



## BEFORE WE BEGIN

Please make sure your smartphone/tablet/laptop is on, connected to the internet, and that you have downloaded and installed the Kindle App from Amazon.

- > If you have an iPhone, get the Kindle app AND make sure your built in iBooks app is set up—if your iTunes and/or App Store account is set up, you are good to go for iBooks

If you do not have an Amazon account, please make one—only an email address is needed, you do NOT have to enter any credit card information. >

**Technology  
that will get  
students wanting  
to read**

In this workshop I will give an overview of a research based, teacher friendly reading comprehension website that covers three of the four areas necessary for literacy. I've used this software for 5 years, and is the delineation between students who pass reading based tests, and those who don't. Students actually get on it and enjoy it. I will also go over how to sync reading apps across platforms and devices and show how I teach my students to find legitimate free eBooks in areas they are interested in inside Amazon's Kindle apps. Along with syncing accounts and devices, I will show how to have the devices read out loud with their already built in capabilities. This covers Mac & PC desktops and laptops, tablets—Android and Apple, and smartphones—Android and Apple. Every software and app I am presenting is free and accessible anywhere there is internet.




## At the Peach Orchard

Life in the peach orchard isn't easy. The workers there stay very busy. They climb ladders. They pick peaches. They fill their baskets to the top. The sun shines bright all day. Most people don't work in the peach orchard for long. They can't. Their bodies can't handle the stress. After a few years, they usually find another job.



The passage says, "Most people don't work in the peach orchard for long." Which sentence from the passage gives the best explanation for this?

 highlight text



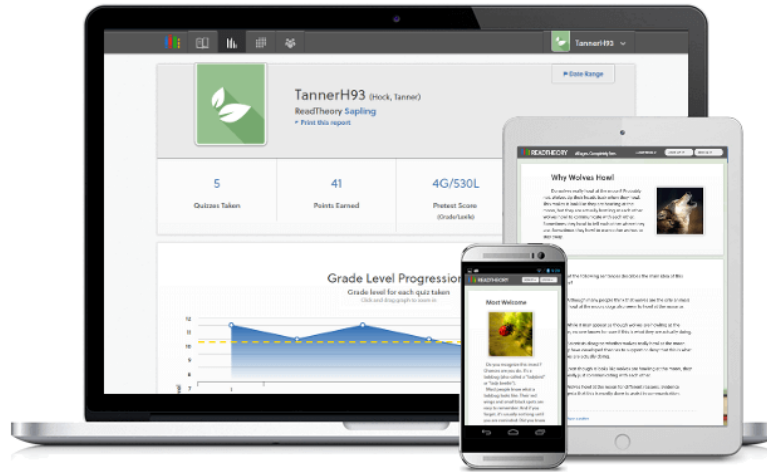


ReadTheory is a K-12 online reading comprehension program that presents assessments to students at a "just right" level. Using algorithmic science coupled with grade and Lexile® level information, we ensure our assessments are always challenging but never discouraging. After just 20 minutes on ReadTheory, students generate enough data to populate their very own progress reports replete with insights about their unique reading abilities.

Over 5 million students have completed more than 95 million quizzes on ReadTheory to date.



## Available Anywhere, Anytime



Available for desktop and mobile, you can use ReadTheory whenever and wherever you want.



## Trusted by Teachers

*"ReadTheory is a valuable tool for helping kids grow as readers. I am requiring it for all of my students this year."*



Gabriel Cerda  
ELA teacher at PSJA North  
Early College High School



Agnes Arnborg  
ELA teacher at Littleton  
Elementary School



Rochelle Spicer  
Special services teacher at  
Olathe South High School



Nikkos Almofa  
ELA teacher at Plainview  
Middle School

Review our [preliminary study results](#) to learn how ReadTheory improves test scores, grades, and confidence.

Sign up



AdEd York - OneDrive x Online Reading Activities x RTStudy2.pdf x

ReadTheory LLC [US] | <https://readtheory.org/static/pdf/RTStudy2.pdf>

**ReadTheory.org Data Collection Study 2.0**

A Preliminary Study Concerning the Effectiveness of an Online  
Reading Comprehension and Writing Program

March 2016

Genevieve Romeo, Ph.D.  
University of North Carolina at Chapel Hill

Tanner Hock B.A.  
College of Charleston, South Carolina

Amanda Plante-Kropp B.A.  
University of North Carolina at Chapel Hill

**Abstract**

ReadTheory.org is an interactive website designed to serve as a computer-based supplemental reading program for students in grades 1 through 12. The website provides a wide variety of reading comprehension exercises and follow-up essay options for writing practice. ReadTheory's unique features are its rejection of a paid licensing or fee-for-use model, its incorporation of game mechanics, and its responsive leveling algorithm, which allows students to be presented with best-fit material based on prior performance.

The purpose of this research was to investigate ReadTheory.org's impact on student grades, standardized test scores, and overall reading confidence and ability. Over 1100 professional educators were surveyed. Their responses provide strong evidence to suggest ReadTheory has had a positive





## Miss This Place

Leaving the mountains wasn't going to be easy. James had lived there since he was three years old. Someone told him once that you don't start making memories until you are three. That made sense. After all, he couldn't remember living anywhere else.

His father asked him if he was ready to go. James didn't say anything. He just nodded. His father tossed him the last bag. It flew over the water. He caught it just before it touched down. He handed it off to his brother, Tom. Tom put the bag into the luggage compartment of the orange floatplane. It was the last one.

James looked at his father. Then he looked at the mountains behind him. They jutted up into the sky. They were so beautiful. They were so severe. How could anything else compare?



Which of the following words describes how James feels in this passage?

- A. *intrepid*, meaning bold or fearless
- B. *doubtful*, meaning uncertain or uneasy
- C. *jubilant*, meaning full of joy or happiness
- D. *miserable*, meaning extremely unhappy
- E. *irate*, meaning extremely angry or enraged

Submit



Which of the following words describes how James feels in this passage?

- A. *intrepid*, meaning bold or fearless
- B. *doubtful*, meaning uncertain or uneasy
- C. *jubilant*, meaning full of joy or happiness
- D. *miserable*, meaning extremely unhappy
- E. *irate*, meaning extremely angry or enraged

⊗ Sorry, that's incorrect.

Core Standard: Integration of Knowledge

Next Question ⇒

#### Explanation:

The passage never explicitly says how James feels. So, to answer this question, we need to examine James's thoughts and actions. The passage begins by telling us, "Leaving the mountains wasn't going to be easy." This sets the tone for James's feelings throughout the remainder of the passage. In paragraph 2, James's father asks James if he is ready to go. James does not answer. He just nods. This lets us know that he is unsure, or cannot find a direct answer. In conclusion, James considers the beauty of his home, and asks himself a question: "How could anything else compare?" Using James's thoughts and actions as a guide, we can see that James is uncertain or uneasy about leaving his home. The word *doubtful* accurately describes these feelings. Therefore choice **(B)** is correct.

James has an uneasy feeling about leaving his home. Someone who is intrepid has supreme confidence, not uneasiness. Therefore, James is not ambivalent. Choice **(A)** is incorrect.

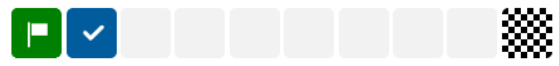
James has a negative feeling about leaving the mountains, not a positive one. Therefore, James is not jubilant. Choice **(C)** is incorrect.

Although James does have a negative feeling about leaving the mountains, it is not so strongly negative as to be miserable. This is too extreme. Choice **(D)** is incorrect.

Although James does have a negative feeling about leaving the mountains, it is not so strongly negative as to be irate. This is too extreme. Choice **(E)** is incorrect.

Next Question ⇒





## At the Peach Orchard

Grade 2, 500L

Life in the peach orchard isn't easy. The workers there stay very busy. They climb ladders. They pick peaches. They fill their baskets to the top. The sun shines bright all day. Most people don't work in the peach orchard for long. They can't. Their bodies can't handle the stress. After a few years, they usually find another job.



The passage says, "Most people don't work in the peach orchard for long." Which



Sign up

Log in

## Join millions of people learning to read and think critically.

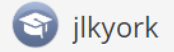
To begin, please make a selection below ...

I'm an educator.  I'm a student.

Sign Up

Creating an account means you're okay with [ReadTheory's Terms of Use](#) and [Privacy Policy](#).





Your class code is currently set to ...

**adedyork1**

Your class code is automatically assigned to any new student accounts you create.

### Refresh your Class Code ...

This will reset student passwords back to your class code.

- Select all students in a class.
- Select a single student.

Select a class...

Refresh Class Code

[Still having trouble?](#)

### Update your Class Code ...

**Note:** Updates to your class code WILL NOT reset any student passwords. Use the Refresh option to do this.

Enter your class code below.

[Empty text input field]

[Can you help us?](#)

Password contains a letter.



### Refresh your Class Code ...

This will reset student passwords back to your class code.

- Select all students in a class.  Select a single student.

Select a class... ▾

Refresh Class Code

[Still having trouble?](#)

### Update your Class Code ...

**Note:** Updates to your class code WILL NOT reset any student passwords. Use the Refresh option to do this.

Enter your class code below.

- Password contains a letter.
- Password contains a number.
- Password is at least 8 characters long.
- Password is less than 65 characters long.

Update Class Code

[Can you help us?](#)





- St Louis PM
- St Louis PM
- Salvation Army
- Never Used
- Graduated
- No Longer Coming home
- St Louis AM

Add Students Edit Name Delete Class

this class, 0 are pending.  
our student account handout or parent flyer.

### Current Students...

To use our program, these students need to [log in](#) using the usernames and class code assigned to them. After they begin taking quizzes, you'll be able to track their progress on the [progress page](#).

| Move to | Add to | Remove from

| [Aguilar, Allen - AllenA73](#)

| [Albert, Kiana - KianaA18](#)

| [Albert-Hernandez, Kiana - kianaalbert101](#)

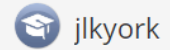
| [Alves, Renato - RenatoA4](#)

| [Angeles, Gwyneth - GwynethA7](#)

| [Askew, Justice - JusticeA9](#)

Can you help us?





St Louis AM

Select a student...

Print Report

Reset Class Progress

Begin Date

End Date

Apply

Reset

## Class Progress Report: St Louis AM

Critical statistics and graphs for every quiz completed since inception. Click or hover for details.

1474

Quizzes Completed

36451KP

Knowledge Points

4.36G/655L

Class Pretest Average  
(Grade/Lexile)

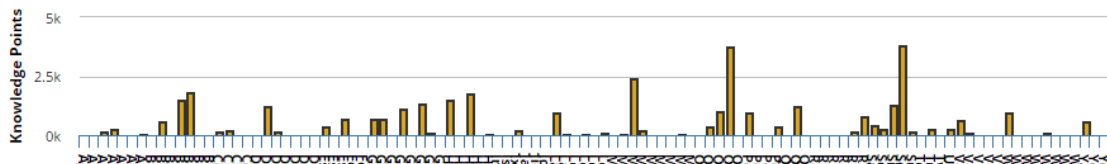
4.58G/689L

Class Program Average  
(Grade/Lexile)

[learn more](#)

## Knowledge Points

Knowledge Points earned by students in this class  
Specify a date range above to isolate data







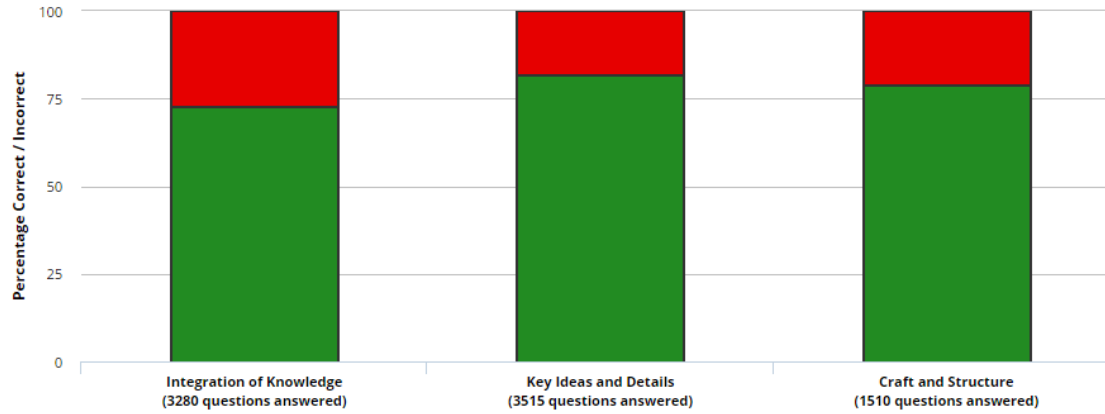




[learn more](#)

## Mastery of ELA Common Core Standards

Performance on Common Core (CCSS) question types for students in this class.  
Our question types mirror those found in Common Core





St Louis AM  [Print Report](#) [Reset Student Progress](#) [Begin Date](#) [End Date](#) [Apply](#) [Reset](#)

### Student Progress Report:

Critical statistics and graphs for every quiz completed since inception. Click or hover for details.



**Mirth**  
Resource Level

**1815KP**  
Knowledge Points

**3G/540L**  
Pretest Average  
(Grade/Lexile)

**31/44**  
Quizzes Passed

**3.87G/633L**  
Program Average  
(Grade/Lexile)

[learn more](#)

### Grade Level Progression

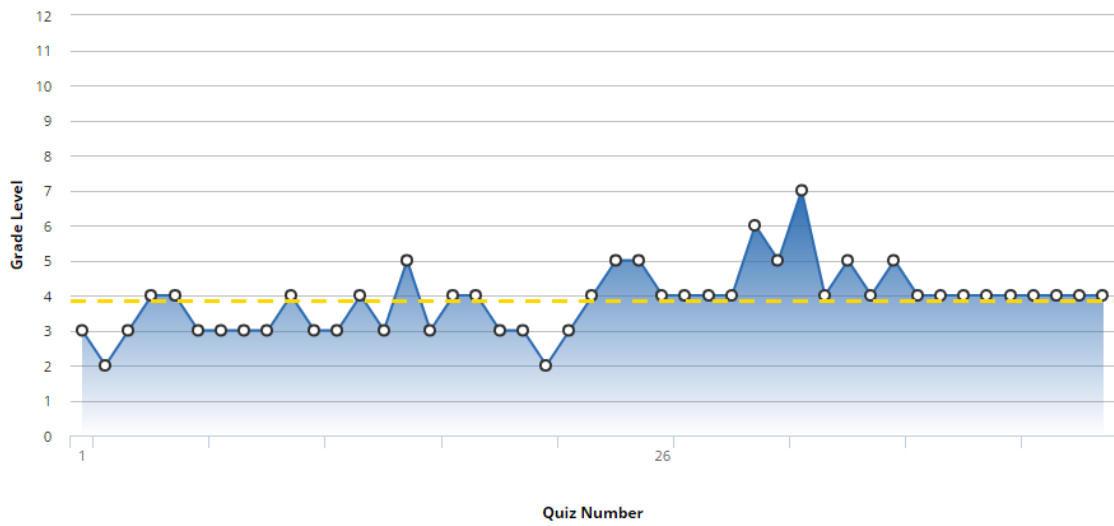
Grade level for each quiz taken  
Click and drag graph to zoom in



[learn more](#)

## Grade Level Progression

Grade level for each quiz taken  
Click and drag graph to zoom in



[learn more](#)

## Lexile® Level Progression

Lexile level for each passage read  
Click and drag graph to zoom in

1250

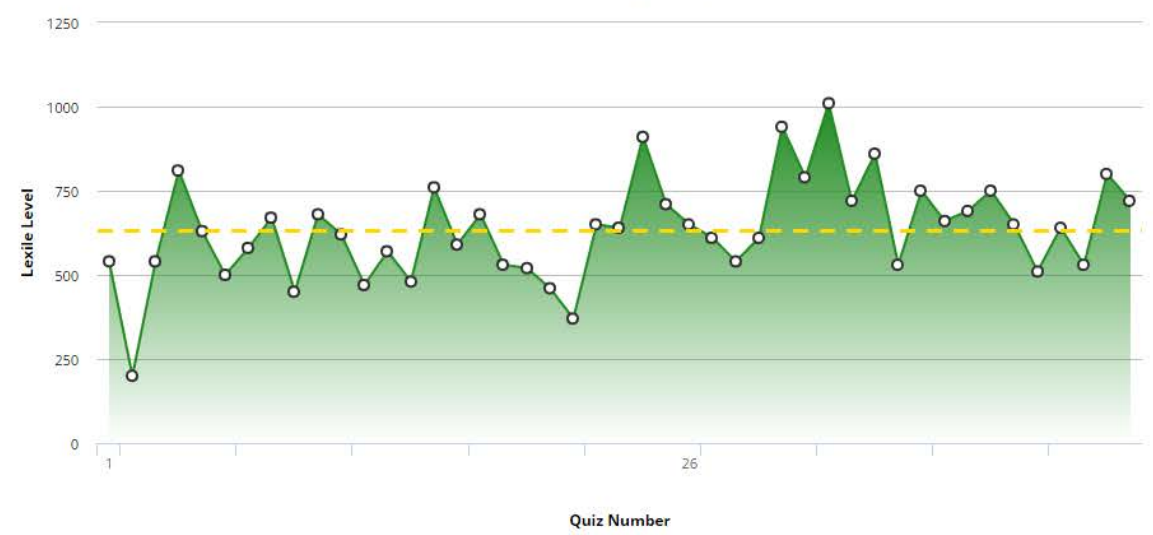


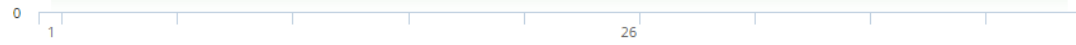
Quiz Number

[learn more](#)

### Lexile® Level Progression

Lexile level for each passage read  
Click and drag graph to zoom in



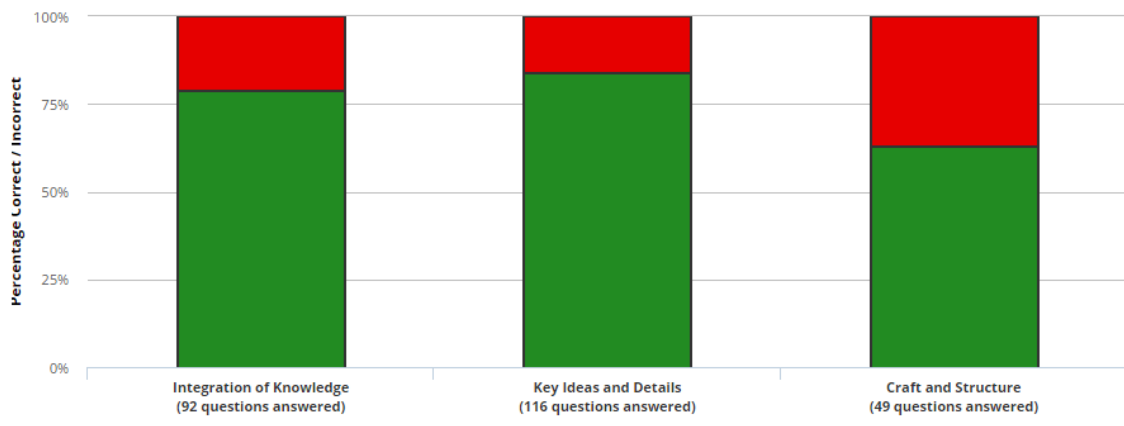


Quiz Number

[learn more](#)

## Mastery of ELA Common Core Standards

Performance on Common Core (CCSS) question types.  
*Our question types mirror those found in Common Core*





## Quiz History

Critical data for every quiz completed since inception. Click on a title for a full review.

*Highlighted row indicates that a quiz includes a scored written response.*

Date Taken	Grade Level	Score	Level Change	Review Quiz
02/02/2017	Four	88%	None	Quiz #44 "The New School"
02/02/2017	Four	71%	None	Quiz #43 "Plainview Park"
02/01/2017	Four	80%	None	Quiz #42 "Two Outings"
02/01/2017	Four	60%	Decrease	Quiz #41 "Talia's Special Day"
02/01/2017	Four	66%	Decrease	Quiz #40 "Forms of Fitness"
02/01/2017	Four	71%	None	Quiz #39 "The Egyptian Pyramids"
02/01/2017	Four	83%	None	Quiz #38 "The End of Polio"
01/30/2017	Four	83%	None	Quiz #37 "Much More Than Trash"
01/30/2017	Five	40%	Decrease	Quiz #36 "Understanding Wheat Flour"
				Quiz #35





## Written Responses

Select the class you wish to view using the menu below. Click the switch to toggle written response questions ON or OFF for this class. Once written responses appear in the table below, you'll be able to review, score, and add comments to them.

St Louis PM



Written response questions are currently being shown to students in this class. [Learn more](#)

### Unscored Written Responses

Click on a row below to open a written response for scoring.  
*If this table is empty, you'll need to wait for your students to write more responses.*

Author	Date Written	Quiz Level
	02/28/2017	Eight

#### Question:

[Grade 8 Argumentative Writing Standard / View Passage](#)

If you lived in an area with many rattlesnakes, would you be willing to kill them in order to protect yourself and others? Or would you side with the author of the passage, who believes that rattlesnakes should be allowed to live? Explain your opinions below.

#### Response:

well in my opinion if I was ever in that situation. I would maybe try to kill some of them who got near my home .but other then that i don't see the need to just hunt them to kill them. yes I understand that they also deserve to live .but also our lives are also at stake . so what about use just because the human population is not extent . dose that mean that its ok for humans to die because a rattlesnake .

Points to be awarded:

1

[Use Rubric](#)



AdEd York - OneDrive | Written Responses | ReadTheory LLC [US] | <https://readtheory.org/teaching/listUnscoredEssayQuestions>

## Written Responses

Select the class you wish to view using the menu below. Click the switch to toggle written response questions ON or OFF for this class. Once written responses appear in the table below, you'll be able to review, score, and add comments to them.

St Louis PM

Unscored Written Responses

Click on a row below to open the response. If this table is empty, you'll need to create a response.

Name	Response	Score	Comments
Nava, Jacqueline			

**Question:**

If you lived in a world where everyone had to be the same, would you side with the majority or would you stand up for your own opinions below.

**Response:**

well in my opi then that i don't se are also at stake . to die because a

**Points to be awarded:** 1 / Use Rubric

**Additional comments:**

\*BETA Notification\* Please note that we're currently investigating an issue affecting a fraction of schools using specialized proxy servers and/or firewalls in which comments fall back to a default response to an unscorable student. We recommend testing this feature in your local environment to ensure the outcome is as intended before proceeding

<https://readtheory.org/teaching/corestandards.org/ELA-Literacy/W/introduction/>



### Grade 8 Argumentative Writing Standard

This standard is aligned with the [ELA Common Core](#).

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

Okay, got it!



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much

Grade 8, 1040L

## The Rattlesnake

Among the scariest creatures in all of nature is the rattlesnake. Like all snakes, they slither on the ground and can move quite rapidly when they want. However, unlike most snakes, they do not kill by constricting or choking their victims; rather, they have extremely venomous fangs that inject poison into their prey. This venom causes intense pain and destroys muscle tissue in their prey.



In addition to sharp fangs and radiation-detecting "pits" that allow them to hunt prey, rattlesnakes also have rattles on their tails. Contrary to popular belief, the rattle is not used to induce fear in the rattlesnake's prey. Rather, the rattle is meant to scare away potential predators. Believe it or not, as fearsome as rattlesnakes are, hawks, weasels, and larger snakes often eat them. The sound the rattle makes tends to scare them off. If nothing else, it serves as a nice alert to humans to be careful. Rattlesnakes do not usually attack humans, but they will if they are provoked or scared. Therefore, if you hear a rattle, it's best to scatter!

### The United Snakes of America

Rattlesnakes are part of a subfamily of snakes known as Crotalinae, which roughly translates from Latin as "pit vipers." There are 32 known species of rattlesnake, all of which are found in the Americas. Rattlesnakes in general are also fairly common. In fact, there are so many rattlesnakes in North America alone that the vast majority of snakebites in North America are from rattlesnakes. Luckily, rattlesnake bites are usually not fatal to humans, as

written

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**Response:**

well in my opinion if I was ever in that situation. I would maybe try to kill some of them who got near my home .but other then that i don't see the need to just hunt them to kill them. yes I understand that they also deserve to live .but also our lives are also at stake . so what about use just because the human population is not extent . dose that mean that its ok for humans to die because a rattlesnake .

**Points to be awarded:**

1 / Use Rubric

**Additional comments:**

\*BETA Notification\* Please note that we're fail to be sent or are sent to an unintended much further.

investigating an issue affecting a fraction of schools using specialized proxy servers and/or firewalls in which comments We recommend testing this feature in your local environment to ensure the outcome is as intended before proceeding

Write comments for y

dent to read here...

Score and Return to Student

Delete Response

	02/28/2017	Seven
	12/28/2016	Four
	12/28/2016	Three
	01/04/2017	Four



## Grade 8 Argumentative Writing Rubric

This rubric has been developed by ReadTheory in accordance with **Common Core ELA Standards**. Click a radio button in each rubric section below and the score total will be automatically calculated for this response.

### Question:

If you lived in an area with many rattlesnakes, would you be willing to kill them in order to protect yourself and others? Or would you side with the author of the passage, who believes that rattlesnakes should be allowed to live? Explain your opinions below.

### Response:

well in my opinion if I was ever in that situation. I would maybe try to kill some of them who got near my home .but other then that i don't see the need to just hunt them to kill them. yes I understand that they also deserve to live .but also our lives are also at stake . so what about use just because the human population is not extent . dose that mean that its ok for humans to die because a rattlesnake .

Inadequate = 1 point, Developing = 2 points, Proficient = 3 points, Skilled = 4 points, Exceptional = 5 points

### Approach:

- Inadequate:** Author does not clearly identify a topic or introduce a claim. Alternatively, the topic/claim provided does not address the prompt.
- Developing:** Author identifies a topic that addresses the prompt, but does not introduce a claim on that topic. Alternatively, the topic may not be clearly identified or the claim may not be clearly stated. Author does not acknowledge alternate or opposing claims.
- Proficient:** Author identifies a topic and introduces a claim that addresses the prompt, but the phrasing may be unclear or difficult to understand. Author attempts to acknowledge alternate or opposing claims, but does so in an ineffective or unclear manner.
- Skilled:** Author identifies a topic and introduces a claim that addresses the prompt. There is a clear and



### Approach:

- Inadequate:** Author does not clearly identify a topic or introduce a claim. Alternatively, the topic/claim provided does not address the prompt.
- Developing:** Author identifies a topic that addresses the prompt, but does not introduce a claim on that topic. Alternatively, the topic may not be clearly identified or the claim may not be clearly stated. Author does not acknowledge alternate or opposing claims.
- Proficient:** Author identifies a topic and introduces a claim that addresses the prompt, but the phrasing may be unclear or difficult to understand. Author attempts to acknowledge alternate or opposing claims, but does so in an ineffective or unclear manner.
- Skilled:** Author identifies a topic and introduces a claim that addresses the prompt. There is a clear and reasonable thesis statement. Author acknowledges alternate or opposing claims without allowing them to overpower his/her own argument.
- Exceptional:** Author identifies a topic and introduces a claim that addresses the prompt. There is a precise and sophisticated thesis statement. Author acknowledges alternate or opposing claims without allowing them to overpower his/her own argument.

### Supporting Detail:

- Inadequate:** Author does not support claim(s) with logical reasoning and relevant evidence. Author does not demonstrate an understanding of the topic or evidence used to support argument.
- Developing:** Author makes an attempt to support claim(s) with logical reasoning and relevant evidence, but this support may be unclear or demonstrate a failure to fully understand the topic. Author attempts to integrate evidence to support argument, but does not demonstrate a clear understanding of this evidence.
- Proficient:** Author supports claim(s) with logical reasoning and relevant evidence fairly well. This support may require further explanation. Author uses evidence to support the claim, but may not have integrated the evidence smoothly.
- Skilled:** Author supports claim(s) with logical reasoning and relevant evidence. Evidence is integrated smoothly and clearly. Author demonstrates understanding of the topic or text.
- Exceptional:** Author supports claim(s) with logical reasoning and relevant evidence, including credible sources and text evidence. Evidence is integrated smoothly and clearly. Author demonstrates a thorough understanding of the topic or text. Specific counter-claims are refuted.



AdEd York - OneDrive x Written Responses | Real x

ReadTheory LLC [US] | <https://readtheory.org/teaching/listUnscoredEssayQuestions>

**Style and Voice:**

- Inadequate:** Writing is restricted to basic vocabulary. Sentence structures are simple and highly repetitive. Author misuses or misunderstands words. Author's tone is not natural or factual.
- Developing:** Writing shows limited understanding of grade level appropriate vocabulary and sentence structures. Author misuses words and structures. Author's tone is not natural or factual.
- Proficient:** Writing uses domain-specific vocabulary words, though superficially. Sentence structures are somewhat varied, but sometimes repetitive. Errors in sentence structure or vocabulary may slightly hinder the reader's understanding. Author uses a natural, factual tone.
- Skilled:** Writing displays a variety of domain-specific vocabulary words. Varied sentence structures are used mostly correctly. Any errors in sentence structure or vocabulary do not hinder the reader's understanding. Style is mostly appropriate for the audience and purpose.
- Exceptional:** Writing displays a variety of sophisticated, domain-specific vocabulary words and varied, purposeful sentence structures. Style is fully appropriate for the audience and purpose.

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**Organization and Cohesion:**

- Inadequate:** Writing lacks a clear organizational structure. Facts described are not logically sequenced and the passage as a whole is difficult to read or understand. Author does not use words, phrases, or clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Developing:** Facts described are somewhat logically sequenced, but author's overall argument may be difficult to follow. There may be serious flaws in organization at the sentence level, paragraph level, and/or passage as a whole. Author includes transitional words, phrases, and clauses, but does not effectively use these elements to clarify the relationships among claim(s), reasons and evidence.
- Proficient:** Facts and evidence described are mostly logically sequenced. Organization is relatively easy to follow on the sentence, paragraph, and passage level. Author uses some words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Skilled:** Organization is clear and easy to follow throughout the passage. Author effectively uses a variety of words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Claims are developed in a reasonable way.
- Exceptional:** Organization is purposeful, clear, and easy to follow throughout the passage. Author effectively





words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Claims are developed in a reasonable way.

- Exceptional:** Organization is purposeful, clear, and easy to follow throughout the passage. Author effectively uses a variety of words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. All claims are thoroughly developed in relevant body paragraphs.

**Conventions:**

- Inadequate:** The text does not comply with standards of written English. Errors in grammar or spelling frequently impede the reader's understanding of the text.
- Developing:** The text partially complies with standards of written English. The text contains several errors in grammar or spelling that may impede the reader's understanding of the text.
- Proficient:** The text generally complies with standards of written English, with only three or more errors in grammar or spelling that do not significantly impede the reader's understanding of the text. Alternatively, the author seems to purposefully choose simple words and structures to avoid the potential for error.
- Skilled:** The text mostly complies with standards of written English, with only one or two errors in grammar or spelling that do not impede the reader's understanding of the text.
- Exceptional:** The text complies entirely with standards of written English, with no errors in grammar or spelling. Author correctly and effectively incorporates recently learned vocabulary and structures.

**Additional comments:**

**\*BETA Notification\*** Please note that we're currently investigating an issue affecting a fraction of schools using specialized proxy servers and/or firewalls in which comments fail to be sent or are sent to an unintended student. We recommend testing this feature in your local environment to ensure the outcome is as intended before proceeding much further.

Write comments for your student to read here...



AdEd York - OneDrive x Written Responses | Read x

ReadTheory LLC [US] | https://readtheory.org/teaching/listUnscoredEssayQuestions

- Proficient:** The text generally complies with standards of written English, with only three or more errors in grammar or spelling that do not significantly impede the reader's understanding of the text. Alternatively, the author seems to purposefully choose simple words and structures to avoid the potential for error.
- Skilled:** The text mostly complies with standards of written English, with only one or two errors in grammar or spelling that do not impede the reader's understanding of the text.
- Exceptional:** The text complies entirely with standards of written English, with no errors in grammar or spelling. Author correctly and effectively incorporates recently learned vocabulary and structures.

**Additional comments:**

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Write comments for your student to read here...

**Total score: 0 Points**

Score and Return to Student

Cancel and Close

Leininger, Transito	01/12/2017	Five
Leininger, Transito	01/12/2017	Six
Leininger, Transito	01/18/2017	Seven






## Printable Assessments

Print our assessments for free. These selections are updated weekly.

\*Please review our [Printables Terms of Use](#) before printing our assessments.

New! Click [here](#) to browse our full library of printable ReadTheory assessments. ✕

Grade One (30L)  <a href="#">Assessment #42: "Sahar Shops"</a>	<a href="#">Browse full inventory</a>
Grade Two (310L)  <a href="#">Assessment #19: "Three Boats"</a>	<a href="#">Browse full inventory</a>
Grade Three (560L)  <a href="#">Assessment #1080: "Frida Kahlo: Mexican Artist"</a>	<a href="#">Browse full inventory</a>
Grade Four (710L)  <a href="#">Assessment #1085: "Nobel's Prize Invention"</a>	<a href="#">Browse full inventory</a>
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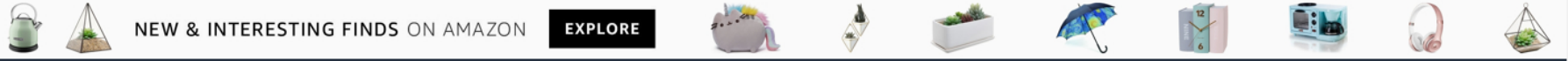
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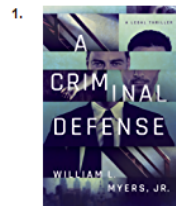
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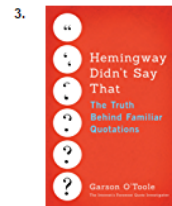
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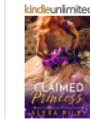
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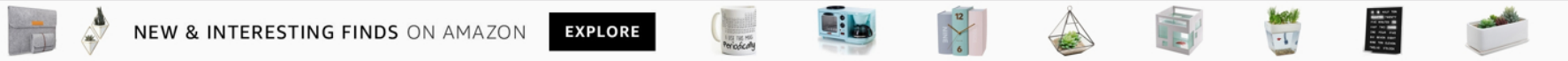


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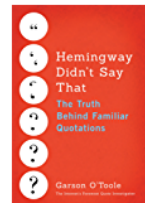
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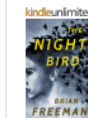
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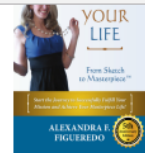
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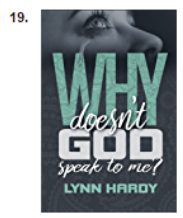
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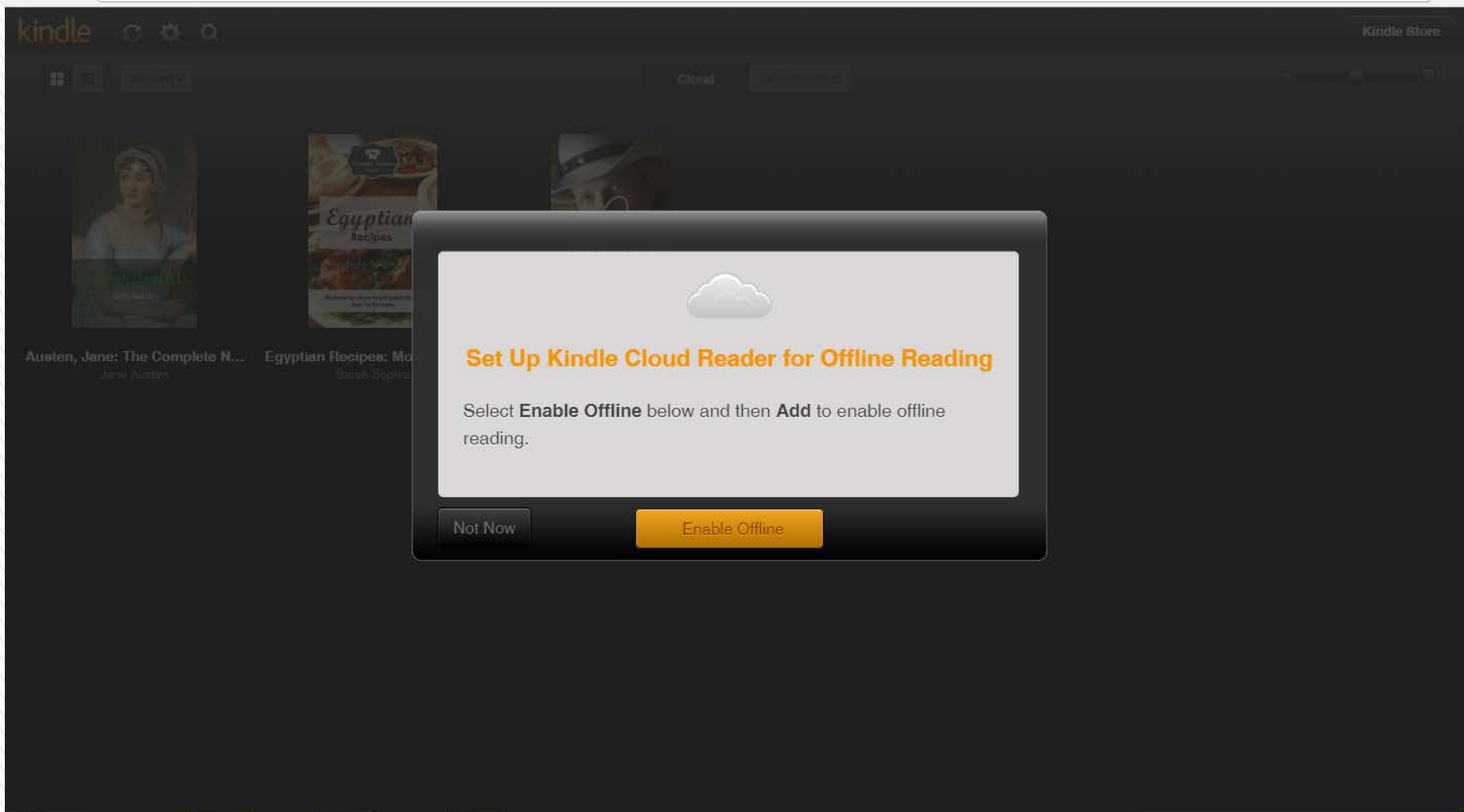


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Get started





The image shows the Kindle Cloud Reader web interface. At the top, the 'kindle' logo is on the left, and 'Kindle Store' is on the right. Below the logo are navigation icons for home, search, and a hamburger menu. A 'Cloud' button is visible in the top right. The main content area displays book covers, including 'Austen, Jane: The Complete N...' by Jane Austen and 'Egyptian Recipes: Mo...' by Sarah Bodra. A modal dialog box is centered on the screen, featuring a cloud icon at the top. The dialog contains the following text:





### Set Up Kindle Cloud Reader for Offline Reading

Select **Enable Offline** below and then **Add** to enable offline reading.

At the bottom of the dialog are two buttons: 'Not Now' (grey) and 'Enable Offline' (yellow).



AdEd York - OneDrive | How to Activate Text to | Kindle Cloud Reader | <https://read.amazon.com>

kindle    

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# In Your Handout



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- The iBooks logo, featuring a stylized orange and white open book icon.
- » [Enable text to speech for iBooks on iPhone, iPad or iPod Touch](#)
- 
- The Read Theory logo, featuring a stylized bar chart with three bars in red, blue, and green, and the text "READTHEORY" below it.
- » Examples of Printable Assessments from Read Theory—list of weekly assessments and entire copy of Grade Six one.



# Any Questions?

» A .pdf of this presentation is available on my website:

**[julielyork.com/adulted](http://julielyork.com/adulted)**

» Also on my website:

> the flier about technology workshops

» If you think of any other questions later on about workshops, technology, Read Theory, etc. my email is **[yorkjl@nv.ccsd.net](mailto:yorkjl@nv.ccsd.net)**

