

Student Record Book

SRA **Reading** **LABORATORY** **2**



Columbus, Ohio

Contents

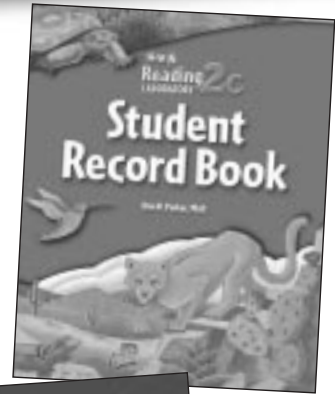
3	SRA Reading Laboratory	20	Using SQR with Your Textbooks/Reading with a Purpose
4	Letter to Parents	21	Power Builder Checklist
5	Starting Level Guide	22	Power Builder Record Pages
9	When You Study	62	Rate Builder Record Pages
10	Using SQR	69	Rate Builder Progress Chart
11	Power Builder Starter	70	Skill Builder Record Pages
15	Power Builder Starter Record Page	76	Conversion Table
16	Sample Power Builder Record Page	77	How to Use Your Progress Charts
17	Hints about Comprehension Checks	78	Power Builder Progress Chart
18	Learn from Your Mistakes	80	Key for Power Builder Starter
19	More about SQR/Skimming		

SRA Reading Laboratory

These are the main materials you will be using in SRA Reading Laboratory.

Student Record Book

This is the book you will use to do most of your writing for each of the *Reading Laboratory* materials. Never write answers in any of the other parts of this program.



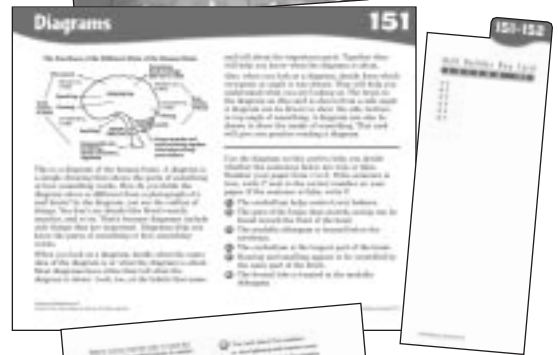
Power Builders and Key Cards

Each *Power Builder* has an illustrated reading selection. Following the reading selection, there are exercises for you to do. They will help you build your power to understand what you read and to learn about words. You will use the *Power Builder Key Cards* to correct your work.



Skill Builders and Key Cards

The *Skill Builders* will help you learn more about reading, vocabulary, and grammar. Your *Power Builder Key Card* may tell you to do certain *Skill Builder* lessons. These lessons will help you with those skills in which you are having difficulty. You will use the *Skill Builder Key Cards* to correct your work.



Rate Builders and Key Cards

The *Rate Builders* will help you learn to read faster. They will also help you keep your attention on what you are reading, so you can better understand it. These short reading selections are followed by questions that ask you about what you have read. You will use *Rate Builder Key Cards* to correct your work.



Letter to Parents

Over the years, millions of children from cities such as New York, London, Chicago, Toronto, Los Angeles, and Sydney have had one thing in common—they have used “the SRA.” “The SRA” is what students have often called **SRA Reading Laboratory**. This school year your child will be using SRA’s most recent **Reading Laboratory**. This multileveled system of individualized instruction will provide your child with practice in reading comprehension, vocabulary skills, and study skills. In most classrooms, this program will supplement your child’s reader, giving him or her extra reinforcement in a wide range of reading-related skills.

SRA Reading Laboratory offers 150 reading selections. These selections include high-interest nonfiction and fiction that cover a wide range of topics. The settings of many of the stories or articles take place in a variety of places around the world. These selections offer enjoyment in reading for the students, as well as providing them with important information that will broaden their understanding of many global concerns, events, and issues. The reading selections are divided into levels. Each level is represented by a different color, and each color is more difficult to read than the previous color. Therefore, when you hear, “Today I started in Blue!” you are learning of a significant accomplishment.

Each selection is accompanied by exercises that test for students’ understanding of the selection. Additional exercises provide practice in vocabulary, word building, and study skills. At the beginning of the school year, each student is placed in a level at which he or she can read successfully. The system then allows your child to move through the levels as fast and as far as his or her ability permits.

Students have been using and enjoying **SRA Reading Laboratory** since 1957. You may have used one of the earlier editions yourself! May your knowledge of this most recent edition increase your understanding of your child’s reading enjoyment and progress.

Starting Level Guide for **SRA Reading Laboratory**[®]

Beginning inventory of _____ Date _____
Last name First name Middle initial

Teacher _____ School _____ Grade _____

1 I can read as well as I would like to. Yes No (Check one.) If you checked *No*, complete all the statements below. If you checked *Yes*, skip 2 and 3, but complete 4, 5, and 6.

2 I would like to read better because I _____

3 I think the reasons I do not read as well as I would like to are _____

4 The kinds of things I like to read most are _____

5 The things I like to do in my spare time are _____

6 I have used *SRA Reading Laboratory* before. Yes No (Check one.)

If you checked *Yes*, what grade were you in when you used it? _____

Here is a short story to read. After the story, you will find some questions. First, read the story; then read the questions and choose the *one best* answer to each question. When you find the answer, put its letter in the correct circle on the right side of the page. Use a SMALL letter to write your answer. While you are answering the questions, you may look back at the story.



Example

How far can a frog jump? A frog in Texas once jumped eighteen feet. He was in a frog-jumping contest. He became a world champion. They called him Sleepy Joe. He was nearly as big as a house cat.

1 Sleepy Joe jumped
a over a cat. b eighteen feet. c across Texas. d around the world.

2 The frog was almost as big as
a a house. b Texas. c a house cat. d a tiger.

STOP HERE

Story A

Bees talk to each other by dancing. Instead of words, they use dance steps. When a bee finds a good supply of nectar for making honey, it comes back to tell the other bees. It tells them by dancing.

If the nectar is close to the beehive, the bee dances in a circle. If it is farther away, the bee dances in a figure eight. The other bees know how far away the nectar is by the way the bee dances.

They know where the nectar is by the way the bee points when it wags its tail. The bee talks with its wings, too. They make buzzing sounds.

People have put dummy bees into hives to dance and make sounds like real bees. The real bees understood and flew to the sugar feeder that had been put out for them. By using these dummies, people have actually talked to bees.

- 1 Bees talk to each other by
a singing. b dancing. c flying.
- 2 Nectar is used for
a making honey. b building beehives. c dancing.
- 3 A dancing bee wags its tail when it
a dances in a circle. b dances in a figure eight. c points in the direction of the nectar.
- 4 People put dummy bees into hives to
a talk to the real bees. b scare the real bees. c play a joke.
- 5 The best name for this story would be
a Bees Use Nectar for Making Honey. b Bees Talk by Dancing. c Bees Are Dummies.

STOP HERE

Name _____

Total correct, Story A _____

Total correct, Story B _____

Total Starting Level Guide score _____

Story B

Bionics—what is it? A new kind of airplane? A new kind of ice cream? No . . . it's a fairly new science. The word is pronounced *by-on'-ics*. Bionics began around 1950. In this new science, humans are learning from animals.

Animals have many unusual abilities we do not yet understand. How can birds fly thousands of miles across land and sea and return to their same feeding grounds each year? How can a bat fly in total darkness without striking the walls of a room? And—an even more puzzling question—how can it dodge the tiny wires scientists string across the room to study the remarkable radar system of this little “flying mouse”?

The sand flea, an insect no bigger than the head of a pin, finds its way by taking a bearing on the moon. It does this with a light-sensitive cell and a microscopic, computerlike brain.

A dolphin can find a fish in a completely darkened pool. Does it smell the fish? We

used to think so. But bionic scientists have found that this fishlike creature projects a series of sounds from its high, melonlike forehead. When these sounds strike an object and return to the dolphin—thousands of times a second—the dolphin can tell how far away the object is. Sound waves also tell the dolphin much about the kind of object it is. Dolphins have located objects a quarter of a mile away!

What does all this mean to us? By studying bats, dolphins, and other creatures, we have found valuable clues for designing radar and sonar equipment. These two are necessary for national defense. They have also become increasingly important in our everyday lives. Because of radar, our huge jetliners can fly in almost any weather. They can land on foggy airfields the pilot can't even see. Sonar helps fishers spot schools of fish deep in the ocean and bring better seafood to our tables. Humans have designed some wonderfully complex instruments and machines, but nature is still our great teacher. Bionics is helping us learn.

- 1 Bionics began
a more than a thousand years ago. b about two hundred years ago.
c around 1950. d around 1850.
- 2 The story says that we are studying animals in order to
a learn their names. b make better pets of them.
c teach them to dodge wires. d learn about their unusual abilities.
- 3 In this story, the bat has been called a
a flying mouse. b radar system.
c wire dodger. d computerlike brain.
- 4 The sand flea has a
a light-sensitive cell. b computerlike brain.
c pinhead. d Both a and b.
- 5 Dolphins are able to
a have watermelons in their foreheads. b smell fish.
c send out sounds. d Both a and b.

- 6 Dolphins can locate objects
a ten miles away. **b** a quarter of a mile away.
c by smelling. **d** several miles away.
- 7 Our radar and sonar equipment
a was developed from the science of bionics. **b** is better than that of bats and dolphins.
c was developed by bats. **d** was developed by dolphins.
- 8 Implied but not stated
a Nature is still our great teacher. **b** Sonar helps fishers spot schools of fish.
c Animals are better scientists than humans. **d** In some ways, animals are ahead of humans.

STOP HERE

Final evaluation of _____ Date _____
Last name First name Middle initial

Teacher _____ School _____ Grade _____

Give your honest opinions on the questions below:

1 Do you like the reading work you have been doing with *SRA Reading Laboratory*?

Yes No (Check one.)

2 What have you learned from this work so far? _____

3 Has your reading work helped you in doing other schoolwork? If so, how? _____

4 What did you like best about your work with *SRA Reading Laboratory*? _____

5 What particular thing did you like least about this work? _____

6 What suggestions can you give for making *SRA Reading Laboratory* even better? _____

When You Study

Here are some study hints that will make you a better learner and will make learning easier and take less time. Read the hints and then put a check in the circle that best describes your study habits. What changes should you make?

Not very often Sometimes Very often

Work at the same time every day

Set a definite time each day to do your studying and keep to it. You can also set a time for fun, but don't mix them. Give fun and study your full attention—at different times.

Work in the same place every day

Have a place where you go just to study. Studying in the same place means fewer distractions so you can better concentrate.

Work at a desk or table

You need space to lay out books and papers in an orderly manner. You need a smooth, solid surface on which to work so your writing will be easy to read.

Work where the light is good

Either daylight or electric light is fine. Make sure it shines on your book or paper but not in your eyes.

Work away from noise

You can't watch TV and study—unless you have two heads. Nor can you listen to the TV or radio playing in the next room and study at the same time. Find a place that is as quiet as possible.

Give yourself a break

After you've worked—really worked—for about thirty minutes, get up and move around for two or three minutes. Then you can go back to work with a fresh start.

Use SQR every day

When you Survey and Question before you Read, you are better prepared to do your homework.

Use SQR to get the most from Power Builders—and from all your reading material



Here's where your eyes go when you survey:

- 1 Title
- 2 Picture
- 3 First Sentence
- 4 Last Paragraph

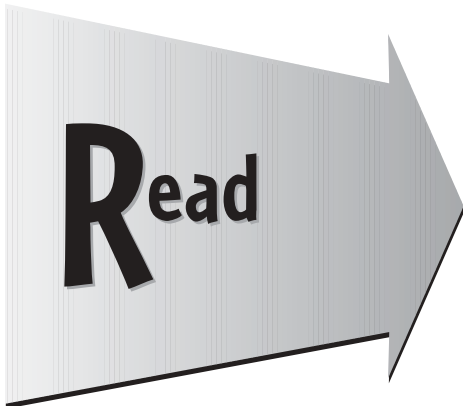
(see page 12)



This happens when you **SURVEY** the story. You may ask yourself questions such as

What is this picture all about? What is it telling me?
Why did the author write this story?

And you'll think of many more questions, too.
SURVEY and **QUESTION** take less than a minute, but every second is time well spent.

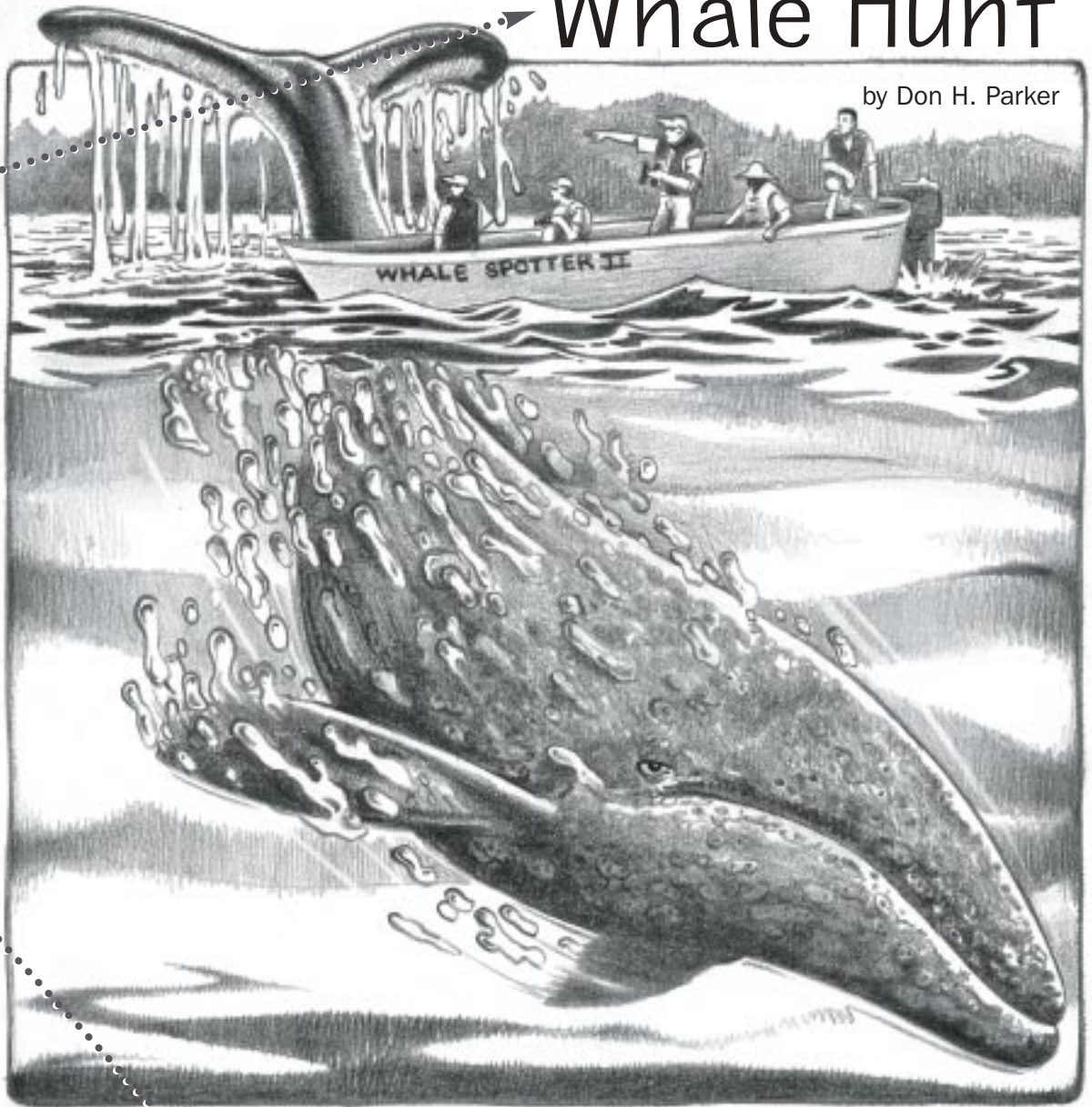


Now, you are ready to go back to the beginning of the story and **READ**. As you read along, you will begin to get the author's ideas. You will also remember things you already know. It is almost like talking back and forth with the author.

Does what the author says make sense?
Is the author answering your questions?

Whale Hunt

by Don H. Parker



1 I raised my camera to shoot. And the whale dove. It was heading straight for us! Moments before, I could see its huge mouth. Now, I could see its round blowhole beneath us. What if it spouted? Suddenly, our tiny rubber boat seemed smaller than ever.

2 As I looked down, the great body glided under us. It seemed as if the sea bottom was moving. That whale must have been as long as a freight car. And, in fact, it could have been. California gray whales grow up to fifteen meters (fifty feet) in length.

3 “Please, whale, don’t flip your tail just now,” I could hear myself saying. And it didn’t. Or I might not be telling this story.

4 The scene was just as I’d heard it would be. There were whales all around. But they didn’t try to hurt us. Instead, they were playful. But it had not always been this way.

5 More than a hundred years ago, whale hunting was cruel. Hunters used a harpoon that burst like a bomb inside the whale. That kind of harpoon made killing whales easy. So of course the whales began to fear people. And the whales fought back. They would charge full speed into boats full of whale hunters. Then, hunters, harpoons, ropes, and pieces of boat would fly through the air. Mother whales with their young were the worst. They would stop at nothing to protect their babies.

6 Bomb harpoons made killing too easy. And the number of California grays dropped quickly. Before they were hunted, there had been about forty thousand of them. By 1938, there were fewer than four thousand. People began to see that the killing had to stop. Even so, it has taken more than thirty years for the herd to grow back to ten thousand.

7 Today, whale hunting is done with a camera. And that’s what I was doing in Scammon’s Lagoon off the coast of Mexico.

8 Every autumn, gray whales head south from the Bering Sea near the North Pole. They swim in groups of two to five. Many

come to Scammon’s Lagoon, a trip of nine thousand kilometers (six thousand miles). They arrive at the end of December. And there, some of the females will have babies.

9 At birth, the gray whale is as long as a car—about 4.8 meters (sixteen feet). The young feed for three months on mothers’ milk. By March, the mothers and their young start the trip north to the Bering Sea. All summer and into autumn they feed on tiny fish and plants. The young whales will eat about four hundred fifty kilograms (a thousand pounds) a day. And they gain about thirty kilograms (sixty-six pounds) every day. In eight years, the young whales will be full grown. Then they will have babies of their own.

10 Soon after my trip to Scammon’s Lagoon, the whales became dangerous again. Too many boats and too many people had made them restless. So the Mexican government closed the whaling grounds to visitors.

11 But you can still see the whales as they head south to Scammon’s Lagoon. Every year many children in Southern California take field trips to hunt the whales with cameras. From the decks of big fishing boats, the children take pictures of the migrating whales. And that’s a lot safer than being on top of them in a tiny rubber raft!

COMPREHENSION

Write the letter of the phrase that best completes each sentence.

- 1 In the early part of the story, the author was worried that the whale might
 - a spout beneath the raft.
 - b flip its tail.
 - c Both a and b
- 2 Killing whales became too easy when hunters
 - a started using bomb harpoons.
 - b developed faster ships.
 - c located the whales' breeding grounds.
- 3 As a result of new ways of hunting whales,
 - a the number of California grays dropped.
 - b people saw that the killing had to stop.
 - c Both a and b
- 4 Soon after the author's visit, there was trouble in Scammon's Lagoon because
 - a the whales started to die.
 - b the whales became dangerous again.
 - c young whales were getting lost.
- 5 The cause of the problem in Scammon's Lagoon was that there were
 - a too many people and boats.
 - b poisoned fish and plants.
 - c careless mother whales.
- 6 One might suppose from the story that the author
 - a cares a great deal about whales.
 - b wants to protect wild creatures.
 - c Both a and b

LEARN ABOUT WORDS

VOCABULARY

A You can often tell the meaning of a word by reading the words around it.

Look at each number in parentheses. Find the paragraph in the story with the same number. Then find the word that fits the given meaning. Write the word.

- 1 moved slowly and easily (2)
- 2 real situation or incident (4)
- 3 spear used to hunt sea creatures (5)
- 4 group of animals of one kind that eat, live, or travel together (6)
- 5 floors of a ship (11)
- 6 moving from one area to another as seasons change (11)
- 7 boat; small platform of rubber or wood (11)

B A word may have more than one meaning. Its meaning depends on the way it is used. The word *band* is an example.

The **band** will play a march.
The hat had a wide **band** around it.

Look at each number in parentheses. Find the paragraph in the story with the same number.

See how the word in **bold type** is used in the paragraph. Decide whether it has meaning **a** or **b**. Write *a* or *b*.

- 8 **charge** (5)
 - a move at top speed
 - b ask payment of
- 9 **head** (8)
 - a be at or go to the front of
 - b move in the direction of
- 10 **grounds** (10)
 - a areas used for a special purpose
 - b reasons; bases

WORD STUDY

C art + **ist** = artist (one who creates art)
good + **ness** = goodness (state of being good)

Some nouns end in *-ist* and *-ness*. Often *-ist* means “one who,” and *-ness* means “state of being.” Read each word in **bold type** and the incomplete definition of it. Write the word that completes the definition.

- 11 **motorist**: one who ____
- 12 **kindness**: state of being ____
- 13 **nearness**: state of being ____
- 14 **harpist**: one who plays the ____
- 15 **goodness**: state of being ____
- 16 **fairness**: state of being ____
- 17 **soloist**: one who sings or plays a ____
- 18 **fierceness**: state of being ____

D The small boat/swayed in the wind.
(Subject) (Predicate)

The baby/cried all night.
(Subject) (Predicate)

Diane and Ann/walked to the park.
(Subject) (Predicate)

Each of the sentences above has a subject and a predicate. Read the sentences below and notice the words in **bold type**. If those words are the subject of the sentence, write *S*. If they are the predicate, write *P*.

- 19 Mother **drove to the library**.
- 20 A plane **flew over our house**.
- 21 **The play** was very exciting.
- 22 This cake **tastes good**.
- 23 **Ann’s cat** jumped on the ball.
- 24 Mary **is climbing the apple tree**.
- 25 **Grandmother and Grandfather** took us to the circus.
- 26 David **drew that lovely picture**.

E Some words have different meanings even though they are spelled alike and sound alike. Such words have separate entries in the dictionary. For example:

bill¹ account of money due
bill² mouth of a bird; beak

temple¹ building used for worship
temple² flattened part on either side of the forehead

pupil¹ a person who is learning in school

pupil² the opening in the center of the iris of the eye

Read the sentences below and notice the words in **bold type**. Find the entry above that tells how the word is being used in each sentence. Write *1* or *2*.

- 27 Jane’s **pupils** grew tiny in the bright light.
- 28 In Greece, we saw an ancient **temple** of Diana.
- 29 Each **pupil** was given a place to study.
- 30 A wren pecked at the biscuit with its **bill**.
- 31 Ann was hit in the **temple** while playing hockey.
- 32 Dad’s **bill** at the men’s shop was huge.
- 33 The parrot had a long, curved **bill**.

Power Builder Starter Record Page

Date (month/day) _____

Power Builder color _____

Power Builder number _____

Starting time _____

Finishing time _____

Comprehension

1 _____ 6 _____

2 _____ 7 _____

3 _____ 8 _____

4 _____ 9 _____

5 _____ 10 _____

Possible correct _____

Number correct _____

Percentage correct _____

Learn about Words

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

13 _____

14 _____

15 _____

16 _____

17 _____

18 _____

19 _____

20 _____

21 _____

22 _____

23 _____

24 _____

25 _____

26 _____

27 _____

28 _____

29 _____

30 _____

31 _____

32 _____

33 _____

Possible correct _____

Number correct _____

Percentage correct _____

I believe my work on this Power
Builder was



poor



fair



good



excellent

I could do better next time by

Sample Power Builder Record Page

Date (month/day) Sept. 18
 Power Builder color Purple
 Power Builder number 12
 Starting time 10:15
 Finishing time 10:55

Comprehension

1 a 6 a
 2 b 7 _____
 3 (b) c 8 _____
 4 c 9 _____
 5 (a) b 10 _____
 Possible correct 6
 Number correct 4
 Percentage correct 67

Learn about Words

1 (valuable) dear
 2 gruffly
 3 sneak
 4 (bright) glaring
 5 patted
 6 boasting

7 muffled
 8 slipped
 9 thieves
 10 hugged
 11 wish
 12 wipe
 13 whole
 14 whose
 15 winter
 16 white
 17 won
 18 (wist/ed) whistled
 19 E
 20 I
 21 E
 22 E
 23 I
 24 I
 25 E
 26 I
 27 Yes
 28 (Yes) No
 29 No
 30 Yes

31 yes
 32 yes
 33 yes
 Possible correct 33
 Number correct 29
 Percentage correct 88

I believe my work on this Power
Builder was

poor fair good excellent

I could do better next time by

reading the
story more
slowly and
reading the
directions
more carefully.

Hints about Comprehension Checks

The comprehension checks (“Comprehension”) that follow the *Power Builder* selections are an important part of your *Reading Laboratory* work. Their purpose is to help you increase your reading-thinking skills. There are three things to watch for when doing comprehension checks.

- 1** Pay special attention to the words that begin each question. They will give you very useful clues. They will tell you what kinds of reading-thinking skills you will need to use.

For example: “The main idea of this story is” tells you to think about the story as a whole, not about small, unimportant facts.

“The problem in this story is” tells you to remember what difficulty or puzzle someone was faced with.

“The second thing that happened was” tells you to remember the order in which things happened.

- 2** Don’t jump to conclusions. Read *all* the possible responses and then choose the best answer. Be especially careful when one of the possible responses is “Both **a** and **b**” or “Neither **a** nor **b**.”

For example:

- Dogs can
- a** bite.
 - b** bark.
 - c** Both **a** and **b**

Response **a** is right, and **b** is right, too. But “Both **a** and **b**” is the *best* answer. (Careful—it is not *always* the right answer.)

- 3** Watch out for words like *always*, *never*, *all*, and *none*. A statement may be true sometimes, but not always. For example:

- All cats are
- a** pets.
 - b** mothers.
 - c** animals.

Some cats are pets, and female cats *sometimes* are mothers. However, the only true statement about *all* cats is that they are animals.

Learn from Your Mistakes

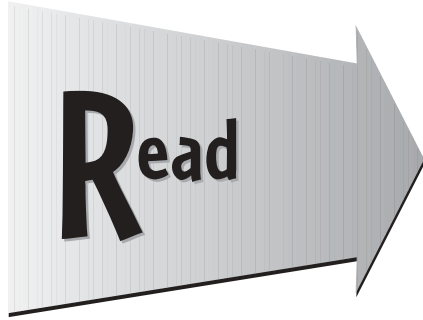
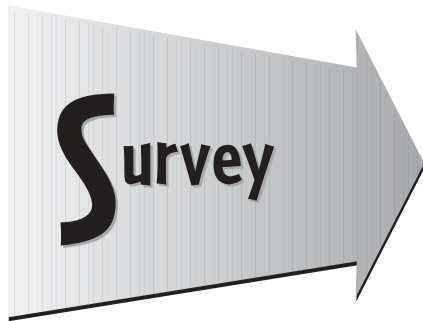
Mistakes can be *helpful*—when you learn from them. When you learn new things, you are bound to make some mistakes. The idea is to keep from making the same mistake over and over again. How do you avoid this? You *learn* from the mistake. You take a good look at what you did wrong and think about what you did to make the mistake.

Each time you finish comparing your work with a Key, go back and look at the mistakes you've circled. Reread the part of the selection that gives the correct answer. When you've found the correct answer, try to find out why you made the mistake and how you can improve next time. Ask yourself these questions:

- 1** Did I read the selection so fast that I did not really understand it?
- 2** Did I read the comprehension checks too rapidly?
- 3** Did I jump to conclusions before thinking through all the facts given?
- 4** Did I use what I already know to work out the *best* answer?
- 5** Did I consider *all* possible answers before choosing the *best* answer?

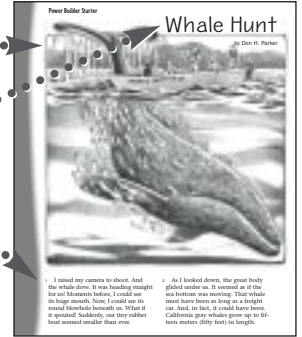
Mistakes are not always bad! They're bad only when you don't take the time to learn from them.

More about SQR



By now you have used SQR on several *Power Builders*. Maybe you've tried it on other kinds of reading materials, too. You'll remember that your eyes go to four places when you . . .

- 1 Picture
- 2 Title
- 3 First Sentence
- 4 Last Paragraph



As you **SURVEY**, questions keep coming up in your mind. You're asking questions you hope the writer of the story will answer. You're getting ready to . . .

Good readers **READ** to find out new things. They compare what they already know with what they are reading.

Good readers change their reading speed. They move fast when the going is easy. They slow down when the going is tough—when the words are hard or the ideas are new.

Skimming

Watch a honeybee skimming along just barely touching the tops of the flowers. Watch how it stops when it has found what it's looking for. Then it goes skimming off to find more flowers.

Skimming is a kind of reading, too. When you skim, you are looking for something—just as the honeybee is. Maybe you're looking for a name in the telephone book. Maybe you're

looking through your history book for the date of a certain battle. Maybe you're looking for a paragraph you want to reread. When you skim, your eyes move swiftly along the words until you find a key word or group of words. This may be the information you want, or it may be the signal to stop and read carefully what follows. Skimming does not take the place of regular reading. It is a special kind of reading for special uses.

Using SQR with Your Textbooks

When you are reading textbooks or other nonfiction reading materials, SQR becomes a vital tool. You'll recognize these steps as very much like the ones you have been using in your work on *Power Builders*:

A large, grey, arrow-shaped graphic pointing to the right, containing the word "Survey" in a bold, black, sans-serif font.

Survey

- 1 Look over the chapter or section assigned. Quickly leaf through the pages from beginning to end.
- 2 Read section titles.
- 3 Look at pictures and read the words under them.
- 4 Read the last paragraph of a chapter or section.

A large, grey, arrow-shaped graphic pointing to the right, containing the word "Question" in a bold, black, sans-serif font.

Question

While you are surveying, try turning the section titles around to make **QUESTIONS**. For example, "Products of Brazil" might become "What are the products of Brazil?" You can think of many such questions as you leaf through the pages.

A large, grey, arrow-shaped graphic pointing to the right, containing the word "Read" in a bold, black, sans-serif font.

Read

Now you are ready to **READ**. Look for answers to your questions. You may already know something about the subject matter. Compare what you know with what you are reading.

Reading with a Purpose

Reading is a skill and, like every skill, it improves with practice. As you read more, you will learn to read faster. When you read faster, you'll be able to read more. Sometimes, of course, you will not *want* to read fast. When you are reading something that is hard, you will slow down so that you can better

understand the material. When you are reading poetry or fiction, you will probably want to read it slowly in order to enjoy it more. You probably won't use SQR on poetry or fiction, however, unless you are studying it. Change your reading speed and your reading technique to suit your reading purpose.

Power Builder Checklist

This checklist will serve as a guide when you do your first few *Power Builders*. Simply make a check after each step as you do it. When you have done several *Power Builders*, you won't need this list. You will remember to do each step at the right time.

Do What?	Done?
1. Turn to Power Builder Record Page, starting on page 22.	● ● ● ● ●
2. Record date and <i>Power Builder</i> color and number.	● ● ● ● ●
3. Record Starting time.	● ● ● ● ●
4. Read <i>Power Builder</i> selection.	● ● ● ● ●
5. Complete "Comprehension."	● ● ● ● ●
6. Complete "Learn about Words."	● ● ● ● ●
7. Record Finishing time.	● ● ● ● ●
8. Get Key and score work.	● ● ● ● ●
9. Record number correct.	● ● ● ● ●
10. Use Conversion Table on page 76 to find percentage correct.	● ● ● ● ●
11. Record percentage correct.	● ● ● ● ●
12. Graph percentage on Power Builder Progress Chart on pages 78–79.	● ● ● ● ●
13. Evaluate work.	● ● ● ● ●
● Now, if necessary, go on to complete any <i>Skill Builders</i> after finishing your <i>Power Builder</i> lesson. Check your answers with the <i>Skill Builder Key Cards</i> . Record your scores on pages 70–75 of the <i>Student Record Book</i> .	
● Then complete the next <i>Rate Builder</i> . Check your answers with the <i>Key Card</i> . Record your answers and your scores on pages 62–68 of the <i>Student Record Book</i> . Finally, chart your score on the Rate Builder Progress Chart on page 69.	

Power Builder Record Page

Date (month/day) _____

Power Builder color _____

Power Builder number _____

Starting time _____

Finishing time _____

Comprehension

1 _____ 6 _____

2 _____ 7 _____

3 _____ 8 _____

4 _____ 9 _____

5 _____ 10 _____

Possible correct _____

Number correct _____

Percentage correct _____

Learn about Words

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

13 _____

14 _____

15 _____

16 _____

17 _____

18 _____

19 _____

20 _____

21 _____

22 _____

23 _____

24 _____

25 _____

26 _____

27 _____

28 _____

29 _____

30 _____

31 _____

32 _____

33 _____

Possible correct _____

Number correct _____

Percentage correct _____

I believe my work on this Power
Builder was



poor



fair



good



excellent

I could do better next time by

Rate Builder Record Page

Date (month/day)

Rate Builder color

Rate Builder number

1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8

Possible correct

Number correct

Percentage correct

Date (month/day)

Rate Builder color

Rate Builder number

1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8

Possible correct

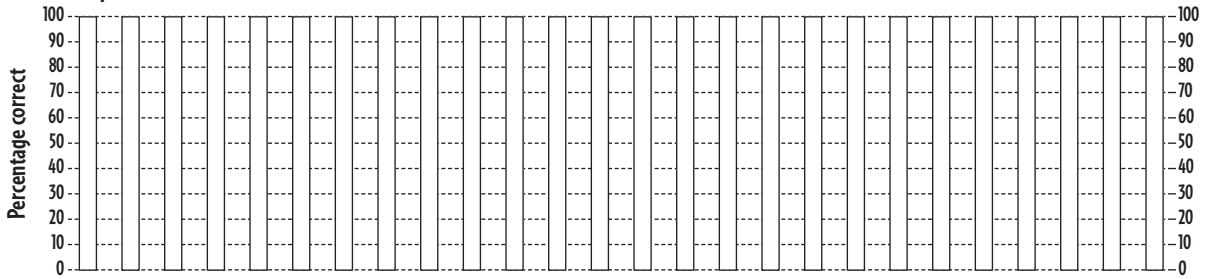
Number correct

Percentage correct

Rate Builder Progress Chart of _____

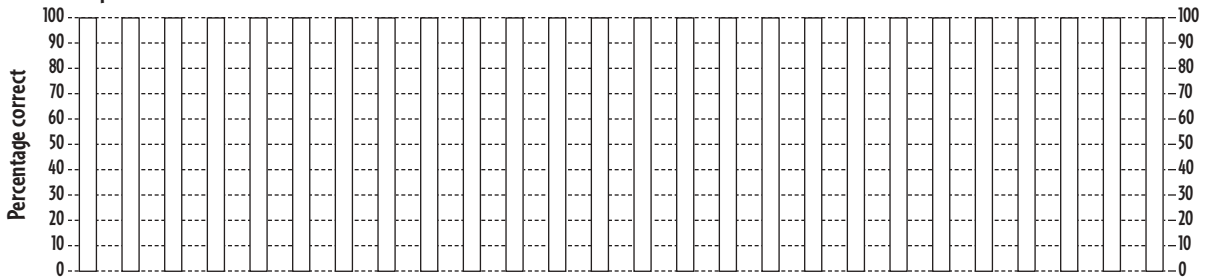
Date (month/day)																					
Color																					
Number																					

• Use pencil



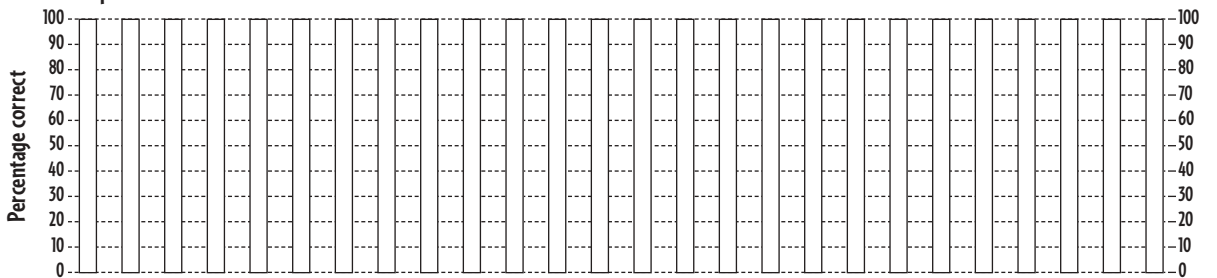
Date (month/day)																					
Color																					
Number																					

• Use pencil



Date (month/day)																					
Color																					
Number																					

• Use pencil



Skill Builder Record Page

Color	Power Builder Number	Skill Builder Number	Title	Number Correct	Number of Questions

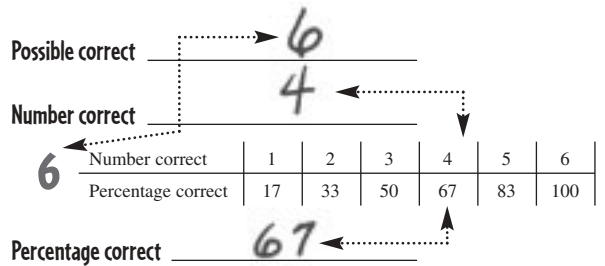
Conversion Table for Computing Percentage Correct from Number Correct

Possible correct

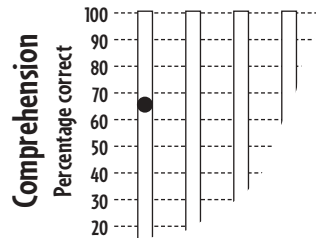
5	Number correct	1	2	3	4	5																												
	Percentage correct	20	40	60	80	100																												
6	Number correct	1	2	3	4	5	6																											
	Percentage correct	17	33	50	67	83	100																											
7	Number correct	1	2	3	4	5	6	7																										
	Percentage correct	14	29	43	57	72	86	100																										
8	Number correct	1	2	3	4	5	6	7	8																									
	Percentage correct	13	25	38	50	63	75	88	100																									
9	Number correct	1	2	3	4	5	6	7	8	9																								
	Percentage correct	11	22	33	44	56	67	78	89	100																								
11	Number correct	1	2	3	4	5	6	7	8	9	10																							
	Percentage correct	10	20	30	40	50	60	70	80	90	100																							
33	Number correct	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
	Percentage correct	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45	48	51	54	58	61	64	67	70	73	76	79	82	85	88	91	94	97	100

How to Use Your Progress Charts

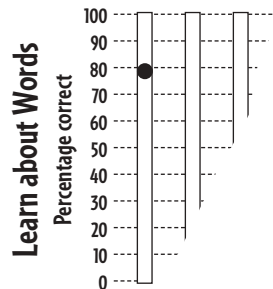
1 First, you scored your work with a key and filled in the number of possible correct answers (“Possible correct”) and the number of correct answers that you had (“Number correct”). Then you used the Conversion Table on page 76 to fill in your percentage correct. Now, you are ready to fill in your Progress Chart.



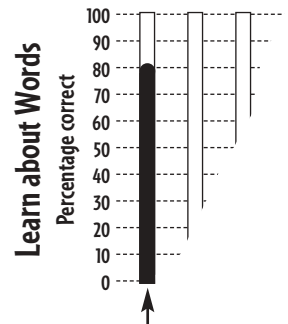
2 Turn to your Progress Chart on pages 78 and 79. Fill in the date, color, and number. On the Comprehension bar, use your pencil to make a heavy black dot where your percentage correct falls. If it does not fall on an even number such as 70 or 80, use your eye to estimate where the dot should go. Imagine that there are ten lines between any two even numbers. The dot shown at the right stands for a percentage correct of 67.



3 Follow these same steps to place a heavy black dot on the Learn about Words bar to show your percentage correct on that part of the *Power Builder*.



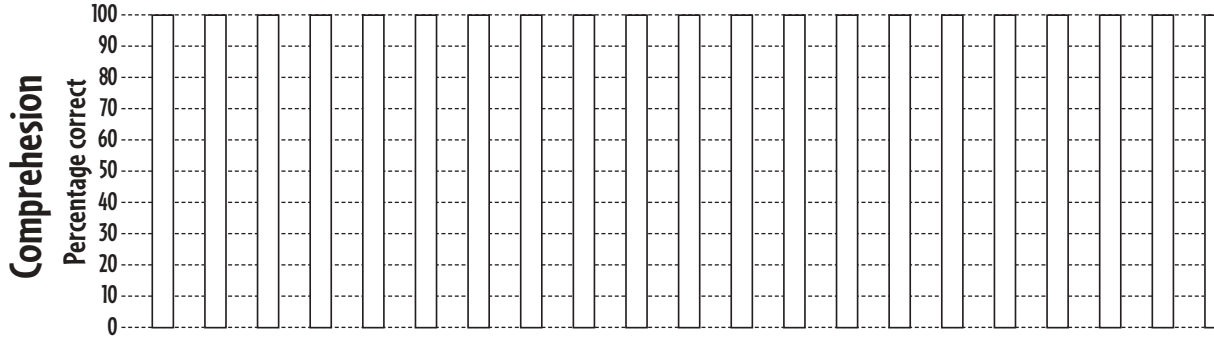
4 Now fill in the line from each zero baseline up to each of your dots.



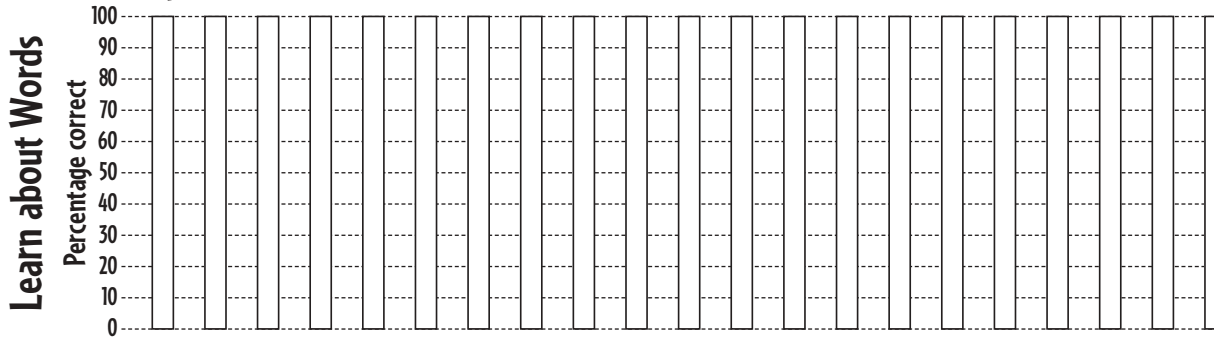
Power Builder Progress Chart of _____

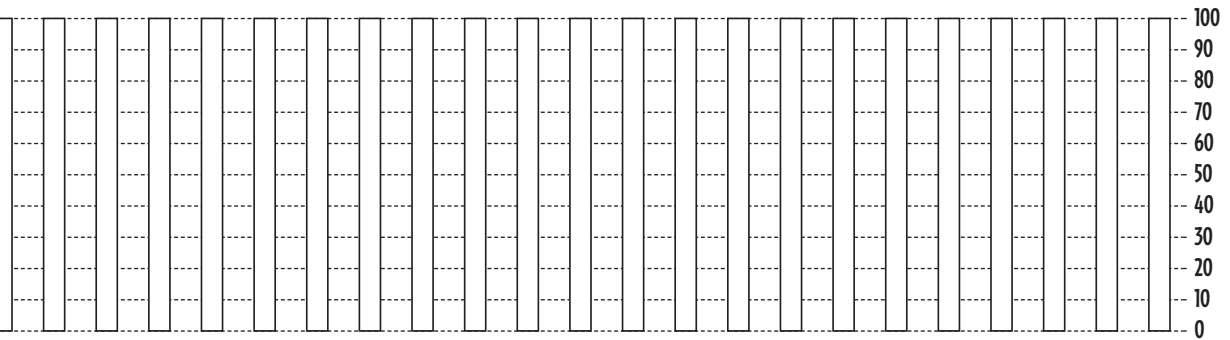
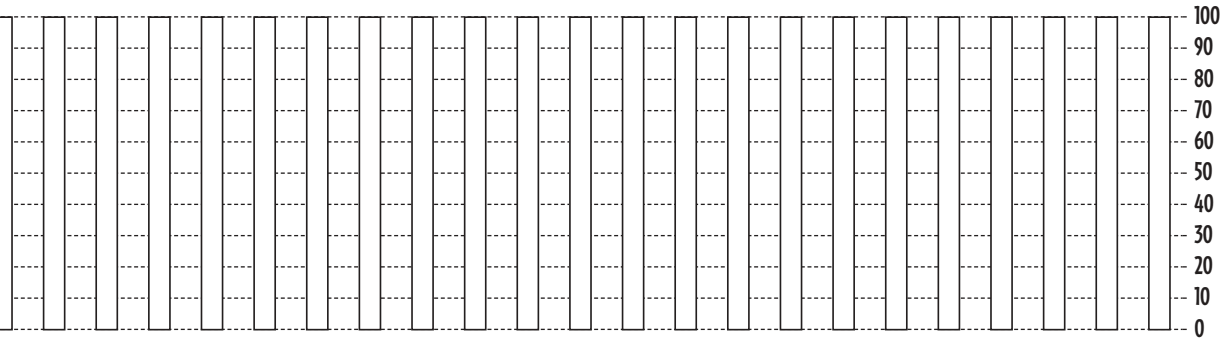
Date (month/day)																				
Color																				
Number																				

• Use pencil



• Use pencil





Key for Power Builder Starter (page 11)

Power Builder Key Card

Comprehension

- | | |
|------------|------------|
| 1 c | 4 b |
| 2 a | 5 a |
| 3 c | 6 c |

Vocabulary

- | | | |
|----------|------------------|--------------------|
| A | 1 glided | 5 decks |
| | 2 scene | 6 migrating |
| | 3 harpoon | 7 raft |
| | 4 herd | |
| B | 8 a | |
| | 9 b | |
| | 10 a | |

Word Study

- | | | |
|----------|------------------|------------------|
| C | 11 motors | 15 good |
| | 12 kind | 16 fair |
| | 13 near | 17 solo |
| | 14 harp | 18 fierce |
| D | 19 P | 23 S |
| | 20 P | 24 P |
| | 21 S | 25 S |
| | 22 P | 26 P |
| E | 27 2 | 31 2 |
| | 28 1 | 32 1 |
| | 29 1 | 33 2 |
| | 30 2 | |