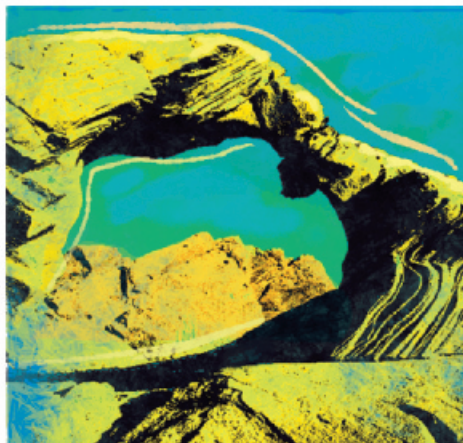
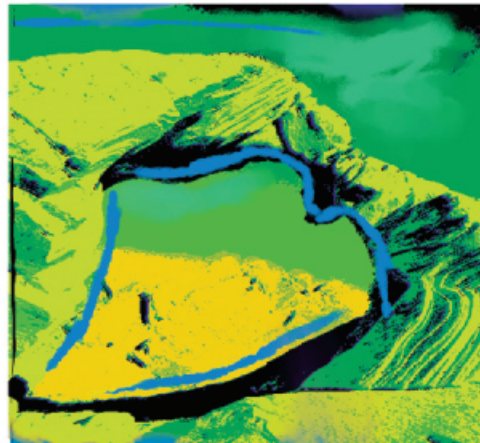
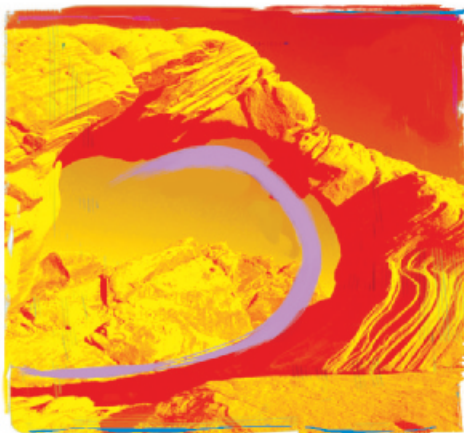


Corrective Reading  
**SRA**  
**Teacher's Guide**  
**Comprehension A** Thinking Basics

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**Mc  
Graw  
Hill** **SRA**

Columbus, OH

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# **Corrective Reading Series**

SRA's **Corrective Reading** programs are divided into two strands: Decoding and Comprehension. Students can complete the programs in either a double-strand or a single-strand sequence.

In the double-strand sequence, students receive **two** full periods of instruction per day—one period in a Decoding program and one period in a Comprehension program.

In the single-strand sequence, students study just one program (Comprehension, for example) and receive **one** full period of instruction per day.

Each **Comprehension** level is independent of the others. Students may be placed at the beginning of one level and complete all the lessons in that level in either a single-strand or double-strand sequence.

## **Development of Skills**

The development of skills in the Comprehension programs progresses from comprehending oral language to comprehending written material. Skills are first taught in structured exercises that are tightly controlled by the teacher. Later, students are shown how to apply the skills independently to complex written materials.

The **Corrective Reading** series includes six Comprehension programs:

- Comprehension A (65 lessons)
- Comprehension A Fast Cycle (30 lessons)
- Comprehension B1 (60 lessons)
- Comprehension B1 Fast Cycle (35 lessons)
- Comprehension B2 (65 lessons)
- Comprehension C (140 lessons)

### **Comprehension A**

Students who place in **Comprehension A** do not understand the concepts underlying much of the material being taught in classrooms. They do not have well-developed recitation skills. They cannot repeat sentences they hear, so they have trouble retaining and answering questions about information that is presented. These students are often unable to comprehend what they read because they don't even understand the material when it is presented orally.

### **Comprehension A Fast Cycle**

Typically, older students who place in Comprehension A learn the skills presented in the program more quickly than younger students. **Comprehension A Fast Cycle** is designed to accommodate these older students. The program consists of 30 lessons (half the number of lessons in Comprehension A). A placement test provides procedures and criteria for placing students in Comprehension A Fast Cycle. As a rule, older students will do better in Fast Cycle than in regular Comprehension A.

### **Comprehension B1**

Students who place in **Comprehension B1** exhibit many of the deficiencies observed in students who place in Comprehension A. They lack some common basic information, such as how many months are in a year. They are also deficient in thinking operations. They have some trouble identifying how things are the same and completing deductions that involve the word *maybe*.

## Comprehension B1 Fast Cycle

Students who need some of the information and reviews presented in Comprehension B1 but are close to placing in Comprehension C do well in **Comprehension B1 Fast Cycle**. This program presents the same sequence of skills as Comprehension B1, but at an accelerated pace (35 lessons, compared to 60).

## Comprehension B2

Students can only enter **Comprehension B2** after completing Comprehension B1 or B1 Fast Cycle. The program continues and expands upon the skills presented in previous levels.

## Comprehension C

Students who place in **Comprehension C** have already learned many skills. They can draw conclusions from evidence, make inferences, and respond to specific instructions. Their primary deficiency is in using those skills independently.

## Comprehension Placement Tests

Reproducible copies of the **Corrective Reading** Comprehension Placement Tests and details on how to administer them appear in Appendix A at the end of this guide.

The placement procedure is designed so that students take two tests. The first (Test 1) is a screening test that requires written responses and is administered to the entire class or group.

Students who make **more than 7** errors on the screening test take another test (Test 2) that places them in Comprehension A, Comprehension A Fast Cycle, or Comprehension B1. Test 2 is an oral test that is individually administered.

Students who make **7 or fewer** errors on the screening test take another test (Test 3) that places them in Comprehension B1,

Comprehension B1 Fast Cycle, or Comprehension C. Test 3 requires written responses and is presented to the entire class or group.

The battery of placement tests also identifies students who perform either too low or too high for the **Corrective Reading** Comprehension programs.

## Progress Through the Comprehension Strand

The Comprehension programs are designed with a careful progression of skill development from level to level. There are five entry points:

- 1 Students who begin at Level A should complete Levels A and B1 during the school year.
- 2 Students who begin at Level A Fast Cycle may complete Level A Fast Cycle and Levels B1 and B2 during the school year.
- 3 Students who begin at Level B1 should complete Levels B1 and B2 during the school year.
- 4 Students who begin at Level B1 Fast Cycle should complete Level B1 Fast Cycle and Level B2 during the school year.
- 5 Students who begin at Level C should complete Level C and additional outside reading during the school year.

## Features of All Comprehension Levels

Each level of the Comprehension program incorporates features that have been demonstrated through research studies to be effective in improving student performance.

- Each level is a core program, not ancillary material. Each level contains all the material you need and provides students with all the practice they need to learn the skills.

- All words, skills, and strategies are taught through Direct Instruction. This approach is the most efficient for communicating with students, for evaluating their performance on a moment-to-moment basis, and for achieving student mastery. Students are not simply exposed to skills. Instead, skills are taught.
- Students are taught everything that is required for what they are to do later. Conversely, they are not taught skills that are not needed for later skill applications. The levels concentrate only on the necessary skills.
- Each level is based on cumulative skill development. Once a skill or strategy is taught, students receive practice in applying that skill until the end of the level. This type of cumulative development has been demonstrated by research studies to be the most effective method for teaching skills.
- Because of the cumulative development of skills, the difficulty of material increases gradually but steadily.
- Each level is divided into daily lessons that can usually be presented during a class period (35 to 55 minutes of teacher-directed work and independent student applications).
- All five levels of **Corrective Reading** Comprehension contain in-program Mastery Tests. These tests are criterion-referenced performance measures that provide detailed data on student progress. They also show students how their performance is improving as they progress through the program.
- Each level includes an effective management system. Students earn points for performance on each part of the daily lesson. Records of this performance may be used for awarding grades and documenting progress in specific skill areas.
- Each lesson specifies both teacher talk and student responses. The lessons are scripted. The scripts specify what you say and do, as well as appropriate student responses. The scripted lessons ensure that you will (a) use uniform wording, (b) present examples in a manner that communicates efficiently and effectively with students, and (c) be able to complete a lesson during a class period.

## Poor Comprehenders

The **Corrective Reading** Comprehension series is designed to help poor comprehenders. The specific tendencies of poor comprehenders suggest what a program must do to be effective.

Because students who are lacking in comprehension skills are often poor decoders, they typically do not follow instructions precisely. They have often been reinforced for raising their hand and asking the teacher questions. This strategy has served them in content areas, such as science and social studies, as well as in reading. As a result, they have not developed precision in following instructions that are presented orally or in writing.

Because of the way material they have studied has been sequenced, poor comprehenders also have a poor memory for information. Typically, they have never been required to learn information one day and then use it that day and from then on. The usual pattern has been for them to work with vocabulary or facts for only a lesson or two, after which the material disappears. The result is a poorly developed strategy for remembering information, particularly systems of information that contain related facts and rules.

Poor comprehenders also have weak statement-repetition skills, primarily because they have never practiced these skills. For instance, when they are told to repeat the

statement “Some of the people who live in America are illiterate,” students may say, “Some people who live in America are ill,” or some other inaccurate attempt. The lack of statement-repetition skills places these students at a great disadvantage when they try to read and retain information, even if they decode it correctly.

Often, poor comprehenders will vacillate from being guarded in believing what others tell them, to being gullible, because they lack the analytical skills required to process arguments. They may have strong feelings and prejudices, but they are unable to articulate the evidence that supports their beliefs or the conclusions that derive from the evidence. They are not practiced with flaws in arguments that present false analogies, improper deductions, or appeals that are inappropriate (such as arguing about a whole group from information about an individual).

Poor comprehenders also have a deficiency in vocabulary and common information. This deficit preempts them from constructing the appropriate schemata when reading about situations that assume basic information or vocabulary. They may understand the meaning of the word *colonial*, for instance, but not know the relationship of that word to *colony*.

Finally, poor comprehenders are not highly motivated students. For them, reading has been punishing. They often profess indifference: “I don’t care if I learn that or not.” But their actual behavior suggests that they care a great deal. When they learn to use new words such as *regulate* and *participate*, they feel proud.

Poor comprehenders’ ineffective reading strategies and negative attitudes about reading become more ingrained as the students get older. Overcoming these obstacles requires a careful program, one that systematically replaces failed strategies with new ones and that provides lots and lots of practice.

In summary, the knowledge and skills of poor comprehenders are spotty. While poor comprehenders may exhibit intelligent behaviors when dealing with their peers, they are remarkably naive in dealing with academic content because they don’t know what to attend to, what the content means, how to organize the content, how to relate it to other known facts and remember it, how to apply it to unique situations, and how to evaluate it in terms of consistency with other facts and rules.

## Comprehension Solutions

The problems of poor comprehenders suggest these solutions:

### **The Corrective Reading Comprehension programs are designed to provide extensive practice in following directions.**

The various activities presented in the Comprehension programs are designed so that students must attend to the instructions. In one lesson, the directions for an activity might be “Circle the verbs.” In the next lesson, instructions for the same activity may be “Make a box around the verbs.” The direct-instruction activities present directions that students cannot figure out from either the format of the activity or the context. Students, therefore, learn the strategy of reading carefully and attending to the details of the instructions. Also, students practice writing instructions so that they develop an appreciation of what information is needed to clearly convey the operation they are trying to describe.

**The programs provide practice in statement repetition.** Statement-repetition practice begins in Level A with tasks that don’t involve reading. In later levels of the series, statement-repetition activities are increasingly related to statements students read. The emphasis on statement repetition not only makes students more facile in repeating statements (requiring only one or two attempts, compared to the many attempts



required early in the program), but repetition also helps reinforce the general strategy that students must be precise when dealing with statements they read or hear.

**The Corrective Reading series is designed so that whatever is taught is used.** In the Comprehension series, nothing goes away. Vocabulary that is introduced in vocabulary activities is integrated into other activities, such as following instructions, making analogies, completing deductions, and identifying flaws in arguments. Similarly, facts that are learned are integrated and applied to a wide range of tasks. This nonspiral approach to instruction demonstrates to students that they must develop strategies for retaining the information that is taught, and for relating it to other information. The format ensures that students will be able to learn, organize, and process whatever is taught. Mastery Tests within the series document to both teacher and students that the skills and information presented in the program are mastered.

**The series presents various analytical skills that can be applied to higher-order thinking tasks.** The Comprehension programs teach students how analogies work, how logical reasoning is applied to arguments, how conclusions depend on evidence, and how evidence can be evaluated for adequacy. Deductions are emphasized because basic arguments that affect everyday life are usually presented as deductions. The series also presents specific common fallacies (arguing from part to whole, arguing from whole to part, arguing from a false cause, arguing from limited choices). In addition, students learn how to identify contradictions, from simple ones to those that are inferred from facts students have learned. The focus of the series, in other words, is not simply on narrowly defined logical-reasoning skills, but on logical-reasoning skills as they apply to all aspects of reading.

**To compensate for the deficiencies in vocabulary and common information, the series introduces many new vocabulary words and “fact systems.”**

To compensate for students’ deficiencies in common vocabulary and information, the Comprehension programs introduce many new vocabulary words and “fact systems” (groups of related facts). For example, students learn facts about body systems (skeletal, digestive, muscular, circulatory, respiratory); calendar information; animal classification (fish, amphibian, reptile, mammal, bird); and economics (supply and demand). These fact systems also provide a vehicle for teaching vocabulary. In addition, other new vocabulary is introduced in all levels. In levels B1 and B2, for instance, vocabulary is introduced in connection with parts of speech. Students first learn a verb, such as *select*, then its noun (*selection*) and adjective (*selective*). In Level C, students are taught how to infer the meanings of words from context. Note that all words, once introduced, appear in a range of activities—from following instructions to identifying contradictions.

**The series addresses the poor comprehender’s low self-image.** The Comprehension programs also address the problem reader’s poor self-image. The series is designed so that students can succeed in learning sophisticated skills (such as identifying the missing premise in an argument). Furthermore, a point system that is based on realistic performance goals ensures that the student who tries will succeed and will receive reinforcement for improved performance.

In summary, the Comprehension series uses a two-pronged approach. Each level teaches specific skills to replace the student’s ineffective approach to comprehension. Each level also contains an effective management system that turns students on to reading. The approach **works**.



# The Program—Comprehension A

## *Thinking Basics*

The first level of the Comprehension programs in SRA's **Corrective Reading** series is **Comprehension A**. This program is designed to provide basic support skills called for in reading-comprehension activities, and it focuses on oral language comprehension. It is made up of 5 preprogram lessons (designated A to E), 60 regular lessons (numbered consecutively from 1 through 60) and 7 Fact Game lessons (numbered consecutively from 1 through 7). The Fact Game lessons are scheduled after preprogram Lesson E and after every tenth regular lesson (after Lessons 5, 15, 25, 35, 45, and 55).

Each lesson is designed to provide activities for a 35- to 45-minute period.

### Who It's For

**Comprehension A** is designed for poor comprehenders in grades 3 through 12. The program is appropriate for students who understand English and whose scores on the **Corrective Reading** Comprehension Placement Test indicate that they have very poor language comprehension skills.

**Comprehension A** is not appropriate for students who speak no English or for those whose grasp of English is quite weak. These students should be placed in a structured basic language program.

The program is also appropriate for students identified as educable mentally retarded (EMR), particularly those who are 10 to 20 years old. Students who have been traditionally designated as learning disabled, educationally challenged, or perceptually challenged may benefit substantially from this program. As long as students demonstrate the skill level necessary to enter this program, they may be placed in the program.

Tryouts of **Comprehension A** with normal students in grades 1 through 3 also have demonstrated that the program provides solid reinforcement in comprehension skills for whatever reading system is being taught.

### What Is Taught

The skills taught in **Comprehension A** fall into three broad categories: Thinking Operations, Workbooks, and Information.

Thinking Operations concentrate on those general operations useful to students in solving a wide range of problems. These operations apply to virtually any content area. Here are the specific skill areas (tracks) taught in Thinking Operations: Analogies, And/Or, Basic Evidence, Classification, Deductions, Definitions, Description, Inductions, Opposites, Same, Statement Inference, and True—False.

Lessons 1–65					
PREPROGRAM	Same/Different	A E			
	Deductions	A E			
	Making Up Statements	A E			
THINKING OPERATIONS	Deductions	1			60
	Classification	1	25		
	True—False	1 2			
	Statement Inference	1			60
	Description	1		39	
	Definitions	1			60
	Same	1			60
	Basic Evidence		15		60
	Analogies		21		60
	And/Or			27 29	
	Opposites			34	60
	Inductions			44	60
WORKBOOK EXERCISES	Classification	1			60
	Description	1			57
	True—False	1		30	
	Some, All, None	1		28	
	Same	3	14	43	60
	Analogies		24		60
	Deductions			31	60
	Inductions			31	60
INFORMATION	Calendar Facts	1			60
	Animals	5			60
	Poems		11		60
FACT GAMES	E	5	15	25	35 45 55
MASTERY TESTS			20	30	40 50 60

Workbooks provide students with practice in applying the skills taught in Thinking Operations and the facts taught in Information. Workbook practice serves as a bridge between teacher-directed activities and those in which the student uses the skills independently. Here are the skills practiced in the Workbooks: Analogies, Classification, Deductions, Description, Inductions, Same, and True—False.

The Information exercises are designed to:

- Teach specific information that will be useful to the student
- Give the student practice in learning groups of related facts

The practice in learning groups of related facts is probably more important than the value of the specific facts taught. Students are best served, however, when the information they are learning is useful. Here are the tracks taught in Information: Calendar (months, seasons, holidays); Memorization (poems); Animals (definitions of mammals, reptiles, and other classes of vertebrae; felines, canines; herbivorous, carnivorous).

## Materials

The materials for **Comprehension A** consist of this Teacher's Guide, two Teacher Presentation Books, a student Workbook, and a supplemental mid-program and end-of-program Mastery Test.

The Teacher's Guide contains basic information about the program and specific information for presenting exercises and for correcting mistakes.

The Teacher Presentation Book contains a script and answer key for each lesson. Scripts specify what you say and do and what the students say and do.

- This blue type indicates what you say.
- This **bold, blue type** indicates a word or phrase that you should stress.
- (This type indicates what you do.)
- *This type indicates the students' response.*

The student Workbook contains the exercises that the student will complete. A daily Point Chart in each Workbook lesson provides a record of the student's performance. The Point Summary Chart on the inside front cover of the student Workbook provides a record of the student's performance for approximately each month the student is in Level A.

The Comprehension Placement Test appears in Appendix A with instructions on test administration and criteria for placing students.

## Scheduling and Grouping

Here are general considerations for scheduling and grouping students for the Comprehension program.

- 1 A lesson should be presented every day at an assigned time.
- 2 The lesson will take between 35 and 45 minutes, depending on the size of the group.
- 3 Lessons can be presented to large groups, but students are best served when there are groups of 15 or less.
- 4 The program can be used with individual students in resource-room settings, in which case it will take less time to present each lesson.

If you are teaching the program to several groups of students, try to group the students homogeneously on the basis of their scores on the Comprehension Placement Test. The program is designed to accommodate a range of individual differences, and instruction will be effective even if the extremes of performance are represented in a group. Homogeneous grouping is just more efficient because it enables students with similar abilities to progress at their own rate.

## Placement Procedures

A copy of the **Corrective Reading** Comprehension Placement Test Battery and details on how to administer it appear in Appendix A of this guide. The individually administered test measures each student's ability to repeat statements, draw simple conclusions, complete analogies, and answer questions about basic information.

## Mastery Tests

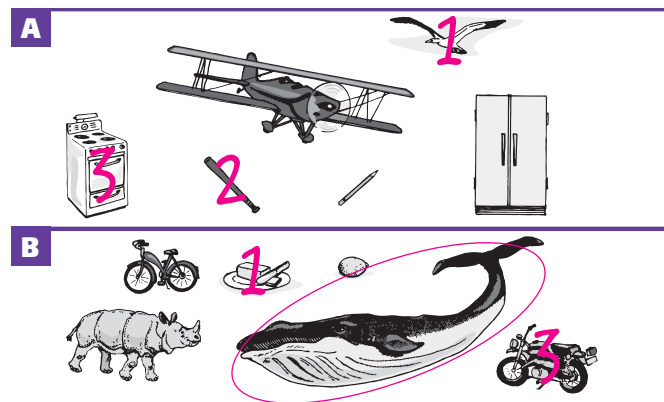
**Comprehension A** features five in-program Mastery Tests. The tests appear every ten lessons, beginning with Lesson 20. These tests evaluate skills that have been most recently taught in the program and that are critical prerequisites for learning the skills to be presented next.

Part of each in-program test is individually administered, and part is presented to the entire group. Instructions for presenting the test items appear in the Teacher Presentation Book as part of the lesson. Test worksheets appear in the student Workbook. The exercises that are included in the test are identical in form to the exercises presented in the daily lessons.

Remediation procedures for students who fail the test are specified at the end of each test lesson. A chart lists which exercises in the program you should present to the group that needs review. Following is the remediation chart for Test 1, which is in Lesson 20.

Test Section	Orally Present These Review Tasks		Portion of Review Workbook
	Lesson	Exercise	
A	17	12	Part A
A	18	13	Part B
B	16	13	Part C
B	17	13	Part D
C	13	14	Part E
C	14	12	Part F
D	17	11	Part G
D	18	14	Part H
E	18	19	-----
		Steps 1–3	
F	19	17	-----
		Steps 1–3	

If, for example, any student in the review group failed part A, you would present Exercise 12 in Lesson 17 and Exercise 13 in Lesson 18. You would also assign parts A and B of the review worksheet for Test 1.



There is a review worksheet for each Mastery Test; these appear at the end of the student Workbook. Note that the review worksheets are not used with some of the review exercises. In Test 1, the review worksheet is not used for remediating test section E or F.

To determine whether students are firm after remediation, test each student individually. Present all the review exercises, individually, to each student. Students are considered firm if they respond correctly to all exercises. Do not continue in the program unless all students are firm.

# The Lessons

## Preprogram Lessons (A–E)

The preprogram consists of five consecutive lessons, labeled A through E. Each lesson consists of six to nine activities. Each lesson involves Workbook Exercises, as well as oral Exercises. Students may earn 1 point for each exercise.

## Regular Lessons (1–59)

**Each of the 55 regular lessons is divided into three main parts:**

- 1** Thinking Operations
- 2** Workbook Exercises
- 3** Information

For each part, students may earn points. At the end of a lesson, points are totaled.

Each regular lesson is structured as follows:

- 1** Teach Thinking Operations, the first 7 to 14 exercises in the lesson. You use the Teacher Presentation Book and, for a few exercises, the chalkboard. For most exercises you ask students questions, and they respond orally and in unison. Individual turns are specified for some tasks.
- 2** Award points for performance on Thinking Operations. The point schedule is specified in the first few lessons. Students record points in Box 1 at the top of the daily Workbook lesson.

- 3** Present Workbook Exercises. This portion of the lesson involves three to five exercises. You use the Teacher Presentation Book and students use their Workbooks. Students respond orally in unison and write responses in the Workbooks.
- 4** Award points for performance in the Workbook. Each student records these points in Box 2 at the top of the Workbook lesson.
- 5** Teach the Information Exercises, the last few exercises in the daily lesson. For this portion of the lesson, only the Teacher Presentation Book is needed. Present exercises orally. Students respond orally, usually in unison. Some individual tasks are also specified.
- 6** Award points for performance on the Information Exercises. Students record their points for this part of the lesson in Box 3 at the top of the daily Workbook lesson.
- 7** Award bonus points for the lesson. Students record their points in Box 4 at the top of the Workbook lesson.
- 8** Students add up the points earned for the entire lesson and write the total in the Total box at the top of the Workbook lesson. Students also enter the total on the Point Summary Chart, which appears on the inside front cover of the student Workbook.

## Test Lessons

Lessons 20, 30, 40, 50, and 60 are test lessons. Test lessons consist of a short regular lesson followed by an in-program Mastery Test.

Students receive no points for the regular lesson portion, but may earn up to 25 points for the test portion.

## Fact Game Lessons

Seven lessons that review key information and skills are presented on a regular schedule throughout **Comprehension A**. After every tenth lesson (and after Lesson E) is a Fact Game lesson. These lessons are designed for a full period and should be scheduled on the period following completion of Lessons 5, 15, 25, and so on. Here is the sequence of activities for each Fact Game lesson:

- 1 Permanently assign pairs of students and designate one student in each pair as an **A** member and one student as a **B** member.
- 2 The students exchange Workbooks and open the Workbooks to the Fact Game.
- 3 Students play the Fact Game for a specified amount of time.
- 4 Award bonus points to students who earn a specified minimum number of points. Students record game points in Box 1 and bonus points in Box 3.
- 5 After students have recorded their points for the Fact Game, present the Workbook Exercises for the lesson. You will use the Teacher Presentation Book. Students respond orally to items you present and write responses in their Workbooks.
- 6 Award points for performance in the Workbook. Each student records these points in Box 2 in the Workbook.
- 7 Students total their points for the lesson and enter the total on the Point Summary Chart.

# Managing Students and Awarding Points

The purpose of the point system associated with **Comprehension A** is to turn what is a difficult job for the students into a positive experience. To be an effective teacher, you must follow this policy in your management procedures: let students know that the job is hard and that they must not give up or become lax. Praise them for hard work, and keep reminding them of the importance of the skills they are learning.

You will help students most if you are businesslike, on task, and positive. Don't be afraid to tell students when they do well, but never reinforce poor performance.

Remember—points are symbols of achievement. Treat them as if they are important, because they represent a fairly sizable effort on the part of the student.

It is possible for students to earn as many as 14 points for each regular lesson—5 points for Thinking Operations, 5 points for the lesson's Workbook Exercises, and 4 points for the Information part of the lesson. The criteria for awarding points are specified in the lesson and are based on student performance.



Following are some basic management procedures to use during the lesson.

- During the Thinking Operations and Information segments of the lesson, remind students about how they’re doing.
- If all students are performing well, say so. **Keep it up. The group is doing great.**
- If some students are performing well but others are not, call attention to those that are doing well. **Joe, Sally, and Meg look like they’re going to earn points for this part of the lesson.** Don’t nag students who are not performing well, unless they are interfering with your ability to teach or are bothering other students. At the end of the segment, tell students about their performance. **Sally, you earned 5 points. Good for you. Joe, you earned 5 points. Nice going.** Don’t be too effusive. Move quickly but act as if those who earned points have achieved something that is important.
- Remind students who did not earn points that they can earn points on the next part of the lesson or on tomorrow’s lesson. **I’ll bet that everybody will earn points in the Workbook Exercises. Let’s see if I’m right.**
- Don’t commiserate with students who didn’t earn points. You can let them know that you sympathize with them, but do it quickly. **That’s too bad, Bill, but I know you can earn those points if you work hard. Let’s see how you do on this next part.** Long discussions and negotiations on points lead to unhappy students who won’t progress very rapidly through the program.

**Bonus Points**

You can use bonus points in many ways: to correct bad behavior, to speed up slower students, to improve handwriting in the Workbook, or to improve attendance. As with the points awarded for each part of the lesson, all bonus points are awarded contingently.

The general procedure for awarding bonus points is to:

- 1 Tell the students how they can earn bonus points.
- 2 Keep a record of which students have earned bonus points.
- 3 Award the bonus points to those students, reminding the group how those students earned their points.
- 4 Don’t award bonus points too liberally. As a general rule, don’t award any student more than 3 bonus points per lesson.

The same procedure can be used to correct common classroom problems.

**Awarding Grades**

It is possible to use the daily point totals in awarding grades. Below is a schedule for awarding grades. Each grading period of the schedule requires approximately 1 month for the students to complete.

An entry for each period shows the maximum number of points students are able to earn during the period (excluding bonus points). To achieve an **A**, a student must earn 90 percent of the maximum possible points. A grade of **B** is 80 percent of the maximum and a grade of **C** is 70 percent.

When bonus points are included, it becomes possible for nearly any student who works hard to earn an **A**.

Grade Period 1		Grade Period 2		Grade Period 3	
Lessons 1–20 Maximum Points: 322		Lessons 21–40 Maximum Points: 346		Lessons 41–60 Maximum Points: 346	
290 and above	<b>A</b>	310 and above	<b>A</b>	310 and above	<b>A</b>
260–289	<b>B</b>	275–309	<b>B</b>	275–309	<b>B</b>
230–259	<b>C</b>	240–274	<b>C</b>	240–274	<b>C</b>
200–229	<b>D</b>	240–274	<b>D</b>	240–274	<b>D</b>
199 and below	<b>F</b>	240 and below	<b>F</b>	240 and below	<b>F</b>



# Recording Points

## The Daily Point Chart

Following is a Point Chart for a regular lesson. This chart appears at the top of each regular daily Workbook lesson.

ERRORS	1	2	3	4	TOTAL

After completing each lesson segment, tell students how many points they earned. Students should record their points immediately. Tell them [Write your points in the box.](#)

[You have 15 seconds.](#) Points for Thinking Operations go in Box 1, points for Workbooks in Box 2, points for Information in Box 3, and bonus points in Box 4.

At the end of each lesson, students total their points and enter the total in the Total box.

## The Point Summary Chart

On the inside front cover of the student Workbook is the Point Summary Chart, which is designed to show the student's point performance for approximately each month the student is in Level A.

After completing the Point Chart for the lesson, the student records the total points for that lesson in the appropriate box of the Point Summary Chart.

This is a sample of the Point Summary Chart filled in for the first 20 lessons.

GRADE PERIOD 1							
Lesson	Points	Lesson	Points	Lesson	Points	Lesson	Points
1	13	6	14	11	12	16	15
2	13	7	15	12	13	17	13
3	14	8	15	13	14	18	13
4	12	9	11	14	15	19	15
5	13	10	13	15	12	20	23
FG1	14			FG2	13		
BLOCK 1 TOTAL	79	BLOCK 2 TOTAL	68	BLOCK 3 TOTAL	79	BLOCK 4 TOTAL	
TOTAL POINTS FOR GRADE PERIOD 1							

As shown in the sample, the student has just completed Lesson 20, Test 1. The student will now add the numbers for Lessons 16 through 20, and write the total for block 4 (79) and the total for blocks 1–4 (305).

Such records are important for two reasons. First, they show students their own progress. Second, they allow you to identify students with problems, reinforce students for good work, and figure grades for each grading period.

# General Information

## Introducing the Program

During the first class meeting, introduce the program so that students understand what they are going to do and what kind of return they can expect from their investment of energy. Use the scripted introduction at the beginning of the preprogram (Lesson A) or at the beginning of Lesson 1. The introduction in Lesson 1 tells how each lesson is divided into three parts, the number of points students may earn for each part of the lesson, and the general behavioral rules students will be expected to follow. In addition to presenting the point system, explain how points can be exchanged for grades, prizes, privileges, or a combination of grades and tangible rewards.

Other introductory material is scripted into the lessons as needed. The following information, for example, appears in Lesson 1.

### INTRODUCTION

- (For students who have completed the preprogram:) *Here are facts about the rest of this program.*
- (For students who have not completed the preprogram:) *Today we're starting a comprehension program. The program will help you understand better what people say and what you read.*
- (For all students:) *Each lesson has three parts. The first part is Thinking Operations, the second part is Workbook Exercises, and the third part is Information. You can earn 14 points for a lesson. If you work extra hard, you can earn bonus points. Starting at Lesson 20, we will have a test every ten days. You can earn 25 points on each test day.*

## Setup for the Lesson

Make sure students are seated close to you. Lower-performing students and students who tend to misbehave should be seated directly in front of you so that you can easily monitor their responses. If possible, assign permanent seats.

Open the Teacher Presentation Book to the appropriate lesson before class begins. Have Workbooks and pencils arranged so that you can pass them out immediately after the Thinking Operations exercises.

## Pacing the Exercises

Because you must teach a great deal of information during the daily presentation, it is important that you move quickly, but not so quickly that students make mistakes.

To ensure a smoothly paced lesson, become familiar with the exercises you are presenting. You must be able to present them without referring to the page for every word you say.

Talk as if you're conveying something important. Say your lines quickly. Don't drag out instructions. If you are slow, the students' attention will wander.

## Signals

When you present exercises that call for oral responses, all the students should respond *on signal*. This means that the group responds in unison when you signal. By listening carefully to the responses, you can tell which students make mistakes and which ones respond late, copying those who responded first. As a result, you'll be able to correct specific mistakes, maximize the amount of practice each student gets, and evaluate each student's performance.

Here are the rules for effective signaling.

- 1 Never signal while you are talking. Talk first, and then signal.
- 2 The time interval between the last word of your instructions and the signal should always be about 1 second. Signals should be timed so that students can respond together.

**The hand-drop signal** is used for tasks that you present orally. Use the following steps to execute this signal.

- 1 Hold your hand out (as if you're stopping traffic) while you are saying the instructions or presenting the question.
- 2 Continue to hold your hand still for 1 second after you have completed the instructions or the question.
- 3 Then quickly drop your hand. Students should respond the instant your hand drops.

Using signals may seem awkward at first, but with practice you'll be able to execute clear signals and receive useful feedback from the students.

## Corrections

All students will make mistakes. These mistakes provide you with valuable information about the difficulties the students are having. Knowing how to correct effectively is essential to successful teaching.

Mistakes should be corrected immediately. Two kinds of correction procedures are used in **Comprehension A Thinking Basics**—general corrections and specific corrections.

**General Corrections.** If a student is not paying attention during a task, correct by looking at the nonattender and saying **Watch me and listen. Let's try it again.** Return to the beginning of the task.

If a student fails to answer when you give the signal, correct by saying **I have to hear everybody. Let's try it again.** Return to the beginning of the task.

If a student responds either before or too long after your signal, call attention to the signal and return to the beginning of the task. For example, if students respond before you signal, say **You've got to wait until I signal. Let's try it again.**

**Specific Corrections.** Other mistakes that students will make are (a) not knowing the correct answer to a question you present.

When students don't know the correct answer to a question, correct with a model-test-retest procedure, use the following steps.

- 1 **Model.** Demonstrate the response students are to make.
- 2 **Test.** Present the task students missed. Their responses give you feedback about whether the correction worked.
- 3 **Retest.** Go back to an earlier step in the task and present subsequent steps to make sure that students are firm on the entire task. A retest assures you that students can discriminate in a context more difficult than that provided by your first test.
- 4 **Delayed Test.** If you have to repeat a correction several times before students perform acceptably, always use a delayed test as the last part of your correction. Present subsequent exercises in the lesson for about five minutes, and then repeat the problem task. The delayed test assures that students can remember the information provided by the correction.

When students aren't able to repeat a statement that is called for, correct with a model-lead-test-retest procedure. The lead is a step that helps students say the statement or the part of the statement they are unable to produce. Here are the steps.

- 1 Model.** Say the statement, at the speed you expect students to say it—not faster or slower.
- 2 Lead.** Say *Say it with me*. Say the statement at the same rate as the modeled statement, while the students respond with you. You may lead on part of the statement or on the whole statement. However, if you shift from working on the whole sentence to working on a part (or vice versa), precede the lead with a model of what you expect the students to say. Continue leading until all students are responding with you and are reasonably firm. (Note that you may have to provide as many as ten or more leads before many students are able to say particular statements.)
- 3 Test.** Signal the students to say the statement by themselves.
- 4 Retest.** Back up two or three steps in the exercise and present the steps in sequence.

## Teaching to Criterion

At the conclusion of any exercise, each student should be able to respond without making any mistakes. Your goal as a teacher should be to see that students are “firm”—that is, meet this criterion.

Let students know what you expect from them. Keep on a task until you can honestly say to them *Great! Everybody answered every question correctly*. If your criterion for a task is strict, the group will have less difficulty with similar tasks in subsequent lessons.

## Individual Turns

Individual turns are specified for many exercises in **Comprehension A**; however, think of individual turns as part of your goal of teaching to criterion. Are you positive, after presenting a particular exercise, that every student can perform every step? If not, present individual turns. Present them frequently enough so that students get the idea that they are individually accountable for the information. About half of the individual turns should be presented to the lowest-performing students in the group. The remainder should be distributed among the other students.

If a student makes a mistake on an individual turn, avoid correcting only that student. Present the correction to the entire group. After testing the entire group, present the task that was missed to the student who missed it. This procedure is efficient because, usually, if one student fails an individual turn, others in the group will make the same mistake on that task. By correcting the group, you are in effect correcting in advance the mistakes the other students might make.

## Formats

In the following discussion of the lesson presentation, the term *format* will be used. A format is an exercise set up in a specific form. Here is a format for opposites.

### EXERCISE 2

#### **NEW** OPPOSITES

1. If something is wet, it's not (pause; signal) *dry*.
  - If something isn't awake, it's (pause; signal) *asleep*.
2. So, what's the opposite of awake? (Signal.) *Asleep*.
  - **Wet.** (Pause.) What's the opposite of wet? (Signal.) *Dry*.
  - (Repeat step 2 until firm.)
3. Going up. (Pause.) What's the opposite of going up? (Signal.) *Going down*.
  - **Narrow.** (Pause.) What's the opposite of narrow? (Signal.) *Wide*.
  - (Repeat step 3 until firm.)
4. Quiet. (Pause.) What's the opposite of quiet? (Signal.) *Noisy*.
  - **Long.** (Pause.) What's the opposite of long? (Signal.) *Short*.
  - (Repeat step 4 until firm.)
5. (Repeat steps 2–4 until firm.)

Simply by replacing the examples of opposites, we can create many other exercises that follow the same format and that can be presented the same way. Formats are used to build all exercises in **Comprehension A**. There are advantages to using formatted exercises:

- 1 They are easy to present because your behavior in the basic steps remains the same for all examples of a given format.
- 2 They are easy for students to comprehend because the directions and wording are the same for all examples of a particular format.

A **NEW** icon next to a heading in the lesson presentation indicates the introduction of a new format. This signals that there is a change in the method in which you are to present an exercise. Some formats are presented in 20 or more lessons, others in only 2 or 3 lessons.

The remainder of this Teacher's Guide discusses specific formats that you should practice before beginning the program or before teaching a lesson in which a new skill is introduced. Only the major formats are discussed, and they are grouped into tracks according to the skills they teach. For example, formats from the Deductions track are presented first, followed by Classification formats.



# Preprogram

The preprogram focuses on three skills that are central to the regular program. Students who place in the preprogram need extensive practice in Same-Different, Deductions, Making Up Statements, and Some, All, None.

## Same-Different

### Lessons A–E

The central format for Same-Different is introduced in Lesson A, and variations of it appear in every lesson of the preprogram.

**Teaching Techniques.** In steps 1, 3, and 4 students are to touch specified objects. In step 1, they are to touch objects 1 and 2. You tell them to **Keep touching them**. This procedure is important. Unless students keep touching the objects, they often become confused, forget which objects to compare, and make many mistakes. Walk among the students and make sure that they are touching the appropriate objects. If students are reluctant to follow your instructions, award bonus points to those who perform.

**Corrections.** Expect students to have trouble with the concept *same*. Don't be shocked by their naiveté. Correct by telling the correct

answer, repeating the task, and returning to the beginning of the format and repeating the activities in sequence. The specified correction (in step 3) deals with the use of the word **both**. If students say, *They are both striped*, rather than, *They are striped*, correct them. Their answer is correct, but you want them to express it differently: **You got it. Say it this way: They are striped. How are objects 1 and 3 the same?**

Later in the program, students will work with more than two objects that are the same. If students are used to saying, *They are both . . .*, they will have a lot of trouble with these exercises.

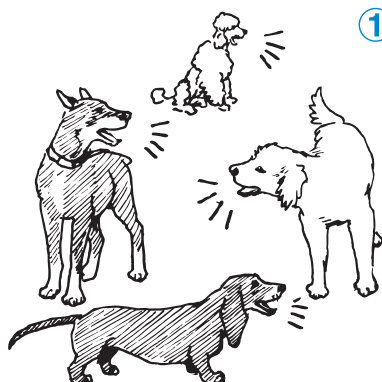
## Deductions

### Lessons A–E

The primary focus of the Deductions exercises is to give the students practice and facility with simple deductions, such as: All dogs bark; Fido is a dog; so Fido barks.

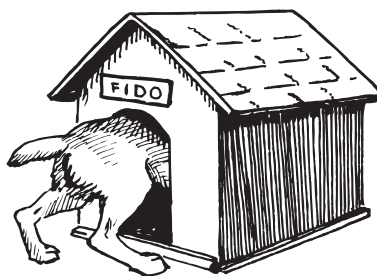
Below is the student material for the principal Deductions format, and the teacher script appears on the next page.

D



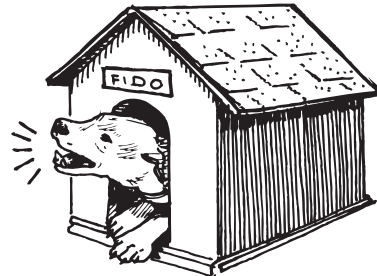
All \_\_\_\_\_.

①



Fido \_\_\_\_\_.

②



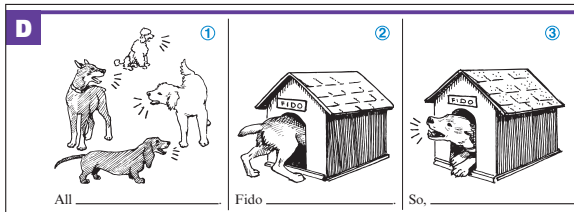
So, \_\_\_\_\_.

③

## EXERCISE 5

### NEW DEDUCTIONS

1. Everybody, touch part D in your Workbook. ✓



- You're going to learn how to make a deduction about those pictures. You'll say three statements, one statement for each picture.
2. Touch picture 1. ✓
    - I'll say the statement for that picture. Listen. **All dogs bark.** Say it. (Signal.) *All dogs bark.* (Repeat the statement until firm.)
  3. Touch picture 2. ✓
    - Here's the statement: **Fido is a dog.** Say it. (Signal.) *Fido is a dog.* (Repeat the statement until firm.)
  4. Touch picture 3. ✓
    - Here's the statement: **So, Fido barks.** Say it. (Signal.) *So, Fido barks.* (Repeat the statement until firm.)
  5. I'll say all three statements. You touch the pictures, starting with picture 1.
    - All dogs bark.** ✓
    - Fido is a dog.** ✓
    - So, Fido barks.** ✓
  6. Your turn. Touch picture 1 and say the statement. (Signal.) *All dogs bark.*
    - Picture 2. (Signal.) *Fido is a dog.*
    - Picture 3. (Signal.) *So, Fido barks.*
    - (Repeat step 6 until firm.)
  7. I'm going to start with the statement about **all dogs** and say the statements without looking at the pictures, and then you'll say them. Listen. **All dogs bark.** **Fido is a dog.** **So, Fido barks.** Listen again. **All dogs bark.** **Fido is a dog.** **So, Fido barks.** Your turn. Say the statements. (Signal.) *All dogs bark. Fido is a dog. So, Fido barks.* (Repeat the statements until firm.)

#### Individual test

Say the statements.

(Call on individual students.)

**Teaching Techniques.** Steps 6 and 7 are the critical steps of the format. Expect students to require repetition on these steps. Make sure that they can perform on step 6 before going on to step 7. Your presentation must be paced fairly rapidly or students will not learn the sequence of parts in the deduction. The test for performance on step 6 is that you can give the instructions quickly and the students respond correctly and without delay.

**Corrections.** To correct mistakes, tell students the correct answer as soon as you hear a mistake, repeat the task, then repeat the deduction from the beginning. For instance, if students fail to respond to picture 3, say the answer: **So, Fido barks. Say it . . .** Again . . . Now go back to picture 1. Your turn. Touch picture 1 and say the statement.

Use the same correction procedure for step 7. Say the correct statement, tell the students to say it, then return to the beginning of step 7.



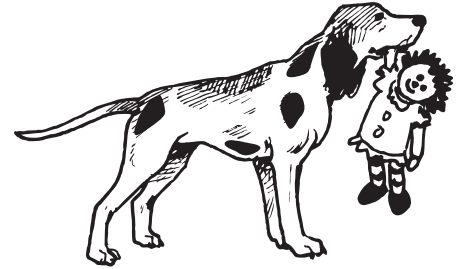
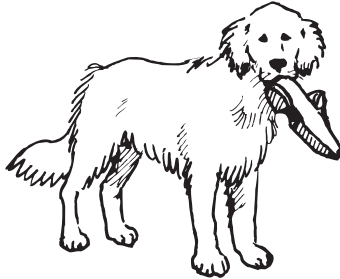
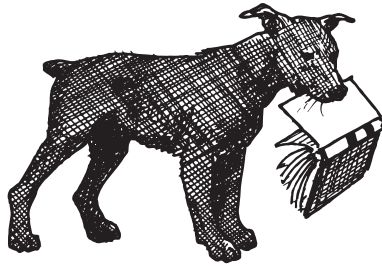
# Making Up Statements

## Lessons A–E

The focus of this track is to construct statements that express how objects are different.

Following are the format and the student material that first appear in Lesson A.

**B**



### EXERCISE 3

#### **NEW** MAKING UP STATEMENTS

1. Everybody, touch part B in your Workbook. ✓

**B**



- One dog in the picture is black, one dog is white, and one dog is spotted. You're going to make up statements about the dogs.
2. Everybody, touch the black dog. ✓
    - What's the black dog carrying? (Signal.) *A book.*
    - My turn to say the statement about (pause) **the black dog**. **The black dog is carrying a book.** Everybody, say that statement. (Signal.) *The black dog is carrying a book.* (Repeat the statement until firm.)
  3. Everybody, touch the white dog. ✓
    - What's the white dog carrying? (Signal.) *A shoe.*
    - You're going to say the statement about (pause) **the white dog**. (Pause.) **Get ready.** (Signal.) *The white dog is carrying a shoe.* (Repeat the statement until firm.)

4. Everybody, touch the spotted dog. ✓
  - What's the spotted dog carrying? (Signal.) *A doll.*
  - You're going to say the statement about (pause) **the spotted dog**. (Pause.) **Get ready.** (Signal.) *The spotted dog is carrying a doll.* (Repeat the statement until firm.)
5. Let's do those statements once more. Everybody, you're going to say the statement about (pause) **the black dog**. (Pause.) **Get ready.** (Signal.) *The black dog is carrying a book.*
  - You're going to say the statement about (pause) **the white dog**. (Pause.) **Get ready.** (Signal.) *The white dog is carrying a shoe.*
  - You're going to say the statement about (pause) **the spotted dog**. (Pause.) **Get ready.** (Signal.) *The spotted dog is carrying a doll.*
  - (Repeat step 5 until firm.)

#### **Individual test**

(Call on individual students to do one of the tasks in step 5.)

**Teaching Techniques.** Say the statements exactly the way you expect the students to say them. The simplest way to say the statements is to say them at a normal speaking rate with a pause between the two parts:

The black dog (pause) is carrying a book.

Also, when you give instructions to say the statement about one of the dogs, pause before describing the dog and stress the description—say it louder than the rest of the sentence:

Say the statement about (pause) the black dog.

If you say the instructions this way, the task is easier for the students because the last thing you say (the black dog) is the first thing the students say.

**Corrections.** If students are unable to say the statements, follow the basic correction procedure of saying the statement, repeating the task, Say the statement about (pause) the spotted dog, and then returning to the first dog and presenting all the tasks in order.

Remember, always say the statement exactly the way you want the students to say it—at the same rate and with the same emphasis.

## Some, All, None

### Lessons A–E

In the first format in this track, the teacher uses fingers to demonstrate “all of my fingers, some of my fingers, or none of my fingers.”

Here is the exercise from Lesson A.

#### EXERCISE 1

##### NEW SOME, ALL, NONE

1. My turn to hold up **all** the fingers on one hand. (Hold up all five fingers on one hand.)
  - My turn to hold up **some** of the fingers on one hand. (Hold up two fingers.)
  - My turn to hold up **some** of the fingers on one hand. (Hold up three fingers.)
  - My turn to hold up **none** of the fingers on one hand. (Hold up a fist, no fingers.)
2. Your turn. Hold up **some** of the fingers on one hand. (Signal.) ✓
  - Hold up **none** of the fingers on one hand. (Signal.) ✓
  - Hold up **all** the fingers on one hand. (Signal.) ✓
  - (Repeat step 2 until firm.)
3. Watch me. You'll tell me if I'm holding up **all** of the fingers, **some** of the fingers, or **none** of the fingers on my hand.
  - (Hold up a fist, no fingers.) **Everybody, am I holding up all, some, or none?** (Signal.) *None.*
  - (Hold up two fingers.) **Am I holding up all, some, or none?** (Signal.) *Some.*
  - (Hold up all five fingers on one hand.) **Am I holding up all, some, or none?** (Signal.) *All.*
  - (Hold up four fingers.) **Am I holding up all, some, or none?** (Signal.) *Some.*
  - (Repeat step 3 until firm.)

# Thinking Operations

## Deductions

### Lessons 1–60

A basic deduction shows that what is true of a group is true of an individual member of that group. For example: “All planets have orbits. Saturn is a planet. Therefore, Saturn has an orbit.” What is true about all planets must be true of every individual planet. That such a statement is true may not be immediately evident to many students, and so it is quite important that students learn the basic reasoning process of proceeding from the general to the particular.

Students should be quite conversant with basic deductions in order to appreciate what “discovery” is. Discovery is a more difficult form of reasoning in which the student proceeds from information about a group of individual members to a rule about all members, including those that have not been observed during the discovery process. (This form of reasoning is taught in the Inductions track.)

The Deductions track teaches students different types of deductions. The easier forms involving **all** and **every** are introduced first, followed by the more difficult forms involving **no**, **don’t**, and **some**.

### Lesson 1 Deductions with *all*

The major Deductions format in Lesson 1 introduces the “rhythm” of deduction.

#### EXERCISE 5

##### **NEW** DEDUCTIONS: With *all*

1. Listen to this rule. **All fish swim.**  
*Everybody, say that.* (Signal.) *All fish swim.* (Repeat until firm.)
  - **What do all fish do?** (Signal.) *Swim.*
  - **Say the rule again.** (Signal.) *All fish swim.*
2. Listen. **Sharks are fish. Everybody, say that.** (Signal.) *Sharks are fish.*
3. Listen. **All fish swim. Sharks are fish. So, sharks** (pause; signal) *swim.*

##### To correct:

- a. **All fish swim. Sharks are fish. So, sharks** (pause) **swim.**
- b. **Your turn.** (Repeat step 3.)
  - **Yes, sharks swim.**
4. Listen. **All fish swim. Sharks are fish. So** (pause; signal), *sharks swim.*
  - (Repeat step 4 until firm.)

**Teaching Techniques.** In step 1, students say the rule. The format indicates that you are to repeat until firm. This means that the students are to repeat the rule until they all are saying the rule acceptably.

**Note:** “Repeat until firm” means that the *response* is to be repeated (if necessary), not the entire step.

The signals that are called for are hand-drop signals. In step 1, for example, hold out your hand as you say **Everybody, say that.** Then pause and drop your hand.

Steps 5 and 6 should be presented quite rhythmically. A deduction is something like a poem, and if you don’t present it so that the rhythm is obvious, students will require additional work before they master the process. If you wish, tap your foot and present step 5 just as if it were written to music.

In step 6, you're requiring the students to say more words than they did in step 5. To cue students, hold the last word longer before signaling **Soooooo**. (As a general rule, if you have trouble with a signal, hold the last word before the signal. Drag it out. Make it melodious. Then signal. The signal will be much easier to follow. Try it with step 5.)

**Corrections.** If students have trouble saying the rule in step 1, follow the model-lead-test-retest procedure. As soon as you hear a weak response or students saying the wrong words, stop the students.

- 1 Model.** *My turn. All fish swim. Again, my turn. All fish swim.*
- 2 Lead.** *Say it with me. All fish swim. Again. All fish swim. Again. All fish swim.*  
Note that presenting these statements rhythmically will help the students. You don't need signals when you're leading. Establish a pace and don't deviate from that pace. The predictable timing of events works like a signal.
- 3 Test.** *Your turn. All by yourselves.* Signal. Do not respond with the students. Listen to them. Watch their mouths as they respond. If you're not sure whether they performed acceptably, say: *Again. Your turn.* Signal.
- 4 Retest.** *Starting over. Listen to this rule. All fish swim. Everybody, say that.* Signal. Continue with the exercise. Note that if the mistake occurred in step 4, you would return to the beginning of step 1.

In step 5, students may not complete the deduction. They may either fail to answer or say the wrong answer. Use the correction given in the format; then return to step 1 and present the entire format. This procedure—model-test-retest—also is used if students respond incorrectly in step 6.

Other Deductions formats are introduced between Lessons 1 and 20. Some are simple variations of the format just described. Others teach different skills, such as those associated with deductions containing the word **not**.

## Lesson 15 Deductions with some

In Lesson 15, the first format involving the word **some** is introduced. Students initially have trouble with this format. Use the correction specified in the format.

## Lesson 17 Deductions with some

In Lesson 17, students begin to complete deductions with **some**. Expect students to have trouble with this format.

### EXERCISE 4

#### **NEW** DEDUCTIONS: With some

The next Thinking Operation is **Deductions**.

1. Listen to this rule. **Some** girls are tall.  
*Everybody, say that.* (Signal.) *Some girls are tall.*
2. *Mary is a girl. So, is Mary tall?* (Signal.) *Maybe.*
  - Yes, **maybe** Mary is tall. Again. **Some** girls are tall. *Mary is a girl. So* (pause; signal), *maybe Mary is tall.*
3. *How do you know that maybe Mary is tall?* (Signal.) *Because some girls are tall.* (Repeat until firm.)
4. Listen. **Some** girls are tall. *Pat is a girl. So, is Pat tall?* (Signal.) *Maybe.*
  - Yes, maybe Pat is tall. Again. **Some** girls are tall. *Pat is a girl. So* (pause; signal), *maybe Pat is tall.*
  - (Repeat step 4 until firm.)
5. *How do you know that maybe Pat is tall?* (Signal.) *Because some girls are tall.*
6. Listen. **Some** girls are tall. *Karen is a girl. So* (pause; signal), *maybe Karen is tall.*
7. *How do you know that maybe Karen is tall?* (Signal.) *Because some girls are tall.*
8. (Repeat steps 6 and 7 until firm.)

**Teaching Techniques.** Emphasize the word **some**. Be sure to move rapidly on steps 1 and 2. The rule in step 2 is a restatement of that in step 1, a point that will not get through to the students if your pacing is slow.

**Corrections.** Expect students to make mistakes completing the deduction in steps 2, 4, and 6. Correct using the model-test-retest procedure.

- 1 Model.** Say the correct answer.
- 2 Test.** Repeat the deduction that was missed.
- 3 Retest.** Do not go back to the beginning of the format. An adequate retest is simply to repeat the entire step that was missed.

Students may also make errors answering the question “How do you know . . .?” in steps 3, 5, and 7. Use the model-test-retest procedure to correct these errors.

- 1 Model.** Say the correct answer **Because some girls are tall.**
- 2 Test.** Repeat the question.
- 3 Retest.** Go back one step in the format and repeat the entire format from that point.

## Classification

### Lessons 1–25

Only two basic formats appear in the Classification track. Their purpose is to (a) teach class names and (b) teach the concept that the class with more *kinds* of things is the bigger class.

### Lesson 21 Classification

The format that begins in Lesson 21 introduces the rule “If a class has more **kinds** of things, it is bigger.”

### EXERCISE 2

#### NEW CLASSIFICATION

The next Thinking Operation is **Classification**.

1. Here’s the rule: If a class has more **kinds** of things, it is bigger. Listen again. If a class has more **kinds** of things, it is bigger. Everybody, say the rule. (Signal.)  
*If a class has more kinds of things, it is bigger.* (Repeat until firm.)

#### Individual test

(Call on individual students to say the rule.)

2. The class of vehicles has more **kinds** of things than the class of cars. You’re going to tell me which class is bigger. (Pause.)  
Get ready. (Signal.) *Vehicles.*
3. How do you know that the class of vehicles is bigger? (Signal.) *Because it has more kinds of things.* (Repeat until firm.)
4. (Repeat steps 2 and 3 until firm.)
5. The class of vehicles has more **kinds** of things than the class of motorcycles. So, which class is bigger? (Signal.) *Vehicles.*
6. How do you know that the class of vehicles is bigger? (Signal.) *Because it has more kinds of things.* (Repeat until firm.)
7. The class of vehicles has more **kinds** of things than the class of trucks. So, which class is bigger? (Signal.) *Vehicles.*
  - How do you know that the class of vehicles is bigger? (Signal.) *Because it has more kinds of things.*
  - (Repeat step 7 until firm.)

**Teaching Techniques.** Emphasize the word **kinds** when you say the rule. (Remember that the rule doesn’t tell about the number of things, only about **kinds** of things.)

Present steps 2 and 3 with fairly fast pacing. Note that these steps present a deduction similar to the format practiced in Deductions exercises.

If a class has more **kinds** of things, it is bigger.  
The class of vehicles has more kinds of things than the class of cars. Therefore, the class of vehicles is bigger than the class of cars.

How do you know that the class of vehicles is bigger? Because it has more kinds of things.



## True—False

### Lessons 1 and 2

The format presented in the Thinking Operations segment of Lessons 1 and 2 shows students that **true** is another way of saying **yes** about a statement of fact and that **false** is another way of saying **no**. First, students answer a set of questions using **yes** and **no**. Next, students answer the same questions using **true** and **false**.

True-False exercises appear in the Workbook segment of Lessons 1 through 30. Students continue to do True—False items independently in the Workbooks through Lesson 60.

## Statement Inference

### Lessons 1–60

Students learn that questions can be answered by referring to a given statement and that specific words in the question can be keyed to specific words in the statement.

There are three formats in the track. The first teaches the convention for answering the questions **Who? What? What kind?** and **What did \_\_\_\_ do?** Other questions are presented in the second format. The third format teaches students that some questions are correctly answered: *I don't know*.

## Lesson 1 Statement inference

The convention for answering the questions **Who? What? What kind?** and **What did \_\_\_\_ do?** is introduced in Lesson 1.

### EXERCISE 2

#### **NEW** STATEMENT INFERENCE

The next Thinking Operation is **Statement Inference**.

#### **Task A**

1. **Listen.** Big truck drivers eat a lot. Say that **statement**. (Signal.) *Big truck drivers eat a lot.*

To correct students who do not repeat every word in the statement:

- a. **Listen.** Big truck drivers eat a lot.
- b. **Everybody, say the statement with me.** (Signal.) *Big truck drivers eat a lot.* (Repeat until firm.)
- c. **Your turn. Say the statement.** (Signal.) *Big truck drivers eat a lot.* (Repeat until firm.)

2. **Now you're going to answer some questions about the statement.**

To correct any wrong answers to **Statement Inference** questions:

- a. (Repeat the statement.)
  - b. (Repeat the question the student missed, emphasizing the key words.)
3. **Who eats a lot?** (Signal.) *Big truck drivers.*
    - **What do big truck drivers do?** (Signal.) *Eat a lot.*
    - **How much do big truck drivers eat?** (Signal.) *A lot.*
    - **What kind of truck drivers eat a lot?** (Signal.) *Big.*

To correct students who say *Big truck drivers*:

- a. **The answer is big.**
  - b. **What kind of truck drivers eat a lot?** (Signal.) *Big.*
- (Repeat step 3 until firm.)

#### **Individual test**

(Call on individual students to answer a question from step 3.)

**Teaching Techniques.** Do not go on to step 2 of the format until students are saying the statement correctly in step 1.

Emphasize the words in heavy type that appear in the questions in step 3.

You must not accept wrong answers in step 3. Students must have a precise understanding of which words answer different questions. This is a critical prerequisite for learning the parts of speech later in the program.

Present the questions in step 3 with fast pacing.

Present the individual test after step 3 in the following manner: *Let's do those questions again. This time I'll call on different students. Remember—the statement is **Big truck drivers eat a lot**. Who eats a lot? Tom. . . . What do big truck drivers do? Sally. . . . How much do big truck drivers eat? Alex. . . . What kind of truck drivers eat a lot? José. . . .* Keep this pacing rapid.

**Corrections.** The corrections for steps 1, 2, and 3 are specified. If the correction specified in step 2 is not adequate, follow the model-test-retest procedure. First, model the answer; then, test by saying the statement and asking the question that was missed. Finally, return to step 1 and repeat the entire format.

### Lesson 5 Statement Inference

In Lesson 5, students are introduced to statement-inference tasks that call for the answer *I don't know*.

## Description

### Lessons 1–39

The three basic formats in this track are similar. In all of these formats, students are provided with information about a familiar object. In most of these formats, the familiar object is referred to with a made-up name, such as **roop**. Students have to figure out the common name of the object described, or they have to indicate whether statements about the object are true or false.

### Lesson 5 Description

In Lesson 5, students are introduced to Description exercises that require them to remember three statements. If you think of this format in terms of the model-lead-test sequence, it will be easy for you to remember the things you are to do.

- 1 Model.** In step 2, you say three statements.
- 2 Lead.** In step 3, you say the statements with the students.
- 3 Test.** In step 4, students say the statements alone. And in step 5, students identify the object.



### EXERCISE 3

#### NEW DESCRIPTION

The next Thinking Operation is **Description**.

1. I'm going to tell you about an object you know. But I'm going to call it a funny name. See if you can figure out what object I'm talking about.
2. (Hold up one finger.) *A gorp is a tool.*
  - (Hold up two fingers.) *A gorp is made of wood.*
  - (Hold up three fingers.) *You write with a gorp.*
3. Let's say the three things we know about a gorp. (Respond with the students.)
  - (Hold up one finger.) *A gorp is a tool.*
  - (Hold up two fingers.) *A gorp is made of wood.*
  - (Hold up three fingers.) *You write with a gorp.*
  - (Repeat until the students are responding with you.)
4. You say the three things you know about a gorp.
  - (Hold up one finger.) *A gorp is a tool.*
  - (Hold up two fingers.) *A gorp is made of wood.*
  - (Hold up three fingers.) *You write with a gorp.*
  - (Repeat until the students say the statements in order.)
5. Everybody, tell me the kind of tool I'm calling a gorp. (Signal.) *A pencil.*
  - Yes, it's a pencil.
6. Think of a pencil. Is a pencil a tool? (Signal.) Yes.
  - Yes, a tool is something that helps you work. Say that. (Signal.) *A tool is something that helps you work.*

**Teaching Techniques.** Note the prompt that is used in steps 2, 3, and 4. After you hold up your fingers, pause a moment before you say the statement. Try to maintain a rhythm when you use the finger prompts. In step 3, repeat the sequence at the same rate. Pause slightly after the students have said both statements with you. Say **Good. Again.** Repeat the sequence at the same rate.

**Corrections.** In step 4, students will make mistakes in producing the statements. To correct them, go through one of the following procedures.

- a. Say the first statement and require the students to say the second and third. **My turn.** Hold up one finger. *A gorp is a tool.* **Your turn.** Hold up two fingers. Then hold up three fingers.
- b. Lead students on the second and third statements. When these responses are firm, require students to say all three statements. **Say all three statements. Get ready.** Signal.

Remember—when correcting on statement production, *lead* the students by saying the appropriate response with them. When they are responding consistently with your lead, drop the lead.

### Lesson 25 Description

The final Description format is introduced in Lesson 25. Information is provided about an object, and students have to identify three possibilities for the identity of the object. Then more information is given until, finally, students are instructed to name the object described.

### EXERCISE 2

#### NEW DESCRIPTION

The next Thinking Operation is **Description**.

1. Listen. See if you can figure out what I'm talking about. It has a tail. Name three animals I could be talking about. (Call on individual students. Ideas: *Dog, cat, horse, lion, cow.*)
2. It has a tail and stripes. Name two animals I could be talking about. (Call on individual students. Ideas: *Zebras, tigers, skunks.*)
3. It has a tail and stripes and it likes to eat zebras. Everybody, name the animal I am talking about. (Signal.) *A tiger.*

**Teaching Techniques.** In steps 1 and 2, you may ask each student to name one animal or more than one.

Don't stop after the group has named the specified number of animals. Ask **Who can think of some more animals?**

Be sure to analyze whether students' responses are consistent with the information you've presented. Don't accept inappropriate responses from students.

**Corrections.** If the group of students does not come up with a sufficient number of possibilities for steps 1 and 2, use the following correction.

- 1 Model.** I'll name animals I could be talking about: dog, horse, fish, rat, cow, beaver, lion.
- 2 Test.** Your turn. When I call on you, name three animals I could be talking about. Try to name animals I didn't name.
- 3 Retest.** Return to step 1 in the format and present all the steps.

Discourage students from identifying the animal being discussed until you ask for the identification in step 3. In step 2, for example, students may respond to the description **It has a tail and stripes** by saying *I know what it is. It's a skunk*. Discourage these responses by saying **Wait for my question. Here it is. Name two animals I could be talking about.** After students answer the question, return to step 1 of the format and present all the steps.

## Definitions

### Lessons 1–60

The three primary objectives of the Definitions track are:

- To expand students' vocabulary
- To demonstrate that two words or more can have basically the same meaning
- To provide practice in substituting new words for their familiar counterparts in sentences

The five basic formats in the track are designed to teach the meaning of specific words, and most provide practice in using the new word in sentences. The Definition exercises introduce 35 new words, including **complete, increase, indolent, modify, healthy, inquire, and duplicate.**

### Lesson 3 Definitions

Most new words are introduced in this kind of format.

#### EXERCISE 2

##### NEW DEFINITIONS

The next Thinking Operation is **Definitions**.

1. **Complete** means **finish**.
2. **What does complete mean?** (Signal.)  
*Finish.*
  - **What word means finish?** (Signal.)  
*Complete.*
  - (Repeat step 2 until firm.)
3. **Listen. He will complete all the work. Say that.** (Signal.) *He will complete all the work.* (Repeat until firm.)
  - **You're going to say that sentence with a different word for complete.** (Pause.) *Get ready.* (Signal.) *He will finish all the work.* (Repeat until firm.)
  - (Repeat step 3 until firm.)

4. **Listen.** *How much can you finish? Say that.* (Signal.) *How much can you finish?* (Repeat until firm.)
  - **You're going to say that sentence with a different word for *finish*.** (Pause.) **Get ready.** (Signal.) *How much can you complete?* (Repeat until firm.)
  - (Repeat step 4 until firm.)
5. **Listen.** *She will complete that quickly. Say that.* (Signal.) *She will complete that quickly.* (Repeat until firm.)
  - **You're going to say that sentence with a different word for *complete*.** (Pause.) **Get ready.** (Signal.) *She will finish that quickly.* (Repeat until firm.)
  - (Repeat step 5 until firm.)

**Teaching Techniques.** At the end of step 3, you are given two directions. The first direction (“Repeat until firm.”) refers to the last response students are to produce in step 3 (*He will finish all the work*). The second direction (“Repeat step 3 until firm.”) means that if students are weak on either response in step 3, the entire step should be repeated until students can respond correctly to both parts without errors. The instruction “Repeat until firm” always refers to the last response students have made. The instruction “Repeat step \_\_\_\_ until firm” refers to the whole step.

**Corrections.** To correct errors in sentence substitution, follow this procedure.

- 1 Model** the response students are supposed to produce, stressing the substituted word.  
*He will **finish** all the work.*
- 2 Test** the students on the statement. *Say it.*

- 3 Retest.** Repeat the step in which the mistake occurred. Practice this correction. Students will make many substitution mistakes.

If you have to repeat a particular step more than four times before students are firm on the sentence substitution, do not proceed immediately to the next step in the format. Take a time-out of 10 seconds, or go to the next exercise in the lesson and then return to this format. When you return to it, begin at the beginning and try to have students go through the format without making errors. Don't be afraid to tell students what your goal is. *Let's see if we can go through this whole exercise without making a mistake.*

## Lesson 18 Definitions

The word **synonym** is introduced in Lesson 5. It is defined as “a word that means the same as another word.” References to **synonym** appear when one word can be defined by a single word. For example, *What's a synonym for leap?* The format beginning in Lesson 18 is essentially a short form of the format in Lesson 5.

## Lesson 15 Definitions

Beginning with Lesson 15, students are introduced to sentence tasks that require two words to be substituted with synonyms.

## Lesson 43 Definitions

The final format in the Definitions track is a test format that begins in Lesson 43. You tell the meaning of different words that have been taught, and students identify the words.

### EXERCISE 16

#### NEW DEFINITIONS

1. I'll say the meanings of words you know. You're going to tell me the words.
2. This word means **cat**. (Pause.) Everybody, what word? (Signal.) *Feline.*
  - This word means **copy**. (Pause.) Everybody, what word? (Signal.) *Duplicate.*
  - This word means **change**. (Pause.) Everybody, what word? (Signal.) *Modify.*
  - This word means **thin**. (Pause.) Everybody, what word? (Signal.) *Skinny.*
  - This word means **below**. (Pause.) Everybody, what word? (Signal.) *Under.*
- (Repeat step 2 until firm.)

**Corrections.** If students have trouble with the entire list of words, first present three of the words until responses are firm. (Tell the answer, test on the tasks missed, and repeat the format from the beginning.)

When students are firm on three of the words, give them a break by going to another format. Return to this format and provide a delayed test on those three items. Then add two more words and repeat the sequence until firm. Again, go to another format. Return to this format and provide a delayed test.

Continue in this manner until students perform without errors on all words specified in the format.

## Same

### Lessons 1–60

The two prime objectives of this track are:

- To teach students ways in which all objects are the same

- To prompt students to look for a variety of other criteria that can be used to determine sameness (color, class, location, position, function, action, material, parts, object characteristics, and characteristics of living things)

There are 24 formats in the Same track.

A separate format is used to teach each of the many ways of determining sameness.

Later in the program, these various ways are integrated in review formats. The Same track is introduced in Lesson 1.

## Lesson 1 Same: Color

### EXERCISE 3

#### NEW SAME: COLOR

The next Thinking Operation is **Same**.

1. Everybody, think of a **blue** circle and a **blue** bird.
2. How are a **blue** circle and a **blue** bird the same? (Signal.) *They are blue.*
  - To correct students who say *They are both blue*:
    - a. *They are blue.*
    - b. How are a **blue** circle and a **blue** bird the same? (Signal.) *They are blue.*
3. Everybody, think of a **red** house and a **red** shirt.
4. How are a **red** house and a **red** shirt the same? (Signal.) *They are red.*
5. Everybody, think of a **blue** circle and a **red** circle.
6. How are a **blue** circle and a **red** circle the same? (Signal.) *They are circles.*
7. Everybody, think of a **red** house and a **brown** house.
8. How are a **red** house and a **brown** house the same? (Signal.) *They are houses.*
  - *You're right. They are houses.*
9. (Repeat steps 1–8 until firm.)

#### Individual test

(Call on individual students to do step 2, 4, 6, or 8.)

**Teaching Techniques.** Sometimes students will respond to questions such as *How are a blue circle and a blue bird the same?* by saying *They are both blue.* Do not accept this response. Require students to say *They are blue.* The reason is that, in later exercises, students will be required to tell how three objects are the same. If they get into the habit of saying *both*, they will inappropriately say the word when more than two objects are presented.

## Lesson 10 Same: Review

One type of review format shows students that a pair of objects can be the same in many different ways.

### EXERCISE 8

#### NEW SAME: Review

##### Task A

1. *A red car and a red truck are the same because they are the same color. Everybody, tell me that color.* (Signal.) *Red.*
2. *Here's another way a red car and a red truck are the same: You can do some of the same things with them. Name at least three of the same things that you can do with a red car and a red truck.* (Call on individual students. Praise reasonable responses; for example, steer it, wash it, turn it.)
3. *Here's another way a red car and a red truck are the same: They are made of the same material. Everybody, tell me that material.* (Signal.) *Metal.*
  - *Yes, they are made of metal. How are they the same?* (Signal.) *They are made of metal.*
4. *Here's another way a red car and a red truck are the same: They are in the same class. Everybody, tell me that class.* (Signal.) *Vehicles.*
  - *Yes, they are vehicles. How are they the same?* (Signal.) *They are vehicles.*
5. *Here's another way a red car and a red truck are the same: You find them in some of the same places. Name some of those places.* (Call on individual students. Praise reasonable responses; for example, in a garage, on a road, on a bridge.)

Note that students must attend to the words **color**, **do**, **material**, **class**, and **places** in this format. Stress these words in presenting the instructions.

**Teaching Techniques.** In steps 2 and 5, you can call on a student to give either one answer or three answers. If students are weak in giving responses, model a number of responses—five or more—and test individual students on producing at least three of those responses. Then repeat the format from step 1.

In steps 3 and 4, make sure that you say the statement about how the objects are the same. For example, in step 3, students respond *Metal*. You then say *Yes, they are made of metal. How are they the same?* If you skip the statement, students will have trouble producing the statement response. (In a later format, the modeled statement is dropped, but early in the program, students frequently need the prompt.)

## Lesson 28 Same: Review

After students have received practice in identifying various types of sameness, they are required to apply their knowledge with very little prompting. For example, *Name eight ways a boat and a truck are the same.*



# Basic Evidence

## Lessons 15–60

The first Basic Evidence format acquaints students with the idea that they must choose from a limited set of facts to explain why a particular outcome occurs.

### EXERCISE 1

#### **NEW** BASIC EVIDENCE: Using Facts

The first Thinking Operation today is **Basic Evidence**.

1. You're going to use two facts to explain things that happened. These are the only facts you can use. (Hold up one finger.) First fact. The man was very strong. Say it. (Signal.) *The man was very strong.* (Repeat until firm.)
- (Hold up two fingers.) Second fact. The plane had a broken engine. Say it. (Signal.) *The plane had a broken engine.* (Repeat until firm.)
2. Everybody, say those facts again. (Hold up one finger.) First fact. *The man was very strong.*
- (Hold up two fingers.) Second fact. *The plane had a broken engine.*
- (Repeat until the students say the facts in order.)
3. I'll tell you what happened. Then you tell me the fact. Listen. The man could lift 200 kilograms.
- You're going to tell me the fact that explains **why** the man could lift 200 kilograms. (Pause.) Get ready. (Signal.) *The man was very strong.*
4. Listen. (Hold up one finger.) First fact. *The man was very strong.*
- (Hold up two fingers.) Second fact. *The plane had a broken engine.*
- Here's what happened: Nobody in town wanted to fight with the man. You're going to tell me the fact that explains **why** nobody wanted to fight with the man. (Pause.) Get ready. (Signal.) *The man was very strong.*
5. Listen. (Hold up one finger.) First fact. *The man was very strong.*
- (Hold up two fingers.) Second fact. *The plane had a broken engine.*

- Here's what happened: The mechanics went to work on the plane. You're going to tell me the fact that explains **why** the mechanics went to work on the plane. (Pause.) Get ready. (Signal.) *The plane had a broken engine.*
- 6. Listen. (Hold up one finger.) First fact. *The man was very strong.*
- (Hold up two fingers.) Second fact. *The plane had a broken engine.*
- Here's what happened. The passengers were mad. You're going to tell me the fact that explains **why** the passengers were mad. (Pause.) Get ready. (Signal.) *The plane had a broken engine.*
- 7. Listen. (Hold up one finger.) First fact. *The man was very strong.*
- (Hold up two fingers.) Second fact. *The plane had a broken engine.*
- Here's what happened. The plane did not take off on time. You're going to tell me the fact that explains **why** the plane did not take off on time. (Pause.) Get ready. (Signal.) *The plane had a broken engine.*
- 8. (Repeat steps 3–7 until firm.)

**Teaching Techniques.** The signals that are called for in step 1 can be executed simply by moving your fingers. First hold up one finger. Then say **First fact. . . . Say it.** Signal by moving your finger. Practice the sequence of finger, talk, and signal in steps 1 and 2 of the format. Make sure that students are firm on steps 1 and 2 of the format before introducing the problems in steps 3 through 7.

In step 3, emphasize the word **why**. Also make sure that you pause before saying **Get ready**. The pause should last for about 2 seconds. Don't slow up before the pause. And *don't* signal with your finger for this task. Use the regular hand-drop signal. (If you signal with your finger, you will be giving the students the answer to the item.)



**Corrections.** If students express the right idea but do not say the fact precisely, acknowledge that they understood the fact, and then firm them on saying the fact appropriately.

For example, if students respond in step 3 by saying *He was strong*, follow these steps:

- 1 (Say:) *That's the right idea. But you didn't say the fact.*
- 2 **Model the fact.** *Listen. The man was very strong.*
- 3 **Test.** *Say that fact.*
- 4 **Retest.** (Present step 3 again.)

The two remaining formats in the Basic Evidence track are abbreviated versions of this format. In these formats, you provide less fact repetition before presenting the problems that involve the facts.

## Analogies

### Lessons 21–60

The objectives of the Analogies track are:

- To apply the information students have learned about **same** (same position, material, color, location, and so on)
- To teach the traditional format of an analogy
- To prompt the student to complete analogies with a variety of responses

### Lesson 21 Analogies

The first format introduces the word **analogy** and presents the tests for constructing an analogy.

In step 1, the rule for the analogy is presented. The analogy will tell how animals move.

In step 2, the animals used in the analogy are named (hawk and whale).

In steps 3 and 4, students are shown how to construct the first part of the analogy by naming the first animal and indicating how that animal moves (A **hawk** is to **flying**).

In steps 5 through 7, students are shown how to construct the second part of the analogy by naming the other animal and indicating how that animal moves (A **whale** is to **swimming**).

Finally, in steps 9 and 10, students say the entire analogy.

### EXERCISE 1

#### NEW ANALOGIES

##### Task A

The first Thinking Operation today is **Analogies**.

1. We're going to make up an **analogy** that tells **how animals move**. What is the analogy going to tell? (Signal.) *How animals move*. (Repeat until firm.)
2. The animals we're going to use in the analogy are a hawk and a whale. Which animals? (Signal.) *A hawk and a whale*.
3. Name the first animal. (Signal.) *A hawk*.
  - Yes, a hawk. How does that animal move? (Signal.) *It flies*.
  - Yes, it flies.
4. So, here's the first part of the analogy: A hawk is to flying. What's the first part of the analogy? (Signal.) *A hawk is to flying*. (Repeat until firm.)
  - Yes, a hawk is to flying.
5. The first part of the analogy told how an animal moves. So, the **next** part of the analogy must tell how another animal moves.
6. You told how a hawk moves. Now you're going to tell about a whale. What animal? (Signal.) *A whale*.
  - How does that animal move? (Signal.) *It swims*.
  - Yes, it swims.
7. So, here's the second part of the analogy: A whale is to swimming. What's the second part of the analogy? (Signal.) *A whale is to swimming*. (Repeat until firm.)
  - Yes, a whale is to swimming.
8. (Repeat steps 2–7 until firm.)

9. Now we're going to say the whole analogy. First, we're going to tell how a **hawk** moves and then we're going to tell how a **whale** moves. Say the analogy with me. (Signal. Respond with the students.) *A hawk is to flying as a whale is to swimming.* (Repeat until the students are responding with you.)
10. All by yourselves. Say that analogy. (Signal.) *A hawk is to flying as a whale is to swimming.* (Repeat until firm.)
11. That analogy tells **how those animals move**. What does that analogy tell? (Signal.) *How those animals move.*
12. (Repeat steps 10 and 11 until firm.)

#### Individual test

(Call on individual students to do step 10 or 11.)

**Teaching Techniques.** Present the parts of the analogy rhythmically. Stress the words **is to**, or say these words with a different inflection. The reason for making these words stand out is that they are the words the students will most likely fail to say when trying to produce the analogy.

Maintain good pacing throughout the format. You don't need to provide thinking time for any of the questions in the format. If you move quickly, the task of learning analogies will seem easier to students.

## Lesson 31 Analogies

Beginning in Lesson 31, students work from a format that requires them first to complete an analogy and then to figure out the rule for the analogy.

## EXERCISE 4

### NEW ANALOGIES

**Note:** Praise all reasonable responses in this exercise, but have the group repeat the responses specified in the exercise.

1. Everybody, what class are a pigeon and a whale in? (Signal.) *Animals.*
2. You're going to finish this analogy. A pigeon is to flying as a whale is to... (Pause 2 seconds.) Get ready. (Signal.) *Swimming.*
3. Everybody, say that analogy. (Signal.) *A pigeon is to flying as a whale is to swimming.* (Repeat until firm.)
4. The analogy tells something about those animals. (Pause.) What does that analogy tell about those animals? (Signal.) *How those animals move.*
5. (Repeat steps 3 and 4 until firm.)
6. Listen to the next analogy. A pigeon is to air as a whale is to... (Pause 2 seconds.) Get ready. (Signal.) *Water.*
7. Everybody, say that analogy. (Signal.) *A pigeon is to air as a whale is to water.* (Repeat until firm.)
8. The analogy tells something about those animals. (Pause.) What does that analogy tell about those animals? (Signal.) *Where you find those animals.*
9. (Repeat steps 7 and 8 until firm.)

**Teaching Techniques.** The note at the beginning of the format tells you to praise reasonable responses but to use only those responses specified in the format. For example, if a student completed the analogy in step 6 by saying *The ocean*, you would do the following:

- 1 Praise the response. **Good answer.**
- 2 Suggest another response. **Let's say water.**

Note that 2-second pauses are specified in this format. Make sure that you include these pauses, because students will require time to figure out how to complete the analogy.

**Corrections.** If students make mistakes on any part of the format, repeat the entire format until they can respond virtually without error in steps 2 through 9. Students must be firm on this sequence of steps before you can assume that they understand that different analogies can be made up using the same pair of objects.

## And/Or

### Lessons 27–29

The objective of this track is to teach the difference between the meanings of **and** and **or**. There is one format in the track, and it is introduced in Lesson 27.

## Opposites

### Lessons 34–60

The objectives of the Opposites track are:

- To teach conventional opposites and to provide practice in using these in statements
- To introduce new vocabulary
- To teach students to classify words on the basis of their form (opposites) rather than the specific meaning they convey
- To provide prerequisite skills for learning contradictions (which are an extension of opposites)

### Lesson 34 Opposites

The first format in the track presents conventional opposites but does not include the question “What is the opposite of . . .?”

**Teaching Techniques.** If students do not know any of the opposites presented in the format, use the technique of (a) firming the first two opposites, (b) going to another exercise, (c) returning to this exercise and retesting on the first two opposites, and (d) adding one more. Repeat *b* through *d* until responses are firm on all the opposites. If time runs out before you can teach all the opposites in Lesson 34, begin Lesson 35 with a delayed test on the ones you have taught and then add one more.

Use a rhythmical presentation for saying the opposite statements. *If something is \_\_\_\_\_, . . . . If something is not \_\_\_\_\_, it's . . . .* Stretch out the last word in the statement. Pause after the last word so that students have adequate thinking time. Then signal. Practice producing these statements before presenting the format.

### Lesson 41 Opposites

The format that begins in Lesson 41 requires students to make substitutions in statements. Students have performed a similar task in Definitions formats that require synonym substitutions.

In step 1, students are tested on the pair of opposites they will be dealing with. In steps 3 and 4, students first repeat a statement you've said and then say that statement another way, substituting the opposite form for one of the words.

### EXERCISE 3

#### NEW OPPOSITES

##### Task A

1. **Skinny.** (Pause.) **What's the opposite of skinny?** (Signal.) *Fat.*
  - **And what's the opposite of fat?** (Signal.) *Skinny.*
  - (Repeat step 1 until firm.)
2. **Now you're going to say sentences with opposites. The statements we start with are true. But the opposite statements may be false.**
3. **Listen. These mammals are fat. Say that.** (Signal.) *These mammals are fat.* (Repeat until firm.)
  - **Now you're going to say that sentence with the opposite of fat.** (Pause.) **Get ready.** (Signal.) *These mammals are skinny.* (Repeat until firm.)
  - (Repeat step 3 until firm.)
4. **Listen to this sentence. Snakes are skinny reptiles. Say that.** (Signal.) *Snakes are skinny reptiles.* (Repeat until firm.)
  - **Now you're going to say that sentence with the opposite of skinny.** (Pause.) **Get ready.** (Signal.) *Snakes are fat reptiles.* (Repeat until firm.)
  - (Repeat step 4 until firm.)

**Teaching Techniques.** Students have been practicing Definitions formats that involve synonym substitutions. They are used to the idea that the sentence with a substituted word retains the same meaning as the original sentence. In the Opposites formats, however, the meaning may change. This fact is pointed out in step 2. If students act as if there is something wrong with the sentences they create through opposite substitution, remind them **The statements we start with are true, but the opposite statements may be false.** You may ask them after some of the opposite statements have been created **Does that statement mean the same thing as the one we started out with?**

If students have problems substituting appropriately, emphasize the word in the original statement that marks where the substitution is to occur. Note the pause in the format. Students need thinking time before saying sentences with the opposite word.

## Inductions

### Lessons 44–60

The Deductions and Statement Inference tracks show students what is true of rules and the applications that derive from rules. The Inductions track shows students how rules are formed. The objectives are:

- To teach students to identify what is common across a number of concrete examples
- To teach students to verbalize this common feature, or rule

### Lesson 44 Inductions

The first Inductions format appears in Lesson 44.

### EXERCISE 1

#### NEW INDUCTIONS

The first Thinking Operation today is **Inductions.**

1. **I'm going to tell you facts about the sun and a goat. See if you can figure out the rules.**
2. **Listen. On Sunday the sun came out and the goat ate a carrot. What did the sun do?** (Signal.) *Came out.*
  - **What did the goat do?** (Signal.) *Ate a carrot.*
3. **Listen. On Monday the sun came out and the goat ate a carrot. What did the sun do?** (Signal.) *Came out.*
  - **What did the goat do?** (Signal.) *Ate a carrot.*
4. **Listen. On Tuesday the sun did **not** come out and the goat ate a watermelon. What did the sun do?** (Signal.) *Did not come out.*
  - **What did the goat do?** (Signal.) *Ate a watermelon.*

5. Listen. On Wednesday the sun did **not** come out and the goat ate a watermelon. What did the sun do? (Signal.) *Did not come out.*
  - What did the goat do? (Signal.) *Ate a watermelon.*
6. (Repeat steps 2–5 until firm.)
7. Get ready to tell me the rules. You're going to tell me what happened when the sun came out. (Pause.) Get ready. (Signal.) *The goat ate a carrot.*
  - What's the rule about when the sun came out? (Signal.) *When the sun came out, the goat ate a carrot.* (Repeat until firm.)
8. You're going to tell me what happened when the sun did **not** come out. (Pause.) Get ready. (Signal.) *The goat ate a watermelon.*
  - What's the rule about when the sun did not come out. (Signal.) *When the sun did not come out, the goat ate a watermelon.* (Repeat until firm.)
9. Do those rules once more. You're going to tell me the rule about when the sun came out. (Pause.) Get ready. (Signal.) *When the sun came out, the goat ate a carrot.*
  - You're going to tell me the rule about when the sun did **not** come out. (Pause.) Get ready. (Signal.) *When the sun did not come out, the goat ate a watermelon.*
  - (Repeat step 9 until firm.)

Steps 1 through 6 present the information needed to formulate the rule. In step 7, students first tell what happened when the sun came out, and then say the *rule* about what happened when the sun came out. In step 8, students tell what happened when the sun did not come out and then tell the *rule* about what happened when the sun did not come out. In step 9, both rules are repeated.

**Teaching Techniques.** In steps 7 and 8, pause before saying **Get ready**. Also emphasize the word **rule** in the question **What's the rule about what happened when the sun . . . ?** If you do not emphasize this word, students may answer *The goat ate a carrot* or *The goat ate a watermelon*.

In step 9, make sure that you pause before saying **Get ready**.

**Corrections.** In step 7, students may not respond correctly to **Tell me what happened when the sun came out**. To correct, do the following.

- 1 Model the answer.
- 2 Tell students **Let's go over the first part again. Listen to what happened when the sun came out.**
- 3 Repeat steps 1 through 7 in the format.

If students respond to the question about the rule by saying *The goat ate a carrot*, follow these steps.

- 1 (Say:) **You told me what happened. I asked for the whole rule.**
- 2 **Model.** Here's the rule. When the sun came out, the goat ate a carrot.
- 3 **Test.** What's the rule about when the sun came out?
- 4 **Retest.** Return to the beginning of step 7.



# Workbook Exercises

Beginning with Lesson 1, students do Workbook Exercises as part of the daily lessons. Early in the program, students have one page of Workbook Exercises to do for each lesson; later, they do two-page Workbook lessons.

The exercises presented in the Workbooks are applications of skills taught in Thinking Operations and Information. Generally, after a skill has been presented for two or more lessons in Thinking Operations, a variation of the skill is presented in the Workbook.

The Workbook Exercises from Lessons 1 through 30 do not require the students to read any instructions or statements. Workbook Lessons 31 through 60 contain some tasks that require students to read; however, these tasks are presented in a structured setting, which means that the teacher can help students who do not read or who read too poorly to perform in the Workbook.

Do not allow students to mark their Workbooks until you direct them to do so.

Monitor students as they do the activity. Ask [Why did you cross out the boat?](#) or [Why did you circle the hammer?](#)

Follow this procedure for the Workcheck.

- 1 Walk among the students as you present the tasks in the Workcheck.
- 2 Move quickly. Present a question, and then call on a student.
- 3 Observe how the students are marking their papers.
- 4 Don't become engaged in discussions over different items. Tell students how to mark items and then move on. If students disagree, tell them that you'll deal with the question later.

**Note:** You can lose a lot of time in a Workcheck if your pacing is poor. If you allow the students to determine the pace, time will probably be wasted. You should set the pace, and it should be quite fast.

## Classification

### Lessons 1–60

The first format tests the student understanding of basic classifications, such as tools, animals, appliances, and plants.

### Lesson 25 Classification

In Lesson 25, students begin to apply the rule about the bigger class: “If a class has more kinds of things, it is bigger.” Students look at three different groups of closely related objects and identify which group is the biggest class.

In steps 1 through 4, students identify the different classes they’re dealing with: striped cars, cars, and vehicles. In steps 5 through 7, students figure out which class is the biggest.

Note that the procedure for determining the biggest class is highly structured in this format. In later formats, students are not given as much help. The problem they typically have is that of discriminating between the number of objects and the number of kinds of things. In each of the examples in part D of Workbook Lesson 25, there are five objects in each box. However, there are more *kinds* of objects in Box C than in the other boxes. Therefore, Box C shows the biggest class.

Familiarize yourself with the steps in this format. In later formats, you may need to use some variation of the steps in this format.

### EXERCISE 15

#### **NEW** CLASSIFICATION

#### **Task A**

1. [Everybody, touch part D.](#) ✓
  - [You’re going to work on classification. One of these boxes shows the class of striped cars. One of these boxes shows the class of cars. One of these boxes shows the class of vehicles.](#)



2. You're going to tell me which box shows the class of **striped cars**, Box A, Box B, or Box C. (Pause 3 seconds.) Get ready. (Signal.) *Box B.*
3. Now you're going to tell me which box shows the class of **cars**. (Pause 3 seconds.) Get ready. (Signal.) *Box A.*
4. You're going to tell me which box shows the class of **vehicles**. (Pause 3 seconds.) Get ready. (Signal.) *Box C.*
5. Now let's figure out which of these classes is the biggest. What's the rule about the bigger class? (Signal.) *If a class has more kinds of things, it is bigger.* (Repeat until firm.)
6. Box C shows the class of vehicles. That means that **all kinds** of vehicles would be in Box C. So, would all cars be in Box C? (Signal.) *Yes.*

**To correct students who say No:**

- a. All cars are vehicles. Box C shows the class of vehicles; so **all cars would be in Box C.**
- Would all striped cars be in Box C? (Signal.) *Yes.*
- Would vehicles that are not cars be in Box C? (Signal.) *Yes.*
- (Repeat step 6 until firm.)

#### Individual test

(Call on three individual students. Have each student do steps a, b, and c.)

**Note:** The students may name a vehicle **not** illustrated.

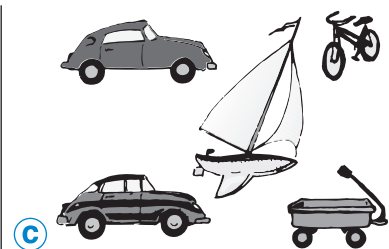
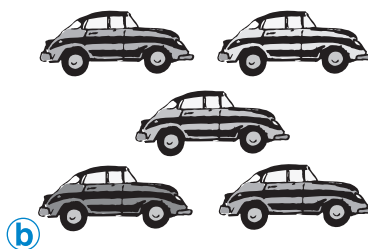
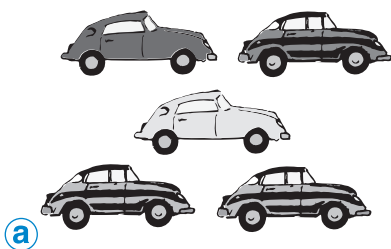
- a. Name a vehicle that is **not** a car. (Praise correct responses; for example, boat, train, bike.)
- b. Would that vehicle be in Box C? *Yes.*
- c. Would that vehicle be in any of the other boxes? *No.*

7. Everybody, Box C has more **kinds** of things in it. So, which box shows the biggest class? (Signal.) *Box C.*
- You're going to tell me the class **name** for the things in Box C. (Pause 3 seconds.) Get ready. (Signal.) *Vehicles.*
- How do you know that the class of vehicles is bigger than the other classes? (Signal.) *Because it has more kinds of things.*

#### Task B

1. Now look at Box A and Box B and figure out which box has more **kinds** of things. (Pause 4 seconds.) Get ready. (Signal.) *Box A.*
- You're going to tell me the class **name** for the things in Box A. (Pause 3 seconds.) Get ready. (Signal.) *Cars.*
2. I can name some things in the class of cars that **wouldn't** be in the class of striped cars. Some of these would be dotted cars, plain cars, and checkered cars. Everybody, how do you know that the class of cars is bigger than the class of striped cars? (Signal.) *Because it has more kinds of things.*
3. Everybody, look at all the boxes and get ready to tell me which box shows the smallest class. (Pause.) Get ready. (Signal.) *Box B.*
- You're going to tell me the class **name** for the things in Box B. (Pause.) Get ready. (Signal.) *Striped cars.*
4. You know that striped cars is the smallest class because it has only one kind of thing in it. What kind of thing? (Signal.) *Striped cars.*
- How do you know that striped cars is the smallest class? (Signal.) *Because it has only one kind of thing.*

**D**



## Lesson 37 Classification

This format, beginning in Lesson 37, requires students to group the same four objects different ways, depending on several different criteria for classification. Different letters are assigned to specified objects. After figuring out the class indicated by a particular letter (steps 1 through 5), students determine the biggest class (step 6) by seeing which letter is under the most objects.

**A**



①

d  
f  
c



②

d  
r  
a



③

d  
f  
r



④

d  
c  
a

### EXERCISE 15

#### NEW CLASSIFICATION

- Everybody, touch part A in your Workbook. ✓
- Write the letter **D** on the first line under each object. ✓
- Everybody, all those objects are in the same class. Figure out what class those objects are in. (Pause 3 seconds.) What class? (Signal.) *Circles*.
- Write **F** under objects 1 and 3. Which objects? (Signal.) *1 and 3*.
  - Do it. ✓
  - Figure out the smaller class that objects 1 and 3 are in. (Pause 3 seconds.) Everybody, what class? (Signal.) *Big circles*.
  - So, what class does the letter **F** stand for? (Signal.) *Big circles*.
- Write **C** under objects 1 and 4. Which objects? (Signal.) *1 and 4*.
  - Do it. ✓

- Figure out the smaller class that objects 1 and 4 are in. (Pause 3 seconds.) Everybody, what class? (Signal.) *Striped circles*.
- So, what class does the letter **C** stand for? (Signal.) *Striped circles*.
- Write **R** under objects 2 and 3. Which objects? (Signal.) *2 and 3*. Do it. ✓
- Figure out the smaller class that objects 2 and 3 are in. (Pause 3 seconds.) What class? (Signal.) *Dotted circles*.
- So, what class does the letter **R** stand for? (Signal.) *Dotted circles*.
- Write **A** under objects 2 and 4. Which objects? (Signal.) *2 and 4*. Do it. ✓
- Figure out the smaller class that objects 2 and 4 are in. (Pause 3 seconds.) What class? (Signal.) *Small circles*.
- So, what class does the letter **A** stand for? (Signal.) *Small circles*.

6. Everybody, look at the letters under the objects. The letter that shows the biggest class is under more kinds of objects. Which letter is under more kinds of objects? (Signal.) *D*.
- Yes, **D** is under every object. So, which letter stands for the biggest class? (Signal.) *D*.
- Name the class that **D** stands for. (Signal.) *Circles*.
- How do you know that circles is the biggest class? (Signal.) *Because it has more kinds of things*.
7. Once more, get ready to tell the class name that each letter stands for. Letter **F**. (Pause 5 seconds.)
- Everybody, what class? (Signal.) *Big circles*.
- Letter **C**. (Pause 5 seconds.) Everybody, what class? (Signal.) *Striped circles*.
- Letter **R**. (Pause 5 seconds.) Everybody, what class? (Signal.) *Dotted circles*.
- Letter **A**. (Pause 5 seconds.) Everybody, what class? (Signal.) *Small circles*.

#### Individual test

(Call on individual students to answer a question from step 6 or step 7.)

**Corrections.** In steps 2 through 5, students may fail to identify the class the objects are in. They may make the mistake of looking at one of the objects. For example, in step 2, they may identify the first and third circles as “striped circles.” To correct, do the following steps.

- 1 Tell them what they did. You looked at only one circle.
- 2 Tell them what to do. Look at all the objects with the letter **F**.
- 3 **Test.** Put a finger on each object with an **F**.
- 4 Repeat the question in step 2. Figure out the smaller class that objects 1 and 3 are in.

The other mistake that students make is that of naming a larger class rather than the smaller one. In step 2, for example, students may identify objects 1 and 3 as “circles,” instead of “big circles.” To correct, do the following.

- 1 Tell them what they did. You told me a class. But you didn’t tell me a smaller class.
- 2 **Test.** What kind of circles are 1 and 3?
- 3 **Retest.** Repeat the instructions in step 2. Figure out the smaller class that objects 1 and 3 are in.

# Description

## Lessons 1–57

### Lesson 1 Description

The first Workbook format for Description is similar to the early Thinking Operations formats. The difference is that the students indicate the object referred to by drawing a line under it, making a box around it, circling it, and so on.

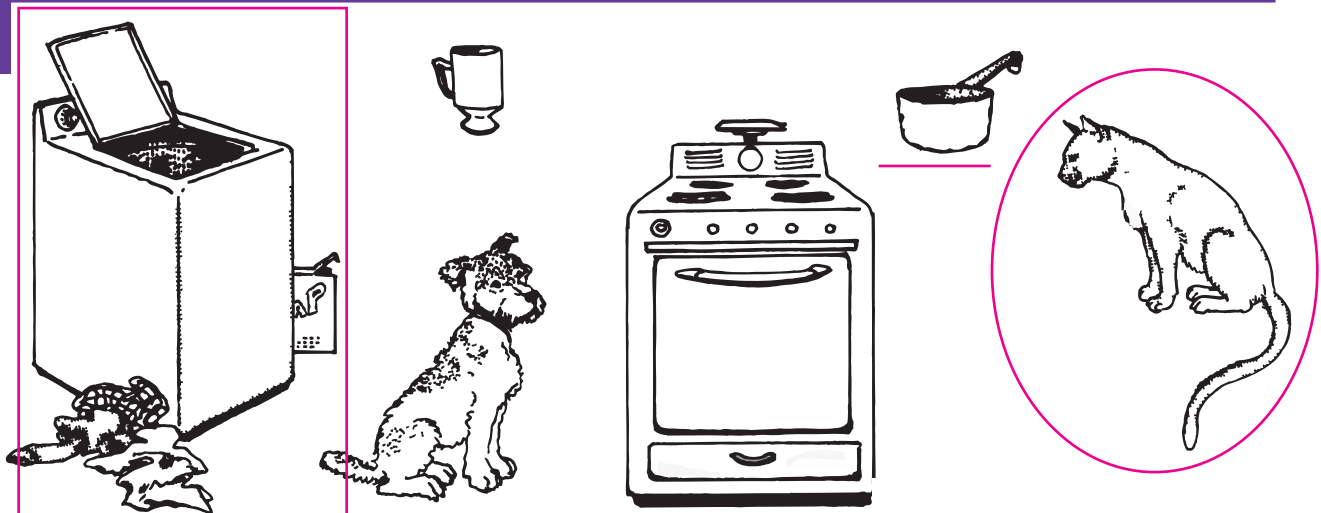
#### EXERCISE 9

##### DESCRIPTION

1. Everybody, touch part A in your Workbook. ✓
  - I'm going to describe one of the objects. You have to figure out which object I describe. I'll call one object a reep. Listen. A reep is a container. You find a reep in the kitchen. A reep has a handle. You use a reep on the stove. **Draw a line under** the object I'm calling a reep. ✓
2. I'm going to call another object a flam. Listen. A flam is an animal. Some people have pet flams. A flam can climb trees. **Circle** the object I'm calling a flam. ✓
3. Last problem. Listen. A bup is an appliance. A bup is made of metal. You put clothes in a bup. **Make a box around** the object I'm calling a bup. ✓
4. Everybody, get ready to check your work. Make an X next to any item that's wrong.

- Here's what I said about a reep: It's a container, you find it in the kitchen, it has a handle, and you use it on the stove. Everybody, what's the real name of that object? (Signal.) *A pot.*
  - Yes, a pot. How did you mark the pot? (Signal.) *Made a line under it.*
  - Yes, a line under the pot. Make an X next to the pot if you didn't make a line under it.
5. Here's what I said about a flam: It's an animal that some people have for a pet. It can climb trees. Everybody, what's the real name of that object? (Signal.) *A cat.*
    - Yes, a cat. How did you mark the cat? (Signal.) *Circled it.*
    - Yes, a circle around the cat. Make an X next to the cat if you didn't make a circle around it.
  6. Here's what I said about a bup: It's an appliance, it's made of metal, and you put clothes in it. Everybody, what's the real name of that object? (Signal.) *A washing machine.*
    - Yes, a washing machine. How did you mark the washing machine? (Signal.) *Made a box around it.*
    - Yes, made a box around it. Make an X next to the washing machine if you didn't make a box around it.
  7. Raise your hand if you got all the items right. (Praise the students who raise their hands.)

A



**Teaching Techniques.** Don't allow students to mark their Workbooks until you have completed the step that tells them what to do. If students make mistakes, repeat the information about the object before giving them another chance to mark the object. In step 1, for example, repeat the information about a reep.

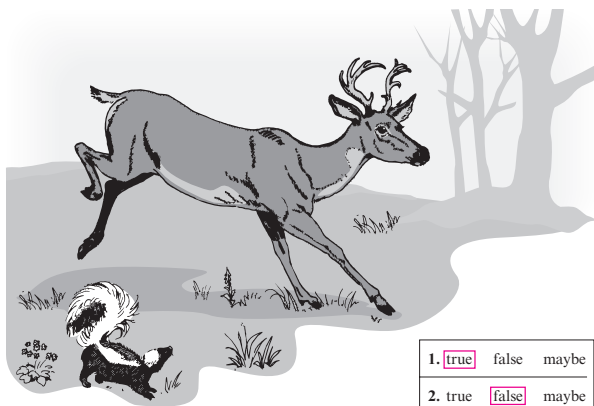
**Corrections.** If students mark the wrong object, use the information you provided as a test. For example, if students mark a cup in response to the information about a reep, ask *Is a cup a container? . . . Do you find a cup in the kitchen? . . . Does a cup have a handle? . . . Do you use a cup on the stove? . . . So, which object is a reep?*

To correct students who use the wrong type of mark to indicate the object that is described (for example, circling the object instead of making a box around it), tell them what they did and repeat the instructions. Tell them to erase the mark they made and have them redo the item.

## True—False

### Lessons 1–30

There is one Workbook format in this track. It requires students to respond to your statements about a picture by circling the word **true** or the word **false** and to evaluate the truth of statements that contain the word **not**. Some students have difficulty with this format. The exercise from Lesson 20 appears on the next page.



1.	true	false	maybe
2.	true	false	maybe
3.	true	false	maybe
4.	true	false	maybe

### EXERCISE 6

#### NEW TRUE—FALSE

- Everybody, touch part A in your Workbook. ✓
- Don't write anything. I'll say statements about the picture. You say **true**, **false**, or **maybe**. What are you going to say? (Signal.) *True, false, or maybe.*
- Listen. The deer is running. (Pause 4 seconds.) Get ready. (Signal.) *True.*
- Now I'll say that same thing another way. The deer is not standing still. (Pause 4 seconds.) Get ready. (Signal.) *True.*
- (Repeat step 2 until firm.)
- New statement. The skunk is not running. (Pause 4 seconds.) Get ready. (Signal.) *True.*
- Now I'll say the same statement another way. The skunk is standing still. (Pause 4 seconds.) Get ready. (Signal.) *True.*
- (Repeat step 3 until firm.)
- Let's do some more statements. Remember, if the statement is right, it is true. The deer is running. (Pause 4 seconds.) Get ready. (Signal.) *True.*
- The deer is not running. (Pause 4 seconds.) Get ready. (Signal.) *False.*
- The skunk is standing still. (Pause 4 seconds.) Get ready. (Signal.) *True.*
- The skunk is not standing still. (Pause 4 seconds.) Get ready. (Signal.) *False.*
- (Repeat step 4 until firm.)

- Get ready to make a box around **true**, **false**, or **maybe** for each item. Item 1. The deer is running. Make a box around the answer for item 1. ✓
- Item 2. The deer is not running. Make a box around the answer for item 2. ✓
- Item 3. The skunk is standing still. Make a box around the answer for item 3. ✓
- Item 4. The skunk is not standing still. Make a box around the answer for item 4. ✓
- Everybody, let's check your answers. Make an X next to any item you missed. Say **true**, **false**, or **maybe**.
- Item 1. The deer is running. (Signal.) *True.*
- (Repeat step 7 for items 2–4.)

**Teaching Techniques.** Avoid saying the statements in a sing-song manner. Say the statements as if you are trying to convey information, particularly in step 4.

**Corrections.** If you find that students make quite a few mistakes in steps 2 and 3, do not proceed to step 4. Instead, go to the next format in the lesson. Then return to this format, and retest on steps 1 through 3. If students perform well, proceed to step 4.

Respond to incorrect responses as if they are humorous.

- Tell students what they did. *That's not right. You told me that the deer is not running.*
- Test.** Remember—if a statement is right, it is true. The deer is running. (Pause.) Get ready.

Repeat the series of tasks in step 4 until all students are responding correctly. Note that the model step is not necessary because, with true-false items, only two choices are possible. If students are told that the response "False" is not acceptable, the other response, "True," must be correct.



# Some, All, None

## Lessons 1–28

Beginning in Lesson 7, students do Workbook activities in which they listen to statements using **some**, **all**, or **none**, and indicate which pictures match the statements.

Here is the exercise from Lesson 7.

**C**

  
**a**

  
**b**

  
**c**

1.	<u>  <b>b</b>  </u>
2.	<u>  <b>c</b>  </u>
3.	<u>  <b>a</b>  </u>
4.	<u>  <b>a</b>  </u>

### EXERCISE 12

#### NEW SOME, ALL, NONE

- Everybody, touch part C in your Workbook. ✓
  - I'll say statements that are true of one of the pictures. You write the letter of the right picture. Don't get fooled, because I might say statements about the same picture twice.
- Item 1. **All** the shirts are striped. Write the letter of the picture on line 1. ✓
- Item 2. **Only some** of the shirts are white. Write the letter of the picture on line 2. ✓
- Item 3. **None** of the shirts are striped. Write the letter of the picture on line 3. ✓
- Item 4. **All** the shirts are white. Write the letter of the picture on line 4. ✓
- Let's check your answers. Mark any items you missed with an X. Tell me the letter of the right picture.
- Item 1. **All** the shirts are striped. (Signal.) B.
  - Item 2. **Only some** of the shirts are white. (Signal.) C.
  - Item 3. **None** of the shirts are striped. (Signal.) A.
  - Item 4. **All** of the shirts are white. (Signal.) A.

In later exercises, students are presented with statements that refer to **some**, **all**, or **none**. Students mark **true**, **false**, or **maybe** to indicate if statements about pictures are definitely true, definitely false, or may be true. The exercise below is from Lesson 13.

B



1. true	<u>false</u>	maybe
2. <u>true</u>	false	maybe
3. true	<u>false</u>	maybe
4. true	<u>false</u>	maybe
5. true	false	<u>maybe</u>

EXERCISE 12

NEW SOME, ALL, NONE

1. Everybody, touch part B in your Workbook. ✓ I'll say statements about the picture.

2. Get ready to underline **true**, **false**, or **maybe**.  
Item 1. **Only one** of the girls is **smiling**. Underline **true**, **false**, or **maybe** for item 1. ✓

3. Item 2. **Some** of the girls are **smiling**. Underline **true**, **false**, or **maybe**. ✓

4. Item 3. **All** of the girls are **smiling**. Underline **true**, **false**, or **maybe**. ✓

5. Item 4. **None** of the girls are **smiling**. Underline **true**, **false**, or **maybe**. ✓

6. Item 5. **None** of the girls are **eating**. Underline **true**, **false**, or **maybe**. ✓

7. Let's check your answers. Mark any item you missed with an X. Everybody, tell me **true**, **false**, or **maybe**. Item 1. **Only one** of the girls is **smiling**. (Signal.) *False*.  
• (Repeat step 7 for items 2–5.)

## Same

### Lessons 3–14; 43–60

By Lesson 60, students will be able to identify words that tell what kind, words that name actions, and words that identify objects. This skill is a prerequisite for identifying adjectives, verbs, and nouns.

### Lesson 3 Same

The first format requires students to select items that are the same in a specified way and to mark those items. The students follow instructions such as “Make a line under each object that is the same shape” and “Circle each object that is usually the same color.”

### Lesson 43 Same

The first Same format that involves reading is introduced in Lesson 43 and appears on the next page.

The sequence of events in the format should not be changed. First, make sure that students can handle the task orally (Task A) before you require them to produce written responses (Task B). The reason is that when they write responses (or circle words), they may fail the item for a variety of reasons. If students are firm on Task A, they probably did *not* fail the item because they didn't know the correct answer.

NEW

SAME

EXERCISE 20

Task A

- Everybody, find part D in your Workbook. ✓
  - Touch the words in row 1. I'll read the words. You tell me if the words name **objects** or **actions**. Don't write anything yet. Listen. **Ball, elephant, man, sister, cup**. (Pause.) What are they? (Signal.) *Objects*.
- Touch the words in row 2. I'll read the words. **Sleeping, run, stopped, jumping**. (Pause.) What are they? (Signal.) *Actions*.
- Touch the words in row 3. I'll read the words. **Book, paper, car, giraffe, desk**. (Pause.) What are they? (Signal.) *Objects*.
- Touch the words in row 4. I'll read the words. **Sitting, stand, eating a pear**. (Pause.) What are they? (Signal.) *Actions*.
- Touch the words in row 5. I'll read the words. **Hiding in a box, slid, masticate**. (Pause.) What are they? (Signal.) *Actions*.

Task B

- This time you're going to circle the right word at the end of each row. One of those words is **objects**. Everybody, touch the word **objects** in row 1. ✓
  - The other word is **actions**. Everybody, touch the word **actions** in row 1. ✓
- I'll read the words in row 1. **Ball, elephant, man, sister, cup**. Circle the word **objects** or the word **actions**. ✓
- I'll read the words in row 2. **Sleeping, run, stopped, jumping**. Circle the word **objects** or the word **actions**. ✓
- I'll read the words in row 3. **Book, paper, car, giraffe, desk**. Circle the word **objects** or the word **actions**. ✓
- I'll read the words in row 4. **Sitting, stand, eating a pear**. Circle the word **objects** or the word **actions**. ✓
- I'll read the words in row 5. **Hiding in a box, slid, masticate**. Circle the word **objects** or the word **actions**. ✓
- Get ready to check your answers. Mark any item you miss with an **X**.
- (Call on one student.) Which word did you circle for row 1? *Objects*.
- (Repeat step 8 for rows 2–5.)
  - Who got all the rows right? (Praise the students who got all the rows right.)

**Teaching Techniques.** If students have very limited reading ability, make sure they are touching the appropriate words in steps 1 through 5 in Task A and in step 1 in Task B.

D	1. ball, elephant, man, sister, cup	objects	actions
	2. sleeping, run, stopped, jumping	objects	actions
	3. book, paper, car, giraffe, desk	objects	actions
	4. sitting, stand, eating a pear	objects	actions
	5. hiding in a box, slid, masticate	objects	actions

# Analogies

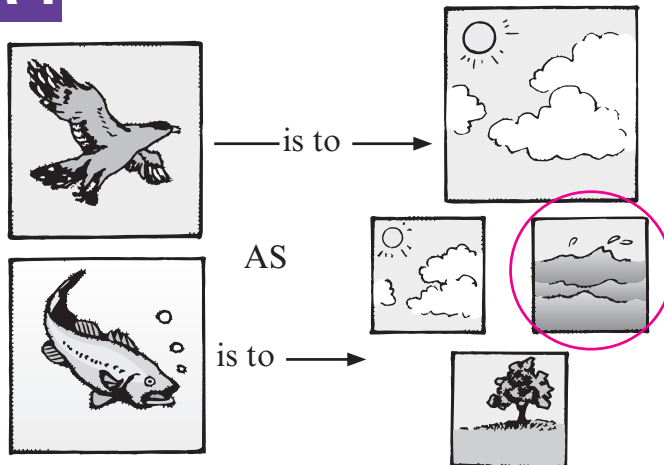
## Lessons 24–60

Two basic formats are presented in this track. One presents picture analogies, which students complete by marking the correct picture. The other format presents written analogies, which students complete by filling in the blank.

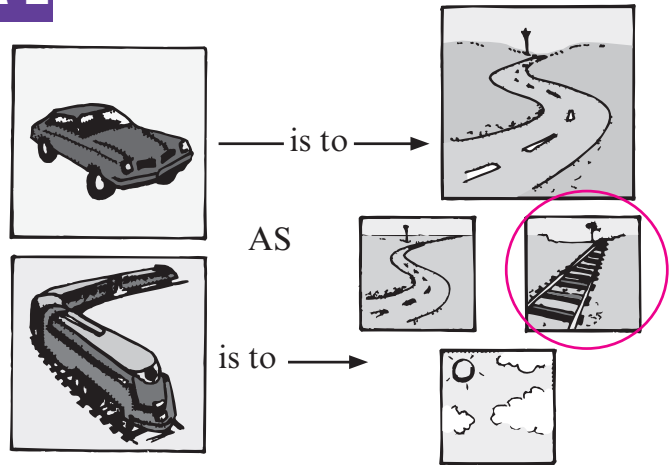
### Lesson 24 Analogies

The first format with picture analogies appears in Lesson 24.

A-1



A-2



#### EXERCISE 11

##### NEW ANALOGIES

1. Everybody, get ready to complete each analogy when I signal. The first analogy tells where you find animals. Listen. A bird is to sky as a fish is to (pause; signal) water. (Repeat until firm.)
  - The next analogy tells where vehicles go. Listen. A car is to a road as a train is to a (pause; signal) track. (Repeat until firm.)
2. Touch part A-1 in your Workbook. ✓
  - That box shows one of the analogies we just said. Touch the right pictures and say the analogy. Get ready. (Signal.) A bird is to sky as a fish is to water. (Repeat until firm.)
  - Everybody, which picture completes the analogy? (Signal.) Water.
  - Circle the picture of water. ✓

3. Everybody, touch part A-2 of your Workbook. That box shows the other analogy we just said. Touch the right pictures and say the analogy. Get ready. (Signal.) A car is to a road as a train is to a track. (Repeat until firm.)
  - Everybody, which picture completes the analogy? (Signal.) Track.
  - Circle the picture of the track. ✓

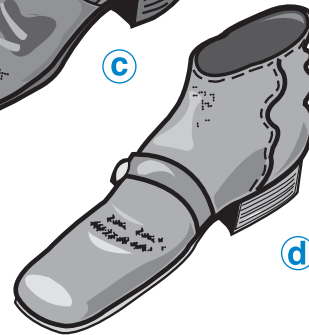
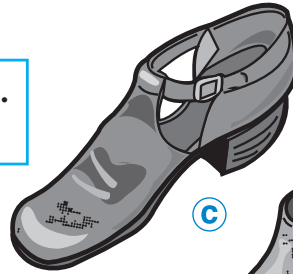
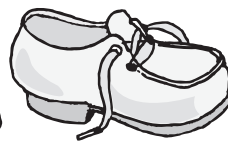
**Teaching Techniques.** In steps 2 and 3, make sure that students are touching the appropriate pictures as they say the analogy. They can probably perform well on this step without attending to the pictures because they have just said the analogy; however, they may have serious problems with subsequent tasks if they do not attend to the pictures.

## Lesson 31 Deductions

**A**

Write **true**, **false**, or **maybe**.

Here's the only thing Fred did.  
Fred shined the long shoes.



1. Fred shined object B.
2. Fred shined object C.
3. Fred did not shine object D.

false

true

false

### EXERCISE 11

#### NEW DEDUCTIONS

1. Everybody, find part A in your Workbook. ✓
- I'll read the instructions. Write **true**, **false**, or **maybe**. The rule for part A is in the box. You're going to read the sentences in the box with me. (Pause.) Get ready. (Signal.) Here's the only thing Fred did. Fred shined the long shoes.
2. Everybody, what's the **only** thing Fred did? (Signal.) *Shined the long shoes.*
3. Read item 1 with me. Get ready. (Signal.) *Fred shined object B.*
- Figure out the answer and write **true**, **false**, or **maybe** in the blank for item 1. ✓
4. (Call on one student.) What's the answer to item 1? *False*. Mark an X if you got it wrong.

To correct:

- a. What's the **only** thing Fred did? *Shined the long shoes.*
  - b. So, did he shine object B? *No.*
  - c. (Repeat step 4 until firm.)
5. Everybody, read item 2 with me. Get ready. (Signal.) *Fred shined object C.*
  - Figure out the answer. Write **true**, **false**, or **maybe** in the blank. ✓
  6. (Call on one student.) What's the answer to item 2? *True*. Mark an X if you got it wrong.

7. Everybody, read item 3 with me. Get ready. (Signal.) *Fred did not shine object D.*

- Figure out the answer and write it. ✓
- 8. (Call on one student.) What's the answer to item 3? *False*. Mark an X if you got it wrong.

## Deductions

### Lessons 31–60

There is one basic format in this track. Students are presented with a written rule, pictures, and statements about the pictures. The statements must be classified as **true**, **false**, or **maybe**.

**Teaching Techniques.** Students usually don't have serious problems with the early Deductions exercises presented in the Workbooks. Later, however, more difficult rules are presented, such as "The dog chewed none of the small bones." If students start making frequent errors, review the items and make sure that students can respond to each one orally before they write answers.

By Lesson 60, students are able to handle rules involving the words **some**, **none**, **all**, and **not**.



# Inductions

## Lessons 31–60

There are three basic types of Inductions formats in the Workbook. In the first format students figure out a rule, such as “The triangles get smaller.” The rule is based on a visual display in the Workbook, in this case a series of triangles getting smaller. There are some gaps in the series, and students are required to draw the missing triangles. The finished picture must be consistent with the rule.

The second type of Inductions format requires students to find the rule that is illustrated by two rows of objects. For example, the top row may show triangles getting bigger and the bottom row may show circles getting smaller. Students must figure out that “The triangles get bigger when the circles get smaller.”

Finally, beginning with Lesson 41, Workbook exercises are introduced that involve a sequence of more complex pictures. In each picture, various events are depicted. The students must figure out the rule for some of the events, for example, “When the bell was ringing, a woman bent over.”

## Lesson 39 Inductions

The second type of Inductions format is introduced in Lesson 39.

## EXERCISE 15

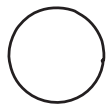
### NEW INDUCTIONS

1. Everybody, touch part A in your Workbook. ✓
2. There are two kinds of objects in this picture. What are the objects in the top row? (Signal.) *Circles.*
  - What are the objects in the bottom row? (Signal.) *Triangles.*
  - You have to figure out the rule that tells about the objects in both rows.
3. Look at the triangles first. Get ready to tell me the rule for the triangles. (Pause 5 seconds.) What’s the rule for the triangles? (Signal.) *The triangles get bigger.*
  - Yes, the triangles get bigger.
4. Now look at the circles. Get ready to tell me the rule for the circles. (Pause 5 seconds.) What’s the rule for the circles? (Signal.) *The circles get bigger.*
  - Yes, the circles get bigger.
5. (Repeat steps 3 and 4 until firm.)
6. You’re going to tell me **when** the circles get bigger. (Pause.) Get ready. (Signal.) *When the triangles get bigger.* (Repeat until firm.)
7. Listen. The circles get bigger when the triangles get bigger. You’re going to tell me the whole rule for both rows. (Pause.) Get ready. (Signal.) *The circles get bigger when the triangles get bigger.* (Repeat until firm.)
8. Everybody, draw objects 4 and 5 for each row. Make sure the objects follow the rule.  
(Observe students and give feedback.)

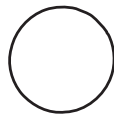
A



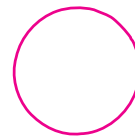
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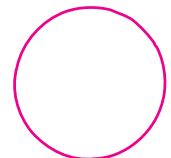
②



③



④



⑤



**Teaching Techniques.** Students may become confused with the rule for the circles, the rule for the triangles, and the whole rule for both rows. To help them keep these rules straight, stress the key words in each rule. For example, in step 3, say *What's the rule for the triangles?* In step 4, say *What's the rule for the circles?* In step 7, say *Tell me the whole rule for both rows.*

**Corrections.** To correct students who say the wrong rule, do the following.

- 1** Tell them what they did. For example: *You told me the rule about triangles. But I asked for the whole rule for both rows.*
- 2 Model.** For example: *Here's the rule for both rows. The circles get bigger when the triangles get bigger.*
- 3 Test.** *Tell me the whole rule for both rows.*
- 4 Retest.** Return to step 3 and present steps 3 through 8 in sequence until students are firm on all steps. Remind them that they have to listen carefully to your instructions.

# Information

There are three kinds of information taught in **Comprehension A**: calendar facts, animal classification facts, and miscellaneous facts in a poetry format. These facts are also integrated into other exercises. For example, after students have been taught facts about felines in Information exercises, deductions involving the word **feline** are presented.

## Calendar Facts

### Lessons 1–60

This track teaches the following information.

- Facts about the months in a year
- Facts about the seasons in a year
- Facts about holidays

Note that the holidays are those celebrated in the United States. Teachers in countries other than the United States should substitute holidays that will be familiar to the students.

If you find that students already know specific facts taught in a particular format, note these and skip them when presenting the lessons.

## Lesson 1 Calendar: Months in a Year

The first format reviews the months of the year.

### EXERCISE 12

#### **NEW** CALENDAR: MONTHS IN A YEAR

##### Task A

1. Raise your hand if you know how many months are in a year and can name the months in a year.
2. (Call on each student whose hand is raised.)
  - How many months are in a year? *Twelve.*
  - Name the months in a year. *January, February, March, April, May, June, July, August, September, October, November, December.*

**Note:** Only students who do not respond correctly to step 2 above are to work on tasks B–F.

##### Task B

1. There are twelve months in a year. How many months are in a year? (Signal.) *Twelve.*
2. Tell me the fact about how many months are in a year. (Signal.) *There are twelve months in a year.* (Repeat until firm.)

**Note:** Do not work on tasks C–F for more than four minutes. Stop wherever you are in the exercise after four minutes. The exercise will be repeated in the next lesson.

##### Task C

1. I'll name the first three months. Listen. *January, February, March.* Your turn. Name the first three months. (Signal.) *January, February, March.* (Repeat until firm.)
2. You named some of the months. Everybody, you're going to tell me the fact about how many months are in a year. (Pause.) Get ready. (Signal.) *There are twelve months in a year.* (Repeat until firm.)

##### Individual test

(Call on individual students to do one of the following tasks:)

- a. Name the first three months.
- b. Tell me the fact about how many months are in a year.

##### Task D

1. Here are the next three months. Listen. *April, May, June.* Your turn. Name those months. (Signal.) *April, May, June.* (Repeat until firm.)
2. Now I'll name the first six months. Listen. *January, February, March, April, May, June.* Your turn. Name the first six months. (Signal.) *January, February, March, April, May, June.* (Repeat until firm.)

##### Individual test

(Call on individual students to do one of the following tasks:)

- a. Name the first six months.
- b. Tell me the fact about how many months are in a year.

##### Task E

1. Here are the next three months. Listen. *July, August, September.* Your turn. Name those months. (Signal.) *July, August, September.* (Repeat until firm.)
2. Now I'll name the first nine months. Listen. *January, February, March, April, May, June, July, August, September.* Your turn. Name the first nine months. (Signal.) *January, February, March, April, May, June, July, August, September.* (Repeat until firm.)

##### Individual test

(Call on individual students to do one of the following tasks:)

- a. Name the first nine months.
- b. Tell me the fact about how many months are in a year.

### Task F

1. Here are the last three months. Listen. October, November, December. Your turn. Name those months. (Signal.) *October, November, December.* (Repeat until firm.)
2. Now I'll name all twelve months. Listen. January, February, March, April, May, June, July, August, September, October, November, December. Your turn. Name all twelve months. (Signal.) *January, February, March, April, May, June, July, August, September, October, November, December.* (Repeat until firm.)

#### Individual test

(Call on individual students to do one of the following tasks:)

- a. Name all the months.
- b. Tell me the fact about how many months are in a year.

Plan an assignment for those students who are able to say the months in a year, as shown by their performance on Task A. The assignment may involve reading a magazine or doing some form of seatwork.

Present tasks B through F only to those students who cannot say the months of the year.

Tasks C through F present the major work units involved in teaching the months in a year. Each unit concentrates on 3 months. Work on saying the months for about 3 minutes, possibly 4, but no more than 4. If student performance begins to deteriorate, take time out for about 15 seconds, then begin again with a review. Also, make sure that you model each new 3-month group as you want the students to say it. Finally, try to provide a delayed test later in the period or at some time later in the school day.

Establish a rhythm for saying the months in each group. The more rhythmic your presentation, the easier it will be for the students to reproduce it.

Note that the same format runs for five consecutive lessons, which should provide adequate time for teaching the months in a year.

## Lesson 26 Calendar: Holidays

Holidays are introduced in Lesson 26.

### EXERCISE 18

#### NEW CALENDAR: Holidays

1. I'm going to tell you facts about holidays. Holidays are special days. Here's the first fact: Christmas and New Year's Day are winter holidays. What are two winter holidays? (Signal.) *Christmas and New Year's Day.*
2. Christmas is in December. What month is Christmas in? (Signal.) *December.*
3. New Year's Day comes exactly one week after Christmas. New Year's Day is always the first day of a new year. So, New Year's Day is always January first. What date is New Year's Day? (Signal.) *January first.*
4. You're going to tell me the holiday that is in December. (Pause 2 seconds.) Get ready. (Signal.) *Christmas.*
  - You're going to tell me the holiday that comes exactly one week after Christmas. (Pause 2 seconds.) Get ready. (Signal.) *New Year's Day.*
  - Is New Year's Day in December? (Signal.) *No.*
  - You're going to tell me what month New Year's Day is in. (Pause 2 seconds.) Get ready. (Signal.) *January.*
  - You're going to tell me the date of New Year's Day. (Pause 2 seconds.) Get ready. (Signal.) *January first.*
  - (Repeat step 4 until firm.)

#### Individual test

(Call on individual students to do part of step 4.)

Expect students to have trouble with this and similar formats. Typically, the answer students give does not answer the question you asked. You ask for the month, and the students tell you the date. You ask for the date, and they tell you the season.

**Teaching Techniques.** Remind students **You must listen carefully.** Stress the words that are in heavy type in step 4 of the format. Also, allow adequate thinking time before saying **Get ready.**

**Corrections.** In step 4, when students make the mistake of answering a question other than the one you ask, follow these steps.

- 1** Tell them what they did. For example: **You told me about the date, but I asked for the month.**
- 2 Test.** Try it again. Tell me what **month** New Year's Day is in. (Pause.) **Get ready.**
- 3 Retest.** Return to the beginning of step 4 and present all tasks in sequence.

After students have learned three or more holidays, they may begin to confuse all the holidays. (Remember—they are not skilled in organizing a group of related facts.) If your students show this tendency, select two of the holidays students are confusing and firm the facts associated with these. Then add the third holiday. You'll probably have to provide review in addition to that specified in the program. A good idea is to use bonus points for learning and remembering the facts. (For example, award 5 bonus points to each student who can correctly answer all questions about the holidays that have been presented.)

The exercises on the calendar teach facts about these holidays: Halloween, Christmas, Independence Day, New Year's Day, Valentine's Day, and Thanksgiving.

## Animals

### Lessons 5–60

Students are taught facts about vertebrate classification—mammals, reptiles, birds, fish, and amphibians. Students also learn about felines and canines, and finally, the designations herbivorous and carnivorous.

Here are the facts about vertebrate classification that are presented.

- **Mammals:** All mammals have hair. All mammals are warm-blooded.
- **Reptiles:** All reptiles are cold-blooded. All reptiles are born on land.
- **Birds:** All birds have feathers. All birds are warm-blooded.
- **Fish:** All fish have gills. All fish are cold-blooded.
- **Amphibians:** All amphibians are born in water but grow up on land. All amphibians are cold-blooded.

The early Information exercises about animals present rules about a class of animal and require students to draw conclusions about specific animals. The procedure is identical to the one learned in earlier Deductions formats.



## Lesson 6 Information: Animals

After students have been introduced to both facts about a particular animal class, the teacher signals each fact by holding up one or two fingers.

9. Here are the two facts you know about all mammals.
  - (Hold up one finger.) **First fact.** All mammals have hair.
  - (Hold up two fingers.) **Second fact.** All mammals are warm-blooded.
  - Tell me the two facts you know about all mammals.
  - (Hold up one finger.) **First fact.** All mammals have hair.
  - (Hold up two fingers.) **Second fact.** All mammals are warm-blooded.
  - (Repeat until the students say the facts in order.)

### Teaching Techniques

- 1 Hold up a finger.
- 2 Provide the instruction **First fact.**
- 3 Signal by moving your finger.

Continue to repeat the test until students can say both facts in order. Remember—students will learn a total of ten facts, and they will confuse them if they are not firm on each new pair that is introduced.

## Lesson 31 Information: Animals

Beginning in Lesson 31, formats are presented that test students on the facts that have been taught.

### Task B

1. Let's see if you can figure out the class of animals I'm thinking of. I'm thinking of animals that are cold-blooded and are born in water and grow up on land. (Pause 2 seconds.) What class of animals am I thinking of? (Signal.) *Amphibians.*
2. Yes, I told you that they are cold-blooded and that they are born in water and grow up on land. You're going to tell me the fact that lets you know I wasn't thinking of reptiles. (Pause 3 seconds.) Get ready. (Signal.) *They are born in water.*
  - (Repeat step 2 until firm.)

As the selected excerpt shows, you present tasks that are similar to those that appear in the early Description exercises. There is one important difference, however. In step 2, students must tell you the fact that lets them know you weren't referring to reptiles. Students' responses are not acceptable unless they are *exactly as specified*.

**Corrections.** If students give the correct information in step 2 but express it improperly, follow these steps.

- 1 Let them know that they identified the appropriate information, but that they didn't follow your instructions. **You got the right fact, but I didn't say, "Reptiles are not born in water." I told you, "They are cold-blooded. They are born in water and grow up on land."**
- 2 **Test.** Tell me the words I said that let you know I wasn't thinking of reptiles. If students fail to answer, tell them the words you said and repeat the test step.

# Poems

## Lessons 11–60

In this track students are taught three poems. The poems provide new information and practice in recitation.

### Lesson 11 Memorization: Poem

The first poem is introduced in Lesson 11.

#### EXERCISE 13

##### **NEW** MEMORIZATION: Poem

##### **Task A**

1. What does a mechanic do? (Call on a student. Accept reasonable responses.)
  - Yes, a mechanic fixes cars.
2. What does an astronomer do? (Call on a student. Accept reasonable responses.)
  - Yes, an astronomer looks at stars.
3. Who knows how you would recognize a captain in the army? (Call on a student. Accept reasonable responses.)
  - Yes, a captain has two bars on each shoulder.
4. Who knows what sparring is? (Call on a student. Accept reasonable responses.)
  - Yes, sparring is light boxing. Boxers spar a lot when they are getting in shape for a fight.

##### **Task B**

1. Here's a poem that tells about the things we've talked about. Listen.  
A mechanic fixes cars,  
An astronomer looks at stars,  
A captain has two bars,  
And a boxer spars and spars.
2. Let's learn that poem. Listen. A mechanic fixes cars. Say it with me. (Signal. Respond with the students.) *A mechanic fixes cars.*
  - Your turn. (Signal.) *A mechanic fixes cars.* (Repeat until firm.)
3. An astronomer looks at stars. Say it with me. (Signal. Respond with the students.) *An astronomer looks at stars.*
  - Your turn. (Signal.) *An astronomer looks at stars.* (Repeat until firm.)

4. A mechanic fixes cars, an astronomer looks at stars. Say it with me. (Signal. Respond with the students.) *A mechanic fixes cars, an astronomer looks at stars.*
  - (Repeat until the students are responding with you.)
  - Your turn. (Signal.) *A mechanic fixes cars, an astronomer looks at stars.* (Repeat until firm.)
5. A captain has two bars. Say it. (Signal.) *A captain has two bars.* (Repeat until firm.)
6. A mechanic fixes cars, an astronomer looks at stars, a captain has two bars. Say it with me. (Signal. Respond with the students.) *A mechanic fixes cars, an astronomer looks at stars, a captain has two bars.*
  - (Repeat until the students are responding with you.)
  - Your turn. (Signal.) *A mechanic fixes cars, an astronomer looks at stars, a captain has two bars.* (Repeat until firm.)
7. And a boxer spars and spars. Say it. (Signal.) *And a boxer spars and spars.* (Repeat until firm.)
8. Here's the whole poem.  
A mechanic fixes cars,  
An astronomer looks at stars,  
A captain has two bars,  
And a boxer spars and spars.  
Say it with me. (Signal. Respond with the students.)
  - (Repeat until the students are responding with you.)
9. All by yourselves. Say the poem. (Signal. Students say the poem. Repeat until firm.)

In Task A, you go over the information that will be dealt with in the poem. In Task B, a model-lead-test procedure is used to introduce the poem. The entire poem is modeled in step 1. In step 2, the first line is modeled, led, and tested. In step 3, the second line is modeled, led, and tested. In step 4, the first two lines are chained. This chaining procedure is used throughout the poem track. In step 6 of the format, the third line of the poem is added to the chain.

**Teaching Techniques.** Maintain a strong rhythm when you model the poem. Lead with the same rate and rhythm demonstrated in the model. If you wish, you can keep time by clapping—a procedure that is particularly useful if students have trouble imitating a rhythmic model.

**Corrections.** Use this procedure if students have trouble pronouncing individual words.

- 1 Model** the word in isolation, emphasizing the part students are having trouble with. *Astronomer.*
- 2 Lead.** *Say it with me.*
- 3 Test.** *Your turn. Say astronomer.*
- 4 Model** the line that contains the word and stress the word. *Listen. An astronomer (pause) looks at stars.*

The following poems are taught in Thinking Basics.

- Beginning in Lesson 11:  
*A mechanic fixes cars,  
An astronomer looks at stars,  
A captain has two bars,  
And a boxer spars and spars.*
- Beginning in Lesson 18:  
*A beautician fixes hair,  
A tailor can mend a tear,  
An exposition is a fair,  
And one plus one is a pair.*
- Beginning in Lesson 25:  
*American Indians were what they saw.  
Some were Creek and some Choctaw.  
American Indians were what they saw.  
Cherokee, Seminole, and Chickasaw.*

Each poem presents words and information that are probably new to students. This information is also integrated into other tracks in Thinking Basics.

# Fact Games

The principal goal of the Fact Games is to provide students with sufficient practice to succeed in skills (such as saying deductions), information, and vocabulary introduced in the program.

The secret to making the Fact Games successful is tight management. Students should be busy with the games, not talking or acting indifferently. The simplest way to assure that they will be involved is to use points and reinforcement for students who perform well.

Following is the format for introducing the first Fact Game (which occurs after Lesson E if students go through the preprogram, or after Lesson 5 if students begin with Lesson 1).

**Fact Game 1**  
(AFTER LESSON E)





**ERRORS**

1	2	TOTAL

**FACT GAME SCORECARD**






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

1. How are vehicles 1 and 2 the same?  
*They are cars.*

2. How are objects 1 and 3 the same? *They are black.*

3. Here's a rule. **All the boys are standing.**  
Does that rule tell about all the pictures? *Yes.*










4. How many boys in the picture are sitting, **all, some, or none?** *None.*

5. How many boys in the picture are short, **all, some, or none?** *Some.*

**Fact Game 1**

6. Here's a rule.  
**All the glass doors have a lion behind them.**  
Does that rule tell about object 1? *No.*

**Note:** After presenting Lesson E, present this Fact Game lesson. For the Fact Game, students are paired. Each pair has an A member and a B member. Assign partners and indicate whether each member is an A or a B. You will need one die for the game, and each student will need a pencil and a Workbook.

**NEW**

## FACT GAME

1. Everybody, exchange Workbooks with your partner. ✓
- Now open the Workbook to page 10. ✓
- These are items for a Fact Game. You'll work in pairs. All **A** members, raise your hand. ✓
- All **B** members, raise your hand. ✓
2. Everybody, touch the scorecard at the top of the page. ✓
- Every time you get an item right, your partner will make a check on your scorecard. Each check mark stands for one point. So, if you get seven items right, you'll earn seven points.
3. For the first item, **A** members will tell the answer to **B** members. **B** members will make a check mark if the item is right. Here we go. (Hand the die to the first student.) Roll the die and tell us how many dots are on top. ✓
- Everybody, I'll read the item for that number. Follow along and don't say the answer. (Read the item that corresponds to the number.) **A** members, raise your hand. ✓
- Whisper the answer to your partner. ✓
- **B** members, raise your hand. ✓
- The correct answer to that item is \_\_\_\_\_. Raise your hand again if your partner got it right. ✓
- If your partner got it right, make a check mark in Box 1 of your partner's scorecard. Box 1.  
(Observe students and give feedback.)
4. Now we'll switch. **B** members will whisper the answer. **A** members will mark their partner's scorecard. (Pass the die to the next student.) Roll the die and say the number.
- (After the student says the number:) Everybody, I'll read the item for that number. Follow along, but don't say the answer. (Read the item.)
- **B** members, whisper the answer to your partner. ✓
- The correct answer is \_\_\_\_\_. **A** members, raise your hand if your partner got it right. ✓
- **A** members who raised your hand, make a check mark in Box 1 of your partner's scorecard.  
(Observe students and give feedback.)
5. Now the die goes to the next student. (Pass the die to the next student.) Roll the die and say the number. ✓
- Everybody, I'll read the item for that number. Follow along. (Read the item.)
- **A** members, whisper the answer to your partner. ✓
- The correct answer is \_\_\_\_\_. **B** members, raise your hand if your partner got it right.  
(Observe students and give feedback.)
- **B** members who raised your hand, make a check mark in Box 2 if you already made a check mark in Box 1. Make a check mark in Box 1 if you haven't made a check mark. ✓
6. (Pass the die to the next student.) Roll the die and say the number. ✓
- Everybody, I'll read the item for that number. Follow along. (Read the item.)
- **B** members, whisper the answer to your partner. ✓
- The correct answer is \_\_\_\_\_. **A** members, raise your hand if your partner got it right. ✓
- **A** members who raised your hand, make a check mark in Box 2 if you already made a check mark in Box 1. Make a check mark in Box 1 if you haven't made a check mark.  
(Observe students and give feedback.)



7. (Pass the die to the next student.)  
Roll the die and say the number. ✓
  - Everybody, I'll read the item for that number. Follow along. (Read the item.)
  - **A** members, whisper the answer. ✓
  - The correct answer is \_\_\_\_\_. **B** members, raise your hand if your partner got it right. Then make a check mark in the next box.  
(Observe students and give feedback.)
8. (Play the game for 15 minutes more, following the procedures in step 7. Alternate turns for **B** members and **A** members.)

#### Points for Fact Game

1. At the end of the game: Raise your hand if you earned 8 or more points. If you earned 8 or more points, you get 5 bonus points.
2. Everybody, write your game points in Box 1 on your Point Chart. Write your bonus points in Box 2. ✓
3. Add up your points for the whole lesson. Write the total in the Total box.  
(Observe students and give feedback.)

Before presenting the Fact Game, assign students to work as partners. A good idea is to have students write **A** or **B** on their Workbook cover. The letter indicates whether the student is the **A** member of the pair or the **B** member. If there is an odd number of students, or if a student is absent, the odd student can either pair with you or be a third member of a team. (Make sure the student is assigned to a team that works well together.)

**Teaching Techniques.** In step 1, repeat the tasks **All A members, raise your hand. . . . All B members, raise your hand.** until the students respond correctly.

In step 3, a student rolls the die and tells how many dots are on top. Then you read the item that corresponds to that number. **A** members whisper the answer to their partner. Then you say the correct answer. **B** members make a check mark on their partner's scorecard if the answer is correct. It's a good idea to practice this part so that you can keep the game moving. The faster the pacing, the more quickly the students will learn the rules. Don't spend a lot of time answering questions: **Hang on. You'll see how it works.**

In step 4, the procedure is the same as that in step 3, except that **B** members answer and **A** members mark their partner's scorecard.

The game continues for 15 minutes. If the game is played at a good pace, each student should have at least 11 turns. Students earn 1 point for each check mark on the scorecard, and they earn 5 bonus points if they get eight or more check marks.

# Comprehension Placement Tests

The placement procedure for the **Corrective Reading** Comprehension program is designed so that students take two tests. The first (Test 1) is a screening test that requires written responses and is administered to an entire class or group.

Students who make more than 7 errors on the screening test take a second test (Test 2) that places them in Comprehension A, Comprehension A Fast Cycle, or Comprehension B1. This test is individually administered.

Students who make 7 or fewer errors on the screening test take a second test (Test 3) that places them in Comprehension B1, Comprehension B1 Fast Cycle, or Comprehension C. This test requires written responses and is presented to an entire class or group.

The battery of placement tests is also designed to identify students who perform either too low or too high for the Comprehension programs.

## Test 1

The screening test (Test 1) is made up of 16 multiple-choice items. Students are to complete it in no more than 10 minutes.

### Preparation

Reproduce one copy of the test for each student. A reproducible copy appears on pages 66–67 of this guide.

### Administration

- Make sure all students have a pencil.
- Pass out the test forms, face down.
- Tell students: **Turn your paper over and write your name at the top. You will circle the correct answer for each item. Begin now.**
- Do not provide help either for decoding the items or identifying the answers.
- At the end of the 10-minute period, collect the test forms.

### Scoring

The Answer Key below shows the correct answers. Count one error for each item that is incorrect. Note that for items 2 and 4, students are to circle four answers. If they don't circle all four correct answers, the item is scored as one error.

Enter the total number of errors in the score blank at the beginning of the test form. Then determine which placement test to administer to each student. Students who make more than 7 errors take Test 2. Students who make 7 or fewer errors take Test 3.

Answer Key	
1. c	9. a
2. a, d, e, h	10. b
3. d	11. b
4. b, e, h, j	12. c
5. d	13. d
6. b	14. b
7. c	15. c
8. d	16. b

## Test 2

Test 2 is administered individually. The teacher or another tester presents the test orally to each student. Students respond orally and the tester records whether the responses are incorrect. The test contains 22 items, some of which have more than one part. Test 2 requires about 10 minutes per student.

### Preparation

Reproduce one copy of the test for each student and each tester. A reproducible copy appears on pages 68–69 of this guide. Each tester should become thoroughly familiar with both the presentation procedures and the acceptable responses for the various comprehension items. Tester judgment is called for in evaluating the appropriateness of responses to many items. (For a discussion of procedures and responses, see pages 64–65.)

### Administration

Select a quiet place to administer the test. Students who are to be tested later should not observe or hear another student being tested. You will need a test form for each student.

When administering the test, sit across from the student. Fill out the top lines of the test form (student information). Keep the filled-out test form and position it so that the student cannot see what you are writing on the form.

Start by presenting the following general instructions: *I'm going to ask you some questions. Do your best to answer them. There's*

*no time limit, but if you don't know the answer, tell me and we'll move on to the next item. This test is not designed to grade you. It's designed to help us figure out how we can work with you most effectively.*

Present the items in order, starting with item 1. If a student responds incorrectly, circle the response number that follows the item. To help you keep track, you may want to draw a line through the number when the item is answered correctly.

### Scoring

Total the student's errors by counting every circled response number. Enter the total in the score blank at the beginning of the test form. Then determine the placement of the student.

### Placement

The table below shows program placements based on the number of errors made in Test 2.

Errors	Program Placement
31 or more	Place in a beginning language program, such as <i>Language for Learning</i>
27 to 30	Provisional placement in Comprehension A, Lesson A*
17 to 26	Comprehension A, Lesson A
14 to 16	Comprehension A, Lesson 1
11 to 13	Comprehension A Fast Cycle, Lesson 1
7 to 10	Comprehension B1, Lesson 1
0 to 6	(Administer Test 3.)

\* Some students who perform in this range may perform well on Lessons A through E of Level A. If not, place them in a beginning language program.

# Test 3

Test 3 is a written test of 19 items administered to the group. Students underline sentence parts, write answers to questions, and indicate correct responses to multiple-choice items. The test requires about 10 minutes to administer.

## Preparation

Reproduce one copy of the test for each student. A reproducible copy appears on pages 70–71 of this guide.

## Administration

- Make sure all students have a pencil.
- Pass out the test forms, face down.
- Tell students: **Turn your paper over and write your name at the top. You will write the answer for each item. Begin now.**
- Do not provide help either for decoding the items or identifying the answers.
- At the end of the 10-minute period, collect the test forms.

## Scoring

The Answer Key below shows the correct answers. Each incorrect response counts as 1 error. If students correctly underline only part of the specified group of words in section A or B, score 1/2 error.

Enter the total number of errors in the score blank at the beginning of the test form. Then determine the placement of the student.

### Answer Key

1. a. frampos  
b. (words underlined: *little plants that grow in twinglers*)
2. a. drosling  
b. (words underlined: *a small kerchief around his wrist*)
3. a. 1,000 gallons  
b. 1,100 gallons  
c. Idea: The price of milk will go up.
4. a. 7                      e. 16                      i. 4  
b. 1                      f. 2                      j. 10  
c. 15                      g. 3                      k. 6  
d. 5                      h. 8                      l. 12

## Placement

The table below shows program placements based on the number of errors made in Test 3.

Errors	Program Placement
more than 8	Comprehension B1, Lesson 1
5 to 8	Comprehension B1 Fast Cycle, Lesson 1
2 to 4½	Comprehension C, Lesson 1
0 to 1½	too advanced for <b>Corrective Reading</b> series

# Presentation Notes for Test 2

## Items 1–3: Same-Different

These items test the concepts “same” and “different.” Present the instructions in a normal speaking voice. Each item has three response numbers. In item 1, for example, if a student names two acceptable ways that a hamburger and an ice-cream cone are different, draw lines through 1a and 1b. If the student does not name a third acceptable way, circle 1c.

You may prompt a student by saying: *You’ve named two ways that they’re the same. Can you think of another way?* If the student does not respond within 10 seconds after the reminder, circle the response number and go to the next item.

The responses printed on the test sheet are only samples—not an exhaustive list of appropriate answers. A student’s response is appropriate if it (a) expresses how the objects are the same (or how they are different), and (b) has not already been given for the pair of objects.

Note that responses are correct for the different items if a student mentions only one of the items. For instance, if the student says the ice-cream cone has a cone, but does not mention the hamburger, the assumption is that the hamburger does not have a cone. Therefore, the response is acceptable.

If you are in doubt about the acceptability of a response, ask the student to give a different one. For example, a student may respond to item 1 by indicating that a hamburger is hot, that a hamburger has a bun, and that an ice-cream cone is cold. The last response is questionable because it is the opposite of the first response. Say: *Can you name another way that an ice-cream cone is different from a hamburger?* Score the student’s response to your question.

## Items 4–6: Analogies

Item 4 is an analogy that tells where objects are found (or where the objects typically operate). Any response that accurately tells *where* is acceptable, for example: *lake, stream, fishing hole, ocean, aquarium, or under lily pads*.

Item 5 tells which class each object is in. Acceptable responses include *cold-blooded things, animals, food, and living things*.

Item 6 deals with parts of objects. Acceptable responses include *fins, tails, gills, scales, eyes, and teeth*.



## Items 7 and 8: Statement Repetition

These items test statement-repetition skills. The student receives as many as three tries at repeating the statement. You say the statement and tell the student to repeat it. If the student says exactly what you say, draw a line through the response number for that trial. If the student does not say exactly what you say, circle the number. As soon as the student repeats the statement correctly, go to the next item.

For example, if the student correctly says the statement in item 7 on the first try, draw a line through 7a and go to item 8. If the student does not say the statement correctly on the first try, circle 7a and say: *Let's try it again.* Repeat the statement. Continue until the student has said the item correctly or until you have circled 7c.

Students must say the words clearly so they are not confused with other words. Watch for word substitutions, word omissions, and omission of word endings—for example, saying *twenty-seven* instead of *twenty-seventh* in item 7. On the second and third try, you may emphasize the part of the sentence the student said incorrectly.

## Items 9–13: Basic Information

These items test knowledge of general information. For items 9 and 12, there is more than one acceptable response. For the others, however, only one answer is acceptable.

## Items 14–17: Deductions

These items assess the student's ability to use deductions. Nonsense words are used in item 17. If students object to the nonsense words, remind them: *You can still answer the questions even if you don't know the meaning of some of the words.*

Students are not required to use the precise words specified for the items; however, they should give acceptable substitutions.

## Items 18 and 19: Divergent Reasoning

These items test the student's ability to use concepts related to true and false. Item 18 deals with descriptions that are true of some things, while item 19 deals with a contradiction (one part must be false if the other part is true).

## Blackline Master for Test 1

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Tester \_\_\_\_\_

Errors \_\_\_\_\_ Give Test 2 \_\_\_\_\_ Give Test 3 \_\_\_\_\_

### 1. Circle the answer.

Tom and Jerri are the same age. Jerri is 15 years old. So...

- a. Tom is at least 16 years old.
- b. Tom is less than 15 years old.
- c. Tom is 15 years old.
- d. Tom is older than Jerri.

### 2. Circle the name of each object that is a container.

- |          |              |
|----------|--------------|
| a. bag   | e. briefcase |
| b. phone | f. ring      |
| c. book  | g. belt      |
| d. purse | h. dresser   |

### 3. Circle the answer.

What is the holiday we celebrate on January 1?

- a. Labor Day
- b. Memorial Day
- c. Thanksgiving
- d. New Year's Day
- e. The 4th of July

### 4. Circle the name of every season.

- |           |              |
|-----------|--------------|
| a. Jump   | g. September |
| b. Spring | h. Fall      |
| c. July   | i. Warm      |
| d. Monday | j. Summer    |
| e. Winter | k. Tuesday   |
| f. Pepper |              |

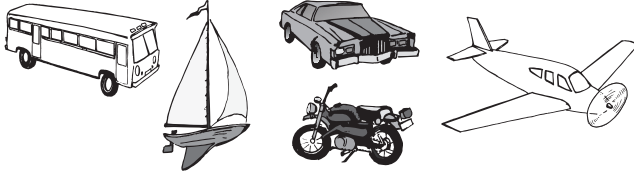
### 5. Circle the item that is true.

- a. All dogs bark.  
Collies are dogs.  
So some collies bark.
- b. All dogs bark.  
Collies are dogs.  
So all dogs are collies.
- c. All dogs bark.  
Collies are dogs.  
So no collies are dogs.
- d. All dogs bark.  
Collies are dogs.  
So all collies bark.

• Appendix A •

**6. Circle the class name for the objects.**

- a. containers
- b. vehicles
- c. animals
- d. tools



**7. Circle the word that means *build*.**

- a. buy
- b. protect
- c. construct
- d. predict

**For items 8–11, circle the word that means the same thing as the underlined part.**

**8.** She resides near New York.

- a. visits
- b. drives
- c. works
- d. lives

**9.** The doctor looked at the patient's arm.

- a. examined
- b. predicted
- c. selected
- d. calculated

**10.** They will modify the plans.

- a. support
- b. change
- c. observe
- d. announce

**11.** She concealed her belief.

- a. announced
- b. hid
- c. explained
- d. confirmed

**For items 12–14, circle the answer.**

**12.** A **simile** is a statement that tells how things...

- a. are different
- b. are funny
- c. are the same
- d. are complicated

**13.** If information is **irrelevant** to an issue, the information is...

- a. untrue
- b. hard to understand
- c. important
- d. unimportant

**14.** If a passage is **repetitive**, it...

- a. introduces many unfamiliar words
- b. says the same thing again and again
- c. uses no unfamiliar words
- d. has long sentences

**For items 15 and 16, write the letter of the answer.**

\                      —                      |                      /  
a.                      b.                      c.                      d.

**15.** Which line is vertical? \_\_\_\_\_

**16.** Which line is horizontal? \_\_\_\_\_

# Blackline Master for Test 2

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Tester \_\_\_\_\_

Errors \_\_\_\_\_ Comprehension Placement \_\_\_\_\_

(Read to the student.)	(Circle errors.)
<b>1. Name three ways that an ice-cream cone is different from a hamburger.</b> (Ideas: <i>One is hot; a hamburger has a bun; one is sweet; one has meat; an ice-cream cone has a cone; and so forth</i> )	1a 1b 1c
<b>2. Name three ways that an ice-cream cone is like a hamburger.</b> (Ideas: <i>They are food; each is bigger than an ant; both have parts; both are purchased; you eat them; and so forth</i> )	2a 2b 2c
<b>3. Name three ways that a tree is the same as a cat.</b> (Ideas: <i>They are alive; each is bigger than an ant; both die; they reproduce; both have coverings; and so forth</i> )	3a 3b 3c
<b>4. Finish this sentence: An airplane is to air as a fish is to . . .</b> (Ideas: <i>Water; a lake; an ocean; and so forth</i> )	4
<b>5. Finish this sentence: An airplane is to vehicles as a fish is to . . .</b> (Ideas: <i>Animals; food; living things; and so forth</i> )	5
<b>6. Finish this sentence: An airplane is to wings as a fish is to . . .</b> (Ideas: <i>Fins; tail; and so forth</i> )	6

(Read to the student.)	(Circle errors.)
<b>I'll say some sentences. After I say a sentence, you try to say it exactly as I said it.</b>	
<b>7. Here's a new sentence: It was March twenty-seventh, nineteen sixty-five. Say it.</b> <i>It was March twenty-seventh, nineteen sixty-five.</i>	7a 7b 7c
<b>8. Here's a new sentence: Some of the people who live in America are illiterate. Say it.</b> <i>Some of the people who live in America are illiterate.</i>	8a 8b 8c
<b>9. Listen: It has four wooden legs and a seat and a back. What is it?</b> (Ideas: <i>Couch; chair.</i> )	9
<b>10. Listen: We celebrate this day every year because it's the first day of the new year. What date is that?</b> <i>January 1; the first of January.</i> (In countries other than the United States, substitute a comparable local holiday.)	10

(Read to the student.)	(Circle errors.)
<b>11. Say the days of the week.</b> (Students may start with any day 11 of the week, but the days must be) recited in order.)	
<b>12. What is a synonym for sad?</b> (Ideas: <i>Unhappy; downcast.</i> )	12
<b>13. One season of the year is summer. Name the three other seasons.</b> <i>Fall; winter; spring</i> (can be given in any order).	13
<b>14. Listen: If a dog is green, it has five legs.</b> <b>a. Pam's dog is green. What else do you know about it?</b> (Idea: <i>It has five legs.</i> )	14a
<b>b. Jim has something with five legs. Is it green?</b> (Ideas: <i>Maybe; I don't know.</i> )	14b
<b>15. Listen: Some lobsters are red.</b> <b>a. Tony has a lobster. Is it red?</b> (Ideas: <i>Maybe; I don't know.</i> )	15a
<b>b. Mary has a lobster. Is it red?</b> (Ideas: <i>Maybe; I don't know.</i> )	15b

(Read to the student.)	(Circle errors.)
<b>16. Listen: No brick walls have paint specks. Jerome has a brick wall. What else do you know about it?</b> (Idea: <i>It doesn't have paint specks.</i> )	16
<b>17. Here's a rule. The rule has silly words, but you can still answer the questions. Listen: All lerbs have pelps. Listen again: All lerbs have pelps.</b> <b>a. Tom has a lerb. What do you know about his lerb?</b> (Idea: <i>It has pelps.</i> )	17a
<b>b. What would you look for to find out if something is a lerb?</b> (Idea: <i>Pelps.</i> )	17b
<b>18. Listen: It is a farm animal that has four legs, goes "moo," and gives milk. Is that true of only a cow?</b> <i>Yes</i>	18
<b>19. Listen to this statement and tell me what's wrong with it. He was fifteen years old and his younger sister was eighteen years old.</b> (Idea: <i>His younger sister is not younger than he is.</i> )	19



# Blackline Master for Test 3

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Tester \_\_\_\_\_

Errors \_\_\_\_\_ Comprehension Placement \_\_\_\_\_

1. They planted frampos, little plants that grow in twinglers.
  - a. The sentence tells the meaning of a word. Which word? \_\_\_\_\_
  - b. Underline the part of the sentence that tells what the word means.
  
2. His drosling, a small kerchief around his wrist, was made of silk and grummicks.
  - a. The sentence tells the meaning of a word. Which word? \_\_\_\_\_
  - b. Underline the part of the sentence that tells what the word means.
  
3. Here's a rule: When the demand is greater than the supply, prices go up.

Here's what's happening: Digo Dairy sells 1,000 gallons of milk every day. Digo Dairy has orders for 1,100 gallons of milk every day.

  - a. How much is the supply of milk? \_\_\_\_\_
  - b. How much is the demand for milk? \_\_\_\_\_
  - c. What is going to happen to the price of milk at Digo Dairy?  
\_\_\_\_\_

4. For each word in the left column, write the number of the word or phrase from the right column that means the same thing.

- |                  |       |                 |
|------------------|-------|-----------------|
| a. currency      | _____ | 1. all at once  |
| b. suddenly      | _____ | 2. silently     |
| c. ambiguous     | _____ | 3. movable      |
| d. hesitated     | _____ | 4. changed      |
| e. exhibited     | _____ | 5. paused       |
| f. quietly       | _____ | 6. plan         |
| g. portable      | _____ | 7. money        |
| h. regulations   | _____ | 8. rules        |
| i. converted     | _____ | 9. general      |
| j. appropriately | _____ | 10. fittingly   |
| k. strategy      | _____ | 11. clear       |
| l. response      | _____ | 12. answer      |
|                  |       | 13. responsible |
|                  |       | 14. gradually   |
|                  |       | 15. unclear     |
|                  |       | 16. showed      |
|                  |       | 17. caused      |
|                  |       | 18. slowly      |

# Scope and Sequence Chart

The Scope and Sequence Chart provides an overview of the skills taught in **Comprehension A**. The skills are divided into four principal areas: Preprogram, Thinking Operations, Workbook, and Information. The chart indicates which lessons offer practice in a given skill. It also indicates the occurrences of Fact Games and Tests.

PREPROGRAM	Same/Different	<u>A</u> <u>E</u>	
	Deductions	<u>A</u> <u>E</u>	
	Making Up Statements	<u>A</u> <u>E</u>	
THINKING OPERATIONS	Deductions		<u>1</u>
	Classification		<u>1</u>
	True—False		<u>1</u> <u>2</u>
	Statement Inference		<u>1</u>
	Description		<u>1</u>
	Definitions		<u>1</u>
	Same		<u>1</u>
	Basic Evidence		
	Analogies		
	And/Or		
	Opposites		
	Inductions		
WORKBOOK EXERCISES	Classification		<u>1</u>
	Description		<u>1</u>
	True—False		<u>1</u>
	Some, All, None		<u>1</u>
	Same		<u>3</u>
	Analogies		
	Deductions		
	Inductions		
INFORMATION	Calendar Facts		<u>1</u>
	Animals		<u>5</u>
	Poems		<u>11</u>
FACT GAMES		<u>E</u>	<u>5</u>
MASTERY TESTS			

# Lessons 1–65

					60
		25			
					60
				39	
					60
					60
	15				60
		21			60
			27 29		
				34	60
					60
				44	60
					60
					57
			30		
			28		
	14			43	60
		24			60
			31		60
			31		60
					60
					60
					60
	15	25	35	45	55
	20	30	40	50	60

# Behavioral Objectives

The following chart gives specific information for each skill taught in **Comprehension A**. Three columns of information are provided. The **BEHAVIORAL OBJECTIVE** column details the kind of performance that can be expected from a student who has mastered

the skill. The column headed **The student is asked to** describes the tasks the student performs in order to master the skill. The **LESSONS** column shows the lessons in which the skill appears.

## Preprogram

### SAME/DIFFERENT

BEHAVIORAL OBJECTIVE	The student is asked to	LESSONS
Given a series of pictured objects, the student will be able to describe how two objects are the same according to like characteristics of size, shape, color, or class.	Touch two pictured objects and state how the two objects are the same in respect to size, shape, color, or class	A-E

### DEDUCTIONS

Given a series of pictured objects containing similar characteristics and a rule statement, the student will be able to tell if the rule statement describes various pictured objects.	1) Repeat a rule statement; 2) touch a series of pictured objects and orally answer questions: "Does the rule tell about that picture?" and "How do you know?"	A-E
Given a rule statement using <i>all</i> and shown a series of pictures that illustrate the deduction, the student will be able to orally complete the deduction.	1) Repeat the rule statement, the middle step, and the deduction; 2) touch a picture that illustrates each part of the deduction; 3) repeat the entire deduction without looking at the pictures	A-E



## MAKING UP A STATEMENT

BEHAVIORAL OBJECTIVE	The student is asked to	LESSONS
Given a series of pictures, the student will be able to make up complete sentences that tell about the picture.	1) Touch the picture the teacher describes; 2) answer a question about the picture; 3) say a complete statement about the picture	A-E

## Thinking Operations

### DEDUCTIONS

Given a rule statement, the student will be able to discriminate between information that allows a deduction to be drawn from the rule and information that is irrelevant to the rule.	1) Complete a deduction that involves: an <i>all</i> rule a <i>don't</i> rule an <i>every</i> rule a <i>no</i> rule a <i>some</i> rule; 2) orally state all three parts of a deduction; 3) orally answer questions about the stated deduction	1-57 6-57 9-59 11-58 15-60 6-60 1-60
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### CLASSIFICATION

Given a series of object names, the student will be able to orally identify the class name the objects are in.	1) Orally identify, by class name, the category specified objects belong to; 2) state a rule for various objects	1-25
Given a class name, the student will be able to identify objects that belong in that class.	Identify various objects that belong in a specified class	1-25

• Appendix C •

## TRUE—FALSE

BEHAVIORAL OBJECTIVE	The student is asked to	LESSONS
Given a statement, the student will be able to respond either <i>true</i> or <i>false</i> .	Orally answer either <i>true</i> or <i>false</i> for a specified statement	1 and 2

## STATEMENT INFERENCE

Given a statement, the student will be able to answer a <i>who</i> , <i>what</i> , or <i>how</i> question.	Answer a <i>who</i> , <i>what</i> , or <i>how</i> question by referring to specific words in a statement	1–60
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## DESCRIPTIONS

Given a description of an object, the student will be able to identify the object.	Identify an object from its description	1–39
Given a statement describing an object, the student will be able to answer either <i>true</i> or <i>false</i> .	Answer either <i>true</i> or <i>false</i> to a statement describing an object	3–30

## DEFINITIONS

Given a sentence, the student will be able to repeat the sentence, substituting a synonym for a given word in the sentence.	1) Define the word <i>synonym</i> ; 2) say the word <i>synonym</i> when given a definition of it; 3) substitute a synonym for a given word in a sentence	5–7 43–60 1–60
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• Appendix C •

## SAME

BEHAVIORAL OBJECTIVE	The student is asked to	LESSONS
The student will be able to determine how objects are the same in respect to color, class, material, place, actions, or body parts.	1) Tell how a variety of objects are the same; 2) name actions that can be performed to show that two objects are the same	1–60 10–42

## BASIC EVIDENCE

Given two facts to explain events that happened, the student will be able to identify which of the two facts explains a specific outcome.	Identify which of two facts explains a specific outcome	15–60
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## ANALOGIES

Given an analogy, the student will be able to orally repeat the analogy.	Repeat an analogy	21–23
Given supplied or elicited information, the student will be able to complete an analogy.	1) State an analogy based on given or elicited information; 2) complete an analogy based on a synonym	24–29 30–60

## AND/OR

Given a statement containing the word <i>and</i> or <i>or</i> , the student will be able to answer questions to demonstrate understanding of <i>and</i> and <i>or</i> .	Tell whether both or one action will occur by answering either <i>yes</i> or <i>no</i>	27–29
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• **Appendix C** •

## OPPOSITES

BEHAVIORAL OBJECTIVE	The student is asked to	LESSONS
Given the first part of a statement that contains a designated word, the student will be able to complete the statement using the designated word's opposite.	Complete a statement by using the opposite of the designated word	34–38
Given a word, the student will be able to say its opposite.	Say the opposite of a teacher-presented word	39–60
Given a word, the student will be able to orally interchange the synonym and opposite of the word.	Say the synonym of a word, then say its opposite	41–57
Given a sentence, the student will be able to repeat the sentence and substitute a designated word with its opposite.	Repeat a sentence, substituting an opposite word for a designated word in the sentence	41–60

## INDUCTIONS

Given a series of facts about two objects, the student will be able to orally induce the rule that tells about both objects.	1) State a rule induced from a series of examples; 2) Choose a rule that can be induced from a series of examples	44–60 45–51
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# Workbook Exercises

## CLASSIFICATION

BEHAVIORAL OBJECTIVE	The student is asked to	LESSONS
Given instructions and a series of pictured objects, the student will be able to indicate which objects belong in a specified class.	Mark various objects according to the given instructions	1–15, 18
Given a picture of three groups of closely related objects, the student will be able to identify which group is the biggest, the next-biggest, and the smallest group.	Apply the classification rule by marking which group represents the biggest, the next-biggest, and the smallest group	25–60

## DESCRIPTION

Given a series of pictured objects and an oral description of one of the objects, the student will be able to identify the object that fits the description.	1) Identify more than one object that fits a partial description; 2) identify one object that fits a completed description	1–57 25–39
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## TRUE—FALSE

Given a series of pictured objects with like and unlike characteristics, the student will be able to choose pictures that correspond with a teacher-presented statement.	Circle <i>true</i> , <i>false</i> , or <i>maybe</i> in response to a teacher-presented statement	1–30
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• Appendix C •

**SOME, ALL, NONE**

BEHAVIORAL OBJECTIVE	The student is asked to	LESSONS
Given a statement, the student will be able to respond either <i>true</i> or <i>false</i> .	Orally answer either <i>true</i> or <i>false</i> for a specified statement	A–E
Given a series of pictured objects with like and unlike characteristics, the student will be able to choose pictures that correspond with a teacher-presented statement.	Identify <i>true</i> , <i>false</i> , or <i>maybe</i> in response to a teacher-presented statement	1–19
Given a series of pictured objects and an oral description of one of the objects, the student will be able to identify the object that fits the description.	Identify one object that fits a completed description	3–28

**SAME**

Given three sets of pictures that contain various objects, the student will be able to determine which objects are the same in a specified way.	Select items that are the same in a specified way and mark them according to an instruction	3–14
Given a group of words, the student will be able to identify words that tell what kind, words that name actions, and words that identify objects.	Indicate whether a group of words are nouns, verbs, or adjectives by circling <i>objects</i> , <i>actions</i> , or <i>tell what kind</i>	43–60

• Appendix C •

## ANALOGIES

BEHAVIORAL OBJECTIVE	The student is asked to	LESSONS
Given the first three parts of a picture analogy, the student will be able to identify the picture that completes the analogy.	Circle the picture that completes the analogy	24–34
Given the first three parts of a written analogy, the student will be able to choose the word that completes the analogy.	Write the word that completes the analogy	35–60

## DEDUCTIONS

Given two sentences for the first part of a deduction and a picture for the second part, the student will be able to select the correct answer.	Write <i>true</i> , <i>false</i> , or <i>maybe</i> for a given conclusion	31–60
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## INDUCTIONS

Given a series of objects that follow a rule, the student will be able to draw objects that are consistent with the rule.	Draw objects that follow the rule	31–40
Given a picture of two rows of objects, the student will be able to demonstrate induction of the rule.	Draw the missing objects in each row	39–50
Given three pictures that depict various events and three rules, the student will be able to figure out the rule for some of the events.	Underline the correct rule	41–60

# Information

## CALENDAR FACTS

BEHAVIORAL OBJECTIVE	The student is asked to	LESSONS
Given a request for information about the calendar, the student will be able to respond to the request.	1) Name the months of the year; 2) name the seasons in a year; 3) give facts about holidays and their dates.	1–30 12–30 26–60

## ANIMALS

Given a request for information about animals, the student will be able to respond to the request.	1) Answer questions and give facts about: mammals reptiles birds fish amphibians; 2) name animals in a specific class; 3) name the class of specified animals; 4) name the five classes of animals; 5) identify herbivorous animals; 6) discriminate between herbivorous animals and carnivorous animals	5–60 7–60 10–60 15–60 18–60 5–59 20–60 21–60 43–46 46–50
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## TRUE—FALSE

Given a series of lines in a poem, the student will be able to recite the poem from memory	Memorize a four-line poem	11–60
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# Fact Games

There are seven Fact Game formats in **Comprehension A**. Each Fact Game is presented after a series of lessons have been taught. The Fact Games incorporate the skills

and concepts presented in previous lessons. A listing of the **Fact Games, Fact or Skill Covered**, and a **Schedule** for presenting the Fact Games are provided below.

FACT GAME	FACT OR SKILL COVERED	SCHEDULE
1	1) Same/Different 2) Deductions	After Lesson E
2	1) Months in a year 2) Classification 3) Same/Different 4) Deductions 5) True—False 6) Vocabulary ( <i>obtain</i> )	After Lesson 5
3	1) Seasons in a year 2) Synonyms ( <i>indolent</i> ) 3) Class names 4) Deductions 5) All/Every 6) True, false, maybe 7) Classification 8) Same/Different	After Lesson 15
4	1) Vocabulary ( <i>descend</i> ) 2) Synonyms ( <i>jump, cat, change</i> ) 3) Class names ( <i>animals</i> ) 4) Deductions ( <i>some, don't, every</i> ) 5) Analogy	After Lesson 25
5	1) Synonyms ( <i>big, healthy, wreck, fast, get bigger</i> ) 2) Calendar ( <i>Independence Day, New Year's Day</i> ) 3) Deductions ( <i>some</i> ) 4) Analogy 5) True, false, maybe 6) Inductions	After Lesson 35

• **Appendix D** •

FACT GAME	FACT OR SKILL COVERED	SCHEDULE
6	1) Opposites ( <i>outside, young, rough</i> ) 2) Synonyms ( <i>look at, eat, use up, understand, show</i> ) 3) Calendar ( <i>Thanksgiving</i> ) 4) Analogy 5) Inductions 6) Objects, Actions 7) Same/Different 8) Classification	After Lesson 45
7	1) Synonyms ( <i>more than half, figure out, ask, make or build</i> ) 2) Opposites ( <i>dangerous, push, difficulty, soft, straight</i> ) 3) Animals ( <i>herbivorous, carnivorous</i> ) 4) True, false, maybe 5) Objects, actions, tell what kind	After Lesson 55



# Skills Profile Chart

The Skills Profile Chart can be used to record an individual student's mastery of each skill taught in **Comprehension A**. The chart summarizes the skills presented in the

program and provides space for indicating when a student has mastered each skill. One copy of the chart should be made for each student in the class.

Name \_\_\_\_\_

## Thinking Operations

SKILLS	LESSON RANGE	DATE MASTERED
<b>Deductions</b> Completes a deduction that involves:		
an <i>all</i> rule	1–57	
a <i>don't</i> rule	6–57	
an <i>every</i> rule	9–59	
a <i>no</i> rule	11–58	
a <i>some</i> rule	15–60	
Orally states all three parts of a deduction	6–60	
Orally answers questions about the stated deduction	1–60	
<b>Classification</b> Orally identifies by class name the category specified objects belong to	1–25	
States a classification rule for various objects	1–25	
Identifies objects that belong in a specified class	1–25	

• Appendix E •

SKILLS	LESSON RANGE	DATE MASTERED
<b>True—False</b> Orally answers either <i>true</i> or <i>false</i> for a specified statement	1 and 2	
<b>Statement Inference</b> Answers a <i>who</i> , <i>what</i> , or <i>how</i> question about a statement	1–60	
<b>Description</b> Identifies an object from its description	1–39	
Answers either <i>true</i> or <i>false</i> to statements describing objects	3–20	
<b>Definitions</b> Defines the word <i>synonym</i>	5–7	
Says the word <i>synonym</i> when given a definition of it	43–60	
Substitutes the synonym for a given word in a sentence	1–60	
<b>Same</b> Tells how a variety of objects are the same	1–60	
Names actions that can be performed to show that two objects are the same	10–42	
<b>Basic Evidence</b> Identifies which of two facts explains a specific outcome	15–60	
<b>Analogies</b> Repeats an analogy	21–23	
States an analogy based on given or elicited information	24–29	
Completes an analogy based on a synonym	30–60	

• **Appendix E** •

SKILLS	LESSON RANGE	DATE MASTERED
<b>And/Or</b> Tells whether both or one action will occur by answering either <i>yes</i> or <i>no</i>	27–29	
<b>Opposites</b> Completes a statement by using the opposite of the designated word	34–38	
Says the opposite of a teacher-presented word	39–60	
Says the synonym of a word, then says its opposite	41–57	
Repeats a sentence, substituting an opposite word for a designated word in the sentence	41–60	
<b>Inductions</b> States a rule induced from a series of examples	44–60	
Chooses a rule that can be induced from a series of examples	45–51	

## Workbook Exercises

SKILLS	LESSON RANGE	DATE MASTERED
<b>Classification</b> Marks various objects according to the instructions given	1–15, 18	
Applies the classification rule by marking which group represents the biggest, the next-biggest, and the smallest group	25–60	
Identifies more than one object that fits a partial description	1–57	
Identifies one object that fits a completed description	25–39	
<b>True—False</b> Circles <i>true</i> , <i>false</i> , or <i>maybe</i> in response to a teacher-presented statement	1–30	
<b>Some, All, None</b> Orally answers either <i>true</i> or <i>false</i> for a specified statement	A–E	
Identifies <i>true</i> , <i>false</i> , or <i>maybe</i> in response to a teacher-presented statement	1–19	
Identifies one object that fits a completed description	3–28	
<b>Same</b> Selects items that are the same in a specified way and marks them according to an instruction	3–14	
Indicates whether a group of words are nouns, verbs, or adjectives by circling <i>objects</i> , <i>actions</i> , or <i>tell what kind</i>	43–60	

• **Appendix E** •

SKILLS	LESSON RANGE	DATE MASTERED
<b>Analogies</b> Circles the picture that completes the analogy	27–29	
Writes the word that completes the analogy	35–60	
<b>Deductions</b> Writes <i>true</i> , <i>false</i> , or <i>maybe</i> for a given conclusion	34–38	
<b>Inductions</b> Draws objects that follow a given rule	39–60	
Demonstrates induction of a given rule by drawing the missing objects in each row	41–57	
Figures out the rule for some events by underlining the correct rule	41–60	

• Appendix E •

## Information

SKILLS	LESSON RANGE	DATE MASTERED
<b>Calendar Facts</b> Names the months of the year	1–30	
Names the seasons in a year	12–30	
Gives facts about holidays and their dates	26–60	
<b>Animals</b> Answers questions and gives facts about:		
mammals	5–60	
reptiles	7–60	
birds	10–60	
fish	15–60	
amphibians	18–60	
Names animals in a specific class	5–59	
Names the class of specified animals	20–60	
Names the five classes of animals	21–60	
Identifies herbivorous animals	43–46	
Discriminates between herbivorous animals and carnivorous animals	46–50 21–60	
<b>Poems</b> Memorizes a four-line poem	11–60	



## INDIVIDUAL PERFORMANCE

Test Part					
A	B	C	D	E	F

Number of students failing each skill




## INDIVIDUAL PERFORMANCE

Test Part					
A	B	C	D	E	F

## Number of students failing each skill


## INDIVIDUAL PERFORMANCE

Test Part					
A	B	C	D	E	F

Number of students failing each skill

### Percentage of students failing each skill

## INDIVIDUAL PERFORMANCE

Student	Percentage of Skills Passed by Student	Test Part				
		A	B	C	D	E
1	80	100	100	100	100	100
2	70	100	100	100	100	100
3	60	100	100	100	100	100
4	50	100	100	100	100	100
5	40	100	100	100	100	100
6	30	100	100	100	100	100
7	20	100	100	100	100	100
8	10	100	100	100	100	100
9	0	100	100	100	100	100

Number of students failing each skill





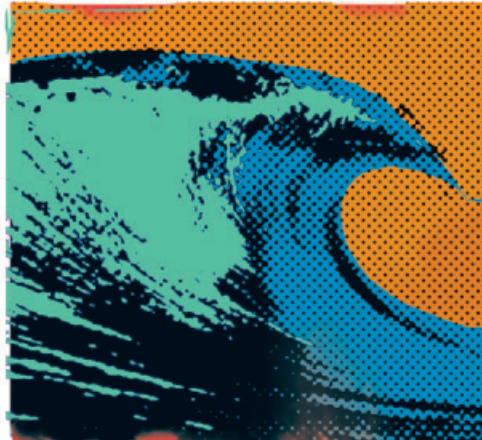

Corrective Reading

**SRA**

# Teacher's Guide

**Comprehension B1** Comprehension Skills

Siegfried Engelmann  
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# **Corrective Reading Programs**

SRA's **Corrective Reading** programs are divided into two strands: Decoding and Comprehension. Students can complete the programs in either a double-strand or a single-strand sequence.

In the double-strand sequence, students receive **two** full periods of instruction per day—one period in a Decoding program and one period in a Comprehension program.

In the single-strand sequence, students study just one program (Comprehension, for example) and receive **one** full period of instruction per day.

Each **Comprehension** level is independent of the others. Students may be placed at the beginning of one level and complete all the lessons in that level in either a single-strand or double-strand sequence.

## **Development of Skills**

The development of skills in the Comprehension programs progresses from comprehending oral language to comprehending written material. Skills are first taught in structured exercises that are tightly controlled by the teacher. Later, students are shown how to apply the skills independently to complex written materials.

The **Corrective Reading** series includes six Comprehension programs:

- Comprehension A (65 lessons)
- Comprehension A Fast Cycle (30 lessons)
- Comprehension B1 (60 lessons)
- Comprehension B1 Fast Cycle (35 lessons)
- Comprehension B2 (65 lessons)
- Comprehension C (140 lessons)

## **Comprehension A**

Students who place in **Comprehension A** do not understand the concepts underlying much of the material being taught in classrooms. They do not have well-developed recitation skills. They cannot repeat sentences they hear, so they have trouble retaining and answering questions about information that is presented. These students are often unable to comprehend what they read because they don't even understand the material when it is presented orally.

## **Comprehension A Fast Cycle**

Typically, older students who place in Comprehension A learn the skills presented in the program more quickly than younger students. **Comprehension A Fast Cycle** is designed to accommodate these older students. The program consists of 30 lessons (half the number of lessons in Comprehension A). A placement test provides procedures and criteria for placing students in Comprehension A Fast Cycle. As a rule, older students will do better in Fast Cycle than in regular Comprehension A.

## **Comprehension B1**

Students who place in **Comprehension B1** exhibit many of the deficiencies observed in students who place in Comprehension A. They lack some common basic information, such as how many months are in a year. They are also deficient in thinking operations. They have some trouble identifying how things are the same and completing deductions that involve the word *maybe*.

## **Comprehension B1 Fast Cycle**

Students who need some of the information and reviews presented in Comprehension B1

but are close to placing in Comprehension C do well in **Comprehension B1 Fast Cycle**. This program presents the same sequence of skills as Comprehension B1, but at an accelerated pace (35 lessons, compared to 60).

### Comprehension B2

Students can only enter **Comprehension B2** after completing **Comprehension B1** or **B1 Fast Cycle**. The program continues and expands upon the skills presented in previous levels.

### Comprehension C

Students who place in **Comprehension C** have already learned many skills. They can draw conclusions from evidence, make inferences, and respond to specific instructions. Their primary deficiency is in using those skills independently.

## Comprehension Placement Tests

Reproducible copies of the **Corrective Reading** Comprehension Placement Tests and details on how to administer them appear in Appendix A at the end of this guide.

The placement procedure is designed so that students take two tests. The first (Test 1) is a screening test that requires written responses and is administered to the entire class or group.

Students who make **more than 7** errors on the screening test take another test (Test 2) that places them in **Comprehension A**, **Comprehension A Fast Cycle**, or **Comprehension B1**. Test 2 is an oral test that is individually administered.

Students who make **7 or fewer** errors on the screening test take another test (Test 3) that places them in **Comprehension B1**, **Comprehension B1 Fast Cycle**, or **Comprehension C**. Test 3 requires written

responses and is presented to the entire class or group.

The battery of placement tests also identifies students who perform either too low or too high for the **Corrective Reading** Comprehension programs.

## Progress Through the Comprehension Strand

The Comprehension programs are designed with a careful progression of skill development from level to level. There are five entry points:

- 1 Students who begin at Level A should complete Levels A and B1 during the school year.
- 2 Students who begin at Level A Fast Cycle may complete Level A Fast Cycle and Levels B1 and B2 during the school year.
- 3 Students who begin at Level B1 should complete Levels B1 and B2 during the school year.
- 4 Students who begin at Level B1 Fast Cycle should complete Level B1 Fast Cycle and Level B2 during the school year.
- 5 Students who begin at Level C should complete Level C and additional outside reading during the school year.

## Features of All Comprehension Levels

Each level of the Comprehension program incorporates features that have been demonstrated through research studies to be effective in improving student performance.

- Each level is a core program, not ancillary material. Each level contains all the material you need and provides students with all the practice they need to learn the skills.
- All words, skills, and strategies are taught through Direct Instruction. This approach is the most efficient for communicating



with students, for evaluating their performance on a moment-to-moment basis, and for achieving student mastery. Students are not simply exposed to skills. Instead, skills are taught.

- Students are taught everything that is required for what they are to do later. Conversely, they are not taught skills that are not needed for later skill applications. The levels concentrate only on the necessary skills.
- Each level is based on cumulative skill development. Once a skill or strategy is taught, students receive practice in applying that skill until the end of the level. This type of cumulative development has been demonstrated by research studies to be the most effective method for teaching skills.
- Because of the cumulative development of skills, the difficulty of material increases gradually but steadily.
- Each level is divided into daily lessons that can usually be presented during a class period (35 to 55 minutes of teacher-directed work and independent student applications).
- All five levels of **Corrective Reading** Comprehension contain in-program Mastery Tests. These tests are criterion-referenced performance measures that provide detailed data on student progress. They also show students how their performance is improving as they progress through the program.
- Each level includes an effective management system. Students earn points for performance on each part of the daily lesson. Records of this performance may be used for awarding grades and documenting progress in specific skill areas.
- Each lesson specifies both teacher talk and student responses. The lessons are scripted. The scripts specify what you say and do, as well as appropriate student

responses. The scripted lessons ensure that you will (a) use uniform wording, (b) present examples in a manner that communicates efficiently and effectively with students, and (c) be able to complete a lesson during a class period.

## Poor Comprehenders

The **Corrective Reading** Comprehension series is designed to help poor comprehenders. The specific tendencies of poor comprehenders suggest what a program must do to be effective.

Because students who are lacking in comprehension skills are often poor decoders, they typically do not follow instructions precisely. They have often been reinforced for raising their hand and asking the teacher questions. This strategy has served them in content areas, such as science and social studies, as well as in reading. As a result, they have not developed precision in following instructions that are presented orally or in writing.

Because of the way material they have studied has been sequenced, poor comprehenders also have a poor memory for information. Typically, they have never been required to learn information one day and then use it that day and from then on. The usual pattern has been for them to work with vocabulary or facts for only a lesson or two, after which the material disappears. The result is a poorly developed strategy for remembering information, particularly systems of information that contain related facts and rules.

Poor comprehenders also have weak statement-repetition skills, primarily because they have never practiced these skills. For instance, when they are told to repeat the statement “Some of the people who live in America are illiterate,” students may say, “Some people who live in America are ill,”



or some other inaccurate attempt. The lack of statement-repetition skills places these students at a great disadvantage when they try to read and retain information, even if they decode it correctly.

Often, poor comprehenders will vacillate from being guarded in believing what others tell them, to being gullible, because they lack the analytical skills required to process arguments. They may have strong feelings and prejudices, but they are unable to articulate the evidence that supports their beliefs or the conclusions that derive from the evidence. They are not practiced with flaws in arguments that present false analogies, improper deductions, or appeals that are inappropriate (such as arguing about a whole group from information about an individual).

Poor comprehenders also have a deficiency in vocabulary and common information. This deficit preempts them from constructing the appropriate schemata when reading about situations that assume basic information or vocabulary. They may understand the meaning of the word *colonial*, for instance, but not know the relationship of that word to *colony*.

Finally, poor comprehenders are not highly motivated students. For them, reading has been punishing. They often profess indifference: “I don’t care if I learn that or not.” But their actual behavior suggests that they care a great deal. When they learn to use new words such as *regulate* and *participate*, they feel proud.

Poor comprehenders’ ineffective reading strategies and negative attitudes about reading become more ingrained as the students get older. Overcoming these obstacles requires a careful program, one that systematically replaces failed strategies with new ones and that provides lots and lots of practice.

In summary, the knowledge and skills of poor comprehenders are spotty. While poor

comprehenders may exhibit intelligent behaviors when dealing with their peers, they are remarkably naive in dealing with academic content because they don’t know what to attend to, what the content means, how to organize the content, how to relate it to other known facts and remember it, how to apply it to unique situations, and how to evaluate it in terms of consistency with other facts and rules.

## Comprehension Solutions

The problems of poor comprehenders suggest these solutions:

### **The Corrective Reading Comprehension programs are designed to provide extensive practice in following directions.**

The various activities presented in the Comprehension programs are designed so that students must attend to the instructions. In one lesson, the directions for an activity might be “Circle the verbs.” In the next lesson, instructions for the same activity may be “Make a box around the verbs.” The direct-instruction activities present directions that students cannot figure out from either the format of the activity or the context. Students, therefore, learn the strategy of reading carefully and attending to the details of the instructions. Also, students practice writing instructions so that they develop an appreciation of what information is needed to clearly convey the operation they are trying to describe.

**The programs provide practice in statement repetition.** Statement-repetition practice begins in Level A with tasks that don’t involve reading. In later levels of the series, statement-repetition activities are increasingly related to statements students read. The emphasis on statement repetition not only makes students more facile in repeating statements (requiring only one or two attempts, compared to the many attempts required early in the program), but repetition

also helps reinforce the general strategy that students must be precise when dealing with statements they read or hear.

**The *Corrective Reading* series is designed so that whatever is taught is used.** In the Comprehension series, nothing goes away. Vocabulary that is introduced in vocabulary activities is integrated into other activities, such as following instructions, making analogies, completing deductions, and identifying flaws in arguments. Similarly, facts that are learned are integrated and applied to a wide range of tasks. This nonspiral approach to instruction demonstrates to students that they must develop strategies for retaining the information that is taught, and for relating it to other information. The format ensures that students will be able to learn, organize, and process whatever is taught. Mastery Tests within the series document to both teacher and students that the skills and information presented in the program are mastered.

**The series presents various analytical skills that can be applied to higher-order thinking tasks.** The Comprehension programs teach students how analogies work, how logical reasoning is applied to arguments, how conclusions depend on evidence, and how evidence can be evaluated for adequacy. Deductions are emphasized because basic arguments that affect everyday life are usually presented as deductions. The series also presents specific common fallacies (arguing from part to whole, arguing from whole to part, arguing from a false cause, arguing from limited choices). In addition, students learn how to identify contradictions, from simple ones to those that are inferred from facts students have learned. The focus of the series, in other words, is not simply on narrowly defined logical-reasoning skills, but on logical-reasoning skills as they apply to all aspects of reading.

**To compensate for the deficiencies in vocabulary and common information, the series introduces many new vocabulary words and “fact systems.”**

To compensate for students’ deficiencies in common vocabulary and information, the Comprehension programs introduce many new vocabulary words and “fact systems” (groups of related facts). For example, students learn facts about body systems (skeletal, digestive, muscular, circulatory, respiratory); calendar information; animal classification (fish, amphibian, reptile, mammal, bird); and economics (supply and demand). These fact systems also provide a vehicle for teaching vocabulary. In addition, other new vocabulary is introduced in all levels. In levels B1 and B2, for instance, vocabulary is introduced in connection with parts of speech. Students first learn a verb, such as *select*, then its noun (*selection*) and adjective (*selective*). In Level C, students are taught how to infer the meanings of words from context. Note that all words, once introduced, appear in a range of activities—from following instructions to identifying contradictions.

**The series addresses the poor comprehender’s low self-image.** The Comprehension programs also address the problem reader’s poor self-image. The series is designed so that students can succeed in learning sophisticated skills (such as identifying the missing premise in an argument). Furthermore, a point system that is based on realistic performance goals ensures that the student who tries will succeed and will receive reinforcement for improved performance.

In summary, the Comprehension series uses a two-pronged approach. Each level teaches specific skills to replace the student’s ineffective approach to comprehension. Each level also contains an effective management system that turns students on to reading. The approach **works**.

# The Program—Comprehension B1

## *Comprehension Skills*

**Comprehension B1** is designed to teach students how to understand what they read. The program is part of the second level of Comprehension programs in SRA's **Corrective Reading** series. (Other programs in the second level include **Comprehension B1 Fast Cycle** and **Comprehension B2**.) **Comprehension B1** contains 60 regular lessons (numbered consecutively from 1 through 60), six Fact Games, and six Mastery Tests. The Fact Games appear after lessons 5, 15, 25, 35, 45, and 55, and the Mastery Tests after lessons 10, 20, 30, 40, 50, and 60.

Each lesson is designed to provide activities for a single class period (45 to 55 minutes).

### Who It's For

**Comprehension B1** is designed for poor comprehenders in grades 4 through 12. The program is appropriate for students who understand English and whose scores on the Comprehension Placement Tests indicate that they belong in the program. **Comprehension B1** is not appropriate for students who speak no English, or whose grasp of English is weak. Such students should be placed in a structured basic language program.

Students who have been traditionally designated as learning disabled, educationally challenged, or perceptually challenged may benefit substantially from the program. As long as students demonstrate the skill level necessary to enter **Comprehension B1**, they may be placed in the program.

### What Is Taught

Reading comprehension is a complex process that requires a number of separate skills. For example, when students are asked to write answers to questions about a written passage, they may have to:

- Formulate a deduction (reasoning skill)
- Understand basic classes (information skill)
- Identify the precise meaning of a word (vocabulary skill)
- Understand the structure of complicated sentences (sentence skill)
- Answer a question or follow a direction (basic comprehension skill)
- Write their answers correctly (writing skill)

Students who have mastered these skills are more likely to understand what they read. Therefore, **Comprehension B1** teaches all six skills: reasoning, information, vocabulary, sentence analysis, basic comprehension, and writing. The following sections describe the specific exercises, or tracks, that are used to teach each skill. (For a visual overview of skill development, consult the Scope and Sequence Chart in Appendix B.)

### *Reasoning Skills*

Textbook material that students are expected to read usually proceeds on an implicitly logical basis. Students who don't grasp the logic underlying a passage probably won't be able to answer questions about the passage that involve any sort of analogy, deduction, or rule application. They will experience difficulty when they try to defend an interpretation of the passage or identify contradictory elements in the passage.

The following tracks teach reasoning skills: Deductions, Evidence, Analogies, and Contradictions.

The **Deductions** track introduces basic reasoning strategies. Students learn how to draw conclusions and how to apply rules to diverse situations.

The **Evidence** track teaches students to distinguish between what does and what does not follow from a given fact or rule.

The **Analogies** track introduces another basic reasoning strategy. Students learn how to formulate analogies and how to understand what analogies imply.

The **Contradictions** track teaches students how to recognize contradictions and how to analyze flaws in passages.

### **Information Skills**

Students who don't have an adequate store of common information are at a disadvantage when they read selections that assume possession of such information. Typically, these students don't know basic classifications, the names of body systems and body organs, or basic rules about how things work. Moreover, they frequently lack a systematic method of retaining new information because they are unpracticed in organizing groups of related facts.

The following tracks teach information skills: Classification, Body Systems, and Body Rules.

The **Classification** track teaches students various conventional categories, such as vehicles and containers. Students also learn rules for determining how to put objects into categories.

The **Body Systems** track teaches the names and parts of major body systems. The track also provides students with a successful experience in mastering a group of related facts.

The **Body Rules** track teaches rules that explain how the various body systems work. Students use the skills taught in the Deductions track to apply the rules.

### **Vocabulary Skills**

Students with a limited vocabulary encounter many unfamiliar words when they read material designed for their grade level. They may not know how to look up words in a dictionary or how to interpret a definition if they find it. They also may not understand how different affixes affect the meaning of a word.

All vocabulary skills are taught in the **Definitions** track. The track teaches many new words, along with procedures that help students understand new words. All words taught in the Definitions track are integrated into other tracks in the program.

### **Sentence Skills**

Students with a faulty understanding of basic sentence structure have difficulty comprehending complicated textbook sentences. These students may also be unfamiliar with the classification of sentence parts. Because they lack understanding of sentence structure, they are ill-equipped to discuss written materials.

The following tracks teach sentence skills: Parts of Speech, Sentence Combinations, and Subject/Predicate.

The **Parts of Speech** track teaches students how to identify nouns, verbs, adjectives and articles in sentences. Students learn to look at sentences in terms of their structure.



The **Sentence Combinations** track teaches students how to combine sentences by using *and*, *who*, *which*, and *because*. Students also learn how those words relate one sentence part to another.

The **Subject/Predicate** track teaches students how to identify the subject of a sentence. (Predicates are taught in **Comprehension B2**.)

### **Basic Comprehension Skills**

Students who have difficulty answering questions or following directions seldom are able to show that they comprehend what they read, even though their comprehension might be adequate.

The following tracks teach basic comprehension skills: Inference and Following Directions.

The **Inference** track teaches students how to answer questions based, at first, on simple sentences and then on extended passages. Often, students are required to explain how they arrived at the answer to a particular question. The sentences and passages students read incorporate the vocabulary, rules, and information presented in other tracks. Many passages elaborate upon the Body Systems track.

The **Following Directions** track teaches students how to draw a picture by following a set of directions. The directions emphasize the function of prepositions and also make extensive use of vocabulary, rules, and information.

### **Writing Skills**

Students with inadequate writing skills are likely to be misunderstood. They tend to make errors in punctuation and grammar, and they also tend to repeat themselves. They are particularly weak in the use of descriptive prose.

The following tracks teach writing skills: Writing Stories and Writing Directions.

The **Writing Stories** track teaches students how to write stories based on pictures. The track includes a wide range of drawings and photographs, from those that depict action to others that suggest moods such as anger or concern. Students write about what happened before the picture, what happened in the picture, and what will happen next. Students write a new story on every odd-numbered lesson (1, 3, 5, and so on). On every even-numbered lesson, students revise their stories based on feedback from the teacher and other students.

The **Writing Directions** track is the reverse of the Following Directions track. In Following Directions, students follow written directions to draw a picture. In Writing Directions, students are given a picture and then write a set of directions for creating that picture.

## **Materials**

The materials for **Comprehension B1** consist of this Teacher's Guide, the Teacher Presentation Book, and the Student Workbook.

The **Teacher's Guide** contains basic information about the program and specific directions for presenting exercises and correcting mistakes.

The **Teacher Presentation Book**, which contains exercises for the teacher to present orally to students, is in the form of a script. The script specifies what the teacher is to say and do and what students are to say and do. Because reading comprehension is closely bound to oral comprehension, all skills taught in the program are first introduced orally.

The **Student Workbook** contains written exercises that students complete after they demonstrate mastery of the oral exercises.

The vocabulary used in the Workbook exercises is keyed to the Level B1 Decoding program. Students may work simultaneously in both programs.

## Scheduling and Grouping

Here are general considerations for scheduling and grouping students for **Comprehension B1**.

- A lesson should be presented every day at an assigned time.
- The lesson will take between 45 and 55 minutes, depending on the size of the group.
- Lessons can be presented to large groups, but students are best served when they are in groups of 15 or less.
- The program can be used with individual students in resource-room settings, in which case less time is required to present each lesson.

If you are teaching the program to several groups of students, try to group students homogeneously based on their Comprehension Placement Test scores. Although the program is designed to accommodate a range of individual differences, homogeneous grouping is more efficient because it enables students with similar abilities to progress at their own rate.

## Placement Procedures

Copies of the Comprehension Placement Tests and details on how to administer them appear in Appendix A of this guide. The tests measure each student's ability to repeat statements, draw simple conclusions, complete analogies, and answer questions about basic information.

# Lesson Structure

A typical lesson in **Comprehension B1** contains about a dozen exercises and lasts 45 to 55 minutes. Each lesson is divided into two sections: Group Work and Workbook Exercises.

The Group Work section consists of exercises that the teacher presents orally to the group. Students respond orally; no reading or writing is involved. The Workbook Exercises section consists of Workbook exercises that the teacher presents to the group, as well as Workbook exercises that students complete independently. When students finish, they check their work and total up their points for the lesson.

Here is a step-by-step sequence for a typical lesson:

## Group Work

- The teacher presents oral exercises to the group.

## Workbook Exercises

- 1 Students open their Workbooks. The teacher presents the first few Workbook exercises orally.
- 2 The teacher awards points to students for their performance on the oral exercises and the first few Workbook exercises.
- 3 Students complete the remaining Workbook exercises independently.
- 4 Students work together to check their answers to the Workbook exercises.
- 5 The teacher awards points to students for their performance on Workbook exercises.
- 6 The teacher awards bonus points.
- 7 Students total their points for the day and enter the total on the Point Summary Chart.

## Fact Games

Fact Games appear after Lessons 5, 15, 25, 35, 45, and 55. These games review key information and skills students have learned in previous lessons. The games should be completed before students begin the next lesson.

Here is a step-by-step sequence for a typical Fact Game:

- 1 Students assemble in groups of four or five. The teacher designates one student in each group to be the monitor for the group.
- 2 The players open their Workbooks to the correct Fact Game, and the monitors refer to the Fact Game Answer Key (at the end of the Workbook).

- 3 Students play the Fact Game for 20 minutes. The monitor awards one point for each correct answer and says the correct answer after each mistake.
- 4 The teacher awards points to monitors and bonus points to groups that play well.
- 5 Students total their points and enter the total on the Point Summary Chart.

## Mastery Tests

Mastery Tests appear after lessons 10, 20, 30, 40, 50, and 60. The first five tests measure student mastery of skills and information presented in the preceding 10 lessons. The final test, presented after lesson 60, measures student performance in the entire program. Students who perform poorly on the Mastery Tests receive remedial instruction in specific skills.

Here is a step-by-step sequence for a typical Mastery Test:

- 1 Students open their Workbooks to the correct Mastery Test. (The Mastery Tests appear near the end of the Workbook, separate from the regular lessons.)
- 2 Students complete the test independently; there is no time limit. Each part of the test measures a specific skill.
- 3 The teacher gathers the tests, grades them, and awards points.
- 4 The teacher returns the Workbooks. Students record their points on the Point Summary Chart.
- 5 The teacher presents remedial exercises to students who fail more than 25% of the questions in a particular part.



# Awarding Points and Grades

The point system motivates students to perform well. It also facilitates grading and is an invaluable classroom-management tool.

The fundamental rule about points is that all points are awarded contingently. In other words, students must know the rules for earning points and must work for every point they earn. The inside front cover of the Workbook specifies how many points students can earn for each part of the lesson.

## Types of Points

Students can earn three types of points for daily activities: **Group Work** points, **Workbook** points, and **bonus** points. They can also earn points for the Fact Games. (Points for the Mastery Tests are kept separately by the teacher; see “Awarding Grades” below.)

Students can earn as many as five **Group Work** points each day by sitting quietly, looking at the teacher, giving the answer when the teacher gives the signal, and listening when another person is answering a question. Remind students at the beginning of each lesson that if they follow the rules for group work, they will earn up to five points.

Students can earn up to 10 **Workbook** points each day based on the number of Workbook errors they make. The procedure for checking Workbooks and determining errors is discussed in detail in the Sample Formats section of this guide.

Students can earn two or more **bonus** points each day. Bonus points can be used in many ways: to correct bad behavior, to speed up

slower students, to improve handwriting in the Workbook, or to improve attendance. As with Group Work and Workbook points, award all bonus points contingently.

The general procedure for awarding bonus points is to:

- 1 Tell students how they can earn bonus points.
- 2 Keep a record of which students have earned bonus points.
- 3 Award the bonus points to those students, reminding the group of how those students earned their points.

The same procedure can be used to correct common classroom problems. For example, if students talk during the independent Workbook period, use the following procedure.

- 1 Next day, before the independent Workbook period begins, say **Everybody who does the Workbook exercises without talking gets a bonus point.**
- 2 Note which students do not talk during the period.
- 3 After the period is over, say **Before you started your Workbook exercises, I told you that you could earn a bonus point if you didn't talk. The following students earned a bonus point.**

Or, if attendance is poor:

- 1 At the end of a lesson, tell the group that all students who get to class on time the next day will earn a bonus point.
- 2 Note which students get to class on time.
- 3 At the end of that day's lesson, say **Yesterday I told you that you would earn a bonus point if you got to class on time today. The following students earned a bonus point.**

Students should always be given a rule for earning bonus points and then be reminded of that rule when the points are awarded. If no rule is given and the points are awarded at the whim of the teacher, the bonus points will lose all meaning for students. Remember, students must be told that they have to work for every point they earn.

Award students a maximum of two bonus points a day for their classroom behavior. They can also earn five bonus points if they don't make any errors on the vocabulary tests.

Finally, students can earn 10 or more points on the Fact Games, depending on how well they play.

## Awarding Points

When awarding points, make sure you never negotiate with students. If you negotiate points, the credibility and effectiveness of the point system will be weakened. Students must understand that your word is final.

Try to award points quickly, and with authority. If students have any questions about their points, tell them to discuss the questions with you at the end of the period, not during the lesson.

## Recording Points

Students record their points in the boxes that appear next to the lesson number for that day. For each regular lesson, they write their Group Work points in the box marked **G**; their Workbook points in the box marked **W**; their bonus points in the box marked **B**; and their total points in the box marked **T**.

For Fact Games, students enter their game points in the box marked **FG**; their bonus points in the box marked **B**; and their total points in the box marked **T**. For Mastery Tests, teachers record points in the Total box on each student's test.

Students record their total points for each lesson, the Fact Games, and the Mastery Tests on the Point Summary Chart, which appears on the inside front cover of the Workbook. Students total their points after every tenth lesson.

## Awarding Grades

Grades should be based on a combination of Mastery Test performance and daily point totals. The simplest plan is to base half a student's grade on Mastery Test performance and half on daily point totals. This basic plan may be adapted.

Each Mastery Test has 24 questions, except for the End-of-Program Test, which has 48. The following chart shows one possible grading plan for the tests. The plan can be adjusted as necessary for your students.

Grade	Mastery Test Points	End-of-Program Test Points
A	23–24	46–48
B	20–22	40–45
C	17–19	34–39
D	14–16	28–33
F	0–13	0–27

The daily point totals reflect student performance on Group Work, Workbook, and Fact Games, as well as bonus points. Students can earn more than 200 points for each 10-lesson section of the program, depending on how many bonus points are given. A good rule of thumb is to give an A to students who earn 95 percent or more of the possible points, a B for 85 to 94 percent, a C for 75 to 84 percent, a D for 65 to 74 percent, and an F for anything below 65 percent.

To combine grades (for the Mastery Tests and daily point totals) that are difficult to average, follow this rule: If the student's point totals are in the upper half of the range, adjust the grade up. For example, say a student receives

92 percent of the possible daily points for a 10-lesson section, along with an A on the Mastery Test. Because 92 percent is in the upper half of the range for a B, give the student an A when averaging with the Mastery Test. On the other hand, if a student receives 87 percent of the daily points and an A on the Mastery Test, give the student an average grade of B, because 87 percent is in the lower half of the range for B.

If you are in doubt about a grade, give the student the benefit of the doubt and award the higher grade.

## General Information

The first part of each lesson is spent presenting the Group Work. All the Group Work exercises are in the Teacher Presentation Book.

### Setup for the Lesson

Make sure students are seated at their desks so you can make eye contact with every one of them. They should sit close together, but should have enough desk space to open their Workbooks and write in them. Lower-performing students and those with behavior problems should be seated directly in front of you so you can monitor their responses. Assign everybody permanent seats if possible.

Have students' books arranged so you can pass them out whenever necessary.

### Pacing the Exercises

Because you must teach a great deal of information during Group Work, you need to move quickly; but don't rush students into making mistakes. To ensure smooth pacing:

- Become familiar with the exercises you are presenting. You must be able to present them smoothly, without having to refer to the page for every word you say.
- Talk as if you're conveying something important. Say your lines quickly and don't drag out instructions. If you speak slowly, students' attention will wander.

### Formats

All the exercises you present follow a format—a pattern of steps that can be repeated with different examples. Here is the first step of an Evidence format from Lesson 1:

#### EXERCISE 4

##### NEW EVIDENCE

1. You're going to use two facts to explain things that happened.
  - (Hold up one finger.) **First fact. It was noon. Say it.** (Signal.) *It was noon.*
  - (Hold up two fingers.) **Second fact. It was midnight. Say it.** (Signal.) *It was midnight.*

Here is the same step as it appears in Lesson 2:

#### EXERCISE 5

##### EVIDENCE

1. You're going to use two facts to explain things that happened.
  - (Hold up one finger.) **First fact. It was raining. Say it.** (Signal.) *It was raining.*
  - (Hold up two fingers.) **Second fact. It was sunny. Say it.** (Signal.) *It was sunny.*

Note that the examples changed, but the instructional wording remained the same. Both exercises follow the same format.

Formats have these advantages:

- They're easy to present, because the teacher always presents the basic steps of a particular format in the same way.
- They're easy for students to understand, because the wording is the same for all examples of a particular format.

Some formats appear in 20 or more lessons; other formats in only two or three lessons. All formats of a particular type follow the same style and have the same kinds of instructions for the teacher. The sample format below appears in Lesson 1.

### EXERCISE 1

#### NEW INFERENCE

1. Get ready to answer questions about a sentence.
  - Listen. **If he wins, he will get some money.**
  - Listen again. **If he wins, he will get some money.**
  - Say that sentence. (Signal.) *If he wins, he will get some money.* (Repeat until firm.)
2. **What happens if he wins?** (Signal.) *He will get some money.*

#### To correct:

- a. (Give the answer.)
  - b. (Repeat the question.)
- **What does he have to do to get money?** (Signal.) *Win.*
  - **How much money will he get?** (Signal.) *Some.*
  - **What will he get if he wins?** (Signal.) *Some money.*
  - (Repeat step 2 until firm.)

#### Individual test

(Repeat step 2 with individual students.)

**Headings.** The heading of this sample format gives the number of the exercise (1) and the name of the track (Inference). The word **NEW** indicates that this is the first appearance of the format.

**Type Conventions.** The format consists of a script that indicates what you say and do, and how the students respond. The following type conventions are used:

- Blue type indicates what you say.
- Bold blue type indicates words or phrases that you stress.

■ (Black type enclosed in parentheses indicates what you do.)

■ *Italic type indicates the students' responses.*

**Numbering.** Every format is divided into numbered steps. **Numbering** makes a format easier to read and provides a specific reference point for sections of the format that may be repeated. Numbering also serves as a method of pacing the format. Pause slightly before beginning each new step.

**Student Responses.** When the format requires students to answer a question, the response is always specified. If a question has more than one possible answer, the given response is preceded by the word *Idea*. In these cases, accept any responses that express the same general idea as the given response.

**Teacher Instructions.** Several key instructions for the teacher are used repeatedly throughout all formats. These instructions include:

- (Signal.)
- (Pause.) **Get ready.** (Signal.)
- (Repeat until firm.)

#### Individual Test

The following sections explain these instructions in detail.

#### (Signal.)

“Signal” means that students are to respond in unison when you give them a signal. By using signals and listening carefully to the responses, you can tell which students made mistakes and which students responded late. As a result, you’ll be able to correct specific mistakes, maximize the amount of practice, and evaluate the performance of each student.



Here are the rules for effective signaling:

- 1 Never signal while you are talking. Talk first; then signal.
- 2 The time interval between the last word of your instructions and the signal should always be about one second. Signals should be timed so that students respond together.

**The hand-drop signal** is used for tasks that you present orally. Use the following steps to execute this signal:

- 1 Hold out your hand (as if stopping traffic) while you present the instructions or the question. For example, in step 2 of the sample format above, hold out your hand while asking *What happens if he wins?*
- 2 Continue to hold out your hand for one second after you complete the instructions or the question.
- 3 After one second, drop your hand quickly. Students should respond the instant your hand drops. (When students are looking at material in their Workbooks, use an audible signal, such as a tap or a finger snap, instead of a visual signal.)

### **(Pause.) Get ready. (Signal.)**

This instruction is used when students need some thinking time before responding. The pause, which should last about two seconds, provides time for students to figure out the answer. The *Get ready* tells students that a signal will follow. Signal normally after saying *Get ready*.

### **(Repeat until firm.)**

Crucial steps of a format may need to be repeated to ensure that all students learn the material. There are two kinds of “repeat until firm” instructions.

- The first kind, which appears at the end of step 1 in the sample format, is “Repeat until firm.” This instruction means that

students have to repeat the response until everyone can respond without making a mistake. If students make a mistake, say *Say that again* or simply *Again*. Do not repeat the entire step; just the response.

- The second kind, which appears at the end of step 2 in the sample format on page 14, is “Repeat step — until firm.” This instruction tells you to repeat the entire step until all students can respond without making a mistake. In the sample format, you would ask all four questions in step 2 again.

Task repetition is crucial to the success of the program. If students are not firmed on the first appearance of a format, they probably won’t perform adequately on subsequent appearances of the format.

### **Individual Tests**

Some formats end with an individual test, which instructs you to repeat particular steps of the format with individual students. In the sample format on page 14, you repeat step 2 with individual students. The test allows you to assess the performance of these students, and it also gives slower students additional practice on hard tasks.

You should administer the individual test to students who are having problems with the format. In the sample format, you would use the following wording, or something similar:

- *Let’s do those questions again. This time I’ll call on individual students.*
- *Sally, what happens if he wins? He will get some money.*
- *John, what does he have to do to get money? Win.*

Note that signals are not necessary when calling on individual students. Simply call on the student and wait for the answer.

## Corrections

All students make mistakes. Mistakes provide valuable information about the difficulties students are having. Knowing how to correct mistakes effectively is essential to successful teaching.

Mistakes should be corrected immediately. Two kinds of correction procedures are used in **Comprehension B1**: general corrections and specific corrections.

### General Corrections

Unacceptable behavior that calls for a correction includes not paying attention, not responding, and not following the signal.

- If a student is not paying attention during a task—for example, not attending to the question you are asking—correct by looking at the student and saying **Listen to the question. Let's try it again.** Then return to the beginning of the task.
- If a student fails to answer when you give the signal, correct by saying **I have to hear everybody.** Then return to the beginning of the task.
- If students respond either before the signal or too long after it, call attention to your signal and return to the beginning of the task. For example, if students respond before you signal, say **You have to wait until I signal. Let's try it again.**

### Specific Corrections

Specific correction procedures have been written into formats in places where students are most likely to make mistakes. In the sample format on page 14, a specific correction procedure appears after the first question in step 2. If students respond incorrectly to the question, the correction procedure is to give the answer and then repeat the question.

Specific correction procedures are included only in the first two appearances of the format. If students have to be corrected in subsequent appearances of the format, follow the correction procedure specified in the first two appearances.

Note that specific correction procedures are not written for every step in the format. In the sample format, only the first question in step 2 has a correction procedure. To correct for subsequent questions, simply follow the model provided for the first question.

### Other Specific Corrections

If a format does not specify a correction procedure, correct students with the following general method:

- 1 Model** the response students are to make.
- 2 Test** students by repeating the item they missed.
- 3 Retest** students by going back to an earlier step in the format and presenting all the steps in the format from that point forward.

For example, if the sample format did not include a correction procedure and the students missed the last question in step 2, you would:

- 1 Model** the correct answer: **The answer is Some money.**
- 2 Test** students: **What will he get if he wins? (Signal.) Some money.**
- 3 Retest** students by repeating step 2.

If students are having particular difficulty with a format, retest them by presenting the next format and then returning to the problem format.



# Sample Formats

This section presents sample formats that you should practice before beginning the program. The formats are grouped by tracks, beginning with Deductions and ending with Writing Directions. Formats for the Fact Games and Mastery Tests are presented as well.

Most of the formats presented in this section are the early formats within a track. Students typically have the most trouble with these early formats because they contain the greatest amount of new material. Subsequent formats within the track require less teacher presentation and more independent work. Students should have few problems with the later formats if they perform adequately on the early formats.

Careful study and practice of the following formats will help you present the program effectively and anticipate likely problems. The best method for ensuring a smooth presentation, however, is to study each lesson before presenting it. Take particular note of the introduction of a new format—indicated by the **NEW** icon in the heading. Practice the new formats by working on your pacing, by anticipating mistakes students are likely to make, and by practicing correction procedures. If you become familiar with each lesson before you present it, your class presentation should go smoothly.

## Deductions

### Lessons 1–56

The Deductions track has three major formats. The first, which begins in Lesson 1, teaches students how to draw conclusions from three different kinds of rules:

- **Every** rules: Every person has a skull. John is a person. So, John has a skull.
- **Some** rules: Some people have brown hair. John is a person. So, maybe John has brown hair.
- **Do not** rules: People do not have tails. John is a person. So, John does not have a tail.

The second format (Lesson 16) teaches students how to apply two-part rules, as in, “The faster you finish your work, the more time you have to play. Mary finished her work faster than Bill. Who had more time to play?”

The third format (Lesson 29) teaches students how to figure out the middle step of a deduction. Students are given a rule (Every person has a skull) and a conclusion (John has a skull). They learn to construct the middle step (John is a person) by eliminating the words that appear in both the rule and the conclusion (*has a skull*).

Here is the first Deductions format.

## EXERCISE 2

### NEW DEDUCTIONS

1. Here's a rule. **Every** person has a skull.
  - **Everybody, say that rule.** (Signal.) *Every person has a skull.* (Repeat until firm.)
2. My turn to say a **deduction**.
  - **Listen. Every** person has a skull. John is a **person**. So what else do I know about **John**? John has a skull.
3. Your turn. **Every** person has a skull. John is a **person**. So what else do you know about **John**? (Signal.) *John has a skull.*
  - (Repeat step 3 until firm.)
4. My turn to say another deduction.
  - **Listen. Every** person has a skull. Wilbur is a **pig**. So what else do I know about Wilbur? Nothing.
5. Your turn. **Every** person has a skull. Wilbur is a **pig**. So what else do you know about **Wilbur**? (Signal.) *Nothing.*
  - (Repeat step 5 until firm.)
6. New rule. **Every** fish swims.
  - **Everybody, say that rule.** (Signal.) *Every fish swims.* (Repeat until firm.)
7. Listen. **Every** fish swims. Mary is **not** a fish. So what else do you know about **Mary**? (Signal.) *Nothing.*
8. Listen. **Every** fish swims. A pike is a fish. So what else do you know about a **pike**? (Signal.) *A pike swims.*
9. (Repeat steps 6–8 until firm.)
10. Listen to the whole deduction. Every fish swims. A pike is a fish. So, a pike swims.
  - Listen again. Every fish swims. A pike is a fish. So, a pike swims.
11. Your turn. Say the whole deduction. (Signal.) *Every fish swims. A pike is a fish. So, a pike swims.* (Repeat until firm.)

## Teaching Techniques

The rule in step 1 stresses the word *every*. Say the word loudly; students may have only a vague idea of what it means. Also say the rule rhythmically. The more rhythmically you say the rule, the easier it will be for students to repeat it.

Make sure students repeat the rule until their responses are firm. Because this format appears on the first day of instruction, some students may require several repetitions before they can state the rule. Make sure students are responding in unison and on signal.

In step 11, students are asked to repeat an entire deduction. They will probably require at least three or four trials before they can say the entire deduction. To make the task easier, present the deduction rhythmically, with a little pause between the parts. Try to make the deduction sound as if it is great fun to say. Also make sure that students say the deduction correctly more than one time. If students require three trials to say the deduction correctly, don't stop at that point and go on. Instead, direct them to do it again: **That was great. See if you can do it one more time. Say the whole deduction.**

## Corrections

Expect students to make mistakes on this format. Some students will have trouble saying the rule and drawing the conclusion. If students learn these essential skills, however, they will have little trouble with subsequent deduction formats.

You are instructed to "Repeat step 3 until firm," which means that you repeat the step until all students respond correctly to the question. If necessary, model the answer, and then repeat step 3. Follow the same procedure to correct errors in step 5.

To correct errors in steps 7 and 8, use the model-test-retest procedure. For example, if students respond incorrectly in step 8, use the following procedure:

1. **Model:** The answer is: **A pike swims.**
2. **Test:** Again. Every fish swims. A pike is a fish. So, what else do you know about a pike? (Signal.) *A pike swims.*
3. **Retest:** (Repeat steps 6–8.)

Correct mistakes in step 11 immediately. Remember that a weak response is a mistake. Say the sentence the students are weak on and have them repeat it. Then repeat step 11 from the beginning. If you are in doubt about whether individual students are actually saying the entire deduction, call on different students to say the whole thing.

## Evidence

### Lessons 1–60

The Evidence track has two major formats. The first format (Lesson 1) teaches students to identify which of two facts explains what happened, as in

- **Fact 1:** It was noon.
- **Fact 2:** It was midnight.
- **What happened:** People were eating lunch. (Explained by Fact 1)

The second format (Lesson 46) asks students to identify which facts are *relevant* or *irrelevant* to what happened, as in

- **What happened:** Linda rode the bus to work.
- **Fact 1:** Linda did not have a car. (relevant)
- **Fact 2:** Linda was 20 years old. (irrelevant)

Here are steps 1–4 of the first Evidence format:

#### EXERCISE 4

##### NEW EVIDENCE

1. **You're going to use two facts to explain things that happened.**
  - (Hold up one finger.) **First fact. It was noon. Say it.** (Signal.) *It was noon.*
  - (Hold up two fingers.) **Second fact. It was midnight. Say it.** (Signal.) *It was midnight.*
2. **Everybody, say those facts again.**
  - (Hold up one finger.) **First fact.** (Signal.) *It was noon.*
  - (Hold up two fingers.) **Second fact.** (Signal.) *It was midnight.*
  - (Repeat step 2 until firm.)

3. **Here's what happened. People were eating lunch.**
  - **You're going to tell me the fact that explains why that happened.** (Pause.) **Get ready.** (Signal.) *It was noon.*
  - **Yes, it was noon, so people were eating lunch.**
4. **Here's what happened. Most people were asleep.**
  - **You're going to tell me the fact that explains why that happened.** (Pause.) **Get ready.** (Signal.) *It was midnight.*
  - **Yes, it was midnight, so most people were asleep.**

## Teaching Techniques

Step 1 indicates that you should hold out one finger when stating the first fact and two fingers when stating the second fact. Hold out the fingers of your signaling hand; then signal with the fingers still extended.

Students must be firm on both facts to perform the format, so it may be necessary to repeat step 2 several times.

## Corrections

If students are unable to say the facts in step 2, follow this procedure:

1. **Model** the fact, noting which fact it is:  
**Here's the second fact: It was midnight.**
2. **Test:** **Say the second fact.** (Signal.) *It was midnight.*
3. **Retest:** (Repeat steps 1 and 2.)

If students express the right idea but do not say the fact precisely, praise them for understanding the fact; then practice saying the fact precisely. For example, if students say, "It was 12 o'clock" for step 3, follow these steps:

1. **Praise:** **That's the right idea. But you didn't say the fact.**
2. **Model:** **Here's the fact: It was noon.**
3. **Test:** **Say that fact.** (Signal.) *It was noon.*
4. **Retest:** (Repeat step 3.)

If students answer with the wrong fact in step 3 or 4, use the model-test-retest procedure. For example, if students give the wrong fact in step 3, use the following procedure:

**1. Model:** The answer is **It was noon**.

**2. Test:** (Repeat step 3.)

**3. Retest:** (Repeat steps 2 and 3.)

## Analogies

### Lessons 13–59

The Analogies track has three major formats. The first format (Lesson 13) teaches students to complete an analogy, as in: “A bird is to flying as a fish is to (swimming).”

The second format (Lesson 23) teaches students to create analogies that follow a specific rule, as in: “Tell how each animal moves. A bird is to (flying) as a fish is to (swimming).”

The third format (Lesson 41) teaches students to describe what a specific analogy tells, as in: “A bird is to flying as a fish is to swimming. What does that analogy tell? (How each animal moves.)”

Here is the first Analogies format.

#### EXERCISE 2

##### NEW ANALOGIES

1. **Analogies** tell how things are the same.
2. **Listen to this analogy:** A **bird** is to **flying** as a **fish** is to **swimming**.
  - **Listen to the first part.** A **bird** is to **flying**.
  - **Say that part.** (Signal.) *A bird is to flying.* (Repeat until firm.)
3. **Listen to both parts.** A **bird** is to **flying** as a **fish** is to **swimming**.
  - **Say the whole analogy with me.** (Signal. Respond with the students.) *A bird is to flying as a fish is to swimming.* (Repeat until firm.)
4. **All by yourselves.** Say the whole analogy. (Signal.) *A bird is to flying as a fish is to swimming.* (Repeat until firm.)

5. That analogy tells one way that a bird and a fish are the same.
  - **Everybody, what class are a bird and a fish in?** (Signal.) *Animals.*
  - **Yes, animals.**
6. The analogy tells something about each animal.
  - **Listen.** A **bird** is to **flying** as a **fish** is to **swimming**.
  - **Flying** is how a bird **moves**. **Swimming** is how a fish **moves**. So the analogy tells how each animal **moves**.
  - **What does the analogy tell?** (Signal.) *How each animal moves.* (Repeat until firm.)
7. **Get ready to tell how some other animals move.**
8. A **bird** is to **flying** as a **fish** is to **swimming** as a **frog** is to . . . (Pause.) **Get ready.** (Signal.) *Hopping.*
  - **As a horse** is to . . . (Pause.) **Get ready.** (Signal.) *Running.*
  - (Repeat step 8 until firm.)

## Teaching Techniques

Present the parts of the analogy rhythmically, keeping a steady tempo. Model the analogy in step 3 at the same tempo you expect students to use in step 4. If you discover that your initial tempo is too fast, model the analogy more slowly.

## Corrections

In step 8, students may name other ways the animals move. Praise their responses, but use the ones specified in the format. For example, if students say that a horse gallops, follow these steps:

**1. Praise:** That’s a good answer.

**2. Model:** But let’s say that a horse **runs**.

**3. Test:** (Repeat step 8.)

# Contradictions

## Lessons 32–57

The Contradictions track has four major formats. The first format (Lesson 32) teaches students to identify statements that contradict a given fact, as in

**Fact:** Sam is taller than Bill.

- **Statement 1:** Sam is shorter than Bill. (contradiction)
- **Statement 2:** Bill is shorter than Sam. (not a contradiction)

The second format (Lesson 36) teaches students how to correct contradictions to make them true. In the preceding example, students would cross out the word *shorter* in the contradiction and write the word *taller* above it.

The third format (Lesson 43) teaches students how to identify sentences that mean the same thing as a given sentence, as in

**Sentence:** The dog protected the house.

- **Statement 1:** The house was guarded by the dog. (means the same thing)
- **Statement 2:** The dog was protected by the house. (does not mean the same thing)

The fourth format (Lesson 53) teaches students how to identify which of two facts a statement contradicts, as in

**Fact A:** Some birds cannot fly.

**Fact B:** All birds have only two legs.

- **Statement 1:** That bird ran on four legs. (contradicts fact B)
- **Statement 2:** All birds fly at night. (contradicts fact A)

Steps 1–6 of the first Contradictions format appear in the next column:

## EXERCISE 4

### NEW CONTRADICTIONS

1. Here's a rule about **contradictions**: If a statement is **true**, its contradictions are **false**.
  - **Everybody, say that rule.** (Signal.) *If a statement is true, its contradictions are false.* (Repeat until firm.)
2. Find part B. ✓
  - The statements in the boxes are **true**.
  - I'll read the first true statement. **Sam is taller than Bill.**
  - **Everybody, say that statement.** (Signal.) *Sam is taller than Bill.* (Repeat until firm.)
3. That statement is **true**. So what do you know about its **contradictions**? (Signal.) *They are false.* (Repeat step 3 until firm.)
4. I'll read statement 1. **Bill is shorter than Sam.**
  - **Is that statement false?** (Signal.) *No.*
  - **So does it contradict the true statement?** (Signal.) *No.*
5. Statement 2. **Sam is shorter than Bill.**
  - **Is that statement false?** (Signal.) *Yes.*
  - **So does it contradict the true statement?** (Signal.) *Yes.*
6. Statement 3. **Sam is not taller than Bill.**
  - You're going to tell me if that **contradicts** the true statement. (Pause.) *Get ready.* (Signal.) *Yes.*
  - Statement 4. **Bill is not as tall as Sam.**
  - You're going to tell me if that **contradicts** the true statement. (Pause.) *Get ready.* (Signal.) *No.*

## Teaching Techniques

Beginning in step 2, students are looking at the Workbook while you read the items, so you need to use an audible signal for your questions, such as a tap or a finger snap.

Students are not to write during the exercise. Tell them **Pens and pencils on your desk. You're just going to say the answers to this exercise.**

Make sure students are firm on the rule about contradictions presented in step 1. Also make sure they are firm on the statement presented in step 2. They will be applying both the rule and the statement throughout the format.



## Corrections

In step 4, if students don't understand why the statement is not false, use the following procedure:

- 1. Model** the true statement: **Sam is taller than Bill.**
- 2. Test:** **Who is shorter, Sam or Bill?** (Signal.) *Bill.*
- 3. Retest:** (Repeat step 4.)

Use this same procedure if students have problems with step 5. If students make quite a few errors in steps 4 and 5, you may be reading the steps too fast. Pause before asking the question **Is that statement false?** Errors may decrease if you provide students with more thinking time.

If students continue to make errors in steps 4 and 5, stop working on the format. Go to the next format; then return to this format and present it from step 1.

In step 6, if students say that statement 3 doesn't contradict the true statement, use the following correction:

- 1. Model:** Listen. **Sam is not taller than Bill. Is that statement false?** (Signal.) Yes.
- 2. Test:** **So, does that statement contradict the true statement?** (Signal.) Yes.
- 3. Retest:** (Repeat step 6.)

## Classification

### Lessons 2–26

The Classification track has two major formats. The first format (Lesson 2) teaches the names of conventional categories, such as *containers* and *vehicles*, and rules for determining which objects fall into which categories.

The second format (Lesson 3) gives students practice in categorizing objects.

Here are steps 1–3 of the first Classification format:

#### EXERCISE 1

##### NEW CLASSIFICATION

- Here's a rule for **vehicles**: If an object is made to **take things places**, it is a **vehicle**.
- If an object is made to take things places, what do you know about that object? (Signal.) *It is a vehicle.*
  - (Repeat step 2 until firm.)
- Let's see if you can name more than five vehicles.
  - (Call on individual students to name vehicles. Ideas: *car, truck, boat, wagon, jet, train, bicycle*. Praise the group for naming more than five vehicles.)

## Corrections

Students are to name more than five vehicles in step 3. Don't just call on students who raise their hands. If the group fails to name five vehicles, use the following procedure.

- 1. Model:** **My turn to name more than five vehicles:** *Car, truck, boat, wagon, jet, train.*
- 2. Test:** (Call on each student to name at least one vehicle.)
- 3. Retest:** (Repeat steps 1–3 of the exercise.)

## Body Systems

### Lessons 1–60

The Body Systems track is made up of five groups of formats. Each group teaches a body system and parts of that system, as follows:

- **Skeletal** (Lesson 1): femur, humerus, pelvis, ribs, spine, skull
- **Digestive** (Lesson 15): esophagus, large intestine, liver, mouth, small intestine, stomach



- **Muscular** (Lesson 27): abdominal muscle, biceps, gastrocnemius, quadriceps, trapezius, triceps
- **Circulatory** (Lesson 45): arteries, capillaries, heart, veins
- **Respiratory** (Lesson 53): bronchial tubes, lungs, trachea

Here is the format that introduces the respiratory system:

### EXERCISE 3

#### NEW BODY SYSTEMS

**Note:** *Trachea* is pronounced TRAY-kee-uh  
*Bronchial* is pronounced BRONG-kee-uhl

1. Everybody, name the body system of bones. (Signal.) *The skeletal system.*
  - Name the body system that changes food into fuel. (Signal.) *The digestive system.*
  - Name the body system of muscles. (Signal.) *The muscular system.*
  - Name the body system that moves blood around the body. (Signal.) *The circulatory system.*
  - (Repeat step 1 until firm.)
2. The next system you'll learn about is the **respiratory system**.
  - Which system? (Signal.) *The respiratory system.*
  - The respiratory system brings oxygen to the blood. What does the respiratory system do? (Signal.) *Brings oxygen to the blood.*
3. Open your Workbook to Lesson 53 and find part A. ✓
  - The picture shows the respiratory system. Some of the parts are labeled.
4. Touch the word **trachea**. ✓
  - The trachea is the tube that brings outside air to the lungs. This outside air has oxygen in it.
  - Touch the word **lungs**. ✓
  - The lungs are the two large organs that bring air into contact with the blood.

- Touch the words **bronchial tubes**. ✓
- The picture shows the inside of one of the lungs. The bronchial tubes are tubes inside the lungs. They start out large and branch into smaller and smaller tubes.
- 5. You're going to name the tube that brings outside air to the lungs. (Pause.) Get ready. (Signal.) *Trachea.*
- You're going to name the two organs that bring air into contact with the blood. (Pause.) Get ready. (Signal.) *Lungs.*
- You're going to name the tubes that are inside the lungs. (Pause.) Get ready. (Signal.) *Bronchial tubes.*
- (Repeat step 5 until firm.)

## Teaching Techniques

Note the pronunciation guide at the top of the format. Practice saying the words correctly before you present them to students.

Make sure students are firm on all systems reviewed in step 1. Repeat the step until all students can answer the questions without making mistakes.

State the definitions in step 4 as clearly as possible, without belaboring them. Students' attention will wander if you spend too much time with the definitions. Be sure to state the definitions precisely as written, or students will have problems with step 5.

## Corrections

If students miss any questions in step 5, follow the model-test-retest procedure:

**1. Model:** The answer is **bronchial tubes**.

**2. Test:** (Repeat the question.)

**3. Retest:** (Repeat step 5.)

# Body Rules

## Lessons 35–60

The Body Rules track, which begins on Lesson 35, teaches a set of rules about how the muscular and skeletal systems work together. Students learn these rules:

- ☒ A muscle doesn't move the bone it covers.
- ☒ Muscles pull like rubber bands when they work.

Here are steps 1–9 of the format that introduces these rules:

### EXERCISE 4

#### NEW BODY RULES

1. Here's a rule about muscles: **A muscle doesn't move the bone it covers.**
  - Say that rule. (Signal.) *A muscle doesn't move the bone it covers.* (Repeat until firm.)
2. Which bone does the **biceps** cover? (Signal.) *The humerus.*
  - So does the biceps move the humerus? (Signal.) *No.*
  - Which bone does the **quadriceps** cover? (Signal.) *The femur.*
  - So does the quadriceps move the femur? (Signal.) *No.*
  - (Repeat step 2 until firm.)
3. Here's another rule about muscles: **Muscles pull like rubber bands when they work.**
  - Say that rule. (Signal.) *Muscles pull like rubber bands when they work.* (Repeat until firm.)
4. **Muscles don't push. They always pull.**
  - What do they pull like? (Signal.) *Rubber bands.*
5. Find part C. ■
  - Picture 1 shows the biceps. One end of the biceps is attached to the lower arm bone. This is the bone that the biceps moves.
  - The arrow shows the **only** way the biceps moves that bone. The biceps **bends** the arm by **pulling** that bone toward the body.
  - Remember, the biceps **bends** the arm.

6. Picture 2 shows the triceps.
  - One end of the triceps is attached to the lower arm bone. This is the bone that the triceps moves.
  - The arrow shows the **only** way the triceps moves that bone. The triceps **straightens** the arm by **pulling** that bone.
  - Remember, the triceps **straightens** the arm.
7. Picture 3 shows how a muscle works. The rubber band won't move the bone it covers.
  - Everybody, circle the bone that will move in picture 3. ■
  - Which bone did you circle? (Call on a student.) *The bottom bone.*
8. When the rubber band gets shorter, it will pull the bottom bone.
  - Everybody, draw an arrow under the bottom bone that shows which way it will move. ■
  - Which way does the arrow point? (Call on a student.) *To the right.*
9. Now look at picture 4.
  - Does a muscle move the bone it covers? (Signal.) *No.*
  - Everybody, circle the bone that the muscle will move. Then draw an arrow over that bone that shows which way it will move. ■
  - Which bone did you circle? (Call on a student.) *The top bone.*
  - Which way does the arrow point? (Call on a student.) *To the left.*

## Teaching Techniques

In steps 7 through 9, students circle bones and draw arrows. As they work, circulate among them and give them feedback about their responses. Don't tell them the answers, but if their responses are incorrect, remind them of the rules. For instance:

In step 7: Does a muscle move the bone it covers? . . . Well, you circled the bone the muscle covers.

In step 8: A muscle pulls like a rubber band. If that muscle pulled, which way would the bottom bone move? Show me . . . Draw the arrow that way.

# Definitions

## Lessons 1–60

The Definitions track has two major groups of formats: those that introduce words and those that review words.

In the first 10 lessons, the introductory formats teach the verbs *obtain*, *examine*, *protect*, *select*, and *construct*. Students learn to use those verbs in sentences, and they practice putting proper endings on the verbs.

From Lesson 11 to Lesson 60, the introductory formats teach eight verb families. One new verb family is introduced every five lessons. The verb *predict*, for example, is taught in Lesson 26. Its noun, *prediction*, is taught in Lesson 27, and its adjective, *predictable*, is taught in Lesson 28. Finally, all three forms are reviewed in Lessons 29 and 30. The words are then systematically reviewed and tested for the remainder of the program. Verb families taught in the program include:

- *protect*, *protection*, *protective* (lessons 11–15)
- *select*, *selection*, *selective* (16–20)
- *construct*, *construction*, *constructive* (21–25)
- *predict*, *prediction*, *predictable* (26–30)
- *reside*, *residence*, *residential* (31–35)
- *criticize*, *criticism*, *critical* (36–40)
- *produce*, *production*, *productive* (51–55)
- *regulate*, *regulation*, *regulatory* (56–60)

Vocabulary words are reviewed daily. The review formats require students to identify words they have learned, to place proper endings on the words, and to use the words in sentences. Half the review formats are oral; the other half appear in the Workbook. In addition, students take a series of tests on vocabulary words.

Here are the first eight steps of the verb-family format for Lesson 11.

### EXERCISE 1

#### NEW DEFINITIONS

1. (Print on the board:)

#### protect

- (Point to **protect**.) Everybody, what word? (Signal.) *Protect*.
- **Protect** means **guard**. When you **protect** something, you **guard** it.
- 2. What do you do when you **protect** something? (Signal.) *You guard it.* (Repeat until firm.)
- 3. **Protect** is a word that tells the action that things do. So tell me what part of speech **protect** is. (Pause.) *Get ready.* (Signal.) A verb.
- 4. What's another way to say **The soldiers are guarding the fort**? (Pause.) *Get ready.* (Signal.) *The soldiers are protecting the fort.*
- What's another way to say **Warm coats guard against the cold**? (Pause.) *Get ready.* (Signal.) *Warm coats protect against the cold.*
- What's another way to say **They guarded the gold**? (Pause.) *Get ready.* (Signal.) *They protected the gold.*
- (Repeat step 4 until firm.)
- 5. I'll say sentences that have a blank in them. Complete each sentence by saying **protect**, **protected**, or **protecting**.
- 6. Listen. The dog had **blank** the house. (Pause.) What word? (Signal.) *Protected.*
- Say the sentence. (Signal.) *The dog had protected the house.*
- 7. Listen. Five birds are **blank** that nest. (Pause.) What word? (Signal.) *Protecting.*
- Say the sentence. (Signal.) *Five birds are protecting that nest.*
- 8. Listen. That fence will **blank** the garden. (Pause.) What word? (Signal.) *Protect.*
- Say the sentence. (Signal.) *That fence will protect the garden.*

## Teaching Techniques

The sentences that the students repeat in steps 4–8 should be repeated exactly as specified. Make sure the students do not change any words.

Move as quickly as possible when presenting steps 5–8. The pause after you present each sentence should last exactly 1 second. If you pause for less than a second, students may be rushed into a mistake. If you pause for more than a second, students may forget the sentence.

## Corrections

Listen carefully to student responses. Students may omit verb endings or say them indistinctly. If you have any doubt about a response, direct the group or an individual student to repeat it. If the group or student still says the response unclearly, model the correct response and repeat the step.

## Vocabulary Tests

The students' vocabulary mastery is tested in every fifth lesson. They are tested on words taught in both the Definitions and the Body Systems tracks. They review the test words on the day before the test. Here is part of the review format for Lesson 19 and part of the accompanying word list. Both prepare the students for the test on words in Lesson 20.

### EXERCISE 1

#### DEFINITIONS

1. We're going to have a test on words tomorrow. Let's go over the words that will be on the test.
2. You're going to tell me the **verb** that means **get**. (Pause.) Get ready. (Signal.) Obtain.
- You're going to tell me the **verb** that means **guard**. (Pause.) Get ready. (Signal.) Protect.
- You're going to tell me the **noun** that means **something that protects**. (Pause.) Get ready. (Signal.) Protection.

- You're going to tell me the **adjective** that means **that something protects**. (Pause.) Get ready. (Signal.) Protective.
- You're going to tell me the **verb** that means **choose**. (Pause.) Get ready. (Signal.) Select.
- You're going to tell me the **verb** that means **build**. (Pause.) Get ready. (Signal.) Construct.
- (Repeat step 2 until firm.)

### WORD LIST

**adjective** (n) a word that comes before a noun and tells about the noun

**construct** (v) to build

**digestive system** (n) the body system that changes food into fuel

### Word List

The students study the word list when they finish the Workbook exercises. If time permits, ask the students to quiz each other on the words after they have studied them.

The students receive 5 bonus points if they make no errors on the test. The bonus points provide incentive for the students to study the words.

The test is similar to the review format. Each definition is presented orally. The students write the word you define.

### EXERCISE 1

#### DEFINITIONS

1. We're going to have the test on words now. Take out your lined paper and number it from 1 to 11. ✓
2. Write each word I define.
  - Word 1 means a word that comes before a noun and tells about the noun. **Comes before a noun and tells about the noun**. Write it. ✓
  - Word 2 is a **verb** that means guard. **Guard**. Write it. ✓
  - Word 3 is a **verb** that means get. **Get**. Write it. ✓

## Teaching Techniques

Administer the test quickly. Give students adequate time to write their answers, but don't allow your pace to become too slow. Praise students who write their responses quickly.

The essential part of each definition is repeated and stressed. Pause slightly before saying the stressed words.

Monitor students' behavior. Don't permit them to talk while taking the test. Walk among them as you administer the test, making sure no one is cheating.

If any students have questions about particular words, tell them to ask their questions at the end of the test.

## Corrections

Note that misspellings are not considered errors here. If what a student has written can be identified as the most appropriate word, the response is correct.

Make sure that students who receive bonus points for the test record their points in the appropriate place.

## Parts of Speech

### Lessons 1–49

The Parts of Speech track teaches these parts of speech: nouns, verbs, adjectives and articles. These parts of speech are introduced in the context of regular-order sentences (those that begin with the subject).

Beginning in Lesson 1, students learn that sentences have two parts—the part that names (the subject) and the part that tells more (the predicate). (The actual term *predicate* is presented in B2.)

In Lesson 3, students are taught that the part that names contains a noun (which is true of all sentences presented in this track). The rule for a noun is: **A noun names a person, place, or thing.**

Verbs first appear in Lesson 6. The verb is the first word or words of the part of the sentence that tells more. The rule for a verb is: **A verb tells the action that something does or was doing.** Later, helping verbs—for example *is*, *was*, *has*, and *will*—are introduced

Adjectives first appear in Lesson 13. The rule for an adjective is: **An adjective comes before a noun and tells about the noun.**

Finally, in Lesson 50, students learn that *a*, *an*, and *the* are a special kind of adjective called an article.

Throughout the track, students identify parts of speech in Workbook exercises that consist of regular-order sentences. In later exercises, students circle the verbs, underline the nouns, draw one line over the adjectives, and draw two lines over the articles.



## Nouns

Part of the format that introduces nouns appears below. In tasks A and B, students underline the “part that names” in regular-order sentences. Below is Task C.

### EXERCISE 11

#### NEW PARTS OF SPEECH

##### Task C

1. All the parts you’ve underlined have a **noun**. A noun is one word. It is the name of a **person, place, or thing**. The noun is the **last** word in the part that names.
2. Look at sentence 1. The part that names is **The man**.
  - The last word in that part is **man**. **Man** is a **noun**.
  - Your turn. What’s the noun in the underlined part of sentence 1? (Signal.) *Man*.
3. Sentence 2. **Three men stood on a rock**. The part that names is **Three men**.
  - What’s the noun in the underlined part? (Signal.) *Men*.
  - Yes, the last word in the part that names is **men**.
4. Sentence 3. **Bill stood near a lake**.
  - What’s the part that names? (Signal.) *Bill*.
  - What’s the noun in that part? (Signal.) *Bill*.
5. Sentence 4. **My little sister was next to me**.
  - What’s the part that names? (Signal.) *My little sister*.
  - What’s the noun in that part? (Signal.) *Sister*.
6. (Repeat steps 2–5 until firm.)

In the remainder of the format, students circle the nouns and check their work.

## Teaching Techniques

Make sure you run this format with good pacing. If the examples are presented quickly, without interruption, students more easily learn to identify nouns. If students have any problems with steps 2–5, repeat the steps.

Make sure students are firm on identifying nouns orally before they circle the nouns in their Workbooks.

## Verbs

The format that introduces verbs consists of tasks A, B, C, and D. In tasks A and B, students underline the “part that names” in regular-order sentences. Below is Lesson 6, Task C.

### EXERCISE 10

#### NEW PARTS OF SPEECH

##### Task C

1. Here’s a rule about **verbs**: In these sentences, the **verb** is the **first** word or words in the part that **tells more**.
  - The **verb** tells the **action** that something does or was doing.
  - What are words that tell the action that something does or was doing? (Signal.) *Verbs*.
2. Sentence 1. The part that tells more is **worked all morning**. The verb is **worked**.
  - What’s the **verb** in sentence 1? (Signal.) *Worked*.
3. Here’s the part that tells more in sentence 2: **Drove an old car**.
  - What’s the **verb**? (Signal.) *Drove*.
4. Here’s the part that tells more in sentence 3: **Was driving an old car**.
  - What’s the **verb**? (Signal.) *Was driving*.
5. Here’s the part that tells more in sentence 4: **Was painting the car**.
  - What’s the **verb**? (Signal.) *Was painting*.
6. Here’s the part that tells more in sentence 5: **Painted a house**.
  - What’s the **verb**? (Signal.) *Painted*.
7. Here’s the part that tells more in sentence 6: **Was sitting in the kitchen**.
  - What’s the **verb**? (Signal.) *Was sitting*.
8. Here’s the part that tells more in sentence 7: **Went to the kitchen**.
  - What’s the **verb**? (Signal.) *Went*.

## Corrections

Anticipate that students will make mistakes in step 4, which presents the first two-word verb. To correct mistakes, use the model-test-retest procedure:



1. **Model:** The verb is **was driving**.
2. **Test:** **What's the verb?** (Signal.) *Was driving*.
3. **Retest:** (Repeat steps 2–4).

Also expect students to make mistakes in step 8. The reason is that they don't know the difference between a two-word verb and a verb followed by a preposition. Use the same correction procedure outlined above. Tell the answer, test, return to an earlier example in the exercise (possibly to step 6), and present the sentences in sequence. Don't use elaborate verbal explanations. The examples presented in the program will teach the various discriminations. Verbal explanations usually confuse a great deal more than they clarify.

## Sentence Combinations

### Lessons 21–60

The Sentence Combinations track teaches the following kinds of sentence combinations:

- **Predicate combinations with *and*** (Lesson 22):  
Ron had pens. Ron had tops.  
Ron had pens *and* tops.
- **Subject combinations with *and*** (Lesson 24):  
Ron had pens. Pam had pens.  
Ron *and* Pam had pens.
- **Subject/verb agreement** (Lesson 26):  
Ron was running. Pam was running.  
Ron and Pam *were* running.
- **Subject/predicate combinations with *who* or *which*** (Lesson 44):  
Pam went to the lake. The lake was dirty.  
Pam went to the lake, *which* was dirty.
- **Causal combinations with *because*** (Lesson 58):  
Pam went to the lake. Pam wanted to go swimming.  
Pam went to the lake *because* she wanted to go swimming.

Here is an excerpt from the format that teaches sentence combinations with *because*.

### EXERCISE 5

#### NEW SENTENCE COMBINATIONS

1. Open your **Workbook** to Lesson 58 and find part A. ✓
  - I'll read the instructions. **Underline the common part. Circle the sentence that tells *why*. Combine the sentences with *because*.**
  - I'll read item 1. **Tom ate ten cans of beans. Tom was hungry.**
  - Everybody, what's the common part? (Signal.) *Tom*.
  - Underline it. ✓
2. One of those sentences tells ***why***. Does one of the sentences tell ***why*** Tom was hungry? (Signal.) *No*.
  - Does one of the sentences tell ***why*** Tom ate ten cans of beans? (Signal.) *Yes*.
  - Say the sentence that tells ***why***. (Signal.) *Tom was hungry*.
  - Circle that sentence. ✓
3. We can make up a combined sentence with the word ***because***.
  - Listen. Tom ate ten cans of beans ***because*** he was hungry.
  - Everybody, say the sentence. (Signal.) *Tom ate ten cans of beans because he was hungry*. (Repeat until firm.)

## Teaching Techniques

Make certain students can say each combined sentence before you proceed in the format. Students are better equipped to write sentences when they are proficient at saying them. If students say a sentence combination weakly, repeat the combination until their responses are firm.

## Corrections

In step 2, some students may have problems identifying which sentence tells *why*. Explain that the sentence "Tom was hungry" tells *why* "Tom ate ten cans of beans." Then repeat step 2.

# Subject/Predicate

## Lessons 55–60

By Lesson 55, students are familiar with the subject and predicate of regular-order sentences; however, they have not yet learned the terms *subject* and *predicate*. (They know the subject as “the part that names” and the predicate as “the part that tells more.”)

The term *subject* is introduced in Lesson 55; the term *predicate* is introduced in Lesson 1 of Comprehension B2. Here is an excerpt from the format that introduces *subject*.

### EXERCISE 5

#### NEW SUBJECT/PREDICATE

1. In the sentences you’ve worked with, the first part is the part that names.
  - Listen. **Her mother fed the cat.**
  - Everybody, what’s the part that names? (Signal.) *Her mother.*
  - Yes, **her mother.**
  - The part that names is called the **subject** of the sentence. **The subject.**
  - What do we call the part that names? (Signal.) *The subject.*
2. Listen. **Five girls** (pause) *sat on a bench.*
  - The **subject** of that sentence is **five girls.**
3. Your turn. Get ready to tell me the subject of some sentences.
  - Listen. **Five girls and two boys** (pause) *sat on a bench.* What’s the subject of that sentence? (Signal.) *Five girls and two boys.*
  - Listen. **He** (pause) *sat on a bench.* What’s the subject of that sentence? (Signal.) *He.*
  - Listen. **He** (pause) *went to the store.* What’s the subject of that sentence? (Signal.) *He.*
4. Listen. **That old man** *went to the store.* What’s the subject? (Signal.) *That old man.*
  - Listen. **She** *sat on a bench.* What’s the subject? (Signal.) *She.*
  - Listen. **They** *were happy.* What’s the subject? (Signal.) *They.*
  - Listen. **His five sisters** *sang songs.* What’s the subject? (Signal.) *His five sisters.*
  - (Repeat step 4 until firm.)

After students complete this exercise, they circle the subject of sentences in their Workbook.

## Teaching Techniques

Practice saying the sentences in step 3. You should:

1. Stress the subject.
2. Pause for one second.
3. Say the predicate.

The stresses and pauses in step 3 clearly illustrate the difference between subject and predicate. Note that you present the sentences in step 4 without stressing the subject or pausing. Say those sentences normally.

## Corrections

Follow the model-test-retest procedure for all corrections. For example, if students miss the last item in step 4, follow these steps:

1. **Model:** The answer is **His five sisters.**
2. **Test:** (Repeat the sentence.)
3. **Retest:** (Repeat step 4.)

## Inference

### Lessons 1–60

The Inference track has four major formats:

- In the first format (Lesson 1), students repeat an orally presented sentence and answer questions about it.
- In the second format (Lesson 1), students answer questions about a written sentence.
- In the third format (Lesson 15), students answer questions about a written passage.
- In the fourth format (Lesson 21), students distinguish between questions that are answered by words in the passage and questions that are answered by a deduction.

## Oral Inference

The first Inference format is entirely oral. First the students repeat a sentence; then they answer questions about the sentence. Here is an example from Lesson 1:

### EXERCISE 1

#### NEW INFERENCE

1. **Get ready to answer questions about a sentence.**
  - **Listen. If he wins, he will get some money.**
  - **Listen again. If he wins, he will get some money.**
  - **Say that sentence.** (Signal.) *If he wins, he will get some money.* (Repeat until firm.)
2. **What happens if he wins?** (Signal.) *He will get some money.*
  - || **To correct:**
    - a. (Give the answer.)
    - b. (Repeat the question.)
  - **What does he have to do to get money?** (Signal.) *Win.*
  - **How much money will he get?** (Signal.) *Some.*
  - **What will he get if he wins?** (Signal.) *Some money.*
  - (Repeat step 2 until firm.)

#### Individual test

(Repeat step 2 with individual students.)

## Teaching Techniques

Go to step 2 of the format only after students can say the sentence in step 1 correctly.

Accept only the answers specified in step 2. While requiring students to say the answers exactly as written may seem picky, students will have far less trouble learning parts of speech if they first learn precisely which words answer different questions. For example, note that the answer to the question “How much money will he get?” is *some*, not *some money*. By isolating the word *some*, students begin to understand how it functions as an adjective.

## Corrections

Note that the correction procedure for step 2 is specified. If this correction is not adequate, repeat step 1 after you have completed the correction.

## Written Inference

The initial written inference activities resemble the oral ones: students read a sentence and then write the answers to questions about the sentence. In later lessons, however, the students read longer passages and indicate whether the questions are answered by words in the passage or by a deduction.

Here is an example from Lesson 21:

### EXERCISE 3

#### NEW INFERENCE

1. Open your Workbook to Lesson 21 and find part A. ✓
  - I'll read the instructions. **Read the sentences and answer the questions. Circle the W if the question is answered by words in the sentences. Then underline those words. Circle the D if the question is answered by a deduction.**
2. I'll read the sentences. **Every person has a spine. Don is a person.**
3. I'll read question 1. **What does every person have?**
  - Everybody, what's the answer? (Signal.) *A spine.*
  - Write that answer. ✓
  - You're going to tell me if words in the sentences say that every person has a **spine**. (Pause.) Get ready. (Signal.) Yes.
  - Yes, the first sentence says that every person has a **spine**. Circle the **W**, then underline the words **a spine** in the first sentence. ✓
4. Question 2. **Does Don have a spine?**
  - Everybody, what's the answer? (Signal.) Yes.
  - Write that answer. ✓
  - You're going to tell me if words in the sentences say that **Don** has a spine. (Pause.) Get ready. (Signal.) No.
5. That question is answered by a **deduction**.
  - Here's the deduction. **Every person has a spine. Don is a person. So, Don has a spine.**
  - Everybody, say the whole deduction. (Signal.) *Every person has a spine. Don is a person. So, Don has a spine.* (Repeat until firm.)
  - Circle the **D**. ✓

## Teaching Techniques

Carefully monitor students to make sure they are performing all the required written operations, particularly underlining the correct words in the sentences. If they do these operations correctly, the fact that specific words answer the question will become clearer to them.

In steps 3 and 4, pause a little longer than normal after you ask students to tell you if words in the sentences answer the question. About three seconds should be adequate. When you pause, check to see that students are looking at the sentences.

Make certain that all students underline the specified words (*a spine*) in step 3.

In step 5, make sure that all students can say the entire deduction.

## Corrections

In step 4, students have to tell you if words in the sentences say that Don has a spine. If they answer "Yes," use the following correction procedure:

- Are the words **Don has a spine** in the sentences? (Signal.) *No.*
- So, words in the sentences do **not** say that **Don has a spine**.
- (Repeat step 4.)

## Following Directions

### Lessons 1–60

The Following Directions track has three formats:

The first format (Lesson 1) teaches students to draw a picture by following a set of instructions, as in

- 1 Make a horizontal line.
- 2 Make a vertical line up from the right end of the horizontal line.
- 3 To the right of the vertical line, write the name of the upper leg muscle.

The second format (Lesson 11) teaches students how to use a "secret code" to decipher a sentence written in code.

The third format (Lesson 47) teaches students to mark sentences in specified ways, as in

### The man protected his store.

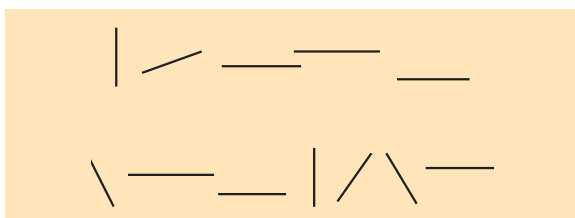
- 1 Circle the verb.
- 2 Cross out the words that tell what the man protected.
- 3 Above the circled word, write another word that means the same thing.

Here is the first Following Directions format:

#### EXERCISE 10

##### NEW FOLLOWING DIRECTIONS

1. (Draw on the board:)



2. (Point to the first line in the top row.) **This is not a horizontal line.**
  - (Point to the next line.) **This is not a horizontal line.**
  - (Point to the next line.) **This is a horizontal line.**
3. (Point to the next line.) **Is this a horizontal line?** (Signal.) Yes.
  - (Repeat step 3 for the remaining lines.)
4. **I'll point to each line. You tell me if the line is horizontal or not horizontal.**
5. (Point to the first line. Pause.) **What kind of line?** (Signal.) *Not horizontal.*
  - (Repeat step 5 for the remaining lines.)
6. (Draw on the board:)

3      5

- **The 3 is above the left end of the line.**
  - **The 5 is above the right end of the line.**
7. **Which end is the 5 above?** (Signal.) *Right.*
    - **Which end is the 3 above?** (Signal.) *Left.*
    - (Repeat step 7 until firm.)
  8. **Find part B in your Workbook.** ✓
    - **I'll read the instructions. Follow the directions.**
    - **I'll read item 1. Draw a horizontal line in the box.**

- **Where are you going to draw a horizontal line?** (Signal.) *In the box.*
  - **Do it.** ✓
9. **I'll read item 2. Write an M above the left end of the line.**
    - **Which end of the line?** (Signal.) *Left.*
    - **Touch that end of the line.** ✓
    - **What are you going to write above that end of the line?** (Signal.) *An M.*
    - **Do it.** ✓
  10. **I'll read item 3. Write an R above the right end of the line.**
    - **Which end of the line?** (Signal.) *Right.*
    - **Touch that end of the line.** ✓
    - **What are you going to write above that end of the line?** (Signal.) *An R.*
    - **Do it.** ✓

### Teaching Techniques

Note that you are to draw lines on the board for step 1. If no chalkboard or marker board is available, you can use an overhead projector or a large piece of paper mounted on an easel. Make the lines large enough for all students to see. Draw the lines exactly as shown in the book. The lines are sequenced to teach the concept *horizontal*, so any variation may confuse students.

Steps 2–5 direct you to point to the lines. Make sure that you do not block any student's view, and that you don't cover up any part of the lines.

Move rapidly, taking care to emphasize the stressed words.

Steps 8–10 require you to check students' written work. Simply walk among students as you present these steps. Signal by clapping your hands or snapping your fingers.



## Corrections

Students may touch the wrong end of the line in step 9. Follow these steps to correct their mistakes:

- 1. Model:** (Draw a line on the board and touch the left end.) *Here's the left end of the line.*
- 2. Test:** *Your turn. Touch the left end of the line on your paper.* ✓
- 3. Retest:** (Repeat step 9.)

Follow this correction procedure for similar mistakes in step 10.

## Writing Stories

### Lessons 1–60

Students write or revise stories in every lesson of the program. There are two main types of writing activities. In the first type, students write a story about a picture. Their story tells what happened **before** the picture, what happened **in** the picture, and what happened **after** the picture. For the second type of activity, students revise their stories by working in teams. The team makes suggestions for improving each story; then students rewrite their story based on the team's suggestions.

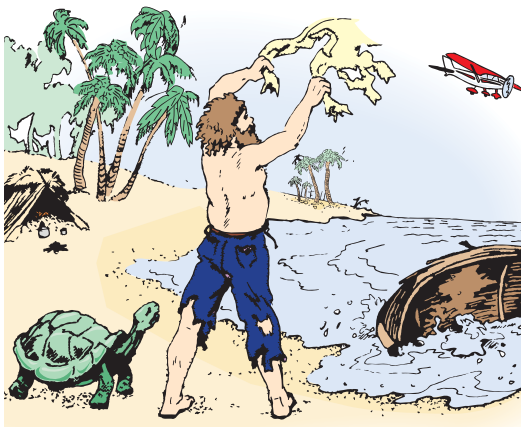
## Writing About a Picture

Here is the student material for the first story-writing exercise:

The teacher presentation for this first writing exercise is extensive, with seven steps. (In later exercises, the number of steps is reduced.)

- In step 1, the teacher reviews the instructions for writing a story about the picture.
- In step 2, students discuss what happened before the picture, in the picture, and after the picture.
- In step 3, the teacher reads a sample story that tells about the picture.
- In step 4, the teacher rereads the sample story, one sentence at a time. Students say each sentence after the teacher reads it. (This step is important for getting students to write complete sentences.)
- In step 5, students write their own stories.
- In step 6, students take turns reading their stories.
- In step 7, which occurs later, the teacher provides written feedback on all the stories.

**D** Write a story about this picture of Robin and his turtle, Bert. Your story should tell what happened **before** the picture, what happened in the picture, and what happened **after** the picture.



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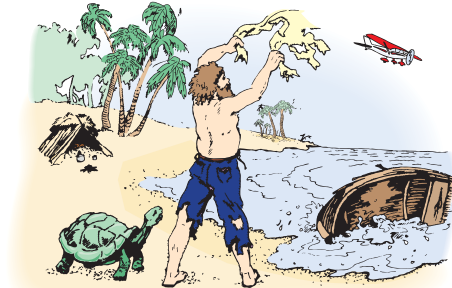


Here are some excerpts from the teacher presentation for the first story-writing exercise:

## EXERCISE 12

### NEW WRITING STORIES

#### 1. Find part D. ✓



- You're going to write a story about this picture of Robin and his turtle, Bert.
  - Your story will tell what happened **before** the picture, what happened **in** the picture, and what happened **after** the picture.
2. (Call on individual students.) **Tell me what could have happened before the picture.** (Ideas: *Robin rowed a boat in the ocean. He landed on an island. His rowboat broke when he landed. He built a tent and made friends with the turtle.*)
- (Call on individual students.) **Tell me what happened in the picture. Make sure you tell what happened, not what is happening.** (Ideas: *Robin saw a plane. He waved his shirt at the plane. Bert stood next to Robin.*)
- (Call on individual students.) **Tell me what could have happened after the picture.** (Ideas: *The pilot saw Robin waving his shirt. The pilot landed the plane. Robin had to say goodbye to Bert.*)
3. **I'll read a good story that tells about the picture.**

Robin rowed a small boat in the ocean. He rowed to an island, but his boat broke when he landed. He was stuck on the island. He made a tent from wood and leaves. He also made friends with a turtle named Bert.

One day, Robin saw a plane. He took off his shirt and waved it at the plane. The pilot saw Robin and landed the plane. Robin was happy to be saved, but he was sad to leave Bert.

4. **This time, I'll read the story one sentence at a time, and you'll say that sentence.**
- Remember, each sentence starts with a capital letter and ends with a period.
  - **Robin rowed a small boat in the ocean.** Say that sentence. (Signal.) *Robin rowed a small boat in the ocean.*
  - **He rowed to an island, but his boat broke when he landed.** Say that sentence. (Signal.) *He rowed to an island, but his boat broke when he landed. (. . .)*
5. **Your turn to write your story. Your story doesn't have to be exactly like mine.**
- Make sure you have sentences that tell what happened. Start each sentence with a capital letter and end it with a period. (Observe students and give feedback.)
6. **Now let's check your work. When I call on you to read your story, pause at the end of each sentence.**
- (Call on 2–3 students to read their stories. Praise students for stories that have good sentences. Correct statements that are not sentences.)
7. (Later, provide written feedback on all the stories. See Exercise 15, step 7.)

## Teaching Techniques

In step 2, you are to accept any “reasonable” responses that tell what happened before the story picture, in the picture, and after the picture. A response is reasonable if it's consistent with the picture and if it's in the past tense. The responses shown are only intended to indicate some of the many responses you are likely to receive.

All stories the students write in the program are in the past tense. Students may try to use the present tense. Remind them that they should tell “what happened,” not what “is happening.”

In step 3, you read a sample story based on the picture. Again, this is only a sample story. Students are not expected to copy the sample story. Instead, they should tell the story in their own words.

In step 4, you read the sample story one sentence at a time and have the students repeat each sentence. This activity helps students understand that stories consist of a series of sentences, not just one big sentence. When students write their stories, remind them to begin each sentence with a capital letter and end it with a period. (In later lessons, students can also end sentences with a question mark or an exclamation mark.)

Be sure to circulate among students as they write their stories. If students have trouble coming up with story ideas, tell them to look at the picture again and think about what could have happened before the picture, in the picture, and after the picture.

After the lesson, provide written feedback on all the stories using a standard code: **W** for improper wording; **UC** for unclear sentences; **X** for inaccurate sentences. Then select three good stories to read to the class the next day.

### Revising Stories

Students revise all the stories they write. The revision activities help them understand all the steps involved in writing, from generating ideas and writing a first draft, to editing, revising, and preparing a final draft.

The first story-revision requires seven steps. (In subsequent lessons, the number of steps is reduced.) You begin the exercise by reading examples of good stories and discussing them with the class. Then students work in teams to revise their stories from the previous lesson. The teams talk about each story in turn and make suggestions for improving the story. Finally, students revise their stories and write a final version. (In subsequent lessons, individual students read their stories to the entire class.)

Here is the story-revision exercise from Lesson 2:

#### EXERCISE 16

##### NEW REVISING STORIES

**Note:** Select three good stories from the last lesson before presenting this exercise.

1. I'm going to read three good stories from the last lesson.
2. (Read the first story, then ask:) **What part of that story did you think was really good?** (Call on individual students. Accept all reasonable responses.)
  - (Repeat step 2 for the remaining stories.)
3. **Now you're going to work in teams to figure out how you can make your stories better. The team members will take turns reading their stories. Then the team will give suggestions for making the story better. The team should agree on all changes.**
4. (Assign the first student in each team to read.) **Raise your hand when your team has finished talking about the first student's story.**
  - (Observe teams. Praise teams that are working cooperatively.)
5. (For each team with hands raised, ask about the suggestions for the first student's story. Praise good suggestions, then tell the second team member to read his or her story.)
  - **Raise your hand when your team has finished talking about the second student's story.**
  - (Observe teams. Praise teams that are working cooperatively.)
  - (Repeat step 5 until all students have received feedback on their story.)

6. Now you'll rewrite your story. Start with the story you wrote earlier. Cross out any sentences or parts you want to change. Then use a fresh sheet of paper to rewrite your story.
- Copy any parts you want to keep. Try to put in all the suggestions from your team. Make sure your new story doesn't have any of the mistakes I marked on the story you handed in.
- Raise your hand when you're finished. You have 20 minutes.  
(Observe students and give feedback.)
7. (After 20 minutes, say:) Stop writing. If you didn't finish rewriting your story, you can finish it later.
- (Collect the students' stories. Later, check their work and mark any mistakes. Write comments for parts that are good and for parts with errors.)

## Teaching Techniques

In steps 1 and 2, encourage students to explain what they like about each story you read, but don't get bogged down in lengthy discussions. In step 4 and 5, monitor the teams closely to make sure they aren't getting sidetracked. Also check that students are making constructive suggestions for each story.

Students are likely to have the most trouble with step 6, where they have to revise their own writing. Remind them that they can make as many corrections as they want on their first draft, which doesn't have to be neatly written. The final draft, however, should be copied in their best handwriting.

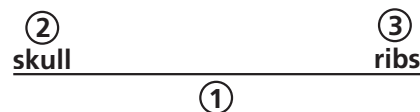
## Writing Directions

### Lessons 26–30

In the Writing Directions track, students complete directions for drawing a picture.

Here is the Workbook and teacher presentation material for the first Writing Directions exercise.

**A** Complete the instructions.



1. Draw a \_\_\_\_\_ line.
2. Write the word \_\_\_\_\_ on the \_\_\_\_\_ end of the line.
3. Write the word \_\_\_\_\_ on the \_\_\_\_\_ end of the line.

### EXERCISE 4

#### NEW WRITING DIRECTIONS

1. Open your Workbook to Lesson 21 and find part A. ✓
- I'll read the instructions. **Complete the instructions.**
- Look at the picture. The little circles show the steps of the instructions.
2. I'll read item 1. **Draw a blank line.**
- Look at circle 1. Everybody, what kind of line is above circle 1? (Signal.) *A horizontal line.*
- Yes, horizontal. Write the word **horizontal** in the blank in item 1. ✓
- Everybody, say item 1. (Signal.) *Draw a horizontal line.*
3. I'll read item 2. **Write the word blank on the blank end of the line.**
- Look at circle 2. Everybody, what word is under circle 2? (Signal.) *Skull.*
- And what end of the line is it on? (Signal.) *Left.*
- Write the words **skull** and **left** in the blanks in item 2. ✓
- Everybody, say item 2. (Signal.) *Write the word skull on the left end of the line.*
4. I'll read item 3. **Write the word blank on the blank end of the line.**
- Look at circle 3. Everybody, what word is under circle 3? (Signal.) *Ribs.*
- And what end of the line is it on? (Signal.) *Right.*
- Write the words **ribs** and **right** in the blanks in item 3. ✓
- Everybody, say item 3. (Signal.) *Write the word ribs on the right end of the line.*

## Teaching Techniques

The format is straightforward, so it should present few teaching problems. Keep your pacing rapid, but don't rush students. Make certain students say each item after they have completed it.

## Corrections

Some students may have trouble seeing the relationship between the circled numbers and the item number. If students exhibit confusion in step 2, use the following correction:

- 1 Touch circle 1 in the picture. ✓
- 2 Now touch the item that tells about that picture. (Students should touch item 1.)
- 3 Touch circle 2 in the picture. ✓
- 4 Now touch the item that tells about that picture. (Students should touch item 2.)
- 5 (Return to step 2 of the format.)

## Workcheck

The Workcheck is the last part of every lesson. After students complete the Workbook exercises, they read their answers aloud and put an **X** next to any item they missed. Use the Answer Key to confirm correct responses. Then direct students to add up their points and enter them on the Point Summary Chart. Finally, gather the Workbooks and make comments on the students' stories.

Here is the Workcheck from Lesson 3:

### EXERCISE 14

#### **NEW** WORKBOOK AND WORKCHECK

1. (Award points for Group Work.)
2. Do the rest of the Workbook lesson now. (Observe students and give feedback.)
3. Get ready to check your answers. ✓
  - Put an **X** next to any item you missed.
  - (Call on individual students to read each item and its answer.)

4. (After all the answers have been read, have students record their Workbook points.)
5. (Award bonus points.)
6. (Have students total their points and enter the total on the Point Summary Chart.)
7. (Collect the Workbooks. Mark the stories using this code: **W** for improper wording; **UC** for unclear sentences; **X** for inaccurate sentences.)
8. (Select three good stories to read to the class as part of the **next** lesson.)

## Teaching Techniques

For most Workbook exercises, you simply call on individual students to read each item and its answer. The following procedure works well:

- 1 Maria, read the first item in part A and tell me the answer. (Student reads the item and gives the answer.)
- 2 Does everybody agree? ✓
- 3 Mark the item with an **X** if it's wrong.

Some items have more than one possible response. In the Answer Key, the answers for these items are preceded by the word *Idea*. Accept any responses that express the same basic idea as the given answer. The following procedure is recommended:

- 1 Ivan, read the first item in part A and tell me its answer. (Student reads the item and gives the answer.)
- 2 That's a good answer. Are there any other answers? (Call on a student to read another possible answer.)
- 3 That's also a good answer. Any more?

If an answer is unacceptable, indicate that it's not correct. Then call on another student.



# Fact Games

Fact Games appear after Lessons 5, 15, 25, 35, 45, and 55. The purpose of the game is to help students remember the many facts they learn in the program.

## *Introducing First Fact Game*

The instructions following Lesson 5 indicate that the students are to play a Fact Game before they do Lesson 6. You may schedule this game for a time other than the daily reading period.

For the first game, you act as a monitor and demonstrate with four players how the game is to be played. When demonstrating the game, make sure you model fast pacing, correct procedures, and the monitor's appropriate responses to the players. Follow these rules:

### **Assign students to permanent groups.**

Ideally, a group should consist of four players and a monitor. If possible, try to avoid larger groups. Each player in a larger group will receive fewer turns, and management problems will increase.

**Make the groups diverse.** Do not place better performers in one group and lower performers in another. Mix the students.

**Assign a monitor who is competent.** The monitor should be a good reader. Try to assign different monitors each time a Fact Game is played. Tell the monitors their responsibilities. They are to make sure that the players are taking turns, moving to the left. The monitor directs the player who is taking a turn to read the item aloud and answer it. Then the monitor confirms a correct response or gives the correct answer if the item was missed.

**Players wait for their turn.** The next player does not roll the dice until the preceding player has answered and is told whether the

response is correct. (If players are permitted to roll before the item is read and answered, they become so intent on getting ready for their turn that they do not attend to the preceding player's item and the answer.)

**If possible, provide a table for each group of players.** There should be no obstructions that prohibit the monitor from observing the players. The players should not be able to read the answers in the monitor's book. Each player's Workbook should be on the table, open to the item sheet for the game. The monitor should have a pencil.

For the first game, give each group a pair of dice. The items presented during the game appear in the Workbook. Each game is labeled. The answers appear on another page in the back of the Workbook. For game 1, the items appear on page 12 and the answers appear on page 264.

- The monitor is the only person in a group who is permitted to look at the answer page.
- The other players take turns. A player rolls the dice, reads the number of dots showing, reads the item that has the same number, and tells the answer.
- If the player answers correctly, the monitor makes one tally mark in the box at the top of the player's question sheet.
- The dice go to the next player (the player to the left) and that player takes a turn.

## *Observing the Fact Games*

Follow these guidelines when you observe the games.

**Reinforce a fast pace.** Praise players who have the dice ready to roll, find the item quickly, read it correctly, and answer correctly. Remind players that the faster they play, the more points they can earn. A fast pace also ensures that players will be less likely to argue with the monitor.

**Make comments about each group's progress.** Make comments like, *Look at how well you're doing—you've already played three rounds.* Comments of this type help students understand they are part of a group that is working together.

**Do not permit the games to drag.** If a group is going slowly, comment on a group that is moving quickly: *Wow, this group is really moving. Every player has had five turns already.*

**Make sure players are following the rules.** Some students may attempt to answer an item without first reading the item aloud. Stop players who do not read the item aloud and remind them of the rule: *You must read the item aloud and then answer it.*

**Make sure monitors award points only when the answers are correct.** For nearly all items, the correct response is phrased in a very specific way, as indicated in the Answer Key. If the player's response is not the same as that in the key, the response is incorrect.

**If an answer is incorrect, the monitor reads the correct answer aloud.** Students are not permitted to argue with the monitor. If they argue, they lose a turn. If they continue to argue, they are removed from the game. The monitors are to raise their hands to signal a problem or a question.

**Award bonus points for games that run smoothly.** Also award bonus points to individual players who receive at least so many points during the game.

For the first game, the specified minimum is more than 10 points; for subsequent games, it is more than 12. Don't make your awards a secret. As you circulate among the groups, announce things like *This group is really doing well. If they keep up, they'll get bonus points for playing the game smoothly.*

**Stop the game after it has been played for the specified time.** The first game is to run 15 minutes; subsequent games are to run 20 minutes. You may reduce the time limit to 15 minutes on later games if the group is firm on oral comprehension tasks and Workbook items.

**Tell each group of players how well they did.** Announce which groups received bonus points for playing the game smoothly. Tell all students who have more than the number of points specified to stand up. Congratulate them and award bonus points to them.

## Mastery Tests

Mastery Tests appear after Lessons 10, 20, 30, 40, and 50; an End-of-Program Test appears after Lesson 60. The tests measure student mastery of the skills, facts, and concepts presented in the program.

Each test is divided into several parts, and each part measures student mastery of a particular skill, such as inference or parts of speech. Remedial exercises are provided for students who fail one or more parts of the test.



Presentation of the tests is straightforward. Students take the test at their desks, without a time limit. Then you gather the tests and grade them. Here is the presentation for the first test:

## MASTERY TEST 1

### INTRODUCTION

1. Open your Workbook to page 246. ✓
- This is a test on what you have learned in Lessons 1 to 10. You'll write your answers on the test.
2. There's no time limit, so check your answers to make sure you got them right. Raise your hand when you're done.
- (Wait for all students to finish the test.)
3. (Gather Workbooks and grade tests using the Answer key below.)

#### Mastery Test 1

**A** Complete the deductions.

1. Every dog has ribs. Bowser is a dog.  
So, Bowser has ribs
2. Some trees are evergreens. A birch is a tree.  
So, maybe a birch is an evergreen

**B** Write the letter of the fact that explains why each thing happened.

- A. On Monday, it was sunny.  
B. On Tuesday, it was raining.

1. People went to the beach. A
2. You could see your shadow. A
3. The streets got wet. B

**C** Write the class name for each group of objects.

1. Car, bike, truck  
Vehicles
2. Hammer, screwdriver, pliers  
Tools

#### Workbook page 246

**D** Answer the questions.

1. What's another word for build?  
Construct
2. What's another word for look at?  
Examine
3. What's another word for guard?  
Protect

**E** Answer the questions about the sentence.

The thirsty cat drank lots of water.

1. What's the part that names?  
The thirsty cat
2. What's the noun in the part that names?  
Cat
3. What's the verb in the part that tells more?  
Drank

**F** Read the sentence and answer the questions.

The painter broke one of her ribs when she fell off the ladder.

1. What did the painter break?  
Idea: One of her ribs
2. In what body system was the part the painter broke?  
Idea: In her skeletal system
3. What did the painter fall off?  
Idea: The ladder

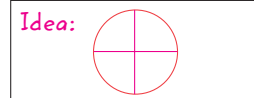
#### Workbook page 247

#### Mastery Test 1

**G** Complete each sentence with a word that comes from select.

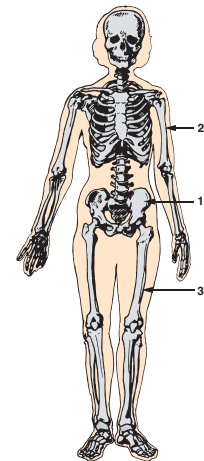
1. Those shoppers are selecting new shirts at the store.
2. Tim needs to select a book to read.

**H** Follow the directions.



1. Draw a big circle in the box.
2. Draw a vertical line from the top of the circle to the bottom of the circle.
3. Draw a horizontal line from the middle of the left side of the circle to the middle of the right side of the circle.

**I** Fill in each blank.



1. Pelvis
2. Humerus
3. Femur

## REMEDIAL EXERCISES

The Mastery Tests are divided into lettered parts, with two to five questions per part. Students who miss more than 25% of the questions in a particular part are considered to have failed that part.

- If a part has two or three questions, students who miss one or more questions fail the part.
- If a part has four or five questions, students who miss two or more questions fail the part.

The following remedial exercises can be used with students who fail one or more parts of the Mastery Test. If more than 25% of your students fail a particular part of the test, present the remedial exercises **for that part** to those students. All the exercises appear in the Teacher Presentation Book. For exercises that involve the Workbook, make copies of unused Workbook pages.

## END OF MASTERY TEST 1

Remedy Table		
Part	Lesson	Exercise
A	7	1
	8	2
B	6	4
	7	6
C	7	2
	8	1
D	8	3
	9	4
E	8	7
	9	7
F	6	3
	10	2
G	7	3
	8	5
H	4	7
	5	9
I	4	1
	8	6

**Note:** For these remedies, permission is granted to reproduce Workbook pages for classroom use.

Each Mastery Test has 24 questions, except for the End-of-Program Test, which has 48. The following chart shows one possible grading plan for the tests. The plan can be adjusted as necessary for your students. (See page 12 for a discussion of how to combine Mastery Test grades with daily point totals to determine final grades.)

Grade	Mastery Test Points	End-of-Program Test Points
A	23–24	46–48
B	20–22	40–45
C	17–19	34–39
D	14–16	28–33
F	0–13	0–27

# Comprehension Placement Tests

The placement procedure for the **Corrective Reading** Comprehension program is designed so that students take two tests. The first (Test 1) is a screening test that requires written responses and is administered to an entire class or group.

Students who make more than 7 errors on the screening test take a second test (Test 2) that places them in **Comprehension A**, **Comprehension A Fast Cycle**, or **Comprehension B1**. This test is individually administered.

Students who make 7 or fewer errors on the screening test take a second test (Test 3) that places them in **Comprehension B1**, **Comprehension B1 Fast Cycle**, or **Comprehension C**. This test requires written responses and is presented to an entire class or group.

The battery of placement tests is also designed to identify students who perform either too low or too high for the Comprehension programs.

## Test 1

The screening test (Test 1) is made up of 16 multiple-choice items. Students are to complete it in no more than 10 minutes.

### Preparation

Reproduce one copy of the test for each student. A reproducible copy appears on pages 48–49 of this guide.

### Administration

- Make sure all students have a pencil.
- Pass out the test forms, face down.
- Tell students: **Turn your paper over and write your name at the top. You will circle the correct answer for each item. Begin now.**
- Do not provide help either for decoding the items or identifying the answers.
- At the end of the 10-minute period, collect the test forms.

### Scoring

The Answer Key below shows the correct answers. Count one error for each item that is incorrect. Note that for items 2 and 4, students are to circle four answers. If they don't circle all four correct answers, the item is scored as one error.

Enter the total number of errors in the score blank at the beginning of the test form. Then determine which placement test to administer to each student. Students who make more than 7 errors take Test 2. Students who make 7 or fewer errors take Test 3.

Answer Key	
1. c	9. a
2. a, d, e, h	10. b
3. d	11. b
4. b, e, h, j	12. c
5. d	13. d
6. b	14. b
7. c	15. c
8. d	16. b

# Test 2

Test 2 is administered individually. The teacher or another tester presents the test orally to each student. Students respond orally, and the tester records whether the responses are incorrect. The test contains 22 items, some of which have more than one part. Test 2 requires about 10 minutes per student.

## Preparation

Reproduce one copy of the test for each student and each tester. A reproducible copy appears on pages 50–51 of this guide. Each tester should become thoroughly familiar with both the presentation procedures and the acceptable responses for the various comprehension items. Tester judgment is called for in evaluating the appropriateness of responses to many items. (For a discussion of procedures and responses, see pages 46–47.)

## Administration

Select a quiet place to administer the test. Students who are to be tested later should not observe or hear another student being tested. You will need a test form for each student.

When administering the test, sit across from the student. Fill out the top lines of the test form (student information). Keep the filled-out test form and position it so that the student cannot see what you are writing on the form.

Start by presenting the following general instructions: **I'm going to ask you some questions. Do your best to answer them. There's**

**no time limit, but if you don't know the answer, tell me and we'll move on to the next item. This test is not designed to grade you. It's designed to help us figure out how we can work with you most effectively.**

Present the items in order, starting with item 1. If a student responds incorrectly, circle the response number that follows the item. To help you keep track, you may want to draw a line through the number when the item is answered correctly.

## Scoring

Total the student's errors by counting every circled response number. Enter the total in the score blank at the beginning of the test form. Then determine the placement of the student.

## Placement

The table below shows program placements based on the number of errors made in Test 2.

Errors	Program Placement
31 or more	Place in a beginning language program, such as <i>Language for Learning</i>
27 to 30	Provisional placement in Comprehension A, Lesson A*
17 to 26	Comprehension A, Lesson A
14 to 16	Comprehension A, Lesson 1
11 to 13	Comprehension A Fast Cycle, Lesson 1
7 to 10	Comprehension B1, Lesson 1
0 to 6	(Administer Test 3.)

\* Some students who perform in this range may perform well on Lessons A through E of Level A. If not, place them in a beginning language program.

# Test 3

Test 3 is a written test of 19 items administered to the group. Students underline sentence parts, write answers to questions, and indicate correct responses to multiple-choice items. The test requires about 10 minutes to administer.

## Preparation

Reproduce one copy of the test for each student. A reproducible copy appears on pages 52–53 of this guide.

## Administration

- Make sure all students have a pencil.
- Pass out the test forms, face down.
- Tell students: **Turn your paper over and write your name at the top. You will write the answer for each item. Begin now.**
- Do not provide help either for decoding the items or identifying the answers.
- At the end of the 10-minute period, collect the test forms.

## Scoring

The Answer Key below shows the correct answers. Each incorrect response counts as 1 error. If students correctly underline only part of the specified group of words in section A or B, score 1/2 error.

Enter the total number of errors in the score blank at the beginning of the test form. Then determine the placement of the student.

### Answer Key

1. a. wapdumpos  
b. (words underlined: *little plants that grow in twinglers*)
2. a. drosling  
b. (words underlined: *a small kerchief around his wrist*)
3. a. 1,000 gallons  
b. 1,100 gallons  
c. Idea: The price of milk will go up.
4. a. 7                      e. 16                      i. 4  
b. 1                      f. 2                      j. 10  
c. 15                      g. 3                      k. 6  
d. 5                      h. 8                      l. 12

## Placement

The table below shows program placements based on the number of errors made in Test 3.

Errors	Program Placement
more than 8	Comprehension B1, Lesson 1
5 to 8	Comprehension B1 Fast Cycle, Lesson 1
2 to 4½	Comprehension C, Lesson 1
0 to 1½	too advanced for <b>Corrective Reading</b> series

# Presentation Notes for Test 2

## Items 1–3: Same-Different

These items test the concepts “same” and “different.” Present the instructions in a normal speaking voice. Each item has three response numbers. In item 1, for example, if a student names two acceptable ways that a hamburger and an ice-cream cone are different, draw lines through 1a and 1b. If the student does not name a third acceptable way, circle 1c.

You may prompt a student by saying: *You’ve named two ways that they’re the same. Can you think of another way?* If the student does not respond within 10 seconds after the reminder, circle the response number and go to the next item.

The responses printed on the test sheet are only samples—not an exhaustive list of appropriate answers. A student’s response is appropriate if it (a) expresses how the objects are the same (or how they are different), and (b) has not already been given for the pair of objects.

Note that responses are correct for the different items if a student mentions only one of the items. For instance, if the student says the ice-cream cone has a cone, but does not mention the hamburger, the assumption is that the hamburger does not have a cone. Therefore, the response is acceptable.

If you are in doubt about the acceptability of a response, ask the student to give a different one. For example, a student may respond to item 1 by indicating that a hamburger is hot, that a hamburger has a bun, and that an ice-cream cone is cold. The last response is questionable because it is the opposite of the first response. Say: *Can you name another way that an ice-cream cone is different from a hamburger?* Score the student’s response to your question.

## Items 4–6: Analogies

Item 4 is an analogy that tells where objects are found (or where the objects typically operate). Any response that accurately tells *where* is acceptable, for example: *lake, stream, fishing hole, ocean, aquarium, or under lily pads.*

Item 5 tells which class each object is in. Acceptable responses include *cold-blooded things, animals, food, and living things.*

Item 6 deals with parts of objects. Acceptable responses include *fins, tails, gills, scales, eyes, and teeth.*



## Items 7 and 8: Statement Repetition

These items test statement-repetition skills. The student receives as many as three tries at repeating the statement. You say the statement and tell the student to repeat it. If the student says exactly what you say, draw a line through the response number for that trial. If the student does not say exactly what you say, circle the number. As soon as the student repeats the statement correctly, go to the next item.

For example, if the student correctly says the statement in item 7 on the first try, draw a line through 7a and go to item 8. If the student does not say the statement correctly on the first try, circle 7a and say: *Let's try it again.* Repeat the statement. Continue until the student has said the item correctly or until you have circled 7c.

Students must say the words clearly so they are not confused with other words. Watch for word substitutions, word omissions, and omission of word endings—for example, saying *twenty-seven* instead of *twenty-seventh* in item 7. On the second and third try, you may emphasize the part of the sentence the student said incorrectly.

## Items 9–13: Basic Information

These items test knowledge of general information. For items 9 and 12, there is more than one acceptable response. For the others, however, only one answer is acceptable.

## Items 14–17: Deductions

These items assess the student's ability to use deductions. Nonsense words are used in item 17. If students object to the nonsense words, remind them: *You can still answer the questions even if you don't know the meaning of some of the words.*

Students are not required to use the precise words specified for the items; however, they should give acceptable substitutions.

## Items 18 and 19: Divergent Reasoning

These items test the student's ability to use concepts related to true and false. Item 18 deals with descriptions that are true of some things, while item 19 deals with a contradiction (one part must be false if the other part is true).

## Blackline Master for Test 1

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Tester \_\_\_\_\_

Errors \_\_\_\_\_ Give Test 2 \_\_\_\_\_ Give Test 3 \_\_\_\_\_

### 1. Circle the answer.

Tom and Jerrit are the same age. Jerrit is 15 years old. So ...

- a. Tom is at least 16 years old.
- b. Tom is less than 15 years old.
- c. Tom is 15 years old.
- d. Tom is older than Jerrit.

### 2. Circle the name of each object that is a container.

- |          |              |
|----------|--------------|
| a. bag   | e. briefcase |
| b. phone | f. ring      |
| c. book  | g. belt      |
| d. purse | h. dresser   |

### 3. Circle the answer.

What is the holiday we celebrate on January 1?

- a. Labor Day
- b. Memorial Day
- c. Thanksgiving
- d. New Year's Day
- e. The 4th of July

### 4. Circle the name of every season.

- |           |              |
|-----------|--------------|
| a. Jump   | g. September |
| b. Spring | h. Fall      |
| c. July   | i. Warm      |
| d. Monday | j. Summer    |
| e. Winter | k. Tuesday   |
| f. Pepper |              |

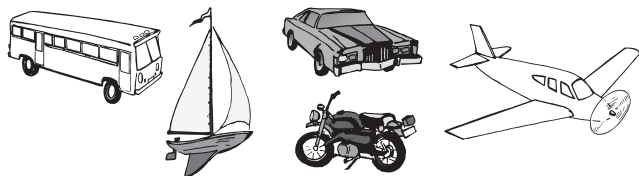
### 5. Circle the item that is true.

- a. All dogs bark.  
Collies are dogs.  
So some collies bark.
- b. All dogs bark.  
Collies are dogs.  
So all dogs are collies.
- c. All dogs bark.  
Collies are dogs.  
So no collies are dogs.
- d. All dogs bark.  
Collies are dogs.  
So all collies bark.

• Appendix A •

6. Circle the class name for the objects.

- a. containers
- b. vehicles
- c. animals
- d. tools



7. Circle the word that means *build*.

- a. buy
- b. protect
- c. construct
- d. predict

For items 8–11, circle the word that means the same thing as the underlined part.

8. She resides near New York.

- a. visits
- b. drives
- c. works
- d. lives

9. The doctor looked at the patient's arm.

- a. examined
- b. predicted
- c. selected
- d. calculated

10. They will modify the plans.

- a. support
- b. change
- c. observe
- d. announce

11. She concealed her belief.

- a. announced
- b. hid
- c. explained
- d. confirmed

For items 12–14, circle the answer.

12. A **simile** is a statement that tells how things...

- a. are different
- b. are funny
- c. are the same
- d. are complicated

13. If information is **irrelevant** to an issue, the information is...

- a. untrue
- b. hard to understand
- c. important
- d. unimportant

14. If a passage is **repetitive**, it...

- a. introduces many unfamiliar words
- b. says the same thing again and again
- c. uses no unfamiliar words
- d. has long sentences

For items 15 and 16, write the letter of the answer.

\	—		/
a.	b.	c.	d.

15. Which line is vertical? \_\_\_\_\_

16. Which line is horizontal? \_\_\_\_\_

## Blackline Master for Test 2

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Tester \_\_\_\_\_

Errors \_\_\_\_\_ Comprehension Placement \_\_\_\_\_

(Read to the student.)	(Circle errors.)
<b>1. Name three ways that an ice-cream cone is different from a hamburger.</b> <i>(Ideas: One is hot; a hamburger has a bun; one is sweet; one has meat; an ice-cream cone has a cone; and so forth)</i>	1a 1b 1c
<b>2. Name three ways that an ice-cream cone is like a hamburger.</b> <i>(Ideas: They are food; each is bigger than an ant; both have parts; both are purchased; you eat them; and so forth)</i>	2a 2b 2c
<b>3. Name three ways that a tree is the same as a cat.</b> <i>(Ideas: They are alive; each is bigger than an ant; both die; they reproduce; both have coverings; and so forth)</i>	3a 3b 3c
<b>4. Finish this sentence: An airplane is to air as a fish is to . . .</b> <i>(Ideas: Water; a lake; an ocean; and so forth)</i>	4
<b>5. Finish this sentence: An airplane is to vehicles as a fish is to . . .</b> <i>(Ideas: Animals; food; living things; and so forth)</i>	5
<b>6. Finish this sentence: An airplane is to wings as a fish is to . . .</b> <i>(Ideas: Fins; tail; and so forth)</i>	6

(Read to the student.)	(Circle errors.)
<b>I'll say some sentences. After I say a sentence, you try to say it exactly as I said it.</b>	
<b>7. Here's a new sentence: It was March twenty-seventh, nineteen sixty-five. Say it.</b> <i>It was March twenty-seventh, nineteen sixty-five.</i>	7a 7b 7c
<b>8. Here's a new sentence: Some of the people who live in America are illiterate. Say it.</b> <i>Some of the people who live in America are illiterate.</i>	8a 8b 8c
<b>9. Listen: It has four wooden legs and a seat and a back. What is it?</b> <i>(Ideas: Couch; chair.)</i>	9
<b>10. Listen: We celebrate this day every year because it's the first day of the new year. What date is that?</b> <i>January 1; the first of January.</i> <i>(In countries other than the United States, substitute a comparable local holiday.)</i>	10

(Read to the student.)	(Circle errors.)
<b>11. Say the days of the week.</b> (Students may start with any day 11 of the week, but the days must be) recited in order.)	
<b>12. What is a synonym for sad?</b> (Ideas: <i>Unhappy; downcast.</i> )	12
<b>13. One season of the year is summer. Name the three other seasons.</b> <i>Fall; winter; spring</i> (can be given 13 in any order).	
<b>14. Listen: If a dog is green, it has five legs.</b> <b>a. Pam’s dog is green. What else do you know about it?</b> (Idea: <i>It has five legs.</i> )	14a
<b>b. Jim has something with five legs. Is it green?</b> (Ideas: <i>Maybe; I don’t know.</i> )	14b
<b>15. Listen: Some lobsters are red.</b> <b>a. Tony has a lobster. Is it red?</b> (Ideas: <i>Maybe; I don’t know.</i> )	15a
<b>b. Mary has a lobster. Is it red?</b> (Ideas: <i>Maybe; I don’t know.</i> )	15b

(Read to the student.)	(Circle errors.)
<b>16. Listen: No brick walls have paint specks. Jerome has a brick wall. What else do you know about it?</b> (Idea: <i>It doesn’t have paint specks.</i> )	16
<b>17. Here’s a rule. The rule has silly words, but you can still answer the questions. Listen: All lerbs have pelps. Listen again: All lerbs have pelps.</b> <b>a. Tom has a lerb. What do you know about his lerb?</b> (Idea: <i>It has pelps.</i> )	17a
<b>b. What would you look for to find out if something is a lerb?</b> (Idea: <i>Pelps.</i> )	17b
<b>18. Listen: It is a farm animal that has four legs, goes “moo,” and gives milk. Is that true of only a cow?</b> <i>Yes</i>	18
<b>19. Listen to this statement and tell me what’s wrong with it. He was fifteen years old and his younger sister was eighteen years old.</b> (Idea: <i>His younger sister is not younger than he is.</i> )	19

## Blackline Master for Test 3

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Tester \_\_\_\_\_

Errors \_\_\_\_\_ Comprehension Placement \_\_\_\_\_

1. They planted wapdumpos, little plants that grow in twinglers.

- a. The sentence tells the meaning of a word. Which word? \_\_\_\_\_
- b. Underline the part of the sentence that tells what the word means.

2. His drosling, a small kerchief around his wrist, was made of silk and grummicks.

- a. The sentence tells the meaning of a word. Which word? \_\_\_\_\_
- b. Underline the part of the sentence that tells what the word means.

3. Here's a rule: When the demand is greater than the supply, prices go up.

Here's what's happening: Digo Dairy sells 1,000 gallons of milk every day. Digo Dairy has orders for 1,100 gallons of milk every day.

- a. How much is the supply of milk? \_\_\_\_\_
- b. How much is the demand for milk? \_\_\_\_\_
- c. What is going to happen to the price of milk at Digo Dairy? \_\_\_\_\_



4. For each word in the left column, write the number of the word or phrase from the right column that means the same thing.

- |                  |       |                 |
|------------------|-------|-----------------|
| a. currency      | _____ | 1. all at once  |
| b. suddenly      | _____ | 2. silently     |
| c. ambiguous     | _____ | 3. movable      |
| d. hesitated     | _____ | 4. changed      |
| e. exhibited     | _____ | 5. paused       |
| f. quietly       | _____ | 6. plan         |
| g. portable      | _____ | 7. money        |
| h. regulations   | _____ | 8. rules        |
| i. converted     | _____ | 9. general      |
| j. appropriately | _____ | 10. fittingly   |
| k. strategy      | _____ | 11. clear       |
| l. response      | _____ | 12. answer      |
|                  |       | 13. responsible |
|                  |       | 14. gradually   |
|                  |       | 15. unclear     |
|                  |       | 16. showed      |
|                  |       | 17. caused      |
|                  |       | 18. slowly      |

# Scope and Sequence Chart

The following chart shows the scope and sequence of skills taught in Comprehension B1. The skills are divided into six principal areas: reasoning skills, information skills, vocabulary skills, sentence skills, basic comprehension skills, and writing skills. The chart also shows the occurrences of the Fact Games and Mastery Tests.

The horizontal bars show how frequently a skill is practiced, as follows:

- Solid bars — show skills that are practiced in **every** lesson.

- Dashed bars ----- show skills that are practiced in **most** lessons.

- Dotted bars ..... show skills that are practiced in **some** lessons.

The number at the beginning of each bar shows the lesson in which the skill is introduced. After introduction, all skills are reviewed for the remainder of the program.

• Appendix B •

		Lessons						
		1	10	20	30	40	50	60
REASONING SKILLS	Deductions	1	-----					
	Evidence	1	-----					
	Analogies		13	-----				
	Contradictions				32	-----		
INFORMATION SKILLS	Classification	2	-----					
	Body Systems	1	-----					
	Body Rules				35	-----		
VOCABULARY SKILLS	Definitions	1	-----					
SENTENCE SKILLS	Parts of Speech	1	-----					
	Sentence Combinations		21	-----				
	Subject/Predicate						55	-----
BASIC COMPREHENSION SKILLS	Inference	1	-----					
	Following Directions	1	-----					
WRITING SKILLS	Writing Stories	1	-----					
	Writing Directions				26	-----		
FACT GAMES		5	15	25	35	45	55	
MASTERY TESTS		10	20	30	40	50	60	

# Skills Profile Chart

The Skills Profile Chart can be used to record an individual student's mastery of each skill taught in Comprehension B1. The chart lists the skills taught in the program and shows the lessons on which the teacher presents the skills. (After presentation, all skills are

reviewed throughout the program.) The chart also provides space for indicating when a student has mastered each skill. One copy of the chart should be made for each student in the class.

Name \_\_\_\_\_

## Reasoning Skills

	TEACHER PRESENTATION	DATE MASTERED
<b>Deductions</b> Completes a three-part deduction	1–14	
Says a complete deduction	1–12	
Uses a two-part rule to solve a problem	17–23	
Uses prompts to write the middle part of a deduction	29–33	
Writes the middle part of a deduction without prompts	51–54	
<b>Evidence</b> Identifies which of the two facts helps explain an outcome	1–16	
Indicates whether facts are <i>relevant</i> or <i>irrelevant</i> to an outcome	46–50	
<b>Analogies</b> Completes an analogy	13–24	
Says what an analogy tells	16–20	
Writes what an analogy tells	41–43	

• Appendix C •

<b>Contradictions</b> Identifies contradictions of a given fact	32–35	
Corrects a contradiction to make it true	36–40	
Modifies statements to make them synonymous	43–45	
Identifies which of two facts a statement contradicts	53–57	

## Information Skills

	TEACHER PRESENTATION	DATE MASTERED
<b>Classification</b> Learns rules for major classes (vehicles, containers, tools, plants, animals)	2–12	
Names objects that belong to a given class	5–26	
Identifies class for given objects	3–12	
<b>Body Systems</b> Learns definition for skeletal system	1–2	
Identifies parts of skeletal system (ribs, skull, spine, pelvis, humerus, femur)	1–12	
Learns definition for digestive system	15	
Identifies parts of digestive system (esophagus, mouth, stomach, liver, small intestine, large intestine)	15–20	
Learns definition for muscular system	27	
Identifies parts of muscular system (abdominal muscle, biceps, quadriceps, gastrocnemius, trapezius, triceps)	27–32	

• **Appendix C** •

Learns definition for circulatory system	45	
Identifies parts of circulatory system (arteries, veins, heart, capillaries)	45–47	
Learns definition for respiratory system	53	
Identifies parts of respiratory system (trachea, lungs, bronchial tubes)	53–55	
<b>Body Rules</b> Learns rules about how muscles move bones	35–43	
Identifies which direction a muscle will move a given bone	36–43	
Draws a muscle that moves a given bone	39–41	

## Vocabulary Skills

	TEACHER PRESENTATION	DATE MASTERED
Learns definitions of <i>obtain, examine, protect, select, construct</i>	1–10	
Learns word family <i>protect, protection, protective</i>	11–15	
Learns word family <i>select, selection, selective</i>	16–20	
Learns word family <i>construct, construction, constructive</i>	21–24	
Learns word family <i>predict, prediction, predictable</i>	26–29	
Learns word family <i>reside, residence, residential</i>	31–34	
Learns word family <i>criticize, criticism, critical</i>	36–39	



• Appendix C •

Learns word family <i>produce, production, productive</i>	51–54	
Learns word family <i>regulate, regulation, regulatory</i>	56–59	
Prepares for vocabulary test by reviewing words	9–59	
Takes test on vocabulary words	10–60	
Uses a specified vocabulary word to complete a sentence and identifies the word's part of speech	15–59	
Uses a vocabulary word in a sentence by substituting the word for its synonym	17–18	
Chooses the correct vocabulary word to complete a sentence and identifies the word's part of speech	21–31	

## Sentence Skills

	TEACHER PRESENTATION	DATE MASTERED
<b>Parts of Speech</b> Learns how to identify nouns	3–5	
Learns how to identify verbs	6–9	
Learns how to identify adjectives	14–20	
Learns how to identify articles	51–55	
Identifies nouns, verbs, adjectives, and articles in sentences	3–55	
<b>Sentence Combinations</b> Learns how to punctuate sentences correctly	21–24	
Combines sentences with <i>and</i>	22–38	

• **Appendix C** •

Uses correct subject/verb agreement in combined sentences	26–37	
Combines sentences with <i>who</i> or <i>which</i>	44–49	
Identifies word that combines given sentences correctly	52–54	
Combines sentences with <i>because</i>	58–60	
<b>Subject/Predicate</b> Learns how to identify the subject of a sentence	55–56	
Identifies the subject of a given sentence	55–59	

## Basic Comprehension Skills

	TEACHER PRESENTATION	DATE MASTERED
<b>Inference</b> Repeats a sentence and answers questions about it	1–20	
Reads a sentence and answers questions about it	1–5	
Reads a story or passage and answers questions about it	15–57	
Identifies whether a question is answered by exact words or by a deduction	21–57	
<b>Following Directions</b> Learns how to identify horizontal, vertical, and slanted lines	1–5	
Follows directions to draw a picture	1–5	
Uses a code to decipher a sentence written in code	11–15	
Follows directions to modify a given sentence	31–33	

## Writing Skills

	TEACHER PRESENTATION	DATE MASTERED
<b>Writing Stories</b> Identifies what happened before, during, and after a given picture	1–17	
Writes a story that tells what happened before, during, and after a given picture	1–59	
Revises a story by working in teams	2–60	
Uses specific words when writing a story	9–59	
Reads a story aloud to the entire class	10–60	
<b>Writing Directions</b> Completes instructions for drawing a picture	26–35	

## INDIVIDUAL PERFORMANCE

Test Part								
A	B	C	D	E	F	G	H	I

Number of students failing each skill

### Percentage of students failing each skill

## INDIVIDUAL PERFORMANCE

[illegible]

## GROUP PERFORMANCE

[illegible]

## INDIVIDUAL PERFORMANCE

Test Part								
A	B	C	D	E	F	G	H	I

Number of students failing each skill

### Percentage of students failing each skill



## INDIVIDUAL PERFORMANCE

## GROUP PERFORMANCE

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## INDIVIDUAL PERFORMANCE

Test Part								
A	B	C	D	E	F	G	H	I

### Percentage of students failing each skill

## INDIVIDUAL PERFORMANCE

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Corrective Reading  
**SRA**  
**Teacher's Guide**  
**Comprehension B2** Comprehension Skills

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# **Corrective Reading Programs**

SRA's **Corrective Reading** programs are divided into two strands: Decoding and Comprehension. Students can complete the programs in either a double-strand or a single-strand sequence.

In the double-strand sequence, students receive **two** full periods of instruction per day—one period in a Decoding program and one period in a Comprehension program.

In the single-strand sequence, students study just one program (Comprehension, for example) and receive **one** full period of instruction per day.

Each **Comprehension** level is independent of the others. Students may be placed at the beginning of one level and complete all the lessons in that level in either a single-strand or double-strand sequence.

## **Development of Skills**

The development of skills in the Comprehension programs progresses from comprehending oral language to comprehending written material. Skills are first taught in structured exercises that are tightly controlled by the teacher. Later, students are shown how to apply the skills independently to complex written materials.

The **Corrective Reading** series includes six Comprehension programs:

- Comprehension A (65 lessons)
- Comprehension A Fast Cycle (30 lessons)
- Comprehension B1 (60 lessons)
- Comprehension B1 Fast Cycle (35 lessons)
- Comprehension B2 (65 lessons)
- Comprehension C (140 lessons)

## **Comprehension A**

Students who place in **Comprehension A** do not understand the concepts underlying much of the material being taught in classrooms. They do not have well-developed recitation skills. They cannot repeat sentences they hear, so they have trouble retaining and answering questions about information that is presented. These students are often unable to comprehend what they read because they don't even understand the material when it is presented orally.

## **Comprehension A Fast Cycle**

Typically, older students who place in Comprehension A learn the skills presented in the program more quickly than younger students. **Comprehension A Fast Cycle** is designed to accommodate these older students. The program consists of 30 lessons (half the number of lessons in Comprehension A). A placement test provides procedures and criteria for placing students in Comprehension A Fast Cycle. As a rule, older students will do better in Fast Cycle than in regular Comprehension A.

## **Comprehension B1**

Students who place in **Comprehension B1** exhibit many of the deficiencies observed in students who place in Comprehension A. They lack some common basic information, such as how many months are in a year. They are also deficient in thinking operations. They have some trouble identifying how things are the same and completing deductions that involve the word *maybe*.

## **Comprehension B1 Fast Cycle**

Students who need some of the information and reviews presented in **Comprehension B1**

but are close to placing in **Comprehension C** do well in **Comprehension B1 Fast Cycle**. This program presents the same sequence of skills as Comprehension B1, but at an accelerated pace (35 lessons, compared to 60).

### Comprehension B2

Students can only enter **Comprehension B2** after completing **Comprehension B1** or **B1 Fast Cycle**. The program continues and expands upon the skills presented in previous levels.

### Comprehension C

Students who place in **Comprehension C** have already learned many skills. They can draw conclusions from evidence, make inferences, and respond to specific instructions. Their primary deficiency is in using those skills independently.

## Comprehension Placement Tests

Reproducible copies of the **Corrective Reading** Comprehension Placement Tests and details on how to administer them appear in Appendix A at the end of this guide.

The placement procedure is designed so that students take two tests. The first (Test 1) is a screening test that requires written responses and is administered to the entire class or group.

Students who make **more than 7** errors on the screening test take another test (Test 2) that places them in **Comprehension A**, **Comprehension A Fast Cycle**, or **Comprehension B1**. Test 2 is an oral test that is individually administered.

Students who make **7 or fewer** errors on the screening test take another test (Test 3) that places them in **Comprehension B1**, **Comprehension B1 Fast Cycle**, or **Comprehension C**. Test 3 requires written

responses and is presented to the entire class or group.

The battery of placement tests also identifies students who perform either too low or too high for the **Corrective Reading** Comprehension programs.

## Progress Through the Comprehension Strand

The Comprehension programs are designed with a careful progression of skill development from level to level. There are five entry points:

- 1 Students who begin at Level A should complete Levels A and B1 during the school year.
- 2 Students who begin at Level A Fast Cycle may complete Level A Fast Cycle and Levels B1 and B2 during the school year.
- 3 Students who begin at Level B1 should complete Levels B1 and B2 during the school year.
- 4 Students who begin at Level B1 Fast Cycle should complete Level B1 Fast Cycle and Level B2 during the school year.
- 5 Students who begin at Level C should complete Level C and additional outside reading during the school year.

## Features of All Comprehension Levels

Each level of the Comprehension program incorporates features that have been demonstrated through research studies to be effective in improving student performance.

- Each level is a core program, not ancillary material. Each level contains all the material you need and provides students with all the practice they need to learn the skills.
- All words, skills, and strategies are taught through Direct Instruction. This approach is the most efficient for communicating

with students, for evaluating their performance on a moment-to-moment basis, and for achieving student mastery. Students are not simply exposed to skills. Instead, skills are taught.

- Students are taught everything that is required for what they are to do later. Conversely, they are not taught skills that are not needed for later skill applications. The levels concentrate only on the necessary skills.
- Each level is based on cumulative skill development. Once a skill or strategy is taught, students receive practice in applying that skill until the end of the level. This type of cumulative development has been demonstrated by research studies to be the most effective method for teaching skills.
- Because of the cumulative development of skills, the difficulty of material increases gradually but steadily.
- Each level is divided into daily lessons that can usually be presented during a class period (35 to 55 minutes of teacher-directed work and independent student applications).
- All five levels of **Corrective Reading** Comprehension contain in-program Mastery Tests. These tests are criterion-referenced performance measures that provide detailed data on student progress. They also show students how their performance is improving as they progress through the program.
- Each level includes an effective management system. Students earn points for performance on each part of the daily lesson. Records of this performance may be used for awarding grades and documenting progress in specific skill areas.
- Each lesson specifies both teacher talk and student responses. The lessons are scripted. The scripts specify what you say and do, as well as appropriate student

responses. The scripted lessons ensure that you will (a) use uniform wording, (b) present examples in a manner that communicates efficiently and effectively with students, and (c) be able to complete a lesson during a class period.

## Poor Comprehenders

The **Corrective Reading** Comprehension series is designed to help poor comprehenders. The specific tendencies of poor comprehenders suggest what a program must do to be effective.

Because students who are lacking in comprehension skills are often poor decoders, they typically do not follow instructions precisely. They have often been reinforced for raising their hand and asking the teacher questions. This strategy has served them in content areas, such as science and social studies, as well as in reading. As a result, they have not developed precision in following instructions that are presented orally or in writing.

Because of the way material they have studied has been sequenced, poor comprehenders also have a poor memory for information. Typically, they have never been required to learn information one day and then use it that day and from then on. The usual pattern has been for them to work with vocabulary or facts for only a lesson or two, after which the material disappears. The result is a poorly developed strategy for remembering information, particularly systems of information that contain related facts and rules.

Poor comprehenders also have weak statement-repetition skills, primarily because they have never practiced these skills. For instance, when they are told to repeat the statement “Some of the people who live in America are illiterate,” students may say, “Some people who live in America are ill,” or some other inaccurate attempt. The lack

of statement-repetition skills places these students at a great disadvantage when they try to read and retain information, even if they decode it correctly.

Often, poor comprehenders will vacillate from being guarded in believing what others tell them, to being gullible, because they lack the analytical skills required to process arguments. They may have strong feelings and prejudices, but they are unable to articulate the evidence that supports their beliefs or the conclusions that derive from the evidence. They are not practiced with flaws in arguments that present false analogies, improper deductions, or appeals that are inappropriate (such as arguing about a whole group from information about an individual).

Poor comprehenders also have a deficiency in vocabulary and common information. This deficit preempts them from constructing the appropriate schemata when reading about situations that assume basic information or vocabulary. They may understand the meaning of the word *colonial*, for instance, but not know the relationship of that word to *colony*.

Finally, poor comprehenders are not highly motivated students. For them, reading has been punishing. They often profess indifference: “I don’t care if I learn that or not.” But their actual behavior suggests that they care a great deal. When they learn to use new words such as *regulate* and *participate*, they feel proud.

Poor comprehenders’ ineffective reading strategies and negative attitudes about reading become more ingrained as the students get older. Overcoming these obstacles requires a careful program, one that systematically replaces failed strategies with new ones and that provides lots and lots of practice.

In summary, the knowledge and skills of poor comprehenders are spotty. While poor comprehenders may exhibit intelligent

behaviors when dealing with their peers, they are remarkably naive in dealing with academic content because they don’t know what to attend to, what the content means, how to organize the content, how to relate it to other known facts and remember it, how to apply it to unique situations, and how to evaluate it in terms of consistency with other facts and rules.

## Comprehension Solutions

The problems of poor comprehenders suggest these solutions:

**The *Corrective Reading* Comprehension programs are designed to provide extensive practice in following directions.**

The various activities presented in the Comprehension programs are designed so that students must attend to the instructions. In one lesson, the directions for an activity might be “Circle the verbs.” In the next lesson, instructions for the same activity may be “Make a box around the verbs.” The direct-instruction activities present directions that students cannot figure out from either the format of the activity or the context. Students, therefore, learn the strategy of reading carefully and attending to the details of the instructions. Also, students practice writing instructions so that they develop an appreciation of what information is needed to clearly convey the operation they are trying to describe.

**The programs provide practice in statement repetition.** Statement-repetition practice begins in Level A with tasks that don’t involve reading. In later levels of the series, statement-repetition activities are increasingly related to statements students read. The emphasis on statement repetition not only makes students more facile in repeating statements (requiring only one or two attempts, compared to the many attempts required early in the program), but repetition



also helps reinforce the general strategy that students must be precise when dealing with statements they read or hear.

**The *Corrective Reading* series is designed so that whatever is taught is used.** In the Comprehension series, nothing goes away. Vocabulary that is introduced in vocabulary activities is integrated into other activities, such as following instructions, making analogies, completing deductions, and identifying flaws in arguments. Similarly, facts that are learned are integrated and applied to a wide range of tasks. This nonspiral approach to instruction demonstrates to students that they must develop strategies for retaining the information that is taught, and for relating it to other information. The format ensures that students will be able to learn, organize, and process whatever is taught. Mastery Tests within the series document to both teacher and students that the skills and information presented in the program are mastered.

**The series presents various analytical skills that can be applied to higher-order thinking tasks.** The Comprehension programs teach students how analogies work, how logical reasoning is applied to arguments, how conclusions depend on evidence, and how evidence can be evaluated for adequacy. Deductions are emphasized because basic arguments that affect everyday life are usually presented as deductions. The series also presents specific common fallacies (arguing from part to whole, arguing from whole to part, arguing from a false cause, arguing from limited choices). In addition, students learn how to identify contradictions, from simple ones to those that are inferred from facts students have learned. The focus of the series, in other words, is not simply on narrowly defined logical-reasoning skills, but on logical-reasoning skills as they apply to all aspects of reading.

**To compensate for the deficiencies in vocabulary and common information, the series introduces many new vocabulary words and “fact systems.”**

To compensate for students’ deficiencies in common vocabulary and information, the Comprehension programs introduce many new vocabulary words and “fact systems” (groups of related facts). For example, students learn facts about body systems (skeletal, digestive, muscular, circulatory, respiratory); calendar information; animal classification (fish, amphibian, reptile, mammal, bird); and economics (supply and demand). These fact systems also provide a vehicle for teaching vocabulary. In addition, other new vocabulary is introduced in all levels. In levels B1 and B2, for instance, vocabulary is introduced in connection with parts of speech. Students first learn a verb, such as *select*, then its noun (*selection*) and adjective (*selective*). In Level C, students are taught how to infer the meanings of words from context. Note that all words, once introduced, appear in a range of activities—from following instructions to identifying contradictions.

**The series addresses the poor comprehender’s low self-image.** The Comprehension programs also address the problem reader’s poor self-image. The series is designed so that students can succeed in learning sophisticated skills (such as identifying the missing premise in an argument). Furthermore, a point system that is based on realistic performance goals ensures that the student who tries will succeed and will receive reinforcement for improved performance.

In summary, the Comprehension series uses a two-pronged approach. Each level teaches specific skills to replace the student’s ineffective approach to comprehension. Each level also contains an effective management system that turns students on to reading. The approach **works**.



# The Program—Comprehension B2

## Comprehension Skills

**Comprehension B2** is designed to teach students how to understand what they read. The program is part of the second level of Comprehension programs in SRA's **Corrective Reading** series. (Other programs in the second level include **Comprehension B1** and **Comprehension B1 Fast Cycle**.) Comprehension B2 contains 65 regular lessons (numbered consecutively from 1 through 65), six Fact Games, and seven Mastery Tests. The Fact Games appear after Lessons 5, 15, 25, 35, 45, and 55; the Mastery Tests after Lessons 10, 20, 30, 40, 50, 60, and 65.

Each lesson is designed to provide activities for a single class period (45 to 55 minutes).

### Who It's For

**Comprehension B2** is designed for poor comprehenders in grades 4 through 12. The program is appropriate for students who have completed **Comprehension B1** or **Comprehension B1 Fast Cycle**.

### What Is Taught

Reading comprehension is a complex process that requires a number of separate skills. For example, when students are asked to write answers to questions about a written passage, they may have to:

- Interpret a simile (reasoning skill)
- Understand related facts (information skill)
- Identify the precise meaning of a word (vocabulary skill)
- Understand the structure of complicated sentences (sentence skill)

- Answer a question or follow a direction (basic comprehension skill)
- Write their answers correctly (writing skill)

Students who have mastered these skills are more likely to understand what they read. Therefore, **Comprehension B2** teaches all six skills: reasoning, information, vocabulary, sentence analysis, basic comprehension, and writing. The following sections describe the specific exercises, or tracks, that are used to teach each skill. (For a visual overview of skill development, consult the Scope and Sequence Chart in Appendix B.)

### Reasoning Skills

Textbook material that students are expected to read usually proceeds on an implicitly logical basis. Students who don't grasp the logic underlying a passage probably won't be able to answer questions about the passage that involve any sort of analogy, deduction, or rule application. They will experience difficulty when they try to defend an interpretation of the passage or identify contradictory elements in the passage.

The following tracks teach reasoning skills: Similes, Contradictions, and Evidence.

The **Similes** track teaches students to understand figurative language and the relationships implied by such language. Students learn how to analyze and create similes.

The **Contradictions** track teaches students to recognize contradictions and shows them how to analyze flaws in passages.

The **Evidence** track teaches students to distinguish between what does and what does not follow from a given fact or rule.

In addition to the reasoning skills listed above, the program also reviews reasoning skills taught in Level B1, particularly Deductions and Analogies.

For **Deductions**, students review how to draw conclusions and how to apply rules to diverse applications.

For **Analogies**, students review how to formulate analogies and how to understand the range of similarities implied by different types of analogies.

### Information Skills

Students who don't have an adequate store of common information are at a disadvantage when they read selections that assume possession of such information. Typically, these students don't know basic classifications, the names of body systems and body organs, or basic rules about how things work. Moreover, they frequently lack a systematic method of retaining new information because they are unpracticed in organizing groups of related facts.

The following tracks teach information skills: Body Systems, Body Rules, and Economics Rules.

The **Body Systems** track teaches the names and parts of major body systems. This track also provides students with a successful experience in mastering a group of related facts.

The **Body Rules** track teaches rules that explain how the various body systems work. Students use the skills taught in the Deductions track to apply these rules.

The **Economics Rules** track introduces rules that help students become more knowledgeable consumers. The track also extends students' experience in applying rules to diverse situations.

### Vocabulary Skills

Students with a limited vocabulary encounter many unfamiliar words when they read material designed for their grade level. They may not know how to look up words in a dictionary or how to interpret a definition if they find it. They also may not understand how different affixes affect the meaning of a word.

All vocabulary skills are taught in the **Definitions** track. The track teaches many new words, along with procedures that help students understand new words. All words taught in the Definitions track are integrated into other tracks in the program.

### Sentence Skills

Students with a faulty understanding of basic sentence structure have difficulty comprehending complicated textbook sentences. These students may also be unfamiliar with the classification of sentence parts. Because they lack understanding of sentence structure, they are ill-equipped to discuss written materials.

The following tracks teach sentence skills: Subject/Predicate, Sentence Combinations, and Sentence Analysis.

The **Subject/Predicate** track teaches students to identify subjects and predicates. They also learn that parts of certain predicates can be placed in front of the subject.

The **Sentence Combinations** track teaches students how to combine sentences by using such words as *however* and *especially*. Students also learn how those words relate one sentence part to another.

The **Sentence Analysis** track gives students practice in breaking down complex sentences into their simple-sentence components. After students have mastered sentence-combination

techniques, they are given complex sentences to rewrite in simple-sentence form.

Level B2 also reviews the **Parts of Speech** introduced in Level B1, including nouns, verbs, adjectives, and articles.

### **Basic Comprehension Skills**

Students who have difficulty answering questions or following directions seldom are able to show that they comprehend what they read, even though their comprehension might be adequate.

The following tracks teach basic comprehension skills: Inference and Following Directions.

The **Inference** track teaches students to answer questions based on extended passages. Often, students are required to explain how they arrived at the answer to a particular question. The passages students read incorporate vocabulary, rules, and information presented in other tracks. Many passages elaborate upon the Body Systems and Economics Rules tracks.

The **Following Directions** track teaches students how to draw a picture by following a set of directions. The directions emphasize the function of prepositions and also make extensive use of vocabulary, rules, and information.

### **Writing Skills**

Students with inadequate writing skills are likely to be misunderstood. They tend to make errors in punctuation and grammar, and they also tend to repeat themselves. They are particularly weak in the use of descriptive prose.

The following tracks teach writing skills: Writing Stories, Writing Directions, Rewriting Paragraphs, and Editing.

The **Writing Stories** track teaches students how to write stories based on pictures. The track includes a wide range of drawings and photographs, from those that depict action to others that suggest moods such as anger or concern. Students write about what happened before the picture, what happened in the picture, and what will happen next. Students write a new story on every odd-numbered lesson (1, 3, 5, and so on). On every even-numbered lesson, students revise their stories based on feedback from the teacher and other students.

The **Writing Directions** track is the reverse of the Following Directions track. In Following Directions, students follow written directions to draw a picture. In Writing Directions, students are given a picture and then write a set of directions for creating that picture.

The **Rewriting Paragraphs** track requires students to rewrite carefully controlled paragraphs by combining sentences and correcting mistakes. The track helps students become more facile with the paragraph form and more practiced in the writing of extended passages.

The **Editing** track teaches students to correct many different kinds of writing mistakes, such as redundancy, faulty subject-verb agreement, and incorrect punctuation.

## **Materials**

The materials for **Comprehension B2** consist of this Teacher's Guide, the Teacher Presentation Book, and the Student Workbook.

The **Teacher's Guide** contains basic information about the program and specific directions for presenting exercises and correcting mistakes.

The **Teacher Presentation Book**, which contains exercises for the teacher to present

orally to students, is in the form of a script. The script specifies what the teacher is to say and do and what students are to say and do. Because reading comprehension is closely bound to oral comprehension, all skills taught in the program are first introduced orally.

The **Student Workbook** contains written exercises that students complete after they demonstrate mastery of the oral exercises.

## Scheduling and Grouping

Here are general considerations for scheduling and grouping students for **Comprehension B2**.

- A lesson should be presented every day at an assigned time.
- The lesson will take between 45 and 55 minutes, depending on the size of the group.
- Lessons can be presented to large groups, but students are best served when they are in groups of 15 or less.
- The program can be used with individual students in resource-room settings, in which case less time is required to present each lesson.

If you are teaching the program to several groups of students, try to group students homogeneously based on their Comprehension Placement Test scores. Although the program is designed to accommodate a range of individual differences, homogeneous grouping is more efficient because it enables students with similar abilities to progress at their own rate.

## Placement Procedures

Copies of the Comprehension Placement Tests and details on how to administer them appear in Appendix A of this guide. The tests measure each student's ability to repeat statements, draw simple conclusions, complete analogies, and answer questions about basic information.

# Lesson Structure

A typical lesson in **Comprehension B2** contains about a dozen exercises and lasts 45 to 55 minutes. Each lesson is divided into two sections: Group Work and Workbook Exercises.

The Group Work section consists of exercises that the teacher presents orally to the group. Students respond orally; no reading or writing is involved. The Workbook Exercises section consists of Workbook exercises that the teacher presents to the group, as well as Workbook exercises that students complete independently. When students finish, they check their work and total up their points for the lesson.

Here is a step-by-step sequence for a typical lesson:

## Group Work

- The teacher presents oral exercises to the group.

## Workbook Exercises

- 1 Students open their Workbooks. The teacher presents the first few Workbook exercises orally.
- 2 The teacher awards points to students for their performance on the oral exercises and the first few Workbook exercises.
- 3 Students complete the remaining Workbook exercises independently.
- 4 Students work together to check their answers to the Workbook exercises.
- 5 The teacher awards points to students for their performance on Workbook exercises.
- 6 The teacher awards bonus points.
- 7 Students total their points for the day and enter the total on the Point Summary Chart.



## Fact Games

Fact Games appear after Lessons 5, 15, 25, 35, 45, and 55. These games review key information and skills students have learned in previous lessons. The games should be completed before students begin the next lesson.

Here is a step-by-step sequence for a typical Fact Game:

- 1** Students assemble in groups of four or five. The teacher designates one student in each group to be the monitor for the group.
- 2** The players open their Workbooks to the correct Fact Game, and the monitors refer to the Fact Game Answer Key (at the end of the Workbook).
- 3** Students play the Fact Game for 20 minutes. The monitor awards one point for each correct answer and says the correct answer after each mistake.
- 4** The teacher awards points to monitors and bonus points to groups that play well.
- 5** Students total their points and enter the total on the Point Summary Chart.

## Mastery Tests

Mastery Tests appear after Lessons 10, 20, 30, 40, 50, 60, and 65. The first six tests measure student mastery of skills and information presented in the preceding 10 lessons. The final test, presented after Lesson 65, measures student performance in the entire program. Students who perform poorly on the Mastery Tests receive remedial instruction in specific skills.

Here is a step-by-step sequence for a typical Mastery Test:

- 1** Students open their Workbooks to the correct Mastery Test. (The Mastery Tests appear near the end of the Workbook, separate from the regular lessons.)
- 2** Students complete the test independently; there is no time limit. Each part of the test measures a specific skill.
- 3** The teacher gathers the tests and grades them, and awards points.
- 4** The teacher returns the Workbooks. Students record their points on the Point Summary Chart.
- 5** The teacher presents remedial exercises to students who fail more than 25% of the questions in a particular part.

# Awarding Points and Grades

The point system motivates students to perform well. It also facilitates grading and is an invaluable classroom-management tool.

The fundamental rule about points is that all points are awarded contingently. In other words, students must know the rules for earning points and must work for every point they earn. The inside front cover of the Workbook specifies how many points students can earn for each part of the lesson.

## Types of Points

Students can earn three types of points for daily activities: **Group Work** points, **Workbook** points, and **bonus** points. They can also earn points for the Fact Games. (Points for the Mastery Tests are kept separately by the teacher; see “Awarding Grades” below.)

Students can earn as many as five **Group Work** points each day by sitting quietly, looking at the teacher, giving the answer when the teacher gives the signal, and listening when another person is answering a question. Remind students at the beginning of each lesson that if they follow the rules for group work, they will earn up to five points.

Students can earn up to 10 **Workbook** points each day based on the number of Workbook errors they make. The procedure for checking Workbooks and determining errors is discussed in detail in the Sample Formats section of this guide.

Students can earn two or more **bonus** points each day. Bonus points can be used in many ways: to correct bad behavior, to speed up slower students, to improve handwriting in the Workbook, or to improve attendance. As

with Group Work and Workbook points, award all bonus points contingently.

The general procedure for awarding bonus points is to:

- 1 Tell students how they can earn bonus points.
- 2 Keep a record of which students have earned bonus points.
- 3 Award the bonus points to those students, reminding the group of how those students earned their points.

The same procedure can be used to correct common classroom problems. For example, if students talk during the independent Workbook period, use the following procedure.

- 1 Next day, before the independent Workbook period begins, say **Everybody who does the Workbook exercises without talking gets a bonus point.**
- 2 Note which students do not talk during the period.
- 3 After the period is over, say **Before you started your Workbook exercises, I told you that you could earn a bonus point if you didn't talk. The following students earned a bonus point.**

Or, if attendance is poor:

- 1 At the end of a lesson, tell the group that all students who get to class on time the next day will earn a bonus point.
- 2 Note which students get to class on time.
- 3 At the end of that day's lesson, say **Yesterday I told you that you would earn a bonus point if you got to class on time today. The following students earned a bonus point.**



Students should always be given a rule for earning bonus points and then reminded of that rule when the points are awarded. If no rule is given and the points are awarded at the whim of the teacher, the bonus points will lose all meaning for students. Remember, students must be told that they have to work for every point they earn.

Award students a maximum of two bonus points a day for their classroom behavior. They can also earn five bonus points if they don't make any errors on the vocabulary tests.

Finally, students can earn 10 or more points on the Fact Games, depending on how well they play.

### Awarding Points

When awarding points, make sure you never negotiate with students. If you negotiate points, the credibility and effectiveness of the point system will be weakened. Students must understand that your word is final.

Try to award points quickly, and with authority. If students have any questions about their points, tell them to discuss the questions with you at the end of the period, not during the lesson.

### Recording Points

Students record their points in the boxes that appear next to the lesson number for that day. For each regular lesson, they write their Group Work points in the box marked **G**; their Workbook points in the box marked **W**; their bonus points in the box marked **B**; and their total points in the box marked **T**.

For Fact Games, students enter their game points in the box marked **FG**; their bonus points in the box marked **B**; and their total points in the box marked **T**.

For Mastery Tests, teachers record points in the **Total** box on each student's test.

Students record their total points for each lesson, the Fact Games, and Mastery Tests on the Point Summary Chart, which appears on the inside front cover of the Workbook. Students total their points after every tenth lesson.

### Awarding Grades

Grades should be based on a combination of Mastery Test performance and daily point totals. The simplest plan is to base half a student's grade on Mastery Test performance and half on daily point totals. Depending on your circumstances, however, you may choose to give more or less emphasis to each factor.

Each Mastery Test has about 30 questions, except for the End-of-Program Test, which has 81. The following chart shows one possible grading plan for the tests. The plan can be adjusted as necessary for your students.

Grade	Mastery Test Points	End-of-Program Test Points
A	28–30	77–81
B	25–27	69–76
C	22–24	61–68
D	19–21	53–60
F	0–18	0–52

The daily point totals reflect student performance on Group Work, Workbook, and Fact Games, as well as bonus points. Students can earn more than 200 points for each 11-lesson section of the program, depending on how many bonus points are given. A good rule of thumb is to give an A to students who earn 95 percent or more of the possible points, a B for 85 to 94 percent, a C for 75 to 84 percent, a D for 65 to 74 percent, and an F for anything below 65 percent.

To combine grades (for the Mastery Tests and daily point totals) that are difficult to average, follow this rule: If the student's point totals are in the upper half of the range, adjust the grade up. For example, say a student receives 92 percent of the possible daily points for a 10-lesson section, along with an A on the Mastery Test. Because 92 percent is in the upper half of the range for a B, give the student an A when averaging with the Mastery Test. On the other hand, if a student receives 87 percent of the daily points and an A on the Mastery Test, give the student an average grade of B, because 87 percent is in the lower half of the range for B.

If you are in doubt about a grade, give the student the benefit of the doubt and award the higher grade.

## General Information

The first part of each lesson is spent presenting the Group Work. All the Group Work exercises are in the Teacher Presentation Book.

### Setup for the Lesson

Make sure students are seated at their desks so you can make eye contact with every one of them. They should sit close together, but should have enough desk space to open their Workbooks and write in them. Lower-performing students and those with behavior problems should be seated directly in front of you so you can monitor their responses. Assign everybody permanent seats if possible.

Have students' books arranged so you can pass them out whenever necessary.

### Pacing the Exercises

Because you must teach a great deal of information during Group Work, you need to move quickly; but don't rush students into making mistakes. To ensure smooth pacing:

- Become familiar with the exercises you are presenting. You must be able to present them smoothly, without having to refer to the page for every word you say.
- Talk as if you're conveying something important. Say your lines quickly and don't drag out instructions. If you speak slowly, students' attention will wander.

## Formats

All the exercises you present follow a format—a pattern of steps that can be repeated with different examples. Here is the first step of the Definitions format from Lesson 16.

### EXERCISE 1

#### DEFINITIONS

1. (Print on the board:)

#### consume

- (Point to **consume**.) **Everybody, what word?** (Signal.) *Consume.*
- **Consume means use up or eat.** When you **consume** something, you **use it up or eat it.**
- 2. **What do you do when you consume something?** (Signal.) *You use it up or eat it.*
- (Repeat step 2 until firm.)

Below is the same format as it appears five lessons later.

### EXERCISE 1

#### DEFINITIONS

1. (Print on the board:)

#### explain

- (Point to **explain**.) **Everybody, what word?** (Signal.) *Explain.*
- **Explain means make something easier to understand.** When you **explain** something, you **make it easier to understand.**
- **What do you do when you explain something?** (Signal.) *You make it easier to understand.* (Repeat until firm.)

Note that the examples changed, but the instructional wording remained the same. Both exercises follow the same format.

Formats have these advantages:

- They're easy to present, because the teacher always presents the basic steps of a particular format in the same way.
- They're easy for students to understand, because the wording is the same for all examples of a particular format.

Some formats appear in 20 or more lessons; other formats in only two or three lessons. All formats of a particular type follow the same style and have the same kinds of instructions for the teacher. The sample format below appears in Lesson 4.

### EXERCISE 2

#### NEW BODY RULES

1. **Here's a rule about the circulatory system.** Blood that carries **oxygen** is **red**.
  - **Everybody, say that rule.** (Signal.) *Blood that carries oxygen is red.* (Repeat until firm.)
2. **Get ready to draw a conclusion.** Blood in the arteries of your arm carries **oxygen**. So what do you know about that blood? (Signal.) *It is red.*
  - **How do you know that blood in the arteries of your arm is red?** (Signal.) *Because it is carrying oxygen.*
  - (Repeat step 2 until firm.)
3. **Here's another rule.** Blood that carries **carbon dioxide** is **almost black**.
  - **Everybody, say that rule.** (Signal.) *Blood that carries carbon dioxide is almost black.* (Repeat until firm.)
4. **Get ready to draw a conclusion.** Blood in the veins of your arm carries **carbon dioxide**. So what do you know about that blood? (Signal.) *It is almost black.*
  - **How do you know that blood in the veins of your arm is almost black?** (Signal.) *Because it is carrying carbon dioxide.*
  - (Repeat step 4 until firm.)

5. What color is the blood in the arteries of your arm? (Signal.) *Red.*
- So what is that blood carrying? (Signal.) *Oxygen.*
- What color is the blood in the veins of your arm? (Signal.) *Almost black.*
- So what is that blood carrying? (Signal.) *Carbon dioxide.*
- What color would the blood in your veins be if it carried oxygen? (Signal.) *Red.*
- What color would the blood in your arteries be if it carried carbon dioxide? (Signal.) *Almost black.*
- (Repeat step 5 until firm.)

#### Individual test

(Repeat steps 2, 4, or 5 with individual students.)

**Heading.** The heading of this sample format gives the number of the exercise (2) and the name of the track (Body Rules). The **NEW** icon indicates that this is the first appearance of the format.

**Type Conventions.** The format consists of a script that indicates what you say and do, and how students respond. The following type conventions are used:

- Blue type indicates what you say.
- Bold blue type indicates words or phrases that you stress.
- (Black type enclosed in parentheses indicates what you do.)
- *Italic type indicates students' responses.*

**Numbering.** Every format is divided into numbered steps. **Numbering** makes a format easier to read and provides a specific reference point for sections of the format that may be repeated. Numbering also serves as a method of pacing the format. Pause slightly before beginning each new step.

**Student Responses.** When the format requires students to answer a question, the response is always specified. If a question has more than one possible answer, the given response is preceded by the word *Idea*. In these cases, accept any responses that express the same general idea as the given response.

**Teacher Instructions.** Several key instructions for the teacher are used repeatedly throughout all formats. These instructions include:

- (Signal.)
- (Pause.) *Get ready.* (Signal.)
- (Repeat until firm.)

#### Individual Test

The following sections explain these instructions in detail.

#### (Signal.)

“Signal” means that students are to respond in unison when you give them a signal. By using signals and listening carefully to the responses, you can tell which students made mistakes and which students responded late. As a result, you’ll be able to correct specific mistakes, maximize the amount of practice, and evaluate the performance of each student.

Here are the rules for effective signaling:

1. Never signal while you are talking. Talk first; then signal.
2. The time interval between the last word of your instructions and the signal should always be about one second. Signals should be timed so that students respond together.

**The hand-drop signal** is used for tasks that you present orally. Use the following procedure to execute this signal:

- 1 Hold out your hand (as if stopping traffic) while you present the instructions or the question. For example, in step 1 of the sample format above, hold out your hand while asking *Everybody, say that rule.*

- 2 Continue to hold out your hand for one second after you complete the instructions or the question.
- 3 After one second, drop your hand quickly. Students should respond the instant your hand drops. (When students are looking at material in their Workbooks, use an audible signal, such as a tap or a finger snap, instead of a visual signal.)

### **(Pause.) Get ready. (Signal.)**

This instruction is used when students need some thinking time before responding. The pause, which should last about two seconds, provides time for students to figure out the answer. The **Get ready** tells students that a signal will follow. Signal normally after saying **Get ready**.

### **(Repeat until firm.)**

Crucial steps of a format may need to be repeated to ensure that all students learn the material. There are two kinds of “repeat until firm” instructions.

- The first kind, which appears at the end of step 1 in the sample format, is “Repeat until firm.” This instruction means that students have to repeat the response until everyone can respond without making a mistake. If students make a mistake, say **Say that again** or simply **Again**. Do not repeat the entire step; just the response.
- The second kind, which appears at the end of step 2 in the sample format on page 14, is “Repeat step — until firm.” This instruction tells you to repeat the entire step until all students can respond without making a mistake. In the sample format, you would ask both questions in step 2 again.

Task repetition is crucial to the success of the program. If students are not firmed on the first appearance of a format, they probably won’t perform adequately on subsequent appearances of the format.

### **Individual Tests**

Some formats end with an individual test, which instructs you to repeat particular steps of the format with individual students. In the sample format on page 14, you repeat step 2, 4, or 5 with individual students. The test allows you to assess the performance of these students, and it also gives slower students additional practice on hard tasks.

You should administer the individual test to students who are having problems with the format. In the sample format above, you would use the following wording, or something similar:

- **Let’s do those questions again. This time I’ll call on individual students.**
- **Maria, blood in the arteries of your arm carries oxygen. So what do you know about that blood? *It is red.***
- **Lester, how do you know the blood in the arteries of your arm is red? *Because it is carrying oxygen.***

Note that signals are not necessary when calling on individual students. Simply call on the student and wait for the answer.



## Corrections

All students make mistakes. Mistakes provide valuable information about the difficulties students are having. Knowing how to correct mistakes effectively is essential to successful teaching.

Mistakes should be corrected immediately. Two kinds of correction procedures are used in **Comprehension B2**: general corrections and specific corrections.

### General Corrections

Unacceptable behavior that calls for a correction includes not paying attention, not responding, and not following the signal.

- If a student is not paying attention during a task (for example, not attending to the question you are asking) correct by looking at the student and saying *Listen to the question. Let's try it again.* Then return to the beginning of the task.
- If a student fails to answer when you give the signal, correct by saying *I have to hear everybody.* Then return to the beginning of the task.
- If students respond either before the signal or too long after it, call attention to your signal and return to the beginning of the task. For example, if students respond before you signal, say *You have to wait until I signal. Let's try it again.*

### Specific Corrections

Correct specific mistakes by using the following procedure:

- 1 Model** the response students are to make.
- 2 Test** students by repeating the item they missed.
- 3 Retest** students by going back to an earlier step in the format and presenting all the steps in the format from that point forward.

For example, if students miss the last question in step 2, you would:

- 1 Model** the correct answer: *The answer is Because it is carrying oxygen.*
- 2 Test** students: *How do you know that blood in the arteries of your arm is red? (Signal.) Because it is carrying oxygen.*
- 3 Retest** students by repeating steps 1 and 2.

If students are having particular difficulty with a format, retest them by presenting the next format and then returning to the problem format.



# Sample Formats

This section presents sample formats that you should practice before beginning the program. The formats are grouped by tracks, beginning with Similes and ending with Review Exercises. Formats for the Workchecks, Fact Games, and Mastery Tests are presented as well.

Most of the formats presented in this section are the early formats within a track. Students typically have the most trouble with these early formats because they contain the greatest amount of new material. Subsequent formats within the track require less teacher presentation and more independent work. Students should have few problems with the later formats if they perform adequately on the early formats.

Careful study and practice of the following formats will help you present the program effectively and anticipate likely problems. The best method for ensuring a smooth presentation, however, is to study each lesson before presenting it. Take particular note of the introduction of a new format—indicated by the word **NEW** in the heading. Practice the new formats by working on your pacing, by anticipating mistakes students are likely to make, and by practicing correction procedures. If you become familiar with each lesson before you present it, your class presentation should go smoothly.

## Similes

### Lessons 3–52

The Similes track has three main formats. The first, which begins in Lesson 3, introduces the basic simile form. Students first tell how the objects compared in a simile are **not** the same. Then they tell how the objects are the same.

In the second format (Lesson 27), students make up similes for given conditions, as in

- Make up a simile that tells that a girl had bright eyes. (*Her eyes were like the sun.*)

In the third format (Lesson 45), students make up and explain their own similes, as in

- Tell how her eyes and the sun could be the same. (*They could both be bright.*)
- Write a simile about those objects. (*Her eyes were like the sun.*)

Here are steps 1–5 of the first Similes format.

#### EXERCISE 6

##### **NEW** SIMILES

1. Find part C. ✓
  - (Call on a student to read the instructions.) *Tell how the things are the same.*
  - (Call on a student to read item 1.) *The woman ran like a bullet.*
2. Some object is being compared to **the way the woman ran**. Everybody, what object? (Signal.) *A bullet.*
  - *A bullet is made out of metal. Is that the way the woman's running and a bullet are the same?* (Signal.) *No.*
  - *A bullet is placed in a gun. Is that the way the woman's running and a bullet are the same?* (Signal.) *No.*
  - *A bullet explodes. Is that the way a woman's running and a bullet are the same?* (Signal.) *No.*

3. Who knows how the woman's running and the bullet **could** be the same? (Call on a student. Idea: *They are both very fast.*)
  - Yes, they are both very fast. Write that answer. ✓
4. (Call on a student to read item 2.) *The man had a fist like a brick.*
  - Some object is being compared to the **man's fist**. Everybody, what object? (Signal.) *A brick.*
  - Here's one way that the man's fist and a brick are **not** the same. The man's fist is **not** made of clay. Name some ways that a man's fist and a brick are **not** the same. (Call on individual students. Ideas: *A brick is not made of flesh. A hand is not made in a factory. A brick is not part of the body.*)
5. Name one way that the man's fist and a brick **could** be the same. (Call on individual students. Accept responses that could be true for both objects. Idea: *They are both very hard.*)
  - Yes, they are both very hard.

## Corrections

Step 4 indicates that you should accept reasonable responses that use the word **not**, such as *A brick is not made of flesh*. That response is reasonable because a man's fist is made of flesh and a brick is not. *A brick is not made of copper* is an unreasonable response, because neither a man's fist nor a brick is made of copper. To test the reasonableness of a response, leave out the word **not** and substitute the other object. If the new statement is true, the response is reasonable.

Here is the test with a reasonable response:

- **Response:** *A man's fist is not made in a factory.*
- **Test:** *A brick is made in a factory.*

The test statement is true, so the response is reasonable.

Here is the test with an unreasonable response:

- **Response:** *A brick is not a fish.*
- **Test:** *A man's fist is a fish.*

The test statement is not true, so the response is unreasonable.

Step 5 tells you to accept responses that could be true for both objects. *They are both hard* is a reasonable response, because both a brick and a man's fist could be hard. *They are both people* is an unreasonable response, because a brick is not a person.

## Contradictions

### Lessons 5–41

The Contradictions track has three major formats. The first format (Lesson 5) teaches students how to recognize contradictions within a passage. Students read a passage that has a star (★) in the middle. Every statement *before* the star is true. One of the statements *after* the star contradicts one of the true statement, as in

- All dogs are called **canines**. (*True.*) Every dog has warm blood. (*True.*) Some dogs have spotted fur.\* (*True.*) Some dogs are brown. (*True.*) Some dogs have cold blood. (Contradicts the second statement.)

The second format (Lesson 23) teaches students to indicate, by citing a rule, why a statement contradicts another statement, as in

- **Statement:** Blood in the aorta carries oxygen.
- **Contradiction:** This blood looks almost black.
- **Rule that explains why:** Blood that carries oxygen is red.

The third format (Lesson 33), teaches students to read a passage that contains a contradiction. First they underline the contradiction and circle the statement it contradicts. Then they tell why the underlined statement contradicts the true statement. Finally, they make the underlined statement true.

Here is a part of the first Contradictions Workbook exercise with the answers marked.

## C CONTRADICTIONS

In each passage, underline the contradiction and circle the statement it contradicts.

1. All dogs are called canines. Every dog has warm blood. Some dogs have spotted fur.\*  
Some dogs are brown. Some dogs have cold blood. Most dogs have homes, but some roam the streets.
2. Pam had a race with her older brother.  
They ran ten blocks. They both wore sneakers.\* Pam won the race. Her brother said, "You won because you are older than I am."

Here is a part of the format that introduces the exercises.

## NEW EXERCISE 5 CONTRADICTIONS

1. Find part C. ✓
  - I'll read the instructions. **In each passage, underline the contradiction and circle the statement it contradicts.**
  - Each passage has a star in the middle. Every statement **before** the star is **true**. **One** of the statements **after** the star contradicts a statement **before** the star.
2. I'll read passage 1 up to the star. **All dogs are called canines. Every dog has warm blood. Some dogs have spotted fur.\***
  - **All** the statements I've just read are **true**. Now I'll read the rest of the passage. When you hear a **contradiction**, say **Stop**.
  - **Some dogs are brown. Some dogs have cold blood.** *Stop.*

3. **Everybody, say that contradiction.** (Signal.) *Some dogs have cold blood.*
  - **Underline the contradiction.** ✓
  - **Now circle the statement it contradicts.** ✓
  - **Everybody, read the statement you circled.** (Signal.) *Every dog has warm blood.*

For this format, the part of the passage that precedes the asterisk presents statements that are true. Following the asterisk is one sentence that contradicts a true sentence. Students first identify the contradiction (the sentence that contradicts a true sentence) and then identify the sentence that is contradicted.

## Teaching Techniques

When reading the passage, don't give the contradictory sentence away by reading in a loud voice or with any pauses or inflections that suggest the sentence is different from the other sentences. Read each sentence the same way. Then pause before reading the next sentence.

## Corrections

At the end of step 2, students are to say *Stop* to indicate that your last sentence presents a contradiction. If they don't say *Stop* within one second, say **That was the contradictory sentence and you didn't say Stop. Let's try it again.**

Repeat the contradictory sentence. Students are to say *Stop*. Then repeat step 2.

## Evidence

### Lessons 43–49

In the single Evidence track (Lesson 43), students identify which of two rules explains various outcomes, as in

- **Rule 1:** Hot air holds more water than cold air.
- **Rule 2:** When hot air rises, it cools off.

- **Outcome:** Hot air often blows across the Pacific Ocean toward the west coast of the United States. When it reaches the coast, the air is carrying a great deal of water. (*Explained by Rule 1*)

Here is the first Evidence format.

## D EVIDENCE

For each sentence followed by a blank, write the number of the rule that relates to that sentence.

1. Hot air holds more water than cold air.
2. When hot air rises, it cools off.

Hot air often blows across the Pacific Ocean toward the West Coast of the United States. When it reaches the West Coast, this air is carrying a great deal of water. 1 The air is then forced up by mountains along the coast. By the time it reaches the mountaintops, the air is quite cool. 2 The air can no longer hold all its water. 1 As a result, the west side of the mountains gets a lot of rain. When the air goes down the east side of the mountains, it gets warmer. 2

## EXERCISE 5

### NEW EVIDENCE

1. Find part D. ✓
- I'll read the instructions. **For each sentence followed by a blank, write the number of the rule that relates to that sentence.**
2. **Everybody, read rule 1.** (Pause.) **Get ready.** (Signal.) *Hot air holds more water than cold air.*
- **Everybody, read rule 2.** (Pause.) **Get ready.** (Signal.) *When hot air rises, it cools off.*
- (Repeat step 2 until firm.)

3. (Call on a student.) **Read the passage until you come to a blank.** *Hot air often blows across the Pacific Ocean toward the West Coast of the United States. When it reaches the West Coast, this air is carrying a great deal of water.*
- **Everybody, tell me the number of the rule the last sentence relates to.** (Pause.) **Get ready.** (Signal.) *One.*
- **Everybody, say rule 1.** (Pause.) **Get ready.** (Signal.) *Hot air holds more water than cold air.* (Repeat until firm.)
- **Write a 1 in the blank.** ✓
4. (Call on a student.) **Read up to the next blank.** *The air is then forced up by mountains along the coast. By the time it reaches the mountaintops, the air is quite cool.*
- **Everybody, tell me the number of the rule the last sentence relates to.** (Pause.) **Get ready.** (Signal.) *Two.*
- **Everybody, say rule 2.** (Pause.) **Get ready.** (Signal.) *When hot air rises, it cools off.* (Repeat until firm.)
- **Write a 2 in the blank.** ✓
5. **You'll do the rest of the items later.**

## Teaching Techniques

If a student reads a passage haltingly (in steps 3 and 4 of the exercise), do not present the question for the step before you reread the passage so that its content is clear. After re-reading the passage, present the task: **Everybody, tell me the number of the rule the last sentence relates to.**

## Corrections

Good student performance on this format assumes that students have been taught well on the Evidence exercises introduced in Level B1. If students do have problems, the simplest remedy is to present the Evidence exercises from Level B1.

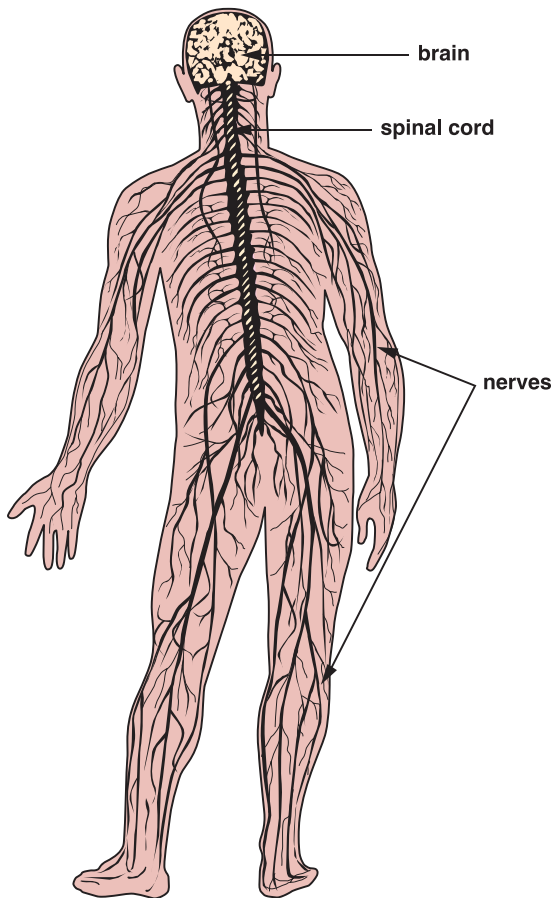
# Body Systems

## Lessons 7–18

In Level B1, students learn to identify parts of the skeletal, digestive, muscular, circulatory, and respiratory systems. In Level B2, they learn the parts of the nervous system, including the brain, nerves, and spinal cord (Lesson 7). They also learn the difference between the central nervous system and the peripheral nervous system (Lesson 11).

Here is the format that introduces the nervous system.

### B BODY SYSTEMS



## EXERCISE 4

### NEW BODY SYSTEMS

1. Everybody, name the body system of bones. (Signal.) *The skeletal system.*
  - Name the body system that changes food into fuel. (Signal.) *The digestive system.*
  - Name the body system of muscles. (Signal.) *The muscular system.*
  - Name the body system that moves blood around the body. (Signal.) *The circulatory system.*
  - Name the body system that brings oxygen to the blood. (Signal.) *The respiratory system.*
  - (Repeat step 1 until firm.)
2. The next system you'll learn about is the nervous system. Which system? (Signal.) *The nervous system.*
  - The nervous system is made up of nerves. What is the nervous system made up of? (Signal.) *Nerves.*
3. The picture in part B shows the nervous system. Some of the parts are labeled.
4. Touch the word **brain**. ✓
  - The brain is the organ that lets you **think** and **feel**.
  - Touch the words **spinal cord**. ✓
  - The spinal cord is the body part that **connects** the brain to all parts of the body.
  - Touch the word **nerves**. ✓
  - The nerves are wires that **carry messages**. They carry messages **from** the body to the brain and **from** the brain to the body.
5. Name the organ that lets you think and feel. (Pause.) *Get ready.* (Signal.) *The brain.*
  - Name the body part that connects the brain to all parts of the body. (Pause.) *Get ready.* (Signal.) *The spinal cord.*
  - Name the wires in the body that carry messages. (Pause.) *Get ready.* (Signal.) *The nerves.*
  - (Repeat step 5 until firm.)

## Teaching Techniques

Make sure students are firm on all systems reviewed in step 1. Repeat the step until all students can answer the questions without making mistakes.



State the definitions in step 4 as clearly as possible, without belaboring them. Students' attention will wander if you spend too much time with the definitions. Be sure to state the definitions precisely as written, or students will have problems with step 5.

## Corrections

If students miss any questions in step 5, follow the model-test-retest procedure. For example, if they do not say *The spinal cord*, follow these steps:

- 1 Model:** The answer is **The spinal cord**.
- 2 Test:** (Repeat the question.)
- 3 Retest:** (Repeat step 5.)

## Body Rules

### Lessons 1–31

The Body Rules track consists of two groups of formats. Each group teaches a set of rules about a particular system or systems.

The first group (Lesson 1) explains how the circulatory and respiratory systems work together. Students learn the following rules:

- Burning things need oxygen.
- Burning things produce carbon dioxide.
- Blood that carries oxygen is red.
- Blood that carries carbon dioxide is black.

The second group (Lesson 20) explains how the nervous system works. Students learn the following rules:

- Sense nerves carry messages to the brain.
- Motor nerves carry messages from the brain.
- Sense nerves let you feel.
- Motor nerves let you move.

Here is the first Body Rules format.

### EXERCISE 2

#### NEW BODY RULES

1. **Who knows what oxygen is?** (Call on a student. Idea: *It's a gas in the air that people need.*)
  - **Yes, oxygen is a gas in the air.**
2. **Here's a rule about oxygen: Burning things need oxygen.**
  - **Everybody, say that rule.** (Signal.) *Burning things need oxygen.* (Repeat until firm.)
3. **Get ready to draw a conclusion.**  
**Burning things need oxygen. The cells in your body are burning things. So what do you know about the cells in your body?** (Signal.) *They need oxygen.*
  - (Repeat step 3 until firm.)
4. **Who knows what carbon dioxide is?** (Call on a student. Idea: *It's a gas produced by burning things.*)
  - **Yes, carbon dioxide is a gas produced by burning things.**
5. **Here's a rule about carbon dioxide: Burning things produce carbon dioxide.**
  - **Everybody, say that rule.** (Signal.) *Burning things produce carbon dioxide.* (Repeat until firm.)
6. **Get ready to draw a conclusion.**  
**Burning things produce carbon dioxide. The cells in your body are burning things. So what do you know about the cells in your body?** (Signal.) *They produce carbon dioxide.*
  - (Repeat step 6 until firm.)
7. **The cells in your body need something. Everybody, what do they need?** (Signal.) *Oxygen.*
  - **The cells in your body produce something. Everybody, what do they produce?** (Signal.) *Carbon dioxide.*
  - (Repeat step 7 until firm.)

#### Individual test

(Repeat step 3, 6, or 7 with individual students.)



## Teaching Techniques

Use the same techniques to present this format that you would use to present a Deductions format. Make sure that students are firm on the rules that are presented in steps 2 and 5. Take care to emphasize the words that are stressed in each rule. State the deductions in steps 3 and 6 rhythmically.

Expect students to have trouble with the questions in step 7. You can prevent many problems by

- Stressing the words in boldface. (These are the words students must attend to before trying to answer the questions.)
- Pausing before asking the questions.

## Economics Rules

### Lessons 32–62

The Economics Rules track has five major formats. Each format teaches a different rule, as follows:

- When the demand is greater than the supply, prices go up (Lesson 40).
- Manufacturers try to make the demand greater than the supply (Lesson 43).
- When the demand is less than the supply, prices go down (Lesson 45).
- Products that are readier to use cost more (Lesson 51).
- When you buy products in large quantities, you pay less for each unit (Lesson 57).

Other formats in the Economics Rules track teach the meaning of such terms as *supply*, *demand*, and *unit price*.

Here are steps 1–5 of the first Economics Rules format:

### EXERCISE 3

#### ECONOMICS RULES

1. **What does demand tell?** (Signal.) *How well something sells.*
  - **What does supply tell?** (Signal.) *How much there is of something.*
  - (Repeat step 1 until firm.)
2. **Here's a new rule about demand and supply: When the demand is less than the supply, prices go down.**
  - **Everybody, say that rule.** (Signal.) *When the demand is less than the supply, prices go down.* (Repeat until firm.)
3. **Open your Workbook to Lesson 46 and find part A.** ✓
  - **Get ready to answer some of the questions.**
4. **In the winter, the demand for mittens is greater than the supply of mittens. What will happen to the price of mittens?** (Signal.) *It will go up.*
  - **How do you know?** (Signal.) *Because the demand is greater than the supply.*
  - (Repeat step 4 until firm.)
5. **This spring, mittens cost \$1 a pair. Last winter, mittens cost \$2 a pair. What happened to the price of mittens?** (Signal.) *It went down.*
  - **Which was greater in the spring, the demand or the supply?** (Signal.) *The supply.*
  - **How do you know?** (Signal.) *Because the price went down.*
  - **Yes, what's the rule?** (Signal.) *When the demand is less than the supply, prices go down.*
  - (Repeat step 5 until firm.)

## Teaching Techniques

Treat step 4 as a unit. If students are weak on part of the step, repeat the entire step. Present the parts of the step quickly. Don't pause until just before you ask the first question in the step.

## Corrections

In step 4, students might answer the question *How do you know?* with the rule. Follow these steps:

- 1 Don't tell me the rule. Tell me why the price will go up.
- 2 **Model:** Here's why the price will go up: *Because the demand is greater than the supply.*
- 3 **Test:** *How do you know the price will go up?* (Signal.) *Because the demand is greater than the supply.*
- 4 **Retest:** (Repeat steps 2 and 4.)

## Definitions

### Lessons 1–65

The Definitions track has two major groups of formats: those that teach new words and those that review words.

In the teaching formats, students learn 11 verb families. On average, one new verb family is introduced every five lessons. The verb *consume*, for example, is taught in Lesson 16. Its noun, *consumer*, is taught in Lesson 17. Its adjective, *consumable*, is taught in Lesson 18. Finally, all three forms are reviewed in Lessons 19 and 20. The words are then systematically reviewed and tested for the remainder of the program.

Here is a list of the verb families taught in the program, in order of introduction:

- *modify, modification, modified* (Lessons 1–5)
- *digest, digestion, digestive* (6–10)
- *conclude, conclusion, conclusive* (6–10)
- *consume, consumer, consumable* (16–20)
- *explain, explanation, explanatory* (21–25)
- *manufacture, manufacturer, manufactured* (26–30)
- *participate, participation, participatory* (31–35)
- *circulate, circulation, circulatory* (36–40)
- *respire, respiration, respiratory* (36–40)
- *erode, erosion, erosive* (46–50)
- *acquire, acquisition, acquisitive* (51–55)

In lessons 55 to 65, students learn the meanings of the prefixes *un* and *re*, and they practice using those prefixes with several words.

Words are reviewed daily. The review formats require students to identify words they have learned, to place proper endings on the words, and to use the words in sentences. Half of the review formats are oral; the other half appear in the Workbook. In addition, students take a series of tests on new words. The tests are discussed in the next section.

Here is the Definitions format for Lesson 1:

### EXERCISE 1

#### NEW DEFINITIONS

1. (Print on the board:)

**modify**

- (Point to **modify**.) **Everybody, what word?** (Signal.) *Modify.*
- 2. **Modify means change. When you modify something, you change it.**
  - **What do you do when you modify something?** (Signal.) *You change it.* (Repeat until firm.)
- 3. **Modify is a word that tells the action that things do. So tell me what part of speech modify is.** (Pause.) **Get ready.** (Signal.) *A verb.*
- 4. **What is another way to say The stomach changes food?** (Pause.) **Get ready.** (Signal.) *The stomach modifies food.*
  - **What is another way to say Two women changed their house?** (Pause.) **Get ready.** (Signal.) *Two women modified their house.*
  - **What is another way to say That mechanic is changing this hot rod?** (Pause.) **Get ready.** (Signal.) *That mechanic is modifying this hot rod.*
  - (Repeat step 4 until firm.)
- 5. **I'll say sentences with a blank in them. Complete each sentence by saying modify, modifies, modified, or modifying.**
  - **Listen. An artist has blank her drawings. What word?** (Signal.) *Modified.*
  - **Say the sentence.** (Signal.) *An artist has modified her drawings.*
- 6. **Listen. Some things are hard to blank. What word?** (Signal.) *Modify.*
  - **Say the sentence.** (Signal.) *Some things are hard to modify.*
- 7. **Listen. It takes a lot of time to blank an engine. What word?** (Signal.) *Modify.*
  - **Say the sentence.** (Signal.) *It takes a lot of time to modify an engine.*
- 8. (Repeat steps 5–7 until firm.)

## Teaching Techniques

The sentences that students repeat in steps 4–7 should be repeated exactly as specified. Make sure students do not change any words.

Move as quickly as possible when presenting steps 5–7. The pause after you present each sentence should last about one second. If you pause for less than a second, students may be rushed into a mistake. If you pause for more than a second, students may forget the sentence.

## Corrections

Listen carefully to student responses in steps 5–7. Students may omit the endings or say them indistinctly. If you have any doubt about a response, direct the group or an individual student to repeat it. If the group or student still says the response unclearly, model the correct response and repeat the step.

## Vocabulary Tests

The students' vocabulary mastery is tested in every fifth lesson. They are tested on words taught in both the Definitions and the Body Systems tracks. They review the test words on the day before the test. Here is part of the review format for Lesson 19 and part of the accompanying word list. Both prepare the students for the test on words in Lesson 20.

### EXERCISE 1

#### DEFINITIONS

1. We're going to have a test on words tomorrow. Let's go over the words that will be on the test.
2. Tell me the **verb** that means **look at**. (Pause.) Get ready. (Signal.) *Examine*.
- Tell me the **adjective** that means **that something is careful about selecting things**. (Pause.) Get ready. (Signal.) *Selective*.
- Tell me the **adjective** that means **that a place has many residences**. (Pause.) Get ready. (Signal.) *Residential*.
- Tell me the **noun** that means **a rule**. (Pause.) Get ready. (Signal.) *Regulation*.
- Tell me the **verb** that means **change food into fuel for the body**. (Pause.) Get ready. (Signal.) *Digest*.
- Tell me the **verb** that means **end or figure out**. (Pause.) Get ready. (Signal.) *Conclude*.
- Tell me the **noun** that means **the end or something that is concluded**. (Pause.) Get ready. (Signal.) *Conclusion*.
- Tell me the **adjective** that means **that something is true without any doubt**. (Pause.) Get ready. (Signal.) *Conclusive*.
- (Repeat step 2 until firm.)

#### WORD LIST

**central nervous system** (n) the body system made up of the brain and spinal cord

**conclude** (v) to end or figure out

**conclusion** (n) the end or something that is concluded

## Word Lists

The students study the word list when they finish the Workbook exercises. If time permits, ask the students to quiz each other on the words after they have studied them.

The students receive 5 bonus points if they make no errors on the test. The bonus points provide incentive for the students to study the words.

The test is similar to the review format. Each definition is presented orally. The students write the word you define.

### EXERCISE 1

#### DEFINITIONS

1. We're going to have the test on words now. Take out your lined paper and number it from 1 to 13.
2. Write each word I define. Word 1 is a **verb** that means look at. **Look at**. Write it. ✓
- Word 2 is the body system of nerves. **The body system of nerves**. Write it. ✓
- Word 3 is an **adjective** that means that something is careful about selecting things. **That something is careful about selecting things**. Write it. ✓
- (...)
3. Get ready to check your answers. Mark the word with an X if it is wrong.
- (Call on individual students to read each word.)

#### Answer key

1. *examine*
2. *nervous system*
3. *selective*
4. *central nervous system*
5. *residential*
6. *peripheral nervous system*
7. *regulation*
8. *relevant*
9. *digest*
10. *irrelevant*
11. *conclude*
12. *conclusion*
13. *conclusive*

4. Give yourself 5 bonus points if you didn't miss any words.

## Teaching Techniques

Administer the test quickly. Give students adequate time to write their answers, but don't allow your pace to become too slow. Praise students who write their responses quickly.

The essential part of each definition is repeated and stressed. Pause slightly before saying the stressed words.

Monitor students' behavior. Don't permit them to talk while taking the test. Walk among them as you administer the test, making sure that no one is cheating.

If any students have questions about particular words, tell them to ask their questions at the end of the test.

## Corrections

Note that misspellings are not considered errors here. If what a student has written can be identified as the most appropriate word, the response is correct.

Make sure that students who receive bonus points for the test record their points in the appropriate place.

## Subject/Predicate

### Lessons 1–22

Students learned to identify the subject in Level B1: **The subject is the part of the sentence that names.**

The Subject/Predicate track in Level B2 has two formats. The first format (Lesson 1) teaches a rule for the predicate: **The predicate is the part of a sentence that tells more.** The students then circle the subject and underline the predicate in a number of sentences.

The second format (Lesson 16), teaches students how to rewrite sentences by moving part of the predicate in front of the subject.

Steps 1–4 of the first Subject/Predicate format appear below.

### EXERCISE 3

#### NEW SUBJECT/PREDICATE

1. Sentences have two parts.
  - Everybody, what do we call the part of the sentence that **names**? (Signal.) *The subject.*
  - The part of the sentence that **tells more** is called **the predicate**. What do we call the part of the sentence that tells more? (Signal.) *The predicate.*
2. Once more. How many parts does a sentence have? (Signal.) *Two.*
  - What do we call the part that **names**? (Signal.) *The subject.*
  - What do we call the part that **tells more**? (Signal.) *The predicate.*
  - (Repeat step 2 until firm.)
3. Get ready to tell me the subject and the predicate of some sentences.
  - Listen. **The seal balanced a ball on its nose.** What's the subject? (Signal.) *The seal.*
  - What's the predicate? (Signal.) *Balanced a ball on its nose.*
  - **Pictures are often published in newspapers.** What's the subject? (Signal.) *Pictures.*
  - What's the predicate? (Signal.) *Are often published in newspapers.*
4. **Flying is easy for birds.** What's the subject? (Signal.) *Flying.*
  - What's the predicate? (Signal.) *Is easy for birds.*
  - **Airplanes flew over the school.** What's the subject? (Signal.) *Airplanes.*
  - What's the predicate? (Signal.) *Flew over the school.*
  - **Her arm is covered with paint.** What's the subject? (Signal.) *Her arm.*
  - What's the predicate? (Signal.) *Is covered with paint.*

## Teaching Techniques

Say the sentences clearly so that students will be able to hear all the words, but don't pause between the subject and predicate or say the sentences in a way that gives students a clue about the parts of the sentences.

## Corrections

Follow the model-test-retest procedure for all corrections. For example, if students miss the last item in step 4, use this procedure:

- 1 **Model:** The answer is covered with paint.
- 2 **Test:** (Repeat the sentence.)
- 3 **Retest:** (Repeat step 4.)

## Sentence Combinations

### Lessons 1–65

The Sentence Combinations track teaches the following kinds of sentence combinations:

- **Causal combinations with *because*** (Lesson 1):

Pam went to the lake.  
Pam wanted to go swimming.  
Pam went to the lake *because* she wanted to go swimming.
- **“Sandwiches” with *who* or *which*** (Lesson 8):

Ron went to the lake.  
Ron was ten years old.  
Ron, *who* was ten years old, went to the lake.
- **Contradictory combinations with *but*** (Lesson 22), ***although*** (Lesson 41), ***and however*** (Lesson 49):

Ron went to the lake.  
Ron did not want to swim.  
Ron went to the lake, *but* he did not want to swim.
- **Intensifications with *particularly*** (Lesson 29) ***and especially*** (Lesson 57):

Pam was smart.  
Pam was smartest in mathematics.  
Pam was smart, *particularly* in mathematics.



Here are steps 1–3 of the format that teaches sentence combinations with *because*.

### EXERCISE 6

#### NEW SENTENCE COMBINATIONS

1. Find part B. ✓
  - I'll read the instructions. **Underline the common part. Circle each sentence that tells why. Combine the sentences with because.**
  - I'll read item 1. **This gold is worth a lot. Robbers want this gold.**
  - Everybody, what's the common part? (Signal.) *This gold.*
  - Underline the common part. ✓
2. One of those sentences tells **why**.
  - Does one of the sentences tell **why** robbers want this gold? (Signal.) Yes.
  - Say the sentence that tells **why**. (Signal.) *This gold is worth a lot.*
  - Circle that sentence. ✓
3. We can make up a combined sentence with the word **because**.
  - Listen. **Robbers want this gold because it is worth a lot.**
  - Everybody, say that sentence. (Signal.) *Robbers want this gold because it is worth a lot.* (Repeat until firm.)

## Teaching Techniques

Make certain students can say each combined sentence before you proceed in the format. Students are better equipped to write sentences when they are proficient at saying them. Don't hesitate to require students to repeat any sentence combination that is said weakly.

## Corrections

In step 2, some students may have problems identifying which sentence tells why. Simply tell them **The sentence This gold is worth a lot tells why robbers want the gold.** Then repeat step 2.

## Sentence Analysis

### Lessons 36–54

The Sentence Analysis track has two main formats. In the first format (Lesson 36), students rewrite a single sentence as two sentences. In the second format (Lesson 47) students rewrite an entire passage in a specific number of sentences.

Here is the second format:

### EXERCISE 2

#### NEW SENTENCE ANALYSIS

1. Open your Workbook to Lesson 47 and find part A. ✓
  - (Call on a student to read the instructions for part A.) *Rewrite the passage in six sentences.*
  - (Call on a student to read the first sentence.) *A boy and his cat were sitting on the porch.*
2. Everybody, tell me the common part. (Signal.) *Sitting on the porch.*
  - Say the **first** sentence with that common part. (Pause.) **Get ready.** (Signal.) *A boy was sitting on the porch.*
  - Say the **second** sentence with that common part. (Pause.) **Get ready.** (Signal.) *His cat was sitting on the porch.*
  - (Repeat step 2 until firm.)
3. You'll write the sentences later.

## Corrections

Carefully monitor students' responses in step 2. Make sure students are saying the sentences exactly as specified. For example, if students have problems with the second sentence, you should:

- 1 **Model:** Model the response. **The answer is His cat was sitting on the porch.**
- 2 **Test:** (Repeat the item.)
- 3 **Retest:** (Repeat step 2.)

# Inference

## Lessons 18–65

The Inference track has three major formats.

- The first format (Lesson 1) continues the main Inference exercise presented in **Comprehension B1**. Students read a passage and then answer questions about the passage. For some questions, they indicate whether the answer comes from exact words in the passage (W) or from a deduction (D).
- The second format (Lesson 18), teaches students to use given facts to fill out sample income-tax, credit-application, and job-application forms.
- The third format (Lesson 54), teaches students to put summary statements about a passage in correct order.

Here is the second Inference format.

### C INFERENCE

Use the facts to fill out the form.

**Facts:** Your name is James Renton. Your wife's name is Susan Renton. You are a police officer who is applying for a job as a fire fighter. You are now making \$900 a week. Your address is 362 Pleasant Court, Flagstaff, Arizona.

- A. Enter your name on line 4, last name first.
- B. Write your wife's first name on line 5.
- C. Write the state you live in on line 1.
- D. Write the city you live in on line 2.
- E. On line 3, write how much money you earn each week.
- F. On line 6, write the sentence above that gives information you didn't use in filling out the form.

1. Arizona
2. Flagstaff
3. \$900
4. Renton, James
5. Susan
6. You are a police officer who is applying for a job as a fire fighter.

### EXERCISE 6

#### NEW INFERENCE

1. Find part C. ✓
  - I'll read the instructions. **Use the facts in the box to fill out the form.**
  - When you finish school, you'll have to fill out different forms. When you apply for a job, you'll fill out forms. When you do your income tax, you'll fill out forms.
  - The secret of doing forms the right way is to **read the instructions carefully.**

2. (Call on a student to read the facts.) *Your name is James Renton. Your wife's name is Susan Renton. You are a police officer who is applying for a job as a firefighter. You are now making \$900 a week. Your address is 362 Pleasant Court, Flagstaff, Arizona.*
3. (Call on a student to read instruction A.) *Enter your name on line 4, last name first.*
  - Everybody, find the answer in the facts. ✓
  - Everybody, what's your pretend name? (Signal.) *James Renton.*
  - Where are you going to write that? (Signal.) *On line 4.*
  - Which name are you going to write first? (Signal.) *Renton.*
4. (Call on a student to read instruction B.) *Write your wife's first name on line 5.*
  - Everybody, find the answer in the facts. ✓
  - Everybody, what's your wife's first name? (Signal.) *Susan.*
  - Where are you going to write that? (Signal.) *On line 5.*
5. (Call on a student to read instruction C.) *Write the state you live in on line 1.*
  - Everybody, find the answer in the facts. ✓
  - Everybody, what state do you live in? (Signal.) *Arizona.*
  - Where are you going to write that? (Signal.) *On line 1.*
6. You'll do the items later.

## Corrections

Make sure that students can perform on the entire exercise before you consider it completed. If they make repeated mistakes, return to the beginning of the exercise and present all the tasks in order, using the model-test-retest procedure. For instance, if students make mistakes in both steps 3 and 4, correct the mistakes in step 3. For step 4, tell the answer (and show students where the answer is in the facts), then repeat the tasks in step 4. Then tell students **Remember that information. Let's go back to the beginning.** Return to step 2. Remember to praise students when they remember information or perform correctly on steps they missed earlier.

## Third Inference Format

Here is the third Inference format.

### EXERCISE 3

#### NEW INFERENCE

1. Find part B. ✓
  - I'll read the instructions. **Put the statements below the story in the right order.**
2. I'll read the story. Follow along and pay attention to the things that happen.
  - **Before Bill made a kite, he got a book on kite building and studied it for a long time. The first kite Bill constructed was a Chinese snake kite. It had a tail that was ten meters long. The tail got tangled up in a tree, and Bill lost the kite. So he made a box kite. It was the highest-flying kite he made. It went up over two thousand feet. Sadly, the string broke and Bill never found the kite. The last kite Bill made was a diving kite. He could make it dive by letting the string go slack. To pull the kite out of a dive, Bill pulled hard on the string.**
3. The statements below the passage describe some of the things that happened in the passage. Look over the statements and figure out which thing happened first. ✓
  - Everybody, which thing happened first? (Signal.) *He got a book.*
  - Write a 1 after that statement. ✓
4. Now figure out which thing happened second. ✓
  - Everybody, which thing happened second? (Signal.) *He studied a book.*
  - Write a 2 after that statement. ✓
5. You'll do the rest of the items later.

## Corrections

When correcting students, give them feedback about the source of the information. Some students may be confused about the order of the words in the story versus the order of events that happened. For instance, in step 3, some students may have trouble because making a kite is referred to in the first sentence before getting the book and studying the book.

If students make a mistake, read the first sentence: **Listen. Before Bill made a kite, he got a book on kite building and studied it for a long time. What happened first?** If you don't refer to the sentences for items that involve a discrepancy between the order of words and the order of events, some students will continue to make mistakes.

## Writing Directions

### Lessons 12–65

The Writing Directions track has two formats. The first format (Lesson 12), teaches students to write directions for creating a picture with the help of prompt words. The prompt words indicate the questions that must be answered by each direction.

The second format (Lesson 34) teaches students to write directions without the help of prompt words.

Here is part of the format that introduces the exercise.

#### EXERCISE 3

##### NEW WRITING DIRECTIONS

1. Open your Workbook to Lesson 12 and find part A. ✓
  - I'll read the instructions. **Write the instructions.**
  - Look at circle 1. Then look at item 1. ✓
  - The word in parentheses after item 1 is **what**. That means that item 1 has to tell **what** is shown by circle 1.
2. Everybody, **what** is shown by circle 1? (Signal.) *A horizontal line.*
  - Yes, a horizontal line.
  - Now tell me the **whole** instruction for item 1. (Pause.) **Get ready.** (Signal.) *Draw a horizontal line.* (Repeat until firm.)
3. Look at circle 2. Then look at item 2. ✓
  - The words in parentheses after item 2 are **what** and **where**. That means that item 2 has to tell **what** is shown by circle 2 and **where** that thing is.

4. Everybody, **what** is shown by circle 2? (Signal.) *The word vein.*
  - Now tell **where** that word is. Be careful. You have to mention the line. (Pause.) **Everybody, where** is that word? (Signal.) *To the left of the line.*
  - Yes, to the left of the line.
  - Now tell me the **whole** instruction for item 2. (Pause.) **Get ready.** (Signal.) *Write the word vein to the left of the line.* (Repeat until firm.)

Here is the first Writing Directions Workbook format.

### A WRITING DIRECTIONS

Write the instructions.

vein \_\_\_\_\_ artery  
 ②                      ①                      ③

1. (what) \_\_\_\_\_  
 \_\_\_\_\_
2. (what and where) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. (what and where) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Teaching Techniques

Make sure students are saying the entire instruction in steps 2 and 4. They may have to repeat those steps several times before they can say the instructions correctly.

## Corrections

Plan to repeat this format at least once. Expect students to make a variety of mistakes. The best procedure is to

- 1 Correct each mistake with a quick model-test correction.
- 2 Go through the entire format, moving as quickly as possible.
- 3 Repeat the entire format. Say **Let's do the exercise one more time.**

## Rewriting Paragraphs

### Lessons 6–65

The Rewriting Paragraphs track has three formats. The first format (Lesson 6) requires students to rewrite a paragraph by combining consecutive sentences that are joined with an underline.

The second format (Lesson 24) requires students to rewrite a paragraph by combining a specific number of sentences.

The third format (Lesson 55) requires students to rewrite a paragraph by combining some sentences and moving part of the predicate in other sentences.

Here is the third format, along with the corresponding Workbook exercise.

#### EXERCISE 4

##### **NEW** REWRITING PARAGRAPHS

1. Find part C. ✓
  - I'll read the instructions. **Rewrite the paragraph in four sentences. If one of the sentences tells why, combine the sentences with because. If two sentences seem contradictory, combine them with however. Move part of the predicate in sentences that you don't combine.**

2. (Call on a student to read the first three sentences.) *Many black jazz musicians started getting famous around 1900. Scott Joplin became very popular for his style of jazz piano. His style of jazz piano was called ragtime.*

- **Everybody, tell me the sentence that can't be combined.** (Pause.) **Get ready.** (Signal.) *Many black jazz musicians started getting famous around 1900.*
  - **Say that sentence with part of the predicate moved.** (Pause.) **Get ready.** (Signal.) *Around 1900, many black jazz musicians started getting famous.*
3. **Before you write the paragraph, figure out which sentences you will combine and in which sentences you will move the predicate.**
  - **What will you do to the first line of your paragraph?** (Signal.) *Indent it.*
  4. **You'll rewrite the paragraph later.**

## C REWRITING PARAGRAPHS

Rewrite the paragraph in four sentences. If one of the sentences tells **why**, combine the sentences with **because**. If two sentences seem contradictory, combine them with **however**. Move part of the predicate in sentences that you don't combine.

Many black jazz musicians started getting famous around 1900. Scott Joplin became very popular for his style of jazz piano. His style of jazz piano was called ragtime. Joplin did not live very long. Joplin wrote many songs. Ragtime piano was played all over the country in only a few years.

## Teaching Techniques

In step 2, make sure the student reads the passage fluently, so that it makes sense. If the student reads the passage haltingly, reread the passage with appropriate inflection. With some groups, you may need to read the passage twice.



After step 3, tell students to mark up the passage so they'll know which sentences they will combine and which sentences they will modify (by moving part of the predicate). Tell them **Underline the part of the sentences you'll move. Then write in the words that you'll use to combine the other sentences.**

(Observe students and give feedback.) Look at the marks they have made and ask them questions about any sentences that do not have marks to indicate how they will be joined or modified. Particularly during the first appearances of this format, make sure that students have marked the passage before permitting them to rewrite it.

## Editing

### Lessons 39–65

The Editing track has three formats. The first format (Lesson 39) teaches students to identify and underline redundant sentences in a passage.

The second format (Lesson 42) requires students to identify and correct wording errors.

The third format (Lesson 52) requires students to identify and correct punctuation errors.

Students make use of what they have learned in the Sentence Combination track to identify wording and punctuation errors.

Here is the first Editing format.

#### EXERCISE 2

##### NEW EDITING

1. Open your Workbook to Lesson 39 and find part A. ✓

- I'll read the instructions. **Underline the redundant sentences.**
- Some of the sentences in this passage are **redundant.**
- 2. Here's the rule about a redundant sentence. **A redundant sentence repeats something that has already been said.**
- Everybody, say that rule. (Signal.) A *redundant sentence repeats something that has already been said.* (Repeat until firm.)
- 3. I'll read the first part of the passage. **Some people read magazines. Some people don't.**
- The second sentence is **redundant.** Why? (Call on a student. Idea: *We already know some people don't read magazines because only some people read them.*)
- Underline the redundant sentence. ✓
- 4. I'll read more. Say **Stop** as soon as I read another **redundant** sentence.
- The store had many different kinds of magazines. John wanted to acquire a magazine, so he went to the store. The store had a wide selection of magazines. **Stop.**
- Why is the last sentence **redundant**? (Call on a student. Idea: *We already know the store had a wide selection of magazines because the store had many different kinds of magazines.*)
- Underline the redundant sentence. ✓
- 5. I'll read more. **John looked for a magazine about cars. The store had ten different car magazines. John tried to decide which one to buy. The store had more than one car magazine. Stop.**
- Why is the last sentence **redundant**? (Call on a student. Idea: *We already know the store had more than one car magazine because the store had ten different car magazines.*)
- Underline the redundant sentence. ✓
- 6. I'll read more. **John didn't know which one he wanted. Stop.**
- Why is the last sentence **redundant**? (Call on a student. Idea: *We already know that John didn't know which one he wanted because he tried to decide which one to buy.*)
- Underline the redundant sentence. ✓



Teaching Techniques

When you read the story in steps 2–4, don’t give special emphasis to redundant sentences, or you will give them away. Pause slightly before reading each sentence. The pause will give students time to think about the sentence you have just read.

Corrections

If students say *Stop* after a nonredundant sentence, or fail to say *Stop* after a redundant sentence, use the following correction procedure:

- 1 Does that sentence repeat something you already know? (No or Yes.)
- 2 So, is that sentence redundant? (No or Yes.)
- 3 (Return to the first sentence in the step.)

Writing Stories

Lessons 1–65

Students write or revise stories in every lesson of the program. There are two main types of writing activities, both of which were introduced in Level B1. In the first type, students write a story about a picture. Their story tells what happened *before* the picture, what happened *in* the picture, and what happened *after* the picture. In the second type, students revise their stories by working in teams. Each team makes suggestions for improving each story; then students rewrite their story based on the team’s suggestions.

Writing About a Picture


Here is the student material for the first story-writing exercise:

I

WRITING STORIES

Write a story about this picture of a tornado approaching a farm. Your story should tell what happened **before** the picture, what happened **in** the picture, and what happened **after** the picture.

farmer    tornado    powerful    destroy    wind    storm clouds



## Teaching Techniques

Be sure to circulate among students as they write their stories. If students have trouble coming up with story ideas, tell them to look at the picture again and think about what could have happened before the picture, in the picture, and after the picture.

After the lesson is over, provide written feedback on all the stories using a standard code: **W** for improper wording; **UC** for unclear sentences; **X** for inaccurate sentences. Then select three good stories to read to the class the next day.

### Revising Stories

Students revise all the stories they write. The revision activities help them understand the steps involved in writing, from generating ideas and writing a first draft, to editing, revising, and preparing a final draft.

Here is the Revising Stories format.

#### EXERCISE 7

##### NEW REVISING STORIES

1. (Have students work in teams to revise their stories from the previous lesson. The teams should give suggestions for improving the stories and should agree on changes.)
2. (After students receive feedback from their team, have them rewrite their stories on a fresh sheet of paper.)
3. (Have 2–3 students read their stories aloud to the class.)
4. (Collect the students' stories. Later, check their work and mark any mistakes. Write comments for parts that are good and for parts with errors.)

## Teaching Techniques

This exercise has several steps, so it's important to keep students moving forward. In step 1, monitor the teams closely to ensure they aren't getting sidetracked. Also

make sure that students are making constructive suggestions for each story.

Students are likely to have the most trouble with step 2, where they have to revise their own writing. Remind them that they can make as many corrections as they want on their first draft, which doesn't have to be neatly written. The final draft, however, should be copied in their best handwriting.

## Review Exercises

For Deductions, Analogies, Parts of Speech, and Following Directions, no teacher-directed activities occur, but students do independent work. All this content was taught in Level B1 and are reviewed periodically throughout Level B2.

### Deductions

The Deductions format below is one of three reviewed in Level B2. For this format, students write the conclusion of each deduction. For the other formats, they write the middle part of a deduction or apply a rule.

#### F DEDUCTIONS

Write the conclusion of each deduction.

1. Burning things need oxygen. Fires are burning things. \_\_\_\_\_  
\_\_\_\_\_
2. Burning things produce carbon dioxide. Fires are burning things. \_\_\_\_\_  
\_\_\_\_\_
3. Arteries carry blood away from the heart. The aorta is an artery. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Analogies

Two formats appear in the Level B2 Workbook. Below is the format that appears first in Lesson 4. Students complete each analogy by following the instructions for that analogy.

### J ANALOGIES

Complete the analogies.

1. Tell what system each part is in.

The heart is to the \_\_\_\_\_  
system as the lungs are to the  
\_\_\_\_\_ system.

2. Tell how many of each part you have.

The heart is to \_\_\_\_\_ as  
the lungs are to \_\_\_\_\_.

## Parts of Speech

The instructions for these exercises are the same each time this exercise appears. The first appearance is in Lesson 2. In this format, students underline the nouns in given sentences, circle the verbs, draw one line over the adjectives, and draw two lines over the articles.

Note that students make just one circle around the verb, even if the verb consists of two words (for example, *is regulating*).

### I PARTS OF SPEECH

Underline the nouns. Draw one line over the adjectives. Draw two lines over the articles. Circle the verbs.

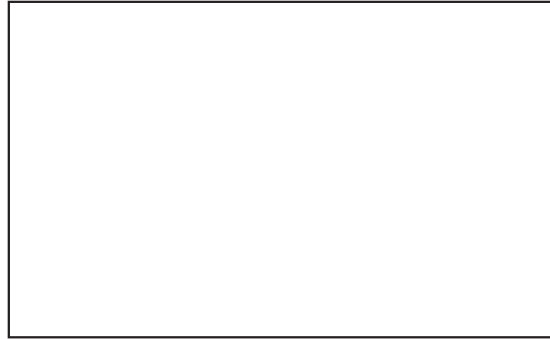
1. Burning things need oxygen.
2. That thermostat is regulating the heat in this room.

## Following Directions

Two Workbook formats appear in Level B2. Both require students to respond to directions that must be read carefully and can't be anticipated. Below is the format that first appears in Lesson 4.

### I FOLLOWING DIRECTIONS

Follow the directions.



1. Draw a vertical line in the box.
2. Draw a line that slants down to the right from the bottom of the vertical line.
3. Draw a muscle that covers the right side of the vertical line and attaches to the right side of the slanted line.
4. Draw an arrow that shows which way the muscle will move the slanted line.

## Corrections

All these exercises are based on information presented in Level B1. During the first five lessons, carefully review the student Workbooks. Pay particular attention to any exercise that does not relate to structured activities that you presented (Deductions, Analogies, Parts of Speech, Following Directions). If students have just completed Level B1, they should have no trouble retaining information. However, if students are starting Level B2 at the beginning of the school year, they may have forgotten some of the information. If students tend to make a lot of mistakes on exercises that relate to information presented in Level B1, provide

a careful workcheck, firming them on each exercise that presents problems. Also use the Fact Game that appears in Appendix D at the end of this Teacher's Guide.

## Workcheck

### Lessons 1–65

The Workcheck is the last part of every lesson. After students complete the Workbook exercises, they read their answers aloud and put an **X** next to any item they missed. You use the Answer Key to confirm correct responses. Then students total up their points and enter them on the Point Summary Chart. Finally, you gather the Workbooks and make comments on students' stories.

Here is the Workcheck from Lesson 1:

#### EXERCISE 8

##### **NEW** WORKBOOK AND WORKCHECK

1. (Award points for Group Work.)
2. **Do the rest of the Workbook lesson now.** Remember to write your story. (Observe students and give feedback.)
3. **Get ready to check your answers.** ✓
  - Put an **X** next to any item you missed.
  - (Call on individual students to read each item and its answer. Do not have students read their stories.)
4. (After all the answers have been read, have students record their Workbook points.)
5. (Award bonus points.)
6. (Have students total their points and enter the total on the Point Summary Chart.)
7. (Collect the Workbooks. Mark the stories using this code: **W** for improper wording; **UC** for unclear sentences; **X** for inaccurate sentences.)

## Teaching Suggestions

For most Workbook exercises, you simply call on individual students to read each item and its answer. The following procedure works well:

- 1 Ken, read the first item in part A and tell me the answer. (Student reads the item and gives the answer.)
- 2 Does everybody agree? ✓
- 3 Mark the item with an X if it's wrong.

Some items have more than one possible response. In the Answer Key, the answers for these items are preceded by the word *Idea*. Accept any responses that express the same basic idea as the given answer. The following procedure is recommended:

- 1 Mary, read the first item in part A and tell me its answer. (Student reads the item and gives the answer.)
- 2 That's a good answer. Are there any other answers? (Call on a student to read another possible answer.)
- 3 That's also a good answer. Any more?

If the answers are not acceptable, simply say **That answer isn't right** and call on another student.

Provide a careful Workcheck during the first five lessons of Level B2. Make sure that students correct all mistakes and show you the corrected version. Lessons 1 through 5 are particularly important because the Workbook contains many exercises that relate to facts and procedures taught in Level B1. If students are not thoroughly firm on this information, they will have trouble throughout Level B2.

# Fact Games

Fact Games appear after Lessons 5, 15, 25, 35, 45, and 55. The purpose of the game is to help students remember the many facts they learn in the program.

## *Introducing First Fact Game*

The instructions following Lesson 5 indicate that the students are to play a Fact Game before they do Lesson 6. You may schedule this game for a time other than the daily reading period.

For the first game, you act as a monitor and demonstrate with four players how the game is to be played. When demonstrating the game, make sure you model fast pacing, correct procedures, and the monitor's appropriate responses to the players. Follow these rules:

### **Assign students to permanent groups.**

Ideally, a group should consist of four players and a monitor. If possible, try to avoid larger groups. Each player in a larger group will receive fewer turns, and management problems will increase.

**Make the groups diverse.** Do not place better performers in one group and lower performers in another. Rather, mix students.

**Assign a monitor who is competent.** The monitor should be a good reader. Try to assign different monitors each time a Fact Game is played. The monitor directs the player who is taking a turn to read the item aloud and answer it. Then the monitor confirms a correct response or gives the correct answer if the item was missed.

**Players wait for their turn.** The next player does not roll the dice until the preceding player has answered and is told whether the response is correct. (If players are permitted to roll before the item is read and answered, they become so intent on getting ready for their turn that they do not attend to the preceding player's item and the answer.)

### **If possible, provide a table for each group of players.**

There should be no obstructions that prohibit the monitor from observing the players. The players should not be able to read the answers in the monitor's book. Each player's Workbook should be on the table, open to the item sheet for the game. The monitor should have a pencil.

For the first game, give each group a pair of dice. The items presented during the game appear in the Workbook. Each game is labeled. The answers appear on another page in the back of the Workbook. For game 1, the items appear on page 24 and the answers appear on page 367.

- The monitor is the only person in a group who is permitted to look at the answer page.
- The other players take turns. A player rolls the dice, reads the number of dots showing, reads the item that has the same number, and tells the answer.
- If the player answers correctly, the monitor makes one tally mark in the box at the top of the player's question sheet.
- The dice go to the next player (the player to the left) and that player takes a turn.



## Observing the Fact Games

Follow these guidelines when you observe the games.

**Reinforce a fast pace.** Praise players who have the dice ready to roll, find the item quickly, read it correctly, and answer correctly. Remind players that the faster they play, the more points they can earn. A fast pace also ensures that players will be less likely to argue with the monitor.

**Make comments about each group's progress.** Make comments like, *Look at how well you're doing—you've already played three rounds.* Comments of this type help students understand they are part of a group that is working together.

**Do not permit the games to drag.** If a group is going slowly, comment on a group that is moving quickly: *Wow, this group is really moving. Every player has had five turns already.*

**Make sure players are following the rules.** Some students may attempt to answer an item without first reading the item aloud. Stop players who do not read the item aloud and remind them of the rule: *You must read the item aloud and then answer it.*

**Make sure monitors award points only when the answers are correct.** For nearly all items, the correct response is phrased in a very specific way, as indicated in the Answer Key. If the player's response is not the same as that in the key, the response is probably incorrect.

**If an answer is incorrect, the monitor reads the correct answer aloud.** Students are not permitted to argue with the monitor. If they argue, they lose a turn. If they continue to argue, they are removed from the game. The monitors are to raise their hands to signal a problem or a question.

**Award bonus points for games that run smoothly.** Also award bonus points to individual players who receive at least so many points during the game.

For the first game, the specified minimum is more than 10 points; for subsequent games, it is more than 12. Don't make your awards a secret. As you circulate among the groups, announce things like *This group is really doing well. If they keep up, they'll get bonus points for playing the game smoothly.*

**Stop the game after it has been played for the specified time.** The first game is to run 15 minutes; subsequent games are to run 20 minutes. You may reduce the time limit to 15 minutes on later games if the group is firm on oral comprehension tasks and Workbook items.

**Tell each group of players how well they did.** Announce which groups received bonus points for playing the game smoothly. Tell all students who have more than the number of points specified to stand up. Congratulate them and award bonus points to them.



## Mastery Tests

Mastery Tests appear after Lessons 10, 20, 30, 40, 50, and 60; an End-of-Program Test appears after Lesson 65. The tests measure student mastery of the skills, facts, and concepts presented in the program.

Each test is divided into several parts, and each part measures student mastery of a particular skill, such as Inference or Contradictions. Remedial exercises are provided for students who fail one or more parts of the test.

Presentation of the tests is straightforward. Students take the test at their desks, without a time limit. Then you gather the tests and grade them. Here is the presentation for the first test:

### MASTERY TEST 1

1. Open your Workbook to page 337. ✓
  - This is a test on what you have learned in Lessons 1 to 10. You'll write your answers on the test.
2. There's no time limit, so check your answers to make sure you got them right. Raise your hand when you're done.
  - (Wait for all students to finish the test.)
3. (Gather workbooks and grade tests using the Answer Key below.)

#### Workbook page 337

#### Mastery Test 1

- A** Tell two ways that the things compared are **not** the same. Tell **one** way that the things compared **are** the same.

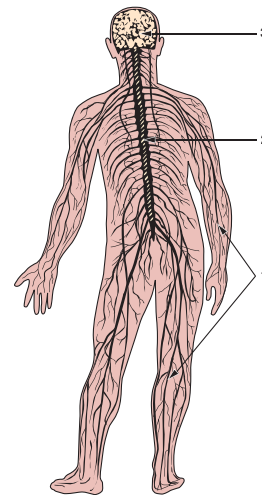
The cat's claws were like knives.

1. Idea: Cat's claws are not made of metal.
2. Idea: Knives do not grow from paws.
3. Idea: They are both sharp.

- B** Underline the contradiction. Circle the statement it contradicts.

Mabel was always kind to animals. She never ate meat, and she didn't wear leather shoes. She owned a dog, a cat, and several fish. \* One night, Mabel ate dinner in a restaurant. She ordered salad, beans, and steak. Then she left a big tip for the waiter.

- C** Write **brain**, **nerves**, or **spinal cord** in each blank.



1. nerves
2. spinal cord
3. brain

# Mastery Test 1

## Workbook page 338

**D** Complete each sentence with a word that comes from **modify**. Then write **verb**, **noun**, or **adjective** after each.

- Tailors often have to modify the length of pants. verb
- The painter made several modifications to her painting. noun
- Sibyl is modifying her hair style. verb

**E** Complete each sentence with a word that comes from **digest** or **conclude**. Then write **verb**, **noun**, or **adjective** after each item.

- The small intestine is part of the digestive system. adjective
- A deduction includes both a rule and a conclusion. noun
- After hearing the case, the jury concluded that the suspect was not guilty. verb

**F** For each sentence, circle the subject and underline the predicate.

- The heart pumps blood to all parts of the body.
- Running up the hill is hard work.
- The waxing moon glowed brightly in the night sky.

**G** For each item, underline the common part.  
• If one of the sentences tells **why**, combine the sentences with **because**.  
• If neither sentence tells why, combine them with **who**, **which**, or **and**.

- Devon got good grades at school. Devon studied every night.  
Devon got good grades in school because he studied every night.
- Leah was the tallest girl in class. Gabriel sat next to Leah.  
Gabriel sat next to Leah, who was the tallest girl in the class.

## REMEDIAL EXERCISES

The Mastery Tests are divided into lettered parts, with two to five questions or activities per part. Students who miss more than 25% of the questions in a particular part are considered to have failed that part.

- If a part has two or three questions, students who miss **one** or more questions fail the part.
- If a part has four or five questions, students who miss **two** or more questions fail the part.

The following remedial exercises can be used with students who fail one or more parts of the Mastery Test. If more than 25% of your students fail a particular part of the test, present the remedial exercises for that part to those students. All the exercises appear in the Teacher Presentation Book. For exercises that involve the Workbook, make copies of unused Workbook pages.\*

**\*Note:** For these remedies, permission is granted to reproduce Workbook pages for classroom use.

## Workbook page 339

# Mastery Test 1

**H** For each item, underline the common part. Then combine the sentences with **who** or **which**.

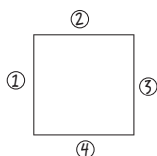
- The hills have many oak trees. The hills are green in the spring.  
The hills, which are green in the spring, have many oak trees.
- The nurse relaxed on the weekend. The nurse worked five days a week.  
The nurse, who worked five days a week, relaxed on the weekend.

**I** Read the passage and answer the questions.  
• Circle the **W** if the question is answered by words in the passage. Then underline those words.  
• Circle the **D** if the question is answered by a deduction.

Your respiratory system brings oxygen, which is a gas in the air, into contact with your blood. When you breathe in, air goes down your trachea and into the bronchial tubes in each lung. The bronchial tubes branch off into smaller and smaller tubes. When the air reaches the ends of the bronchial tubes, capillaries in the lungs take in some of the oxygen. That oxygen is now in contact with your blood.

- Which system brings oxygen into contact with your blood?  
respiratory **W D**
- Which is probably wider, your trachea or one of your bronchial tubes?  
your trachea **W D**
- After the air reaches the ends of your bronchial tubes, which system does it come into contact with?  
circulatory **W D**

**J** Complete the instructions.



- Draw a vertical line.
- Draw a horizontal line that starts at the top of line 1 and goes to the right.
- Draw a vertical line that starts at the right end of line 2 and goes down.
- Draw a horizontal line from the bottom of line 3 to the bottom of line 1.

Remedy Table		
Part	Lesson	Exercise
A	6	6
	9	8
B	6	5
	9	3
C	9	2
	9	7
D	3	1
	4	4
E	8	1
	9	6
F	1	3
	2	3
G	3	5
	5	3
H	8	6
	10	2
I	5	4
	8	4
J	2	5
	3	4

End of Mastery Test 1

Each Mastery Test has about 30 questions, except for the End-of-Program Test, which has 81. The following chart shows one possible grading plan for the tests. The plan can be adjusted as necessary for your students. (See page 13 for a discussion of how to combine Mastery Test grades with daily point totals to determine final grades.)

Grade	Mastery Test Points	End-of-Program Test Points
A	28–30	77–81
B	25–27	69–76
C	22–24	61–68
D	19–21	53–60
F	0–18	0–52

# Comprehension Placement Tests

The placement procedure for the **Corrective Reading** Comprehension program is designed so that students take two tests. The first (Test 1) is a screening test that requires written responses and is administered to an entire class or group.

Students who make more than 7 errors on the screening test take a second test (Test 2) that places them in **Comprehension A, Comprehension A Fast Cycle, or Comprehension B1**. This test is individually administered.

Students who make 7 or fewer errors on the screening test take a second test (Test 3) that places them in **Comprehension B1, Comprehension B1 Fast Cycle, or Comprehension C**. This test requires written responses and is presented to an entire class or group.

The battery of placement tests is also designed to identify students who perform either too low or too high for the Comprehension programs.

## Test 1

The screening test (Test 1) is made up of 16 multiple-choice items. Students are to complete it in no more than 10 minutes.

### Preparation

Reproduce one copy of the test for each student. A reproducible copy appears on pages 50–51 of this guide.

### Administration

- Make sure all students have a pencil.
- Pass out the test forms, face down.
- Tell students: **Turn your paper over and write your name at the top. You will circle the correct answer for each item. Begin now.**
- Do not provide help either for decoding the items or identifying the answers.
- At the end of the 10-minute period, collect the test forms.

### Scoring

The Answer Key below shows the correct answers. Count one error for each item that is incorrect. Note that for items 2 and 4, students are to circle four answers. If they don't circle all four correct answers, the item is scored as one error.

Enter the total number of errors in the score blank at the beginning of the test form. Then determine which placement test to administer to each student. Students who make more than 7 errors take Test 2. Students who make 7 or fewer errors take Test 3.

Answer Key	
1. c	9. a
2. a, d, e, h	10. b
3. d	11. b
4. b, e, h, j	12. c
5. d	13. d
6. b	14. b
7. c	15. c
8. d	16. b

# Test 2

Test 2 is administered individually. The teacher or another tester presents the test orally to each student. Students respond orally and the tester records whether the responses are incorrect. The test contains 22 items, some of which have more than one part. Test 2 requires about 10 minutes per student.

## Preparation

Reproduce one copy of the test for each student and each tester. A reproducible copy appears on pages 52–53 of this guide. Each tester should become thoroughly familiar with both the presentation procedures and the acceptable responses for the various comprehension items. Tester judgment is called for in evaluating the appropriateness of responses to many items. (For a discussion of procedures and responses, see pages 48–49.)

## Administration

Select a quiet place to administer the test. Students who are to be tested later should not observe or hear another student being tested. You will need a test form for each student.

When administering the test, sit across from the student. Fill out the top lines of the test form (student information). Keep the filled-out test form and position it so that the student cannot see what you are writing on the form.

Start by presenting the following general instructions: *I'm going to ask you some questions. Do your best to answer them. There's*

*no time limit, but if you don't know the answer, tell me and we'll move on to the next item. This test is not designed to grade you. It's designed to help us figure out how we can work with you most effectively.*

Present the items in order, starting with item 1. If a student responds incorrectly, circle the response number that follows the item. To help you keep track, you may want to draw a line through the number when the item is answered correctly.

## Scoring

Total the student's errors by counting every circled response number. Enter the total in the score blank at the beginning of the test form. Then determine the placement of the student.

## Placement

The table below shows program placements based on the number of errors made in Test 2.

Errors	Program Placement
31 or more	Place in a beginning language program, such as <i>Language for Learning</i>
27 to 30	Provisional placement in Comprehension A, Lesson A*
17 to 26	Comprehension A, Lesson A
14 to 16	Comprehension A, Lesson 1
11 to 13	Comprehension A Fast Cycle, Lesson 1
7 to 10	Comprehension B1, Lesson 1
0 to 6	(Administer Test 3.)

\* Some students who perform in this range may perform well on Lessons A through E of Level A. If not, place them in a beginning language program.

# Test 3

Test 3 is a written test of 19 items administered to the group. Students underline sentence parts, write answers to questions, and indicate correct responses to multiple-choice items. The test requires about 10 minutes to administer.

## Preparation

Reproduce one copy of the test for each student. A reproducible copy appears on pages 54–55 of this guide.

## Administration

- Make sure all students have a pencil.
- Pass out the test forms, face down.
- Tell students: **Turn your paper over and write your name at the top. You will write the answer for each item. Begin now.**
- Do not provide help either for decoding the items or identifying the answers.
- At the end of the 10-minute period, collect the test forms.

## Scoring

The Answer Key below shows the correct answers. Each incorrect response counts as 1 error. If students correctly underline only part of the specified group of words in section A or B, score 1/2 error.

Enter the total number of errors in the score blank at the beginning of the test form. Then determine the placement of the student.

### Answer Key

1. a. wapdumpos  
b. (words underlined: *little plants that grow in twinglers*)
2. a. drosling  
b. (words underlined: *a small kerchief around his wrist*)
3. a. 1,000 gallons  
b. 1,100 gallons  
c. Idea: The price of milk will go up.
4. a. 7                      e. 16                      i. 4  
b. 1                      f. 2                      j. 10  
c. 15                      g. 3                      k. 6  
d. 5                      h. 8                      l. 12

## Placement

The table below shows program placements based on the number of errors made in Test 3.

Errors	Program Placement
more than 8	Comprehension B1, Lesson 1
5 to 8	Comprehension B1 Fast Cycle, Lesson 1
2 to 4½	Comprehension C, Lesson 1
0 to 1½	too advanced for <b>Corrective Reading</b> series



# Presentation Notes for Test 2

## Items 1–3: Same-Different

These items test the concepts “same” and “different.” Present the instructions in a normal speaking voice. Each item has three response numbers. In item 1, for example, if a student names two acceptable ways that a hamburger and an ice-cream cone are different, draw lines through 1a and 1b. If the student does not name a third acceptable way, circle 1c.

You may prompt a student by saying: *You’ve named two ways that they’re the same. Can you think of another way?* If the student does not respond within 10 seconds after the reminder, circle the response number and go to the next item.

The responses printed on the test sheet are only samples—not an exhaustive list of appropriate answers. A student’s response is appropriate if it (a) expresses how the objects are the same (or how they are different), and (b) has not already been given for the pair of objects.

Note that responses are correct for the different items if a student mentions only one of the items. For instance, if the student says the ice-cream cone has a cone, but does not mention the hamburger, the assumption is that the hamburger does not have a cone. Therefore, the response is acceptable.

If you are in doubt about the acceptability of a response, ask the student to give a different one. For example, a student may respond to item 1 by indicating that a hamburger is hot, that a hamburger has a bun, and that an ice-cream cone is cold. The last response is questionable because it is the opposite of the first response. Say: *Can you name another way that an ice-cream cone is different from a hamburger?* Score the student’s response to your question.

## Items 4–6: Analogies

Item 4 is an analogy that tells where objects are found (or where the objects typically operate). Any response that accurately tells *where* is acceptable, for example: *lake, stream, fishing hole, ocean, aquarium, or under lily pads*.

Item 5 tells which class each object is in. Acceptable responses include *cold-blooded things, animals, food, and living things*.

Item 6 deals with parts of objects. Acceptable responses include *fins, tails, gills, scales, eyes, and teeth*.

## Items 7 and 8: Statement Repetition

These items test statement-repetition skills. The student receives as many as three tries at repeating the statement. You say the statement and tell the student to repeat it. If the student says exactly what you say, draw a line through the response number for that trial. If the student does not say exactly what you say, circle the number. As soon as the student repeats the statement correctly, go to the next item.

For example, if the student correctly says the statement in item 7 on the first try, draw a line through 7a and go to item 8. If the student does not say the statement correctly on the first try, circle 7a and say: *Let's try it again.* Repeat the statement. Continue until the student has said the item correctly or until you have circled 7c.

Students must say the words clearly so they are not confused with other words. Watch for word substitutions, word omissions, and omission of word endings—for example, saying *twenty-seven* instead of *twenty-seventh* in item 7. On the second and third try, you may emphasize the part of the sentence the student said incorrectly.

## Items 9–13: Basic Information

These items test knowledge of general information. For items 9 and 12, there is more than one acceptable response. For the others, however, only one answer is acceptable.

## Items 14–17: Deductions

These items assess the student's ability to use deductions. Nonsense words are used in item 17. If students object to the nonsense words, remind them: *You can still answer the questions even if you don't know the meaning of some of the words.*

Students are not required to use the precise words specified for the items; however, they should give acceptable substitutions.

## Items 18 and 19: Divergent Reasoning

These items test the student's ability to use concepts related to true and false. Item 18 deals with descriptions that are true of some things, while item 19 deals with a contradiction (one part must be false if the other part is true).

# Blackline Master for Test 1

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Tester \_\_\_\_\_

Errors \_\_\_\_\_ Give Test 2 \_\_\_\_\_ Give Test 3 \_\_\_\_\_

## 1. Circle the answer.

Tom and Jerri are the same age. Jerri is 15 years old. So...

- a. Tom is at least 16 years old.
- b. Tom is less than 15 years old.
- c. Tom is 15 years old.
- d. Tom is older than Jerri.

## 2. Circle the name of each object that is a container.

- a. bag
- b. phone
- c. book
- d. purse
- e. briefcase
- f. ring
- g. belt
- h. dresser

## 3. Circle the answer.

What is the holiday we celebrate on January 1?

- a. Labor Day
- b. Memorial Day
- c. Thanksgiving
- d. New Year's Day
- e. The 4th of July

## 4. Circle the name of every season.

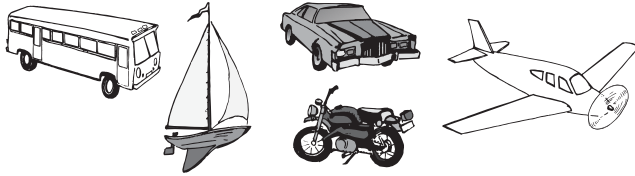
- a. Jump
- b. Spring
- c. July
- d. Monday
- e. Winter
- f. Pepper
- g. September
- h. Fall
- i. Warm
- j. Summer
- k. Tuesday

## 5. Circle the item that is true.

- a. All dogs bark.  
Collies are dogs.  
So some collies bark.
- b. All dogs bark.  
Collies are dogs.  
So all dogs are collies.
- c. All dogs bark.  
Collies are dogs.  
So no collies are dogs.
- d. All dogs bark.  
Collies are dogs.  
So all collies bark.

**6. Circle the class name for the objects.**

- a. containers
- b. vehicles



**7. Circle the word that means *build*.**

- a. buy
- b. protect
- c. construct
- d. predict

**For items 8–11, circle the word that means the same thing as the underlined part.**

**8.** She resides near New York.

- a. visits
- b. drives
- c. works
- d. lives

**9.** The doctor looked at the patient's arm.

- a. examined
- b. predicted
- c. selected
- d. calculated

**10.** They will modify the plans.

- a. support
- b. change
- c. observe
- d. announce

**11.** She concealed her belief.

- a. announced
- b. hid
- c. explained
- d. confirmed

**For items 12–14, circle the answer.**

**12.** A **simile** is a statement that tells how things...

- a. are different
- b. are funny
- c. are the same
- d. are complicated

**13.** If information is **irrelevant** to an issue, the information is...

- a. untrue
- b. hard to understand
- c. important
- d. unimportant

**14.** If a passage is **repetitive**, it...

- a. introduces many unfamiliar words
- b. says the same thing again and again
- c. uses no unfamiliar words
- d. has long sentences

**For items 15 and 16, write the letter of the answer.**

\	—		/
a.	b.	c.	d.

**15.** Which line is vertical? \_\_\_\_\_

**16.** Which line is horizontal? \_\_\_\_\_

# Blackline Master for Test 2

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Tester \_\_\_\_\_

Errors \_\_\_\_\_ Comprehension Placement \_\_\_\_\_

(Read to the student.)	(Circle errors.)
<b>1. Name three ways that an ice-cream cone is different from a hamburger.</b> (Ideas: <i>One is hot; a hamburger has a bun; one is sweet; one has meat; an ice-cream cone has a cone; and so forth</i> )	1a 1b 1c
<b>2. Name three ways that an ice-cream cone is like a hamburger.</b> (Ideas: <i>They are food; each is bigger than an ant; both have parts; both are purchased; you eat them; and so forth</i> )	2a 2b 2c
<b>3. Name three ways that a tree is the same as a cat.</b> (Ideas: <i>They are alive; each is bigger than an ant; both die; they reproduce; both have coverings; and so forth</i> )	3a 3b 3c
<b>4. Finish this sentence: An airplane is to air as a fish is to . . .</b> (Ideas: <i>Water; a lake; an ocean; and so forth</i> )	4
<b>5. Finish this sentence: An airplane is to vehicles as a fish is to . . .</b> (Ideas: <i>Animals; food; living things; and so forth</i> )	5
<b>6. Finish this sentence: An airplane is to wings as a fish is to . . .</b> (Ideas: <i>Fins; tail; and so forth</i> )	6

(Read to the student.)	(Circle errors.)
<b>I'll say some sentences. After I say a sentence, you try to say it exactly as I said it.</b>	
<b>7. Here's a new sentence: It was March twenty-seventh, nineteen sixty-five. Say it.</b> <i>It was March twenty-seventh, nineteen sixty-five.</i>	7a 7b 7c
<b>8. Here's a new sentence: Some of the people who live in America are illiterate. Say it.</b> <i>Some of the people who live in America are illiterate.</i>	8a 8b 8c
<b>9. Listen: It has four wooden legs and a seat and a back. What is it?</b> (Ideas: <i>Couch; chair.</i> )	9
<b>10. Listen: We celebrate this day every year because it's the first day of the new year. What date is that?</b> <i>January 1; the first of January.</i> (In countries other than the United States, substitute a comparable local holiday.)	10

(Read to the student.)	(Circle errors.)
<b>11. Say the days of the week.</b> (Students may start with any day 11 of the week, but the days must be recited in order.)	
<b>12. What is a synonym for sad?</b> (Ideas: <i>Unhappy; downcast.</i> )	12
<b>13. One season of the year is summer. Name the three other seasons.</b> <i>Fall; winter; spring</i> (can be given in any order).	13
<b>14. Listen: If a dog is green, it has five legs.</b> <b>a. Pam's dog is green. What else do you know about it?</b> (Idea: <i>It has five legs.</i> )	14a
<b>b. Jim has something with five legs. Is it green?</b> (Ideas: <i>Maybe; I don't know.</i> )	14b
<b>15. Listen: Some lobsters are red.</b> <b>a. Tony has a lobster. Is it red?</b> (Ideas: <i>Maybe; I don't know.</i> )	15a
<b>b. Mary has a lobster. Is it red?</b> (Ideas: <i>Maybe; I don't know.</i> )	15b

(Read to the student.)	(Circle errors.)
<b>16. Listen: No brick walls have paint specks. Jerome has a brick wall. What else do you know about it?</b> (Idea: <i>It doesn't have paint specks.</i> )	16
<b>17. Here's a rule. The rule has silly words, but you can still answer the questions. Listen: All lerbs have pelps. Listen again: All lerbs have pelps.</b> <b>a. Tom has a lerb. What do you know about his lerb?</b> (Idea: <i>It has pelps.</i> )	17a
<b>b. What would you look for to find out if something is a lerb?</b> (Idea: <i>Pelps.</i> )	17b
<b>18. Listen: It is a farm animal that has four legs, goes "moo," and gives milk. Is that true of only a cow?</b> Yes	18
<b>19. Listen to this statement and tell me what's wrong with it. He was fifteen years old and his younger sister was eighteen years old.</b> (Idea: <i>His younger sister is not younger than he is.</i> )	19



## Blackline Master for Test 3

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Tester \_\_\_\_\_

Errors \_\_\_\_\_ Comprehension Placement \_\_\_\_\_

1. They planted wapdumpos, little plants that grow in twinglers.

- a. The sentence tells the meaning of a word. Which word? \_\_\_\_\_
- b. Underline the part of the sentence that tells what the word means.

2. His drosling, a small kerchief around his wrist, was made of silk and grummicks.

- a. The sentence tells the meaning of a word. Which word? \_\_\_\_\_
- b. Underline the part of the sentence that tells what the word means.

3. Here's a rule: When the demand is greater than the supply, prices go up.

Here's what's happening: Digo Dairy sells 1,000 gallons of milk every day. Digo Dairy has orders for 1,100 gallons of milk every day.

- a. How much is the supply of milk? \_\_\_\_\_
- b. How much is the demand for milk? \_\_\_\_\_
- c. What is going to happen to the price of milk at Digo Dairy? \_\_\_\_\_

4. For each word in the left column, write the number of the word or phrase from the right column that means the same thing.

- |                  |       |                 |
|------------------|-------|-----------------|
| a. currency      | _____ | 1. all at once  |
| b. suddenly      | _____ | 2. silently     |
| c. ambiguous     | _____ | 3. movable      |
| d. hesitated     | _____ | 4. changed      |
| e. exhibited     | _____ | 5. paused       |
| f. quietly       | _____ | 6. plan         |
| g. portable      | _____ | 7. money        |
| h. regulations   | _____ | 8. rules        |
| i. converted     | _____ | 9. general      |
| j. appropriately | _____ | 10. fittingly   |
| k. strategy      | _____ | 11. clear       |
| l. response      | _____ | 12. answer      |
|                  |       | 13. responsible |
|                  |       | 14. gradually   |
|                  |       | 15. unclear     |
|                  |       | 16. showed      |
|                  |       | 17. caused      |
|                  |       | 18. slowly      |

# Scope and Sequence Chart

The following chart shows the scope and sequence of skills taught in **Comprehension B2**. The skills are divided into six principal areas: reasoning skills, information skills, vocabulary skills, sentence skills, basic comprehension skills, and writing skills. The chart also shows the occurrences of the Fact Games and Mastery Tests.

The horizontal bars show how frequently a skill is practiced, as follows:

■ Solid bars — show skills that are practiced in **every** lesson.

■ Dashed bars ----- show skills that are practiced in **most** lessons.

■ Dotted bars ..... show skills that are practiced in **some** lessons.

The number at the beginning of each bar shows the lesson in which the skill is introduced. After introduction, all skills are reviewed for the remainder of the program.

• Appendix B •

	Lessons 1–65							
	1	10	20	30	40	50	60	65
<b>REASONING SKILLS</b>								
Similes	3	.....						
Contradictions	5	.....						
Evidence					43	-----		
<b>INFORMATION SKILLS</b>								
Body Systems	1	.....						
Body Rules	1	.....						
Economic Rules				32	-----			
<b>VOCABULARY SKILLS</b>								
Definitions	1	-----						
<b>SENTENCE SKILLS</b>								
Subject/Predicate	1	.....						
Sentence Combinations	1	-----						
Sentence Analysis				36	-----			
<b>BASIC COMPREHENSION SKILLS</b>								
Inference	1	-----						
<b>WRITING SKILLS</b>								
Writing Directions	2	-----						
Rewriting Paragraphs	6	.....						
Editing				39	-----			
Writing Stories	1	-----						
<b>FACT GAMES</b>	5	15	25	35	45	55		
<b>MASTERY TESTS</b>	10	20	30	40	50	60		

# Skills Profile Chart

The Skills Profile Chart can be used to record an individual student's mastery of each skill taught in **Comprehension B2**. The chart lists the skills taught in the program and shows the lessons on which the teacher presents the skills. (After presentation, all skills are

reviewed throughout the program.) The chart also provides space for indicating when a student has mastered each skill. One copy of the chart should be made for each student in the class.

Name \_\_\_\_\_

## Reasoning Skills

	TEACHER PRESENTATION	DATE MASTERED
<b>Similes</b> Tells how objects compared in a simile are the same	3–9	
Makes up a simile for a given condition	25–38	
Creates and explains a simile	45–46	
<b>Contradictions</b> Identifies a contradiction in a passage	5–9	
Indicates, by citing a rule, why one statement contradicts another	23–27	
Identifies and explains a contradiction, then makes it true	33–35	
<b>Evidence</b> Identifies which of two rules explains a specific outcome	43–46	

## Information Skills

	TEACHER PRESENTATION	DATE MASTERED
<b>Body Systems</b> Learns definition for nervous system	7	

• **Appendix C** •

Identifies parts of nervous system (brain, spinal cord, nerves, central nervous system, peripheral nervous system)	7–12	
<b>Body Rules</b> Learns and applies rules about burning things (Burning things need oxygen; Burning things produce carbon dioxide)	1–11	
Learns and applies rules about blood color (Blood that carries oxygen is red; Blood that carries carbon dioxide is also black.)	4–11	
Learns and applies rules about sense nerves (Sense nerves carry messages to the brain; Sense nerves let you feel.)	18–29	
Learns and applies rules about motor nerves (Motor nerves carry messages from the brain; Motor nerves let you move.)	18–29	
<b>Economics Rules</b> Learns and applies rules about demand and supply (When the demand is greater than the supply, prices go up; Manufacturers try to make the demand greater than the supply; When the demand is less than the supply, prices go down.)	32–46	
Learns and applies rules about products (Products that are readier to use cost more; When you buy products in large quantities, you pay less for each unit.)	51–60	

## Vocabulary Skills

	TEACHER PRESENTATION	DATE MASTERED
Learns word family <i>respire, respiration, respiratory</i>	36–40	
Learns word family <i>erode, erosion, erosive</i>	46–50	
Learns word family <i>acquire, acquisition, acquisitive</i>	51–55	
Learns the prefix <i>un</i> and applies to new vocabulary words ( <i>fortunate, intelligent</i> )	56–60	



• **Appendix C** •

Learns the prefix <i>re</i> and applies to new vocabulary words ( <i>arrange, consider</i> )	61–65	
Chooses the correct vocabulary word to complete a sentence and identifies the word's part of speech	4–54	
Prepares for vocabulary test by reviewing words	9–64	
Takes test on vocabulary words	10–65	
Completes a sentence by substituting a vocabulary word for its synonym	59–64	

## Sentence Skills

	TEACHER PRESENTATION	DATE MASTERED
<b>Subject/Predicate</b> Identifies the subject and predicate of a sentence	1–3	
Rewrites a sentence by moving part of the predicate in front of the subject	16–22	
<b>Sentence Combinations</b> Combines sentences with <i>because</i>	1–5	
Combines sentences with <i>who</i> or <i>which</i>	8–18	
Combines sentences with <i>but</i>	22–25	
Combines sentences with <i>particularly</i>	29–32	
Combines sentences with <i>although</i>	41–44	
Combines sentences with <i>however</i>	49–52	
Combines sentences with <i>especially</i>	57–59	
<b>Sentence Analysis</b> Rewrites a single sentence as two sentences	36–40	
Rewrites a passage in a specific number of sentences	47–49	

## Basic Comprehension Skills

	TEACHER PRESENTATION	DATE MASTERED
<b>Inference</b> Reads a passage and answers questions about it	1-48	
Identifies whether a question is answered by exact words or by a deduction	1-48	
Uses given facts to fill out a form	18-21	
Puts summary statements about a passage in the correct order	54-57	

## Writing Skills

	TEACHER PRESENTATION	DATE MASTERED
<b>Writing Directions</b> Writes directions for creating a picture with the help of prompt words	12-31	
Writes directions for creating a picture without prompt words	34-56	
<b>Rewriting Paragraphs</b> Rewrites a paragraph by combining consecutive sentences that are joined with an underline	6-11	
Rewrites a paragraph by combining a specific number of sentences	24-31	
Rewrites a paragraph by combining some sentences and moving part of the predicate in other sentences	55-56	
<b>Editing</b> Underlines redundant sentences in a passage	39-49	
Identifies and corrects wording errors	42-43	
Identifies and corrects punctuation errors	52-53	

• **Appendix C** •

<b>Writing Stories</b> Writes a story that tells what happened before, during, and after a given picture	1-65	
Uses specific words when writing a story	1-65	
Revises a story by working in teams	2-64	
Reads a story aloud to the entire class	2-64	

# Fact Game for Level B1 Review

Present this Fact Game at the beginning of Level B2 if students are not firm on independent Workbook exercises that appear in Level B2.

## Teaching Procedures

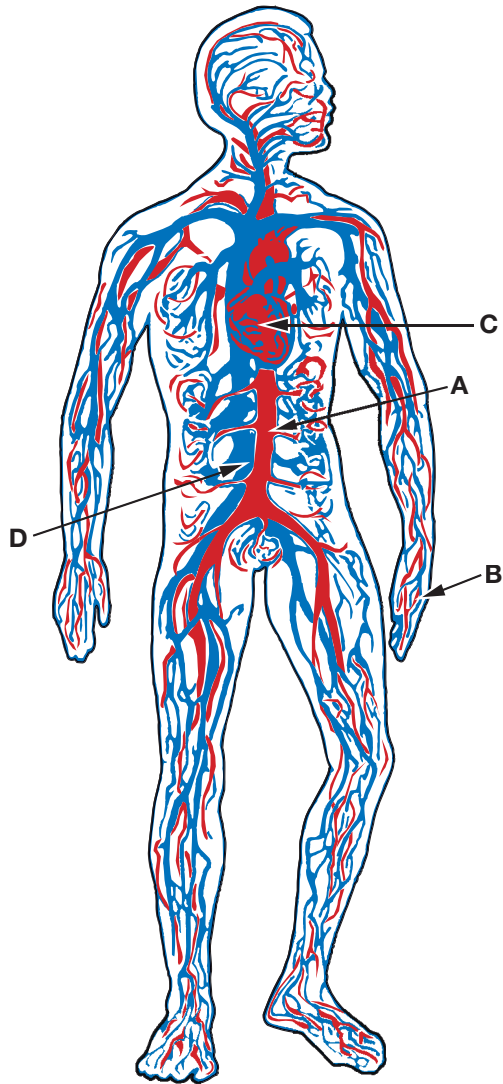
### Fact Game Presentation

Note: Each group of four or five students will need a pair of dice, a pencil, an Answer Key for the monitor, and Fact Game sheets for the other students.

- 1** You're going to play a game that uses what you have learned.
- Remember, first the player rolls the dice and figures out how many dots are showing. Then the player finds the item that has the same number as the dots. Finally, the player reads the item out loud and answers it.
- The monitor tells the player whether the answer is right or wrong. If it's wrong, the monitor says the right answer. If it's right, the monitor gives the player one point.
- Don't argue with the monitor. After a player has a turn, the dice go to the left and the next player has a turn.
- 2** (Divide students into groups of four or five each. Assign one player in each group to be the monitor. Seat the groups at different tables with a pair of dice.)
- 3** (Pass out Fact Game sheets to the players. Pass out Answer Keys to the monitors. Each monitor will also need a pencil.)
- 4** You have 20 minutes to play the game. (Circulate as students play. Comment on groups that are playing well.)
- 5** (At the end of 20 minutes, have all students who earned more than 12 points stand up.)

## Fact Game for B1 Review

2. Name the body parts shown by A and B in the picture.
3. Name the body parts shown by C and D in the picture.



4. Combine the sentences:

Pete is examining the old chest.  
Ira is examining the old chest.

5. Combine the sentences with **because**.

She bought a new truck.  
Her old truck was in a wreck.

6. Name the part of speech for each underlined word.
  - a. The school has a long list of regulations.
  - b. That regulatory group meets once a week.

7. Say the whole deduction.

All snakes are reptiles.  
So, mambas are reptiles.

8. Say each sentence with another word for the underlined part.
  - a. His mother controls when he uses the car.
  - b. He got in trouble when he didn't follow the rules.

9. Say the whole deduction.

Some animals are birds.  
So, maybe wombats are birds.

10. Combine the sentences with **because**.

He hurt his biceps.  
He cannot bend his arm.

11. Combine the sentences.

He criticized the book.  
The book has a hard cover.

12. Complete the analogy by telling what each word means.

**Produce** is to   
as **regulate** is to .

• Appendix D •

**Fact Game Answer Key**

2. A–arteries      B–capillaries
3. C–heart      D–veins
4. Pete and Ira are examining the old chest.
5. She bought a new truck because her old truck was in a wreck.
6. a. noun      b. adjective
7. All snakes are reptiles.  
Mambas are snakes.  
So, mambas are reptiles.
8. a. His mother regulates when he uses the car.  
b. He got in trouble when he didn't follow the regulations.

9. Some animals are birds.  
Wombats are animals.  
So, maybe wombats are birds.
10. He cannot bend his arm because he hurt his biceps.
11. He criticized the book, which has a hard cover.
12. **Produce** is to **make** as **regulate** is to **control**.



## INDIVIDUAL PERFORMANCE

Test Part									
A	B	C	D	E	F	G	H	I	J

## Number of students failing each skill

[illegible]

## INDIVIDUAL PERFORMANCE

## GROUP PERFORMANCE

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## INDIVIDUAL PERFORMANCE

A	B	C	D	E	F	G	H	I	J	K
---	---	---	---	---	---	---	---	---	---	---

Number of students failing each skill

### Percentage of students failing each skill



## INDIVIDUAL PERFORMANCE

A
B
C
D
E
F
G
H
I
J

Number of students failing each skill

### Percentage of students failing each skill

## INDIVIDUAL PERFORMANCE

Test Part									
A	B	C	D	E	F	G	H	I	J

## Number of students failing each skill

[illegible]



## INDIVIDUAL PERFORMANCE

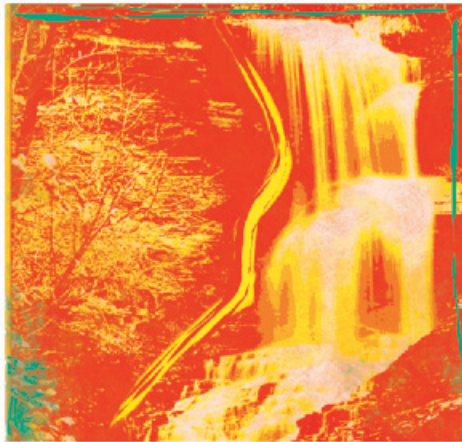
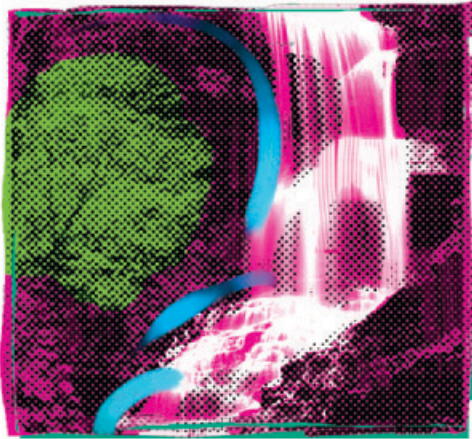
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Number of students failing each skill

### Percentage of students failing each skill

Corrective Reading  
**SRA**  
**Teacher's Guide**  
**Comprehension C** Concept Applications

Siegfried Engelmann  
Susan Hanner  
Phyllis Haddox



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# **Corrective Reading Series**

SRA's **Corrective Reading** programs are divided into two strands: Decoding and Comprehension. Students can complete the programs in either a double-strand or a single-strand sequence.

In the double-strand sequence, students receive **two** full periods of instruction per day—one period in a Decoding program and one period in a Comprehension program.

In the single-strand sequence, students study just one program (Comprehension, for example) and receive **one** full period of instruction per day.

Each **Comprehension** level is independent of the others. Students may be placed at the beginning of one level and complete all the lessons in that level in either a single-strand or double-strand sequence.

## **Development of Skills**

The development of skills in the Comprehension programs progresses from comprehending oral language to comprehending written material. Skills are first taught in structured exercises that are tightly controlled by the teacher. Later, students are shown how to apply the skills independently to complex written materials.

The **Corrective Reading** series includes six Comprehension programs:

- Comprehension A (65 lessons)
- Comprehension A Fast Cycle (30 lessons)
- Comprehension B1 (60 lessons)
- Comprehension B1 Fast Cycle (35 lessons)
- Comprehension B2 (65 lessons)
- Comprehension C (140 lessons)

## **Comprehension A**

Students who place in **Comprehension A** do not understand the concepts underlying much of the material being taught in classrooms. They do not have well-developed recitation skills. They cannot repeat sentences they hear, so they have trouble retaining and answering questions about information that is presented. These students are often unable to comprehend what they read because they don't even understand the material when it is presented orally.

## **Comprehension A Fast Cycle**

Typically, older students who place in Comprehension A learn the skills presented in the program more quickly than younger students. **Comprehension A Fast Cycle** is designed to accommodate these older students. The program consists of 30 lessons (half the number of lessons in Comprehension A). A placement test provides procedures and criteria for placing students in Comprehension A Fast Cycle. As a rule, older students will do better in Fast Cycle than in regular Comprehension A.

## **Comprehension B1**

Students who place in **Comprehension B1** exhibit many of the deficiencies observed in students who place in Comprehension A. They lack some common basic information, such as how many months are in a year. They are also deficient in thinking operations. They have some trouble identifying how things are the same and completing deductions that involve the word *maybe*.



## Comprehension B1 Fast Cycle

Students who need some of the information and reviews presented in Comprehension B1 but are close to placing in Comprehension C do well in **Comprehension B1 Fast Cycle**. This program presents the same sequence of skills as Comprehension B1, but at an accelerated pace (35 lessons, compared to 60).

## Comprehension B2

Students can only enter **Comprehension B2** after completing Comprehension B1 or B1 Fast Cycle. The program continues and expands upon the skills presented in previous levels.

## Comprehension C

Students who place in **Comprehension C** have already learned many skills. They can draw conclusions from evidence, make inferences, and respond to specific instructions. Their primary deficiency is in using those skills independently.

## Comprehension Placement Tests

Reproducible copies of the **Corrective Reading** Comprehension Placement Tests and details on how to administer them appear in Appendix A at the end of this guide.

The placement procedure is designed so that students take two tests. The first (Test 1) is a screening test that requires written responses and is administered to the entire class or group.

Students who make **more than 7** errors on the screening test take another test (Test 2) that places them in Comprehension A, Comprehension A Fast Cycle, or Comprehension B1. Test 2 is an oral test that is individually administered.

Students who make **7 or fewer** errors on the screening test take another test (Test 3) that places them in Comprehension B1,

Comprehension B1 Fast Cycle, or Comprehension C. Test 3 requires written responses and is presented to the entire class or group.

The battery of placement tests also identifies students who perform either too low or too high for the **Corrective Reading** Comprehension programs.

## Progress Through the Comprehension Strand

The Comprehension programs are designed with a careful progression of skill development from level to level. There are five entry points:

- 1 Students who begin at Level A should complete Levels A and B1 during the school year.
- 2 Students who begin at Level A Fast Cycle may complete Level A Fast Cycle and Levels B1 and B2 during the school year.
- 3 Students who begin at Level B1 should complete Levels B1 and B2 during the school year.
- 4 Students who begin at Level B1 Fast Cycle should complete Level B1 Fast Cycle and Level B2 during the school year.
- 5 Students who begin at Level C should complete Level C and additional outside reading during the school year.

## Features of All Comprehension Levels

Each level of the Comprehension program incorporates features that have been demonstrated through research studies to be effective in improving student performance.

- Each level is a core program, not ancillary material. Each level contains all the material you need and provides students with all the practice they need to learn the skills.

- All words, skills, and strategies are taught through Direct Instruction. This approach is the most efficient for communicating with students, for evaluating their performance on a moment-to-moment basis, and for achieving student mastery. Students are not simply exposed to skills. Instead, skills are taught.
- Students are taught everything that is required for what they are to do later. Conversely, they are not taught skills that are not needed for later skill applications. The levels concentrate only on the necessary skills.
- Each level is based on cumulative skill development. Once a skill or strategy is taught, students receive practice in applying that skill until the end of the level. This type of cumulative development has been demonstrated by research studies to be the most effective method for teaching skills.
- Because of the cumulative development of skills, the difficulty of material increases gradually but steadily.
- Each level is divided into daily lessons that can usually be presented during a class period (35 to 55 minutes of teacher-directed work and independent student applications).
- All five levels of **Corrective Reading** Comprehension contain in-program Mastery Tests. These tests are criterion-referenced performance measures that provide detailed data on student progress. They also show students how their performance is improving as they progress through the program.
- Each level includes an effective management system. Students earn points for performance on each part of the daily lesson. Records of this performance may be used for awarding grades and documenting progress in specific skill areas.

- Each lesson specifies both teacher talk and student responses. The lessons are scripted. The scripts specify what you say and do, as well as appropriate student responses. The scripted lessons ensure that you will (a) use uniform wording, (b) present examples in a manner that communicates efficiently and effectively with students, and (c) be able to complete a lesson during a class period.

## Poor Comprehenders

The **Corrective Reading** Comprehension series is designed to help poor comprehenders. The specific tendencies of poor comprehenders suggest what a program must do to be effective.

Because students who are lacking in comprehension skills are often poor decoders, they typically do not follow instructions precisely. They have often been reinforced for raising their hand and asking the teacher questions. This strategy has served them in content areas, such as science and social studies, as well as in reading. As a result, they have not developed precision in following instructions that are presented orally or in writing.

Because of the way material they have studied has been sequenced, poor comprehenders also have a poor memory for information. Typically, they have never been required to learn information one day and then use it that day and from then on. The usual pattern has been for them to work with vocabulary or facts for only a lesson or two, after which the material disappears. The result is a poorly developed strategy for remembering information, particularly systems of information that contain related facts and rules.

Poor comprehenders also have weak statement-repetition skills, primarily because they have never practiced these skills. For instance, when they are told to repeat the

statement “Some of the people who live in America are illiterate,” students may say, “Some people who live in America are ill,” or some other inaccurate attempt. The lack of statement-repetition skills places these students at a great disadvantage when they try to read and retain information, even if they decode it correctly.

Often, poor comprehenders will vacillate from being guarded in believing what others tell them, to being gullible, because they lack the analytical skills required to process arguments. They may have strong feelings and prejudices, but they are unable to articulate the evidence that supports their beliefs or the conclusions that derive from the evidence. They are not practiced with flaws in arguments that present false analogies, improper deductions, or appeals that are inappropriate (such as arguing about a whole group from information about an individual).

Poor comprehenders also have a deficiency in vocabulary and common information. This deficit preempts them from constructing the appropriate schemata when reading about situations that assume basic information or vocabulary. They may understand the meaning of the word *colonial*, for instance, but not know the relationship of that word to *colony*.

Finally, poor comprehenders are not highly motivated students. For them, reading has been punishing. They often profess indifference: “I don’t care if I learn that or not.” But their actual behavior suggests that they care a great deal. When they learn to use new words such as *regulate* and *participate*, they feel proud.

Poor comprehenders’ ineffective reading strategies and negative attitudes about reading become more ingrained as the students get older. Overcoming these obstacles requires a careful program, one that systematically replaces failed strategies with new ones and that provides lots and lots of practice.

In summary, the knowledge and skills of poor comprehenders are spotty. While poor comprehenders may exhibit intelligent behaviors when dealing with their peers, they are remarkably naive in dealing with academic content because they don’t know what to attend to, what the content means, how to organize the content, how to relate it to other known facts and remember it, how to apply it to unique situations, and how to evaluate it in terms of consistency with other facts and rules.

## Comprehension Solutions

The problems of poor comprehenders suggest these solutions:

### **The Corrective Reading Comprehension programs are designed to provide extensive practice in following directions.**

The various activities presented in the Comprehension programs are designed so that students must attend to the instructions. In one lesson, the directions for an activity might be “Circle the verbs.” In the next lesson, instructions for the same activity may be “Make a box around the verbs.” The direct-instruction activities present directions that students cannot figure out from either the format of the activity or the context. Students, therefore, learn the strategy of reading carefully and attending to the details of the instructions. Also, students practice writing instructions so that they develop an appreciation of what information is needed to clearly convey the operation they are trying to describe.

**The programs provide practice in statement repetition.** Statement-repetition practice begins in Level A with tasks that don’t involve reading. In later levels of the series, statement-repetition activities are increasingly related to statements students read. The emphasis on statement repetition not only makes students more facile in repeating statements (requiring only one or two attempts, compared to the many attempts

required early in the program), but repetition also helps reinforce the general strategy that students must be precise when dealing with statements they read or hear.

**The *Corrective Reading* series is designed so that whatever is taught is used.** In the Comprehension series, nothing goes away. Vocabulary that is introduced in vocabulary activities is integrated into other activities, such as following instructions, making analogies, completing deductions, and identifying flaws in arguments. Similarly, facts that are learned are integrated and applied to a wide range of tasks. This nonspiral approach to instruction demonstrates to students that they must develop strategies for retaining the information that is taught, and for relating it to other information. The format ensures that students will be able to learn, organize, and process whatever is taught. Mastery Tests within the series document to both teacher and students that the skills and information presented in the program are mastered.

**The series presents various analytical skills that can be applied to higher-order thinking tasks.** The Comprehension programs teach students how analogies work, how logical reasoning is applied to arguments, how conclusions depend on evidence, and how evidence can be evaluated for adequacy. Deductions are emphasized because basic arguments that affect everyday life are usually presented as deductions. The series also presents specific common fallacies (arguing from part to whole, arguing from whole to part, arguing from a false cause, arguing from limited choices). In addition, students learn how to identify contradictions, from simple ones to those that are inferred from facts students have learned. The focus of the series, in other words, is not simply on narrowly defined logical-reasoning skills, but on logical-reasoning skills as they apply to all aspects of reading.

**To compensate for the deficiencies in vocabulary and common information, the series introduces many new vocabulary words and “fact systems.”**

To compensate for students’ deficiencies in common vocabulary and information, the Comprehension programs introduce many new vocabulary words and “fact systems” (groups of related facts). For example, students learn facts about body systems (skeletal, digestive, muscular, circulatory, respiratory); calendar information; animal classification (fish, amphibian, reptile, mammal, bird); and economics (supply and demand). These fact systems also provide a vehicle for teaching vocabulary. In addition, other new vocabulary is introduced in all levels. In levels B1 and B2, for instance, vocabulary is introduced in connection with parts of speech. Students first learn a verb, such as *select*, then its noun (*selection*) and adjective (*selective*). In Level C, students are taught how to infer the meanings of words from context. Note that all words, once introduced, appear in a range of activities—from following instructions to identifying contradictions.

**The series addresses the poor comprehender’s low self-image.** The Comprehension programs also address the problem reader’s poor self-image. The series is designed so that students can succeed in learning sophisticated skills (such as identifying the missing premise in an argument). Furthermore, a point system that is based on realistic performance goals ensures that the student who tries will succeed and will receive reinforcement for improved performance.

In summary, the Comprehension series uses a two-pronged approach. Each level teaches specific skills to replace the student’s ineffective approach to comprehension. Each level also contains an effective management system that turns students on to reading. The approach **works**.



# The Program—Comprehension C

## *Concept Applications*

The highest level of the Comprehension programs in SRA's **Corrective Reading** series is **Comprehension C**.

The program is made up of 140 regular lessons (numbered consecutively from 1 through 140) and 9 Fact Games (numbered consecutively from 1 through 9). The Fact Game lessons are scheduled after every fifteenth regular lesson (after Lessons 15, 30, 45, and so on). Every tenth regular lesson includes a Mastery Test.

Each lesson is designed to provide activities for a 40- to 45-minute period.

### Who It's For

**Comprehension C** is designed for students who have completed **Comprehension B2** in the **Corrective Reading** series, and for students whose scores on the Comprehension Placement Test qualify them for entry into the program. These students are probably in grades 6 through 12, and they may even be found in junior college. The Decoding Placement Test criteria usually indicate that these students decode well enough to qualify for **Decoding C**, which is the most advanced Decoding program in the **Corrective Reading** series.

These students are also fairly proficient in comprehension skills. Specifically, they understand basic logical operations; they can draw conclusions from evidence; their basic vocabularies are reasonably broad; and their recitation and statement repetition skills are fairly good.

Students who place in **Comprehension C** have several common skill deficiencies.

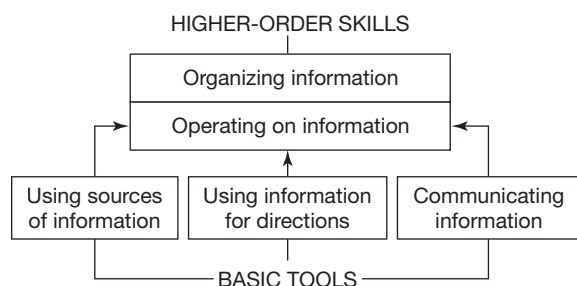
- Although students are fairly proficient in logical reasoning, they have not mastered reasoning skills to the point where applying them is nearly automatic.
- They have trouble learning a new concept or discrimination from written instructions, although the same concept or discrimination would not be difficult to learn if it were presented orally by the teacher.
- They are deficient in advanced vocabulary.
- They are weak in the mechanics of writing and editing.
- They lack facility in extracting information from sources—such as from a written passage or a graph.

Because students are weak in foundation skills, these students should be firmed on these skills. Students also need new information about their world and about the words used to describe it. And they need sharpened skills for using the information that they have acquired.

The program may also be used developmentally for students of average or above-average ability in grades 5 through 12. Performance on the placement test indicates whether a particular student places in the program.

## What Is Taught

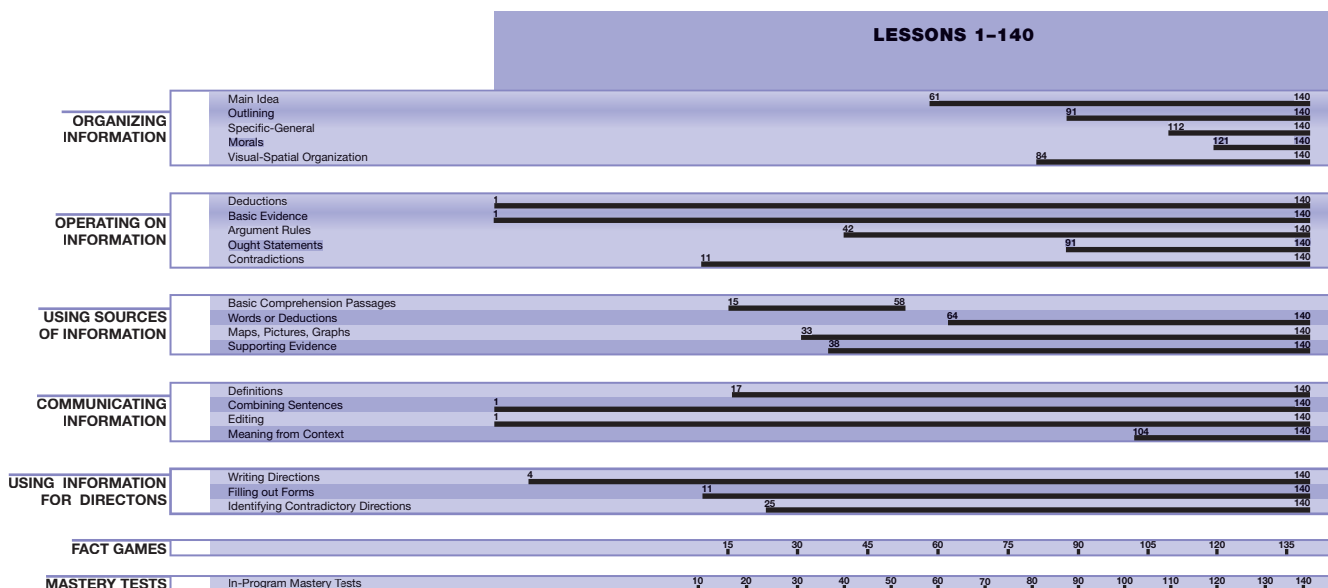
The skills taught in **Comprehension C** fall into five categories. Three categories teach component skills and are classified as Basic Tools. The two remaining categories teach the application of the component skills to higher-order operations and are classified as Higher-Order Skills.



The categories are the basis on which the activities in the program are organized.

The Scope and Sequence Chart below and in Appendix B of this guide shows the specific skill areas included in each category.

The skills taught in Basic Tools are needed to perform the higher-order operations. For example, students learn to infer meaning from context, which is a basic tool. Then this skill is used to analyze arguments, a higher-order skill. Students learn to use specific reference material—a skill that is a basic tool. Then they learn the higher-order skill of how to operate on the information they find—how to determine whether it contains contradictory statements, how to organize it into outline form, and how to combine it with information from another source, such as a map or a passage.





### **Basic Tool: Using Sources of Information**

This category teaches students how to use different sources of information—passages, graphs, maps, and illustrations. Students first learn conventions and procedures for decoding a map or an illustration. They then engage in activities that require the use of two sources, for example, a map and a passage, a passage and an illustration, or two passages. Students use the sources to answer questions, and they also indicate which source answers a particular question. In one variation of this activity, two passages are presented that contradict each other on major points. Students learn that they must use a third, reliable reference source such as a dictionary or an encyclopedia to find evidence that resolves the contradiction.

These skills reinforce the students' ability to make deductions and to organize information.

### **Basic Tool: Using Information for Directions**

The focus of this category is on precise use of language. Students practice this skill in three major activities. In one activity, they use information about fictitious people to fill out forms, such as loan applications or rental agreements. In another, simple diagrams are presented, and students are instructed to write the directions for creating the diagram. In yet another activity, they are presented with a diagram and a set of directions for drawing the diagram. Part of the directions contradict certain details in the diagram. Students identify the contradictory part and draw a diagram that is consistent with the directions.

### **Basic Tool: Communicating Information**

When students are deficient in vocabulary and lack basic skills in written communication, they may be unable to convey information. This category has two objectives—to introduce new vocabulary and to teach specific skills that are essential to written communication.

Vocabulary is introduced in several kinds of activities. Perhaps the most important instruction provided for this skill is the presentation of new vocabulary through model sentences. Students first memorize a model sentence, such as, **By hesitating, she lost her opportunity.** Students learn the meaning of the underlined words, and then they use the new words in other writing and editing exercises. In another type of activity, students must infer the meaning of a new word from the context of the passage in which it appears. New vocabulary is also introduced in a dictionary-type format. Every ten lessons, beginning in Lesson 70, about five new words are presented. For each word, there is a simple definition and a sentence using the word.

To improve written communication, students learn rules for combining sentences with words such as **who, which, however, and therefore.** Students also edit passages, concentrating on redundant information and subject-verb agreement.

### **Higher-Order Skill: Organizing Information**

The skills taught in this category include identifying the main idea, outlining, making statements either more general or more specific than original statements, generalizing from specific events to come up with a moral, and expressing information in visual-spatial displays. All of these skills are closely related to the skills taught in Using Sources of Information.

### **Higher-Order Skill: Operating on Information**

After information has been found and organized, it can be operated on. Specific operations taught include using evidence, drawing conclusions, making up arguments, and analyzing the validity of arguments. There is particular emphasis on faulty arguments and propaganda.

Students learn rules about faulty arguments, such as **Just because two things happen around the same time doesn't mean one thing causes the other thing.**

Students also learn to judge whether sources of information are reliable. The analysis of faulty arguments is applied to advertisements and other biased appeals similar to those that reach the students in everyday life.

## Assessing Student Performance and Meeting Behavioral Objectives

The various skills outlined in the preceding section are presented frequently enough to ensure mastery. Once a skill is taught in one category, it is reviewed and integrated with activities from other categories.

To permit you to assess student performance and to indicate the specific behavioral objectives that have been achieved by the students, criterion-referenced tests are included in the program itself as part of the instructional sequence.

The tests cover factual information, vocabulary, and optional writing-rate activities.

### In-Program Tests

**Comprehension C:** The last part of every tenth lesson (10, 20, 30, and so on) presents a Mastery Test. The tests cover three primary areas—information, vocabulary, and various comprehension skills (for example, filling out forms, identifying main ideas, outlining, drawing conclusions).

The program specifies remedies for groups that do not achieve mastery on specific groups of items. The remedies are to be provided if more than 25% of the group make more than a specified number of mistakes on a test part. Tests should be completed and remedies provided before presenting the next scheduled lesson.

### Optional Passage Copying

The program provides an optional activity daily for those students whose writing rate is unacceptably slow. The students must copy a short passage within a specified amount of time. The criterion rate at the beginning of the program is 28 to 30 words per 2 minutes. By the end of the program, the criterion is 40 to 46 words per two minutes.

If students do the writing-rate activities, they should record their progress on the Writing Rate Progress Charts at the back of the Workbook. For each lesson, students enter the number of words copied correctly for the 2-minute period. If students have trouble filling in the graph, help them. Explain that every five lessons, they should connect the dots and see the progress they have made.

## Materials

The materials for **Comprehension C** consist of this Teacher's Guide, two Teacher Presentation Books, the Student Book, the Workbook, and mid-program and end-of-program Mastery Tests.

This Teacher's Guide contains basic information about the program and specific directions for presenting exercises and for correcting mistakes.

The Teacher Presentation Books provide a script for each lesson. Scripts specify what the teacher and the students are to say and do during a lesson.

There is a standard pattern for skill introduction in **Comprehension C**. A new skill is generally introduced first in the Student Book. The student reads an explanation of the new concept or skill, and the teacher directs the student's use of the skill. After the skill has been practiced in a few lessons, it appears in the Workbook, where it becomes an independent skill.

Although students read the teaching presentation in the Student Book, the teacher structures the reading and presents tasks that supplement those that appear in the student material.

## Scheduling

Here are some general considerations for scheduling students for the program.

- A lesson should be presented every day at an assigned time.
- The lesson will take about 45 minutes, depending on the size of the group. Most of the period, however, is spent on independent work.

## Placement Procedures

Students are placed in **Comprehension C** based on their performance on the **Corrective Reading** Comprehension Placement Test. Details on how to administer the test appear in Appendix A of this guide.

# The Lessons

## Regular Lessons (1–140)

An average regular lesson contains six to eight activities and lasts approximately 45 minutes, except test lessons, which may run longer. Usually, the first two to four activities in a lesson are structured, or teacher directed. The remaining activities are independent. Finally, there is the Workcheck, during which students mark their books and papers and then correct their errors.

During the first ten lessons, all activities are presented in the Workbook. Lessons 11 through 140 require both the Student Book

and Workbook. Typically, structured activities are presented in the Student Book and are the first exercises in the lesson. Independent activities appear in the Workbook and are completed after the Student Book activities. There are also some independent activities in the Student Book.

## Fact Game Lessons

Nine lessons that review key information and skills are presented on a regular schedule throughout **Comprehension C**. After every fifteenth lesson is a Fact Game lesson. These lessons are designed for a full period and should be scheduled on the period following completion of Lessons 15, 30, 45, and so on.

## Awarding Points

A point system motivates the students to perform well. It also facilitates grading. The fundamental rule about points is that all points are awarded for good performance. The students must know the rules for earning points, and they must work for every point earned.

By awarding points for good performance, you give the students a reason for working. You also provide them with a demonstration of their growing competence.

The students may earn as many as 15 points for each regular lesson. The students receive points **only for written work** on these lessons. The point schedule below is used throughout the program.

- 0 errors—15 points
- 1–2 errors—12 points
- 3–5 errors— 8 points
- 6–9 errors— 5 points

Students earn points for performance on the Fact Game, and points for Mastery Test performance. Here is a schedule of points for Fact Game lessons and Mastery Tests.

Fact Game: 1 point for each correct answer.  
5 bonus points for earning a specified number of points.

Mastery Test:  
0 errors–20 points.  
1–2 errors– 5 points

## Recording Points

The students record their points in their Workbooks, filling in the boxes that appear next to the lesson number for that day. For each regular lesson, they enter their Workbook and Student Book points in the box marked **W**, their bonus points in the box marked **B**, and their total points in the box marked **T**.

After every fifteenth lesson is a Fact Game lesson. For these lessons, students enter their Fact Game points in the box marked **FG**, their bonus points in the box marked **B**, and their total points in the box marked **T**. Every tenth

lesson includes a Mastery Test. For these lessons, students enter their Mastery Test points in the box marked **MT**.

The students then record their total points for each lesson on the Point Summary Chart, which is on the inside front cover of the Workbook. Every 16 lessons, they total their points.

### Bonus Points

If a student shows unusual effort or does a particularly good job, award bonus points. It is recommended, however, that no more than 2 or 3 bonus points be awarded to any student on a regular lesson day.

### Confirming Points

After the students record their points, confirm their totals by checking to see that all mistakes (marked with X's) have been corrected. Then record the total on the Teacher's Record Chart. (A reproducible chart appears in Appendix F.) The students must correct their mistakes before you record points on your chart.

Below is a sample of a Teacher's Record Chart filled in for block 5, Lesson 61 through Fact Game 5.

RECORD SUMMARY CHART

Student's Name	LESSON	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	FG/5	
Thomas Quentin		15	15	15	15	20	15	15	15	15	25	15	15	15	15	25	16	
Lily Sanchez		12	15	12	12	15	12	8	5	8	20	12	15	12	8	15	8	

The schedule below is recommended for determining letter grades.

- A—average of 12 points or more per lesson for a grading period
- B—average of 8–11 points
- C—average of 5–7 points
- D—average of less than 5 points

Those students who are properly placed in the program but who fail to earn an A or a B either lack motivation or are being taught improperly. The procedures in the next section help shape your presentation so that it is clear and helps to reinforce what the lesson is teaching.

# Teaching Effectively

The most difficult management skills are those associated with presenting the various activities. To be effective, you should be businesslike, keep up a fast pace, and be responsive. Convey the impression that the material is important and interesting and that the students can achieve if they work hard. This orientation is extremely important. If you present a strong model, the students will respond in predictable and desirable ways.

## Setup for the Lesson

Assign permanent seating. Seating should be arranged so that you can have eye contact with every student. There should be enough space for you to walk behind the students and monitor their work. Lower-performing students should be seated where they can be monitored quickly and frequently.

Establish procedures for distributing Student Books, Workbooks, lined paper, and sharpened pencils to the students at the beginning of the period, and for returning the materials to a specified place at the end of the period. Lesson time should not be lost while the students sharpen pencils, get Workbooks, or prepare to work with the material. When the period begins, every student should be seated, with the necessary material in place.

## Pacing

Proper pacing is essential for your presentation to be effective. To ensure smooth pacing during the structured segment of each lesson:

- Familiarize yourself with the exercises that you are to present. Rehearse them aloud if necessary. Make sure that you can present them without having to continually look at the material.
- Present the material so that you set the pace. It is your responsibility to change the students' behavior. Do not permit them to shape your behavior by having you constantly repeat tasks or respond to irrelevant questions. Say your lines quickly. Correct mistakes immediately. Answer any reasonable questions, but do not permit students to interrupt during a task. Set time limits for tasks that tend to drag. Praise students who perform within time constraints.

**Note:** If you respond to student attempts to pull you off task, some students may learn more about pulling you off task than they will about the program skills.



## Monitoring Student Behavior

Walk among the students as you present structured tasks. You do not have to stand in front of the group. Very few activities require you to write on the chalkboard or point to things that the students are to observe. Nearly all tasks require listening, reading, or both. These can be presented from any place in the room.

### Structured Activities

When the students write responses to teacher-directed activities, try to check all the lower performers' work by the time they complete an exercise. To do this, spend at least half your time observing what the lower performers write and the remaining time seeing what the other students write.

### Independent Activities

If you observe a tendency for some students to miss particular kinds of items, stop the students and call attention to the item. Say **Be careful with item 12. Remember the difference between the part of a group and the whole group.** Do **not** tell the students the answer to any independent item, because their point total is based on their work. If you give answers, the record of their performance becomes unreliable. However, you may warn them about problem items.

As you monitor, provide the students with feedback. Tell them if an item is wrong. Say **That's wrong. Try again. Mark the item with an X.** Use a distinctive colored pencil—blue, orange, etc. The item will be marked as an error for the point total; however, the student receives feedback. You can tell the student the correct answer to the item if necessary, but just make sure that the item is marked as an error and that other students don't hear the correct answer.

Also, comment on good performance. Say, **Nearly everybody is getting the items in part B correct. I'm really pleased.** These comments, as the students write, should not be so frequent that they prevent the students from concentrating. They should be frequent enough, however, to show the students that you are looking at what they do and that you are responding to it.

### Workcheck

Schedule 10 to 15 minutes at the end of the period for a Workcheck. What the Workcheck includes is specified in the teacher directions for each lesson. The Workcheck **is not merely paper grading.** The idea is to let the students see their mistakes, to give them the correct answers, and to have them correct each missed item. If possible, they should make these changes before the period is completed. It may be more practical to check the students' work from the previous day at the beginning of a period. This variation is perfectly acceptable, so long as the basic order of events is maintained. The Workcheck for a lesson should be done before the students begin the next lesson.



The Workcheck procedure, starting with Lesson 3 in the Workbook and Lesson 11 in the Student Book, involves these steps:

- 1** The students check their Workbooks and Student Book papers after they complete their independent work.
- 2** For each independent Workbook activity, call on the students to read the **item and answer**. For Student Book activities, you read each item and call on a student for the answer.
- 3** The students mark an **X** next to every item that is incorrect.
- 4** The students total the number of errors, determine the points earned, and enter the total at the top of the Workbook page.
- 5** Each student corrects every error.
- 6** Each student shows you (or your aide) that each item marked with an **X** has been corrected. To show that the work has been corrected, you can either initial the page, circle the point total, or use some other symbol to verify that the points have been earned. Without verification that all items have been corrected, the students earn no points for the lesson.

# General Information

## How Material Is Introduced

New skills are introduced in material that the students read. At specified points in the material, you ask questions. These points are indicated on the reproduced student page by circled capital letters. These letters correspond to the circled letters in the teacher's material. On the following page is an example of an exercise that introduces a new skill. The material at the top is taken from the Student Book. The material below it is from the corresponding teacher presentation.

## Format Style

A format is an exercise set up in a specific form. Here are some conventions that are used in the formats for this program.

### Heading

The task heading in the teacher presentation indicates the number of the exercise and the skill being taught. In the example just discussed, analyzing arguments is the skill taught in Exercise 2.

### Typography

- This blue type indicates what you say.
- This bold, blue type indicates a word or phrase that you should stress.
- (This type indicates what you do.)
- *This type indicates the students' response.*

### Numbering

Every exercise in the teacher presentation is divided into numbered steps. Numbering makes the format easier to read and provides you with some reference points. Numbering also helps you pace the presentation. Pause briefly before beginning a new step.

**B**

Here's a new rule:

**Just because two things happen around the same time doesn't mean that one thing causes the other thing.**

Read the rule over to yourself and get ready to say it. ❶

The argument below is faulty because it breaks the rule.

Read the argument.

**I went to Chicago, and it rained in Chicago. I went to Cleveland, and it rained in Cleveland. So I think I'll go to New York City and make it rain there.**

What does the writer want us to conclude? ❷

Why does the writer think that going to a city causes rain? ❸

Say the rule the argument breaks. ❹

Here's how you could prove that going to a city could not cause rain. Send the person to lots of cities. If it doesn't rain **every time** the person goes to one of those cities, going to the city does not cause rain.

## EXERCISE 2

### ANALYZING ARGUMENTS

1. (Direct the students to find part B.)
2. (Call on individual students to read part B.)
  - ❶ **Do it.** ✓  
(Call on individual students to say the rule.)
  - ❷ (Call on a student. Idea: *By going to any city, the writer can make it rain there.*)
  - ❸ (Call on a student. Idea: *Because it rained in several cities while the writer was there.*)
  - ❹ **Say it.** *Just because two things happen around the same time doesn't mean that one thing causes the other thing.*

### Student Responses

When the format requires the students to answer a question, the response is always specified. When the format requires the students to repeat a statement, no student response is specified, because the response is the same as the statement.

If a question has more than one possible answer, the students' response is preceded by the phrase: "Accept reasonable responses, such as . . ."

The responses for some items begin with the word "Idea." For these items, various wordings are appropriate. The sample responses provided in the teacher's material are samples, not the only acceptable responses.

In the answer keys in the teacher presentation material, parentheses are used to indicate acceptable responses. The students' responses do not have to match the given wording to be appropriate.

## Written Tasks

Most tasks in the program require written responses. These tasks provide a good test of whether the students understand the material that has just been presented in the exercise. As the students write their answers, quickly check their work.

## Oral Tasks

For some tasks, the students read part of the material and then respond to an oral question or direction. (See ⑩ in the analyzing arguments exercise just discussed.)

Some tasks specify individual turns. You are instructed to call on a student, or on individual students. (See ⑨ in the analyzing arguments exercise.) Individual tasks usually involve a lengthy response, which would be difficult for the group to produce in unison, or a range of acceptable responses, which means that different students may produce different acceptable responses.

Other tasks do not specify whether you should call on an individual student. For these, you may call on a single student or you may call on the whole group. If you call on the group, precede the task by saying *Everybody, what's the answer?*

### Signaling

When presenting group tasks, use signals to ensure that students respond together. By listening carefully, you can usually tell which students make mistakes, whether most members of the group have mastered a concept or skill, and whether the task should be repeated.

The general procedure for signaling is to present a cadence to the task, like the timing of a dance step. *Everybody, what's a word that means the same thing?* You may snap your fingers, or tap your foot, or say *Get ready* as an extra cue for when the response is to occur.

For group responses, you should present the task in a way that permits all students to respond together in perfect unison. Keep the same cadence so that the students can easily respond to your signal without looking up or turning around to watch you.

## Sample Formats

This section provides an overview of each of the skill categories. It indicates the major objectives, how the more prominent skills are taught, and briefly, how the category ties in with some skills taught in other categories.

### Basic Tool: Using Sources of Information

#### *Basic Comprehension Passages*

The information source for each of these exercises is a passage that presents information or facts about a subject. Following the passage are questions about the material. Basic Information passages are presented throughout *Concept Applications*. On the following page is an example from Lesson 15 in the Student Book, along with the corresponding teacher presentation.

In step 2, you call on individual students to read part C. Permit each student to read two to five sentences. Then Say *Okay* or *Stop* and call on another student.

Step 2 indicates when you ask questions or give instructions. If you wish, you can add comments or questions; however, don't engage in substantial interruptions of the reading.

**C**

Write **Part C** in the left margin of your paper. Then number it from 1 to 4. ❶  
Read the story and answer the questions.

Mr. Nelson was a nice old fellow, but he had one problem. He got his words mixed up. When he wanted to say **boar**, he said **sore**. When he wanted to say **sanded**, he said **banded**.

Mr. Nelson loved to make little statues of animals. He made statues of geese, frogs, elephants, and dogs. One day he was working on a little wooden statue of a boar. (A boar is a wild pig with large tusks.) Mr. Nelson's granddaughter was watching him as he carved the boar and then sanded it. "Oh, it's starting to look really good," she said.

"Yes," Mr. Nelson replied. "This sore will soon be banded."  
His granddaughter frowned. Then she smiled as she realized what he had meant to say. ❶

1. What did Mr. Nelson mean when he said, "This sore will soon be banded"? *This boar will soon be sanded.*
2. How would Mr. Nelson say, "A sanded boar"? *a banded sore*
3. Name three kinds of animals that Mr. Nelson made statues of. *any three—*
4. What is a boar? ❶ *Idea: a wild pig with large tusks* *geese, frogs, elephants, dogs, boars*

**EXERCISE 3****STATEMENT INFERENCE**

1. (Direct the students to find part C.)
2. (Call on individual students to read part C.)
  - ❶ Do it now. ✓
  - ❶ Now we're going to read the questions. Don't write anything yet.
  - ❶ Write the answers.
3. (Wait for the students to complete the items.) *Let's check your answers. Put an X next to any item you miss.*
4. (Call on individual students to read and answer each item.)

Steps 3 and 4 provide directions for checking answers.

Note that in the Student Book example, questions 3 and 4 require literal answers, whereas questions 1 and 2 require the student to make a deduction based on information given in the passage. Note, too, the use of parentheses in the answer key to indicate acceptable responses. The students' answers to question 4 may vary from the wording given and still be appropriate.

## Words or Deductions

The work the students do with a written passage becomes more sophisticated later in the program, after they have practiced deductions. Beginning with Lesson 65, the students are required to classify the type of operation they used to arrive at an answer. Did they use words in the story to answer a question? Or did they perform a deduction that is based on words in the story? The example shown is the Workbook and teacher material in which Words or Deductions passages are introduced.

After students have worked on several passages in the carefully directed manner shown in the example, they work

independently, reading passages, answering the questions, and indicating whether specified items are answered by words or by deductions. The independent work in Words or Deductions continues through Lesson 138.

**Note:** The students are not required to write the whole sentence for items that are answered by words in the passage. They may paraphrase the complete sentence, using a shorter sentence or even a phrase. As long as the student's answer is reasonable, the answer is correct. However, the students are to be instructed to underline an entire sentence when they are specifying the words that answer a question.

Lesson  
65

ERRORS

W

B

T

**A** Answers to some questions are based on words in a passage. Answers to other questions are based on deductions.

If a question is answered by words in a passage, you can find those words. If a question is answered by a deduction, you cannot find the words. You must make up a deduction.  
Read this passage.

A hundred years ago, people were not concerned with ecology. They believed that there was no end to different types of wildlife. It seemed to them that it was impossible to kill all the ducks or all the buffaloes or all the leopards. So they killed ducks and leopards and buffaloes by the hundreds of thousands. When we look back on this killing, we may feel shocked. But for the people who lived a hundred years ago, wild animals seemed to be as plentiful as weeds. Nobody worried about killing these animals.

The killing led to some animals' becoming extinct. A type of animal becomes extinct when there are no more animals of that type. At one time, the passenger pigeon was a common bird. Today, the passenger pigeon is extinct. At one time, the Labrador duck was plentiful. Today, this type of duck is extinct. Since the year 1800, over 100 species of animals have become extinct.

This situation is very sad, because once an animal becomes extinct, it will never be seen on Earth again. Think of that. Although the passenger pigeon lived on Earth for over one hundred thousand years, you will never see a living passenger pigeon, nor will your children or grandchildren. The only type of passenger pigeon you will see is in a picture or in a museum.

- Here's a question:  
**Why didn't people a hundred years ago worry about killing thousands of buffaloes?**  
What's the answer to that question? ❓  
If that question is answered by words in the passage, you can find those words. Can you find the words? ❓  
So, is the question answered by words or by a deduction? ❓
- Here's another question:  
**What does it mean when we say that an animal is extinct?**  
What's the answer to that question? ❓  
If that question is answered by words in the passage, you can find those words. Can you find the words? ❓  
So, is the question answered by words or by a deduction? ❓

Lesson  
65

Write the answer to each question. For some items, you circle either **words** or **deduction**. If you circle **words**, underline the words in the passage that answer the item.

- Why didn't people a hundred years ago worry about killing thousands of buffaloes?  
Idea: It seemed to them that it was impossible to kill all the ducks or all the buffaloes or all the leopards.  
Circle how the question is answered:  
words deduction
- What does it mean when we say that an animal is extinct?  
Idea: A type of animal becomes extinct when there are no more animals of that type.  
Circle how the question is answered:  
words deduction
- Why weren't people concerned with ecology a hundred years ago?  
Idea: They believed that there was no end to different types of wildlife.  
Circle how the question is answered:  
words deduction
- Name two animals that have become extinct.  
Idea: The passenger pigeon and the Labrador duck
- Will you ever see a live Labrador duck?  
no  
Circle how the question is answered:  
words deduction
- Why not?  
Idea: Because the Labrador duck is extinct
- Will you ever see a live passenger pigeon?  
no  
Circle how the question is answered:  
words deduction

## EXERCISE 1

### STATEMENT INFERENCE

1. (Direct the students to find Lesson 65, part A, in the **Workbook**.)
2. (Call on individual students to read up to **F**.)
  - A** (Call on a student. Idea: *It seemed to them that it was impossible to kill all the buffaloes.*)
  - B** Everybody, look at the passage and see if you can find them. ✓  
Can you find the words? Yes.
  - C** What's the answer? By words.
  - D** (Call on a student.) Idea: *There are no more animals of that type.*
  - E** Everybody, look at the passage and see if you can find them. ✓  
Can you find the words? Yes.
  - F** What's the answer? By words.
3. Read the instructions and do the items.  
(Wait for the students to complete the items.) Let's check your answers. Put an **X** next to any item you miss.
4. (Call on individual students to read each item and the answer. If the item is answered by words in the passage, have the students tell which words they underlined.)



### Maps, Pictures, and Graphs

Beginning in Lesson 39, the students learn to use pictures as sources of information. The example below is a Student Book exercise from

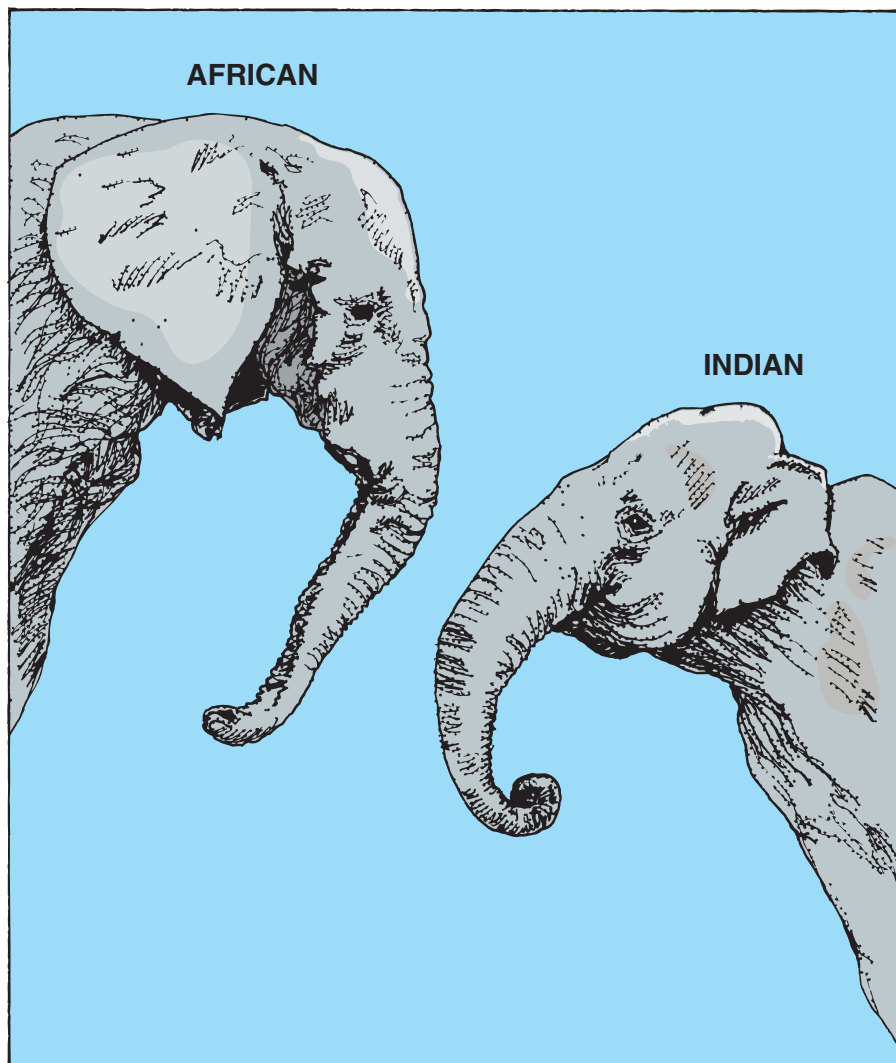
Lesson 39. The fact provides the students with background information. The precise answer to the first question, however, comes from the picture.

**D**

Write **Part D** in the left margin of your paper. Then number it 1 and 2.  
Here's a fact:

**The ears of an African elephant are different from the ears of an Indian elephant.**

1. Look at the picture below and tell how the elephants' ears are different.
2. What kind of reference material would you use to support the fact?



The conventions for reading maps are introduced in Lesson 33. The example shown below is an early map exercise from the Student Book. In the map exercises, the

students learn to answer questions about distances, populations, numbers of cities, names of rivers, and similar map information.

**D** Each square on the map below is one kilometer long and one kilometer wide. Look at the map and answer the following questions.



1. How far is it from Brownsville to Apple?
2. How far is it from Brownsville to Plain?
3. Is it farther from Brownsville to Apple or from Brownsville to Plain?

Graph reading begins in Lesson 67 of the Workbook. The students are presented with different types of graphs: line, circle, and bar. The information graphed is also varied:

income, growth, temperature, production, and so on. The following example shows the first graph-interpretation exercise.

**A** To read a graph, you use two sets of numbers. One set is up and down, and the other set is across the bottom. Look at the graph below.

The up-and-down numbers on this graph stand for years. Circle the word **years** at the top of the graph.

The letter **D** is on the graph. That letter is next to the year 1982. Put the letter **A** next to the year 1988.

Put the letter **B** next to the year 1994. Put the letter **C** where the year 1985 would be. That's halfway between 1984 and 1986.

The numbers at the bottom of the graph tell about the number of fish caught. Circle the words **number of fish caught** at the bottom of the graph.

The letter **F** is on the graph. That letter is right above 3,000 fish. Put the letter **M** right above 7,000 fish.

Put the letter **P** right above 1,000 fish.

Put the letter **R** right above 8,000 fish.

Find the letter **H**.

**H** shows the number of fish caught in one year.

To find the year for **H**, go this way: ←.

What year is **H** next to?

To find the number of fish caught for **H**, go this way: ↑.

How many fish is **H** above?

So, **H** shows 4,000 fish caught in 1988.

Find the letter **G**.

**G** shows the number of fish caught in one year.

To find the year for **G**, which way do you go?

What year is **G** next to?

To find the number of fish caught for **G**, which way do you go?

How many fish is **G** above?

So, **G** shows 6,000 fish caught in 1984.

Find the letter **J**.

**J** shows the number of fish caught in one year.

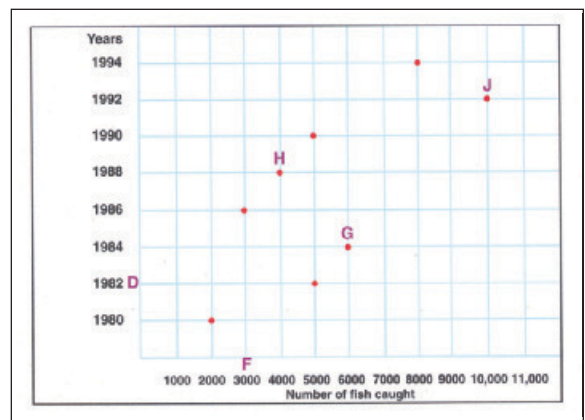
To find the year for **J**, which way do you go?

What year is **J** next to?

To find the number of fish caught for **J**, which way do you go?

How many fish is **J** above?

So, **J** shows 10,000 fish caught in 1992.



## Supporting Evidence

After the students learn about using three types of reference books—a dictionary, atlas, and encyclopedia—they are presented with exercises in which they are given a fact. They are to indicate the type of reference book most appropriate for finding evidence that supports that fact. Later, they are provided with a map or a passage that supports a given fact and from which they must get further information.

Beginning with Lesson 87, exercises present two sources of information that describe a particular topic. These may be a graph and a passage, a map and a passage, or two passages. The students indicate which source answers specific questions.

The final type of exercise involving supporting information is introduced in Lesson 104 of the Student Book. As shown in the example below, the students are presented with two passages.

### B

The two passages below contradict each other on two important points. Make sure you find those contradictions when you read the passages.

**Passage 1.** The new year for all calendars has always begun in January. The Roman calendar originally had twelve months and began with January. The Egyptian calendar also had twelve months. There were some problems with the original Roman calendar, but most of these were resolved by Julius Caesar, who adjusted the length of the months so that the year was 365 days. Julius Caesar also introduced a leap year every four years. In a leap year, there is an extra day.

The names of some of the months from the early Roman calendar are with us today—September, October, November, and December. These names mean the seventh month, eighth month, ninth month, and tenth month. Julius Caesar renamed the fifth month after himself—July. The ruler who followed as his successor, Augustus Caesar, renamed the sixth month after himself—August.

**Passage 2.** A calendar is a way of dividing up time so that people can keep track of time in the same way. Throughout history, there have been several different calendars. For example, one day is the amount of time it takes for the earth to turn around one time. A year, which is 365 days long, is the amount of time it takes for the earth to travel around the sun one time.

Different calendars have divided up the days of the year in different ways. The original Roman calendar had ten months—January and February were added to the calendar many centuries later. The Egyptian calendar had twelve months of thirty days each, with five days tacked on to the end of the year. The Hebrew calendar has twelve months of twenty-nine or thirty days each and occasionally adds a thirteenth month to make the calendar come out evenly. The Hebrew new year is in the fall to coincide with the estimated date of Creation.

The passages contradict each other on two important points. What are those points?

Let's look up **calendar** in a dictionary or encyclopedia and find out which passage is accurate.

that contradict each other on several points. After the students identify the points of disagreement, they learn to consult reference material to help decide which account is accurate.

## Basic Tool: Communicating Information

The skills taught in this category develop vocabulary and writing ability.

### Definitions

Presenting dictionary definitions is typically not a very effective way to introduce new words to students. For a student to use a word, the student must understand something about the meaning of the word (which familiar words it stands for) and how it is used (which words

go with it). A dictionary definition usually labels the part of speech of a word (such as verb, intransitive). It may also indicate words that accompany the word being defined (e.g., This word is usually used with the word **with**). However, the student receives almost no experience in dealing with sentences that contain the word.

The strategy for teaching word meanings in *Concept Applications* is through model sentences. Each sentence contains a number of useful vocabulary words. The students learn what the words mean, and then they practice substituting the new vocabulary words for their synonyms in other sentences. The following example is the first Definitions exercise, which is in Lesson 18 of the Student Book.

**B**

The model sentence below contains vocabulary words that you will use in other sentences. You're going to memorize the model sentence. Make sure that you know what the words mean and how to spell them.

Here's the model sentence:

**By hesitating, she lost her opportunity.**

Here's what it means:

**By pausing, she lost her chance.**

Study the model sentence until you can say it without looking at it.

What does the word **hesitating** mean?

What does the word **opportunity** mean?

What's another way of saying, **By pausing, she lost her chance**?

For each item, say a sentence that means the same thing.

1. Although he paused, he did not give up his chance.
2. Tom had four chances to buy that house.

The following chart lists the model sentences, along with their meaning as presented in the program. It also indicates the lesson in which each model sentence is introduced.

Lesson	Sentence
18	By <i>hesitating</i> , she lost her <i>opportunity</i> . By <i>pausing</i> , she lost her <i>chance</i> .
21	His directions were <i>ambiguous</i> and <i>redundant</i> . His directions were <i>unclear</i> and <i>repetitive</i> .
27	They <i>converted</i> their Swiss <i>currency</i> into Canadian <i>currency</i> . They <i>changed</i> their Swiss <i>money</i> into Canadian <i>money</i> .
33	The <i>regulation</i> <i>restricted</i> their parking. The <i>rule</i> <i>limited</i> their parking.
56	Her <i>response</i> was <i>replete</i> with <i>extraneous</i> details. Her <i>answer</i> was <i>filled</i> with <i>irrelevant</i> details.
62	They <i>devised</i> an <i>appropriate</i> <i>strategy</i> . They <i>made up</i> a <i>fitting</i> <i>plan</i> .
85	A strange <i>phenomenon</i> caused the <i>anxiety</i> that she <i>exhibited</i> . A strange <i>event</i> caused the <i>fear</i> that she <i>showed</i> .
101	The major <i>contended</i> that he had <i>valid</i> <i>motives</i> for <i>concealing</i> the <i>data</i> . The major <i>argued</i> that he had <i>sound</i> <i>reasons</i> for <i>hiding</i> the <i>facts</i> .

In another Definitions activity, the student is given a passage to rewrite. There are places indicated where the new vocabulary words can be substituted for words in the passage. By Lesson 122 in the Student Book, the students are applying new vocabulary skills.

New vocabulary is also presented in a manner similar to that encountered in everyday reading. A word is introduced, a sentence or two is used to define the word, and the word is used in still another sentence. In Lesson 90 in the Student Book, the words introduced are **clarity, cautious, and sorrow**; these are used later in other activities. The program introduces 26 vocabulary words in this way: **clarity, cautious, sorrow, rogue, sanctioned, scrupulous, somnolent, indolent, lethal, preceding, vital, extrovert, genius, subsequent, tightwad, emphatically, independent, proximity, catastrophe, inquiries, temporary, affirmed, audibly, imitation, remote, and wildlife.**

## Combining Sentences

Even if students understand the meaning of all the words, they may fail to comprehend certain sentences if they do not understand the conventions of syntax. Typically, students have trouble with sentences that do not occur in everyday conversations—sentences with words such as **therefore** and **however**. The Combining Sentences exercises show students

how more complex sentences are created from simple parts. The students are first taught that consistent sentences may be combined with the words **and**, **so**, and **therefore**. Inconsistent sentences may be combined with **however** and **but**. The following example from Lesson 16 in the Student Book reviews the words used to combine consistent sentences.

### C

What kind of sentence tells something we don't expect to happen?  
What kind of sentence tells something we expect to happen?  
To combine two sentences that seem consistent, we can use the word **and**, the word **so**, or the word **therefore**.

Here's what we know:

**Gino loves to work outside.**

Here's a sentence that seems consistent with the sentence in the box:

**He got a job as a gardener.**

Here are the two sentences combined with the word **and**:

**Gino loves to work outside, and he got a job as a gardener.**

Here are the two sentences combined with the word **so**:

**Gino loves to work outside, so he got a job as a gardener.**

Here are the two sentences combined with the word **therefore**:

**Gino loves to work outside; therefore, he got a job as a gardener.**

Here's what we know:

Read the sentence below and find the one that seems consistent with the sentence in the box.

**Jolene's family is very poor.**

- **She works every day after school.**
- **She spends a lot of money on clothes.**

Use the word **and** to combine the sentence in the box with the consistent sentence.

Use the word **so** to combine the sentence in the box with the consistent sentence.

Use the word **therefore** to combine the sentence in the box with the consistent sentence.

Here's what we know:

**Cindy wants to buy a car.**

Read the sentences below and find the one that seems consistent with the sentence in the box.

- **She doesn't know how to drive.**
- **She's looking for a job.**

Use the word **and** to combine the sentence in the box with the consistent sentence.

Use the word **so** to combine the sentence in the box with the consistent sentence.

Use the word **therefore** to combine the sentence in the box with the consistent sentence.



Beginning with Lesson 48, the students are taught how the words **which** and **who** function in sentences. In Lesson 63 in the Student Book, the students practice converting a sentence into a clause by substituting **which** or **who** for the underlined part. Finally, in Lesson 65, students combine sentences using **who** and **which**.

Sentence-combination skills are reinforced in a variety of application exercises as well as in editing tasks. This ensures the retention of these skills.

### Editing

Typically, after a new skill in Communicating Information has been taught, editing exercises involving that skill are presented. In addition to the editing exercises involving definitions and contradictions, the students practice editing passages for more common mistakes.

Subject-verb agreement is introduced in Lesson 1. The example from Lesson 13 in the Student Book provides practice on **is-are** when the word each is used. The students learn the correct usage of **was-were** from a format similar to this one.

Next, the students edit passages in which **is** and **are** are used incorrectly. A similar series of formats teaches correct usage of **has and have**.

Another skill that is taught in editing is identifying parts of sentences that are redundant. The students explain the redundancy by completing an **if-then** statement, such as **If you know that it will be sent without charge, you already know that it's a free gift**. Some words involved in these exercises are vocabulary words from the Definitions exercises.

### A

Remember, the word **each** tells about one thing, not more than one thing. So **each** goes with the verb **is** or the verb **was**.

This is correct:           **The soldiers are tired.**

But this is not correct: **Each of the soldiers are tired.**

This is correct:           **Each of the soldiers is tired.**

Say each sentence below with the verb **is** or the verb **are**.

1. The girls \_\_\_\_\_ hungry.
2. The dogs \_\_\_\_\_ running.
3. The men \_\_\_\_\_ happy.
4. Each of the girls \_\_\_\_\_ hungry.
5. Each of the dogs \_\_\_\_\_ running.
6. Each of the men \_\_\_\_\_ happy.

## Meaning from Context

Beginning in Lesson 104, the students are taught to analyze sentences for unintended

meanings. The introductory exercise is shown in the example below.

C

Each sentence below has two possible meanings. One is the meaning that the author intends. The other meaning is an unintended meaning.

- **Everybody around the racetrack cheered as the man beat the greyhound dog.**

Here's the intended meaning of the sentence:

**The man ran faster than the dog.**

Here's the unintended meaning of the sentence:

**The man hit the dog.**

The two meanings are possible because one word in the sentence can have two meanings. Which word is that?

Here's another sentence:

- **When the final buzzer sounded, the Vikings were on top of the Braves.**

What's the intended meaning of the sentence?

What's the unintended meaning?

Which words are involved in the two meanings?

In another series of exercises, an ambiguous sentence is followed by one that clarifies the intended meaning. The students must infer the intended meaning of the first sentence from the information provided by the second sentence.

Beginning with Lesson 95, the students read a passage that contains an underlined word. The context of the passage makes the meaning of this word obvious. For example, a passage uses the word **ebullient** and describes how joyfully a person acted. All new words introduced in the Meaning from Context activities appear in the student glossary. However, the students are **not** to use their glossaries during these activities. Remind the students that they must figure out the meaning from the passage. Also, for the items that require the students to write a sentence from the passage that contradicts

specific ideas, the students are to write complete sentences. They do not, however, have to write sentences that contain the new word.

The final series of exercises in determining meaning from context begins in Lesson 131. The students read a passage that describes a change that came about. The cause of the change is not specified, but must be inferred from the passage. It is assumed that what is written has been selected because it is relevant to the outcome or change. This skill is very important in understanding all kinds of writing—from poetry to military history. The details that are presented are not just randomly selected, even though the passage may not tell how each is related to the outcome. The fact that these details are included in the passage suggests that they are relevant.

## Basic Tool: Using Information for Directions

This group of activities deals with the precise use of language to convey instructions. There are three types of activities.

- 1 Writing directions for a simple diagram
- 2 Filling out forms by using the factual information provided
- 3 Recognizing discrepancies between instructions for creating a diagram and the diagram itself

The skills that are taught in this category are used in other categories. The students underline, correct, fill in blanks, cross out, and follow similar directions in various exercises throughout the program.

### Writing Directions

The students begin writing directions for simple diagrams in Lesson 4. They have been taught the words **horizontal**, **vertical**, and **slanted**. The students must focus on writing instructions that tell **what** to make and **where** to make it.

### Filling Out Forms

The students use the factual information that is provided to complete some common types of forms, such as an application for a student loan or a new job. The introductory exercise appears in Lesson 11.

### Identifying Contradictory Directions

These exercises require students to examine a diagram, circle the instruction the diagram contradicts, and draw a new diagram that is consistent with the instructions. The introductory exercise appears in Lesson 25.

## Higher-Order Skill: Organizing Information

This category focuses on skills related to handling systems of related information.

### Main Idea

The introductory Main Idea exercises show the learner that some sentences provide additional information about a main-idea sentence, while some sentences do not. The following example is from Lesson 61 in the Student Book.

**B**

Paragraphs sometimes have a main-idea sentence. It's the sentence that tells what the paragraph is about.

Here's the main-idea sentence for a paragraph:

**The collision occurred at 2 A.M.**

Read the sentence to yourself and get ready to say it.

Tell if each sentence below provides more information about the main idea.

- **Two cars collided at the intersection of Fourth and Grand.**

Does that sentence provide more information about the main idea?

- **The river was beautiful in the moonlight.**

Does that sentence provide more information about the main idea?

- **One car, a red sports car, was driven by Emil Brock.**

Does that sentence provide more information about the main idea?

A variation of this exercise presents main-idea sentences for two different paragraphs. Additional sentences are then presented. The students determine which paragraph each of

these sentences belongs to. The introductory exercise from Lesson 66 in the Student Book is shown in the following example.

**A**

Here are two main ideas.

Main idea for paragraph 1:

**Frank was getting ready to go fishing.**

Main idea for paragraph 2:

**Frank had an accident and nearly drowned.**

Each of the following sentences belongs to either paragraph 1 or paragraph 2.

Read each sentence. Then tell which paragraph the sentence belongs to.

- **His pole fell in the water and he jumped in after it.**

Which paragraph does that sentence belong to?

- **He got his boots and gear ready the night before.**

Which paragraph does that sentence belong to?

- **He told his mother he would bring some trout home for dinner.**

Which paragraph does that sentence belong to?

- **His clothes became heavy with water and dragged him to the bottom of the stream.**

Which paragraph does that sentence belong to?

- **Holding his breath, he took off his boots and struggled out of his clothes.**

Which paragraph does that sentence belong to?

- **He went to bed early so that he could get an early start the next morning.**

Which paragraph does that sentence belong to?

- **He bought some new hooks and lures.**

Which paragraph does that sentence belong to?

- **He swam to the surface and gasped for air.**

Which paragraph does that sentence belong to?

- **The stream carried him under some low-hanging branches, which he grabbed onto.**

Which paragraph does that sentence belong to?

- **He dragged himself out of the water and lay panting on the bank of the stream.**

Which paragraph does that sentence belong to?

- **He had marked the places where he wanted to fish on some maps.**

Which paragraph does that sentence belong to?

A variety of similar exercises demonstrate the relationship between a main-idea sentence and sentences that tell more about the main idea. Beginning in Lesson 73 in the Student Book, the students are given one main-idea sentence. They read three different passages and select the one for which the main idea is appropriate. Note that each of these passages deals with the same basic topic and contains the same vocabulary. Also, each passage begins with the same sentence. The students are therefore required to attend to the relevant details of the passages.

In the final Main Idea exercises, the students match three main-idea sentences with three different passages.

### Outlining

The Main Idea exercises are prerequisites for outlining. A main-idea sentence expresses the main thing that is being said. Sentences that say more about the main thing are points that belong under the main idea. The students are introduced to the conventions for outlining in Lesson 91 of the Student Book. As shown in the example on the following page, the first part of the activity presents the main idea for the passage and the actual format for creating the outline, which the students copy. In the second part of the activity, the main idea is given, but the students must complete the outline.

### B

Write **Part B** in the left margin of your paper. Read the passage below.

You will probably have many job interviews during your life. Knowing how to be interviewed is very important. You will do well on a job interview if you remember certain things. Here are a few pointers to keep in mind when you're being interviewed. First, make sure that your clothes are neat and well pressed. They don't have to be expensive or high-fashion clothes—just clean and ironed. If you look as if you care about yourself, the employer will think you will care about your job. The second thing to remember is to be on time for the interview. If you arrive late, your chances of getting hired are probably pretty small. A third point is to find out as much about the job as you can during the interview. Ask what kind of work you will be doing and what you will be paid. Ask about benefits, such as insurance and vacations. The last thing to remember is to be relaxed during an interview. Many people are so nervous when they are interviewed that the employer thinks they can't do the job. So if you smile, relax, and ask questions, your chances of getting hired are very good.

The main idea of the passage you just read is: **What to do on a job interview.**

The author gives four tips on what you should do on a job interview. The first tip is: **Make sure your clothes are clean and neat.** What are the other three tips?

Copy the main idea and the four points on your paper just as they appear in the outline below. Label the main idea roman numeral one. To show that the points are under the main idea, indent them and label them **A, B, C,** and **D.**

- I. What to do on a job interview
  - A. Make sure your clothes are neat and clean.
  - B. Arrive on time.
  - C. Find out as much about the job as you can.
  - D. Be relaxed.

Read the passage below.

Small details are very important when you apply for credit. An important reason that people are not given credit has to do with their handwriting. They write illegibly. The writing may be so poor that the credit manager cannot figure out where the person lives. The credit manager may not even be able to figure out who sent in the form. Sometimes the credit manager looks at the sloppy handwriting and concludes that if the person who is applying for credit does not take care in filling out the form, that person will not take care in repaying the loan.

The main idea of the passage is:

**What can happen if you write illegibly on a credit application.**

The author makes three points that fall under the main idea. Write the main idea and the three points in outline form. Label the points **A, B,** and **C,** and indent them under the main idea.



In later Outlining exercises, the students are given a passage and three alternatives for the main idea. First, they must read the passage and choose the appropriate main idea. Then they must outline the passage. The introductory exercise appears in Lesson 101 of the Student Book.

### **Specific-General**

The most difficult main-idea concept for students is the main-idea sentence that does not correspond to any sentence in the passage—the sentence that provides a general summary of the information contained in the passage. To help the students grasp this concept, they work on a series of exercises in which they must produce a new statement that is more general or more specific than the one provided. The introductory exercise, in which the students begin to learn how to make a statement more general, appears in Lesson 112.

## **B**

To make a statement more general, you use the names of larger classes. Here's a statement:

**The fourteen-year-old boy walked into the little coffee shop.**

You can make the statement more general by using the name of a larger class for each underlined part.

Here's a more general statement:

**The teenager walked into the store.**

Here's a statement that is even more general:

**The person walked into the building.**

- Here's a new statement:

**That cocker spaniel is curled up in a red station wagon.**

Make up a more general statement by using the name of a larger class for each underlined part.

- Here's a new statement:

**Oranges are often put in fruit crates.**

Make up a more general statement by using the name of a larger class for each underlined part.

- Here's a new statement:

**Sheep, goats, cows, horses, and deer on my farm like to eat grass and bushes.**

Make up a more general statement by using the name of a larger class for each underlined part.

In the next exercise, the students are required to compare a statement with a picture and write a statement that is more specific than the one provided.

The final exercise begins in Lesson 121. The students are given statements. With each statement are instructions for writing a new statement that is either more specific or more general.

### **Morals**

Morals are treated as special kinds of main ideas. The program defines a moral as a general statement about specific events described in a passage. The students learn how to identify the specific events in a passage that illustrate a moral, as well as to generalize from specific events to formulate a moral. The first exercises present a passage with the moral stated. The students must supply the specific events described in the passage that illustrate the moral. The following example shows the introductory activity in Lesson 121 of the Student Book.

### **B**

Some passages present a main idea that is called a moral. When a passage presents a moral, the passage presents specific events. The moral is a general statement about those events.

The passage below presents this moral:

**If you try, you'll succeed.**

Irma started out as the poorest high jumper on the track team. Her best jump was slightly more than three feet. But Irma wanted to be a star high jumper. So she practiced, listened, and talked to herself. She watched the better jumpers—watched the way they approached the bar, how they tossed their arms when they started over the bar, and how they moved their legs. She listened to the coach when he explained jumping techniques to other jumpers. She arrived at practice early every day, and she worked and worked. At the end of her first season, she was better. She approached the bar faster, she had a better takeoff, and she tossed her arms with more force. She could now clear one and one-half meters, which isn't bad. But, by the end of the second season, Irma could clear six feet. She placed second in the state. You might say that she had the ability all along, but Irma also worked very hard.

Name the specific events in the story that show Irma tried.

Name the specific events in the story that show Irma succeeded.

Beginning in Lesson 125, the students read a passage and select the most appropriate moral for the passage from a group of three alternatives. And in Lesson 129, the students are required to make up morals for passages. At this point, the students have a good idea of how a general statement can be used to sum up specific events.

**Visual-Spatial Organization**

For several reasons, visual-spatial displays are powerful mnemonic devices that aid in the retrieval of related information:

- There is a visual representation of each major point and each point that comes under a major heading.
- Any given label on the display can be retrieved by starting at different parts of the display and working toward the label in question.

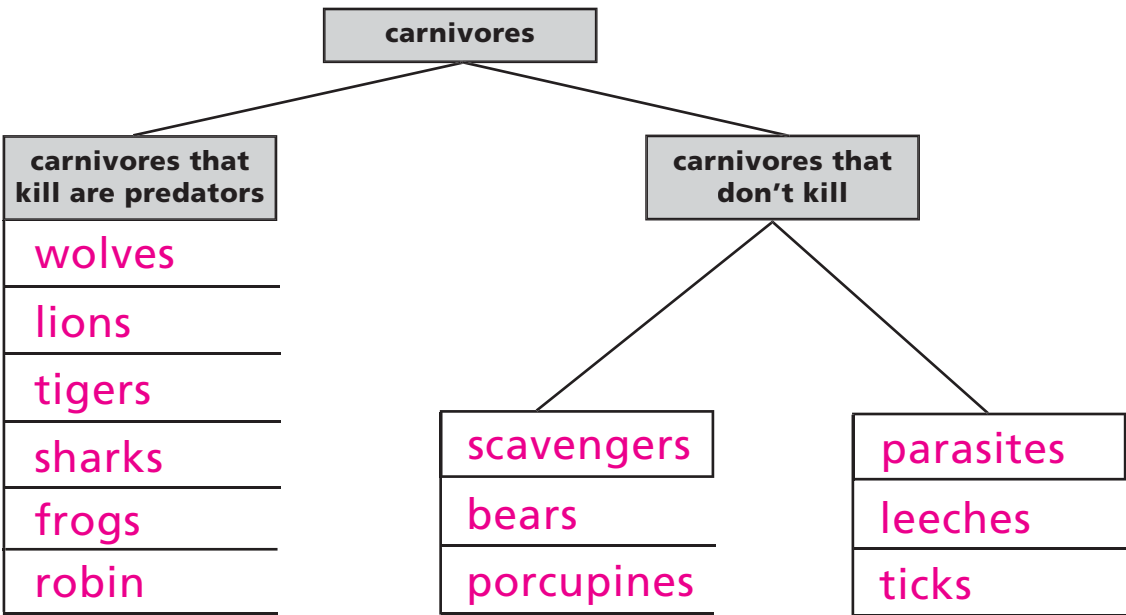
- The memory system used to retrieve information from visual spatial displays is different from the memory used for retrieving information presented through language.

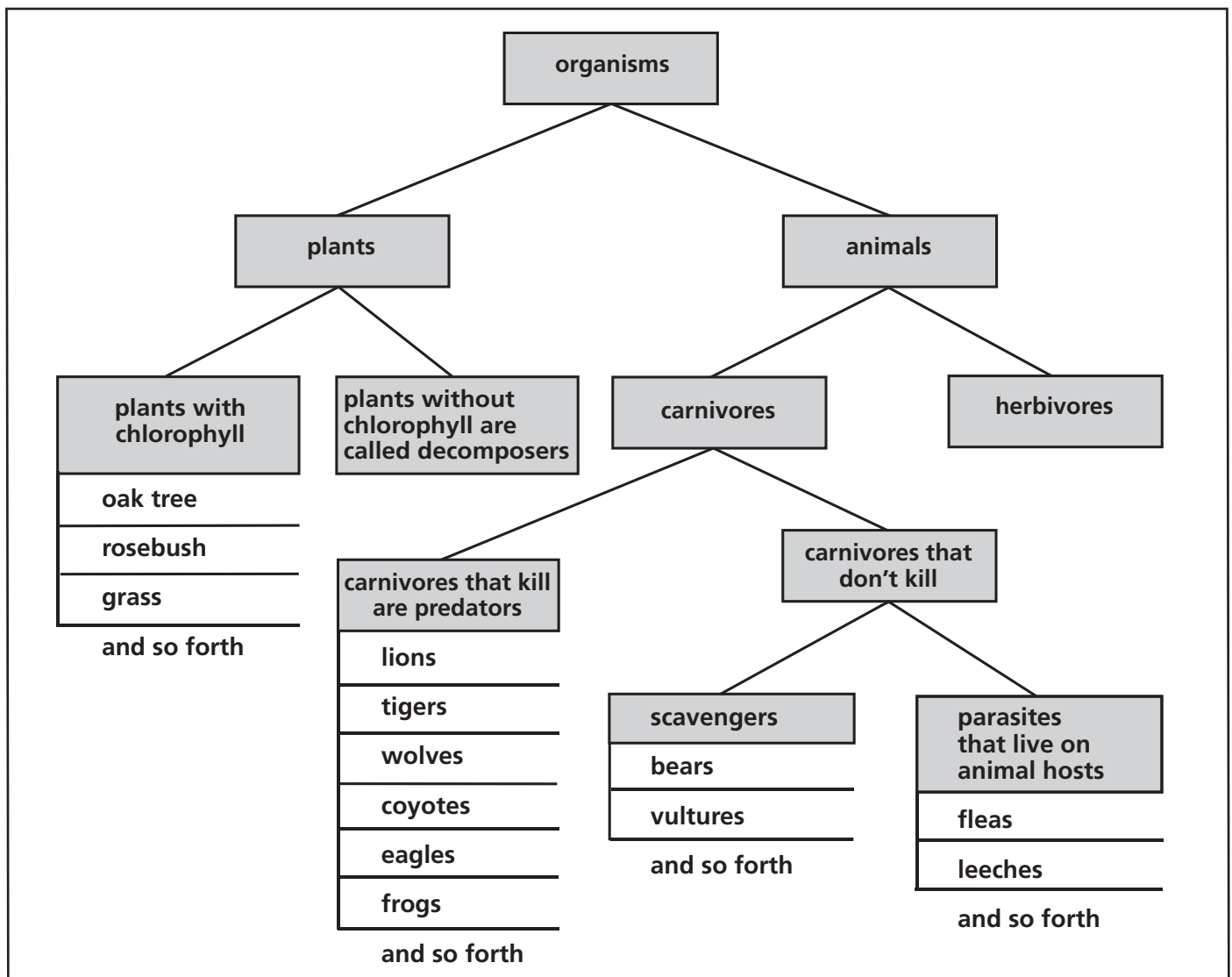
A visual-spatial way of organizing information is introduced in Lesson 84 of the Workbook. As shown in the example below, the display deals with facts about different types of animals.

In subsequent lessons, new information is added, and the students are tested regularly on the display. The final form of the display is introduced in Lesson 119. As shown on the next page, the display now reflects the organization of both plants and animals.

7. The passage names three types of carnivores. One type is the predator. Fill in the boxes below for the other two types.

- Below the box for predators, list six kinds of predators.
- Below the other two boxes, list two examples of each kind of animal.





## Higher-Order Skill: Operating on Information

This category concentrates on procedures for operating on passages or arguments. It provides answers to questions such as “How do you determine whether a conclusion is valid?” “How do you evaluate the evidence an author presents?” and “How do you evaluate an author’s appeals?”

Clearly, the answers to these questions are among the most important comprehension skills. The skills taught in Operating on Information are survival skills useful to anyone who is exposed to advertisers, interest groups, politicians, salespeople, journalists, and so on. Politicians appeal to what people should do; ads seem to offer proof when no

proof is actually given; used-car salespeople present unsound but appealing arguments; the editorial page in a newspaper tries to shape opinions about world events. To survive intelligently, a student should understand these forces and recognize when an appeal is unsound.

### **Deductions**

Deductions have been stressed throughout the earlier levels of the Comprehension programs. The emphasis on deductions continues in *Concept Applications* because most arguments hinge on deduction.

The example on the next page shows the basic Deduction exercise introduced in Lesson 1 of the Workbook.

**D**

Let's draw a conclusion about the shoes.

Here's the evidence:

**The shoes are in the closet.  
And the closet is in the house.**

Here's the conclusion we can draw about the shoes:

**The shoes are in the house.**

- Draw a conclusion about the dogs. Here's the evidence:

**The dogs are in the pen.  
And the pen is in the yard.**

What's the conclusion about the dogs? **N**

- Draw a conclusion about Miami. Here's the evidence:

**Miami is in the state of Florida.  
The state of Florida is in the United States.**

What's the conclusion about Miami? **O**

- Draw a conclusion about all carrots. Here's the evidence:

**All carrots are vegetables.  
All vegetables are plants.**

What's the conclusion about all carrots? **P**

Read the evidence and write the conclusion for each item. **O**

1. Here's the evidence:

**The bird is in the nest.  
And the nest is in the tree.**

What's the conclusion about the bird?

The bird is in the tree.

2. Here's the evidence:

**All carrots are vegetables.  
All vegetables are plants.**

What's the conclusion about all carrots?

All carrots are plants.

Next, the students work with deductions that lead to a **maybe** conclusion. They learn that the rule in this type of deduction contains the word **some**.

Some sheep are black.

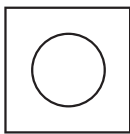
Bibo is a sheep.

So, maybe Bibo is black.

Diagrams are also used to demonstrate further the logic of deductions. These exercises are introduced in Lesson 6 of the Workbook. A verbal explanation of how **maybe** conclusions work is sometimes quite involved: If all the dots are in the circle and if part of the circle is in the square, **not every dot that is in the circle is necessarily in the square**. As shown in the example on the next page, the use of the diagrams simplifies this explanation and makes the relationships obvious.

**B**

Look at diagram 1.

**Diagram 1**

You can't see the dots, but **all the dots are in the circle.**

Here's a deduction that is based on the diagram:

**All the dots are in the circle.**  
**The circle is in the square.**  
**So, all the dots are in the square.**

To check the conclusion, draw dots in diagram 1 so that all the dots are in the circle.

Is the conclusion correct? Are all the dots in the square?

- Look at diagram 2.

**Diagram 2**

You can't see the dots, but all the dots are in the triangle.

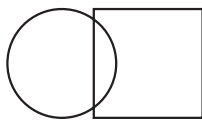
Complete the deduction based on the diagram:

**All the dots are in the triangle.**  
**The triangle is in the square.**

So, \_\_\_\_\_

Draw the dots in diagram 2.

- Look at diagram 3.

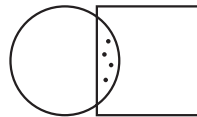
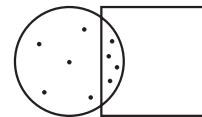
**Diagram 3**

You can't see the dots, but **all the dots are in the circle.**

Here's the deduction that is based on the diagram:

**All the dots are in the circle.**  
**Part of the circle is in the square.**  
**So, maybe all the dots are in the square.**

Look at diagram A and diagram B. Diagram A shows where the dots could be if all the dots were in the square. Diagram B shows where the dots could be if only some of the dots were in the square.

**Diagram A****Diagram B**

We want to draw a conclusion about all the dots. We don't know which diagram is correct, so we draw this conclusion:

**Maybe all the dots are in the square.**

- Look at diagram 4.

**Diagram 4**

You can't see the dots, but **all the dots are in the circle.**

Draw a conclusion about all the dots:

**All the dots are in the circle.**  
**Part of the circle is in the triangle.**

So, \_\_\_\_\_

Complete diagram C and diagram D.

For diagram C, show where the dots could be if all the dots were in the triangle. For diagram D, show where the dots could be if only some of the dots were in the triangle.

**Diagram C****Diagram D**



In Lesson 8, diagrams are introduced to teach students about class exclusion: **If all the dots are in the circle and none of the circle is in the square, none of the dots can be in the square.** These diagrams form the basis for teaching skills related to relevant and irrelevant information.

Beginning with Lesson 35 in the Student Book, the students are introduced to the idea that the first statement presented as evidence may be a rule. The rule is followed by additional evidence. As shown in the example, by using the rule and the additional evidence, you can draw a conclusion. Note that this form of deduction is the one that is used in science.

A

Here's a rule:  
**The faster something moves, the harder it is to stop it.**

Here's some additional evidence:  
**A car keeps going faster and faster.**  
By using the rule and the evidence, we can draw a conclusion.  
What's that conclusion?   
How do you know?   

- Draw a conclusion by using this evidence with the rule:  
**A truck does not go faster.**

  
What's the conclusion?   
How do you know?   

- Draw a conclusion by using this evidence with the rule:  
**At 4 o'clock a car is going ten kilometers an hour.  
At 5 o'clock the car is going fifty kilometers an hour.**

  
What's the conclusion?   
How do you know?

The next series of activities introduces evidence that is irrelevant to the conclusion. The students are given a rule and several pieces of additional evidence. First, they must indicate whether the evidence is relevant or irrelevant to the rule. If the evidence is relevant, they state the conclusion. If the evidence is irrelevant, they indicate that no conclusion can be drawn.

A

Here's a rule:  
**All soccer players have strong legs.**

Tell if each piece of evidence below is **relevant** to the rule or **irrelevant** to the rule. Remember, if it is irrelevant, you can't draw a conclusion.  
Here are the pieces of evidence:  

- Lisa's favorite sport is skindiving.**  
Is this evidence relevant or irrelevant?   
So what's the conclusion?
- Carlos plays soccer.**  
Is this evidence relevant or irrelevant?   
So what's the conclusion?
- Margo goes skiing every weekend.**  
Is this evidence relevant or irrelevant?   
So what's the conclusion?
- Nanda has played in six soccer tournaments.**  
Is this evidence relevant or irrelevant?   
So what's the conclusion?

## Basic Evidence

In the Deduction activities, information that leads to a conclusion is treated as evidence. The emphasis of these activities is on drawing a conclusion. In contrast, the focus of Basic Evidence exercises is on the evidence. The students decide which evidence, if any, supports a conclusion. The evidence may be presented indirectly (derived through inference), or it may be embedded in a passage. The initial exercises, however, present evidence quite directly. Different facts (evidence) are presented, followed by several conclusions. The students must decide which fact best explains each conclusion.

These exercises involve using an unstated rule to help form a deduction. Figuring out the answer would involve this kind of deductive reasoning:

**People who like to play sports need shoes.  
Susan likes to play sports.  
Therefore, Susan needs shoes.  
(Therefore, she bought five pairs of tennis shoes.)**

After the students have learned about irrelevant evidence, an exercise is introduced in which they judge whether evidence is relevant or irrelevant to the facts provided.

**C**

You're going to use facts as evidence to explain why different things may happen.

Here are the facts:

Fact A. **Susan liked to play sports.**

Fact B. **Susan was a lawyer.**

Fact C. **Susan was not tall.**

Read the facts over until you can say them without looking. **H**

1. Here's what happened: **Susan never played center in basketball.** Say the fact that best explains why that happened. **I**
2. Here's what happened: **She bought five pairs of tennis shoes.** Say the fact that best explains why that happened. **J**
3. Here's what happened: **She knew the judge in Lincoln City.** Say the fact that best explains why that happened. **K**
4. Here's what happened: **She kept her baseball equipment in the garage.** Say the fact that best explains why that happened. **L**

For each item, write the **letter of the fact** that best explains what happened. **M**

5. She never played center in basketball. C
6. She bought five pairs of tennis shoes. A
7. She knew the judge in Lincoln City. B
8. She kept her baseball equipment in the garage. A
9. She stood on a stool to reach the shelves. C

In Lesson 31, a series of exercises begins that consists of a passage followed by conclusions. In the first exercise, which is shown in the following example, the students determine which sentence in the passage supports each conclusion.

Note that the evidence does not translate literally. The passage does not state that a *mature* hiccup fish is longer than you are. Rather, it states that a fully grown (equals *mature*) hiccup fish is 4 meters long (equals *longer than you are*). The students must figure out these equivalences to find the appropriate evidence.

**B**

Read the following passage.

The hiccup fish of Brazil swallows huge gulps of air and makes a hiccuping sound when the air is released. A fully grown fish is four meters long. Its hiccup can be heard more than a kilometer away.

Here is a conclusion based on the passage:

**A mature hiccup fish is longer than you are.**

The evidence that supports this conclusion is in one of the sentences. Which sentence is that?

Here is another conclusion:

**The hiccup fish sometimes comes to the surface of the water.**

The evidence that supports this conclusion is in one of the sentences. Which sentence is that?

In Lesson 43, a variation of the exercise just discussed is introduced. In this exercise, the

passage may contain evidence that refutes or contradicts some conclusions.

C

- Here's a conclusion:

**The trees on a hillside serve no useful purpose.**

Does the passage contain evidence to support this conclusion or evidence to contradict this conclusion? **H**

The evidence in the passage contradicts the conclusion. So we can say that the evidence **refutes** the conclusion. Which sentence in the passage refutes the conclusion? **I**

- Here's another conclusion:

**More young trees may survive on flat land.**

Does the passage contain evidence to support this conclusion or evidence to refute this conclusion? **J**

Which sentence contains the evidence? **K**

In Basic Evidence, the students learn two tests for determining whether evidence is relevant to a rule. Consider this rule: **Trees are stationary.** According to the first test, evidence is relevant if it tells that something **is** a tree. The second test, which follows, is introduced in Lesson 69. According to this test, evidence is relevant if it tells that something **is not** stationary. By applying these tests, the students have a precise way of telling why evidence is irrelevant.

When the students complete the exercises in Basic Evidence, they have the skills needed to evaluate the internal structure of an argument to see whether it is sound with respect to evidence. They have learned how to see whether there is evidence to support the conclusion, how to identify this evidence, and how to determine whether the evidence is relevant.

## Argument Rules

These activities, like Basic Evidence, deal with the internal structure of arguments. Important rules are presented for making arguments that are sound.

The exercises beginning in Lesson 36 teach students to identify a conclusion that is not actually stated, but that is clearly indicated by the evidence the argument presents. The following example is from Lesson 37.

**A**

Read each argument and tell what the conclusion is.

**I'm not voting in the presidential election this year.  
What's the point? The last election was rigged anyway.**

What does the writer of this argument want us to conclude?

- Here's another argument:

**My car's been sounding funny ever since I bought gas at that new station. I don't think I'll give them any more business.**

What does the writer of this argument want us to conclude?

The first rule for sound arguments is introduced in Lesson 42. The argument shown

in the example below is faulty because it breaks the rule.

**B**

Here's a new rule:

**Just because two things happen around the same time doesn't mean that one thing causes the other thing.**

Read the rule over to yourself and get ready to say it.

The argument below is faulty because it breaks the rule.

Read the argument.

**I went to Chicago, and it rained in Chicago. I went to Cleveland, and it rained in Cleveland. So I think I'll go to New York City and make it rain there.**

What does the writer want us to conclude?

Why does the writer think that going to a city causes rain?

Say the rule the argument breaks.

Here's how you could prove that going to a city could not cause rain. Send the person to lots of cities. If it doesn't rain **every time** the person goes to one of those cities, going to the city does not cause rain.

Other rules are introduced similarly. The chart below lists the rules and the number of the lesson in which each rule is introduced.

Rule	Lesson
<b>Rule 1.</b> Just because two things happen around the same time doesn't mean one thing causes the other thing.	42
<b>Rule 2.</b> Just because you know about a part doesn't mean you know about the whole thing.	46
<b>Rule 3.</b> Just because you know about a part doesn't mean you know about another part.	61
<b>Rule 4.</b> Just because you know about a whole thing doesn't mean you know about every part.	61
<b>Rule 5.</b> Just because words are the same doesn't mean they have the same meaning.	67
<b>Rule 6.</b> Just because the writer presents some choices doesn't mean there aren't other choices.	78
<b>Rule 7.</b> Just because events have happened in the past doesn't mean they'll always happen.	122

After the students have been introduced to a new rule, they work on discrimination exercises in which they must identify the rule that is broken by each argument. By Lesson 65 in the program, four rules have been introduced.

In addition to expressing the rules that arguments break, the students apply the rules to concrete situations. First they indicate the intended conclusion of an argument. Then they specify a test for determining the validity of that argument.

Special emphasis is placed on the rule **Just because words are the same doesn't mean they have the same meaning**. Violations of this rule are often difficult to detect, yet, as

shown in the example below from Lesson 71, they can make the most unsound arguments seem plausible.

**D** Read the argument below and answer the questions.

Sam said his tree had a lovely bark. I had no idea that trees could make sounds like dogs.

1. What does the writer want us to conclude?

*Idea: Sam's tree barks like a dog.*

2. What do you point out to show that the argument is faulty?

*Idea: Part of the evidence has more than one meaning.*

3. What evidence has more than one meaning?

*the word "bark"*

4. Write a conclusion that is based on the other meaning of that evidence.

*Idea: Sam said his tree had a lovely outer covering.*

### Ought Statements

In Lesson 91, arguments that involve the words **ought** and **should** are introduced. The initial exercises require the students to discriminate between statements of ought and statements of fact. (**People should eat the right kind of food** is a statement of ought. **People ate the right kind of food** is a statement of fact.)

Beginning with Lesson 105, the students are taught to distinguish between a statement of ought and a statement of fact that involves statistics. (**Nearly everybody agreed that murder is evil** is a statement of fact.)



Beginning with Lesson 106, the students learn a rule about drawing conclusions that are statements of ought: **If the conclusion is a statement of ought, the rule at the**

**beginning of the deduction must be a statement of ought.** Part of the introductory format is shown in the example below.

**A**

Some arguments end with a conclusion that is a statement of ought. Here's a rule about conclusions that are statements of ought:

**If the conclusion is a statement of ought, the rule at the beginning of the deduction must be a statement of ought.**

- Here's a valid deduction:

**You ought to do what your mother tells you to do.**

**Your mother tells you to do your homework.**

**Therefore, you ought to do your homework.**

The conclusion is a statement of ought and the rule at the beginning of the deduction is a statement of ought. The deduction is valid.

- Here's a deduction with the rule missing:

**If you stay slim, you'll live longer.**

**Therefore, you should stay slim.**

The conclusion is a statement of ought, so what do you know about the rule at the beginning of the deduction?

Here's that rule: **You should do things that let you live longer.**

Say the whole deduction.

- Here's another deduction with the rule missing:

**If you exercise, you'll stay in good health.**

**Therefore, you ought to exercise.**

The conclusion is a statement of ought, so what do you know about the missing rule?

Figure out the missing rule.

Say the whole deduction.

- Here's another deduction with the rule missing:

**If you work hard at your studies, you'll get smart.**

**Therefore, you should work hard at your studies.**

What kind of statement is the conclusion?

So what do you know about the missing rule?

Figure out the missing rule.

Say the whole deduction.

In this type of exercise, the students apply the missing rule. The skill is important because it is frequently used in figuring out a writer's assumptions when they are unstated.

As shown in the following example, the students next learn that although some deductions appear to be sound, they are invalid because they violate the rules about **ought** statements.

**B**

If the conclusion of a deduction is a statement of ought, what do you know about the rule at the beginning of the deduction?

A deduction is not valid or correct if the conclusion is an ought statement and the rule at the beginning of the deduction is not an ought statement.

Below are several deductions. Figure out whether each deduction is valid.

- Here's the first deduction:

**Nearly 90 percent of the people preferred beef.**

**Beef is available at nearly every supermarket.**

**Therefore, you ought to choose beef.**

What kind of statement does the deduction begin with?

What kind of statement is the conclusion?

Is the deduction valid?

Explain.

- Here's another deduction:

**We should stand up for what we believe.**

**John believes that the school day should be made longer.**

**Therefore, John should stand up for making a longer school day.**

What kind of statement does the deduction begin with?

Is the deduction valid?

Explain.

- Here's another deduction:

**Suspected criminals should have fair trials.**

**Jake is a suspected criminal.**

**Therefore, Jake should have a fair trial.**

What kind of statement does the deduction begin with?

Is the deduction valid?

Explain.

- Here's another deduction:

**Aluminum can be recycled.**

**Pop cans are made of aluminum.**

**Therefore, pop cans should be recycled.**

What kind of statement does the deduction begin with?

Is the deduction valid?

Explain.

In the final set of exercises, the students assess the validity of an argument and then decide whether they agree with it.

Frequently, students attack an argument if they don't like the conclusion. Conversely, they agree with an argument if they like the

conclusion. The purpose of these exercises as shown in the example on the next page is to show students that whether or not you agree with an argument has nothing to do with the validity of that argument.

**B**

Many arguments about what we should do begin with **statements of ought**. If the argument draws a conclusion about what somebody ought to do, what do you know about the rule at the beginning of the argument?

Read the argument below.

One of our most basic beliefs is that we should be fair to all, regardless of race, color, or creed. When we look at the courts, however, we are shocked. The courts are not fair to all. The courts have one standard for the wealthy and another standard for the poor. The courts sentence poor people for committing minor crimes. However, the courts do not treat wealthy people in the same way. If we remain consistent with our basic belief, we must conclude that we should change the courts.

What conclusion does the author draw?

Here are the last two parts of a deduction that is based on the author's argument:

**The courts are not fair to all.**

**Therefore, we should change the courts.**

The conclusion is an **ought statement**. So, what do you know about the rule at the beginning of the deduction?

Figure out the missing rule.

Say the whole deduction that summarizes the author's argument.

The argument is valid, but you may not agree with it. Do you agree with the rule that we should be fair to all?

What do you think that rule is supposed to mean?

Note that the students are provided an opportunity to express their views on the unstated **ought** rule. They respond to the question Do you agree with the rule that we should be fair to all? Discussions can become lively, but there are no right or wrong answers. The student either accepts an **ought** proposition or rejects it.

The students also learn about the halo effect: **Just because a person is an expert in one area does not mean that the person is an expert in other areas.** The following example is from Lesson 127 in the Student Book.

**B**

Some arguments are faulty because they do not use good sources of information. They use people who are experts in one field to talk about another field.

Read this argument: Professor Deedee has been with the university for twelve years. He is the chairperson of the English department. He has received four awards for his work. All of us who have worked with him have marveled over how intelligent he is. So, when he tells us that our new storm sewers should be routed near the freeway, we should follow his suggestion.

The argument uses Professor Deedee as a source for what kind of information?

Is Professor Deedee a good source for this information?

For what kind of information would Professor Deedee be a good source?

Biased Arguments are introduced in Lesson 126. Beginning with Lesson 128, the students learn about the kind of biased arguments used in advertising. These arguments are purposely designed to give the impression that they say something. Analysis of the arguments shows, however, that these ads do not actually say what they seem to say. The example at right shows part of an exercise from Lesson 132 in the Workbook.

**D**

Read the ads and answer the questions.

- All Miter toys are totally nontoxic. That means that we use paint and other materials that are nonpoisonous. Children playing with Miter toys are totally safe from any possible poisoning caused by paint or glue. If we go to the trouble of making sure that there is no possible way that our toys can poison your children, you can imagine the care we take with every other detail of our toys.

1. Write a sentence that would be in the ad if the ad said that the toys were completely safe.

*Idea: Miter toys  
have been laboratory  
tested and are  
completely safe for  
children to use.*

## Contradictions

Contradictions start in Lesson 11 with the introduction of this rule: **If a statement is true, a contradiction of that statement is false.** As shown below in Lesson 12, the

students are given some facts and statements that contradict those facts. The students indicate why each statement is a contradiction by completing an **if-then** statement.

**A**

- Assume that this statement is true:

**Tom could not drive a car.**

Then this statement is a contradiction:

**Tom was driving a station wagon down Fifth Street.**

Here is why the statement is a contradiction. If Tom could not drive a car, then he could not drive a station wagon down Fifth Street.

- Assume that this statement is true:

**Abby swam all morning.**

Then this statement is a contradiction:

**Abby rode her bike at 10 A.M.**

Here is why the statement is a contradiction. If Abby swam all morning, then she could not have ridden her bike at 10 A.M.

- Assume that this statement is true:

**Gina loved to eat all vegetables.**

Then this statement is a contradiction:

**Gina hated to eat broccoli.**

Tell why the statement is a contradiction.

If \_\_\_\_\_, then \_\_\_\_\_.

To fill in the blanks, start by saying the true statement. Then tell what couldn't also be true. **E**

- Assume that this statement is true:

**Jason always sleeps until 9 A.M.**

Then this statement is a contradiction:

**Jason went fishing today at 6 A.M.**

Fill in the blanks to tell why the statement is a contradiction.

If \_\_\_\_\_, then \_\_\_\_\_. **F**

Beginning in Lesson 14, the students are shown how to make up **if-then** statements that explain contradictions in passages.

The following examples show two exercises presented in Lesson 16, one from the Student Book and the other from the Workbook.

**B**

Here's how to find a contradiction in a passage:

1. Start out assuming that what the speaker says first is true.
2. Read until you find a contradiction.
3. Make up an if-then statement that explains the contradiction. **D**

What are the three things you do to find a contradiction in a passage?

**B**

Here's a passage:

Frank was getting ready for his fishing trip. At 5:30 in the afternoon, he waterproofed his boots. Then he made six sandwiches, filled a jug with hot cocoa, and put everything in a basket. When Frank drove off a few minutes later, the sunrise was turning the sky pink.

1. We assume that the underlined statement is true. Something else the writer says is a contradiction. Circle the contradiction.
2. Make up an if-then statement that explains the contradiction.

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Note that in the sample passage, the statement that is assumed to be true is underlined. In later exercises, no words are underlined. The students are required to assume that statements made earlier in the passage are true.



The second example shows an exercise from Lesson 38 in the Workbook.



There are no underlined statements in the passage below. Read the passage. Find a statement that contradicts an earlier statement.

- Underline the statement you assume to be true.
- Circle the contradiction.
- Make up an if-then statement that explains the contradiction.

I really care about my health. Every morning, I take two vitamin C tablets and one multivitamin tablet. A lot of people don't like to take pills. I'll admit it's difficult to choke down five vitamin pills every morning, but I think it's worth it.

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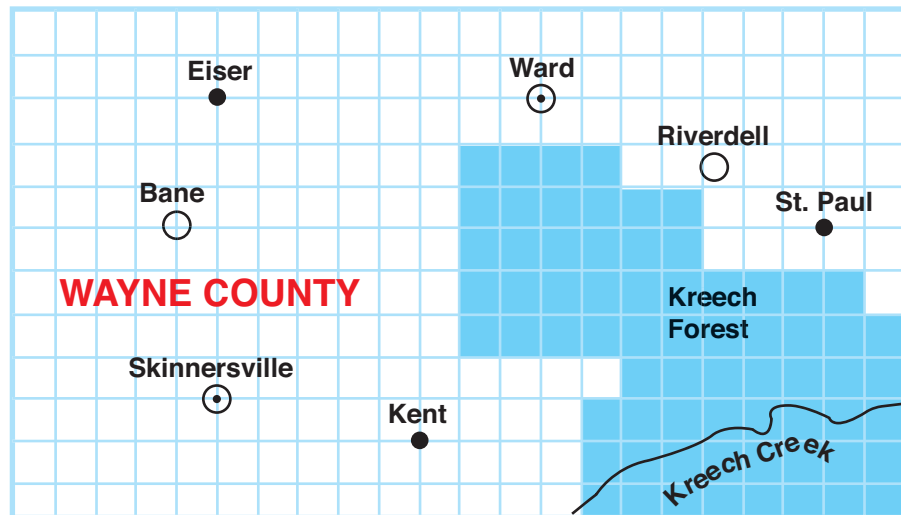
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In Lesson 43, the students are presented with statements that contradict what is shown in a picture. In subsequent lessons, similar exercises are done with maps and passages. The following example on the next page is from Lesson 43 in the Student Book.

# D

Each square on the map below is five kilometers long and five kilometers wide. Assume that the map is accurate. Examine the map carefully, and then read the statements that follow it. Some of the statements contradict what is shown on the map. For each contradictory statement, tell what the map shows.



Areas that are shaded like this  are state parks.

The symbol ● means that the city has between 1,000 and 5,000 people.

The symbol ○ means that the city has between 5,000 and 10,000 people.

The symbol ⊙ means that the city has between 10,000 and 50,000 people.

- Statement 1: **The shortest distance from Bane to Kreech Forest is twenty kilometers.**

Does that statement contradict what the map shows?

- Statement 2: **Riverdell is closer to Kreech Forest than Ward is.**

Does that statement contradict what the map shows?

- Statement 3: **The population of Bane is greater than the population of Skinnersville.**

Does that statement contradict what the map shows?

Write **Part D** in the left margin of your paper. Then number it from 1 to 5.

Read the statements below. Some of the statements contradict what the map shows.

- Write **contradictory** or **not contradictory** for each statement.
- If a statement contradicts the map, write what the map shows.

1. The shortest distance from Bane to Kreech Forest is twenty kilometers.
2. Riverdell is closer to Kreech Forest than Ward is.
3. The population of Bane is greater than the population of Skinnersville.
4. There are five cities in Wayne County with more than 5,000 people.
5. Part of Kreech Creek lies inside Kreech Forest.

Beginning in Lesson 77, the students are presented with an argument, part of which is contradicted by a map, a picture, or a graph. In

the following example from Lesson 77, part of the argument is contradicted by the map.

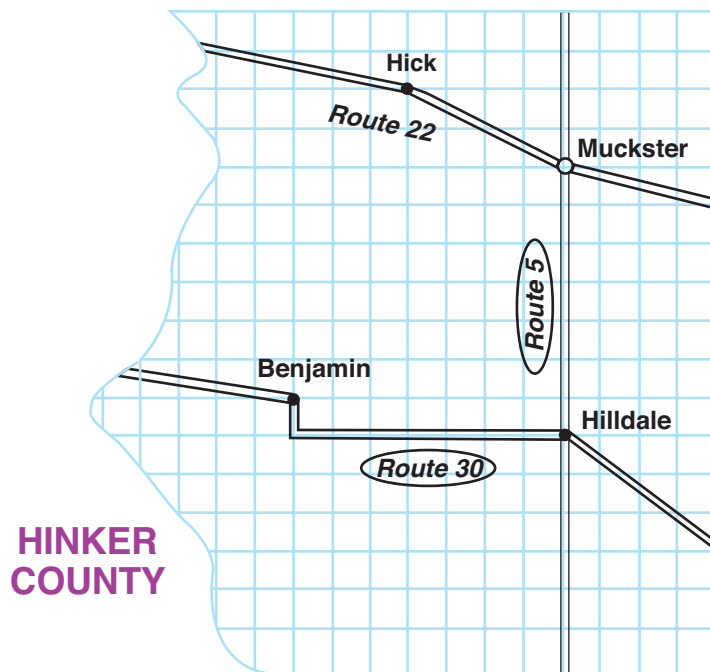
**A**

Here's an argument for where to locate a new business:

Hilldale is the best location for new business in Hinker County. Here's why Hilldale is the best choice:

- Hilldale is located at the intersection of Route 5 and Route 30.
- Hilldale is only sixteen kilometers from Benjamin.
- Hilldale is the largest town in Hinker County.
- Hilldale is only fourteen kilometers from Muckster.

When you consider all these reasons, you see that there could not be a more convenient location for a new business.



Each square on the map is two kilometers long and two kilometers wide. The symbol • means that the city has between 1,000 and 5,000 people. The symbol ○ means that the city has between 5,000 and 10,000 people. The symbol Route 5 means that the road is named Route 5.

Part of the argument is contradicted by the map above. Look at the map and figure out which part. What does the map show?

Finally, a series of exercises is introduced in which the student must handle contradictory passages. Two accounts of the same situation are presented. The students read

both passages and find the major points of disagreement. These exercises sometimes deal with disputes such as the one shown in the following example on the next page from Lesson 98.

**A**

Written accounts about an event don't always agree. The two accounts below tell about the same event. The accounts contradict each other on an important point. When you read these accounts, look for the contradiction.

**Passage 1.** Last night, the police were on the scene of an accident as it happened. The police car was behind a black sedan at a four-way intersection. A blue sedan failed to stop, skidded through the intersection, and sailed into the black sedan, inflicting serious damage to both vehicles. Almost before the two drivers could step from their cars, Officer Jeffrey Daniels had his ticket pad in hand. Fortunately, nobody was injured; however, Officer Daniels wasted no time in issuing two tickets to Sidney Grapp, driver of the blue vehicle. One ticket was for failing to stop at a stop sign, and the other was for driving without proper control of the vehicle. According to city officials, Officer Daniels now holds the record for issuing tickets quickly. The accident occurred at 9:34 p.m., and the tickets were issued by 9:37 p.m. This record may stand for some time.

**Passage 2.** Last night, a blue sedan drove past a stop sign. As the sedan crossed the intersection, the driver slammed on the brakes and the car nearly came to a stop before hitting a black sedan. The driver of the blue sedan slowly stepped from his car to assess the damage. He commented that the only damage to the black sedan was a little scratch in the side of the car and a dented hubcap. The driver of the blue sedan then looked at his own vehicle. The front bumper, the grill, and the hood were badly dented. The damages amounted to over \$1000. The driver of the blue sedan was later ticketed for \$100 because he had failed to stop at a stop sign.

These accounts contradict each other on one big point. What point is that?

Write **Part A** in the left margin of your paper. Then number it from 1 to 12. Answer each question. Some of the questions ask where you found an answer. Write **passage 1**, **passage 2**, or **passages 1 and 2** for these questions.

1. At what time did the accident take place?
2. Where did you find the answer to question 1?
3. How many dollars' worth of damage did the blue sedan suffer?
4. Where did you find the answer to question 3?
5. Which vehicle was at fault?
6. Where did you find the answer to question 5?
7. What parts of the blue sedan were damaged?
8. Where did you find the answer to question 7?
9. Who was in the car behind the black sedan?
10. Where did you find the answer to question 9?
11. How did the police officer set a record?
12. Where did you find the answer to question 11?

A final variation of contradictory passages begins in Lesson 104. This variation was discussed in the section about supporting evidence on page 28 of this guide.

When the students complete the Contradictions exercises, they understand that information that contradicts an argument can come from other arguments, graphs, maps, or pictures. The students also know how to find out which of several contradictory sources is accurate.

## Fact Games

The principal goal of the Fact Games is to provide students with extra practice with the information and vocabulary introduced in the program.

The secret to making the Fact Games successful is tight management. Students should be busy with the games, not talking or acting indifferently. The simplest way to assure that they will be involved is to use points and reinforcement for students (and groups) who perform well.

### *Introducing the First Fact Game*

The instructions following Lesson 15 indicate that the students are to play a Fact Game before they do Lesson 16. You may schedule this game for a time other than the daily reading period.

The instructions for the first game specify that you are to be the monitor and demonstrate with four players how the game is to be played. When demonstrating the game, make sure that you model fast pacing, correct procedures, and the monitor's appropriate responses to the players.

After demonstrating a few rounds of the game, assign the students to permanent groups. Ideally, a group should consist of four players and a monitor. In some situations, you may have to make up a group that consists of three or five players and a monitor. If possible, try to avoid larger groups. Each player in a larger group

will receive fewer turns and the management problems of the group will increase.

Do not make the groups homogeneous. Do not place the better performers in one group and the lower performers in another. Rather, mix the students.

Assign monitors who are competent. The monitors should be good readers. Try to assign different monitors each time a Fact Game is played. Tell the monitors their responsibilities. They are to make sure that the players are taking turns, moving to the left. The monitor directs the player who is taking a turn to read the item aloud and answer it. Then the monitor confirms a correct response or gives the correct answer if the item was missed.

The next player does not roll the dice until the preceding player has answered and is told whether the response is correct. (If players are permitted to roll before the item is read and answered, they become so intent on getting ready for their turn that they do not attend to the preceding player's item and the answer.)

Following are procedures for setting up the groups. If possible, provide a table for each group of players. There should be no obstructions that prohibit the monitor from observing the players. The players should not be directly next to the monitor so they can read the answers in the monitor's Workbook. Each player's Workbook should be on the table, opened to the item sheet for the game. The monitor should have a pencil.

For the first game, give each group a pair of dice. The items presented during the game appear in the back of the Workbook. Each game is labeled. The answers appear on another page in the back of the Workbook.

For game 1, the items appear on page 427 and the answers appear on page 439.

- The monitor is the only person in a group who is permitted to look at the answer page.

- The other players take turns. A player rolls the dice, reads the number of dots showing, reads the item that has the same number, and tells the answer.
- If the player answers correctly, the monitor makes one tally mark in the box at the top of the player's question sheet.
- The dice go to the next player (the player to the left), and that player takes a turn.

### Observing the Fact Games

Use the following guidelines when you observe the games.

**Reinforce a fast pace.** Praise the players who have the dice ready to roll, find the item quickly, read it correctly, and answer correctly. Remind the players that the faster they play, the more points they can earn. A fast pace also ensures that the players will be less likely to argue with the monitor.

Make comments about each group's progress: *Look how well you're doing. You've already played three rounds.* Comments of this type are important because they let the students know that they are part of a group that is working together.

Do not permit the games to drag. If a group is going slowly, comment on a group that is moving quickly: *Wow, this group is really moving. Every player has had five turns already.*

**Make sure that players are following the rules.** After the players have played the game for a few minutes, they may remember what item 5 is or what item 3 is. Therefore, they may attempt to answer the item without first reading the item aloud. Stop players who do not read the item aloud and remind them of the rule: *You must read the item aloud and then answer it.* This stipulation is very important. The item a student responds to will help **all** students in the group if the item is read aloud.

**Make sure monitors award points only when the answers are correct.** For nearly all items, the correct response is phrased in a very specific way, which is indicated in the answer key. If the player's response is not the same as that in the key, the response is incorrect.

If an answer is not correct, the monitor is to read the correct answer aloud. The students are not permitted to argue with the monitor. If they argue, they lose a turn. If they continue to argue, they are removed from the game. The monitors are to raise their hand to signal a problem or a question.

**Award bonus points for games that run smoothly and for individual players who receive a certain number of points during the game.** For the first game, the specified minimum is more than 10 points; for subsequent games, it is more than 12. Don't make your awards a secret. As you circulate among the groups, announce things like: *This group is really doing well. If they keep it up, they'll get bonus points for playing the game smoothly.*

**Stop the game after it has been played for the specified time.** The first game is to run for 15 minutes; subsequent games are to run for 20 minutes. You may reduce the time limit to 15 minutes for later games if the group is firm on oral comprehension tasks and Workbook items.

When only 5 minutes of playing time remains, tell the groups: *Only 5 minutes more. In 5 minutes, the game ends.* When the time limit is up, tell the groups to stop: *If a player has started a turn, finish that turn. Then the game is over.*

Tell each group of players how well they did. Announce which groups receive bonus points for playing the game smoothly. Tell all students who have more than the number of points specified, (10 for the first game, 12 for subsequent games) to stand up. Congratulate them and award bonus points to them.





# Comprehension Placement Tests

The placement procedure for the **Corrective Reading** Comprehension program is designed so that students take two tests. The first (Test 1) is a screening test that requires written responses and is administered to an entire class or group.

Students who make more than 7 errors on the screening test take a second test (Test 2) that places them in **Comprehension A**, **Comprehension A Fast Cycle**, or **Comprehension B1**. This test is individually administered.

Students who make 7 or fewer errors on the screening test take a second test (Test 3) that places them in **Comprehension B1**, **Comprehension B1 Fast Cycle**, or **Comprehension C**. This test requires written responses and is presented to an entire class or group.

The battery of placement tests is also designed to identify students who perform either too low or too high for the Comprehension programs.

## Test 1

The screening test (Test 1) is made up of 16 multiple-choice items. Students are to complete it in no more than 10 minutes.

### Preparation

Reproduce one copy of the test for each student. A reproducible copy appears on pages 63–64 of this guide.

### Administration

- Make sure all students have a pencil.
- Pass out the test forms, face down.
- Tell students: **Turn your paper over and write your name at the top. You will circle the correct answer for each item. Begin now.**
- Do not provide help either for decoding the items or identifying the answers.
- At the end of the 10-minute period, collect the test forms.

### Scoring

The Answer Key below shows the correct answers. Count one error for each item that is incorrect. Note that for items 2 and 4, students are to circle four answers. If they don't circle all four correct answers, the item is scored as one error.

Enter the total number of errors in the score blank at the beginning of the test form. Then determine which placement test to administer to each student. Students who make more than 7 errors take Test 2. Students who make 7 or fewer errors take Test 3.

Answer Key	
1. c	9. a
2. a, d, e, h	10. b
3. d	11. b
4. b, e, h, j	12. c
5. d	13. d
6. b	14. b
7. c	15. c
8. d	16. b

# Test 2

Test 2 is administered individually. The teacher or another tester presents the test orally to each student. Students respond orally and the tester records whether the responses are incorrect. The test contains 22 items, some of which have more than one part. Test 2 requires about 10 minutes per student.

## Preparation

Reproduce one copy of the test for each student and each tester. A reproducible copy appears on pages 65–66 of this guide. Each tester should become thoroughly familiar with both the presentation procedures and the acceptable responses for the various comprehension items. Tester judgment is called for in evaluating the appropriateness of responses to many items. (For a discussion of procedures and responses, see pages 60–61.)

## Administration

Select a quiet place to administer the test. Students who are to be tested later should not observe or hear another student being tested. You will need a test form for each student.

When administering the test, sit across from the student. Fill out the top lines of the test form (student information). Keep the filled-out test form and position it so that the student cannot see what you are writing on the form.

Start by presenting the following general instructions: **I'm going to ask you some questions. Do your best to answer them. There's**

**no time limit, but if you don't know the answer, tell me and we'll move on to the next item. This test is not designed to grade you. It's designed to help us figure out how we can work with you most effectively.**

Present the items in order, starting with item 1. If a student responds incorrectly, circle the response number that follows the item. To help you keep track, you may want to draw a line through the number when the item is answered correctly.

## Scoring

Total the student's errors by counting every circled response number. Enter the total in the score blank at the beginning of the test form. Then determine the placement of the student.

## Placement

The table below shows program placements based on the number of errors made in Test 2.

Errors	Program Placement
31 or more	Place in a beginning language program, such as <i>Language for Learning</i>
27 to 30	Provisional placement in Comprehension A, Lesson A*
17 to 26	Comprehension A, Lesson A
14 to 16	Comprehension A, Lesson 1
11 to 13	Comprehension A Fast Cycle, Lesson 1
7 to 10	Comprehension B1, Lesson 1
0 to 6	(Administer Test 3.)

\* Some students who perform in this range may perform well on Lessons A through E of Level A. If not, place them in a beginning language program.

# Test 3

Test 3 is a written test of 19 items administered to the group. Students underline sentence parts, write answers to questions, and indicate correct responses to multiple-choice items. The test requires about 10 minutes to administer.

## Preparation

Reproduce one copy of the test for each student. A reproducible copy appears on pages 67–68 of this guide.

## Administration

- Make sure all students have a pencil.
- Pass out the test forms, face down.
- Tell students: **Turn your paper over and write your name at the top. You will write the answer for each item. Begin now.**
- Do not provide help either for decoding the items or identifying the answers.
- At the end of the 10-minute period, collect the test forms.

## Scoring

The Answer Key below shows the correct answers. Each incorrect response counts as 1 error. If students correctly underline only part of the specified group of words in section A or B, score 1/2 error.

Enter the total number of errors in the score blank at the beginning of the test form. Then determine the placement of the student.

### Answer Key

1. a. wapdumpos  
b. (words underlined: *little plants that grow in twinglers*)
2. a. drosling  
b. (words underlined: *a small kerchief around his wrist*)
3. a. 1,000 gallons  
b. 1,100 gallons  
c. Idea: The price of milk will go up.
4. a. 7                      e. 16                      i. 4  
b. 1                      f. 2                      j. 10  
c. 15                      g. 3                      k. 6  
d. 5                      h. 8                      l. 12

## Placement

The table below shows program placements based on the number of errors made in Test 3.

Errors	Program Placement
more than 8	Comprehension B1, Lesson 1
5 to 8	Comprehension B1 Fast Cycle, Lesson 1
2 to 4½	Comprehension C, Lesson 1
0 to 1½	too advanced for <b>Corrective Reading</b> series

# Presentation Notes for Test 2

## Items 1–3: Same-Different

These items test the concepts “same” and “different.” Present the instructions in a normal speaking voice. Each item has three response numbers. In item 1, for example, if a student names two acceptable ways that a hamburger and an ice-cream cone are different, draw lines through 1a and 1b. If the student does not name a third acceptable way, circle 1c.

You may prompt a student by saying: *You’ve named two ways that they’re the same. Can you think of another way?* If the student does not respond within 10 seconds after the reminder, circle the response number and go to the next item.

The responses printed on the test sheet are only samples—not an exhaustive list of appropriate answers. A student’s response is appropriate if it (a) expresses how the objects are the same (or how they are different), and (b) has not already been given for the pair of objects.

Note that responses are correct for the different items if a student mentions only one of the items. For instance, if the student says the ice-cream cone has a cone, but does not mention the hamburger, the assumption is that the hamburger does not have a cone. Therefore, the response is acceptable.

If you are in doubt about the acceptability of a response, ask the student to give a different one. For example, a student may respond to item 1 by indicating that a hamburger is hot, that a hamburger has a bun, and that an ice-cream cone is cold. The last response is questionable because it is the opposite of the first response. Say: *Can you name another way that an ice-cream cone is different from a hamburger?* Score the student’s response to your question.

## Items 4–6: Analogies

Item 4 is an analogy that tells where objects are found (or where the objects typically operate). Any response that accurately tells *where* is acceptable, for example: *lake, stream, fishing hole, ocean, aquarium, or under lily pads*.

Item 5 tells which class each object is in. Acceptable responses include *cold-blooded things, animals, food, and living things*.

Item 6 deals with parts of objects. Acceptable responses include *fins, tails, gills, scales, eyes, and teeth*.

## Items 7 and 8: Statement Repetition

These items test statement-repetition skills. The student receives as many as three tries at repeating the statement. You say the statement and tell the student to repeat it. If the student says exactly what you say, draw a line through the response number for that trial. If the student does not say exactly what you say, circle the number. As soon as the student repeats the statement correctly, go to the next item.

For example, if the student correctly says the statement in item 7 on the first try, draw a line through 7a and go to item 8. If the student does not say the statement correctly on the first try, circle 7a and say: *Let's try it again.* Repeat the statement. Continue until the student has said the item correctly or until you have circled 7c.

Students must say the words clearly so they are not confused with other words. Watch for word substitutions, word omissions, and omission of word endings—for example, saying *twenty-seven* instead of *twenty-seventh* in item 7. On the second and third try, you may emphasize the part of the sentence the student said incorrectly.

## Items 9–13: Basic Information

These items test knowledge of general information. For items 9 and 12, there is more than one acceptable response. For the others, however, only one answer is acceptable.

## Items 14–17: Deductions

These items assess the student's ability to use deductions. Nonsense words are used in item 17. If students object to the nonsense words, remind them: *You can still answer the questions even if you don't know the meaning of some of the words.*

Students are not required to use the precise words specified for the items; however, they should give acceptable substitutions.

## Items 18 and 19: Divergent Reasoning

These items test the student's ability to use concepts related to true and false. Item 18 deals with descriptions that are true of some things, while item 19 deals with a contradiction (one part must be false if the other part is true).





# Blackline Master for Test 1

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Tester \_\_\_\_\_

Errors \_\_\_\_\_ Give Test 2 \_\_\_\_\_ Give Test 3 \_\_\_\_\_

## 1. Circle the answer.

Tom and Jerri are the same age. Jerri is 15 years old. So...

- a. Tom is at least 16 years old.
- b. Tom is less than 15 years old.
- c. Tom is 15 years old.
- d. Tom is older than Jerri.

## 2. Circle the name of each object that is a container.

- |          |              |
|----------|--------------|
| a. bag   | e. briefcase |
| b. phone | f. ring      |
| c. book  | g. belt      |
| d. purse | h. dresser   |

## 3. Circle the answer.

What is the holiday we celebrate on January 1?

- a. Labor Day
- b. Memorial Day
- c. Thanksgiving
- d. New Year's Day
- e. The 4th of July

## 4. Circle the name of every season.

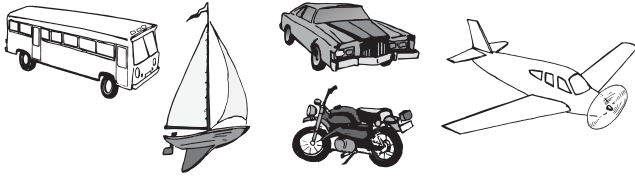
- |           |              |
|-----------|--------------|
| a. Jump   | g. September |
| b. Spring | h. Fall      |
| c. July   | i. Warm      |
| d. Monday | j. Summer    |
| e. Winter | k. Tuesday   |
| f. Pepper |              |

## 5. Circle the item that is true.

- a. All dogs bark.  
Collies are dogs.  
So some collies bark.
- b. All dogs bark.  
Collies are dogs.  
So all dogs are collies.
- c. All dogs bark.  
Collies are dogs.  
So no collies are dogs.
- d. All dogs bark.  
Collies are dogs.  
So all collies bark.

**6. Circle the class name for the objects.**

- a. containers                      c. animals
- b. vehicles                        d. tools



**7. Circle the word that means *build*.**

- a. buy
- b. protect
- c. construct
- d. predict

**For items 8–11, circle the word that means the same thing as the underlined part.**

**8.** She resides near New York.

- a. visits
- b. drives
- c. works
- d. lives

**9.** The doctor looked at the patient's arm.

- a. examined
- b. predicted
- c. selected
- d. calculated

**10.** They will modify the plans.

- a. support
- b. change
- c. observe
- d. announce

**11.** She concealed her belief.

- a. announced
- b. hid
- c. explained
- d. confirmed

**For items 12–14, circle the answer.**

**12.** A **simile** is a statement that tells how things...

- a. are different
- b. are funny
- c. are the same
- d. are complicated

**13.** If information is **irrelevant** to an issue, the information is...

- a. untrue
- b. hard to understand
- c. important
- d. unimportant

**14.** If a passage is **repetitive**, it...

- a. introduces many unfamiliar words
- b. says the same thing again and again
- c. uses no unfamiliar words
- d. has long sentences

**For items 15 and 16, write the letter of the answer.**

\	—		/
a.	b.	c.	d.

**15.** Which line is vertical? \_\_\_\_\_

**16.** Which line is horizontal? \_\_\_\_\_

## Blackline Master for Test 2

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Tester \_\_\_\_\_

Errors \_\_\_\_\_ Comprehension Placement \_\_\_\_\_

(Read to the student.)	(Circle errors.)
<p><b>1. Name three ways that an ice-cream cone is different from a hamburger.</b>            (Ideas: <i>One is hot; a hamburger has a bun; one is sweet; one has meat; an ice-cream cone has a cone; and so forth</i>)</p> <p><b>2. Name three ways that an ice-cream cone is like a hamburger.</b>            (Ideas: <i>They are food; each is bigger than an ant; both have parts; both are purchased; you eat them; and so forth</i>)</p> <p><b>3. Name three ways that a tree is the same as a cat.</b>            (Ideas: <i>They are alive; each is bigger than an ant; both die; they reproduce; both have coverings; and so forth</i>)</p> <p><b>4. Finish this sentence: An airplane is to air as a fish is to . . .</b>            (Ideas: <i>Water; a lake; an ocean; and so forth</i>)</p> <p><b>5. Finish this sentence: An airplane is to vehicles as a fish is to . . .</b>            (Ideas: <i>Animals; food; living things; and so forth</i>)</p> <p><b>6. Finish this sentence: An airplane is to wings as a fish is to . . .</b>            (Ideas: <i>Fins; tail; and so forth</i>)</p>	<p style="text-align: right;">1a 1b 1c</p> <p style="text-align: right;">2a 2b 2c</p> <p style="text-align: right;">3a 3b 3c</p> <p style="text-align: right;">4 5 6</p>
<p><b>I'll say some sentences. After I say a sentence, you try to say it exactly as I said it.</b></p> <p><b>7. Here's a new sentence: It was March twenty-seventh, nineteen sixty-five. Say it.</b>  <i>It was March twenty-seventh, nineteen sixty-five.</i></p> <p><b>8. Here's a new sentence: Some of the people who live in America are illiterate. Say it.</b>  <i>Some of the people who live in America are illiterate.</i></p> <p><b>9. Listen: It has four wooden legs and a seat and a back. What is it?</b>            (Ideas: <i>Couch; chair.</i>)</p> <p><b>10. Listen: We celebrate this day every year because it's the first day of the new year. What date is that?</b>  <i>January 1; the first of January.</i>            (In countries other than the United States, substitute a comparable local holiday.)</p>	<p style="text-align: right;">7a 7b 7c</p> <p style="text-align: right;">8a 8b 8c</p> <p style="text-align: right;">9 10</p>

(Read to the student.)	(Circle errors.)
<b>11. Say the days of the week.</b> (Students may start with any day 11 of the week, but the days must be) recited in order.)	
<b>12. What is a synonym for sad?</b> (Ideas: <i>Unhappy; downcast.</i> )	12
<b>13. One season of the year is summer. Name the three other seasons.</b> <i>Fall; winter; spring</i> (can be given 13 in any order).	
<b>14. Listen: If a dog is green, it has five legs.</b> <b>a. Pam's dog is green. What else do you know about it?</b> (Idea: <i>It has five legs.</i> )	14a
<b>b. Jim has something with five legs. Is it green?</b> (Ideas: <i>Maybe; I don't know.</i> )	14b
<b>15. Listen: Some lobsters are red.</b> <b>a. Tony has a lobster. Is it red?</b> (Ideas: <i>Maybe; I don't know.</i> )	15a
<b>b. Mary has a lobster. Is it red?</b> (Ideas: <i>Maybe; I don't know.</i> )	15b

(Read to the student.)	(Circle errors.)
<b>16. Listen: No brick walls have paint specks. Jerome has a brick wall. What else do you know about it?</b> (Idea: <i>It doesn't have paint specks.</i> )	16
<b>17. Here's a rule. The rule has silly words, but you can still answer the questions. Listen: All lerbs have pelps. Listen again: All lerbs have pelps.</b> <b>a. Tom has a lerb. What do you know about his lerb?</b> (Idea: <i>It has pelps.</i> )	17a
<b>b. What would you look for to find out if something is a lerb?</b> (Idea: <i>Pelps.</i> )	17b
<b>18. Listen: It is a farm animal that has four legs, goes "moo," and gives milk. Is that true of only a cow?</b> <i>Yes</i>	18
<b>19. Listen to this statement and tell me what's wrong with it. He was fifteen years old and his younger sister was eighteen years old.</b> (Idea: <i>His younger sister is not younger than he is.</i> )	19

## Blackline Master for Test 3

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Tester \_\_\_\_\_

Errors \_\_\_\_\_ Comprehension Placement \_\_\_\_\_

1. They planted wapdumpos, little plants that grow in twinglers.

- a. The sentence tells the meaning of a word. Which word? \_\_\_\_\_
- b. Underline the part of the sentence that tells what the word means.

2. His drosling, a small kerchief around his wrist, was made of silk and grummicks.

- a. The sentence tells the meaning of a word. Which word? \_\_\_\_\_
- b. Underline the part of the sentence that tells what the word means.

3. Here's a rule: When the demand is greater than the supply, prices go up.

Here's what's happening: Digo Dairy sells 1,000 gallons of milk every day. Digo Dairy has orders for 1,100 gallons of milk every day.

- a. How much is the supply of milk? \_\_\_\_\_
- b. How much is the demand for milk? \_\_\_\_\_
- c. What is going to happen to the price of milk at Digo Dairy? \_\_\_\_\_



4. For each word in the left column, write the number of the word or phrase from the right column that means the same thing.

- |                  |       |                 |
|------------------|-------|-----------------|
| a. currency      | _____ | 1. all at once  |
| b. suddenly      | _____ | 2. silently     |
| c. ambiguous     | _____ | 3. movable      |
| d. hesitated     | _____ | 4. changed      |
| e. exhibited     | _____ | 5. paused       |
| f. quietly       | _____ | 6. plan         |
| g. portable      | _____ | 7. money        |
| h. regulations   | _____ | 8. rules        |
| i. converted     | _____ | 9. general      |
| j. appropriately | _____ | 10. fittingly   |
| k. strategy      | _____ | 11. clear       |
| l. response      | _____ | 12. answer      |
|                  |       | 13. responsible |
|                  |       | 14. gradually   |
|                  |       | 15. unclear     |
|                  |       | 16. showed      |
|                  |       | 17. caused      |
|                  |       | 18. slowly      |



# Scope and Sequence Chart

The Scope and Sequence Chart provides an overview of the skills taught in **Comprehension C**. The skills are divided into five principal areas: Organizing Information, Operating on Information, Using Sources of Information, Communication Information, and Using Information for Directions. The chart indicates which lessons offer practice in a given skill. It also indicates the occurrences of Fact Games and Mastery Tests.

ORGANIZING INFORMATION	Main Idea	
	Outlining	
	Specific-General	
	Morals	
	Visual-Spatial Organization	
OPERATING ON INFORMATION	Deductions	1
	Basic Evidence	1
	Argument Rules	
	Ought Statements	
	Contradictions	
USING SOURCES OF INFORMATION	Basic Comprehension Passages	
	Words or Deductions	
	Maps, Pictures, Graphs	
	Supporting Evidence	
COMMUNICATING INFORMATION	Definitions	
	Combining Sentences	1
	Editing	1
	Meaning from Context	
USING INFORMATION FOR DIRECTIONS	Writing Directions	4
	Filling out Forms	
	Identifying Contradictory Directions	
FACT GAMES		
MASTERY TESTS		10

# Lessons 1–140

<u>61</u>										<u>140</u>
<u>91</u>										<u>140</u>
<u>112</u>										<u>140</u>
<u>121</u>										<u>140</u>
<u>84</u>										<u>140</u>
										<u>140</u>
										<u>140</u>
<u>42</u>										<u>140</u>
<u>91</u>										<u>140</u>
<u>11</u>										<u>140</u>
<u>15</u> <u>58</u>										
<u>64</u>										<u>140</u>
<u>33</u>										<u>140</u>
<u>38</u>										<u>140</u>
<u>17</u>										<u>140</u>
										<u>140</u>
										<u>140</u>
<u>104</u>										<u>140</u>
										<u>140</u>
<u>11</u>										<u>140</u>
<u>25</u>										<u>140</u>
<u>15</u>	<u>30</u>	<u>45</u>	<u>60</u>	<u>75</u>	<u>90</u>	<u>105</u>	<u>120</u>	<u>135</u>		
<u>20</u>	<u>30</u>	<u>40</u>	<u>50</u>	<u>60</u>	<u>70</u>	<u>80</u>	<u>90</u>	<u>100</u>	<u>110</u>	<u>120</u>
									<u>130</u>	<u>140</u>

# Behavioral Objectives

The following chart gives specific information for each skill taught in **Comprehension C**. Three columns of information are provided. The **BEHAVIORAL OBJECTIVE** column details the kind of performance that can be expected from a student who has mastered

the skill. The column headed **The student is asked to** describes the tasks the student performs in order to master the skill. The **LESSONS** column shows the lessons in which the skill appears.

## Organizing Information

### Main Idea

BEHAVIORAL OBJECTIVE	The student is asked to	LESSONS
Given a written passage, the student will be able to identify the main idea.	Identify the main idea of a passage	61–140
Given a series of written passages, the student will be able to identify the passage that tells more about the subject, identify the main idea, and answer questions about the passage.	Determine which passage tells more about a subject; choose the main idea; answer questions about the passage	108–138

### Outlining

Given a written passage, the student will be able to identify the main idea and outline the major points contained in the passage.	Lists the main idea and the points that fall under it	91–140
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• **Appendix C** •

### Specific-General

BEHAVIORAL OBJECTIVE	The student is asked to	LESSONS
Given a sentence, the student will be able to modify an identified part of the sentence to make it more specific in content or general in content.	1) Change an underlined part to become more general; to become more specific;	112–119
	2) Rewrite a sentence to become more general; to become more specific	121–124

### Morals

Given a written passage, the student will be able to identify the main idea and outline the major points contained in the passage.	Lists the main idea and the points that fall under it	91–140
Given a written passage, the student will be able to determine and write the moral of the passage.	Determine and write the moral of the passage	121–135

### Visual-Spatial Organization

Given a blank outline chart and a set of facts, the student will be able to fill in the appropriate information to complete the chart.	Study the facts and fill in the chart	84–140
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# Operating on Information

## Deductions

BEHAVIORAL OBJECTIVE	The student is asked to	LESSONS
Given a rule statement that involves <i>all</i> , <i>some</i> , <i>part</i> , or <i>every</i> , the student will be able to complete the deduction.	Complete a deduction that involves <i>all</i> , <i>some</i> , <i>part</i> , or <i>every</i>	1–138
Given a pictured diagram, the student will be able to complete the deduction based on the information given in the diagram.	Complete a deduction based on the diagram	1–140
Given a rule statement and additional evidence, the student will be able to write a conclusion.	Write a conclusion for each piece of evidence	75–132

## Basic Evidence

Given two facts and an outcome statement, the student will be able to identify which fact explains why the outcome occurred.	Identify which of two facts explains a specific outcome	1–4
Given a series of written circumstances and a set of facts, the student will be able to identify which circumstance is <i>relevant</i> or <i>irrelevant</i> to a fact.	Identify which circumstance is <i>relevant</i> or <i>irrelevant</i> to a fact	5–138
Given two sentences, the student will be able to find evidence to support or contradict a conclusion.	Find evidence to support or contradict a conclusion; write the evidence	31–139

• Appendix C •

## Argument Rules

BEHAVIORAL OBJECTIVE	The student is asked to	LESSONS
Given a passage, the student will be able to identify the conclusion intended by the author and verbally explain how the argument is faulty.	Identify the conclusion intended by the author; tell what rule the argument breaks; explain how to prove the argument is faulty	42–140
Given written information, the student will be able to identify a good source of information and verbally explain the kind of information the source would be useful for.	Identify a good source of information; tell about the kinds of information the source would be useful for	124–139
The student will be able to identify a biased argument and verbally explain why it is biased.	Identify a biased argument and explain why it is biased	126–139
Given a written ad, the student will be able to identify the implication and write a sentence that states what the ad implies.	Identify the implication of an ad; write a sentence that states what the ad implies	128–138

## Ought Statements

Given a written statement, the student will be able to explain whether it is a <i>statement of fact</i> or a <i>statement of ought</i> .	Tell whether the statement is a <i>statement of fact</i> or a <i>statement of ought</i>	96–135
The student will be able to write a complete <i>ought</i> deduction based on a given argument.	Write a complete <i>ought</i> deduction based on a given argument	128–130

# Using Sources of Information

## Basic Comprehension Passages

BEHAVIORAL OBJECTIVE	The student is asked to	LESSONS
Given a story, the student will be able to read and answer specific comprehension questions about the story.	Read the story and answer questions about it	15–92

## Words or Deductions

Given a written passage, the student will be able to identify the main idea and outline the major points contained in the passage.	Lists the main idea and the points that fall under it	91–140
Given a written passage, the student will be able to read it, answer questions, and explain whether the questions are answered by specific words within the passage or by a deduction.	Read the passage; answer comprehension questions; tell whether the question is answered by words in the passage or by a deduction	64–138

## Maps, Pictures, Graphs

Given a map, the student will be able to read it and answer specific questions about it.	Read the map and answer questions about it	33–41
Given a picture, the student will be able to answer specific questions about it.	Study the picture and answer questions about it	39–42
Given a picture, map, or graph, the student will be able to determine whether a given statement contradicts what is actually shown.	Determine whether the statement contradicts a picture, map, or graph; tell what is actually shown	39–42
Given a graph, the student will be able to interpret and answer questions about it.	Read the graph and answer questions about it	67–74

• Appendix C •

## Supporting Evidence

Given a fact, the student will be able to indicate the reference book most appropriate for finding evidence that supports the fact.	Determine the best source of information (an atlas, dictionary, or encyclopedia) that supports the given fact; name the kinds of information found in the reference books	31–122
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## Contradictory Passages

Given some facts and statements that contradict those facts, the student will indicate why each statement is a contradiction by completing an <i>if-then</i> statement.	Complete an <i>if-then</i> statement to explain a contradiction	11–27
Given a passage with underlined contradictory information, the student will be able to make up an <i>if-then</i> statement that explains the contradiction.	Make up an <i>if-then</i> statements that explains the contradiction	14–27
Given a passage, the student will be able to identify the contradiction and explain it with an <i>if-then</i> statement.	Name the contradiction and explain it with an <i>if-then</i> statement.	38–137
Given a passage and several statements, the student will determine which statements contradict the facts in the passage.	Determine if each statement contradicts a fact in the passage.	51–134
Given two passages that contradict each other on an important event, the student will be able to identify the major points of disagreement.	Read both passages and tell how the passages contradict each other.	98–136

# Communicating Information

## Definitions

BEHAVIORAL OBJECTIVE	The student is asked to	LESSONS
Given a sentence that contains a vocabulary word, the student will be able to tell what the word means and substitute the word for its synonym.	1) Tell the definition of the following words: hesitate, opportunity, ambiguous, redundant, convert, currency, regulation, restrict, replete, extraneous, response, devise, appropriate, strategy, phenomenon, anxiety, exhibit, usually, occasionally, rarely, contend, valid, motive, conceal, data, especially, particularly 2) use the vocabulary word in a sentence by substituting the word for its synonym; 3) write a new sentence.	18–138
Given a series of new words and their definitions to read and study, the student will be able to edit paragraphs, substituting words in the passage with new vocabulary words.	1) Read and study the new words and their definitions; 2) edit paragraphs by substituting words in the passage with new vocabulary words: catastrophe, inquiries, overpopulated, temporary, wildlife, affirmed, audibly, imitation, remote, clarity, cautious, sorrow, rogue, sanctioned, scrupulous, somnolent, indolent, lethal, preceding, vital, extrovert, genius, subsequent, tightwad, emphatically, independent, proximity	70–130

## Combining Sentences

Given two sentences with common parts, the student will be able to combine them using <i>but</i> , <i>however</i> , <i>so</i> , <i>and</i> , <i>therefore</i> , <i>who</i> , <i>which</i> .	Combine pairs of sentences using: <i>but</i> <i>however</i> <i>so</i> <i>and</i> <i>therefore</i> <i>who</i> <i>which</i>	5–140 8–140 17–140 17–140 17–140 44–140 44–140
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• Appendix C •

## Editing

Given a paragraph with the verbs <i>is</i> , <i>are</i> , <i>was</i> , and <i>were</i> used incorrectly, the student will be able to recognize and correct the errors.	Find and correct errors with: <i>was</i> — <i>were</i> <i>is</i> — <i>are</i> <i>has</i> — <i>have</i>	21–136 21–124 41–108
Given a sentence, the student will be able to identify the redundant part and explain why it is redundant.	Identify the redundant part of a sentence; tell why it is redundant	79–139

## Meaning from Context

Given a passage with an underlined word, the student will be able to tell from the context of the passage what the underlined word means.	Determine the meaning of the underlined word from the context of the passage; circle the synonym; identify a sentence that contradicts a wrong meaning	95–137
Given a sentence with two possible meanings, the student will be able to analyze the sentence for the unintended meaning.	Name the two possible meanings of the sentence; identify the intended meaning; identify which word is involved in the two meanings	104–134
Given a paragraph to read, the student will be able to explain why something happened.	Write the clue that suggests why something happened; name two ways that the clue could cause the outcome	131–138



# Using Information for Directions

## Writing Directions

BEHAVIORAL OBJECTIVE	The student is asked to	LESSONS
Given a diagram and some prompt words, the student will be able to focus on writing instructions that tell <i>what</i> to make and <i>where</i> to make it.	Write step-by-step directions for drawing a diagram by: 1) Completing partial directions 2) using prompt words	3–12 9–137

## Filling Out Forms

Given factual information, the student will be able to complete various forms.	Fill out a variety of forms	11–139
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## Identifying Contradictory Directions

Given a diagram and a list of instructions, the student will be able to explain which instruction a diagram contradicts and draw a new diagram that is consistent with the instructions.	1) Tell what instruction a diagram contradicts;	25–53
	2) Draw a new diagram that follows the instructions	25–133

# Fact Games

There are nine Fact Games in **Comprehension C**. A Fact Game is presented after a series of lessons have been taught. The Fact Games incorporate the skills

and concepts presented in previous lessons. A list of the Fact Games, fact or skill covered, and a schedule for presenting the Fact Games is provided below.

Fact Game	Fact or Skill Covered	Schedule
1	Writing Directions Basic Evidence Sentence Combinations ( <i>however, but</i> ) Editing Deductions	After Lesson 15
2	Basic Evidence Combining Sentences ( <i>so, therefore, and</i> ) Definitions	After Lesson 30
3	Deductions Basic Evidence Supporting Evidence Editing Combining Sentences Definitions	After Lesson 45
4	Basic Evidence Combining Sentences Contradictory Passages Deductions	After Lesson 60
5	Basic Evidence Maps, Pictures, Graphs Definitions Sentence Combinations Argument Rules	After Lesson 75
6	Combining Sentences Argument Rules Basic Evidence Definitions Supporting Evidence Sentence Combinations	After Lesson 90

• **Appendix D** •

7	Supporting Evidence Editing Definitions Ought Statements Maps, Pictures, Graphs	After Lesson 105
8	Supporting Evidence Contradictory Passages Maps, Pictures, Graphs Definitions Specific-General Combining Sentences	After Lesson 120
9	Maps, Pictures, Graphs Basic Evidence Sentence Combining Supporting Evidence Argument Rules	After Lesson 135

# Skills Profile Chart

The Skills Profile Chart can be used to record an individual student's mastery of each skill taught in **Comprehension C**. The chart summarizes the skills presented in the

program and provides space for indicating when a student has mastered each skill. One copy of the chart should be made for each student in the class.

Name \_\_\_\_\_

## Organizing Information

SKILLS	TEACHER PRESENTATION	DATE MASTERED
<b>Main Idea</b> Identifies the main idea of a passage	61–140	
Determines which passage tells more about a subject; chooses the main idea; answers questions	108–138	
<b>Outlining</b> Lists the main idea and the points that fall under it	91–140	
<b>Specific-General</b> Changes an underlined part to become more general; to become more specific	112–119	
Rewrites a sentence to become more general; to become more specific	121–124	
<b>Morals</b> Determines and writes the moral of a passage	121–135	
<b>Visual-Spatial Organization</b> Fills in a chart	84–140	

## Operating on Information

SKILLS	TEACHER PRESENTATION	DATE MASTERED
<b>Deductions</b> Completes a deduction that involves, <i>all, some, part, every</i>	1-138	
Completes a deduction based on a diagram	1-140	
Given a rule and some evidence, writes a conclusion for each piece of evidence	75-132	
<b>Basic Evidence</b> Identifies which of two facts explains a specific outcome	1-4	
Identifies which circumstances are relevant or irrelevant to a fact	5-138	
Finds evidence to support or contradict a conclusion and writes the evidence	31-139	
<b>Argument Rules</b> Identifies the conclusion intended by the author; tells what rule the argument breaks; explains how to prove the argument is faulty	42-140	
Identifies a good source of information; tells about the kinds of information the source would be useful for	124-139	
Identifies a biased argument; tells why it is biased	126-139	
Identifies the implication of an ad; writes a sentence that states what the ad implies	128-138	
<b>Ought Statements</b> Tells whether a statement is a <i>statement of fact</i> or a <i>statement of ought</i>	96-135	
Writes a complete ought deduction based on a given argument	128-130	

## Using Information for Directions

SKILLS	TEACHER PRESENTATION	DATE MASTERED
<b>Writing Directions</b> Writes step-by-step directions for drawing a diagram by: completing partial directions using prompt words	3–12 9–137	
<b>Filling Out Forms</b> Fills out a variety of forms	11–139	
<b>Identifying Contradictory Directions</b> Tells what instruction a diagram contradicts	25–53	

## Using Sources of Information

SKILLS	TEACHER PRESENTATION	DATE MASTERED
<b>Basic Comprehension Passages</b> Reads the story and answers questions	15–92	
<b>Words or Deductions</b> Reads a passage; answers comprehension questions; tells whether the question is answered by words in the passage or a deduction	64–138	
<b>Maps, Pictures, Graphs</b> Reads a map and answers questions	33–41	
Studies a picture and answers questions	39–42	
Determines if a statement contradicts a picture, map, graph; tells what is actually shown	41–139	
Reads a graph and answers questions	67–74	



• Appendix E •

<b>Supporting Evidence</b> Determines the best source of information: encyclopedia, atlas, dictionary; names kinds of information found in these references	31–122	
<b>Contradictory Passages</b> Uses an <i>if-then</i> statement to explain a contradiction	11–27	
Writes the statement that contradicts the underlined statement	14–27	
Names the contradiction and explains it with an <i>if-then</i> statement	38–137	
Determines if a statement contradicts a passage	51–134	
Tells how two passages contradict each other	98–136	

## Communicating Information

SKILLS	TEACHER PRESENTATION	DATE MASTERED
<b>Combining Sentences</b> Combines pairs of sentences using the following words: <i>but</i>	5–140	
<i>however</i>	8–140	
<i>so</i>	17–140	
<i>and</i>	17–140	
<i>therefore</i>	17–140	
<i>who</i>	44–140	
<i>which</i>	44–140	

• Appendix E •

SKILLS	TEACHER PRESENTATION	DATE MASTERED
<b>Editing</b> Finds and corrects errors with <i>was—were</i>	21–136	
<i>is—are</i>	21–124	
<i>has—have</i>	41–108	
Identifies the redundant part of a sentence; tells why it's redundant	76–139	
<b>Meaning From Context</b> Determines meaning from context; circles for synonym; identifies a sentence that contradicts a wrong meaning <i>fenestration, magnanimous, notorious, malapropos, panache, ebullient, uncouth, penurious, fussy, niggling, malign, interrogation, tenacious, loquacious, unctuous, illusion, fallacious, fecund, deprecate, extol, exonerate, innuendo, ignominious, excruciating, fortitude, obliterate, diligent, aesthetic</i>	95–137	
Names the two possible meanings of a sentence and identifies the intended meaning; identifies which word is involved in the two meanings	104–134	
Writes the clue that suggests why something happened; names two ways that the clue could cause the outcome	131–138	

• Appendix E •

<p><b>Definitions</b></p> <p>Tells the definition of the following vocabulary words; uses a vocabulary word in a sentence by substituting the word for its synonym or filling in a blank; writes the new sentence</p> <p><i>hesitate, opportunity, ambiguous, redundant, convert, currency, regulation, restrict, replete, extraneous, response, devise, appropriate, strategy, phenomenon, anxiety, exhibit, usually, occasionally, rarely, contend, valid, motive, conceal, data, especially, particularly</i></p>	18–138	
<p>Reads and studies words (and their definitions) that appear in editing exercises</p> <p><i>catastrophe, inquiries, overpopulated, temporary, wildlife, affirmed, audibly, imitation, remote, clarity, cautious, sorrow, rogue, sanctioned, scrupulous, somnolent, indolent, lethal, preceding, vital, extrovert, genius, subsequent, tightwad, emphatically, independent, proximity</i></p>	70–130	

# TEACHER'S RECORD SUMMARY CHART

## • Appendix F •

[illegible]

## INDIVIDUAL PERFORMANCE

A	B	C	D	E	F	G
---	---	---	---	---	---	---

## Number of students failing each skill

### Percentage of students failing each skill

## INDIVIDUAL PERFORMANCE

## GROUP PERFORMANCE

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## INDIVIDUAL PERFORMANCE

Student	Percentage of Skills Passed by Student	Test Part				
		A	B	C	D	E

Number of students failing each skill




## INDIVIDUAL PERFORMANCE

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## INDIVIDUAL PERFORMANCE

[illegible]

## GROUP PERFORMANCE

Number of students failing each skill					
Percentage of students failing each skill					

## INDIVIDUAL PERFORMANCE

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Teacher \_\_\_\_\_ Group \_\_\_\_\_ Date \_\_\_\_\_

# Mastery Test 7 Group Summary Sheet

## INDIVIDUAL PERFORMANCE

[illegible]

## GROUP PERFORMANCE

Number of students failing each skill						
Percentage of students failing each skill						



Teacher \_\_\_\_\_ Group \_\_\_\_\_ Date \_\_\_\_\_

# Mastery Test 9 Group Summary Sheet

## INDIVIDUAL PERFORMANCE

[illegible]

## GROUP PERFORMANCE

Number of students failing each skill

Percentage of students failing each skill





Teacher \_\_\_\_\_ Group \_\_\_\_\_ Date \_\_\_\_\_

# Mastery Test 11 Group Summary Sheet

## INDIVIDUAL PERFORMANCE

[illegible]

## GROUP PERFORMANCE

Number of students failing each skill

Percentage of students failing each skill



Teacher \_\_\_\_\_ Group \_\_\_\_\_ Date \_\_\_\_\_

# Mastery Test 13 Group Summary Sheet

## INDIVIDUAL PERFORMANCE

[illegible]

## GROUP PERFORMANCE

Number of students failing each skill							
Percentage of students failing each skill							





• Appendix H •

# Remedy Blackline Masters

## Remedy Blackline Master 1-A

**Note:** The teacher and any student who failed a section of a Mastery Test will need a copy of the Remedy Blackline Masters for the appropriate section of the Mastery Test.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Mastery Test 1 Remedies

## Section A

### LESSON 1—PART B

These lines are **horizontal**.

\_\_\_\_\_

These lines are **not** horizontal.



Which of these lines are horizontal?

a. 

b. 

c. 

d. 

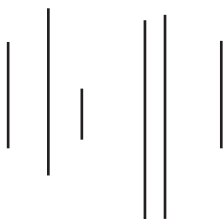
e. 

f. 

g. 

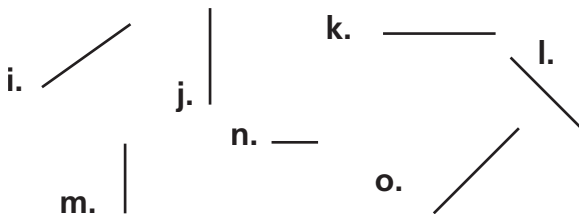
h. 

These lines are not horizontal. They are **vertical**.



**Slanted** lines are not horizontal and not vertical.

Identify each of these lines as **horizontal**, **vertical**, or **slanted**.



**Follow the directions.**

1. Draw a horizontal line.
2. Below that line, draw a second horizontal line of the same length.
3. Write the word **perhaps** above the left end of the upper line.



## Remedy Blackline Master 1-A

Name \_\_\_\_\_ Date \_\_\_\_\_


### LESSON 2—PART **E**

Identify each of these lines as **horizontal**, **vertical**, or **slanted**.

a. 

b. 

c. 

d. 

e. 

f. 

Follow the directions.

1. Draw a square.
2. Draw a slanted line from the upper left corner of the square to the lower right corner of the square.
3. On the slanted line, write the first four letters of the alphabet in order.

## Remedy Blackline Master 1-B

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section B

#### LESSON 6—PART **H**

Some writers have trouble using the verbs **is** and **are**. These words work the same way as **was** and **were**. Use the verb **is** when only one thing is named. Use the verb **are** when more than one thing is named.

Don't be fooled. This sentence is not correct: **Each of the planes are big.** This is correct: **Each of the planes is big.** Remember, the word **each** names only one thing.

Write the verb **is** or the verb **are** in each blank.

1. Five women \_\_\_\_\_ laughing.
2. All the animals \_\_\_\_\_ racing.
3. Each of the boys \_\_\_\_\_ hiding under the bushes.
4. They \_\_\_\_\_ jumping in the cage.
5. It \_\_\_\_\_ jumping in the cage.
6. He \_\_\_\_\_ at home.
7. My brothers \_\_\_\_\_ at home.
8. Every girl \_\_\_\_\_ at the game.
9. Two police officers \_\_\_\_\_ riding to work.

10. Each of the rooms \_\_\_\_\_ full of people.
11. One of the elephants \_\_\_\_\_ making noise.
12. Rats \_\_\_\_\_ making noise.
13. One of the rats \_\_\_\_\_ making noise.
14. Every one of the picnic tables \_\_\_\_\_ covered with ants.
15. Every elephant \_\_\_\_\_ warm-blooded.
16. All elephants \_\_\_\_\_ warm-blooded.

## Remedy Blackline Master 1-C

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 7—PART **F**

Some writers have trouble using the verbs **is** and **are**. These words work the same way as **was** and **were**. Use the verb **is** when only one thing is named. Use the verb **are** when more than one thing is named.

Don't be fooled. This sentence is not correct: **Every one of the plants are blooming.** This is correct: **Every one of the plants is blooming.** Remember, the word **every** names only one thing. Write the verb **is** or the verb **are** in each blank.

1. Not all of the children \_\_\_\_\_ playing in the yard.
2. All of the children \_\_\_\_\_ playing in the yard.
3. Not every child \_\_\_\_\_ playing in the yard.
4. Three of my uncles \_\_\_\_\_ living in Canada.
5. It \_\_\_\_\_ building a nest.
6. Her brothers \_\_\_\_\_ playing baseball.
7. Every sister \_\_\_\_\_ watching the game.

Write the verb **was** or the verb **were** in each blank.

8. All the girls \_\_\_\_\_ solving puzzles.
9. Every girl \_\_\_\_\_ solving puzzles.
10. One of the girls \_\_\_\_\_ solving puzzles.
11. Each of the boys \_\_\_\_\_ solving puzzles.
12. They \_\_\_\_\_ flying above the clouds.
13. Each of the planes \_\_\_\_\_ flying above the clouds.
14. I \_\_\_\_\_ going to the game.

## Remedy Blackline Master 1-D

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section C

#### LESSON 1—PART E

The verb in each sentence below is underlined. The writer of the sentences has trouble with verbs. What the writer doesn't know is that if only one thing is named in the sentence, you use the verb **was**. If more than one thing is named, you use the verb **were**.

Read the sentences. For each sentence, tell which verb the writer used. Say each sentence with the correct verb.

1. The girls was sitting.  
What verb did the writer use?  
Say the sentence with the correct verb.
2. The girls were swimming.  
What verb did the writer use?  
Say the sentence with the correct verb.
3. The girl were running.  
What verb did the writer use?  
Say the sentence with the correct verb.
4. The girl was eating.  
What verb did the writer use?  
Say the sentence with the correct verb.

Write the verb **was** or the verb **were** in each blank.

5. The girls \_\_\_\_\_ sitting.
6. The girls \_\_\_\_\_ swimming.
7. The girl \_\_\_\_\_ running.
8. The girl \_\_\_\_\_ eating.
9. The boys \_\_\_\_\_ eating.
10. The dogs \_\_\_\_\_ sitting.
11. They \_\_\_\_\_ running.
12. He \_\_\_\_\_ sleeping.

#### LESSON 5—PART I

Many writers have trouble with the words **each** and **every**. These words name only one thing.

This is correct: Each man **was** tired.

This is incorrect: Every man **were** tired.

Write the verb **was** or the verb **were** in each blank.

1. Each of the women \_\_\_\_\_ happy.
2. Every dinosaur \_\_\_\_\_ cold-blooded.
3. Not every man \_\_\_\_\_ working.
4. Each of the men \_\_\_\_\_ tired.
5. All men \_\_\_\_\_ working.
6. Not all men \_\_\_\_\_ working.
7. Each of the four sisters \_\_\_\_\_ smart.
8. Every sister \_\_\_\_\_ smart.
9. All the sisters \_\_\_\_\_ rich.
10. One of the sisters \_\_\_\_\_ an engineer.

## Remedy Blackline Master 1-E

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section D

#### LESSON 5—PART **B**

You're going to figure out whether information is relevant to a fact. Here's the rule:

Information that helps explain a fact is relevant to the fact.  
Information that does not help explain a fact is not relevant to the fact.

What do we call information that helps explain a fact?

What do we call information that doesn't help explain a fact?

Here's a fact:

**The dog bit the mail carrier.**

Here's information about what happened before the dog bit the mail carrier:

- 1. The mail carrier stepped on the dog's tail.**  
Does that information help explain why the dog bit the mail carrier?  
So, what do you know about that information?
- 2. The dog was born with brown spots.**  
Does that information help explain why the dog bit the mail carrier?  
So, what do you know about that information?
- 3. The mail carrier had her forty-second birthday a month before.**  
Does that information help explain why?  
So, what do you know about that information?

#### 4. The dog had bitten five other people.

Does that information help explain why?  
So, what do you know about that information?

#### LESSON 6—PART **A**

You're going to figure out whether information is relevant to a fact. Here's the rule:

What do we call information that helps explain a fact?

What do we call information that doesn't help explain a fact?

Here's a fact:

**The cook burned the potatoes.**

Here's information about what happened before the cook burned the potatoes:

- 1. He hadn't put any butter in the pan.**  
What kind of information is that?  
How do you know?
- 2. He had set the burner on high.**  
What kind of information is that?  
How do you know?
- 3. He had been wearing a big white hat.**  
What kind of information is that?  
How do you know?
- 4. He had never cooked potatoes before.**  
What kind of information is that?  
How do you know?

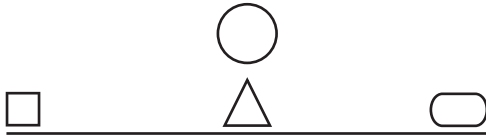
## Remedy Blackline Master 1-F

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section E

#### LESSON 4—PART A

Here is a diagram:



Here are instructions for the diagram:

1. Draw a horizontal line.
2. Draw a square above the left end of the line.
3. Draw an oval above the right end of the line.

The instructions tell to draw the line, to draw the square, and to draw the oval. But the instructions are not complete.

Make up the instructions for telling about the triangle. Tell **what** to draw and **where** to draw it.

Make up the instructions for telling about the circle. Tell **what** to draw and **where** to draw it.

4. Write instructions for the triangle.

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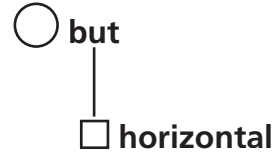
5. Write instructions for the circle.

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#### LESSON 5—PART D

Here is a diagram:



Here are instructions for the diagram:

1. Draw a vertical line.
2. Write the word **but** above the top of the vertical line.
3. Draw a circle to the left of the word **but**.

The instructions tell to draw the line, to write the word **but**, and to draw the circle. But the instructions are not complete.

Make up the instructions for telling about the square. Tell **what** to draw and **where** to draw it.

Make up the instructions for telling about the word **horizontal**. Tell **what** to write and **where** to write it.

4. Write the instructions for the square.

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5. Write the instructions for the word **horizontal**.

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## Remedy Blackline Master 1-G

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section F

#### LESSON 4—PART C

Look at diagram 1.

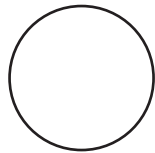
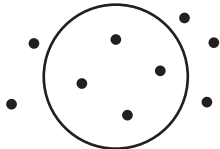


Diagram 1

You can't see any dots in the diagram. But pretend that there are some dots in the diagram. Here is a fact about those dots:

**Some dots are inside the circle.**

Let's say that we were trying to find a dot. Would it be inside the circle? Maybe. But maybe it would be outside the circle. All we know is that **some** dots are inside the circle. Here's a diagram that shows some dots inside the circle.



- Look at diagram 2.

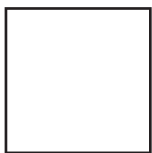


Diagram 2

You can't see the dots in the diagram. But here's a fact about the dots:

**Some dots are in the square.**

Draw dots in diagram 2 to show that some dots are in the square.  
We're looking for a dot. Here's the conclusion about where that dot is:

**Maybe the dot is in the square.**

- Look at diagram 3.

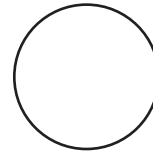


Diagram 3

You can't see the little boxes, but here's a fact about them:

**Some of the boxes are inside the circle.**

Draw little boxes in diagram 3 to show that some of the boxes are in the circle.  
We're looking for a box. What's the conclusion about where that box is?

- Look at diagram 4.

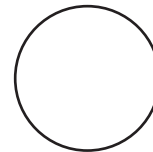


Diagram 4

You can't see the dots in the diagram, but here's a fact about the dots:

**All the dots are in the circle.**

Draw dots in diagram 4 to show that all the dots are in the circle.  
We're looking for a dot. What's the conclusion about where that dot is?



## Remedy Blackline Master 1-H

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 6—PART B

Look at diagram 1.

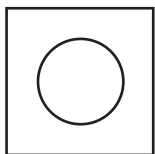


Diagram 1

You can't see the dots, but **all the dots are in the circle.**

Here's a deduction that is based on the diagram:

**All the dots are in the circle.  
The circle is in the square.  
So, all the dots are in the square.**

To check the conclusion, draw dots in diagram 1 so that all the dots are in the circle.

Is the conclusion correct? Are all the dots in the square?

- Look at diagram 2.



Diagram 2

You can't see the dots, but all the dots are in the triangle.

Complete the deduction based on the diagram:

**All the dots are in the triangle.  
The triangle is in the square.**

So, \_\_\_\_\_  
\_\_\_\_\_

Draw the dots in diagram 2.

- Look at diagram 3.

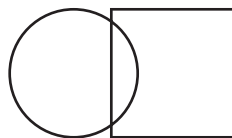


Diagram 3

You can't see the dots, but **all the dots are in the circle.**

Here's the deduction that is based on the diagram:

**All the dots are in the circle.  
Part of the circle is in the square.  
So, maybe all the dots are in the square.**

Look at diagram A and diagram B. Diagram A shows where the dots could be if all the dots were in the square. Diagram B shows where the dots could be if only some of the dots were in the square.

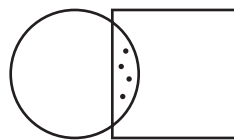


Diagram A

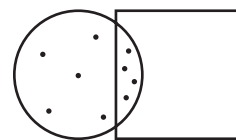


Diagram B

We want to draw a conclusion about all the dots. We don't know which diagram is correct, so we draw this conclusion:

**Maybe all the dots are in the square.**

## Remedy Blackline Master 1-H

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 6—PART **B** (CONT.)

- Look at diagram 4.

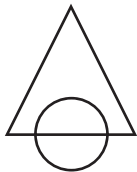


Diagram 4

You can't see the dots, but **all the dots are in the circle.**

Draw a conclusion about all the dots:

**All the dots are in the circle.  
Part of the circle is in the triangle.**

So, \_\_\_\_\_

Complete diagram C and diagram D.

For diagram C, show where the dots could be if all the dots were in the triangle. For diagram D, show where the dots could be if only some of the dots were in the triangle.



Diagram C



Diagram D

- Look at diagram 5.

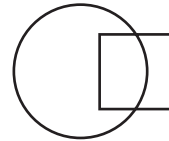


Diagram 5

You can't see the dots, but **all the dots are in the square.**

Draw a conclusion about all the dots:

**All the dots are in the square.  
Part of the square is in the circle.**

So, \_\_\_\_\_

## Remedy Blackline Master 1-I

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section G

#### LESSON 1—PART **A**

Here's what we know:

**Mary loves all kinds of sports.**

If Mary loves all kinds of sports, here are some things we could expect.

- **Mary loves tennis.**
- **Mary loves to go to the ball park.**
- **Mary spent last Saturday buying ski equipment.**

Name two more things we could expect if Mary loves all kinds of sports.

If Mary loves all kinds of sports, here are some things we would not expect.

- **Mary threw away her ski equipment.**
- **Mary hates to go to the ball park.**
- **Mary said that she'd rather read than play tennis.**

Name two more things we would not expect if Mary loves all kinds of sports.

The things we would not expect are **inconsistent** with what we know about Mary.

Two items below seem inconsistent with what we know about Mary. Write the word **inconsistent** for each of them. Leave the other items blank. Spell the word **inconsistent** correctly.

1. Mary felt sad because she couldn't go to the track meet.  
\_\_\_\_\_
2. Mary was late for dinner because she was at the swimming pool.  
\_\_\_\_\_
3. Mary wants to sew a new skirt instead of playing baseball.  
\_\_\_\_\_
4. Mary spent \$30 for a season basketball ticket.  
\_\_\_\_\_
5. Mary saw every game of the World Series.  
\_\_\_\_\_
6. Mary turns off the television when a football game comes on.  
\_\_\_\_\_

## Remedy Blackline Master 1-J

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 2—PART **D**

Here's what we know:

**George is the best student in his class.**

If George is the best student in his class, we expect certain things to happen, and we don't expect other things to happen. What do we call sentences that tell something we don't expect to happen?

Name three things that are inconsistent with the idea that George is the best student in his class. Some items below seem inconsistent with what we know about George. Write the word **inconsistent** for each of them. Leave the other items blank. Spell the word **inconsistent** correctly.

1. He spends a lot of time studying.

\_\_\_\_\_

2. George got three F's last term.

\_\_\_\_\_

3. George is usually late for school.

\_\_\_\_\_

4. George turns in all his assignments.

\_\_\_\_\_

5. He refuses to answer when the teacher calls on him. \_\_\_\_\_

6. He got 100 percent on his final exam.

\_\_\_\_\_

7. He tutors three students in science.

\_\_\_\_\_

8. He spends a lot of time daydreaming in

class. \_\_\_\_\_

9. George often forgets to do his homework.

\_\_\_\_\_

10. He turned in a report that was so messy the teacher couldn't read it.

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

## Mastery Test 2 Remedies

### Section A

1. What is a nook?

\_\_\_\_\_

2. What does the Greek word **paragraphos** mean?

\_\_\_\_\_

3. What is a boar?

\_\_\_\_\_

### Section B

#### LESSON 18—PART **D**

For each item, write a new sentence that means the same thing by changing the underlined words.

1. By pausing, she lost her chance.

\_\_\_\_\_

\_\_\_\_\_

2. Although he paused, he did not give up his chance.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. The dog had four chances to catch the fly.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Don't pause before eating.

\_\_\_\_\_

\_\_\_\_\_

## Remedy Blackline Master 2-B

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section C

#### LESSON 12—PART **F**

Read the evidence and write the conclusion for each item.

1. Here's the evidence:

**Carrots are vegetables.  
All vegetables are food.**

What's the conclusion about carrots?

---

---

2. Here's the evidence:

**Carrots are vegetables.  
Some vegetables contain vitamin A.**

What's the conclusion about carrots?

---

---

3. Here's the evidence:

**The spiders are in the dirt.  
Some of the dirt is on the table.**

What's the conclusion about the spiders?

---

---

#### LESSON 14—PART **C**

Read the evidence and write the conclusion for each item.

1. Here's the evidence:

**Part of the porch was over the  
sidewalk.  
Sam was on the porch.**

What's the conclusion about Sam?

---

---

2. Here's the evidence:

**Trains are vehicles.  
Vehicles can transport people.**

What's the conclusion about trains?

---

---

3. Here's the evidence:

**Trains are vehicles.  
Some vehicles have diesel engines.**

What's the conclusion about trains?

---

---

4. Here's the evidence:

**Some bones protect organs.  
The scapula is a bone.**

What's the conclusion about the scapula?

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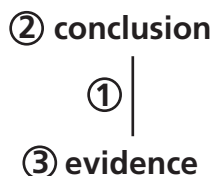
## Remedy Blackline Master 2-C

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section D

#### LESSON 8—PART B

Here is a diagram:



1. (what)
2. (what and where)
3. (what and where)

For the word **(what)**, tell **what** the circled number shows. For the words **(what and where)**, tell **what** the circled number shows and **where** that part is.

For item 1, the word in parentheses is **what**, so you have to tell **what** to make for circle 1. Say the instructions for circle 1.

For item 2, the words in parentheses are **what and where**, so you have to tell **what** to make and **where** to make it for circle 2. Say the instructions for circle 2.

What are the words in parentheses for item 3?

Tell **what** to make and **where** to make it for circle 3.

Write the instructions for the diagram above.

1. (what) \_\_\_\_\_  
\_\_\_\_\_
2. (what and where) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. (what and where) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### LESSON 9—PART A

Here is a diagram:



1. (what)
2. (what and where)
3. (what and where)

For the word **(what)**, tell **what** the circled number shows. For the words **(what and where)**, tell **what** the circled number shows and **where** that part is.

For item 1, the word in parentheses is **what**, so you have to tell **what** to make for circle 1. Say the instructions for circle 1.

What are the words in parentheses for item 2?

Tell **what** to make and **where** to make it for circle 2.

What are the words in parentheses for item 3?

Tell **what** to make and **where** to make it for circle 3.



## Remedy Blackline Master 2-D

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section E

#### LESSON 11—PART **A**

If a question asks about your marital status, it is asking whether you are married, single, widowed, or divorced. If a question asks about your qualifications for a job, it is asking you to tell why you would be good at the job.

Use the facts to fill out the form.

**Facts:** Your name is Lois Meyer. You were a waitress before you got married. You are divorced and have three children. You know how to type. Your address is 104 Willow Lane, Kent, Washington. You are applying for a secretarial job at a newspaper. You would like to be a reporter.

- a. Print your name on line 2.
- b. On line 1, print your present home address.
- c. State your marital status on line 4.
- d. On line 5, state any qualifications you have for this job.
- e. List your former work experience on line 3.
- f. On line 6, list the facts you didn't use in filling out this form.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## Remedy Blackline Master 2-E

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 12—PART **A**

If a question asks about your monthly income, it is asking how much money you make each month. If a question asks about your monthly expenses, it is asking how much you have to pay out each month for things such as rent and food and car maintenance.

What does a question about your marital status ask?

What does a question about your job qualifications ask?

Use the facts to fill out the form.

**Facts:** Your name is Chris Curtis. You and your husband are applying for a loan to open a theater. You were a social worker before you decided to start your own business. Your husband teaches high school and makes \$4,000 a month. The two of you have \$20,000 in a savings account. You make payments of \$300 a month on a 2003 sedan. Your monthly house payment is \$1,500, and your other monthly expenses come to \$800.

★

1. Why are you applying for this loan? \_\_\_\_\_
2. Indicate your marital status by checking one of these boxes.  
☐ single      ☐ divorced      ☐ married      ☐ widowed
3. If you are married, what is the combined monthly income of you and your spouse?  
\_\_\_\_\_
4. If you have a car, indicate the following: year \_\_\_\_\_ model \_\_\_\_\_
5. What are your monthly expenses? \_\_\_\_\_
6. If you have any savings, indicate the amount. \_\_\_\_\_
7. State your present (or most recent) job. \_\_\_\_\_
8. If you are married, state your spouse's job. \_\_\_\_\_

## Remedy Blackline Master 2-F

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section F

#### LESSON 4—PART **B**

What kind of sentence tells something we don't expect to happen?

To combine two sentences that are inconsistent, we can use the word **but** or the word **however**.

Here's what we know:

**Sally is only twelve years old.**

Here's a sentence that seems inconsistent with the sentence in the box:

**She is a college student.**

Here are the two sentences combined with the word **but**:

**Sally is only twelve years old, but she is a college student.**

Here are the two sentences combined with the word **however**:

**Sally is only twelve years old; however, she is a college student.**

Here's what we know:

**Owen is really friendly.**

Read the sentences below and find the one that seems inconsistent with the sentence in the box.

- **He gets many calls from his friends.**
- **He got in a fight at his birthday party.**
- **He always says hello to strangers.**

Use the word **but** to combine the sentence in the box with the inconsistent sentence.

Use the word **however** to combine the sentence in the box with the inconsistent sentence.

Here's what we know:

**Sam is a famous movie star.**

Read the sentences below and find the one that seems inconsistent with the sentence in the box.

- **He hates to act.**
- **He gets lots of fan mail.**

Use the word **but** to combine the sentence in the box with the inconsistent sentence.

Use the word **however** to combine the sentence in the box with the inconsistent sentence.

## Remedy Blackline Master 2-G

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 5—PART **A**

What kind of sentence tells something we don't expect to happen?

To combine two sentences that are inconsistent, we can use the word **but** or the word **however**.

Here's what we know:

**My cat doesn't like water.**

Here's a sentence that seems inconsistent with the sentence in the box:

**It likes to play in the river.**

Here are the two sentences combined with the word **but**:

**My cat doesn't like water, but it likes to play in the river.**

Here are the two sentences combined with the word **however**:

**My cat doesn't like water; however, it likes to play in the river.**

Here's what we know:

**Jerry ate five hot dogs for lunch.**

Read the sentences below and find the one that seems inconsistent with the sentence in the box.

- **He has a stomach ache.**
- **He doesn't want hot dogs for dinner.**
- **He is still hungry.**

Use the word **but** to combine the sentence in the box with the inconsistent sentence.

Use the word **however** to combine the sentence in the box with the inconsistent sentence.

Here's what we know:

**Lila hates to travel.**

Read the sentences below and find the one that seems inconsistent with the sentence in the box.

- **She's going to Mexico for Easter.**
- **She doesn't have any suitcases.**
- **She always spends her vacations at home.**

Use the word **but** to combine the sentence in the box with the inconsistent sentence.

Use the word **however** to combine the sentence in the box with the inconsistent sentence.

## Remedy Blackline Master 3–A

Name \_\_\_\_\_ Date \_\_\_\_\_

# Mastery Test 3 Remedies

## Section A

1. How do we know that eohippus was related to the modern horse?  
\_\_\_\_\_
2. What did **clewe** mean in middle English?  
\_\_\_\_\_
3. What do you do when you haze people?  
\_\_\_\_\_
4. What is a boar?  
\_\_\_\_\_
5. What is the name of the earliest-known close relative of the horse?  
\_\_\_\_\_
6. What do we call the group of animals that modern horses belong to?  
\_\_\_\_\_
7. How did eohippus defend itself?  
\_\_\_\_\_
8. What does the Greek word **paragraphos** mean?  
\_\_\_\_\_
9. Why did the feet of eohippus change over the centuries?  
\_\_\_\_\_
10. Why did some types of equus become large and strong while others became slender and quick?  
\_\_\_\_\_
11. What is a nook?  
\_\_\_\_\_

## Remedy Blackline Master 3-B

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section B

#### LESSON 21—PART C

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. I got lost because his directions were unclear.

---

---

---

2. The teacher's questions were unclear and repetitive.

---

---

---

3. Repetitive books are not much fun to read.

---

---

4. His unclear and repetitive speech made the time drag.

---

---

---

5. By pausing, the hungry alligator lost its chance.

---

---

---

6. If Elena pauses too long, will you consider me?

---

---

---

7. Julio will have a chance to buy that car today.

---

---

---

8. Ernie had a chance and acted without pausing.

---

---

---

## Remedy Blackline Master 3-C

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 18—PART **D**

For each item, write a new sentence that means the same thing by changing the underlined words.

1. By pausing, she lost her chance.

---

---

2. Although he paused, he did not give up his chance.

---

---

---

---

3. The dog had four chances to catch the fly.

---

---

---

4. Don't pause before eating.

---

---



Remedy Blackline Master 3-D

Name \_\_\_\_\_ Date \_\_\_\_\_

Section E

LESSON 21—PART B

In the passage below, the verbs **is** and **are** and the verbs **was** and **were** are used incorrectly five times. Cross out each incorrect word. Write the correct word above it.

Four fire engines streaked toward the burning building. Three of them was long and had ladders. All of them were red. Gallons of water was spraying from a crack in a pipe. Soon one of the firefighters were climbing into a sewer and turning off the water. Anybody who does those kinds of things are pretty brave. Not one of the fire engines were able to pump water on the fire now, because there was no water.

LESSON 22—PART B

Here’s a passage:

I have four cats and a dog at my house because I really like animals. Some of my friends don’t get along with them, though. I even have a couple of friends who can’t visit me anymore because they are allergic to cats. The worst news came in a letter today. I invited my mom down for Thanksgiving, and she wrote back saying, “I would really like to come down for the holiday, but I just couldn’t bear to stay in that house with ten animals crawling all over. Why don’t you come here for the holiday instead?” Sometimes it seems that those animals are just too much trouble.

- 1. We assume that the underlined statement is true. Something else the writer says is a contradiction. Circle the contradiction.
- 2. Make up an if-then statement that explains the contradiction.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Remedy Blackline Master 3-E

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 22—PART **C**

In the passage below, the verbs **is** and **are** and the verbs **was** and **were** are used incorrectly six times. Cross out each incorrect word. Write the correct word above it.

The impression that you get from western movies are really not very accurate. Most cowboys was lonely and overworked. A person living in the Old West was sometimes forced to go without food or shelter for days at a time. As for the glamorous gunfighter, he are more a myth than a historical fact. Many gunfighters was sneaky and cowardly men who survived by shooting others in the back without warning. In the early settlements, acts such as cheating and stealing was as common as trying to make an honest living. Perhaps western movies is best thought of as Early American fairy tales.

## Remedy Blackline Master 4–A

Name \_\_\_\_\_ Date \_\_\_\_\_

# Mastery Test 4 Remedies

## Section A

1. What do we call the group of animals that modern horses belong to?  
\_\_\_\_\_
2. What did **clewe** mean in middle English?  
\_\_\_\_\_
3. Name two descendents of equus.  
\_\_\_\_\_
4. What is a boar?  
\_\_\_\_\_
5. What do you do when you haze people?  
\_\_\_\_\_
6. What is the name of the earliest-known close relative of the horse?  
\_\_\_\_\_
7. What is a clue?  
\_\_\_\_\_
8. What do you do when you tantalize someone?  
\_\_\_\_\_
9. How do we know that eohippus was related to the modern horse?  
\_\_\_\_\_
10. What is a nook?  
\_\_\_\_\_
11. How did eohippus defend itself?  
\_\_\_\_\_
12. What are two other names for a donkey?  
\_\_\_\_\_
13. Why did the feet of eohippus change over the centuries?  
\_\_\_\_\_
14. What does the Greek word **paragraphos** mean?  
\_\_\_\_\_
15. Why did some types of equus become large and strong while others became slender and quick?  
\_\_\_\_\_

## Remedy Blackline Master 4-B

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section B

#### LESSON 33—PART **E**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. The rule limited their parking.

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2. Lawn sprinkling was limited because of the water shortage.

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3. A rule limited her voting rights.

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4. Rules limit the amount of interest a lender may charge on a loan.

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#### LESSON 27—PART **G**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. They changed their Swiss money into Canadian money.

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2. She needed a lot of money to change the garage into a store.

---

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---

3. The Bruno family is changing their garage into a bedroom.

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---

4. We changed our Mexican money into Japanese money.

---

---

---

---

## Remedy Blackline Master 4-C

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 21—PART **C**

For each item, write a new sentence that means the same thing by changing the underlined words.

1. I got lost because his directions were unclear.

---

---

---

2. The teacher's questions were unclear and repetitive.

---

---

---

3. Repetitive books are not much fun to read.

---

---

4. His unclear and repetitive speech made the time drag.

---

---

---

5. By pausing, the hungry alligator lost its chance.

---

---

---

6. If Elena pauses too long, will you consider me?

---

---

---

7. Julio will have a chance to buy that car today.

---

---

---

8. Ernie had a chance and acted without pausing.

---

---

---

## Remedy Blackline Master 4-C

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 18—PART **D**

For each item, write a new sentence that means the same thing by changing the underlined words.

1. By pausing, she lost her chance.

---

---

2. Although he paused, he did not give up his chance.

---

---

---

---

3. The dog had four chances to catch the fly.

---

---

---

4. Don't pause before eating.

---

---

## Remedy Blackline Master 4-D

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section D

#### LESSON 25—PART B

Look at this diagram:



The diagram contradicts instruction 1 or instruction 2.

1. Draw a vertical line.
2. Draw a square to the right of the line.

Say the instruction that the diagram contradicts.

What does the diagram show?

How would you change the diagram so that it is consistent with the instructions?

- Look at this diagram:



This diagram contradicts part of these instructions.

1. Draw a horizontal line.
2. Make a T in the middle of the line.

Circle the instruction that the diagram contradicts.

Draw a new diagram that follows the instructions.

- Look at this diagram:



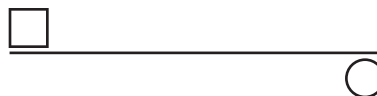
1. Draw a square.
2. To the right of the square, draw a vertical line.
3. Draw a horizontal line above the vertical line.

Circle the instruction that the diagram contradicts.

Draw a new diagram that follows the instructions.

#### LESSON 26—PART D

Look at this diagram:



1. Make a horizontal line.
2. Make a circle above the right end of the line.
3. Make a square above the left end of the line.

Circle the instruction that the diagram contradicts.

Draw a new diagram that follows the instructions.



## Remedy Blackline Master 4-E

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section E

#### LESSON 33—PART B

Which reference book would you use to find each of the following pieces of information?

1. Another word that means **over**  
\_\_\_\_\_
2. The largest industry in Venezuela  
\_\_\_\_\_
3. When the city of Venice was founded  
\_\_\_\_\_
4. Parts of speech for the word **thrill**  
\_\_\_\_\_
5. When the first submarine was used  
\_\_\_\_\_
6. Which state is bigger, Washington or Oregon  
\_\_\_\_\_  
\_\_\_\_\_

### Section F

#### LESSON 31—PART B

Some words, such as **sand**, are usually treated as if they name only one thing. These words go with **is** or **was**. We say, “The sand is hot,” whether there is a lot of sand or just a little bit. Here are some other words that are treated as if they name only one thing: **dirt, water, sugar, salt, gravel, hair, ice, and milk**. All these words go with **is** or **was**.

Write the verb **is** or **are** in each blank.

1. His hair \_\_\_\_\_ dirty.
2. The salt \_\_\_\_\_ on the table.
3. Five sacks \_\_\_\_\_ on the table.
4. Five sacks of salt \_\_\_\_\_ on the table.
5. The water in the sinks \_\_\_\_\_ overflowing.
6. The gravel \_\_\_\_\_ in our driveway.
7. Two mounds of gravel \_\_\_\_\_ in our driveway.

## Remedy Blackline Master 4-F

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 32—PART **B**

Write the word **was** or **were** in each blank.

1. The dirt \_\_\_\_\_ dropped into the trucks.
2. Three loads of dirt \_\_\_\_\_ dropped into the trucks.
3. Sand \_\_\_\_\_ in my sleeping bag.
4. The corn \_\_\_\_\_ ripe last week.
5. The corn in those fields \_\_\_\_\_ ripe last week.
6. The hay \_\_\_\_\_ ready for storage.
7. Five baskets of grass \_\_\_\_\_ piled in her yard.

### Section G

### LESSON 35—PART **A**

Use the rule in the box and the evidence to answer the questions.

**The faster something moves, the harder it is to stop it.**

- An airplane is going faster and faster.

1. Will the plane be harder to stop?  
\_\_\_\_\_
2. How do you know?  
\_\_\_\_\_  
\_\_\_\_\_

- At noon a dog is running eight kilometers an hour. At 6 o'clock the dog is running fifteen kilometers an hour.

3. What's the conclusion?  
\_\_\_\_\_  
\_\_\_\_\_

4. How do you know?  
\_\_\_\_\_  
\_\_\_\_\_

- My car goes faster outside the city than it goes inside the city.

5. What's the conclusion?  
\_\_\_\_\_  
\_\_\_\_\_

6. How do you know?  
\_\_\_\_\_  
\_\_\_\_\_

## Remedy Blackline Master 4-G

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 36—PART C

Use the rule in the box and the evidence to answer the questions.

**The higher you go, the less oxygen there is in the air.**

- **Mount Rainier is higher than Mount Adams.**

1. What's the conclusion?

---

---

---

2. How do you know?

---

---

- **Bill's plane went up 3,000 feet.**

3. What's the conclusion?

---

---

4. How do you know?

---

---

- **Mount Everest is 30,000 feet high.  
Mount Shasta is 15,000 feet high.**

5. What's the conclusion?

---

---

---

6. How do you know?

---

---

## Remedy Blackline Master 5-A

Name \_\_\_\_\_ Date \_\_\_\_\_

# Mastery Test 5 Remedies

## Section A

1. What is a robot?  
\_\_\_\_\_
2. Why could Arabian horses perform so well in battle?  
\_\_\_\_\_
3. What did **clewe** mean in middle English?  
\_\_\_\_\_
4. Name two descendents of equus.  
\_\_\_\_\_
5. What is a maverick?  
\_\_\_\_\_
6. Why do today's breeders breed Arabian stallions with other kinds of horses?  
\_\_\_\_\_
7. What is Braille?  
\_\_\_\_\_
8. What do you do when you tantalize someone?  
\_\_\_\_\_
9. What is the name of the earliest-known close relative of the horse?  
\_\_\_\_\_
10. How is Braille read?  
\_\_\_\_\_
11. What are two other names for a donkey?  
\_\_\_\_\_

## Remedy Blackline Master 5-B

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section B

#### LESSON 18—PART **D**

For each item, write a new sentence that means the same thing by changing the underlined words.

1. By pausing, she lost her chance.

\_\_\_\_\_

\_\_\_\_\_

2. Although he paused, he did not give up his chance.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. The dog had four chances to catch the fly.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Don't pause before eating.

\_\_\_\_\_

\_\_\_\_\_

#### LESSON 21—PART **C**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. I got lost because his directions were unclear.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. The teacher's questions were unclear and repetitive.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Repetitive books are not much fun to read.

\_\_\_\_\_

\_\_\_\_\_

4. His unclear and repetitive speech made the time drag.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Remedy Blackline Master 5-B

Name \_\_\_\_\_

Date \_\_\_\_\_

### LESSON 21—PART **C** (CONT.)

5. By pausing, the hungry alligator lost its chance.

---

---

---

6. If Elena pauses too long, will you consider me?

---

---

---

7. Julio will have a chance to buy that car today.

---

---

---

8. Ernie had a chance and acted without pausing.

---

---

---

## Remedy Blackline Master 5-C

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 27—PART **G**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. They changed their Swiss money into Canadian money.

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---

---

2. She needed a lot of money to change the garage into a store.

---

---

---

3. The Bruno family is changing their garage into a bedroom.

---

---

---

4. We changed our Mexican money into Japanese money.

---

---

---

### LESSON 33—PART **E**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. The rule limited their parking.

---

---

2. Lawn sprinkling was limited because of the water shortage.

---

---

---

3. A rule limited her voting rights.

---

---

4. Rules limit the amount of interest a lender may charge on a loan.

---

---

---



Remedy Blackline Master 5-D

Name \_\_\_\_\_ Date \_\_\_\_\_

Section D

LESSON 38—PART C

There are no underlined statements in the passage below. Read the passage. Find a statement that contradicts an earlier statement.

- Underline the statement you assume to be true.
- Circle the contradiction.
- Make up an if-then statement that explains the contradiction.

I really care about my health. Every morning, I take two vitamin C tablets and one multivitamin tablet. A lot of people don't like to take pills. I'll admit it's difficult to choke down five vitamin pills every morning, but I think it's worth it.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

LESSON 39—PART D

There are no underlined statements in the passage below. Read the passage. Find a statement that contradicts an earlier statement.

- Underline the statement you assume to be true.
- Circle the contradiction.
- Make up an if-then statement that explains the contradiction.

“I’m eight and Kevin’s only six,” whined Rachel. “That means I’m bigger and I need more food to keep me going. That’s why I should get the last piece of pie.”

“But, mom,” countered Kevin, “she’s already had two pieces today and I haven’t had any!”

“Rachel,” said their mother calmly, “if you don’t want to share the last piece with your older brother, then I don’t think either of you should have any.”

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Remedy Blackline Master 5-E

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section E

#### LESSON 36—PART **A**

The verbs **has** and **have** work something like the verbs **is** and **are**. Here are the rules:

- If you name one thing, use the verb **has**.
- If you name more than one thing, use the verb **have**.
- If you use the word **you** or **I**, use the verb **have**.

Tell whether you would use the verb **has** or **have** with each item below.

I

You

That man

My sister

We

Those girls

Write the verb **has** or **have** in each blank.

1. You \_\_\_\_\_ lots of friends.
2. Jolene \_\_\_\_\_ gone home.
3. I \_\_\_\_\_ three dogs and two cats.
4. Everybody \_\_\_\_\_ left for work.
5. They \_\_\_\_\_ built their own homes.
6. These men \_\_\_\_\_ sports cars.

#### LESSON 37—PART **A**

Here are the rules for using the verbs **has** and **have**.

- If you name one thing, use the verb **has**.
- If you name more than one thing, use the verb **have**.
- If you use the word **you** or **I**, use the verb **have**.

Write the verb **has** or **have** in each blank.

1. Nobody \_\_\_\_\_ tickets for the game.
2. I \_\_\_\_\_ to go to class now.
3. The team \_\_\_\_\_ won three games this year.
4. We \_\_\_\_\_ run out of ideas.
5. You \_\_\_\_\_ already eaten three hot dogs.
6. Retha \_\_\_\_\_ played trumpet for three years.

## Remedy Blackline Master 5-F

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section F

#### LESSON 41—PART **A**

Read the passage below.

The kiwi is a small bird that is native to New Zealand. It has hairy feathers and no wings. These timid birds, which have no tails, are now nearly extinct.

- Here's a conclusion:

**There are few kiwis left in the world.**

1. Does the passage contain evidence to support the conclusion or evidence to contradict the conclusion?

---

---

2. Which sentence contains the evidence?

---

---

---

- Here's another conclusion:

**The kiwi originally came from Hawaii.**

3. Does the passage contain evidence to support the conclusion or evidence to contradict the conclusion?

---

---

4. Which sentence contains the evidence?

---

---

---

## Remedy Blackline Master 5-G

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 42—PART **B**

Read the passage below.

You may hear the expression “the pain killer that many doctors recommend” in TV commercials. This pain killer is nothing more than plain aspirin. These commercials are trying to convince you that you are getting something special when you buy the product that contains “the pain killer that many doctors recommend.” But the commercials may be using tricky language to hide the fact that you are paying more for what is actually only aspirin.

- Here’s a conclusion:

**The pain killer that many doctors recommend is nitrous oxide.**

1. Does the passage contain evidence to support the conclusion or evidence to contradict the conclusion?

\_\_\_\_\_  
\_\_\_\_\_

2. Which sentence contains the evidence?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Here’s another conclusion:

**You may pay more for something if you think it contains something special.**

3. Does the passage contain evidence to support the conclusion or evidence to contradict the conclusion?

\_\_\_\_\_  
\_\_\_\_\_

4. Which sentence contains the evidence?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Remedy Blackline Master 6–A

Name \_\_\_\_\_ Date \_\_\_\_\_

# Mastery Test 6 Remedies

## Section A

1. What is Braille?  
\_\_\_\_\_
2. What two things stimulated Houston's growth?  
\_\_\_\_\_
3. How do you make a spoonerism?  
\_\_\_\_\_
4. What is a robot?  
\_\_\_\_\_
5. What happens when a boycott takes place?  
\_\_\_\_\_
6. What is a maverick?  
\_\_\_\_\_
7. Why could Arabian horses perform so well in battle?  
\_\_\_\_\_
8. How is Braille read?  
\_\_\_\_\_
9. Why was the Pony Express so much faster than regular mail delivery?  
\_\_\_\_\_
10. How many days did it take to deliver mail from St. Joseph, Missouri, to Sacramento, California, before the Pony Express?  
\_\_\_\_\_
11. Who was president of the United States immediately before Millard Fillmore?  
\_\_\_\_\_
12. What do we mean when we say that Millard Fillmore was a moderate in his views?  
\_\_\_\_\_
13. Why do today's breeders breed Arabian stallions with other kinds of horses?  
\_\_\_\_\_
14. When a successful boycott takes place, what choices does a business have?  
\_\_\_\_\_
15. How long did mail delivery from St. Joseph to Sacramento take with the Pony Express?  
\_\_\_\_\_

## Remedy Blackline Master 6-B

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section B

#### LESSON 28—PART B

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. They changed their Swiss money into Canadian money.

---

---

---

2. Camilla had money problems when she was in Spain.

---

---

---

3. She went to the bank to change her money into savings bonds.

---

---

---

4. Jesse changed his money into diamonds.

---

---

#### LESSON 56—PART C

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. Her answer was filled with irrelevant details.

---

---

---

2. Lee's answer was filled with irrelevant details.

---

---

---

3. The teacher's irrelevant answers confused me.

---

---

---

4. His movements were filled with nervous jerks.

---

---

---

## Remedy Blackline Master 6-C

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 34—PART **D**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. The rule limited their parking.

\_\_\_\_\_  
\_\_\_\_\_

2. To limit gasoline usage, the committee passed a rule.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Some countries limit public meetings.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. The rule limited campfires to a small area.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### LESSON 22—PART **D**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. His directions were unclear and repetitive.

\_\_\_\_\_  
\_\_\_\_\_

2. Her repetitive sentences made her argument unclear.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Unclear questions are hard to answer.

\_\_\_\_\_  
\_\_\_\_\_

4. We were bored by her repetitive comments.

\_\_\_\_\_  
\_\_\_\_\_

5. By pausing, the shopkeeper lost her chance.

\_\_\_\_\_  
\_\_\_\_\_

6. Bill paused and then made a redundant comment.

\_\_\_\_\_  
\_\_\_\_\_



## Remedy Blackline Master 6-D

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 22—PART **D** (CONT.)

7. His remarks about Tony's chance were ambiguous.

\_\_\_\_\_

\_\_\_\_\_

8. Vera lost her chance for that job because she paused too long.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### LESSON 19—PART **B**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. By pausing, the old woman lost her chance.

\_\_\_\_\_

\_\_\_\_\_

2. How many chances do you think you'll get?

\_\_\_\_\_

\_\_\_\_\_

3. The minute Claude paused, his sister jumped at the chance.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Stop pausing before diving into the pool.

\_\_\_\_\_

\_\_\_\_\_

## Remedy Blackline Master 6-E

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section C

#### LESSON 46—PART **E**

Read the rule and each piece of evidence.  
Answer the questions.

Here's the rule:

**Green plants get their energy from the sun.**

Here are some pieces of evidence:

- **Kelp is a green plant.**

1. Is this evidence relevant or irrelevant?

\_\_\_\_\_

2. What's the conclusion?

\_\_\_\_\_

\_\_\_\_\_

- **When it's winter at the North Pole, it's summer at the South Pole.**

3. Is this evidence relevant or irrelevant?

\_\_\_\_\_

4. What's the conclusion?

\_\_\_\_\_

- **Some living things are neither plants nor animals.**

5. Is this evidence relevant or irrelevant?

\_\_\_\_\_

6. What's the conclusion?

\_\_\_\_\_

- **Algae are green plants.**

7. Is this evidence relevant or irrelevant?

\_\_\_\_\_

8. What's the conclusion?

\_\_\_\_\_

\_\_\_\_\_

- **Omnivores are animals that eat plants and other animals.**

9. Is this evidence relevant or irrelevant?

\_\_\_\_\_

10. What's the conclusion?

\_\_\_\_\_

- **Agriculture is a science.**

11. Is this evidence relevant or irrelevant?

\_\_\_\_\_

12. What's the conclusion?

\_\_\_\_\_

**Remedy Blackline Master 6-F**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Section D**

**LESSON 46—PART B**

Read the argument below and answer the questions.

**I took Grandma’s Remedy for my cold and went to bed. Four days later, my cold was gone. Grandma’s Remedy sure does work. If I hadn’t taken it, I’d still have that cold.**

1. What does the writer want us to conclude?

\_\_\_\_\_  
\_\_\_\_\_

2. Why does the writer think that taking Grandma’s Remedy gets rid of a cold?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What rule does the argument break?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**LESSON 48—PART B**

Read the argument below and answer the questions.

**The capital of Arizona has a greater population than the capital of California. Therefore, the state of Arizona must have a greater population than the state of California.**

1. What does the writer want us to conclude?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. The conclusion is based on information about a part. Name that part.

\_\_\_\_\_  
\_\_\_\_\_

3. What rule does the argument break?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Remedy Blackline Master 7-A

Name \_\_\_\_\_ Date \_\_\_\_\_

# Mastery Test 7 Remedies

## Section A

1. When a successful boycott takes place, what choices does a business have?  
\_\_\_\_\_
2. What is an endangered species?  
\_\_\_\_\_
3. When you study ecology, what do you study?  
\_\_\_\_\_
4. What is a basic goal of all living things?  
\_\_\_\_\_
5. What do we mean when we say that an animal is herbivorous?  
\_\_\_\_\_
6. How many days did it take to deliver mail from St. Joseph, Missouri, to Sacramento, California, before the Pony Express?  
\_\_\_\_\_
7. What two things stimulated Houston's growth?  
\_\_\_\_\_
8. How long did mail delivery from St. Joseph to Sacramento take with the Pony Express?  
\_\_\_\_\_
9. Why was the Pony Express so much faster than regular mail delivery?  
\_\_\_\_\_
10. The word **ecology** comes from a Greek word meaning what?  
\_\_\_\_\_
11. What is the only type of living thing that produces its own food?  
\_\_\_\_\_
12. What do we mean when we say that an animal is carnivorous?  
\_\_\_\_\_
13. Who was president of the United States immediately before Millard Fillmore?  
\_\_\_\_\_
14. Why weren't people concerned with ecology a hundred years ago?  
\_\_\_\_\_

## Remedy Blackline Master 7-B

Name \_\_\_\_\_ Date \_\_\_\_\_

15. What happens when a boycott takes place?

\_\_\_\_\_

16. What do we mean when we say that Millard Fillmore was a moderate in his views?

\_\_\_\_\_

17. What would happen to herbivorous animals if there were no plants?

\_\_\_\_\_

18. How do you make a spoonerism?

\_\_\_\_\_

19. What do we mean when we say that a type of animal is extinct?

\_\_\_\_\_

20. What would happen to carnivorous animals if there were no herbivorous animals?

\_\_\_\_\_

21. How many species of animals are currently endangered?

\_\_\_\_\_

## Remedy Blackline Master 7-C

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section B

#### LESSON 22—PART **D**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. His directions were unclear and repetitive.

\_\_\_\_\_

\_\_\_\_\_

2. Her repetitive sentences made her argument unclear.

\_\_\_\_\_

\_\_\_\_\_

3. Unclear questions are hard to answer.

\_\_\_\_\_

\_\_\_\_\_

4. We were bored by her repetitive comments.

\_\_\_\_\_

\_\_\_\_\_

5. By pausing, the shopkeeper lost her chance.

\_\_\_\_\_

\_\_\_\_\_

6. Bill paused and then made a redundant comment.

\_\_\_\_\_

\_\_\_\_\_

7. His remarks about Tony's chance were ambiguous.

\_\_\_\_\_

\_\_\_\_\_

8. Vera lost her chance for that job because she paused too long.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### LESSON 34—PART **D**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. The rule limited their parking.

\_\_\_\_\_

\_\_\_\_\_

2. To limit gasoline usage, the committee passed a rule.

\_\_\_\_\_

\_\_\_\_\_

3. Some countries limit public meetings.

\_\_\_\_\_

\_\_\_\_\_

4. The rule limited campfires to a small area.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Remedy Blackline Master 7-D

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 62—PART **G**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. They made up a fitting plan.

\_\_\_\_\_

2. The committee made up a fitting schedule.

\_\_\_\_\_

3. The plan that we are using was made up by the director.

\_\_\_\_\_

\_\_\_\_\_

4. Army generals should be good at making up defense plans.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### LESSON 19—PART **B**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. By pausing, the old woman lost her chance.

\_\_\_\_\_

\_\_\_\_\_

2. How many chances do you think you'll get?

\_\_\_\_\_

\_\_\_\_\_

3. The minute Claude paused, his sister jumped at the chance.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Stop pausing before diving into the pool.

\_\_\_\_\_

\_\_\_\_\_



## Remedy Blackline Master 7-E

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 56—PART **C**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. Her answer was filled with irrelevant details.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Lee's answer was filled with irrelevant details.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. The teacher's irrelevant answers confused me.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. His movements were filled with nervous jerks.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### LESSON 28—PART **B**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. They changed their Swiss money into Canadian money.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Camilla had money problems when she was in Spain.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. She went to the bank to change her money into savings bonds.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Jesse changed his money into diamonds.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Remedy Blackline Master 7-F

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section C

#### LESSON 62—PART **F**

Here's the main-idea sentence for a paragraph:

**“The world is facing a serious fuel shortage.”**

Read each sentence below. Write **yes** if the sentence provides more information about the main idea. Write **no** if the sentence does not provide more information about the main idea.

1. In Europe, gasoline costs as much as four dollars a gallon. \_\_\_\_\_
2. Part of the world faced a serious shortage of food during the famine of 1877. \_\_\_\_\_
3. The world is 38,400 kilometers around at the equator. \_\_\_\_\_
4. Scientists suggest the use of solar energy for heating homes. \_\_\_\_\_
5. Some new houses use wind power to produce electricity for heat. \_\_\_\_\_
6. The world faces a serious problem because the population continues to increase.  
\_\_\_\_\_

## Remedy Blackline Master 7-G

Name \_\_\_\_\_

Date \_\_\_\_\_

### Section D

#### LESSON 63—PART **D**

Change each sentence by using **who** or **which** for the underlined part.

1. Our class is going to an assembly.

\_\_\_\_\_

2. Maple trees lose their leaves in the fall.

\_\_\_\_\_

3. These students are going to graduate.

\_\_\_\_\_

4. His sister plays the clarinet.

\_\_\_\_\_

5. That dog howls every night.

\_\_\_\_\_

\_\_\_\_\_

## Remedy Blackline Master 7-H

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 65—PART B

Combine the sentences in each item below by using the word **who** or the word **which**. In each new sentence, put a comma before **who** or **which**.

1. I bought a birthday present for my father.  
My father will be fifty-two next week.

---

---

---

2. She bought that coat. That coat was on sale for fifty dollars.

---

---

3. The detective followed the mysterious woman. The mysterious woman got on a train.

---

---

4. Sailors used to get scurvy. Scurvy is a disease of the mouth and gums.

---

---

---

5. Rachel made a peach tart. A peach tart is her favorite dessert.

---

---

---

### Section E

#### LESSON 64—PART D

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. They made up a fitting plan.

---

2. A fitting schedule must be made up if we want to meet our deadline.

---

---

---

3. My friend will make up the senator's election plans.

---

---

4. His color choice was not fitting for an office.

---

---

## Remedy Blackline Master 7-I

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 65—PART **D**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. They made up a fitting plan.

\_\_\_\_\_

2. The class will make up a plan for winning the attendance award.

\_\_\_\_\_

\_\_\_\_\_

3. Plans for gas rationing may be fitting in the near future.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. She made up a fitting menu for the occasion.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Section F

### LESSON 61—PART **E**

If evidence is relevant to a rule, it must tell about certain words in the rule. Read the rule and underline the right words. Then answer the questions about each piece of evidence. Remember, if the evidence is irrelevant, there is no conclusion.

**Rule. All paper is made from wood fiber.**

- Evidence A. **Cardboard is made of wood fiber.**

1. Is evidence A relevant or irrelevant?

\_\_\_\_\_

2. What's the conclusion?

\_\_\_\_\_

\_\_\_\_\_

- Evidence B. **Particle board is made of wood fiber.**

3. Is evidence B relevant or irrelevant?

\_\_\_\_\_

4. What's the conclusion?

\_\_\_\_\_

\_\_\_\_\_

## Remedy Blackline Master 7-J

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 61—PART **E** (CONT.)

- Evidence C. **Pasteboard is paper.**

5. Is evidence C relevant or irrelevant?

\_\_\_\_\_

6. What's the conclusion?

\_\_\_\_\_

\_\_\_\_\_

- Evidence D. **Playing cards are paper.**

7. Is evidence D relevant or irrelevant?

\_\_\_\_\_

8. What's the conclusion?

\_\_\_\_\_

\_\_\_\_\_

### LESSON 62—PART **E**

If evidence is relevant to a rule, it must tell about certain words in the rule. Read the rule and underline the right words. Then answer the questions about each piece of evidence. Remember, if the evidence is irrelevant, there is no conclusion.

**Rule. Large felines are carnivorous**

- Evidence A. **A lion is carnivorous.**

1. Is evidence A relevant or irrelevant?

\_\_\_\_\_

2. What's the conclusion?

\_\_\_\_\_

\_\_\_\_\_

- Evidence B. **Jaguars and tigers are large felines.**

3. Is evidence B relevant or irrelevant?

\_\_\_\_\_

4. What's the conclusion?

\_\_\_\_\_

\_\_\_\_\_

- Evidence C. **A snow leopard is carnivorous.**

5. Is evidence C relevant or irrelevant?

\_\_\_\_\_

6. What's the conclusion?

\_\_\_\_\_

\_\_\_\_\_

- Evidence D. **A leopard is carnivorous.**

7. Is evidence D relevant or irrelevant?

\_\_\_\_\_

8. What's the conclusion?

\_\_\_\_\_

\_\_\_\_\_

## Remedy Blackline Master 8–A

Name \_\_\_\_\_ Date \_\_\_\_\_

# Mastery Test 8 Remedies

## Section A

1. What is the only type of living thing that produces its own food?  
\_\_\_\_\_
2. The word **ecology** comes from a Greek word meaning what?  
\_\_\_\_\_
3. When you study ecology, what do you study?  
\_\_\_\_\_
4. What do we mean when we say that a type of animal is extinct?  
\_\_\_\_\_
5. What do we mean when we say that an animal is carnivorous?  
\_\_\_\_\_
6. Name the two parts of a carnivorous mammal that are well designed for hunting.  
\_\_\_\_\_
7. Do both eyes of a carnivorous mammal see almost the same thing?  
\_\_\_\_\_
8. What would happen to carnivorous animals if there were no herbivorous animals?  
\_\_\_\_\_
9. What is a basic goal of all living things?  
\_\_\_\_\_
10. What do we mean when we say that an animal is herbivorous?  
\_\_\_\_\_
11. Do both eyes of an herbivorous mammal see almost the same thing?  
\_\_\_\_\_
12. Why weren't people concerned with ecology a hundred years ago?  
\_\_\_\_\_
13. What would happen to herbivorous animals if there were no plants?  
\_\_\_\_\_
14. What is an endangered species?  
\_\_\_\_\_
15. How are the teeth of an herbivorous mammal different from those of a carnivorous mammal?  
\_\_\_\_\_
16. Name the two parts of an herbivorous mammal that are well designed for hunting.  
\_\_\_\_\_
17. How many species of animals are currently endangered?  
\_\_\_\_\_



## Remedy Blackline Master 8-B

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section B

#### LESSON 57—PART B

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. Her answer was filled with irrelevant details.

---

---

---

2. His answers were filled with irrelevant details.

---

---

---

3. Our conversation was filled with long pauses.

---

---

---

4. The professor often yelled at students who gave irrelevant answers.

---

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---

#### LESSON 62—PART G

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. They made up a fitting plan.

---

---

2. The committee made up a fitting schedule.

---

---

3. The plan that we are using was made up by the director.

---

---

---

4. Army generals should be good at making up defense plans.

---

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## Remedy Blackline Master 8-C

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 19—PART **B**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. By pausing, the old woman lost her chance.  
\_\_\_\_\_  
\_\_\_\_\_
2. How many chances do you think you'll get?  
\_\_\_\_\_  
\_\_\_\_\_
3. The minute Claude paused, his sister jumped at the chance.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Stop pausing before diving into the pool.  
\_\_\_\_\_  
\_\_\_\_\_

### LESSON 28—PART **B**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. They changed their Swiss money into Canadian money.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Camilla had money problems when she was in Spain.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. She went to the bank to change her money into savings bonds.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Jesse changed his money into diamonds.  
\_\_\_\_\_  
\_\_\_\_\_

## Remedy Blackline Master 8-D

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 22—PART **D**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. His directions were unclear and repetitive.

\_\_\_\_\_

\_\_\_\_\_

2. Her repetitive sentences made her argument unclear.

\_\_\_\_\_

\_\_\_\_\_

3. Unclear questions are hard to answer.

\_\_\_\_\_

\_\_\_\_\_

4. We were bored by her repetitive comments.

\_\_\_\_\_

\_\_\_\_\_

5. By pausing, the shopkeeper lost her chance.

\_\_\_\_\_

\_\_\_\_\_

6. Bill paused and then made a redundant comment.

\_\_\_\_\_

\_\_\_\_\_

7. His remarks about Tony's chance were ambiguous.

\_\_\_\_\_

\_\_\_\_\_

8. Vera lost her chance for that job because she paused too long.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### LESSON 34—PART **D**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. The rule limited their parking.

\_\_\_\_\_

\_\_\_\_\_

2. To limit gasoline usage, the committee passed a rule.

\_\_\_\_\_

\_\_\_\_\_

3. Some countries limit public meetings.

\_\_\_\_\_

\_\_\_\_\_

4. The rule limited campfires to a small area.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Remedy Blackline Master 8-E

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section D

#### LESSON 72—PART **E**

Select the right word for combining each pair of sentences that follows. Then write the combined sentence. Remember to punctuate each sentence correctly.

1. Jill felt very tired. She went to bed two hours early.

**therefore**      **however**

---

---

---

2. We threw out the glue. The glue was no good.

**who**      **which**

---

---

3. Susan and her husband like to travel. They went on a vacation to Greece.

**and**      **but**

---

---

---

---

4. Angela almost never eats meat. She ate a hamburger for lunch.

**so**      **however**

---

---

---

5. We watched the team. The team was practicing in the gym.

**who**      **which**

---

---

---

6. Julian and Carla went to a movie after school. They were late for dinner.

**and**      **however**

---

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## Remedy Blackline Master 8-F

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 73—PART **E**

Select the right word for combining each pair of sentences that follows. Then write the combined sentence. Remember to punctuate each sentence correctly.

1. Both brothers like to play tennis. Neither of them played in the tournament yesterday.

**therefore**      **but**

---

---

---

---

2. The traffic was unusually heavy. Hilda was almost two hours late for work.

**therefore**      **but**

---

---

---

---

3. Tom joined the club. The club was for tennis players only.

**who**      **which**

---

---

---

4. The gas station attendant's directions were ambiguous. We got lost trying to find your house.

**so**      **however**

---

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---

5. Howard never practices playing his violin. He sounded excellent in the concert.

**however**      **therefore**

---

---

---

---

6. A teacher yelled at the class. The class was rowdy.

**who**      **which**

---

---

Remedy Blackline Master 8-G

Name \_\_\_\_\_ Date \_\_\_\_\_

Section E

LESSON 75—PART A

Read the rule and each piece of evidence. Write a conclusion after each piece of evidence.

Rule. Every muscle pulls.

<u>Evidence</u>	<u>Conclusion</u>
1. The femur does not pull.	_____
2. The deltoid is a muscle.	_____
3. The masseter is a muscle.	_____
4. The cranium does not pull.	_____

LESSON 76—PART B

Read the rule and each piece of evidence. Write a conclusion after each piece of evidence.

Rule. All musical instruments make sound.

<u>Evidence</u>	<u>Conclusion</u>
1. A violin is a musical instrument.	_____
	_____
2. Asters do not make sounds.	_____
	_____
3. Oboes are musical instruments.	_____
	_____
4. A mandolin is a musical instrument.	_____
	_____

## Remedy Blackline Master 8–H

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section F

#### LESSON 76—PART **A**

Some sentences have redundant parts. A part is redundant if it repeats something that has already been said. In the following sentences, the redundant part is underlined.

**The man, who was an adult male,  
stood on the street corner.**

Here's why the underlined part is redundant. If you know that it was a man, you already know that it was an adult male. The underlined words repeat something that has already been said.

- Here's another sentence:

**"I will purchase the dress," she said,  
deciding to buy it.**

Here's why the underlined part is redundant. If you know that she will purchase the dress, you already know that she has decided to buy it. The underlined words repeat something that has already been said.

- Here's another sentence:

**The man, who was an adult male,  
stood on the street corner.**

Explain why the underlined part in the sentence is redundant. Do this by completing the sentence below.

If you know that it was a man, you already know that \_\_\_\_\_  
\_\_\_\_\_.

- Here's another sentence:

**He presented his inquiries in the form  
of questions.**

Explain why the underlined part is redundant. Do this by completing the sentence below.

If you know that he made inquiries, you already know that \_\_\_\_\_  
\_\_\_\_\_.

- Here's another sentence:

**The Great Pyramids of Egypt are  
made of huge stone blocks that are  
very big.**

Explain why the underlined part is redundant. Do this by completing the sentence below.

If you know that the stone blocks are huge, you already know that \_\_\_\_\_  
\_\_\_\_\_.

Read each sentence that follows. Explain why the underlined part is redundant by filling in the blanks.

1. In the middle of his speech, he paused by  
hesitating.

If you know that he paused, you already know that \_\_\_\_\_  
\_\_\_\_\_.



## Remedy Blackline Master 8-I

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 76—PART **A** (CONT.)

2. He decided to convert his car engine by changing it.

If you know that he converted his car engine, you already know that

\_\_\_\_\_

3. The last time I saw Richard was in 1972, and I haven't seen him since then.

If you know that 1972 was the last time I saw Richard, you already know that

\_\_\_\_\_

4. She sleeps until noon, never getting up before 12.

If you know that she sleeps until noon, you already know that

\_\_\_\_\_

### LESSON 77—PART **C**

Read each sentence below. Explain why the underlined part is redundant by filling in the blanks.

1. We'll send to you, without charge, this wonderful gadget as a free gift.

If you know that it will be sent without charge, you already know that

\_\_\_\_\_

2. If you continue to drive like that, you will destroy your car and ruin it completely.

If you know that driving like that will destroy your car, you already know that

\_\_\_\_\_

3. We are prepared to make a dramatic half-price offer—that is, 50 percent off—when you buy our product.

If you know that the price will be cut in half, you already know that

\_\_\_\_\_

4. "I . . . I . . . I . . .," he said again and again.

If you know that he repeated I several times, you already know that

\_\_\_\_\_

## Remedy Blackline Master 9–A

Name \_\_\_\_\_ Date \_\_\_\_\_

# Mastery Test 9 Remedies

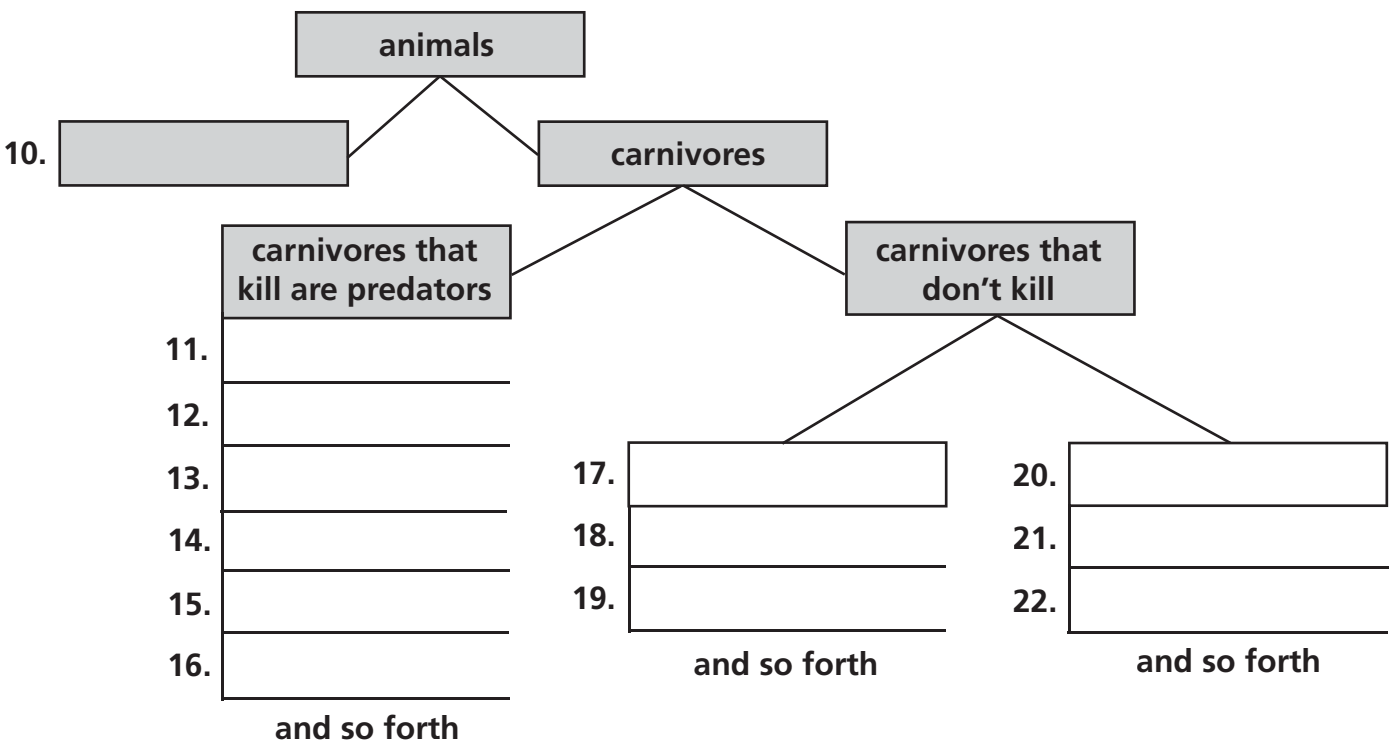
## *Section A*

1. Name three different things that Leonardo da Vinci did.  
\_\_\_\_\_
2. What is a cold war?  
\_\_\_\_\_
3. Name the two parts of a carnivorous mammal that are well designed for hunting.  
\_\_\_\_\_
4. Do both eyes of a carnivorous mammal see almost the same thing?  
\_\_\_\_\_
5. Do both eyes of an herbivorous mammal see almost the same thing?  
\_\_\_\_\_
6. When was the first coast-to-coast railroad in the United States completed?  
\_\_\_\_\_
7. How are the teeth of an herbivorous mammal different from those of a carnivorous mammal?  
\_\_\_\_\_
8. When did the first person walk on the moon?  
\_\_\_\_\_
9. Name the two parts of an herbivorous mammal that are well designed for hunting.  
\_\_\_\_\_

Remedy Blackline Master 9-B

Name \_\_\_\_\_ Date \_\_\_\_\_

• Fill in the chart below.



## Remedy Blackline Master 9-C

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section B

#### LESSON 85—PART **D**

Look at this diagram:



The diagram contradicts part of these instructions:

1. Draw an oval.
2. Draw a horizontal line below the oval.
3. Write the word **response** to the left of the oval.
4. Write the word **strategy** below the word **response**.

Circle the instruction that the diagram contradicts.

Draw a new diagram that follows the instructions.

#### LESSON 21—PART **C**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. I got lost because his directions were unclear.

---

---

---

2. The teacher's questions were unclear and repetitive.

---

---

---

3. Repetitive books are not much fun to read.

---

---

4. His unclear and repetitive speech made the time drag.

---

---

---

5. By pausing, the hungry alligator lost its chance.

---

---

---

Remedy Blackline Master 9-D

Name \_\_\_\_\_ Date \_\_\_\_\_

LESSON 21—PART C (CONT.)

6. If Elena pauses too long, will you consider me?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
7. Julio will have a chance to buy that car today.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
8. Ernie had a chance and acted without pausing.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

LESSON 33—PART E

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. The rule limited their parking.
- \_\_\_\_\_
- \_\_\_\_\_
2. Lawn sprinkling was limited because of the water shortage.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. A rule limited her voting rights.
- \_\_\_\_\_
- \_\_\_\_\_
4. Rules limit the amount of interest a lender may charge on a loan.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

LESSON 62—PART G

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. They made up a fitting plan.
- \_\_\_\_\_
- \_\_\_\_\_
2. The committee made up a fitting schedule.
- \_\_\_\_\_
- \_\_\_\_\_
3. The plan that we are using was made up by the director.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Remedy Blackline Master 9-E

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 62—PART **G** (CONT.)

4. Army generals should be good at making  
up defense plans.

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---

### LESSON 18—PART **D**

For each item, write a new sentence that means the same thing by changing the underlined words.

1. By pausing, she lost her chance.

---

---

2. Although he paused, he did not give up his chance.

---

---

---

---

3. The dog had four chances to catch the fly.

---

---

---

4. Don't pause before eating.

---

---

### LESSON 27—PART **G**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. They changed their Swiss money into Canadian money.

---

---

---

2. She needed a lot of money to change the garage into a store.

---

---

---

---

3. The Bruno family is changing their garage into a bedroom.

---

---

---

---

4. We changed our Mexican money into Japanese money.

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## Remedy Blackline Master 9-F

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 57—PART **B**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. Her answer was filled with irrelevant details.  
\_\_\_\_\_  
\_\_\_\_\_
2. His answers were filled with irrelevant details.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Our conversation was filled with long pauses.  
\_\_\_\_\_  
\_\_\_\_\_
4. The professor often yelled at students who gave irrelevant answers.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Section D

### LESSON 84—PART **D**

You will be tested on some facts presented in this lesson. These facts are:

1. Scavengers and parasites are two kinds of carnivores that do not kill.
2. Ticks and leeches are two kinds of parasites.
3. Bears, porcupines, crows, and vultures are scavengers.

Study these facts. Repeat them to yourself. Writing these facts may help you remember them.



## Remedy Blackline Master 9-G

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 88—PART **A**

Each argument that follows is faulty.

- Our sun is not even two million kilometers across, and Red Giant stars are more than ten million kilometers across. Therefore, Red Giant stars must be brighter than our sun.

1. What does the writer want us to conclude?

---

---

---

2. How could you show that the argument is faulty?

---

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- I support the mayor for reelection. He has the experience and knowledge necessary to run our city. Our city government works very well. The mayor is part of the city government, so it follows that he must be doing good work, too.

3. What does the writer want us to conclude?

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---

4. How could you show that the argument is faulty?

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---

- When the cost of raw materials goes up, we have no choice but to raise the price of our cars. Either you let us price our cars however we please, or you destroy the very foundation of our economy. The choice is up to you.

5. What does the writer want us to conclude?

---

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---

---

---

6. How could you show that the argument is faulty?

---

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## Remedy Blackline Master 10–A

Name \_\_\_\_\_ Date \_\_\_\_\_

# Mastery Test 10 Remedies

## Section A

1. Do both eyes of a carnivorous mammal see almost the same thing?

\_\_\_\_\_

2. What do we call any living thing?

\_\_\_\_\_

3. How are the teeth of an herbivorous mammal different from those of a carnivorous mammal?

\_\_\_\_\_

4. Name three different things that Leonardo da Vinci did.

\_\_\_\_\_

5. What is a cold war?

\_\_\_\_\_

6. Do both eyes of an herbivorous mammal see almost the same thing?

\_\_\_\_\_

7. Why do herbivorous mammals need the kind of eyes they have?

\_\_\_\_\_

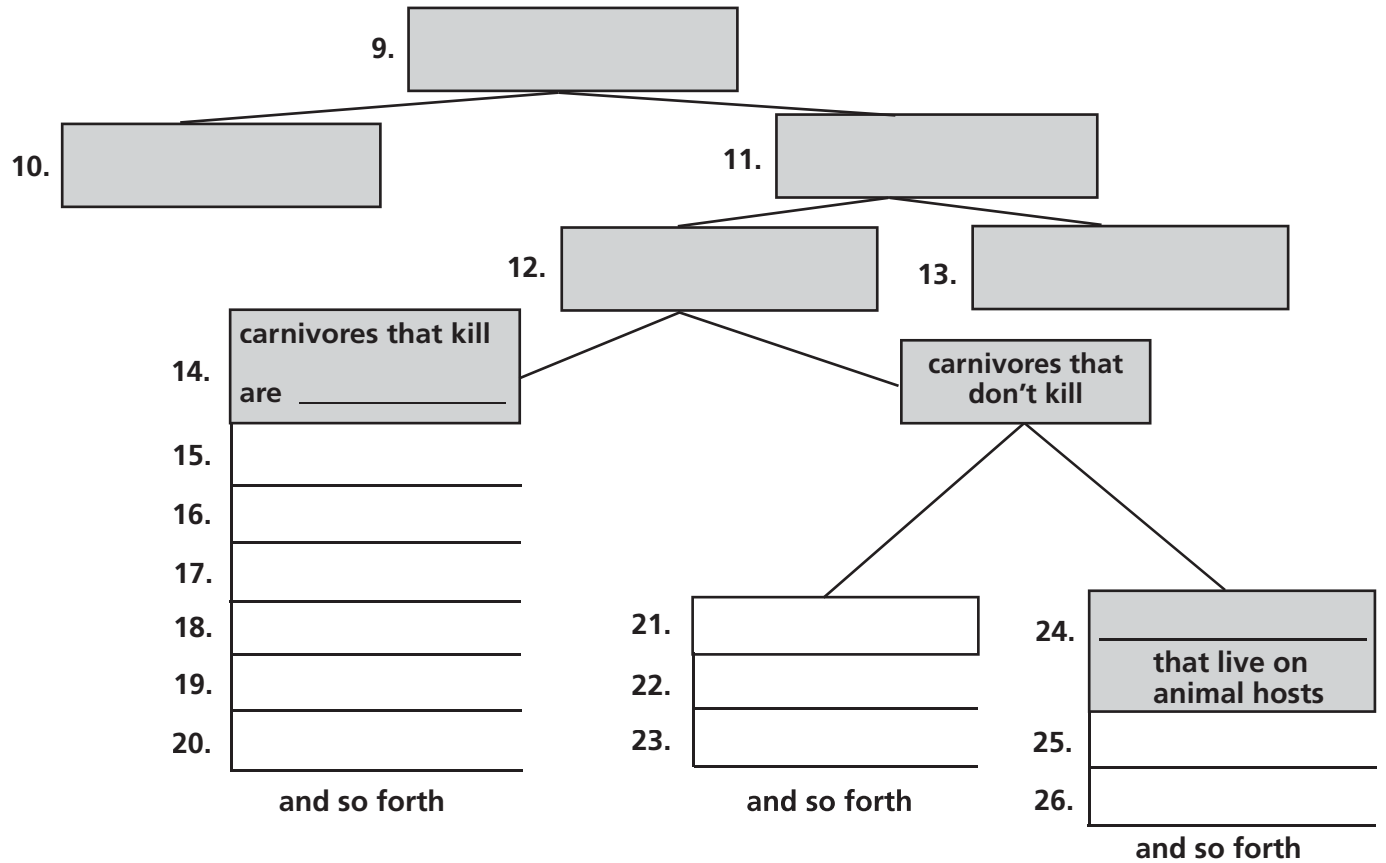
8. Name three ways that plants are different from animals.

\_\_\_\_\_

## Remedy Blackline Master 10-B

Name \_\_\_\_\_ Date \_\_\_\_\_

- Fill in the chart below.



## Remedy Blackline Master 10-C

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section B

#### LESSON 18—PART **D**

For each item, write a new sentence that means the same thing by changing the underlined words.

1. By pausing, she lost her chance.

\_\_\_\_\_

\_\_\_\_\_

2. Although he paused, he did not give up his chance.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. The dog had four chances to catch the fly.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Don't pause before eating.

\_\_\_\_\_

\_\_\_\_\_

#### LESSON 21—PART **C**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. I got lost because his directions were unclear.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. The teacher's questions were unclear and repetitive.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Repetitive books are not much fun to read.

\_\_\_\_\_

\_\_\_\_\_

4. His unclear and repetitive speech made the time drag.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Remedy Blackline Master 10-D

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 21—PART **C** (CONT.)

5. By pausing, the hungry alligator lost its chance.

---

---

---

6. If Elena pauses too long, will you consider me?

---

---

---

7. Julio will have a chance to buy that car today.

---

---

---

8. Ernie had a chance and acted without pausing.

---

---

---

### LESSON 27—PART **G**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. They changed their Swiss money into Canadian money.

---

---

---

2. She needed a lot of money to change the garage into a store.

---

---

---

3. The Bruno family is changing their garage into a bedroom.

---

---

---

4. We changed our Mexican money into Japanese money.

---

---

---

---

## Remedy Blackline Master 10-E

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 33—PART **E**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. The rule limited their parking.

---

---

2. Lawn sprinkling was limited because of the water shortage.

---

---

---

3. A rule limited her voting rights.

---

---

4. Rules limit the amount of interest a lender may charge on a loan.

---

---

---

---

### LESSON 57—PART **B**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. Her answer was filled with irrelevant details.

---

---

---

2. His answers were filled with irrelevant details.

---

---

---

3. Our conversation was filled with long pauses.

---

---

---

4. The professor often yelled at students who gave irrelevant answers.

---

---

---

---

## Remedy Blackline Master 10-F

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 62—PART **G**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. They made up a fitting plan.

\_\_\_\_\_

2. The committee made up a fitting schedule.

\_\_\_\_\_

3. The plan that we are using was made up by the director.

\_\_\_\_\_

\_\_\_\_\_

4. Army generals should be good at making up defense plans.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### LESSON 85—PART **D**

Look at this diagram:



The diagram contradicts part of these instructions:

1. Draw an oval.
2. Draw a horizontal line below the oval.
3. Write the word **response** to the left of the oval.
4. Write the word **strategy** below the word **response**.

Circle the instruction that the diagram contradicts.

Draw a new diagram that follows the instructions.



## Remedy Blackline Master 10-G

Name \_\_\_\_\_

Date \_\_\_\_\_

### Section D

#### LESSON 86—PART **G**

You will be tested on some facts presented in this lesson. These facts are:

1. Mistletoe and dodder are parasites that live on plants.
2. Fleas, ticks, mosquitoes and leeches are parasites that live on animals.

Study these facts. Repeat them to yourself.  
Writing these facts may help you remember them.

## Remedy Blackline Master 10-H

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 87—PART C

Each argument below breaks one of these rules:

**Rule 1.** Just because two things happen around the same time doesn't mean one thing causes the other thing.

**Rule 2.** Just because you know about a part doesn't mean you know about the whole thing.

**Rule 3.** Just because you know about a part doesn't mean you know about another part.

**Rule 4.** Just because you know about the whole thing doesn't mean you know about every part.

**Rule 5.** Just because words are the same doesn't mean they have the same meaning.

**Rule 6.** Just because the writer presents some choices doesn't mean there aren't other choices.

After each argument, write the number of the rule the argument breaks.

1. An officer stopped a man on the freeway for speeding. The man had been traveling at about 85 miles per hour and had been weaving in and out of traffic.

When the officer began writing the first of three tickets, the man said: "But, officer, you don't understand. I must get home. I left home about an hour ago, and I forgot that I had left my welding torch on in the basement. If somebody doesn't turn it off very soon, it will burn up the house. My wife is in the house. If I don't get home right now, I'm going to lose my home and my wife." \_\_\_\_\_

2. Bob said that he'd give me a ring Thursday, and all he did was call me on the phone. I wonder if I should even see him again. \_\_\_\_\_
3. I'm sure that she has pretty feet. Her legs and arms are very attractive.  
\_\_\_\_\_
4. Not everybody's going to agree with me, but I don't think Mary Cass is right for the job of union official. I know what others have said. Even the president of the union called Mary a stout supporter of the union. But that's the problem. We don't need a stout supporter. We need somebody who is slim, somebody who can get out there and fight. \_\_\_\_\_

Remedy Blackline Master 10-I

Name \_\_\_\_\_ Date \_\_\_\_\_

Section F

LESSON 94—PART B

Underline the redundant part in each sentence that follows. Then explain why the underlined part is redundant.

1. I found his repetitive statements redundant.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. I know that we’ve made progress because we have moved forward.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. He had the kind of bird that has wings, feathers, and two legs.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

LESSON 95—PART B

Underline the redundant part in each sentence that follows. Then explain why the underlined part is redundant.

1. He bought the kind of automobile that is designed to take people from one place to another.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. My apartment had been robbed, and some of my things had been stolen.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. He was a salesperson who sold things.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Remedy Blackline Master 10-J

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section G

#### LESSON 97—PART **A**

Write whether each statement below is a **statement of ought** or a **statement of fact**.

1. Lula ought to get a job.

\_\_\_\_\_

2. Lula wants to get a job.

\_\_\_\_\_

3. People shouldn't drive after they've drunk alcohol.

\_\_\_\_\_

4. People who drive after drinking alcohol often have accidents.

\_\_\_\_\_

## Remedy Blackline Master 11–A

Name \_\_\_\_\_ Date \_\_\_\_\_

# Mastery Test 11 Remedies

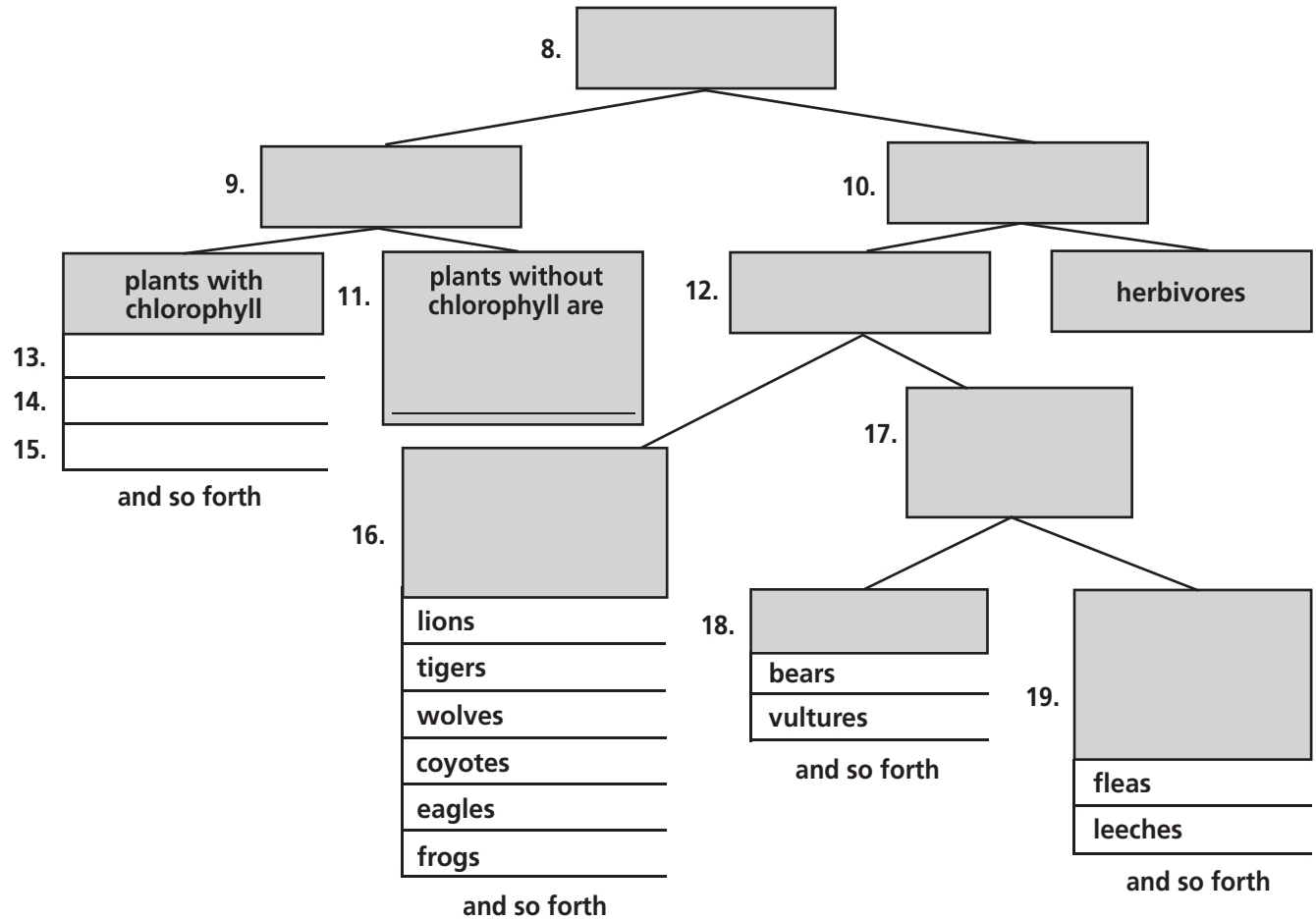
## Section A

1. What is a basic goal of all living things?  
\_\_\_\_\_
2. Name three ways that plants are different from animals.  
\_\_\_\_\_
3. How are the teeth of an herbivorous mammal different from those of a carnivorous mammal?  
\_\_\_\_\_
4. What does **inflation** mean?  
\_\_\_\_\_
5. What do we mean when we say that an animal hibernates?  
\_\_\_\_\_
6. Why do herbivorous mammals need the kind of eyes they have?  
\_\_\_\_\_
7. What do we call any living thing?  
\_\_\_\_\_

## Remedy Blackline Master 11-B

Name \_\_\_\_\_ Date \_\_\_\_\_

- Fill in the chart below.



## Remedy Blackline Master 11-C

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section B

#### LESSON 22—PART **D**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. His directions were unclear and repetitive.

\_\_\_\_\_  
\_\_\_\_\_

2. Her repetitive sentences made her argument unclear.

\_\_\_\_\_  
\_\_\_\_\_

3. Unclear questions are hard to answer.

\_\_\_\_\_  
\_\_\_\_\_

4. We were bored by her repetitive comments.

\_\_\_\_\_  
\_\_\_\_\_

5. By pausing, the shopkeeper lost her chance.

\_\_\_\_\_  
\_\_\_\_\_

6. Bill paused and then made a redundant comment.

\_\_\_\_\_  
\_\_\_\_\_

7. His remarks about Tony's chance were ambiguous.

\_\_\_\_\_  
\_\_\_\_\_

8. Vera lost her chance for that job because she paused too long.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### LESSON 57—PART **B**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. Her answer was filled with irrelevant details.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. His answers were filled with irrelevant details.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Our conversation was filled with long pauses.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. The professor often yelled at students who gave irrelevant answers.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Remedy Blackline Master 11-D

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 101—PART C

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. The major argued that he had sound reasons for hiding the facts.

---

---

---

---

2. Tim's reasons for stealing tires were not sound.

---

---

---

3. The police were hiding the facts regarding the crime.

---

---

---

4. Were they trying to hide their real reasons for raising prices?

---

---

---

---

5. The lawyer will argue that his client's reasons are sound.

---

---

---

---

### LESSON 19—PART B

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. By pausing, the old woman lost her chance.

---

---

2. How many chances do you think you'll get?

---

---

3. The minute Claude paused, his sister jumped at the chance.

---

---

---

4. Stop pausing before diving into the pool.

---

---

## Remedy Blackline Master 11-E

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 34—PART **D**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. The rule limited their parking.

\_\_\_\_\_  
\_\_\_\_\_

2. To limit gasoline usage, the committee passed a rule.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Some countries limit public meetings.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. The rule limited campfires to a small area.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### LESSON 86—PART **D**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. A strange event caused the fear that she showed.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Tom showed fear at the sight of a snake.

\_\_\_\_\_  
\_\_\_\_\_

3. The erupting volcano caused an unusual event.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. The horses showed their fear by rearing.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Remedy Blackline Master 11-F

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 28—PART **B**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. They changed their Swiss money into Canadian money.

---

---

---

2. Camilla had money problems when she was in Spain.

---

---

---

3. She went to the bank to change her money into savings bonds.

---

---

---

4. Jesse changed his money into diamonds.

---

---

### LESSON 63—PART **C**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. They made up a fitting plan.

---

---

2. The club discussed a fitting plan for the bake sale.

---

---

---

3. This new ad was made up by a child.

---

---

4. The team's plans are not working out well.

---

---

## Remedy Blackline Master 11-G

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section F

#### LESSON 101—PART **A**

In the passage below, the verbs **has** and **have** are used incorrectly six times. Cross out each incorrect word. Write the correct word above it. There are three redundant parts in the passage below. Cross out each redundant part.

This city have the best bus system in Canada, better than any you will find for miles around. All you has to know is the bus number, where you are going, and when the bus arrives. (Each bus route have its own printed schedule that shows when the buses arrive and depart.) Everybody have to has correct change because the driver doesn't make change on the bus. Children and those over fifty-five years old has special fares, and they pay a different fare from that paid by other people.

#### LESSON 102—PART **C**

In the passage below, the verbs **is** and **are** are used incorrectly five times. Cross out each incorrect word. Write the correct word above it. There are **two** redundant parts in the passage below. Cross out each redundant part.

Almost every country are famous for a particular dish. Italy are famous for its spaghetti, and Germany is famous for its sausages. The United States has become well known for several dishes. For instance, hamburgers originated in the United States, where they were made for the first time. Hamburgers is popular all over the world, and people in many places like to eat them. Hush puppies, which is balls of fried cornmeal, is popular in the southern states.

## Remedy Blackline Master 12–A

Name \_\_\_\_\_ Date \_\_\_\_\_

# Mastery Test 12 Remedies

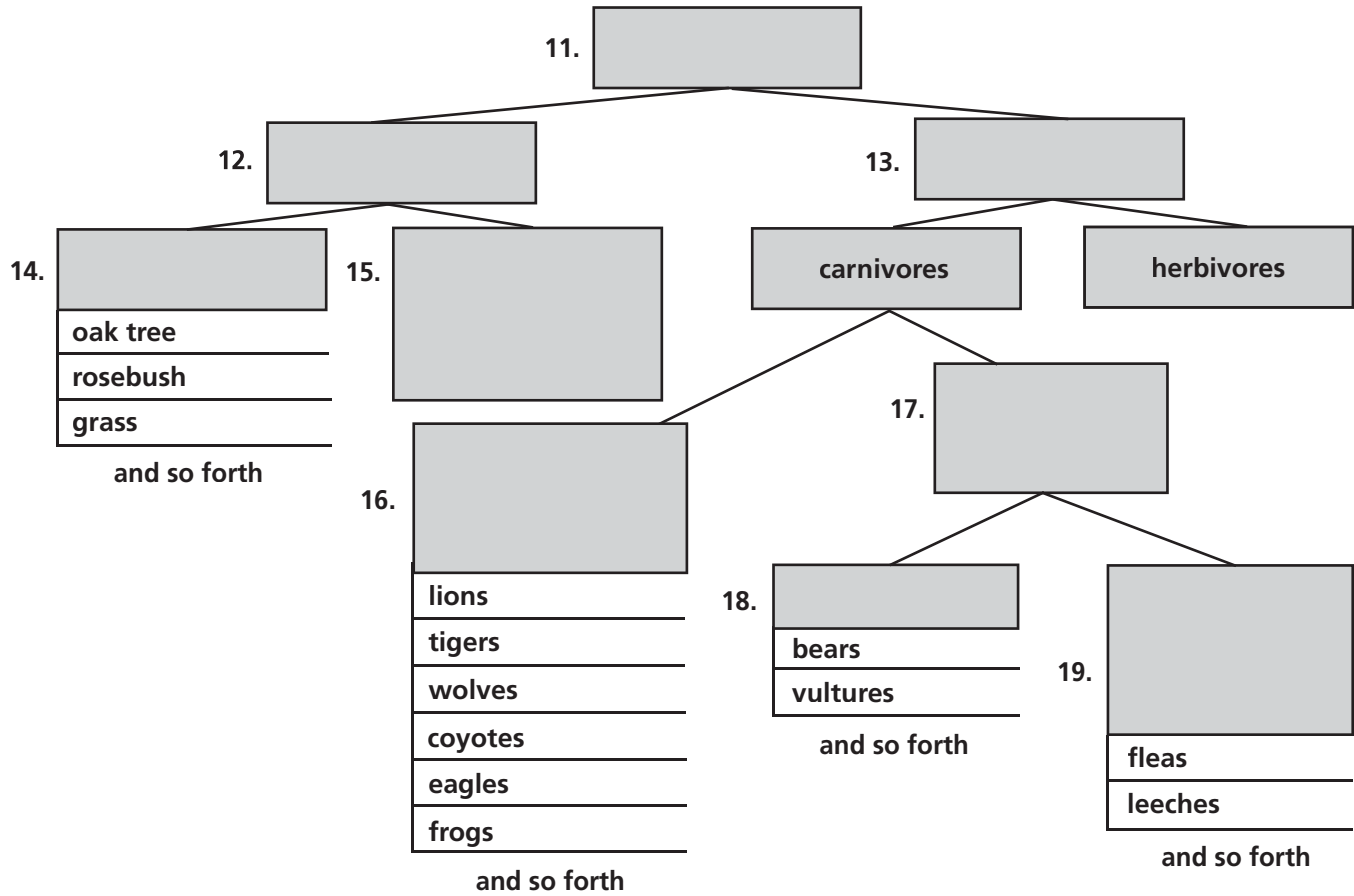
## Section A

1. Explain what happens in the second stomach of a cow.  
\_\_\_\_\_
2. What does **inflation** mean?  
\_\_\_\_\_
3. Name two benefits a rhinoceros receives from its partnership with a tickbird.  
\_\_\_\_\_
4. What do we call any living thing?  
\_\_\_\_\_
5. What is a basic goal of all living things?  
\_\_\_\_\_
6. What do we mean when we say that an animal hibernates?  
\_\_\_\_\_
7. Name two benefits a tickbird receives from its partnership with a rhinoceros.  
\_\_\_\_\_
8. Why are plants important in preventing the formation of a desert?  
\_\_\_\_\_
9. Name three ways that plants are different from animals.  
\_\_\_\_\_
10. Explain what happens in the first stomach of a cow.  
\_\_\_\_\_

## Remedy Blackline Master 12-B

Name \_\_\_\_\_ Date \_\_\_\_\_

- Fill in the chart below.



## Remedy Blackline Master 12-C

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section B

#### LESSON 19—PART B

For each item, write a new sentence that means the same thing by changing the underlined words.

1. By pausing, the old woman lost her chance.

\_\_\_\_\_

\_\_\_\_\_

2. How many chances do you think you'll get?

\_\_\_\_\_

\_\_\_\_\_

3. The minute Claude paused, his sister jumped at the chance.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Stop pausing before diving into the pool.

\_\_\_\_\_

\_\_\_\_\_

#### LESSON 22—PART D

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. His directions were unclear and repetitive.

\_\_\_\_\_

\_\_\_\_\_

2. Her repetitive sentences made her argument unclear.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Unclear questions are hard to answer.

\_\_\_\_\_

\_\_\_\_\_

4. We were bored by her repetitive comments.

\_\_\_\_\_

\_\_\_\_\_

5. By pausing, the shopkeeper lost her chance.

\_\_\_\_\_

\_\_\_\_\_

6. Bill paused and then made a redundant comment.

\_\_\_\_\_

\_\_\_\_\_

7. His remarks about Tony's chance were ambiguous.

\_\_\_\_\_

\_\_\_\_\_

8. Vera lost her chance for that job because she paused too long.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Remedy Blackline Master 12-D

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 28—PART **B**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. They changed their Swiss money into Canadian money.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Camilla had money problems when she was in Spain.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. She went to the bank to change her money into savings bonds.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Jesse changed his money into diamonds.  
\_\_\_\_\_  
\_\_\_\_\_

### LESSON 34—PART **D**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. The rule limited their parking.  
\_\_\_\_\_  
\_\_\_\_\_
2. To limit gasoline usage, the committee passed a rule.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Some countries limit public meetings.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. The rule limited campfires to a small area.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Remedy Blackline Master 12-E

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 57—PART B

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. Her answer was filled with irrelevant details.

---

---

---

2. His answers were filled with irrelevant details.

---

---

---

3. Our conversation was filled with long pauses.

---

---

---

4. The professor often yelled at students who gave irrelevant answers.

---

---

---

---

### LESSON 63—PART C

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. They made up a fitting plan.

---

---

2. The club discussed a fitting plan for the bake sale.

---

---

---

3. This new ad was made up by a child.

---

---

4. The team's plans are not working out well.

---

---

Remedy Blackline Master 12-F

Name \_\_\_\_\_ Date \_\_\_\_\_

LESSON 86—PART D

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. A strange event caused the fear that she showed.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Tom showed fear at the sight of a snake.

\_\_\_\_\_

\_\_\_\_\_

3. The erupting volcano caused an unusual event.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. The horses showed their fear by rearing.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

LESSON 101—PART C

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. The major argued that he had sound reasons for hiding the facts.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Tim’s reasons for stealing tires were not sound.

\_\_\_\_\_

\_\_\_\_\_

3. The police were hiding the facts regarding the crime.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Were they trying to hide their real reasons for raising prices?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. The lawyer will argue that his client’s reasons are sound.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Remedy Blackline Master 12-G

Name \_\_\_\_\_ Date \_\_\_\_\_

Section D

LESSON 109—PART B

Read the passage and answer the questions. Circle **W** if the question is answered by words in the passage. Circle **D** if the question is answered by a deduction. If you circle **W** for an item, underline the words in the passage that give the answer.

Some things will rot if they are left in the air. Another word for **rot** is **decompose**. Things that decompose start out as one material and turn into another material. Rocks do not decompose, nor does water. Leaves decompose and turn into a soggy mass that no longer looks like leaves. When animals decompose, their flesh becomes rotten. If they decompose long enough, they will become shriveled.

Tiny organisms are responsible for much of the change that occurs when matter decomposes. These organisms are called **decomposers**. They are very small plants that have no chlorophyll; therefore, they cannot convert sunlight into food. They get their food by eating the flesh or waste material of other organisms.

When you read about decomposers, you may think they are nothing but filthy little organisms, but think of what the world would be like if there were no decomposers. Leaves from hundreds of years ago would be piled on the ground along with remains of other plants. The bodies of dead animals and their waste material would be piled hundreds of kilometers high.

The decomposers do more than rid the world of this dead matter. As they eat the remains of the animals, they give off waste matter that is high in nitrogen. Nitrogen helps plants grow, so the decomposers actually help many things live.

- 1. Why can't decomposers convert sunlight into food?  
\_\_\_\_\_  
\_\_\_\_\_ W D
- 2. How do decomposers get their food?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ W D
- 3. Are decomposers plants, or are they animals?  
\_\_\_\_\_ W D
- 4. How do decomposers help plants?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Remedy Blackline Master 12-G

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 109—PART **B** (CONT.)

5. What would the world look like if there were no decomposers?

---

---

---

---

6. What's another word for rot?

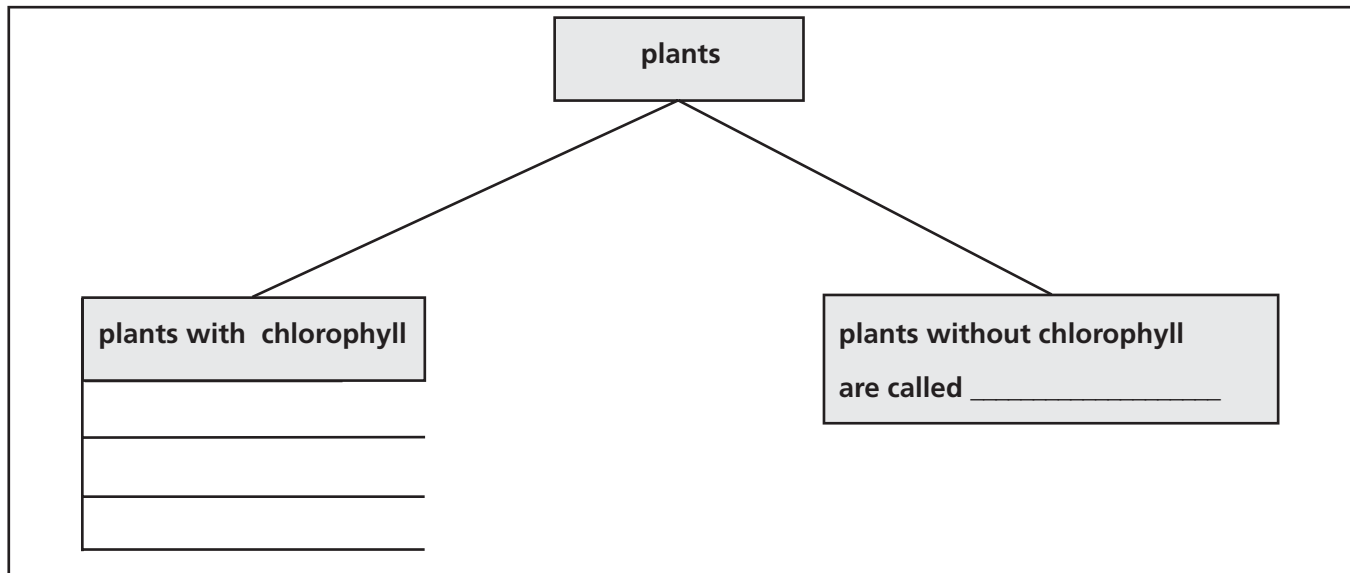
---

7. Why is nitrogen important to a tree?

---

\_\_\_\_\_ W D

8. Fill in the chart below. List three types of plants that have chlorophyll. Fill in the name for the plants that do not have chlorophyll.



## Remedy Blackline Master 12-H

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 118—PART **C**

Underline the redundant part in each sentence that follows. Then explain why the underlined part is redundant.

1. A car is a lethal object, capable of killing living things.

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---

2. The preceding event occurred earlier.

---

---

---

---

3. The bolts were made of metallic steel.

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---

---

## Remedy Blackline Master 12-I

Name \_\_\_\_\_

Date \_\_\_\_\_

### Section E

#### LESSON 113—PART **A**

In the item below, the underlined sentence has two possible meanings. The sentence that follows the underlined sentence makes it clear which meaning is intended. Read the item and answer the questions.

- **The boy ate the cake on the table. When his mother saw him there, she told him to get down.**
1. What are the two possible meanings of the underlined sentence?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  2. What is the intended meaning?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Remedy Blackline Master 12-J

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 114—PART **A**

In each item that follows, the underlined sentence has two possible meanings. The sentence that follows the underlined sentence makes it clear which meaning is intended. Read the items and answer the questions.

- He set a ladder against the wall and broke it.  
He had to buy a new ladder.

1. What are the two possible meanings of the underlined sentence?

---

---

---

---

---

2. What is the intended meaning?

---

---

---

- When she added ice cubes to the glasses of hot tea, they broke. The tea ran all over the counter.

3. What are the two possible meanings of the underlined sentence?

---

---

---

---

4. What is the intended meaning?

---

---

---

---

- Let Mr. Fixit repair your house and save money. He charges less than anybody else in town.

5. What are the two possible meanings of the underlined sentence?

---

---

---

---

---

---

6. What is the intended meaning?

---

---

---

## Remedy Blackline Master 12-K

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section G

#### LESSON 109—PART **A**

Read each deduction and write the answers to the questions.

- **We shouldn't damage our ears.**  
**Listening to extremely loud music damages our ears.**  
**Therefore, we shouldn't listen to extremely loud music.**

1. What kind of statement does the deduction begin with?

\_\_\_\_\_

2. Is the deduction valid? \_\_\_\_\_

3. Explain.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- **Coyotes kill chickens and sheep.**  
**We like chickens and sheep.**  
**Therefore, we should kill coyotes.**

4. What kind of statement does the deduction begin with?

\_\_\_\_\_

5. Is the deduction valid? \_\_\_\_\_

6. Explain.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Section H

#### LESSON 111—PART **B**

Write each sentence below with the word **especially**.

1. She was really happy on her birthday.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. The lake is very full in the spring.

\_\_\_\_\_  
\_\_\_\_\_

3. The ground was very soggy after the storm.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Remedy Blackline Master 12-L

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 112—PART B

Write each sentence below with the word **especially**.

1. The dog was very glad to come into the house.

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2. The dog was really wet and muddy.

---

---

3. Victoria Island is a very popular tourist spot.

---

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### Section I

### LESSON 112—PART A

After each statement, write a statement that is more general by using the name of a larger class for each underlined part.

1. Lobster, clams, and sea bass are served at Barney's Diner.

---

---

2. Sparrows and pigeons often perch on that tall, gray skyscraper.

---

---

## Remedy Blackline Master 12-M

Name \_\_\_\_\_

Date \_\_\_\_\_

### LESSON 113—PART **B**

After each statement, write a statement that is more general by using the name of a larger class for each underlined part.

1. A tall, muscular soldier was carrying a rifle, a pistol, and hand grenades.

---

---

2. That hardworking janitor scrubbed the walls, polished the floor, and wiped the windows.

---

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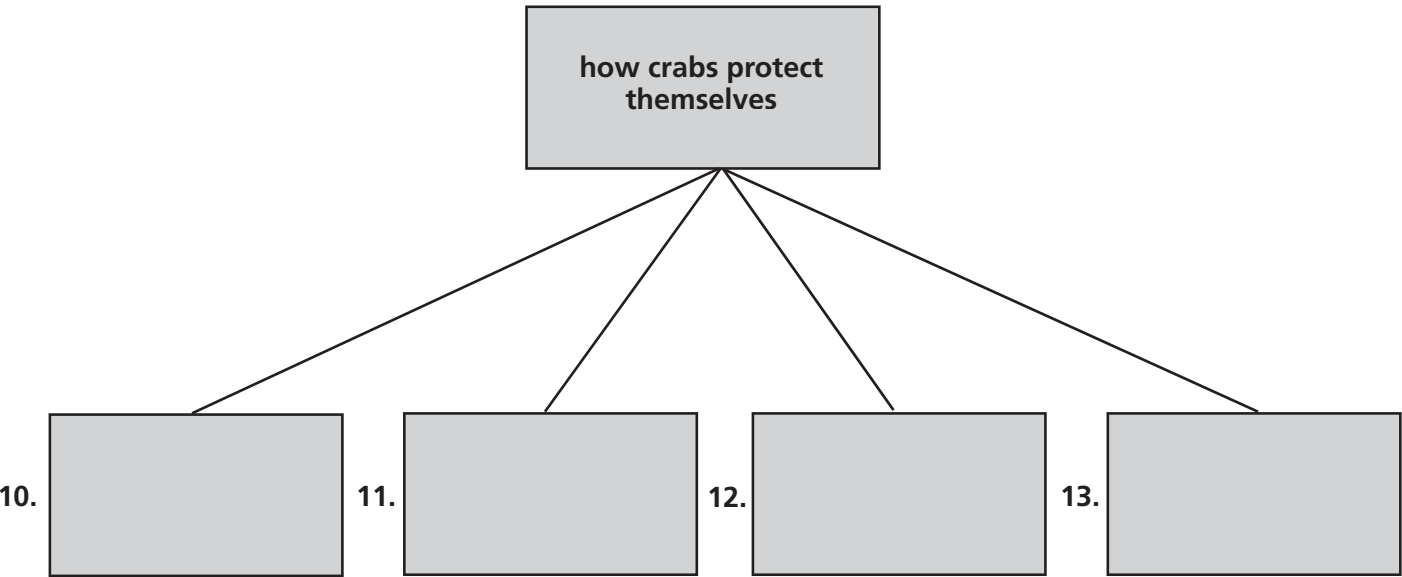
**Remedy Blackline Master 13–A**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Mastery Test 13 Remedies**  
*Section A*

- 1. What do we call trees that cannot survive in the shade?  
\_\_\_\_\_
- 2. Explain what happens in the second stomach of a cow.  
\_\_\_\_\_
- 3. What do cleaner fish eat?  
\_\_\_\_\_
- 4. What do we call trees that do not need much sunlight?  
\_\_\_\_\_
- 5. Name two benefits a rhinoceros receives from its partnership with a tickbird.  
\_\_\_\_\_
- 6. Name two benefits a tickbird receives from its partnership with a rhinoceros.  
\_\_\_\_\_
- 7. Explain what happens in the first stomach of a cow.  
\_\_\_\_\_
- 8. Why are plants important in preventing the formation of a desert?  
\_\_\_\_\_
- 9. What does a shark do when a cleaner fish goes into its mouth?  
\_\_\_\_\_

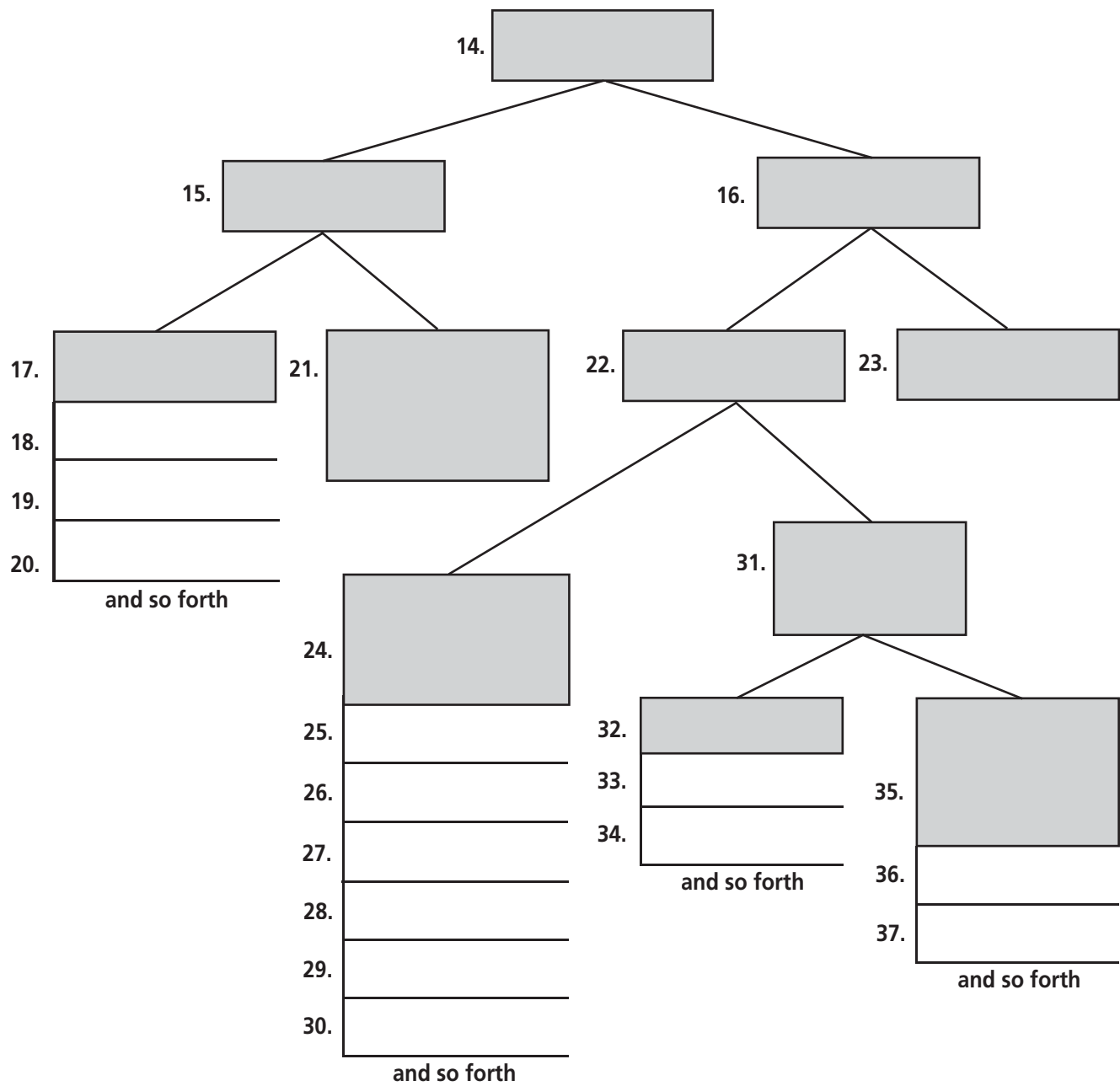
• Fill in the chart below.



Remedy Blackline Master 13-B

Name \_\_\_\_\_ Date \_\_\_\_\_

• Fill in the chart below.



## Remedy Blackline Master 13-C

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section B

#### LESSON 22—PART **D**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. His directions were unclear and repetitive.

\_\_\_\_\_

\_\_\_\_\_

2. Her repetitive sentences made her argument unclear.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Unclear questions are hard to answer.

\_\_\_\_\_

\_\_\_\_\_

4. We were bored by her repetitive comments.

\_\_\_\_\_

\_\_\_\_\_

5. By pausing, the shopkeeper lost her chance.

\_\_\_\_\_

\_\_\_\_\_

6. Bill paused and then made a redundant comment.

\_\_\_\_\_

\_\_\_\_\_

7. His remarks about Tony's chance were ambiguous.

\_\_\_\_\_

\_\_\_\_\_

8. Vera lost her chance for that job because she paused too long.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### LESSON 34—PART **D**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. The rule limited their parking.

\_\_\_\_\_

\_\_\_\_\_

2. To limit gasoline usage, the committee passed a rule.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Some countries limit public meetings.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. The rule limited campfires to a small area.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Remedy Blackline Master 13-D

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 62—PART **G**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. They made up a fitting plan.

\_\_\_\_\_  
\_\_\_\_\_

2. The committee made up a fitting schedule.

\_\_\_\_\_  
\_\_\_\_\_

3. The plan that we are using was made up by the director.

\_\_\_\_\_  
\_\_\_\_\_

4. Army generals should be good at making up defense plans.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### LESSON 102—PART **B**

For each item, write a sentence that means the same thing by changing the underlined words.

1. The major argued that he had sound reasons for hiding the facts.

\_\_\_\_\_  
\_\_\_\_\_

2. What reasons does Helen have for hiding her love from Tom?

\_\_\_\_\_  
\_\_\_\_\_

3. The manager argued that his facts proved that the Devils had won the game.

\_\_\_\_\_  
\_\_\_\_\_

4. The spy was hiding the secret facts in a brown bag.

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Remedy Blackline Master 13-E

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 19—PART **B**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. By pausing, the old woman lost her chance.

\_\_\_\_\_

\_\_\_\_\_

2. How many chances do you think you'll get?

\_\_\_\_\_

\_\_\_\_\_

3. The minute Claude paused, his sister jumped at the chance.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Stop pausing before diving into the pool.

\_\_\_\_\_

\_\_\_\_\_

### LESSON 28—PART **B**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. They changed their Swiss money into Canadian money.

\_\_\_\_\_

\_\_\_\_\_

2. Camilla had money problems when she was in Spain.

\_\_\_\_\_

\_\_\_\_\_

3. She went to the bank to change her money into savings bonds.

\_\_\_\_\_

\_\_\_\_\_

4. Jesse changed his money into diamonds.

\_\_\_\_\_

\_\_\_\_\_

## Remedy Blackline Master 13-F

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 57—PART **B**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. Her answer was filled with irrelevant details.

---

---

2. His answers were filled with irrelevant details.

---

---

3. Our conversation was filled with long pauses.

---

---

4. The professor often yelled at students who gave irrelevant answers.

---

---

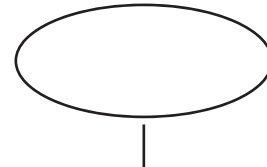
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### LESSON 85—PART **D**

Look at this diagram.

**response**  
**strategy**



The diagram contradicts part of these instructions:

1. Draw an oval.
2. Draw a horizontal line below the oval.
3. Write the word **response** to the left of the oval.
4. Write the word **strategy** below the word **response**.

Circle the instruction that the diagram contradicts.

Draw a new diagram that follows the instructions.



## Remedy Blackline Master 13-G

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section C

#### LESSON 116—PART C

Write each sentence below with the word **particularly**.

1. It was a very cold day.

---

---

2. His feet look big, especially when he wears sandals.

---

---

---

3. It rains a lot in Seattle, especially in the winter.

---

---

---

4. She was a very good student in high school.

---

---

---

#### LESSON 117—PART A

Write each sentence that follows with the word **particularly**.

1. Fran's hair is curly, especially after she washes it.

---

---

---

2. He is a very good writer.

---

---

3. She likes to watch football games, especially on Saturday afternoon.

---

---

---

---

4. Sam has a really well-trained dog.

---

---

Remedy Blackline Master 13-H

Name \_\_\_\_\_ Date \_\_\_\_\_

Section D

LESSON 125—PART C

Read each argument below and answer the questions.

- I doubt if we will be able to accept your application to this university, Joe. Your record from Smith State is very poor. You skipped classes and almost flunked out your first term. We don't want students like that here.

- What does the writer want us to conclude?  
\_\_\_\_\_  
\_\_\_\_\_
- What evidence does the writer use to support this conclusion?  
\_\_\_\_\_  
\_\_\_\_\_
- What rule does the writer's argument break?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- How could you show that the conclusion may not be valid?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- This guy is very qualified for the job. Unfortunately, he has a prison record. Once a crook, always a crook. He'll just have to find another sucker to hire him.
- What does the writer want us to conclude?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  - What evidence does the writer use to support this conclusion?  
\_\_\_\_\_  
\_\_\_\_\_
  - What rule does the writer's argument break?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  - How could you show that the conclusion may not be valid?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Remedy Blackline Master 13-I

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section G

#### LESSON 119—PART **A**

The arguments below have an ought statement for a conclusion. Complete the deductions after each argument by writing the missing rule and the conclusion. The evidence that the author uses in the argument is already written for you.

1. The judge leaned closer to the defendant.  
“You shouldn’t steal, because stealing is against the law,” the judge said. “Next time it happens, I’ll see that you go to jail.”

**Rule:** \_\_\_\_\_

\_\_\_\_\_

**Evidence:** Stealing is against the law.

**Conclusion:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. You’re old enough to know better.  
Smoking is very bad for you, so you shouldn’t smoke. That’s the last time I’m going to tell you. From now on, it’s up to you.

**Rule:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Evidence:** Smoking is very bad for you.

**Conclusion:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Remedy Blackline Master 14-A

Name \_\_\_\_\_ Date \_\_\_\_\_

# Mastery Test 14 Remedies

## Section A

1. What does **inflation** mean?

\_\_\_\_\_

2. What do cleaner fish eat?

\_\_\_\_\_

3. What do we call trees that do not need much sunlight?

\_\_\_\_\_

4. Why does the lemming population sometimes get too big?

\_\_\_\_\_

5. What do we mean when we say that an animal hibernates?

\_\_\_\_\_

6. What do we call trees that cannot survive in the shade?

\_\_\_\_\_

7. What does a shark do when a cleaner fish goes into its mouth?

\_\_\_\_\_

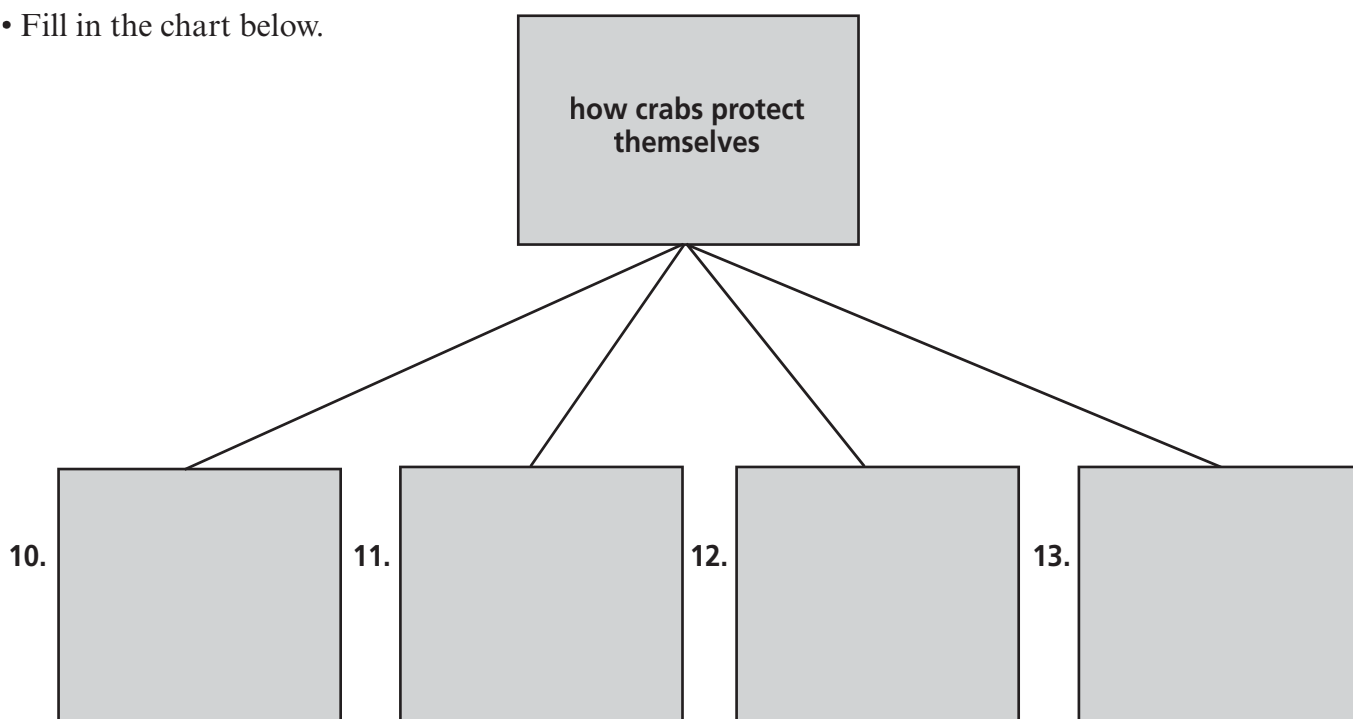
8. Where do lemmings normally live?

\_\_\_\_\_

9. How do lemmings reduce their population?

\_\_\_\_\_

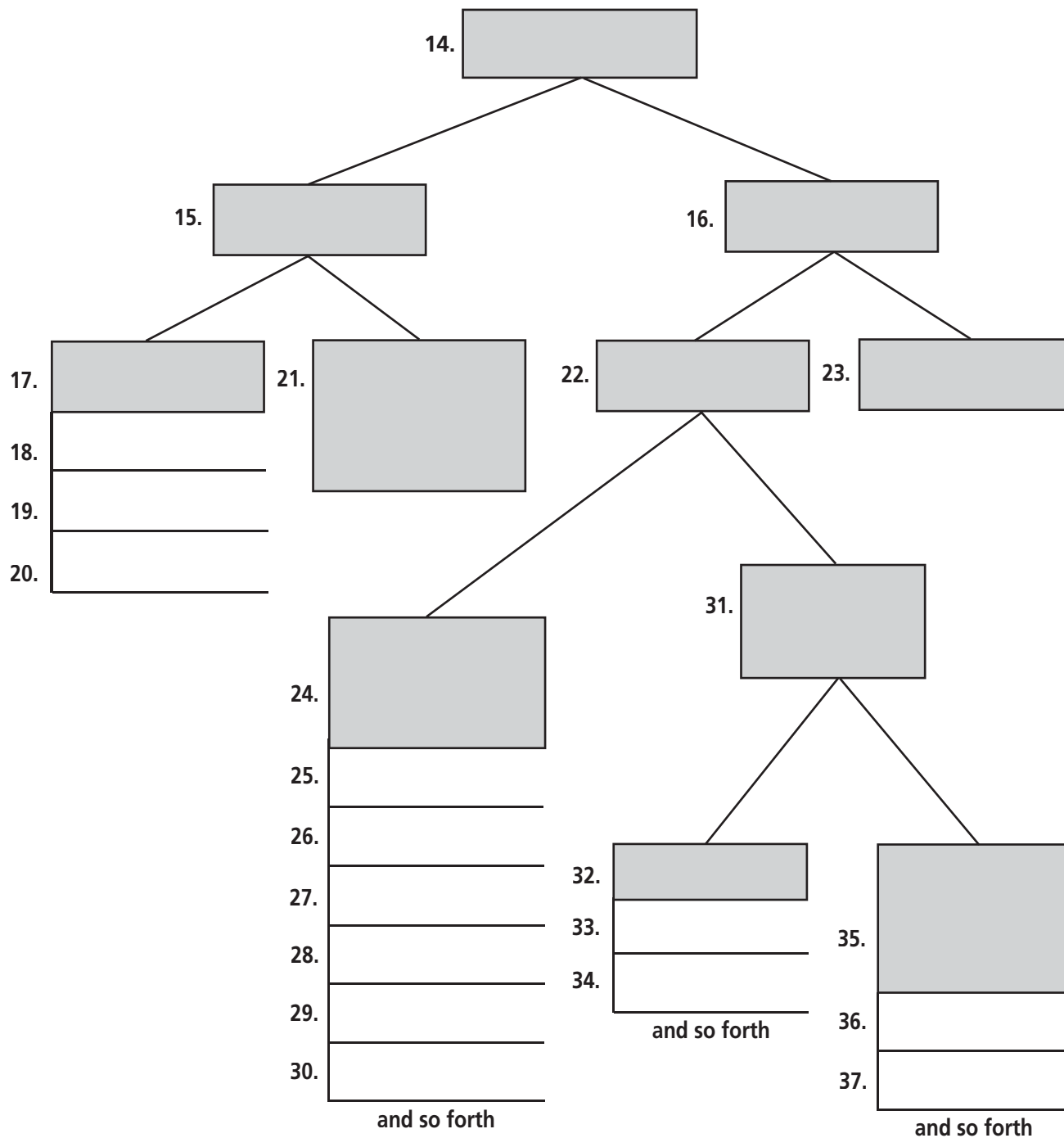
• Fill in the chart below.



## Remedy Blackline Master 14-B

Name \_\_\_\_\_ Date \_\_\_\_\_

- Fill in the chart below.



Remedy Blackline Master 14-C

Name \_\_\_\_\_ Date \_\_\_\_\_

Section B

LESSON 86—PART D

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. A strange event caused the fear that she showed.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Tom showed fear at the sight of a snake.

\_\_\_\_\_

\_\_\_\_\_

3. The erupting volcano caused an unusual event.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. The horses showed their fear by rearing.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

LESSON 57—PART B

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. Her answer was filled with irrelevant details.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. His answers were filled with irrelevant details.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Our conversation was filled with long pauses.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. The professor often yelled at students who gave irrelevant answers.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Remedy Blackline Master 14-D

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 28—PART B

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. They changed their Swiss money into Canadian money.  
\_\_\_\_\_  
\_\_\_\_\_
2. Camilla had money problems when she was in Spain.  
\_\_\_\_\_  
\_\_\_\_\_
3. She went to the bank to change her money into savings bonds.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Jesse changed his money into diamonds.  
\_\_\_\_\_  
\_\_\_\_\_

### LESSON 19—PART B

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. By pausing, the old woman lost her chance.  
\_\_\_\_\_  
\_\_\_\_\_
2. How many chances do you think you'll get?  
\_\_\_\_\_  
\_\_\_\_\_
3. The minute Claude paused, his sister jumped at the chance.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Stop pausing before diving into the pool.  
\_\_\_\_\_  
\_\_\_\_\_

## Remedy Blackline Master 14-E

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 22—PART **D**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. His directions were unclear and repetitive.

\_\_\_\_\_

\_\_\_\_\_

2. Her repetitive sentences made her argument unclear.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Unclear questions are hard to answer.

\_\_\_\_\_

\_\_\_\_\_

4. We were bored by her repetitive comments.

\_\_\_\_\_

\_\_\_\_\_

5. By pausing, the shopkeeper lost her chance.

\_\_\_\_\_

\_\_\_\_\_

6. Bill paused and then made a redundant comment.

\_\_\_\_\_

\_\_\_\_\_

7. His remarks about Tony's chance were ambiguous.

\_\_\_\_\_

\_\_\_\_\_

8. Vera lost her chance for that job because she paused too long.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### LESSON 34—PART **D**

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. The rule limited their parking.

\_\_\_\_\_

\_\_\_\_\_

2. To limit gasoline usage, the committee passed a rule.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Some countries limit public meetings.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. The rule limited campfires to a small area.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Remedy Blackline Master 14-F

Name \_\_\_\_\_ Date \_\_\_\_\_

### LESSON 63—PART C

For each item, write a sentence that means the same thing by changing the underlined word or words.

1. They made up a fitting plan.

\_\_\_\_\_

\_\_\_\_\_

2. The club discussed a fitting plan for the bake sale.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. This new ad was made up by a child.

\_\_\_\_\_

\_\_\_\_\_

4. The team's plans are not working out well.

\_\_\_\_\_

\_\_\_\_\_

### LESSON 102—PART B

For each item, write a sentence that means the same thing by changing the underlined words.

1. The major argued that he had sound reasons for hiding the facts.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What reasons does Helen have for hiding her love from Tom?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. The manager argued that his facts proved that the Devils had won the game.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. The spy was hiding the secret facts in a brown bag.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Remedy Blackline Master 14-G

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section C

#### LESSON 131—PART **A**

Read the ads and answer the questions.

- Professional tennis players are very critical about the equipment they use. Among the fussiest of all is Gron Grog, the current Wibley champion. Shortly before the Wibley tournament, Grog switched to the Neilson tennis racket, with the patented vulcanized handle. Here's what Grog said about this racket.

"My game improved perhaps 25 percent with the Neilson racket. It's amazing. In the finals, I beat Trebling, a player I have never defeated before."

Wouldn't you like to play 25 percent better? Try the Neilson racket.

1. Does the ad actually say that the Neilson racket will improve your game?

\_\_\_\_\_

2. Write a sentence that would be in the ad if the ad said that the Neilson racket would improve your game.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- The Ascender is the toughest jeep on the road. This jeep has been tested for traction over muddy mountain roads, sand dunes, and rocky trails. It has been driven over the roughest terrain we could find, and it keeps its traction better than any other leading jeep. Since the Ascender can perform in rough country, think of what an easy time it will have doing everyday driving chores, such as taking you to the grocery store.

3. Does the ad actually say that the Ascender is the best jeep for **you**?

\_\_\_\_\_

4. Write a sentence that would be in the ad if the ad said that the Ascender is the best jeep for you.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Remedy Blackline Master 14-H

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section D

#### LESSON 131—PART **D**

Read the arguments and answer the questions.

- Professor Johnson has been with the University of Idaho for twelve years and is chairperson of the history department. He has received awards for his outstanding research in the field of nineteenth-century bonnets and hats. All those who have worked with him have the highest respect for his keen, inquiring mind. Now Professor Johnson is urging that the city close four junior high schools. Surely it is foolish to ignore the wisdom this most worthy man is offering us.

1. The argument uses Professor Johnson as a source for what kind of information?

---

---

---

---

2. Is Professor Johnson a good source for this information?

---

3. For what kind of information would Professor Johnson be a good source?

---

---

---

---

- Don is an auto mechanic. Don never watched television until about a year ago, when someone gave him an old Stella television set. It must be five years old, but he's never had a problem with it. If you are thinking of buying a television set, Don definitely recommends a Stella. He says it will last forever.

4. The argument uses Don as a source for what kind of information?

---

---

---

5. Is Don a good source for this information?

---

6. For what kind of information would Don be a good source?

---

---

---

---

## Remedy Blackline Master 14-I

Name \_\_\_\_\_

Date \_\_\_\_\_

### Section E

#### LESSON 134—PART **B**

Read the arguments and answer the questions.

We interviewed three chefs concerning our new product, Hamburger-Yumm. These people are featured at some of the finest hotels in Europe. We just mixed a little Hamburger-Yumm with tomatoes, onions, and hamburger (so easy even **you** can do it) and asked these fine chefs to taste the results. “Remarkable,” said the first chef. “Amazing,” said the second chef. “Fantastic,” said the third chef.

If it pleases these experts, it’s bound to please you. Run down to your local grocery and buy some today—but don’t be surprised if you can’t find it! Hamburger-Yumm is selling too fast for grocers to keep it in stock!

1. The argument uses three chefs as a source for what kind of information?

---

---

---

2. Are these chefs a good source for this information?

---

3. For what kind of information would the chefs be a good source?

---

---

---

## Remedy Blackline Master 14-J

Name \_\_\_\_\_ Date \_\_\_\_\_

### Section F

#### LESSON 130—PART **D**

Read the arguments and answer the questions.

Ms. Smith has been counseling married couples for over twenty years. She is considered to be among the best five marriage counselors in Canada.

“Many people come to me because they are worried about their marriages,” says Ms. Smith. “They are bored and blame their boredom on their partner. They think that the only way to overcome this boredom is to get a divorce. I tell them to take up a new hobby together. Any husband and wife who start climbing mountains or parachuting from a plane will not stay bored for long.”

Ms. Smith has been married for thirty years and has three children and twelve grandchildren. If you are having problems with your marriage, I would recommend a visit to Ms. Smith.

1. The argument uses Ms. Smith as a source for what kind of information?

\_\_\_\_\_  
\_\_\_\_\_

2. Is Ms. Smith a good source for this information? \_\_\_\_\_

3. For what kind of information would Ms. Smith be a good source?

\_\_\_\_\_  
\_\_\_\_\_

