Esc to exit the LIST STUDENTS MENU. Press Esc again if you want to return to the UTILITY DISK MENU.

Add a Student to List

1. Use the arrow keys to highlight Add a Student to List on the LIST STUDENTS MENU and then press Return.

2. The Add a Student to List screen will then appear with the cursor below "Student Name."

3. Type a student name and press Return. (A student name may be a maximum of 30 characters.)

4. When Return is pressed, the prompt on the screen will change to "Keep this student name? Press Y or N."

   If you wish to change the name, press N and repeat Steps 3 and 4.

   If you wish to keep this name, press Y. The disk drive light will go on and the message "Saving..." will appear. The name is being saved to the record disk.

5. When saving has been completed, you will be asked if you would like to view the current student list.

   If you do not wish to see the student list at this time, press N. The original Add a Student to List screen will appear. You are back at Step 2 above.

   If you wish to see the student list, press Y. The current student list will appear on your screen. Notice that Add a Student to List appears at the top of this screen. You are still in the Add a Student mode. Press Return to continue adding students to this list. Repeat Steps 2 – 5 until you have entered all your students' names. A record disk can hold up to 40 student names.

   NOTE: If you happen to type a name you have already added to your student list, you will receive a message telling you "You already have a student with this name. Press Return to try again." You will not be able to enter identical student names. Press Return. Then type the student name with some variation. For example, include his or her middle initial.

6. When you are finished adding names, press Esc. The LIST STUDENTS MENU will appear.

7. Select an item from this menu and press Return. Or, press Esc to exit the LIST STUDENTS MENU. Press Esc again if you want to return to the UTILITY DISK MENU.

Edit Student Name

1. Use the arrow keys to highlight Edit Student Name on the LIST STUDENTS MENU and then press Return.

2. The student list will then appear, and you may use the arrow keys to scroll through the list to find the name that you wish to edit.

NOTE: Scrolling only functions when there are more than seven names on the list.

3. Highlight the name that you wish to change and press Return. The Edit Student Name screen will appear with the name you selected displayed below "Student Name."

4. Change the name by typing the correction and then using the Space Bar to move any old characters off the screen. Or, move the cursor to the right of a character you wish to erase and press the Delete key. Then type the new character. Insert a character by moving the cursor to the desired location and by typing the character. Nothing will be overwritten.

REMEMBER: A student name may be a maximum of 30 characters.

5. When you have finished editing the student name, press Return. The prompt on the screen will change to "Keep this student name? Press Y or N."

   If you wish to change the name, press N and repeat Steps 4 and 5.

   If you wish to keep this name, press Y. The disk drive light will go on and the message "Saving..." will appear. The name is being saved to the record disk.

6. When saving has been completed, the LIST STUDENTS MENU will again appear.

7. Select an item from this menu and press Return. Or, press Esc to exit the LIST STUDENTS MENU. Press Esc again if you want to return to the UTILITY DISK MENU.

Delete Student Record

Be sure to make a backup copy of your record disk before you use Delete Student Record. That way, if you accidentally delete a student's record file from the master record disk, you will still have a copy of the student's records on the backup disk. (See the section, Making Backup Copies, on page 62.)

1. Use an arrow key to highlight Delete Student Record on the LIST STUDENTS MENU and then press Return.

2. The student list will then appear. At this point, you can only delete students' records from your list, not add to, or edit your list.

3. Use the arrow keys to scroll through the list to find the student's name whose records you wish to delete.

NOTE: Scrolling only functions when there are more than seven names on the list.

4. Highlight the name of the student whose records you wish to delete.

IMPORTANT: When you delete a student's records, you are not only deleting the student's name from the list or his or her most recent session at the computer. You are permanently erasing *the student's* entire *record file from the record disk.*

5. When the student's name is highlighted, press Return.

6. The prompt at the bottom of the screen will then change to "Are you sure that you want to DELETE this student's record? Press Y or N."


```
        DELETE Student Record
..................................................................................
   1   John Smith

   2   Mary Jones

   3   Peter Baker

   4   Anne Block

   5   Jack Stone

   6   Jennifer Block

   7   Ed Jackson
..................................................................................

      Are you sure that you want
 to DELETE this student's record?
            Press Y or N.
```
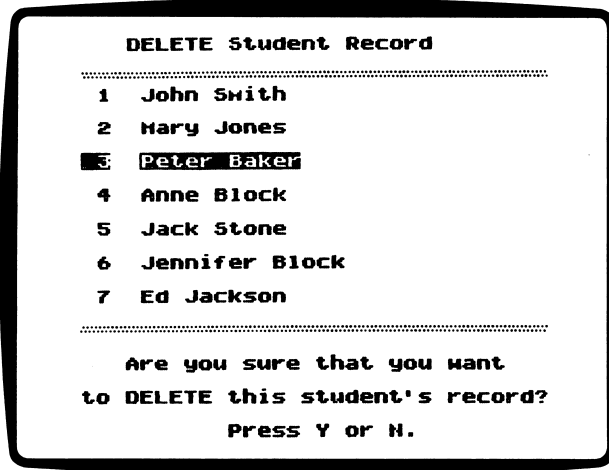
Figure 39

If you press N, you will be able to continue scrolling through the list so that you can choose a different student's record file to delete. If you do not wish to delete any records press Esc here. The LIST STUDENTS MENU will then appear.

If you press Y, the disk drive light will go on and the student's records will be permanently erased from the record disk. When erasing is completed, the highlight will return to the first name and number on the list.

7. Repeat Steps 2 – 6 if you wish to delete any other student's records.

8. When you have finished deleting records, press Esc. The LIST STUDENTS MENU will appear.

9. Select an item from this menu and press Return. Or, press Esc to leave the LIST STUDENTS MENU. Press Esc again if you want to return to the UTILITY DISK MENU.

Set Student Options

Use Set Student Options if you wish to specify program options for the students on the record disk. The program options that can be set here are Passage Review, Help Mode, and Answer Review.

NOTE: To set program options for students who are not keeping records, see the section Using the PROGRAM OPTIONS MENU on page 56.

There are three ways in which you can set program options for students listed on your record disk. You can:

• Set the same program options for the entire class.

• Set the same program options for the entire class and then change the options for certain individuals in that class.

• Set individual program options for some or all students on the record disk.

Passage Review

When you set Passage Review to Yes, the student will be able to reread or skim through the passage at any time while answering passage questions. When Passage Review is available, the prompt "Press 'R' for Review" will appear on the bottom of any screen at which the student may respond to a question.

If the student presses R when this prompt is visible, the passage will appear on the screen with the question above it and prompts below it. The student may scroll through the passage. When the student presses Return, the passage will disappear and the answer choices for the question will appear in its place.

Help Mode

When you set Help Mode to Yes, the student will be able to access assistance in answering any question for which help is available. Assistance is given in the form of highlighted sections of the passage text that contain the answer, or help the student to find the answer to a particular question. Up to six separate portions of the text of a passage may be highlighted as help for one question. When Help Mode is set to Yes, the prompt "Press 'H' for Help" will appear on the bottom of any screen at which the student may respond to a question.

If the student presses H when the Help Mode prompt is visible, and help is available for that question, the passage will appear on the screen with the question above it and prompts below it. When the passage appears, it will be displayed with the first highlighted section visible. The student may scroll through the text to see any additional highlighted portions of the passage.

NOTE: Although Help Mode may be turned on, text in the passage must be highlighted for the student to actually receive help. If none of the passage text was highlighted for a question when the passage was entered, there will be no highlighted portion to present the student as help with that question. You will find that highlighting portions of passage text is not appropriate assistance for some types of questions. For example, it is often not appropriate to highlight portions of text for questions emphasizing inferential thinking.

If the student presses H when the "Press 'H' for Help" prompt is on the screen and there is no help available for that question, the prompts at the bottom of the screen will change to "Help is not available for this question. Press RETURN to continue."

Answer Review

When you set Answer Review to Yes, the student will receive specific feedback after reading a passage and answering the questions for that passage.

After reading a passage and answering the questions for that passage, the student always has the opportunity to review or change his or her answers. If Answer Review is available the student receives specific feedback on his or her performance.

If Answer Review is available and a student answers all the questions for a Passage correctly, an "Excellent Work!" message will appear on the screen telling the student that all the responses were correct.
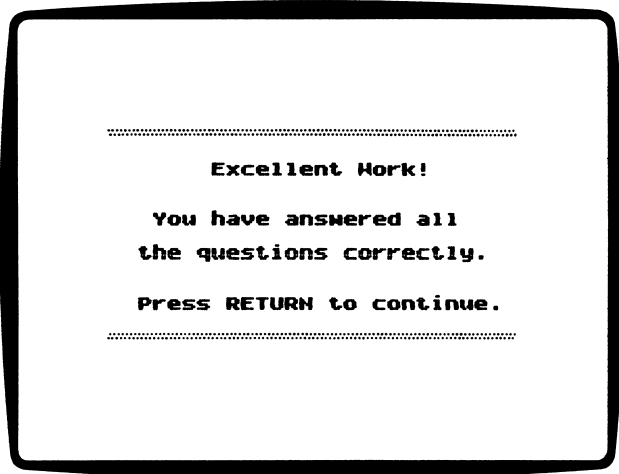
```
Excellent Work!

You have answered all
the questions correctly.

Press RETURN to continue.
```

Figure 40

If Answer Review is available and the student does not answer all the questions for a passage correctly, a screen will appear telling the student the number of incorrect answers received. This screen will also offer the student the opportunity to see the correct answers.
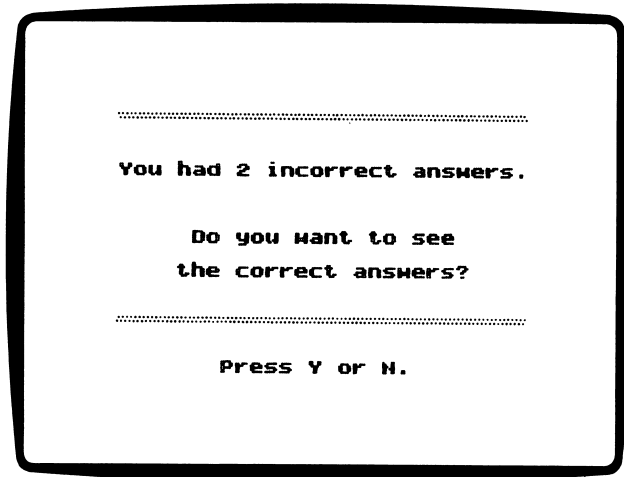

You had 2 incorrect answers.

Do you want to see
the correct answers?

Press Y or N.

Figure 41

If the student receives the Excellent Work screen, pressing Return will bring the student to the End of Passage screen which provides the option to go to the next passage or the end of the session. When End this Session is selected, the records for the session are saved. Then the Results of this Session screen will appear. This screen displays the tally of questions asked, questions answered correctly, and questions left unanswered. If R is pressed, the student will be able to view his or her records. If Return is pressed, the MAIN MENU will appear on the screen.

If the student answered some of the questions incorrectly he or she will be asked, "Do you want to see the correct answers? Press Y or N."

Pressing N will bring the student to the End of Passage screen. When End this Session is selected, the records for the session are saved. Then the Results of this Session screen will appear. If R is pressed, the student will be able to view his or her records. If Return is pressed, the MAIN MENU will appear on the screen.

Pressing Y will bring the student to his or her first incorrect response for this passage. The question will appear at the top of the screen and the student's response will be highlighted. When the student presses Return, the highlight will disappear from the student's response and will move to the correct response. If help was available for the question, the program will move to the passage displaying the first highlighted section when Return is pressed again. If help was not available, the program will move to the beginning of the unhighlighted passage text so that the student may review the passage to understand the answer.

Setting Program Options for Students Who Are Keeping Records

1. Start from the RECORD MANAGER MENU.

NOTE: You must have a record disk if you wish to use Set Student Options, and the students for whom you wish to set program options must be on the Student List on your record disk. (For instructions on creating a record disk see Creating a Record Disk on page 36. For instructions on adding a student to the Student List see Add a Student to List on page 40.)

2. Use the arrow keys to highlight Set Student Options on the RECORD MANAGER MENU and press Return.

3. The Set Student Options screen will appear. The two items on this screen are Entire Class and Individual.

```
          SET STUDENT OPTIONS

          .............................................

             ENTIRE CLASS

             INDIVIDUAL

          .............................................



   Arrows highlight. RETURN selects.


          Press ESC to quit.
```
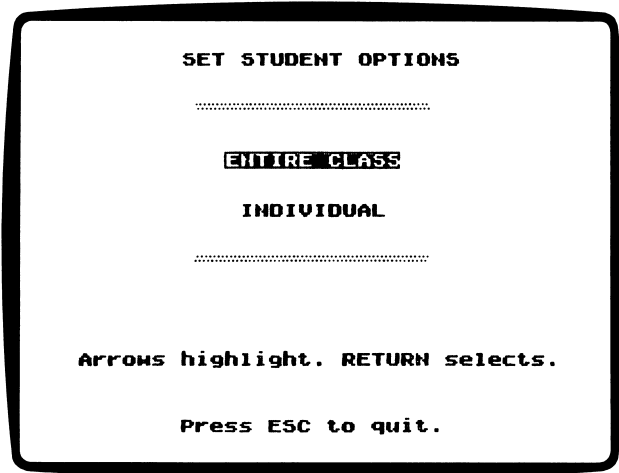
Figure 42

4. If you wish to set the same program options for all the students in the class see the section, Setting Options for the Entire Class, on page 47.

   If you wish to set program options for the entire class and then change the options for certain individuals in that class see the section, Setting Options for the Entire Class, on page 47.

   If you wish to set individual program options for each student on the record disk see the section, Setting Options for the Individual, page 49.

Setting Options for the Entire Class

1. Select Entire Class from the Set Student Options screen.

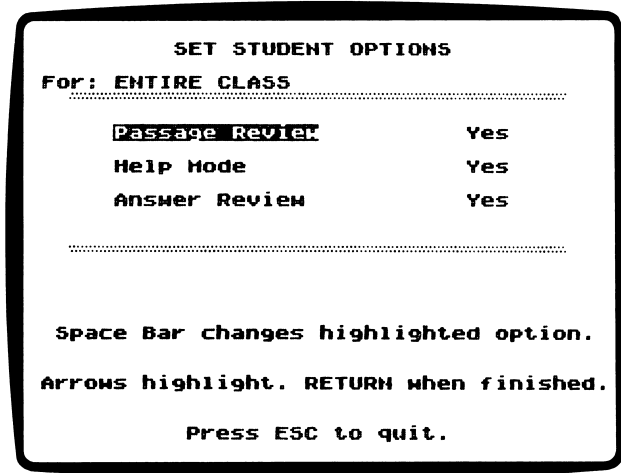2. The Set Student Options screen for the entire class will appear.

```
        SET STUDENT OPTIONS
For: ENTIRE CLASS
..............................................................

        Passage Review        Yes

        Help Mode             Yes

        Answer Review         Yes

        ..............................................


    Space Bar changes highlighted option.

    Arrows highlight. RETURN when finished.

            Press ESC to quit.
```

Figure 43

3. Notice that just below the words "SET STUDENT OPTIONS" is the line "For: ENTIRE CLASS."

4. All the options will be set at Yes because that is the default setting for the program options.

NOTE: If the program options for the entire class were changed before, the previous settings will appear on the screen.

5. To change the setting for an option, simply use any of the arrow keys to highlight the option you wish to change and press the Space Bar.

6. When you are finished changing options, press Return.

7. The highlight will then disappear and the prompt will be "Do you want to review individual student options? Press Y or N."

8. Press N and go to Step 9 if you wish to have the program options set exactly the same for each student in the class.

   Press Y and go to Step 10 if you wish to change the program options for certain individual students.

9. If you press N, the screen will display the message, "To save these option settings, press RETURN. Press ESC to quit."

- If you press Esc, the program will move to the RECORD MANAGER MENU and the new option settings will not be saved.

- If you press Return, these options will be saved on the record disk. When saving is complete, the RECORD MANAGER MENU will appear on the screen again. The program options settings will be the same for each student in the class. The entire class will be using the options on the Set Student Options screen for the entire class.

10. If you press Y, the words "For: ENTIRE CLASS," will change. The student name that is listed first on the Student List will appear after the "For" on the screen.

- You may change one or all of the option settings for this student and then press Return. Or, you may just press Return to keep the settings for this student the same as they are set for the entire class.

- When you press Return, the next student name on the Student List will appear after "For." Change all or some of the options for this student, and then press Return. Or, just press Return to keep the settings for this student the same as they are set for the entire class.

- Continue through the Student List in this manner. Press Esc if you wish to stop changing settings before you have gone through the entire list. You will then be told to press Return to save your changes on the record disk. If you do not want to save your changes, press Esc.

- If you review the settings for all the students on the list, the message, "Do you want to review individual student options?," will appear when you press Return after the last name. If you press Y, you will be able to go through the list of students again. If you press N, you will be told to press Return to save the current settings to the record disk. When you press Return, the latest changes you made to the settings will be saved on the record disk. Then the RECORD MANAGER MENU will appear on your screen. If you do not want to save the latest changes you made to the settings, press Esc. You will then be sent to the RECORD MANAGER MENU.

REMEMBER: Changes in program options settings are saved to the record disk when Return is pressed at the screen that reads "To save these option settings press RETURN." If Esc is pressed at this screen, any changes made on the screen will not be saved to the disk.

Setting Options for the Individual

1. Select Individual from the Set Student Options screen.

2. The Set Student Options screen for the first individual on your Student List will then appear with the name of that student appearing next to the word "For."

```
        SET STUDENT OPTIONS
For: Anne Block
..............................................................

        Passage Review        Yes

        Help Mode             Yes

        Answer Review         Yes

        ...............................................


  Space Bar changes highlighted option.

 Arrows highlight. RETURN when finished.

          Press ESC to quit.
```

Figure 44

IMPORTANT: The default setting for all of the program options is Yes. If this is the first time the settings are being changed, Yes should appear for each option. If the settings were changed for Entire Class, those settings will be displayed because setting program options using Entire Class overrides any previous changes using Individual.

3. To change the setting for an option, use any of the arrow keys to highlight the option you wish to change and press the Space Bar. Press Return when you are finished changing the settings for a student.

4. When you press Return, the next student name on the Student List will appear after "For." Change all or some of the options for this student and then press Return. Or, just press Return to keep the settings as they are set for the entire class.

5. Continue through the Student List in this manner. Press Esc if you wish to stop changing settings before you have gone through the entire list You will then be told to press Return to save your changes on the record disk. If you do not want to save your changes, press Esc.

If you review the settings for all the students on the list, the message, "Do you want to review individual student options?" will appear when you reach the last name. If you press Y, you will be able to go through the list of students again. If you press N, you will be told to press Return to save the current settings on the record disk. When you press Return, the latest changes you made to the settings will be saved on the record disk. Then the RECORDS MANAGER MENU will appear on your screen. If you do not want to save the latest changes you made to the settings, press Esc. You will then be sent to the RECORD MANAGER MENU.

REMEMBER: Changes in program options settings are saved to the record disk when Return is pressed at the screen that reads "To save these option settings press RETURN." If Esc is pressed at this screen, any changes made on the screen will not be saved to the disk.
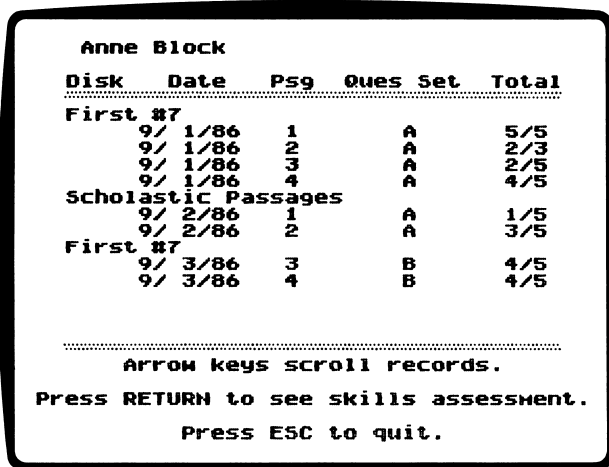
View Records

Use View Records if you wish to see the short form of your students' records on the computer screen. (For a description of the short form of the records see the section, The Short Form of the Records, on page 31.)

NOTE: The long form of a student's records is only available as a printout. It can not be seen on the computer screen. (For a description of the long form of the records see the section, The Long Form of the Records, on page 33.)

1. Select View Records from the RECORD MANAGER MENU.

2. The Student List will appear. Use the arrow keys to scroll through the list to find the student whose records you wish to see.

NOTE: Scrolling only functions when there are more than seven names on the list.

3. Highlight the name of the student whose records you wish to see and press Return. The Records screen will then appear.

4. The student's name appears on the first line. The next line contains the headings for the information on the screen.

```
  Anne Block

  Disk    Date    Psg   Ques Set   Total
  ...............................................
  First #7
          9/ 1/86    1         A        5/5
          9/ 1/86    2         A        2/3
          9/ 1/86    3         A        2/5
          9/ 1/86    4         A        4/5
  Scholastic Passages
          9/ 2/86    1         A        1/5
          9/ 2/86    2         A        3/5
  First #7
          9/ 3/86    3         B        4/5
          9/ 3/86    4         B        4/5


  ...............................................
        Arrow keys scroll records.
  Press RETURN to see skills assessment.
            Press ESC to quit.
```

Figure 45

Disk:	The name of each Passage disk the student used
Date:	The date the student read each passage
Psg:	The passage the student read identified by its number on the Passage disk
Ques Set:	The question set, either A or B, that the student answered for the passage listed
Total:	The number of questions the student answered correctly over the total number of questions that were asked during the session

5. Use the arrow keys to scroll through all the student's records.

NOTE: Scrolling only functions when the records take up more than one screen.

6. Press Return to see the Skills Assessment screen for this student. Or, press Esc to return to the RECORD MANAGER MENU.

7. If you press Return, the student's Reading Skills Assesssment screen will appear on your monitor.

8. If at least five questions emphasizing the same focus element were asked, the student will receive reading skills assessment information. In that case, the student's name will appear on the Reading Skills Assessment screen. Any focus elements that were represented by at least five questions will be listed below the student's name. One of four comments will appear next to each focus element listed. The four possible comments are Excellent, Very Good, Good, or Need Practice. (See the section, The Short Form of the Records, on page 31 for a description of each comment and a more detailed description of the records that will appear when using View Records.)

```
        Reading Skills Assessment
......................................................................

    For Mary:

        Meaning            > Excellent
        Who, What, ...     > Excellent
        Recall Facts       > Very Good
        Sequence           > Very Good




......................................................................


        Press RETURN to continue.

    Press 'R' to view your records.
```
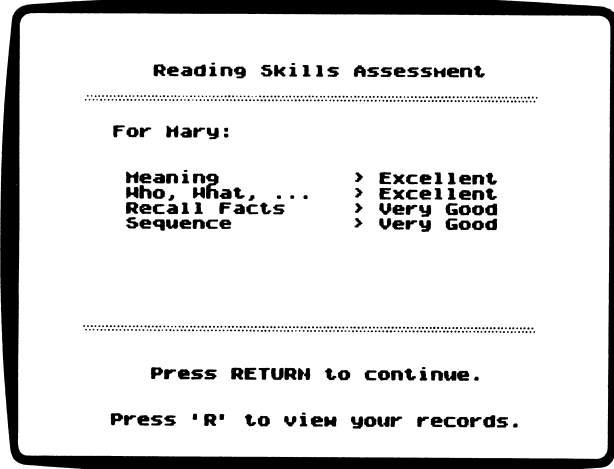
Figure 46

If the student has not answered at least five questions for at least one focus element, a message will appear on the Reading Skills Assessment screen when Return is pressed at the Records screen. The message is "After you answer more questions you will receive an assessment of your progress."
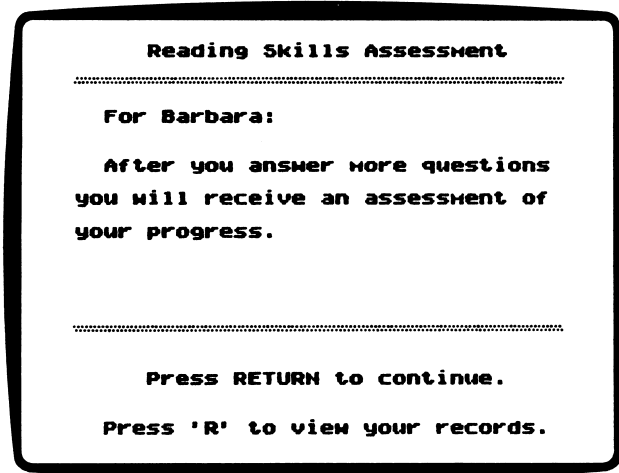
```
        Reading Skills Assessment
...........................................................

   For Barbara:

   After you answer more questions
you will receive an assessment of
your progress.



   ...........................................................


        Press RETURN to continue.

   Press 'R' to view your records.
```

Figure 47

9. When you have finished viewing the Reading Skills Assessment screen, press R to see the students' Records screen again. Or, press Return to continue.

10. When you press Return, at the Reading Skills Assessment screen, the student list will reappear with View Records at the top of the screen and the first name and number on the list highlighted. Repeat Steps 2 – 9 to see another student's records. Or, press Esc to quit. If you press Esc once, the RECORD MANAGER MENU will appear. If you press Esc again, the UTILITY DISK MENU will appear.

Print Records

Use Print Records if you wish to see your students' records on paper. You can print the short form or the long form of the records, or both. (For a description of the short and long forms of a student's records see The Short Form of the Records on page 31, and The Long Form of the Records on page 33.)

1. Select Record Manager from the UTILITY DISK MENU.

2. On the next screen will be the question "Do you have a Record Disk?"

3. Press Y.

4. You will be asked to insert a record disk in Drive 1 or 2 depending on your setup. Put the record disk with the records you wish to print in the drive and press Return.

5. The disk name and focus elements for this record disk will appear on the screen. The prompt on this screen will read, "Is this the Record Disk that you want to use? Press Y or N." If this is the record disk you want to use, press Y.

   If this is not the record disk you want to use, press N and then repeat Steps 4 and 5.

6. When you press Y, the RECORD MANAGER MENU will appear.

7. Use the arrow keys to highlight Print Records and press Return.

8. The student list will appear on your computer screen. Use the arrow keys to scroll through the list to find the student whose records you wish to print.

NOTE: Scrolling only functions when there are more than seven names on the list.

9. Highlight the name of the student whose records you wish to print and press Return. The Print Records screen will appear on your computer monitor.

10. The options on the Print Records screen are Print Short Form or Print Long Form. Use the arrow keys to highlight the form you wish to print and press Return.

11. The next screen will read "PRINTER SLOT NUMBER: 1."

    • If your printer card is located in Slot 1 of your computer, leave the 1 on the screen and press Return.

    • If your printer card is located in a slot other than 1, press the Space Bar. The number shown on the screen will change each time the Space Bar is pressed. The slot number can be 1, 2, 3, 4, 5, 6, or 7. Select a number and press Return.

NOTE: If the computer you are using is an Apple IIc, the program will skip Step 11 above since you do not need to select the location of a printer card for the IIc.

12. The next screen will tell you to press Return if your printer is ready. Adjust the paper in your printer so that the printhead is at the top of the page. There are two ways to do this:

    • Turn off your printer. Manually adjust the paper so that the printhead is at the top of the page. Then turn your printer on again.

    • Or, leave the printer on. Use the linefeed button or the formfeed button to position the paper. Turn the printer off and then on again.

IMPORTANT: If you do not position the paper in your printer correctly, printing may not begin at the top of each sheet of paper as it should. When positioning your paper before printing a passage or records, be sure to use one of the two methods described above.

NOTE: Reading Comprehension allows for a very small left margin on your printout. If you wish to see a larger left margin, adjust the paper in your printer so that it is as far to the left as possible.

> Be sure the printer is properly connected to the computer. Make sure the printer is turned on and the Select or On-Line button is pressed. When the printer is ready, press Return and then go to Step 13.

If the computer you are using is an Apple *IIe*, IIGS, or an Apple II Plus, you may receive one of two messages other than the message telling you to press Return when your printer is ready.

- The message "Are you sure there is a printer card in Slot__?" may appear on your screen. (The slot number will be the one you selected.) If this message appears, it indicates that there is a card in the slot you selected but the computer cannot tell what type of card it is. It may be something other than a printer card.

If you know that the card in the slot you selected is your printer card, press Y. You are now at the beginning of Step 12 .

If you are not sure that the slot you selected has your printer card, press N. The screen at which you indicate your printer slot number will reappear and you will be able to select the slot number again. If you know the correct slot number, enter it at Printer Slot Number now. If you do not know the location of your printer card, turn off your computer. Carefully open the lid of the computer. Find your printer card and note the number of the slot where it is located. Then repeat this procedure for Print Records.

- The message "Sorry, you do not have your printer in Slot__?" may appear on your screen. (The slot number will be the one you selected.) If this message appears, it means that there is no card in the slot you selected.

If you press Esc here, the Student List will appear on your screen.

If you press Return, you will be able to select another printer slot number. If you know the correct slot number, enter it at Printer Slot Number now. If you do not know the location of your printer card, turn off your computer. Carefully open the lid of the computer. Find your printer card and note the number of the slot where it is located. Then repeat this procedure for Print Records.

13. Printing will begin. When printing has been completed, the Student List will appear on the screen with Print Records at the top of the screen.

NOTE: Press Esc to stop printing before it is completed.

14. If you want to print another form of this student's records or another student's records, repeat this procedure for Print Records beginning at Step 8. Or, press Esc to quit. If you press Esc, the RECORD MANAGER MENU will appear on your screen. If you press Esc again, the UTILITY DISK MENU will appear.

Using the PROGRAM OPTIONS MENU

Use the PROGRAM OPTIONS MENU to set program options for students who will not be keeping records while using *Scholastic Reading Comprehension*. The program options which may be set are Passage Review, Help Mode, Answer Review, Sound, and Passage Disk Drive. The default setting for each program option is Yes and the Passage Disk Drive default setting is 1. Figure 48 shows how the PROGRAM OPTIONS MENU will look.
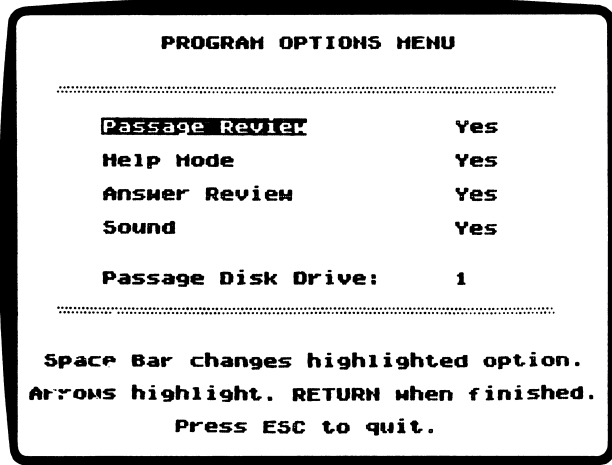
```
          PROGRAM OPTIONS MENU


       Passage Review          Yes

       Help Mode               Yes

       Answer Review           Yes

       Sound                   Yes


       Passage Disk Drive:     1


  Space Bar changes highlighted option.
 Arrows highlight. RETURN when finished.
          Press ESC to quit.
```

Figure 48

NOTE: For a description of Passage Review, Help Mode, or Answer Review see Set Student Options on page 43 of this Reference Guide.

If Sound is set at Yes, the student will hear a beep if he or she tries to move the cursor past the last line of the passage. If Sound is set at No, there will be no beep at that point.

If Passage Disk Drive is set at 1, the student will place the Passage disk in Drive 1 when working with *Reading Comprehension*. If Passage Disk Drive is set at 2, the student will place the Passage disk in Drive 2.

When you change the settings using the PROGRAM OPTIONS MENU, you are creating new default settings. In other words, any student who uses *Reading Comprehension* without keeping records, will automatically be using the settings you designate through the PROGRAM OPTIONS MENU.

If the student selects Change Settings before reading a passage, he or she will be able to change the settings for Passage Review, Help Mode, and Answer Review. Changing settings in this manner will override the settings you have chosen for those options for that session at the computer. To avoid this, instruct the student to select Read Passage and not Change Settings when he or she uses *Reading Comprehension*. Or, have the student keep records. Set up a record file for the student and use Set Student Options to select settings that cannot be altered by the student. (For more information see the section Set Student Options, on page 43.)

Follow the Steps listed below to change some or all of the program options using the PROGRAM OPTIONS MENU.

1. Select PROGRAM OPTIONS MENU from the UTILITY DISK menu.

2. You will be told to put the Program disk into Drive 1.

3. Take the Utility disk out of Drive 1 and replace it with the Program disk. Then press Return.

4. The PROGRAM OPTIONS MENU will appear.

5. Use an arrow key to move the highlight to any option you want to change. Press the Space Bar to change the highlighted option.

6. When you are finished setting program options, press Return.

7. The prompt at the bottom of the screen will change to "Keep this setup? Press Y or N."

8. If you want to change any of the settings, press N. Then repeat Steps 4 – 8. If you want to keep this setup, press Y.

9. When you press Y, the UTILITY DISK MENU will reappear on your screen.

10. If you wish to continue working with the Text Editor or the Record Manager, take the Program disk out of Drive 1 and replace it with the Utility disk before you continue.

    If you or a student wishes to work with the Program disk now, load the Program disk into the computer. (Press Control, Open Apple, and Reset all at the same time.)

ASSIGNING FOCUS ELEMENTS

The Passage disks provided by Scholastic for *Reading Comprehension* were developed using eight standard focus elements that are taught to students as they master reading comprehension skills. The passages were selected from popular Scholastic books, and the questions were carefully written to emphasize the eight standard focus elements. The eight elements are:

1. **Recall Facts**   Literal recall of facts.
2. **Main Idea**   Understanding the main idea.
3. **Key Words**   Searching for key words.
4. **Sequence**   Putting events in order.
5. **Meaning**   Sentence meaning.
6. **Think/Infer**   Inferential thinking.
7. **Who, What,...**   Who, what, where, when, why, how.
8. **Conclusions**   Drawing conclusions.

Focus elements are stored on the Passage disks and record disks that you create. Once the elements are entered on a disk, they cannot be edited.

Assigning Focus Elements When Creating a Passage Disk

When you are creating a new Passage disk you will be able to use the same focus elements that Scholastic has chosen or change or eliminate some or all of these elements. In this way you can tailor *Reading Comprehension* to meet the specific needs of your students.

Follow the first eight steps in the procedure for creating a new Passage disk. (See the section, Enter a Passage—Creating a Passage Disk, on page 4 of this Reference Guide.) Then continue with the steps below.

While the word "INITIALIZING" is on the screen, the disk is being made into a Passage disk for this program. It is at this point that the focus elements are put on the disk. The focus elements that will be used are those that are currently in the computer's memory.

NOTE: If you began this session at the computer by loading the Utility disk and creating a new Passage disk, the eight focus elements listed above will be put on your new disk.

If you had been using the *Reading Comprehension* Utility disk before creating a new Passage disk, the focus elements for the new disk will be the same ones as those on the Passage disk or record disk you were just using. If it was a Scholastic Passage disk, the new disk will have the eight elements from that disk on it. If it was another disk with different elements, the new disk will have those elements.

When you press Y to accept the disk name, level, and passage type, the Focus Element screen will appear. The prompt on this screen will be "Are these the focus elements you want? Press Y or N." (See Step 8 in the section, Enter a Passage—Creating a Passage Disk.)

1. To change or eliminate some or all of the focus elements on the screen, press N.

2. The number of the first focus element on the screen will be highlighted and the cursor will appear on top of the first letter of that first element. The prompt at the bottom of the screen will change to "Enter a new focus element and press RETURN. To keep an element, just press RETURN. Use the Space Bar to erase."

3. If you want to keep the element exactly as it appears on your screen, press Return. The highlight and the cursor will then move to the next focus element.

   If you want to change anything about the first element, use the Space Bar to eliminate characters. You can either type over the focus element and press the Space Bar to push any extra characters off the screen, or you can push all the characters off the screen to eliminate the focus element without replacing it. When you have finished making changes, press Return. The highlight and the cursor will then move to the next focus element.

4. Repeat Step 3 for each focus element on the screen.

5. When you press Return for the last focus element on the screen, the prompt will change. The prompt that appears is "Are these the focus elements you want? Press Y or N."

6. If these are the focus elements you want, press Y.

   If you would like to change any of the focus elements on the screen, press N. You are back at Step 2. Repeat this procedure.

IMPORTANT: When you press Y in response to "Are these the focus elements you want?" you have accepted the focus elements for this disk. They cannot be changed or edited after this.

If you want your students to keep records on Passage disks using your own elements, you must create a record disk with these elements on it.

Assigning Focus Elements When Creating a Record Disk
If you want your students to keep records while they use the *Reading Comprehension* program, the focus elements on the record disk they use must be exactly the same as the focus elements on the Passage disks. You must create a record disk containing these elements. To change the elements on a record disk, follow the procedure below.

Follow the first nine steps in the procedure for creating a new record disk. (See the section, Creating a Record Disk, on page 36 of this Reference Guide.) Then continue with the steps below.

While "INITIALIZING" is on the screen, the disk is being made into a record disk for this program. It is at this point that the focus elements are put on the disk. The focus elements that will be used are those that are currently in the computer's memory.

NOTE: If you began this session at the computer by loading the Utility disk and creating a new record disk, the eight focus elements listed above will be put on your new disk.

If you had been using the *Reading Comprehension* Utility disk before creating a new record disk, the focus elements for the new disk will be the same ones as those on the Passage disk or record disk you were just using. If it was a Scholastic Passage disk, the new disk will have the eight elements from that disk on it. If it was another disk with different elements, the new disk will have those elements.

When you press Y to accept the record disk name, the Focus Element screen will appear. The prompt on this screen will be "Are these the focus elements you want? Press Y or N." (This is Step 9 in the section, Creating a Record Disk)

1. To change the focus elements on the screen, Press N.

2. The prompt at the bottom of the screen will change. You will be asked to put the Passage disk with the focus elements that you want into Drive 1 or 2, depending on your setup.

3. Put the Passage disk that contains the focus elements you want your students to be working with in the designated drive and press Return.

NOTE: If you want this record disk to contain the eight elements Scholastic has chosen to use, put a Scholastic Passage disk in the designated drive. If you have a Passage disk that you have created with your own focus elements, and that is the disk you want your students to use while keeping records, put that disk in the designated drive.

4. The Focus Element screen will appear with the new elements. The prompt on this screen is "Are these the focus elements you want? Press Y or N."

5. If these are the focus elements you want, press Y. If these are not the focus elements you want, press N and repeat Steps 2–5.

6. When you press Y, you will be asked to put the disk that you are initializing back into Drive 1 or 2 depending on your setup. (The disk that you are initializing is the record disk.) Put the record disk in the designated drive and press Return.

7. The next screen that will appear will contain the disk name and the focus elements you have put on this disk. The prompt at the bottom of this screen is "Is this the Record Disk that you want to use? Press Y or N."

   IMPORTANT: At this point the focus elements have been put on this record disk. They cannot be changed or edited.

CORRECTING MISTAKES WHILE ENTERING OR EDITING PASSAGES

The Text Editor on the Utility Disk of *Scholastic Reading Comprehension* contains a word processor. The special word-processing keys are listed in the section, Utility Disk —Word-Processing and Special Features, on page 68.

If you make a mistake while typing, use the arrow keys to move the cursor to the right of the character to be erased. Then press the Delete key.

The prompt at the bottom of the screen is "Arrow keys move the cursor. DELETE erases to the left of the cursor. Press Esc when you are finished."

NOTE: If you are using an Apple II Plus, you will use Ctrl-E instead of the Delete key to erase even though the prompt will say "DELETE erases to the left of the cursor." On the II Plus, Ctrl-E erases to the left of the cursor.

If you want to start typing at a spot other than the beginning of the screen, use the arrow keys or the Space Bar to move the cursor to the spot you want and then begin to type.

If you need to insert letters, words, or sentences into your passage, use the arrow keys to move the cursor to the spot at which you want to add characters. When you type your addition, the text will move to the right to make room for your insert.

MAKING BACKUP COPIES

Make backup copies of the *Scholastic Reading Comprehension* Utility disk, any Scholastic Passage disk, and any of the Passage disks and record disks you create. Making backup copies protects you in case something happens to your original disks. You can use any copy program to make copies of your disks. The steps for using COPYA, found on your DOS System Master disk, are outlined below.

If you have an Apple IIc, you must use DOS 3.3 or ProDOS. The copy program on the System Utilities disk will not copy Passage disks or record disks. If you're using ProDOS, consult the ProDOS User's Manual for instructions.

Copying Your Passage and Record Disks Using COPYA
The procedure for copying a Passage disk or a record disk using COPYA is given below.

1. Put write-protect tabs on the System Master disk and the disk you are going to copy (the Utility disk, the Passage disk or the record disk).

2. Insert the DOS System Master into Drive 1 (the internal drive on the Apple IIc) and turn on the computer. Make sure the Caps Lock key is down.

3. When you see the "]" prompt, type **RUN COPYA** and press Return.

4. When you see "ORIGINAL SLOT: DEFAULT = 6" on the screen, press Return.

5. When "DRIVE: DEFAULT = 1" appears on the screen, press Return.

6. When "DUPLICATE SLOT: DEFAULT = 6" appears on the screen, press Return.

7. Next, the prompt "DRIVE: DEFAULT = 2" will appear on the screen. If you are using a one-drive system, type 1. If you are using a two-drive system leave the 2 on the screen and press Return.

8. Remove the DOS System Master disk from Drive 1 and replace it with the original disk (the one that you want copied).

9. If you are using one drive, press Return. If you are using two drives, insert the blank disk in Drive 2 and press Return. If you are using one drive, when the prompt, "INSERT DUPLICATE DISK AND PRESS RETURN," appears, remove the original disk and replace it with the blank disk. If you are using two drives, go to Step 11.

10. If you are using a one-drive system, you must exchange the original disk and the blank disk as the program instructs.

11. When the disk is completely copied, the computer will ask if you want to make more copies. If you do, press Y and repeat the procedure as the program instructs. If you don't want to make more copies, press N (for no).

When you are finished, remove the write-protect tab from the original disk.

USING THE FOREIGN LANGUAGE CHARACTER SET

You can create *Scholastic Reading Comprehension* passages in Spanish, French, and German using the program's special foreign language characters. Creating these passages is very easy to do. Type your text passage as you would when entering any passage. When you need to use a foreign language character, follow the steps below to insert the appropriate character into your passage. The Special Character List below shows all available foreign characters.

NOTE: You can either type your entire passage first and then go back and replace the necessary letters, or you can insert the appropriate characters as you are typing.

1. Move the cursor to a letter with a foreign language character equivalent.

2. Press Ctrl-F (the Control key and the F key at the same time). When you do, the first character option will appear under the cursor.

3. Keep pressing Ctrl-F to cycle through the foreign language characters for that particular letter.

4. When the character you want is on the screen, stop pressing Ctrl-F. The special character will remain on the screen replacing its English equivalent in your text. Repeat this procedure from Step 1 for each letter you need to replace.

Special Character List
Here is a list of the special characters that *Scholastic Reading Comprehension* provides for each language.

Spanish	French	German
á	à	ä
é	â	ö
í	é	ü
ó	è	ß
ú	ê	
ü	ë	
Ñ	î	
ñ	ï	
¡	ô	
¿	ù	
	û	
	ü	
	ç	
	Ç	

Figure 49

TROUBLESHOOTING

Printing Problems

Problem: Sometimes, you may attempt to print a passage or print records, and the program will act as it usually does when printing occurs, but printing will not actually occur. If this happens, it usually means that you have not selected the correct slot number as the location of your printer card.

Solution: If you know the correct slot number, try printing again using that number. If you are not sure of the location of your printer card, turn your computer, printer, and monitor off. Open the lid of your computer. Find your printer card and note the slot at which it is located. Replace the lid on your computer. Load the program and try to print again. This time be sure to select the slot number of your printer card.

Problem: If you attempt to print and you select the correct slot number, but the program stops at the screen which tells you to press Return if your printer is ready, your printer is probably not ready.

Solution: Check to see that the Select or On-Line button on your printer is pressed. If it is not, press it now. Printing should begin. If the Select or On-Line button is pressed, turn off your computer, monitor, and printer. Open the lid of your computer. Find your printer card, and see that your printer is properly connected to your computer. If it is not connected properly, fix it now. (If you need help connecting your printer, see your printer manual.) Replace the lid on your computer. Load the program and try printing again.

Problem: If you attempt to print, and the program reboots at the screen which tells you to press Return when your printer is ready, you have selected the slot at which your disk drive(s) are located. (Often, this will be Slot 6.)

Solution: If you know the correct printer slot number, try printing again using this number. If you are not sure of the location of your printer card, turn off your computer, monitor, and printer. Open the lid of your computer. Find your printer card and note its location. Then try printing again.

Problem: If printing does not begin at the top of each sheet of paper while you are printing a passage or records, it may mean that you used the linefeed button or the formfeed button on your printer incorrectly when positioning the paper before printing.

Solution: Press the Esc key to stop printing before it is finished. Turn off your printer. Manually adjust the paper in your printer so that the printhead is at the top of the page. Then turn on the printer. Or, leave the printer on. Use the linefeed button or the formfeed button to position the paper. Turn the printer off and then on again.

Error Message

The "DISK ERROR" message will appear on your monitor if there is a physical problem with either the disk drive, the disk controller, or the disk, or if you try to save information to a disk with a write-protect tab. If your disk has a write-protect tab, open the drive door and remove the disk. Then remove the write-protect tab from the disk, replace the disk in the drive, and close the drive door. Then press Return.

```
                    .......... ... ......................

                      DISK ERROR

                    ................... .................



        Press RETURN to try again.

            Press ESC to quit.
```

Figure 50

Some possible causes of a physical problem and suggestions for corrective action are discussed below.

- The disk drive door may be open. If this is the case, close the door. Then, press Return to try again.

- The disk may be inserted incorrectly. Remove the disk, then reinsert it properly. Press Return.

- The cables connecting your disk drives and your computer may be loose. Check that the cables between the computer and the disk drives are properly connected. Press Return.

- The head on the disk drive may be dirty. If the disk drive has been in use for some time, the head may need cleaning. Refer to the disk drive manual or see your dealer.

- The Passage disk or record disk you are using may be worn out or damaged. Try using a different disk. Make a copy of your backup disk, then use that copy.

If the "DISK ERROR" message persists, take the disk drive to your dealer for testing.

PROGRAM DISK—SPECIAL KEYS AND FEATURES

Below is a list of special keys and a description of what each key does. These special keys function when you use the *Reading Comprehension Program* disk.

NOTE: Whenever you see a Control combination (for example, Ctrl-B), you should press the Control key and the letter key at the same time.

Special Keys

Press:	When you want to:
→ or ↓ (the Right Arrow key or the Down Arrow key)	Move, or scroll, down one or more lines within the passage text while reading a passage. Or move, or scroll, down one line while using Help Mode or Passage Review.
	Move to the next question within a question set.
	Highlight a menu item.
← or ↑ (the Left Arrow key or the Up Arrow key)	Move, or scroll, up one or more lines within the passage text while reading a passage. Or, move or scroll up one line while using Help Mode or Passage Review.
	Highlight a menu item.
	Move to the previous question within a question set.

NOTE: On the Apple II Plus, use the Left and Right Arrow keys to move through the text.

Ctrl-B	Move to the beginning of the passage while reading the passage. Or, move to the beginning of the passage while using Help Mode or Passage Review.

Esc	Exit from almost any screen.
H (Help Mode)	See any highlighted "Help" sections within a passage while answering the questions for a passage. (H for Help will only function when you see the prompt "Press 'H' for help.")
R (Passage Review)	Review a passage while answering the questions for that passage. (R for Passage Review will only function when you see the prompt "Press 'R' to review."
Return	Select a menu item. Or, continue using the program.
Space Bar	Change a menu option.

UTILITY DISK—WORD-PROCESSING
AND SPECIAL FEATURES

The Text Editor on the *Scholastic Reading Comprehension* Utility disk contains a word processor with which you can type your own passages. Below is a list of special keys used with the word processor and other control keys used with the *Reading Comprehension* Utility disk. The list contains a description of what each key does.

NOTE: Whenever you see a Control combination (for example, Ctrl-B), you should press the Control key and the letter key at the same time.

Special Keys

Press:

→ or ↓
(the Right Arrow key
or the Down Arrow key)

When you want to:

Move, or scroll, down one or more lines within the passage text while reading or reviewing a passage.

Move the cursor to the right or down to where you want to delete or add text while you are editing or entering your passage text.

Move to the next question within a question set while editing.

Highlight a menu item.

← or ↑
(the Left Arrow key
or the Up Arrow key)

Move, or scroll up one or more lines within the passage text while reading or reviewing passage.

Move the cursor to the left or up to where you want to delete or add text while you are editing or entering your passage text.

Move to the previous question within a question set while editing.

Highlight a menu item.

NOTE: On the Apple II Plus, use Ctrl-U as the Up Arrow key, Ctrl-N as the Down Arrow key, Ctrl-H as the Left Arrow key, and Ctrl-J as the Right Arrow key.

Ctrl-B	Move the cursor to the beginning of the passage while entering or editing text.
Delete	Erase the character to the left of the cursor.

NOTE: On the Apple II Plus, use Ctrl-E as the Delete key.

Ctrl-F	Change an English character within a passage, question, or answer choice to an appropriate foreign character. (Characters are available in Spanish, French, or German.)
Ctrl-C	Clear a text passage, question, or answer choice.
Esc	Exit from almost any screen. (When it is appropriate, you will have the opportunity to save your work when you press Esc.)
Return	Select a menu item. Or, continue using the program.
Space Bar	Change a menu option.

USING *SCHOLASTIC READING COMPREHENSION* WITH UNDERLINE ANSWER PASSAGE DISKS

The two types of Passage disks that may be used with *Scholastic Reading Comprehension* are Multiple-choice Passage disks and Underline Answer Passage disks. Multiple-choice Passage disks are designed in the standard format of most reading tests—read a passage then answer a series of multiple-choice questions. Underline Answer Passage disks require a unique form of student response. Students must answer the questions that follow the passage by underlining the appropriate portion of the passage they have read.

The Teacher Reference Guide mainly discusses the use of *Reading Comprehension* with Multiple-choice Passage disks. Passage disks provided by Scholastic are Multiple-choice disks. In order for your students to use an Underline Answer disk, you must create a Passage disk of this type. This section of the Reference Guide will help you learn to create and use an Underline Answer Passage disk. Most of the procedures followed with Underline Answer disks will be the same as those followed with Multiple-choice disks. The differences are explained in the sections below. Read these sections first. Then, go through the procedures in the Multiple Choice section of the Teacher Reference Guide, substituting the appropriate changes for Underline Answer disks as you go.

Using the Text Editor

Enter a Passage—Creating a Passage Disk

Steps 1–5 in the section, Enter a Passage—Creating a Passage Disk, on page 4 of the Teacher Reference Guide will be the same for both the Multiple-choice Passage disk and the Underline Answer Passage disk.

6. Type a disk name and press Return.

Next type the level (a letter from A to Z) and press Return.

On a Scholastic Passage disk, the *Level* is the grade level of the reading material on the disk. A Level D Passage disk contains passages from books written on the fourth-grade level. A Level E Passage disk contains passages from books written on the fifth-grade level, and a Level F Passage disk contains passages from books written on the sixth-grade level.

Select the passage type for this Passage disk. Your choices are Multiple Choice and Underline Answer. A Passage disk can only contain one type of question.

To create this disk using the Underline Answer format, press the Space Bar. The words "Underline Answer" will then be highlighted. In this answer format, the student answers the questions by underlining the appropriate portion of the passage. Press Return if this is the passage type you want.
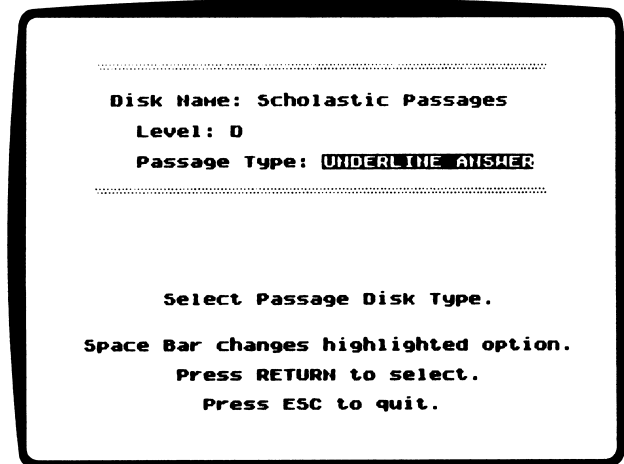


```
Disk Name: Scholastic Passages
Level: D
Passage Type: UNDERLINE ANSWER




        Select Passage Disk Type.

  Space Bar changes highlighted option.
        Press RETURN to select.
          Press ESC to quit.
```

Figure 51

Steps 7–11 will be the same for both Multiple-choice disks and Underline Answer disks.

Enter a Passage—Entering Passage Text
Steps 1–9 will be the same for both Multiple-choice disks and Underline Answer disks.

Entering Questions and Answer Choices
Steps 1–3 in the section, Entering Questions and Answer Choices, on page 10 of the Teacher Reference Guide will be the same for both the Multiple-choice Passage disk and the Underline Answer Passage disk. For Underline Answer disks, skip **Steps 4–13** of that section and go to Selecting the Question Emphasis and Adding Highlighting.

Selecting Question Emphasis and Adding Highlighting
1. After you enter your question, the Question Emphasis screen will appear.

Steps **2–4** of this section will be the same for both Multiple-choice disks and Underline Answer disks.

5. When you press Y to verify that the focus element you selected for a question is correct, the Highlighting screen will appear.

For Underline Answer Passage disks, this is the screen at which you will choose the section of text which will answer the question. For each question, you can highlight only one section of text.

Substitute **Steps 6–10** below for **Steps 6–10** in this section of the Teacher Reference Guide.

6. The prompt at the bottom of the screen will read, "Move cursor to beginning of answer and press Return." Using the arrow keys, move the cursor to the first character of the section you wish to highlight as the answer, and press Return.

```
     Question 1      Set A      Passage #01
     ...................................................
     Why is it that Ted has never met his
     cousin Cindy?

     ...................................................
     ■     Ted groaned, running his

     fingers through his curly brown

     hair. "Oh, Mom. Come On!" What a

     way to kill a guy's vacation! How

     could he ever explain this to his

     friends? His father interrupted
     ...................................................

       Move cursor to beginning of answer
                and press RETURN.
```
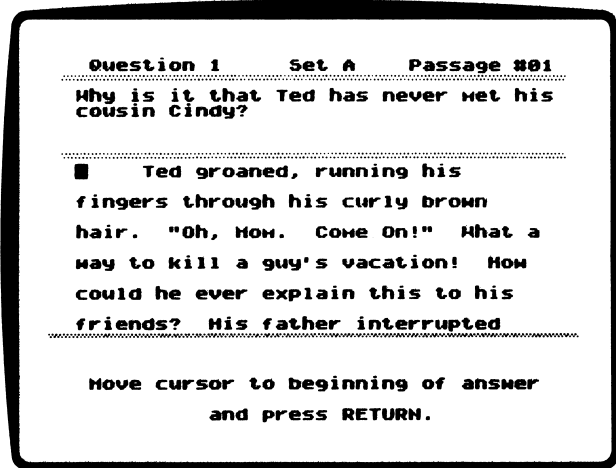
Figure 52

7. The prompt at the bottom of the screen will change to "Move cursor to end of answer and press Return." Using the arrow keys, move the cursor to the last character of the section you wish to highlight as the answer, and press Return.
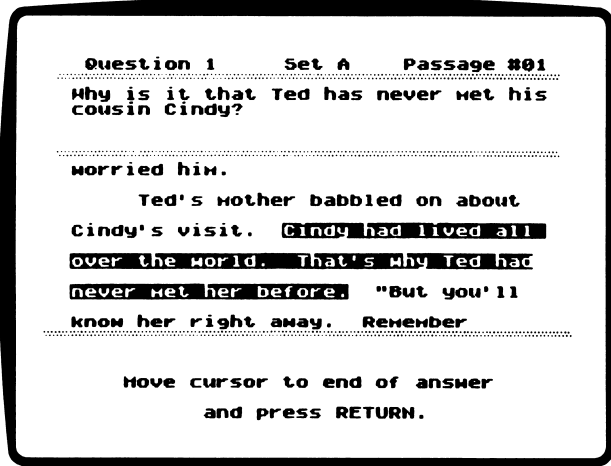
```
Question 1       Set A       Passage #01
.....................................................................
Why is it that Ted has never met his
cousin Cindy?

.....................................................................
worried him.
        Ted's mother babbled on about
Cindy's visit. ▓Cindy had lived all▓
▓over the world.  That's why Ted had▓
▓never met her before.▓ "But you'll
know her right away.  Remember
.....................................................................


        Move cursor to end of answer
             and press RETURN.
```

Figure 53

8. The prompt at the bottom of the screen will change to "Is this the correct answer? Y/N (Arrows scroll text for reviewing)."

9. If you press N, the highlight will disappear and the prompt, "Move cursor to beginning of answer and press Return," will appear again. Repeat the above procedure to highlight the correct answer.

Press Y to accept the highlighted section as the correct answer to the question.

10. When you press Y, the program will move to the next Question screen.

Skip **Step 11.**

Steps 12–16 will be the same for both Multiple-choice disks and Underline Answer disks.

Editing Passage Text
Steps 1–16 will be the same for both Multiple-choice disks and Underline Answer disks.

REMEMBER: If you edit the passage text by adding or removing text, any highlighted text may be incorrect. So, if you edit the passage text, be sure to check that your highlighting is still correct.

Editing Questions and Answer Choices
Steps 1–5 in this section will be the same for both the Multiple-choice Passage disk and the Underline Answer Passage disk. When you are using an Underline Answer Passage disk the Question Emphasis screen will appear after you have verified that the question is correct. (After Step 2 or Step 5.)

Skip **Steps 6–10**.

Go to **Step 11**.

Editing the Selection of Question Emphasis and Adding Highlighting
1. When the question has been verified, the Question Emphasis screen will appear. The focus elements from this Passage disk will be listed in the center of this screen. If a focus element for this question was previously selected, that element will be highlighted. The prompt at the bottom of the screen will be "Is this correct? Press Y or N."

Steps 2 and 3 of this section will be the same for both the Multiple-choice Passage disk and the Underline Answer Passage disk.

NOTE: On the Highlighting screen, you will choose the section of text which will answer the question. For each question, you can highlight one section of text.

Substitute **Steps 4–8** below for **Steps 4–8** in this section of the Teacher Reference Guide.

4. If an answer was previously chosen for this question, the highlighted section will appear on the screen. The prompts at the bottom of this screen will be "Is this the correct answer? Y/N (Arrows scroll text for reviewing)."

If highlighting was not previously chosen, no highlighting will appear. The cursor will appear on the first character of the passage. The prompt at the bottom of the screen will read: "Move cursor to beginning of answer and press Return." Using the arrow keys, move the cursor to the first character of the section you wish to highlight as the answer, and press Return.

5. The prompt at the bottom of the screen will change to "Move cursor to end of answer and press Return." Using the arrow keys, move the cursor to the last character of the section you wish to highlight as the answer, and press Return.

6. The prompt at the bottom of the screen will change to "Is this the correct answer? Y/N (Arrows scroll text for reviewing)."

7. If you press N, the highlight will disappear and the prompt, "Move cursor to beginning of answer and press Return," will appear again. Repeat the above procedure to highlight the correct answer.

   Press Y to accept the highlighted section as the correct answer to the question.

8. When you press Y, the program will move to the next Question screen. Here you can enter or edit the next question for this question set. To do so, follow the steps listed above.

IMPORTANT: If the passage text has been edited by adding or removing text, the highlighting may be incorrect. So, if you edited the passage text, be sure to check that your highlighting is still correct.

Steps 9 and 10 will be the same for both Multiple-choice disks and Underline Answer disks.

Print a Passage

Use Print a Passage when you want a printout of a passage. You can print a passage with Question Set A, or Question Set B, or Question Set A and B.

NOTE: For Underline Answer Passage disks you cannot print the answer choices for the questions.

Steps 1–6 in this section will be the same for Multiple-choice Passage disks and Underline Answer Passage disks. Substitute **Step 7** below for **Step 7** in the Teacher Reference Guide.

7. When you press Return, after selecting the setting for the first options, two others settings will appear on the screen. "Print Answer Choices" will appear with "No" beside it. This setting cannot be changed. "Number of Copies" will also appear with the "1" beside it.

   - If you want one copy of your printout, leave the number 1 on the screen and press Return.

   - If you want more than one copy of your printout, type the number of copies you want printed and then press Return. You may make from one to 99 copies during any one print session.

Skip **Steps 8 and 9**.

Steps 10–13 will be the same for Multiple-choice Passage disk and Underline Answer Passage disks.

Erase a Passage

Use Erase a Passage when you want to permanently delete a passage from a Passage disk. Erasing a passage means erasing the text passage, the questions for that passage, the questions emphasis, and the correct answer.

The procedure for erasing a passage will be the same for Multiple-choice Passage disks and Underline Answer Passage disks.

Using the Record Manager

Creating a Record Disk

You will not need a special record disk for use with Underline Answer Passage disks. The same record disk may be used with Multiple-choice Passage disks and Underline Answer Passage disks. Thus, no special instructions are required for creating a Record disk or using the RECORD MANAGER MENU.

REMEMBER: The long form of the records will indicate the type of Passage disk (Multiple Choice or Underline Answer) used during a session at the computer.

Set Student Options

Use Set Student Options if you wish to specify program options for the students on the record disk. The only program option that can be set for students using *Reading Comprehension* with Underline Answer Passage disks is Answer Review.

The procedure for setting student options will be the same for Multiple-choice Passage disks and Underline Answer Passage disks. However, Answer Review is the only options that will actually be available with Underline Answer Passage disks.

Passage Review is not available with Underline Answer disks because the passage is always on the screen when the student is answering questions.

Help Mode is not available because the highlighted section of an Underline Answer passage is not an aid to answering the question. The highlighted section is the answer to the question.

NOTE: Since Passage Review and Help Mode are never available with Underline Answer Passage disks, set these options to No before using Reading Comprehension *with this type of Passage disk.*

View Records and Print Records

The procedures for viewing records and printing records will be the same for Multiple-choice Passage disks and Underline Answer Passage disks.

Using the PROGRAM OPTIONS MENU

Use the PROGRAM OPTIONS MENU to set program options for the students who will not be keeping records while using *Scholastic Reading Comprehension*. The program options which may be set are: Answer Review, Sound, and Passage Disk Drive. The default setting for Answer Review and Sound is "Yes" and the Passage Disk Drive default setting is "1."

The procedure for using the PROGRAM OPTIONS MENU will be the same for Multiple-choice Passage disks and Underline Answer Passage disks. However, Answer Review and Sound are the only options that will actually be available with Underline Answer Passage disks.

Passage Review is not available with Underline Answer disks because the passage is always on the screen when the student is answering questions.

Help Mode is not available because the highlighted section of an Underline Answer passage is not an aid to answering the question. The highlighted section is the answer to the question.

Assigning Focus Elements

The procedures for assigning focus elements when creating Passage disks and record disks will be the same for Multiple-choice Passage disks and Underline Answer Passage disks.

The procedures for the following sections of the Reference Guide are the same for Multiple-choice Passage disks and Underline Answer Passage disks:

- Correcting Mistakes While Entering or Editing Passages
- Making Backup Copies
- Using the Foreign Language Character Set
- Troubleshooting

PROGRAM DISK—SPECIAL KEYS AND FEATURES
Underline Answer Passage Disks

Below is a list of special keys and a description of what each key does. These special keys function when you use the *Reading Comprehension* Program disk with Underline Answer Passage disks.

NOTE: Whenever you see a Control combination (for example, Ctrl-B), you should press the Control key and the letter key at the same time.

Special Keys

Press:	When you want to:
→ or ↓ (the Right Arrow key or the Down Arrow key)	Move, or scroll, down one or more lines while reading or reviewing the passage text. Move the cursor one character in the direction of the arrow while answering questions.
→ (the Right Arrow key)	Underline your answer one character at a time after you have moved the cursor to the beginning of the answer and pressed Return.
← or ↑ (the Left Arrow key or the Up Arrow key)	Move, or scroll, up one or more lines while reading or reviewing the passage text. Move the cursor one character in the direction of the arrow while answering questions.
← (Left Arrow key)	Remove underline from one character at a time after you have moved the cursor to the beginning of the answer and pressed Return. You cannot erase all the underlining once you have begun to underline your answer. To erase all the underlining, press Return at the prompt, "Move cursor to end of answer and press Return." Then, press N at the prompt, "Is this the correct answer? (Y/N)"

NOTE: On the Apple II Plus, use the Left and Right Arrow keys to move through the text.

Ctrl-B

Move to the beginning of the passage while reading the passage text. (Does not function while answering questions.)

Esc

Exit from some screens (such as the passage text and the screen between question sets). Move to the next question within a question set.

Return

Select a menu item.

Space Bar

Change a menu option.

UTILITY DISK—WORD-PROCESSING
AND SPECIAL FEATURES
Underline Answer Passage Disk

The Text Editor on the *Scholastic Reading Comprehension* Utility disk contains a word processor with which you can type your own passages. Below is a list of special keys used with the word processor and other control keys that function when you use the *Reading Comprehension* Utility disk with Underline Answer Passage disks. The list contains a description of what each key does.

NOTE: Whenever you see a Control combination (for example, Ctrl-B), you should press the Control key and the letter key at the same time.

Special Keys

Press:	When you want to:
→ or ↓ (the Right Arrow key or the Down Arrow key)	Move, or scroll, down one or more lines within the passage text while reading or reviewing a passage.
	Move the cursor to the right or down to where you want to delete or add text while you are editing or entering your passage text.
	Move to the next question within a question set while editing.
	Highlight an item on screen.
→ (the Right Arrow key)	Highlight answers within the passage text.
← or ↑ (the Left Arrow key or the Up Arrow key)	Move, or scroll up one or more lines within the passage text while reading or reviewing a passage.
	Move the cursor to the left or up to where you want to delete or add text while you are editing or entering your passage text.
	Move to the previous question within a question set while editing.
	Highlight an item on screen.

←
(the Left Arrow key)

Remove highlight from answers within the passage text.

NOTE: On the Apple II Plus, use Ctrl-U as the Up Arrow key, Ctrl-N as the Down Arrow key, Ctrl-H as the Left Arrow key, and Ctrl-J as the Right Arrow key when entering or editing passage text, or questions. Use the Left and Right Arrow keys when selecting the correct answer to a question.

Ctrl-B

Move the cursor to the beginning of the passage while entering or editing text.

Delete

Erase the character to the left of the cursor.

NOTE: On the Apple II Plus, use Ctrl-E as the Delete key.

Ctrl-F

Change an English character within a passage, question, or answer choice to an appropriate foreign character. (Characters are available in Spanish, French, or German.)

Ctrl-C

Clear a text passage or question.

Esc

Exit from almost any screen. (When it is appropriate, you will have the opportunity to save your work when you press Esc.)

Return

Select a menu item. Or, continue using the program.

Space Bar

Change a menu option.

STUDENT QUICK START GUIDE

This portion of the User's Handbook, Student Quick Start Guide, is to be used by the student. Two short sections are included. The first section, Student Quick Start Guide for Multiple-choice Passage Disks, is a brief explanation of how to use the *Scholastic Reading Comprehension* Program disk with Multiple-choice Passage disks. The second section, Student Quick Start Guide for Underline Answer Passage Disks, is a brief explanation of how to use the *Scholastic Reading Comprehension* Program disk with Underline Answer Passage disks. Copy the appropriate section for each student.

STUDENT QUICK START GUIDE FOR MULTIPLE-CHOICE PASSAGE DISKS

Using the Program Disk With Multiple-choice Passage Disks

When you use *Scholastic Reading Comprehension*, you will read a passage and then answer questions about that passage. After you load the program into your computer, you will select the passage you want to read. That passage will then appear on your computer screen. You should read the passage and then answer the questions after the passage.

Loading the *Scholastic Reading Comprehension* Program Disk

Follow the instructions below to load the program into your computer:

1. If your computer is turned off, insert the *Scholastic Reading Comprehension* Program disk in Drive 1 (label facing up). Then, turn the computer and the monitor on.

2. If the computer is already on, insert the Program disk in Drive 1 (label facing up). Then, press the Control key, the Open Apple key, and the Reset button all at the same time.

3. The disk drive light will go on. In a few seconds, the *Scholastic Reading Comprehension* Title screen will appear. Then the MAIN MENU will appear.
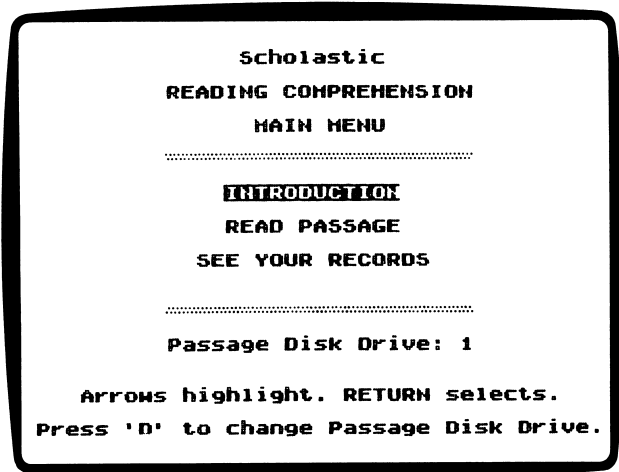
```
              Scholastic
        READING COMPREHENSION
             MAIN MENU
        ...............................................

             INTRODUCTION
             READ PASSAGE
            SEE YOUR RECORDS

        ...............................................

        Passage Disk Drive: 1

    Arrows highlight. RETURN selects.
   Press 'D' to change Passage Disk Drive.
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Figure 54

Changing the Disk Drive Setup

You can change your disk drive setup when you are at the MAIN MENU. Notice that just below the last menu item is the prompt "Passage Disk Drive." If the number following the colon is 1, it means the program is set up to be used on a computer with one disk drive. If it is 2, the program is set up for two disk drives. If the number does not match the number of drives you are using, press D until the number is correct.

Selecting Menu Items

To select an item from any of the *Reading Comprehension* menus, press the arrow keys to highlight your choice. Then press Return.

Reading a Passage

Follow the steps below to begin reading a passage:

1. Select Read Passage from the MAIN MENU.

2. On the next screen you will be asked, "Are you keeping records?"

3. If you will not be keeping records, press N. A menu will appear containing two items: Read Passage and Change Settings. Select Read Passage. Then go to Step 8 below.

   To keep records, you will need a record disk with your name on it. If you have one and you want to keep records, press Y. Then go to Step 4.

4. Take the Program disk out of Drive 1 and insert the record disk. Close the disk drive door. Then press Return.

5. Use the arrow keys to highlight your name on the list that will appear on the screen. Then press Return.

6. If this is the first time you are keeping records on this record disk, you will be asked to enter the date on the next screen. Go to Step 7.

   If you have already used this record disk, the next screen will show your name, the last Passage disk you used, the number of the last passage you read, and the date you read that passage. If you will be using the same Passage disk in this session, note the number of the last passage you read so you can select the next passage. When you press Return, you will be asked to enter the date.

7. Type the date using only numerals. For example, type: **04 26 87**. Then press Return. You will be asked if the date is correct. If you have to change it, press N. If it is correct, press Y.

8. You will be told to insert a Passage disk. Do so and then press Return.

9. The disk name and other information about the disk will appear on the next screen. You will be asked: "Is this the Passage disk that you want to use?"

   If this is the Passage disk you want to use, press Y.

   If this is not the Passage disk you want to use, press N. Then put the disk you want to use in the drive and press Return.

10. When the list of passages appears, use an arrow key to highlight the passage you want to read. Then press Return.

11. Highlight either Question Set A or Question Set B. (Your teacher may tell you which set to choose.) Press Return.

12. Read the passage when it appears on your screen.

    To read the entire passage, you will need to move through all the text. To do this, press the Right Arrow key (→) or the Down Arrow key (↓). If you are using an Apple II Plus, you can only use the Right Arrow key.

    If you want to return to the beginning of the passage text, press Ctrl-B. (Press the Control key and the B key at the same time.)

13. When you are finished reading the passage, press Return. The first question will then appear on your screen. Below the question you will see the answer choices.

14. Read the answer choices. Then type the letter of your answer. If you want to change an answer, just type the letter of the new answer choice.

If you see this prompt, "Press 'H' for help," at the bottom of the screen, you may be able to get help answering the questions. If you need help, press H.

If help is available, the passage text will appear with at least one area highlighted. Review the passage and pay close attention to the highlighted area. It should help you answer the question. Press Return when you are ready to answer the question.

If you see this prompt, "Press 'R' to review," at the bottom of your screen, you can review or reread the passage while you are answering the questions. If you want to do this, press R. The passage text will then appear on your screen. Review the passage. Press Return when you are ready to answer the question.

15. When you press Return after the last question, you will see the message:

    "Do you want to review or change your answer? Press Y or N."

    If you want to review or change your answers, or fill in any answer you left blank, press Y.

    If you do not want to change or see your answers, or fill in any blank answers, press N.

16. When you press N, you will either see a screen that tells you how well you answered all the questions, or you will see the End of Passage screen. If you see the screen that tells you how well you answered questions go to Step 17. If you see the End of Passage screen go to Step 18.

17. If you answered any questions incorrectly, you will be asked if you want to see the correct answers. Press Y if you want to see them. You will eventually return to this screen. When you press N, the End of Passage screen will appear. Go to Step 18.

18. If you select Go to the Next Passage, the next passage on the disk will appear on your screen. Repeat the instructions above to read the passage and answer the questions. Begin with Step 12.

19. If you are not keeping records and you select End this Session, the Results of this Session screen will appear. When you press Return at this screen, the MAIN MENU will appear.

    If you are keeping records and you select End this Session, see Steps 20 and 21.

20. When you select End this Session, the results of this session will be saved on your record disk. When saving has been completed, the Results of this Session screen will appear. The prompt at the bottom of this screen will read:

    "Press R to view your records. Press RETURN to continue."

21. If you press 'R', you will be asked to select how you would like to view your records. You can see the short form of the records on your computer monitor. Or, if your computer is properly connected to a printer, you can print either the short form or the long form of your records.

    If you want to print, ask your teacher to help you.

    If you select View Records on Screen, you will see the short form of your records. Press Return to see the second part of the records. When you press Return again, the MAIN MENU will appear.

STUDENT QUICK START GUIDE FOR UNDERLINE ANSWER PASSAGE DISKS

Using the Program Disk With Underline Answer Passage Disks

When you use *Scholastic Reading Comprehension*, you will read a passage and then answer questions about that passage. After you load the program into your computer, you will select the passage you want to read. That passage will then appear on your computer screen. You should read the passage and then answer the questions after the passage.

Loading the *Scholastic Reading Comprehension* Program Disk

Follow the instructions below to load the program into your computer:

1. If your computer is turned off, insert the *Scholastic Reading Comprehension* Program disk in Drive 1 (label facing up). Then, turn the computer and the monitor on.

2. If the computer is already on, insert the Program disk in Drive 1 (label facing up). Then, press the Control key, the Open Apple key, and the Reset button all at the same time.

3. The disk drive light will go on. In a few seconds, the *Scholastic Reading Comprehension* Title screen will appear. Then the MAIN MENU will appear.
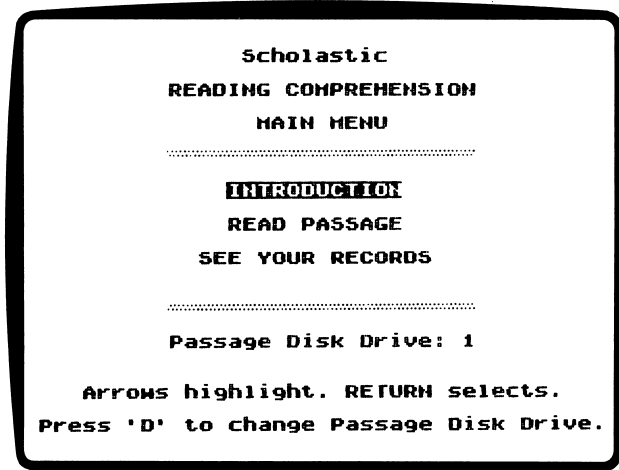
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             Scholastic
        READING COMPREHENSION
             MAIN MENU
     ....................................

            INTRODUCTION
            READ PASSAGE
          SEE YOUR RECORDS

     ....................................
        Passage Disk Drive: 1

     Arrows highlight. RETURN selects.
   Press 'D' to change Passage Disk Drive.
```

Figure 55

Changing the Disk Drive Setup

You can change your disk drive setup when you are at the MAIN MENU. Notice that just below the last menu item is the prompt, "Passage Disk Drive." If the number following the colon is 1, it means the program is set up to be used on a computer with one disk drive. If it is 2, the program is set up for two disk drives. If the number does not match the number of drives you are using, press D until the number is correct.

Selecting Menu Items

To select an item from any of the *Reading Comprehension* menus, press the arrow keys to highlight your choice. Then press Return.

Reading a Passage

Follow the steps below to begin reading a passage:

1. Select Read Passage from the MAIN MENU.

2. On the next screen you will be asked "Are you keeping records?"

3. If you will not be keeping records, press N. A menu will appear containing two items: Read Passage and Change Settings. Select Read Passage. Then go to Step 8 below.

   To keep records, you will need a record disk with your name on it. If you have one and you want to keep records, press Y. Then go to Step 4.

4. Take the Program disk out of Drive 1 and insert the record disk. Close the disk drive door. Then press Return.

5. Use the arrow keys to highlight your name on the list that will appear on the screen. Then press Return.

6. If this is the first time you are keeping records on this record disk, you will be asked to enter the date on the next screen. Go to Step 7.

If you have already used this record disk, the next screen will show your name, the last Passage disk you used, the number of the last passage you read, and the date you read that passage. If you will be using the same Passage disk in this session, note the number of the last passage you read so you can select the next passage. When you press Return, you will be asked to enter the date.

7. Type the date using only numerals. For example, type: **04 26   87**. Then press Return. You will be asked if the date is correct. If you have to change it, press N. If it is correct, press Y.

8. You will be told to insert a Passage disk. Do so and then press Return.

9. The disk name and other information about the disk will appear on the next screen. You will be asked: "Is this the Passage Disk that you want to use?"

   If this is the Passage disk you want to use, press Y.

   If this is not the Passage disk you want to use, press N. Then put the disk you want to use in the drive and press Return.

10. When the list of passages appears, use an arrow key to highlight the passage you want to read. Then, press Return.

11. Highlight either Question Set A or Question Set B. (Your teacher may tell you which set to choose.) Press Return.

12. Read the passage when it appears on your screen.

To read the entire passage, you will need to move through all the text. To do this, press the Right Arrow key (→) or the Down Arrow key (↓). If you are using an Apple II Plus, you can only use the Right Arrow key.

If you want to return to the beginning of the passage text, press Ctrl-B. (Press the Control key and the B key at the same time.)

13. When you are finished reading the passage, press Return. The first question will then appear on your screen.

14. Below the question you will see the passage text. Use the arrow keys to move the cursor to the beginning of the text that will answer the question. Then press Return. (You cannot use Ctrl-B here.)

15. Use the arrow keys to move the cursor to the end of the text that will answer the question. As you move the cursor, you will be underlining the answer on the screen. When you have underlined all the text you want, press Return.

16. You will be asked if the answer is correct. You can move through the passage text to see if you underlined the best answer.

    If you think the text you underlined does not answer the question, press N. The underline will then disappear and the cursor will appear at the beginning of the passage. You can then underline another answer.

    If you think the text you underlined answers the question, press Y. The next question will then appear on the screen. Follow the same steps to answer the rest of the questions.

17. When you press Return after the last question, you will see a message: "Do you want to review or change your answers?   Press Y or N."

    If you want to review or change your answers, press Y.

    If you do not want to change or see your answers, press N.

18. When you press N, you will either see a screen that tells you how well you answered all the questions, or you will see the End of Passage screen. If you see the screen that tells you how well you answered the questions go to Step 19. If you see the End of Passage screen go to Step 20.

19. If you answered any questions incorrectly, you will be able to see the correct answers. Press Y if you want to see them. You will eventually return to this screen. When you press N, the End of Passage screen will appear. Go to Step 20.

20. If you select Go to the Next Passage, the next passage on the disk will appear on your screen. Repeat the instructions above to read the passage and answer the questions. Begin with Step 12.

21. If you are not keeping records and you select End this Session, the Results of this Session screen will appear. When you press Return at this screen, the MAIN MENU will appear.

If you are keeping records and you select End this Session, see Steps 22 and 23.

22. When you select End this Session, the results of this session will be saved on your record disk. When saving has been completed, the Results of this Session screen will appear. The prompt at the bottom of this screen will read:

"Press 'R' to view your records. Press RETURN to continue."

23. If you press R, you will be asked to select how you would like to view your records. You can see the short form of the records on your computer monitor. Or, if your computer is properly connected to a printer, you can print either the short form or the long form of your records.

If you want to print, ask your teacher to help you.

If you select View Records on Screen, you will see the short form of your records. Press Return to see the second part of the records. When you press Return again, the MAIN MENU will appear.